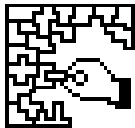# 1, 2, 3, ready GO!

Group work is a lot like putting a puzzle together. It is complex. It has many pieces that have to somehow fit together and it is time consuming. In other ways, it is not like a puzzle at all, for every time the pieces come together well, it presents a new picture, and the picture changes dramatically over time.

One is the Individual

and the drive to know self, to be valued, recognized, to live fully, achieve bliss, self actualize, make a mark, "be me."

Two is our Social nature

and our need for others, our recognition that our individuality is enhanced and important in that context, that we need and want the company of others; in fact, that being truly human is couched in our relationships
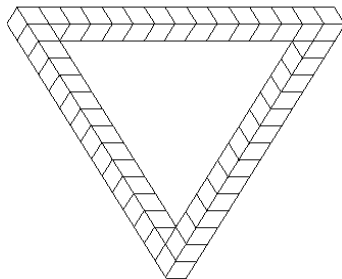
Three may be less

permanent, and groups with even numbers often work well while odd numbered groups may become more easily conflicted -- conventional wisdom; "two against one, odd man out, you and me against the world , , , ,"

Four stages of development are commonly reported

Other models with different names and more stages are suggested, but this is a clever summation of group dynamics

Formin'
   Stormin'
      Normin'
         & Performin'

Five or Six

## weeks often marks a critical period in groups

After a fortnight, the group may show resistance and anger. It can result from disappointment, putting in a lot of work, getting fewer benefits than we hoped (LaCoursiere, 1974). It may be that the sense of familiarity frees people to express discontent (Tuckman & Jensen, 1977). Power unevenly distributed and individual rivalry may be occurring (Dunphy, 1974). The subgroups that often form - partners, cliques within the group, may create the tension (Bion, 1961; Braaten, 1974). It could be the balancing act needed to assure that individual needs and group needs are balanced (Bennis & Shepard, 1956). The reason is uncertain, but the dynamics are real! Seeing this as a stage, as normal, as an event to watch for, may help the group move beyond the anger, and work through frustration and fault finding rather than feeling helpless, attacking others or disbanding.

Seven, eight . . . going GREAT!

Teachers facilitate group work by providing class time for activities. Group growth can be enhanced by attention to the dynamics of group interactions and by asking for quick reflections from time to time.

Good questions to ask:
1) Is the trust developing in the group?
2) How are you dividing up the tasks?
3) Is anyone having trouble getting to group or participating?
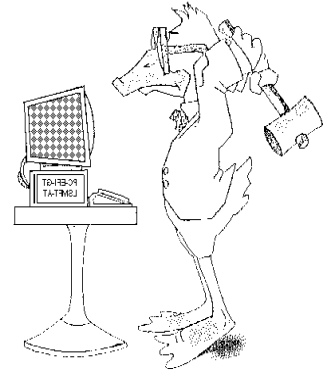4) Is there a way that I can support the group more?
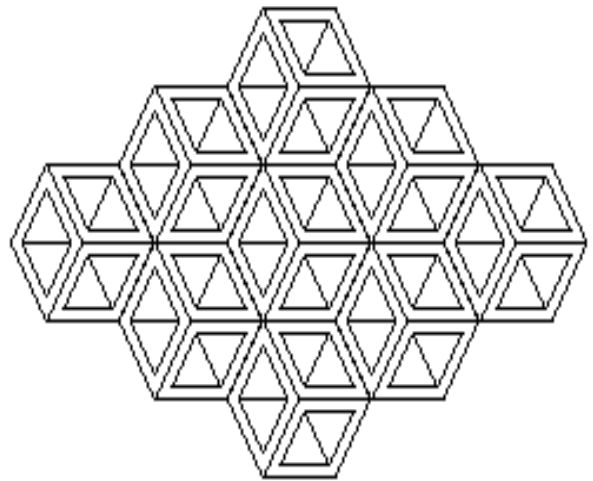
Nine, ten . . . Use your pen

Students pay attention to the things teachers value! Ask for reflections. Use journaling to help keep track of groups, and give groups tools to keep track of progress and the building of task and trust. Give points or credit for group work, and value and validate group process and growth!
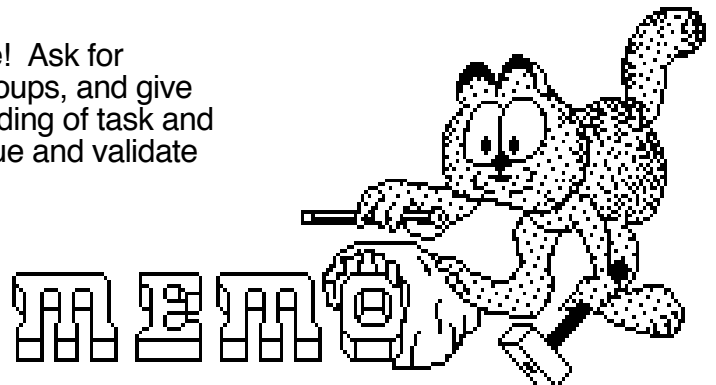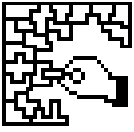
Activation

"Although Lewin never met Dewey, they shared a community of spirit. Both were deeply concerned with the workings of democracy. Both recognized that each generation must learn democracy anew; both saw the importance to social science of freedom of inquiry, freedom that only a democratic environment could assure."
- Gordon Allport

The social milieu is pivotal to cognitive growth and knowledge construction - Piaget, 1970; Vygotsky, 1978

Education that involves students is particularly effective. Working in groups offers many benefits -- contributing to student ownership of subject matter, rapidly moving students from acquisition of knowledge to application, evaluation and synthesis of ideas. It provides a natural way for many people to think about, talk about and interact with content that is presented. Group work also provides a natural way for participants to learn about self and develop insight into human and group behavior. (Johnson & Johnson, 1994; Luft, 1984; Slavin, 1991)

Building a successful group takes time, energy and attention. It is helpful to blend task and trust together, giving direction and depth to the building process. The work accomplished in a healthy group setting seems to be developmental, and the initial step is forming, or activation. (Luft, 1984; Thompson & Rudolph, 1996).

Critical elements for successful group building include:
1. Minimizing the importance of social categorization
2. Enhancing trust while minimizing threats to identy and self-esteem
3. Providing opportunities for personalization of team members
4. Developing interpersonal skills (Allport, 1954; Miller & Harrington, 1992)

The activation step includes:
1. Establishing a task
    a. establishing the parameters of the work to be done,
    b. setting goals
    c. discussing limitations
    d. developing coping strategies
    e. identifying and roles for successful task completion
    f. devising ways to bring the group back to task
    g. measuring and celebrating success
2. Building trust
    a. valuing each participant and honoring individual needs
    b. sharing the importance of group building
    c. learning to communicate needs and validating each person's disclosures
    d. setting boundaries for roles and things shared in group
    e. finding ways to lessen discomfort and help each participant to feel safe
    f. supporting each person's efforts and issues
3. Balancing group and individual need
    a. valuing, validating and utilizing individual needs and strengths for the good of the group
    b. building group by recognizing, honoring and utilizing the idiosyncratic strengths and limitations of the participants
    c. learning new skills for enhancing self and group

a
a
a a
A
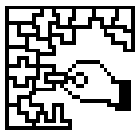
Activation
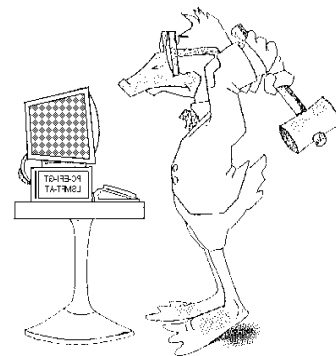
What is the goal of the relationship?
　　　　　Any subgoals?

Is making this group work out important?

Is the feeling mutual?

Can it meet a need or a desire for you?

Who can you trust? What could build more trust?

o n o n o n o n
Building Block
SELF

Start with yourself ---   Personal Strengths　　　　　　　Personal Defenses

Family story:　　What was your role in the nuclear family?
　　　　　　　　oldest　　　youngest　　　　　helpless　　　　　boss
clown
　　　　　　　　feisty　　　controller　　　　　uninvolved　　　　scapegoat
　　　parent

Is that role part of current relationships?

Strengths to share
　　　a.　　　　　　　b.　　　　　　　c.　　　　　　　d.

Concerns
　1. What I don't want to be a part of . . .
　2. One thing that makes me hope for an escape route . . .
　3. I will probably cope by . . .

The Group
Ideas for building trust:
　　　a.　　　　　　　b.　　　　　　　c.　　　　　　　d.

Ways to let the group know it is time to get back on task:
　　　a.　　　　　　　b.　　　　　　　c.　　　　　　　d.

How we will celebrate:
　　　a.　　　　　　　b.　　　　　　　c.　　　　　　　d.

Ways to let others know the discomfort is leading to "flight":
　　　a.　　　　　　　b.　　　　　　　c.　　　　　　　d.

What we can do to be supportive instead:

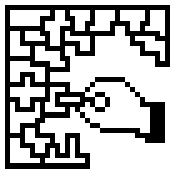Members:　　Name　　　　　　　Phone　　　　　　Good times to call

　　　　　1.

　　　　　2.

　　　　　3.

　　　　　4.

a
a
a
a
A

Balance

"Truly worthwhile acts enhance a mutuality between doer and the other -- a mutuality which strengthens the doer even as it strengthens the other."
-Erikson, 1964

Four generations of Star Trek captains live these issues of balance in one hour segments, not so much "Going where no one has gone before," as going and maintaining civility on and off the ship, dealing with unexpected and unclear differences magnanimously. The question of individual need or group well being figures as a major dilemma for each TV segment.

Our classrooms are not so different. Each semester we begin with a mission and new members. Very much like the Enterprise voyagers. a few students seem to be stars and others wander on and off screen, not fully engaged. Like the show, there are pleasant characters and detractors. There are students with whom we identify immediately, and those who seem to play the part of villain, clown, or egotist, and by such choices, alienate others. Some are consumed with self interest and others build community.

Balance is an important part of group work, for it suggests interconnected awareness -- caring enough about self and others to shift along a continuum, to adjust to needs, to care to hear the needs of others, to share the responsibility of mutuality. The words we use to describe this outcome include partnership, community building, peace in the place of fear, communicating and reaching understanding rather than withdrawing or defending a position. One of the great challenges of schools is finding successful ways to combine the needs of individuals and

Autonomy means self in control, self governed		**Heteronomy** means others in control, a wish to conform to the desires and needs of others

Autonomy   Heteronomy

* will to live   * will to belong
* stubbornness   * part of a community
* ascendancy   * belonging with
* leadership need   * social competence
* independent   * acceptance of others
* self governing   * cooperation is natural
* self directed   * compliance

Every person has the tension between autonomy and heteronomy -- needing control over life and requiring the support and friendship of community. Balancing these two dimensions is demanding. It calls forth self discipline, self understanding and stretches trust to the limits. A successful group requires that each member work again on these questions, not only for self, but as a redefinition of how safe it is to share the self and how important it is to devote the time and energy to the endeavor. Hard, important questions arise -- is this group worth the energy to redefine my role, my needs, my way of behaving? Am I safe with these people? Can I get my own needs met, or will I be submerging my own needs to fulfill someone else's goals and needs?

The achievement of balance is always an adventuresome business in everyone's life. There are many wires stretched across our fives:

> between theory and practice
> between the ideal and the real
> between the new and the old
> between self-realization and surrender to the community.

We have to find the right balance in our lives as we struggle with the permanent tensions of self-fulfillment and concern for others.
- Ulrik Geniets

b
b
b
b
b
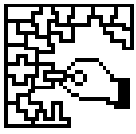
Balance

Individual	——————————————————	Group
Task	——————————————————	Trust
Product	——————————————————	Process
Creativity	——————————————————	Consensus
Independence	——————————————————	Belonging
Personal Concerns	——————————————————	Community Peace
Safety	——————————————————	Stimulation

Discuss these examples. Would you choose other words to describe the continuum?
As a group, develop a few additional examples.

———————————————————————————

———————————————————————————

———————————————————————————

———————————————————————————

Balance implies strength. It may be difficult to discipline personal needs to gratify the needs of others. At times, group work reminds us of unresolved issues at home, or needs that are pressing that we have not been able to fulfill. Thus balance requires strength, will power, determination, selflessness. Try this assessment on self control. There are no right or wrong answers, and it may provide a sense of some of the issues involved in self control. Feel free to keep the information private or share it with group members.

Self Control Survey

Fill in the work that describes a normal or usual feeling or behavior

        A = Rarely
        B = Occasionally
        C = Often
        D = Usually

1. When faced with a problem I _____ try to forget it.
2. I _____ need frequent encouragement from others for me to keep working at a difficult task.
3. I _____ need someone else to praise my work before I am satisfied with it.
4. If I want something, I _____ work hard to get it.
5. I _____ want to have a say in any decisions made by the group.
6. I _____ decide to do things on the spur of the moment.
7. I _____ like tasks where I can make decisions and be responsible for the outcomes.
8. I _____ have a hard time saying "NO" when someone tries to sell me something.
9. I _____ make up my mind to stop doing something and stick with it.
10. I_____ find myself turning to others for help in losing weight or controlling habits.
11. I _____ find myself caught up in things I wish I weren't doing.
12. I _____ lose my temper with strangers.
13. I _____ wish I could change things I did while angry.
14. I _____ prefer to learn facts from someone else rather than digging them out for myself.
15. I _____ enjoy trying to do difficult tasks more than I enjoy trying to do easy tasks.

b
b
b
b
b

Balance
Heteronomy ------------- Autonomy

Directions: Read each statement and decide whether it is more characteristic of your feelings or less characteristic. Then assign Y for those which are good descriptors, N for poor descriptors.

_____ 1.. I prefer to be by myself.
_____ 2. When I have a decision to make, I always ask for advice.
_____ 3. I do my best work when I know it will be appreciated.
_____ 4. I can't stand to be fussed over when I am sick.
_____ 5. I would rather work alone than be a leader.
_____ 6. I believe people could do a lot more for me if they wanted to.
_____ 7. I don't need other people to make me feel good.
_____ 8. I feel confident of my ability to deal with most of the personal problems I am likely to meet in life as long as I have friends.
_____ 9. I'm the only person I want to please.
_____ 10. The idea of losing a close friend is terrifying to me.
_____ 11. I rely only on myself.
_____ 12. I would be completely lost if I didn't have a group of friends.
_____ 13. It is hard for me to ask someone for a favor.
_____ 14. I hate it when people offer me sympathy.
_____ 15. I am constantly on the telephone with someone.
_____ 16. I often get in trouble for talking.
_____ 17. I love being surrounded by friends.
_____ 18. I must have one person who is very important to me.
_____ 19. I would rather stay free of involvements with others than risk disappointments.
_____ 20. I am very confident about the decisions I make alone.
_____ 21. I love working on committees.
_____ 22. I would rather play team sports than compete against myself.
_____ 23. I don't need anyone.
_____ 24. When I am sick, I prefer that my friends leave me alone.
_____ 25. I'd rather watch TV than go out with a group of people.
_____ 26. Even when things go wrong I can get along without asking others for assistance.
_____ 27. I like to ask my friends anytime I have a decision to make.
_____ 28, I am happy when my friends and I get together.
_____ 29. I like to be alone.
_____ 30. I would rather say I agree than have a lot of people angry with me.
_____ 31. I love to go to malls and be with people.
_____ 32. Being around a lot of people wears me out.
_____ 33. I live for the week-ends when I can party.
_____ 34. In social situations I tend to feel alive.
_____ 35. I am not willing to disregard the feelings of my friends to get my way.
_____ 36. I wish people would think of me as a party animal.
_____ 37. There is nothing more satisfying than reading a good book.
_____ 38, I really enjoy walking alone and seeing the beauty of a place.
_____ 39. I feel incomplete when I am by myself.
_____ 40. People are my life!

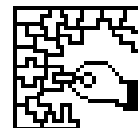Autonomous --- Heteronomous
          20 A   15 A   10 A   5 A   5H   10H   15H   20H

If your answer matches, circle it. Add up all matching A's and H's to obtain a final score.

Answers: 1. A   2. H   3. A   4. H   5. A   6. H   7. A   8. H   9. A   10. A   11. H   12. A   13. H   14. A
15. H   16. H   17. A   18. A   19. A   20. A   21. H   22. H   23. A   24. A   25. A   26. A   27. H   28. H
29. A   30. H   31. H   32. A   33. H   34. H   35. H   36. H   37. A   38. A   39. H   40. H
- adapted from work by Hirschfield, et. al. (1977)

Community Building & Cohesion

Each person is special, unique in important ways, and rather insulated from others. It is only over a span of years that we come to realize who we are, and it is much longer, still, before most of us reach out to try to fully understand others. We present a paradox. We want so much to be loved, to be understood, to be accepted unconditionally. Yet often, those who need that support the most, build protective barriers to keep others at a distance, fearing and desiring contact at the same time. We want to tell others how we feel, yet may not be motivated to listen to another's story. We may find it difficult to allow someone access to the sensitive and tender places, or fear that by sharing who we want them to see, they will see beyond that to who we fear we may be or feel ashamed of being. We need to be together with others, and we seek to be alone. Human beings thrive in community, yet we do not automatically have the tools and skills to feel safe with others. We can learn them, and we can become adept.

The deepest principle of human nature is the craving to be appreciated
     - William James

Coming together is a beginning
Keeping together is progress
Working together is success
     - Henry Ford

Who is wise?
He who learns from all men.   -Talmud

A WALL OR A BRIDGE

## Defensive thinking

* Reaction is likely rather than action
* Reaction is typically rigid, fixed, not thoughtful
*Reaction is result of past experiences with a sense of
     compulsion rather than choice
* Reaction often distorts reality to fit the defense
* Unconscious mind or autonomic system seems in charge
* Reaction is typical of a response set ---
     "Every time I get angry, I---"
* What is felt requires immediate gratification and expression
* Reaction is based on sense of being powerless and hopeless,
   so a sense of futility is pervasive and gives energy to

Defensive behaving

Project	Justify	Intellectualize
Minimize		
Rationalize	Theorize	Moralize
Switch		
Glaring	Quibbling	
Threatening	Attacking	
Flattering	Sarcasm	Joking
Generalize		
Intimidating	Hostile	Flattering
Equivocate		
Evading	Shifting	

Underline those used often
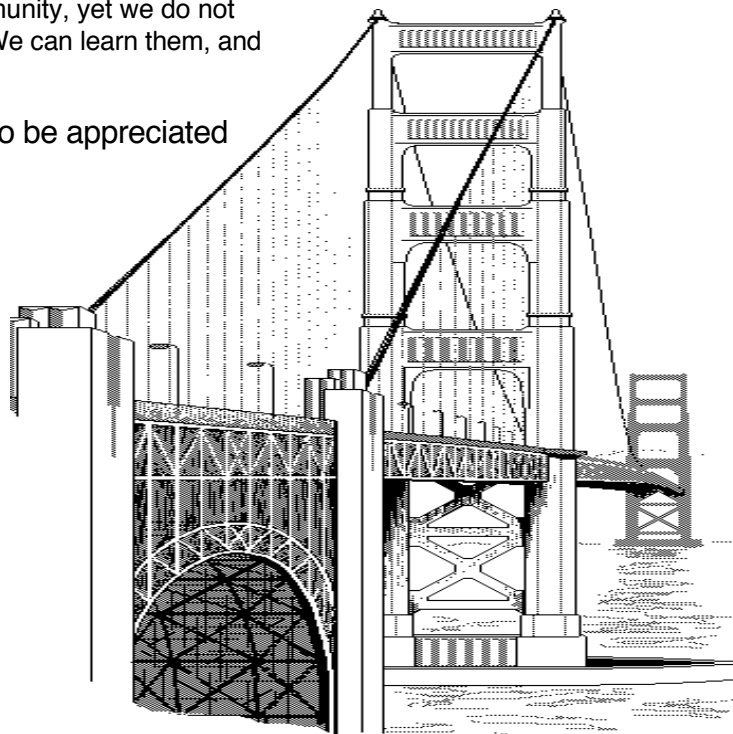
• Action taken involves perceiving and making choices

• Action allows flexibility and rethinking to meet a purpose

• Action is geared toward help now without sacrificing the future

• Action occurs through orientation to the here and now

• Conscious and preconscious elements are brought into the thinking process

• Action is specific to the set of current circumstances

• Action may involve waiting and self disciplining behaviors until a more apt time or place

• Action is based on sense of being able to control self, the future & destiny

• Actions include recognizing & valuing the needs of others
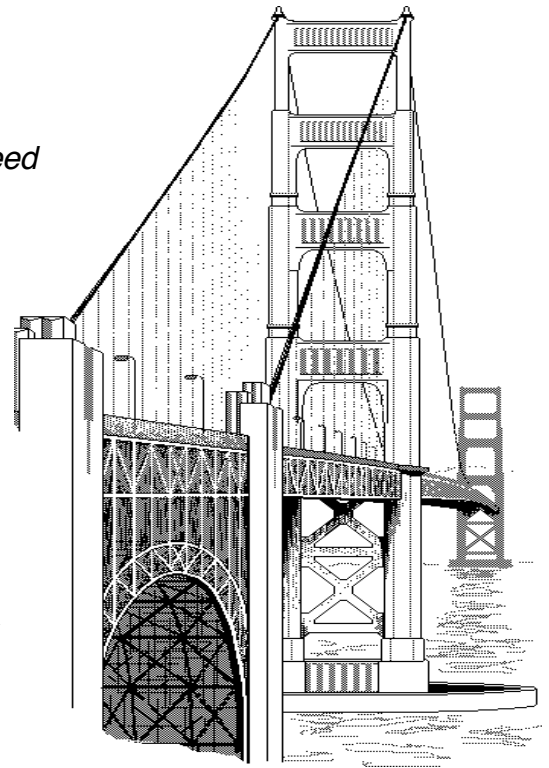
• Life is ordered and generally manageable

C
C
C
C
C
C
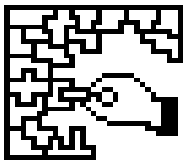
Community Building & Cohesion

We build walls so often, when what we really need are more bridges.

Bridge Building

1. Blended in actions and goals
   - mutual goals
   - shared resources
   - joint rewards
   - differentiated roles
2. Face-to-face positive feelings
   - self disclosure
   - share insights
   - help & encourage
   - time allotted for group work
3. Individual accountability
   - student owns grade
   - self monitoring
   - balance maintained
   - personal rights / needs respected
4. Social skills valued and built
   - collaboration
   - conflict resolution
   - communication
   - leadership
5. Group processes build good feelings
   - journal
   - assessment tasks
   - feedback cards
   - process time   adapted from Johnson, et.al., 1994

Discuss each suggestion for community building.

List two areas that are group strengths.

a 1)_____   2) _____

Select two area to strengthen

a 1)_____   2) _____

Develop two ways to strengthen the group. To make the most impact, they need to help each group member feel capable, connected, accountable and influential.

a 1)_____   2) _____
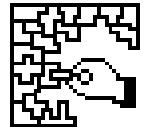
Select two area to strengthen

a 1)_____   2) _____

Contributions from group members:

Name	Give	Need
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

c
c
c
c
C

Communicating
Self understanding

The world breaks everyone, and afterwards, some are strong at the broken places.   - Hemingway

Life is not so much a matter of holding good cards, but sometimes of playing a good hand well.   -Robert Louis Stevenson

Groups are only as healthy as the people who participate in them. A key to building group is building self understanding. Each of us has some sense of who we are, and a way of looking at life. Four general life views are shared in the next chart. This view "colors" each group member's perception of events.

Low esteem/critical	Angry/Resentful	Hopelessness	Optimistic
School is so stupid. Get lost. Nobody wants you around. She never likes my ideas, anyway.	It's not fair! Nobody listens to me. You always blame me.	All I do is cause trouble. Why bother? It'll be wrong. I never do anything right.	Things work out for the best. I'm going to trust her. It's hard, but I can do it!

We can change our view of life. One important factor comes from our philosophy of life, and our core beliefs about the world. Those who are emotionally healthy usually operate from an optimistic perspective. They are not optimistic because nothing bad happens to them, but because they use optimistic core beliefs to explain those happenings. These core beliefs help us to be resilient and to cope productively

Core beliefs for building emotional health

- I live in a world that is a good place and that is usually benevolent.
- Life is meaningful, and much that happens makes sense.
- My life is worthwhile and I have a place in this world.   Janoff-Bulman, 1992

Group Communication Skills

Be here now. Stick with the present, and as much as possible, stay in the boundaries of here and now by describing present experiences.

Be aware of feelings. Try to express personal feelings. give special attention to how people feel and encourage feeling statements.

Use "I" and "Adult" statements. Speak for self, expressing own needs and distinguishing between feelings, opinions and beliefs.

Speak directly to group members. Instead of "Mark seems angry," speak to Mark and address the statement or concern directly to the person --"Mark I sense that you are upset."

Speak freely and openly. Group members need not ask permission to speak, intervene, move around or contribute as long as contributions are respectful.

Any person may "pass". If a group member is uncomfortable with an activity or question, he or she has the right to say, "I pass."

State own feelings. Before asking a question, consider if a statement that accepts ownership would be more direct and suitable. Avoid "why" questions as setting up mind tripping.

Describe situations and behaviors rather than making judgments. Describe a person's behavior and a personal feeling, taking ownership rather than labeling or name calling.

Take personal responsibility for emotions. Rather than giving blame to another group member for an upset or discomfort, accept feelings, emotions and sensations as belonging to self.

Examples: "I am upset" rather than "You make me upset."
                 "I feel like you are not listening, rather than "Nobody listens to me."

C
C
C
C
C

Communicating
Self understanding

WHAT'S INSIDE MY HEAD?
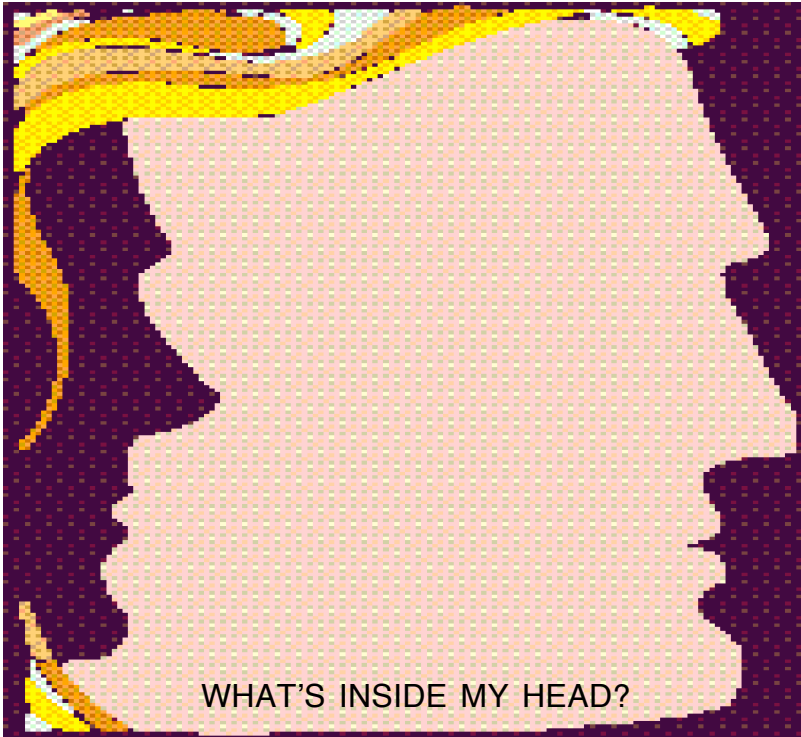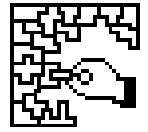
World View

Optimistic
Things will work out for the best.
I'm going to trust her.
It's hard, but I can do it!

Angry/Resentful
It's not fair!
Nobody listens to me.
You always blame me.

Low esteem/critical
School is so stupid.
Get lost. Nobody wants you around.
She never likes my ideas, anyway.

Hopelessness/depressed
All I do is cause trouble.
Why bother? It'll be wrong.
I never do anything right.

## Today is the first day of the rest of your life.

Want to improve the view?

1. Monitor % of time in each view.

2. Monitor who provides joy and who drags you down.

3. Ask a reliable person to review the data supportively.

4. Establish goals and an energizer plan.
    a. I will spend time with
    b. I will get outside of myself by
    c. I can get control of anger or frustration by
    d. When sad or depressed I will help another by
    e. I will give myself energy by
    f. I will monitor my progress by
    g. I will celebrate by

5. Stay focused.

6. Believe in yourself.

C
C
C
C
C

Compromise
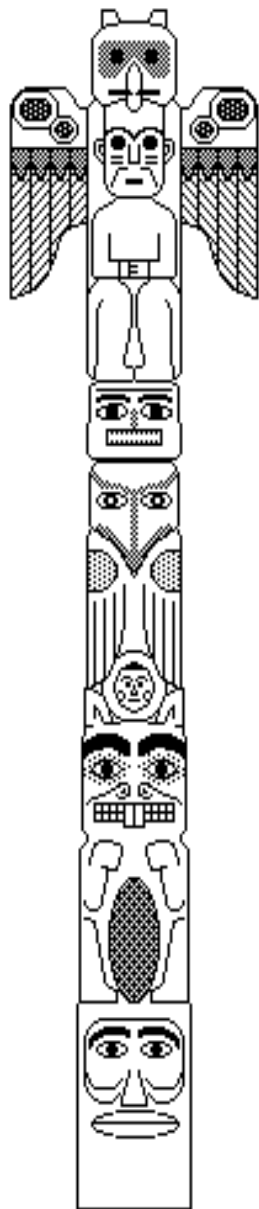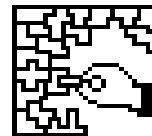
Sometimes, the idea of compromise feels uncomfortable. Traditionally, it represents the idea of making concession, giving part of something very important away to soothe or please others. In a true community, compromise can be the blending of needs and ideas. With respect, energy, patience and creativity it can exceed, not supplant ideas.

C   Clarify the ideas of all participants

O   Optimize the options by brainstorming

M   Map out the pieces that are easy to accomplish

P   Prepare a list of the more difficult pieces

R   Renegotiate to be certain ideas are vital and valued

O   Openly discuss the barriers and ethical issues

M   Move "outside" of the box to look for "encompassing" solutions

I   Investigate alternatives for meeting barriers

S   Sleep on it -- provide additional time for intuitive strategies to evolve

E   Evaluate solutions for effectiveness

## Problem Solving Strategies

1. Have a round-robin to let each person describe and define the problem or issues
   - Goals - sort out the relevant issues   • Look for and discuss basic assumptions

2. Encourage alternate points of view and look for and value "Outside the Box" perspectives
   - Allow time for input from each member of the group
   - Move beyond verbal discussions to diagrams of perspectives

3. Think "around" the issues systematically
   - Encourage thinking outloud   • Ask "What would happen if. . ."
   - Keep a list of suggestions   • Use a Venn diagram to illustrate ideas
   - Develop flow charts to view logic of ideas   • Use analogies or metaphors to
   - Try working backwards - from solution to   illustrate relationships

Venn Diagrams   **Flow Chart**
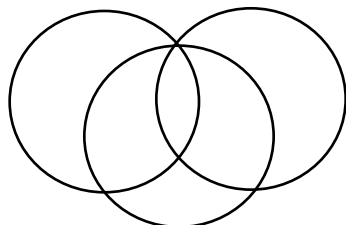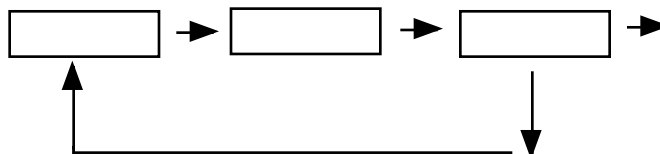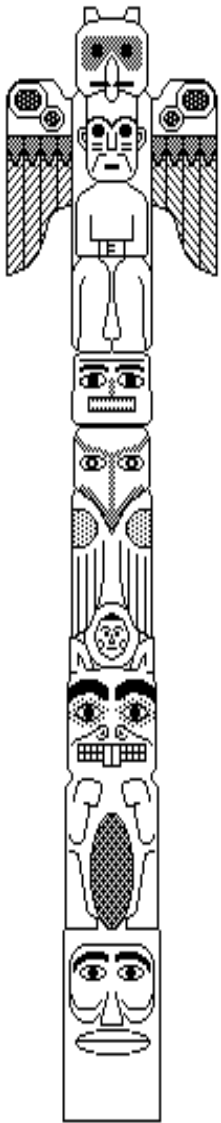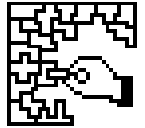
Compromise

: Pass 1 can to each student. The cans are to be decorated as a human or animal face in any manner desired.

Development:
In some ways, compromise may sound like a disappointment. After all, when two people cannot agree we often suggest that each make concessions until both can reach middle ground. A better way of thinking about compromise resembles a totem pole. As each person makes a contribution, something wonderful emerges - more special than any one contribution on its own.

Activity:
1. Get in groups and review group skills.
    a. Ground rules
    b. Guidelines
    c. Convening and planning
2. Convene the group
3. Assemble the cans to make a totem pole using group skills.
        Note the complexity of the finished project.
4. As a group, discuss the conflict resolution guidelines
5. Write a paragraph discussion how conflict resolution will work.
Address: a. What will be the most difficult for you, personally
             b. How you will develop the strength to work at resolution
             c. How will this be utilized in personal relationships
             d. If you need support, where will you get it?
             e. What is the difference between support and gossip?

Summary: Have an art showing of the class Totem Poles.
             Discuss the merits of group work.
             Debrief the initial group work.
             Make two suggestions for improving group work to be
        tried at the next group session.

	First Group meeting	Group meeting #2	Group meeting #3
Giving ideas			
Getting ideas			
Using ideas			
Building new concepts from several ideas			

adapted from Schmuck & Schmuck, 1992

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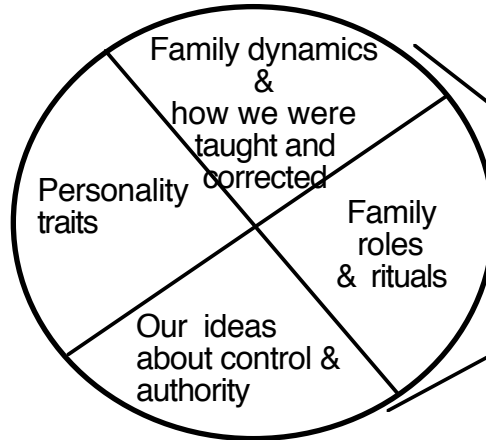C
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Conflict
Group work IS conflict
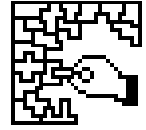
Conflict grows out of wishes and fears.

It may reflect our concern about power issues and our need to feel
that we have control over our own direction,
our utilization of time,
the content of a product,
the tangible expression of our personality~~

The persons in the street
get in my way because I
collide with them as
possible rivals. I shall like
them as soon as I see them
as partners in the struggle.
–Teilhard de Chardin

Family dynamics
&
how we were
taught and
corrected

Personality
traits

Family
roles
& rituals

Our ideas
about control &
authority

These forces may
shape
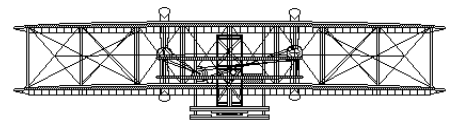the way
we deal with conflict

When we are no longer able to change a situation, we are challenged to change ourselves.   - V. Frankl

Conflict in a person comes from the person being unable to face self. S/he cannot recognize
the disparity and tends to frantically cling to what is desired, projecting the unwanted traits to
others. Neither the ability to know how others feel nor to admit to own feelings is possible.
Group interaction with the person is "autistic"   -Horney, 1966

Conflict may result from a situation - and so one or both people may
feel thwarted.
It can come from diverse ways of attacking or resolving an issue - its
related to the plan. When values are at odds or goals differ, the
resolution may be most difficult.

We can use an airplane as an example of these conflicts

Vehicle (situation)	Path (action plan)	Destination (goal, values)
too slow	too winding	wrong place
too complex	too many stops	too far away
too noisy	too isolated	changed in transit
too fragile	long way around	disappointing
antiquated	can't see ahead	not mutually o.k.
not easily controlled	get lost	wrong direction

adapted from Schmuck &
Schmuck, 1992

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The Compassionate Response
1. What need was (he, she, I) trying to meet with that behavior?
2. What beliefs or awareness influenced the behavior?
3. What pain, hurt or feelings influenced the behavior?
4. I wish this hadn't happened, but I can work to understand.
5, I accept (myself, him, her) for the attempt to meet needs.
6. It's over and I can let go of all of it.
7. Nothing is owed for this behavior -or- what I now need is . . . .
adapted from McKay & Fanning, 1987

Conflict Resolution

Stop and think

This is what happened. . .

This is how the other person probably feels:

This might work better next time:

I could have:

I can check my assumptions:
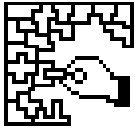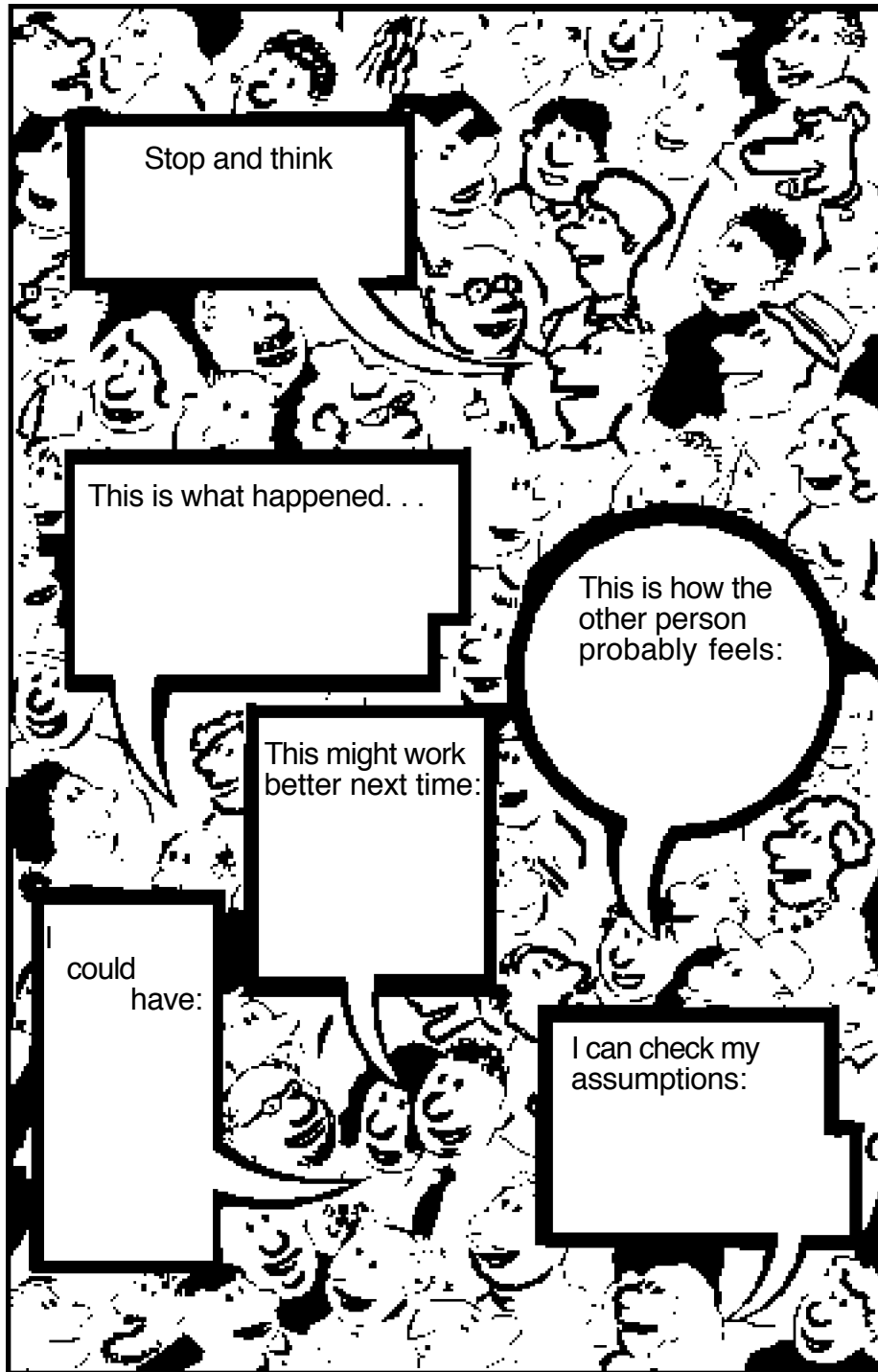
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Win-win conflict resolution

{ Agree to solve problems   { Care and share
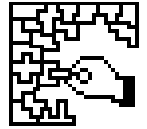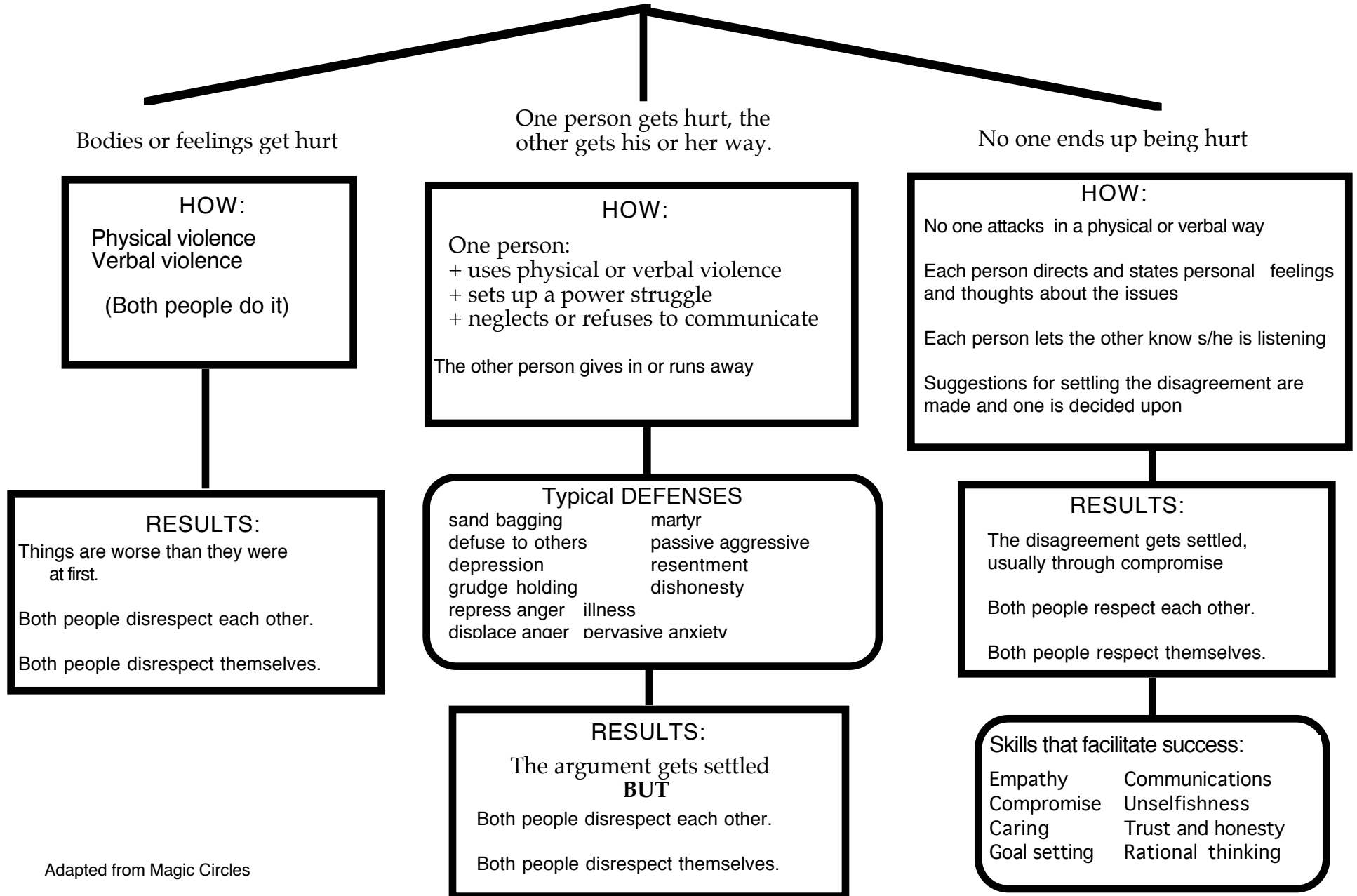
{ Tell the truth   { Think deeply

{ Listen reflectively   { Use "I" statements
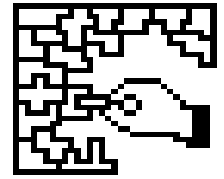
Conflict Resolution

Directions: Discuss the chart as a group, exploring the pros and cons. Try to determine each person's resolution style and how that helps or hurts the person and the community building process. Are there long term problems with any of the choices? Since no one ends up being hurt in the last column, why is this so difficult to do?

Bodies or feelings get hurt

HOW:

Physical violence
Verbal violence

(Both people do it)

RESULTS:

Things are worse than they were at first.

Both people disrespect each other.

Both people disrespect themselves.

One person gets hurt, the other gets his or her way.

HOW:

One person:
+ uses physical or verbal violence
+ sets up a power struggle
+ neglects or refuses to communicate

The other person gives in or runs away

Typical DEFENSES

sand bagging	martyr
defuse to others	passive aggressive
depression	resentment
grudge holding	dishonesty
repress anger	illness
displace anger	pervasive anxiety

RESULTS:

The argument gets settled
BUT

Both people disrespect each other.

Both people disrespect themselves.

No one ends up being hurt

HOW:

No one attacks in a physical or verbal way

Each person directs and states personal feelings and thoughts about the issues

Each person lets the other know s/he is listening

Suggestions for settling the disagreement are made and one is decided upon

RESULTS:

The disagreement gets settled, usually through compromise

Both people respect each other.

Both people respect themselves.

Skills that facilitate success:

Empathy	Communications
Compromise	Unselfishness
Caring	Trust and honesty
Goal setting	Rational thinking

Adapted from Magic Circles

Conflict
Group work IS conflict

What can a group do when members are in conflict? Stormin' is a normal part of group, but it's also uncomfortable. This table captures some of the issues that may arise.

<u>Issues</u>	<u>Description</u>	<u>Solutions</u>
Biased perceptions	Members may develop perceptions that are biased, even though they are not aware of them. It is common for some to exaggerate the value of personal efforts and believe that others are not doing their part.	Balance task and trust.
Strong task leader	In order to move the group forward toward completion of tasks, groups may choose a leader who is a task master rather than balanced	Shared leadership, not just one person in charge.
Cohesive culture	As the group progresses in stages, closeness tends to develop.	Honor boundaries.
Runaway norms	Norms --undefined patterns of expected behavior, can become more important than building trust or completing the task. Fussing is inevitable as members try to restore balance.	Restore balance in task /trust through group communication and interaction.
Active discrimination	One person is identified as the problem. Scapegoating may occur rather than discussions of issues.	Communicate interest in all and acceptance.
Distortion of message	Exchanges become unfriendly or hostile. Messages are misinterpreted, misunderstood, misrepresented. Issues get deeper and less listening occurs.	Ask for teacher assistance and give helps a chance.
Issues escalate	Some members are seen as good and others are characterized as bad, with verbal undercutting and gossip occurring.	Consider a mediator and journal the issues. Work at seeing others' points of view.
Black & white distortion		

If any of these apply to your group, discuss it together and set up a plan of action.
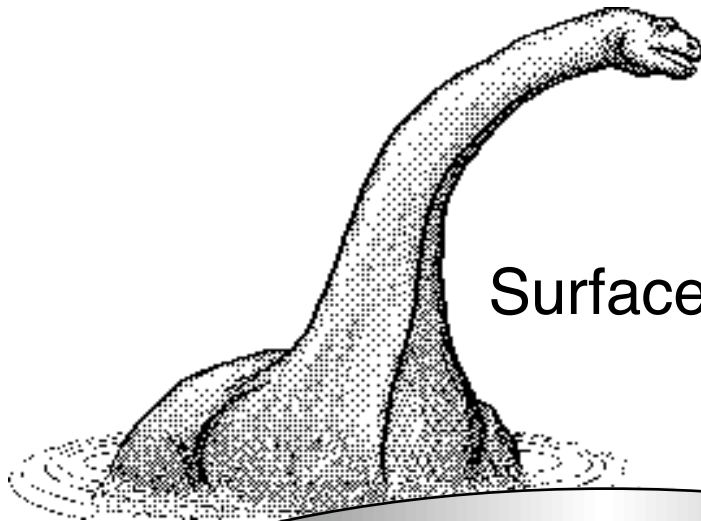
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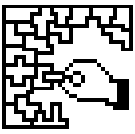
Dimensions

We are learning a great deal about the world around us. The research is difficult, but productive. Research about people is less successful, and though we know a lot, we will know very little. People are complex. We can observe people, but we cannot always understand others or ourselves.

Research on ego development (Baldwin 1906; van den Daele, 1968; Loevinger, 1978) suggests that self understanding is intricately intertwined with development of a social self. Thus, we learn best about ourselves through learning about others.

As we mature, we are able to move beyond a personalized view of the world and gain second person perspective. We realize that others do not think as we do. This is a critical skill in group work. In order to understand others, we pay attention to what they tell us about themselves. We can also be attuned to what they tell us about ourselves. No matter how hard we try, we still have things about ourselves that are mysterious, perhaps inscrutable. The same is true of others.
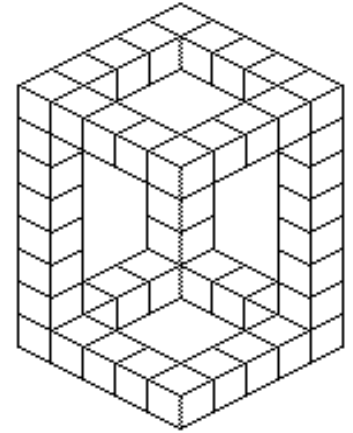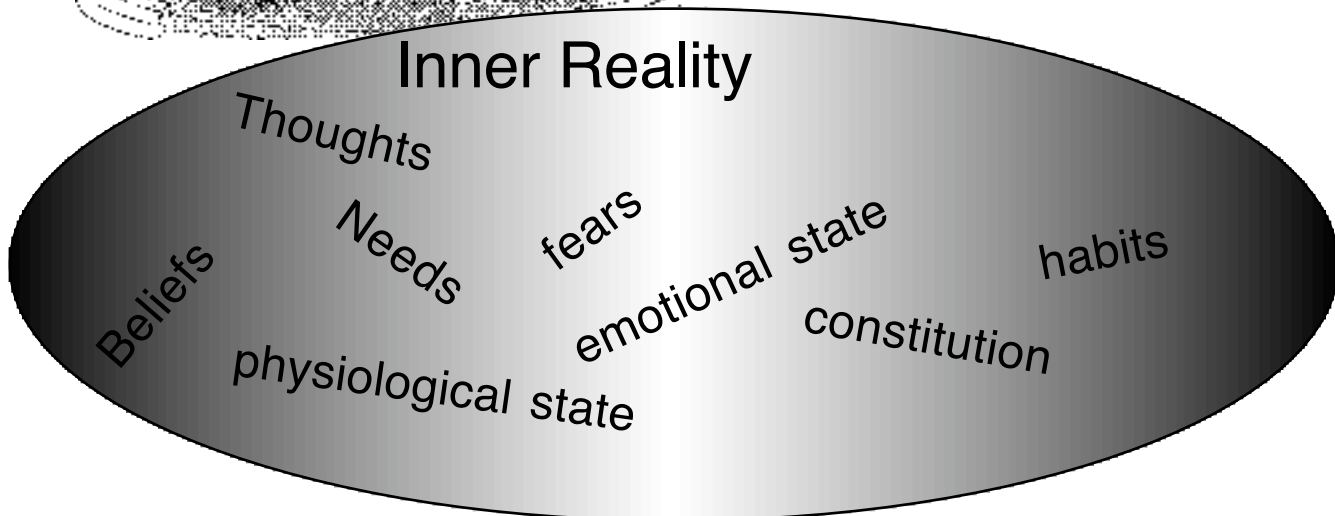
Perhaps love gives us an idea about this. Many people say that *love is blind*, for when we love others, we seem to spend less time trying to understand and more time being happy about what we feel. That may help us understand ourselves, too. It is important to think about who we are and it is equally important to take time to "be" who we are and embrace that "being".
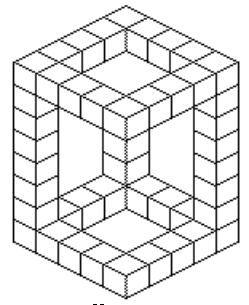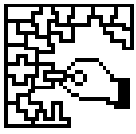
Surface Reality

Presence
Affect
Appearance
Responses
Pose

Inner Reality

Thoughts

Needs

fears

emotional state

habits

Beliefs

constitution

physiological state

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Dimensions

Group Exercise: Each person in the group fills this out.
Compare and discuss answers.

Person 1	Person 2	Person 3	Person 4
My strengths	Name:	Name:	Name:
I think you will say	Your strengths	Your strengths	Your strengths

Use this tool to discover feelings and ideas that are attached to actions. **Content** is the basic statement, while **processes** are all the doubts, fears or motives that are part of the feelings.

Share other thoughts, feelings and needs using this same format.
Some examples of things to discuss include:

Level of trust

Success at staying on task

Needs that are being met

Unmet needs

Concerns about group cohesion

Issues and concerns
    meeting times

    amount of time spent together

    commitment to group

   amount of participation by group members

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Effective Conversing

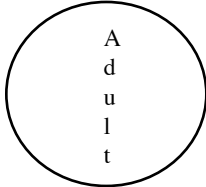No one can speak more intelligently than he or she can listen - Brown

When communicating is effective, it builds relationship and meets needs.
Each person feels more understood and primary needs are honored.
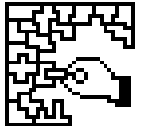
1. Assume the role of teacher in a classroom and provide an example of each kind of statement.
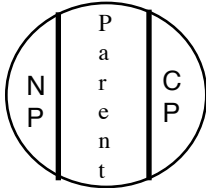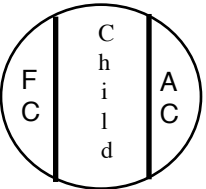
Parent (NP / CP)	Nurturing Parent _____
	_____
	Controlling Parent _____
	_____
Adult	Adult _____
	_____
Child (FC / AC)	Free Child _____
	_____
	Adapting Child _____
	_____

KE
NP Nurturing parent
CP Controlling parent
A   Adult
FC Free child
AC Adapting child
COM - Complementary
CR   - Crossed
COV   - Covert

2. Take turns being the social leader and monitoring group interactions. Record each verbal transaction and try to keep a
record of nonverbal transactions, too. Every fifteen minutes, stop and share the findings. Summarize the outcome and
discuss how to create optimum conditions for effective conversing.

Transaction Record

Minutes	Verbal	Nonverbal	Verbal	Nonverbal	Verbal	Nonverbal
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

Name _____   Name _____   Name _____

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Personal Communication Patterns Summary

Parent - % of time - with whom - what did you say?
Adult -   % of time - with whom - what did you say? What makes you switch?
Child -   % of time - with whom - what did you say? What makes you switch?

Evaluations
Mapping Dynamics
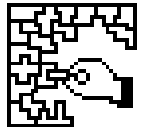
Name _____   Date _____
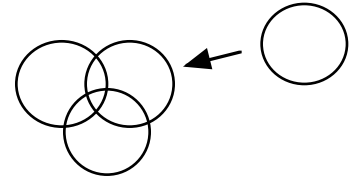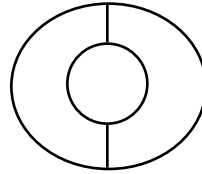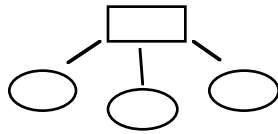
Sample maps

Draw a map showing normal group dynamics

Draw a map showing group dynamics when there is conflict

Draw a map showing group dynamics when off task

1. How are the maps different?

2. What model provides the best trust building?

3. What organization promotes task?

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Evaluations

Early Intervention
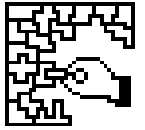
Name _____ Date _____

There are fundamental issues I cannot resolve.
We need teacher support.
Support our process by:
 a) Meeting with us
 b) Changing group membership
 c) Monitoring our group process
 d) Helping us with _____

Time conflicts:
 + Our schedules do not match and I need a group that meets:
    Time   _____   Day   _____

Task issues:
 + The pace conflicts with my working style.

Trust issues
 + This is not the right combination for me and I believe a change is important.

Control issues
 + Too many control issues dominate our working time.

Learning styles
 + We need a wider range of learning styles. We are missing _____

Our group took the following measures to work toward a favorable resolution

o n   1) _____

o n   2) _____

o n   3) _____

Group work is very difficult for me.
I request permission to:
 • Work with a partner rather than a group   • Utilize an "outside of class" group
    Reasons: Reasons:

    Partner: Group members:

    Partner's position: Contract:

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Feelings

Emotional maturity is not an absence of emotion.   It is not the total control of one's emotions so that one is exclusively rational. Emotional maturity means being clear about the personal identity one values, being able to recognize when that identity has been 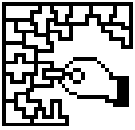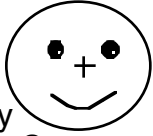threatened or is being threatened, recognizing and even seeking opportunities to enhance that personal identity -- and having that repertoire of actions and economy of affect that will enable one to construct, protect, or enhance that most valued personal identity. (Morse, 1982)

PURSUIT

Love
Desire
Hope
Joy
Courage
Pride

AVOIDANCE

Hate
Aversion
Despair
Sorrow
Fear
Anger
Guilt

Most of us are good at learning and remembering facts. We can recite that it is 93,000,000 miles to the sun, recall that our phone number is 555-1234 and name people in our group. Feelings are not so simple or straightforward.

We can have a number of feelings at once, and they can be conflicting. We can have one set of strong feelings on the surface, a sense of uneasiness just beneath our conscious awareness and suddenly have a wave of new feelings that are quite different, and that change how we perceive things or what we experience. For example:

Dennis is driving to the restaurant. He thinks about hunger, about the person he is meeting and who else might be at the diner. He considers his bank balance, who will pick up the check and that he really needs to be studying instead of going out to eat. He remembers how upset his stomach got the last time he drank alcohol, that he missed classes the next day and then remembers the teacher's comments about his outstanding work on the paper he just got back from class. Suddenly a car is coming toward him in his lane.

Most of the activities in our waking hours are filled with fleeting and contradictory affective content. Some of it is not so fleeting. It may be two minutes, two hours or two years before Dennis stops thinking about some of the things that occurred in that brief slice of time. Feelings are powerful! There are many feelings that we are glad to have, feelings of acceptance, safety, love. There are feelings that we pursue, spend time, and energy to encourage as part of our lives. There are other feelings that we dislike, that are disquieting or upsetting to us.

Our feelings may be very private things, or they may be events we wish to share with others. Both pursuit and avoidance feelings can be private, or things we wish others to keep to themselves. Dennis is elated about his test scores, but doesn't want others in his group to know, since he is afraid they may tease him or feel envious of his grades. He tells his insurance company about his accident, and how angry he is at the other driver, but he doesn't tell his group anything about his car accident.   He thinks he might be in love, but doesn't tell his parents, because they might not approve. He does tell some of the members in the group. He doesn't tell his new love interest about his sore throat, but does tell the teacher about it, and calls group members to say he can't attend because he might make others ill. He has nagging feelings begin to emerge about his scholarship, but decides to ignore them, and hopes the committee won't learn about the course he's flunking until after tuition is paid. One of the members of the group encouraged him to do that and told of a time that worked out for her.

Feelings are transitional episodes that are crucial to our emotional well being. They help us maintain our sense of well being and who we are. They frame us for ourselves, and they give those around us an essence of who we are. Those who are healthy, recognize those feelings, accept that they are occurring and then make decisions about which are helpful and which are potentially destructive.

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In group work it is critical to know that we are having feelings -- to be aware, to accept that we feel a certain way. At the same time, we are not captives of our feelings. We have the ability to keep and enhance feelings, or to process and refocus affective messages. We need to know that we are angry, and what the core issue is that produced the feeling of anger, but we also need to remember that we can control anger, transform it or use it to good advantage. We have the same control over our positive feelings. They are strong, and we can utilize them to advance our humanity, our personal development and the well being of our group. (Adapted from Whelan, 1998)
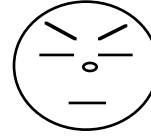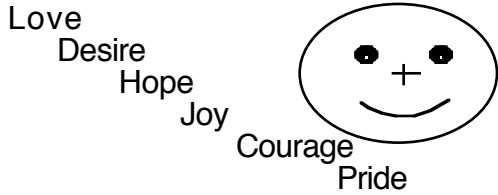
Feelings

PURSUIT

Love
Desire
Hope
Joy
Courage
Pride
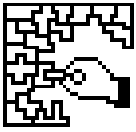
AVOIDANCE

Hate
Aversion
Despair
Sorrow
Fear
Anger
Guilt

1. Read the following quotes. Write a paragraph about the feelings you have about one of the following sentiments. Share your thoughts with the group.

One learns of the pain of others by suffering one's own pain, by turning inside oneself, by finding one's own soul. It is important to know of pain. It destroys our self-pride, our arrogance, our indifference toward others. *The*

The Ages of Women
In her infancy she needs love and care.
In her childhood she wants fun.
In her twenties she wants romance.
In her thirties she wants admiration.
In her forties she wants sympathy.
In her fifties she wants cash. -Dick Holst

I love the dark hours of my being in which the sense drop into the deep. I have found in them, as in old letters, my private life.   -Rilke

Tacty is the ability to describe others as they see themselves.
                    - Eleanor Chaffee

Forgiveness is the virtue of the brave. He alone is strong enough to avenge a wrong who knows how to love.   - Gandhi

I want to unfold
I don't want to stay folded anywhere,
because where I am folded
There I am a lie.   -Rilke

I have made a ceaseless effort not to ridicule, not bewail, nor to scorn human actions, but to understand them. *Spinoza*

Revelations
We make ourselves a place apart
Behind light words that tease and flout,
But oh, the agitated heart
Till someone really finds us out.
'Tis pity if the case require
(Or so we say) that in the end
We speak the literal to inspire
The understanding of a friend.
But so with all, from babes that play
At hide-and-seek to God afar,
So all who hide too well away
Must speak and tell us where they are.
          - Robert Frost

Our happiness in this world depends upon the affections we are enabled to inspire.
- Duchesse de Praslin

Happiness is good health and a bad memory. - Ingrid Bergman

Happiness is not a state to arrive at -- but a manner of traveling. - Margaret Runbeck

Sorrow is tranquility remembered in emotion. - Dorthy Parker

If you really want to be happy, nobody can stop you. Sr. Mary Tricky

Happiness is not a goal, it is a by-product. - Eleanor Roosevelt

You will do foolish things, but do them with enthusiasm. - Colette

Fear is a question. What are you afraid of and why? Our fears are a treasure house of self knowledge if we explore them.
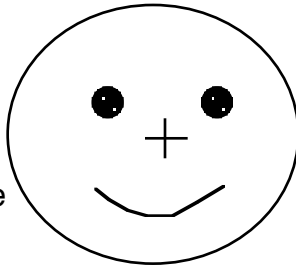   - Marilyn French

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2. What are common threads in some of the quotes?

3. Compare and contrast three of the ideas.

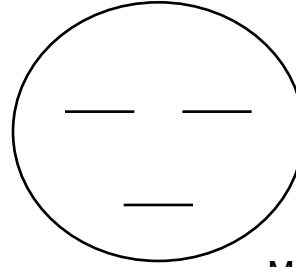4. Write your own words about feelings and emotions and share them with the group.

_____

_____

_____

Feelings
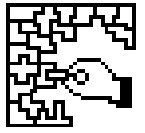
PURSUIT

Love
Desire
Hope
Joy
Courage

AVOIDANCE

Hate
Aversion
Despair
Sorrow
Fear
Anger

A

abandoned
abused
adequate
adamant
affectionate
afraid
agony
aggressive
airy
alarmed
almighty
ambivalent
angry
annoyed
anxious
apathetic
assertive
astonished
astounded
at ease
awed
awkward

B

bad
beautiful
belligerent
betrayed
bewildered
bitter
blah
blissful
bold
bored
brave
bright
bubbly
burdened
bushed

C

calm
capable
captivated
carefree
challenged
charmed
cheated
cheerful
childish
clever
close
clumsy
combative
comfortable
committed
competitive
condemned
confident
confused
considerate
conspicuous
constricted
contemptuous
contented
contrite
cool
cooperative
courageous
cruel
crushed
cuddly
culpable
cut-off

D

dead
deceitful
defeated
defiant
delighted

depressed
desirous
despair
destructive
determined
different
diffident
diminished
disappointed
discontented
disgusted
dishonest
distant
distracted
distraught
disturbed
dominant
dominated
divided
dreamy
dubious
dull
dumb

E

eager
ecstatic
edgy
elated
electrified
empathetic
empty
enchanted
encouraged
end-of-the-
rope
energetic
enervated
enjoy
enraged
enthusiastic

envious
evasive
evil
exasperated
excited
exhausted
exuberant
explosive

F

false
fascinated
fawning
fearful
firm
floating
flustered
foolish
forgiving
frantic
frightened
frigid
free
frustrated
full
funny
furry
furry

G

gay
generous
giddy
glad
good
grateful
gratified
great
greedy
grief

groovy
grumpy
guilty
gullible
gutless

H

happy
hate
hateful
heavenly
helpful
help[less
hesitant
heroic
hideous
high
hilarious
homesick
honest
honored
hopeful
horrible
humble
humiliated
hurt
hysterical

I

icky
ignored
immobilized
immortal
impatient
important
imposed
upon
impressed
inadequate
infantile
infatuated

infuriated
insecure
inspired
intimidated
irritated
isolated
itchy

J

jealous
jolly
joyful
joyous
jumpy
junky

K

keen
kicky
kind
kinky
knotted
up
kool

L

laconic
lazy
lecherous
left out
licentious
lively
lonely
longing
lost
love
loving
low
lustful

M

mad
magnanimous
maudlin
mean
melancholy
merry
miserable;e
miserly
mystical
mystified

N

natural
naughty
neat
nervous
nice
nifty
niggardly
numb
numinous
nutty

O

obnoxious
obsessed
odd
ominous
oppressed
out-of-it
out-of-sorts
overwhelmed

P

pained
panicked
panicky
paralyzed
parsimonious
peaceful

persecuted
petrified
pity
piteous
played-out
playful
pleasant
pleased
pooped
powerful
powerless
precarious
pressured
pretty
prim
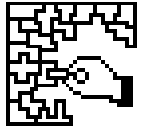prissy
privileged
proud

ff

f

f

f

Feelings

We verbally convey feelings with different kinds of statements.

Questions: "Are you certain you did the assignment?"
Accusations: "You're looking on her paper aren't you!"
Commands: "You two stop talking this very minute!"
Judgments: "You're the smartest person."

Q

quarrelsome
quavery
queer
quiet

R

rage
refreshed
rejected
rejuvenated
relaxed
relieved
remorse
remote
repulsed
repulsive
resentful
respected
restless
reverent
rewarded
righteous
romantic
run-down
ruptured

S

sad
safe
sated
satisfied
scared
self-assured
servile
settled
sexy
sharp
shaky
shocked
shut-out
silly
skeptical
smiley
sneaky
soft
solemn
sorrowful
sorry
spiteful
stagnated
starry-eyed
startled

stingy
strangled
stretched
strong
stuffed
stupid
stunned
stupefied
submissive
sun shiny
sure
surprised
sweaty
sympathetic

T

talkative
taut
tearful
tempted
tenacious
ten-feet-tall
tenuous
tentative
terrible

terrified
thankful
threatened
thwarted
tickled-to-death
timid
tingly
tired
tolerant
trapped
troubled
trusting
two-faced

U

ugly
uncomfortable
understanding
uneasy
unforgiving'
unglued
uninspired
unnatural
unsettled
uptight

V

violent
vehement
vigorous
vital
vitality
vulnerable
vivacious

W

warm
warm-hearted
whole
wicked
wonderful
weepy
whiny
wiggly
wishy-washy
worried

Y

yuck

Z

zany
zinged

Put a D in front of the sentence if it describes feelings. Provide a feeling word, if it conveys but does not describe a feeling.

_____ 1. Shut up! Not another word from you.
_____ 2. I'm really annoyed by what you said
_____ 3. Can't you see I'm busy? Don't you have eyes?
_____ 4. I'm beginning to resent your interruptions.
_____ 5. You're so inconsiderate and selfish.
_____ 6. I feel discouraged because of some of the things that happened today.
_____ 7. This has been an awful day!
_____ 8. You're a wonderful person.
_____ 9. I really respect your opinion.
_____ 10. I feel comfortable and free to be myself when I'm around you.
_____ 11. We all feel you are a wonderful person.
_____ 12. Everybody loves you.
_____ 13. This is a very poor exercise.
_____ 14. I feel inadequate to contribute to the group.
_____ 15. I am a failure -- I'll never amount to anything.
_____ 16. I feel lonely and isolated in my group.
_____ 17. I feel that no one in my group cares whether I am there or not.
_____ 18. That teacher is awful -- he didn't teach me anything.

We also convey many feelings non verbal statements. Take some time to doodle a few faces that might express feeling words. With the people around you, try miming three nonverbal messages and see how clear they are to others.   Take turns until everyone has delivered and deciphered examples.

Cartoon Corner
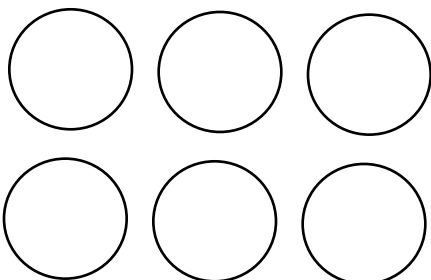
Mimes

Emotions	# YES	# NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

ff
f
f
f

Fight or Flight
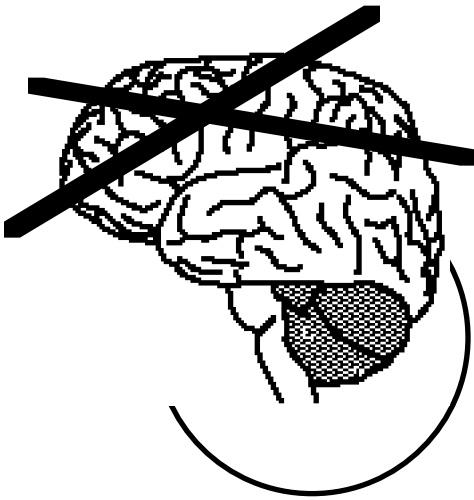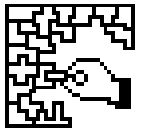
We have emotional responses to the events in life. Once we become aroused, one of three states may take over. They are

FEAR . . . . flight

ANGER . . . . fight

HELPLESSNESS . . . . puddle

These responses are built right into our nervous system. They change the way our bodies feel . . .
and how we see the world . . .
but people do not have gauges   so we may not realize
we are coping instead of thinking.

LEVELING is one of the best ways to acknowledge feelings to ourselves and then share them with others. We level when we let someone know we are hurt -- or afraid -- or that we are angry . . . were angry.

Anger, bottled up, or fear that is kept hidden seems to lead to more reoccurrences.
Anger is an important feeling. Leveling about anger is difficult.

Leveling means naming the feeling and telling how we really feel. It is exploring it for ourselves and sharing our bewilderment or discovery with others.

When we are unwilling or unable to level about feelings, defenses take the place of honesty.

LEVELING:
* Gain cognitive control - be thinking
* Review cognitive and visceral messages
* Honor what you discover
* Name the feeling
* Share the naming with those who need
          to know and those who will honor it
* Think of new ways to respond

ff

f

f

f

A coward dies a thousand deaths ---
A brave man dies but one.

- Shakespeare

Fight / Flight
Hostility Questionnaire

<u>Directions</u>: Fill this out as honestly as possible. You need not share the score with others.

1. A person drives by my yard with the car stereo blaring acid rock.
     A. I wonder if the driver is ruining his hearing.
     B. I can feel my blood pressure starting to rise.

2. The person who cuts my hair trims off more than I wanted.
     A.. I tell him or her what a lousy job he or she did.
     B . I figure it'll grow back, and I resolve to give my instructions more forcefully next time.

3. I am in the express checkout line at the supermarket, where a sign reads: "No more than 10 items, please!"
     A. I pick up a magazine to pass the time.
     B. I glance ahead to see if anyone has more than ten items.

4. Many large cities have a visible number of homeless people.
     A. I believe that the homeless are down and out because they lack ambition.
     B. The homeless are victims of illness or some other misfortune.

5. There have been times when I was very angry with someone.
     A. I was always able to stop short of hitting them.
     B. I have, on occasion, hit or shoved them.

6. The newspaper contains a prominent news story about drug related crime.
     A.   I wish the government had better educational/drug programs, even for pushers.
     B. I wish we could put every drug pusher away for good.

7. The prevalence of AIDS has reached alarming proportions.
     A. This is largely the result of irresponsible behavior on the part of a small group of the population.
     B. AIDS is a major tragedy.

8. I sometimes argue with a friend or relative
     A. I find profanity an effective tool.
     B. I hardly ever use profanity.

9. I am stuck in a traffic jam.
     A. I usually am not particularly upset.
     B. I quickly start to feel irritated and annoyed.

10. There is a really important job to be done.
     A. I prefer to do it myself.
     B. I am apt to call on my friends or co-workers to help.

11. Sometimes I keep my angry feelings to myself.
     A. Doing so can often prevent me from making a mountain out of a molehill.
     B. Doing so is usually a bad idea.

12. Another driver butts ahead of me in traffic.
     A. I usually flash my lights or honk my horn.
     B. I stay farther back behind such a driver.

13. Someone treats me unfairly.
     A. I usually forget it rather easily.
     B. I am apt to keep thinking about it for hours.

14. The cars ahead of me on an unfamiliar road start to slow and stop as they approach a curve.
     A. I assume that there is a construction site ahead.
     B. I assume someone ahead had a fender bender.

15. Someone expresses an ignorant belief.
     A. I try to correct him or her.
     B. I am likely to let it pass.

16. I am caught in a slow moving bank or supermarket line.
     A. I usually start to fume at people who dawdle ahead of me.
     B. I seldom notice the wait.

17. Someone is being rude or annoying.
     A. I am apt to avoid him or her in the future.
     B. I might have to straight them out.

18. An election year roles around.
     A. I learn anew that politicians are not to be trusted.
     B. I am caught up in the excitement of pulling for my candidate.

19. An elevator stops too long on a floor above where I am waiting.
     A. I soon start to feel irritated and annoyed.
     B. I start planning the rest of my day.

20. I am around someone I don't like.
     A. I try to end the encounter as soon as p[possible.
     B. I find it hard not to be rude to him or her.

21. I see a very overweight person working down the street.
     A. I wonder why this person has such little self-control.
     B. I think that he or she might have a hard time walking.

22. I am riding as a passenger in the front seat of a car.
     A.   I take the opportunity to enjoy the scenery.
     B. I try to stay alert for obstacles ahead.

23. Someone criticizes something I have done.
     A. I feel annoyed.
     B. I try to decide whether the criticism is justified.

24. I am involved in an argument.
     A. I concentrate hard so that I can get my point across.
     B. I can feel my heart pounding and I breathe harder.

25. A friend or co-worker disagrees with me.
    A. I try to explain my position clearly.
    B. I am apt to get into an argument with him or her.

26. Someone is speaking very slowly during a conversation.
    A. I am apt to finish his or her sentences.
    B. I am apt to listen until s/he finishes.

27. If they were put on the horn system, most wouldn't sneak into a movie theater without paying.
    A. That's because they are afraid of being caught.
    B. It's because it would be wrong.

28. I have strong beliefs about rearing children.
    A. I try to reward mine when they behave well.
    B. I make sure they know what the rules are.

29. I hear news of another terrorist attack.
    A. I feel like lashing out.
    B. I wonder how people can be so cruel.

30. I am talking with my dearest friend.
    A. I often find my thoughts racing ahead to what I plan to say next.
    B. I find it easy to pay close attention to what he or she is saying.

31. There have been times in the past when I was really angry.
    A. I have never thrown things or slammed a door.
    B. At times I have thrown something or slammed a door.

32. Life is full of little annoyances.
    A. They often seem to get under my skin.
    B. They seem to roll off my back unnoticed.

33. I disapprove of something a friend has done.
    A. I usually keep such disapproval to myself.
    B. I usually let him or her know about it.

34. I am requestion a seat assignment for an airline flight.
    A. I usually request a seat in a specific area of the plane.
    B. I generally leave the choice to the agent.

35. I feel a certain way nearly every day of the week.
    A. I feel grouchy some of the time.
    B. I usually stay on an even keel.

36. Someone bumps into me at the store.
    A. I pass it off as an accident.
    B. I feel irritated at the person's clumsiness.

37. Someone around me is preparing a meal.
    A. I keep an eye out to make sure nothing burns or cooks too long.
    B. I either talk with them or find something else to do.

38. A friend calls at the last minute to say that s/he is too tired to go out tonight and I am stuck with expensive tickets.
        A. I try to find someone else to go with me.
        B. I tell my friend just how inconsiderate s/he is.

39. I recall something that angered me previously.
        A. I feel angry all over again.
        B. The memory doesn't bother me nearly as much as the actually event did.

40. I see people walking around in shopping malls.
        A. Many of them are either shopping or exercising.
        B. Many are wasting time.

41. Someone is hogging the conversation at a party.
        A. I look for an opportunity to put him or her down.
        B. I move to another group.

42. At times I have to work with incompetent people.
        A. I concentrate on my part of the job.
        B. Having to put up with them ticks me off.

43. My spouse, boyfriend or girlfriend is going to get me a birthday present.
        A. I prefer to pick it out myself.
        B. I prefer to be surprised.

44. I hold a poor opinion of someone.
        A. I keep it to myself.
        B. I let others know about it.

45. In most arguments I have, the roles are consistent.
        A. I am the angrier one.
        B. The other person is angrier than I am.

46. Slow-moving lines can often be found in banks and supermarkets.
        A. They are an unavoidable part of modern life.
        B. They are often due to someone's incompetence.

Cynicism: a mistrusting <u>attitude</u> regarding the motives of people in general, leading one to be constantly on guard against the "misbehavior" of others.

3 (B)	4 (A)	7 (A)	10 (A)
14 (B)			
18 (B)	21 (A)	22 (B)	27 (A)
30 (A)			
34 (A)	37 (A)	40 (B)	43 (A)
46 (B)			

Anger: the <u>emotion</u> so often engendered

1 (B)	6 (B)	9 (B)	13 (B)	16 (A)
19 (A)	23 (A)	23 (B)	29 (A)	
32 (A)				
35 (A)	36 (B)	39 (A)	42 (B)	
45 (A)				

Aggression: The <u>behavior</u> to which many hostile people are driven by unpleasant negative emotions of anger, irritation, frustration, rage.

    2 (A)   5   (B)   8   (A)   11 (B)   12 (A)
       15 (A)   17 (B)   20 (B)   25 (B)
26 (A)
       28 (B)   31 (B)   33 (B)   38 (B)
41 (A)
       44 (B)

Key: 0 - 3 = low
       4 - 6 = borderline
       7 - + = consider making a personal change

               Hostility   _____
               Anger   _____
               Aggression   _____

               Total   _____ *

* If the total score is more than 10, it would also be healthful to consider a review. It may be that you are putting your health at risk.

Strategies for Coping with Hostility

Is the matter worth my continued attention?

YES

Am I justified?

YES

Do I have an effective response?

Assertion

NO

Reason with self to
cut anger short

STILL ANGRY

YES   NO

ИМ
ИМ
ИМ
ИМ
ИМ
ИМ
ИМ
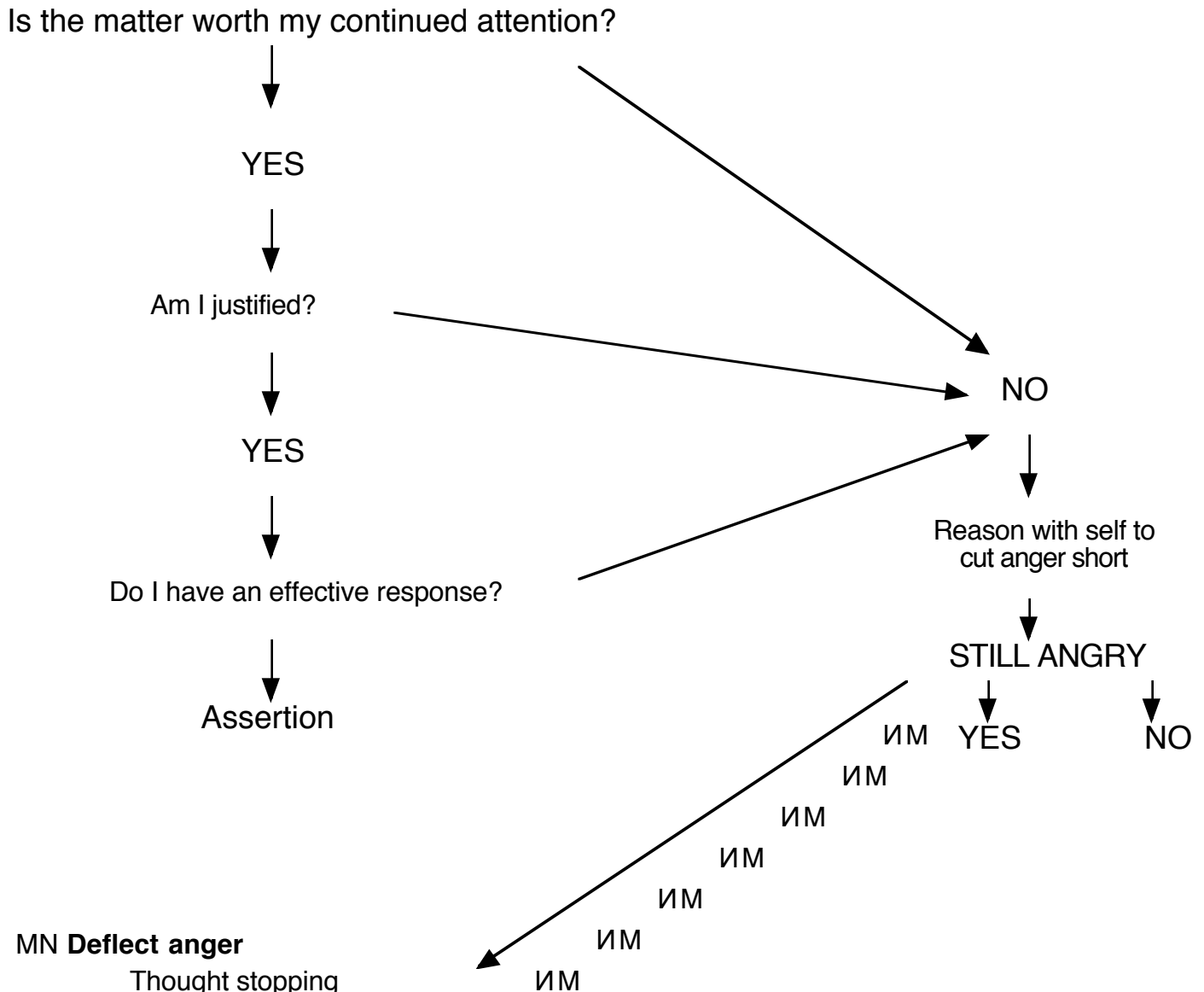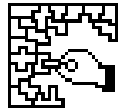
MN **Deflect anger**

    Thought stopping
    Distraction
    Meditation
    Avoid overstimulation

MN **Improve relationships**

    Pets
    Listening
    Trusting
    Community service
    Empathy
    Tolerance
    Forgiveness
    Have a confidant

MN **Adopt positive attitudes**

    Humor
    Religion
    Pretend today is your last

From Williams & Williams (1993) *Anger Kills.* New
York: HarperCollins.

Gratitude
The I-I-I Syndrome

Mary Browne

The I-I-I Syndrome is the term I've adopted for what I feel is the basis for most causes of depression. "I am lonely," "I don't have enough money," "I want people to love me more." "I feel; helpless," -- these are just a few examples of the I-I-I Syndrome. There can be no peace for you when you are consumed with thoughts of yourself and of your personal desires. If you take time to think about this, you will see the truth of it. How can you be depressed when you are thinking about the needs of another person? Your mind will not be able to hold on to the depression when it is focused on something other than its own desires.

This is not to say we should live our lives as one grand avoidance of issues that make us feel bad. Yes, disturbing things will crop up. How can we live on a planet that is full of misery and not be affected by it? But you don't have to become depressed in order to share the pain of suffering humanity. I'm certain many of you have heard that it is good to keep yourself occupied if you're going through a difficult time. This is great advice. You must no allow yourself to fall into depression. There is too much to be done to waste sacred energy this way.

Do a little experiment with me. Observe just how many times each day you use the word *I* and listen to the conversations of others. How often do you hear those around you using the word *I*? Try to train yourself not to think the word *I* first. Replace I with you. Look at everyone you meet and be interested in what they are feeling and thinking. Don't allow yourself to stay consumed with thoughts of yourself.

I have a client who has been battling cancer for the past five years. The cancer metastasized to her brain. This lovely woman has two small children and a husband she loves very much. She faces the day-to-day uncertainty of not knowing if she will see her family and friends again. Yet she is always concerned about the feelings of others. The first words out of her mouth are always "How are you today?"

I remember visiting her at the hospital after surgery. She was asleep when I arrived so I sat quietly next to her bed and waited. When she woke up, the first thing she said was, "Mary, you look tired. Thank you so much for being here." Then she asked if I had eaten.

Her foremost concern is always with what effect her illness is having on her friends and family. In fact, many of our discussions center on the best way to handle the sadness and depression of the friends and family who visit her. She laughs and says that she has no fear of death. She sees her illness as a learning experience for her soul's development. Yes, she loves life and is doing everything in her power to become well, but depression has no place in it. Her concern for others carries her through even her most terrifying moments.

Those who are suffereing often become stronger through serving others. We can learn by their example. I don't think it is necessary to put one's hand in the fire to prove that fire does burn, and we don't have to become seriously ill in order to learn selflessness. We can be fortified by the courage of those around us. We can look at the troubles of others and be grateful for what has been given to us. If we are truly grateful, it is not possible to be depressed. Don't look at the suffering of others and say "How terrible!" and then run off and complain about the things you don't have. The gratitude you feel for all that has been given to you will lift you above depression. (pp. 22-23)

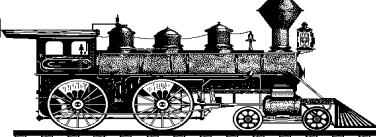From Browne, M. T. (1990) *Love in Action*
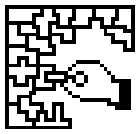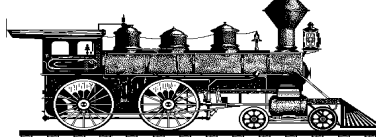
Gratitude & Humility

Working in a group takes trust, energy and extra time. Sometimes we spend important vitality being upset or feeling misunderstood because of human interactions. Group time can be taken up with problem solving and conflict resolution. Task and trust issues are important! For group success make a practice of expressing appreciation when issuess are resolved, when members are thoughtful, when there is esprit de corps, and when practical, do so in writing!

I appreciate _____
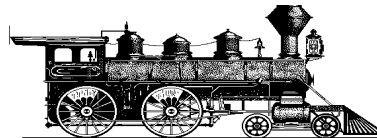
_____
_____
_____
_____
_____
_____

Way to Go!

I appreciate _____

_____
_____
_____
_____
_____
_____

Way to Go!

I appreciate _____

_____
_____
_____
_____
_____
_____

Way to Go!

I appreciate _____

_____
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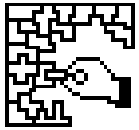_____

Way to Go!

H
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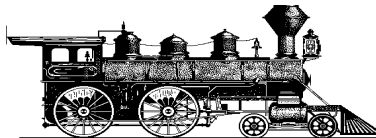
A hundred times a day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the measure as I have received and am still receiving.

- Albert Einstein

Group Development

A society that places highest value on the worth and freedom of the individual also encourages the strongest independent thought, independent work, and independent responsibility. An inherent goal of a sound group in such a society is the reaffirmation of true independence while at the same time meeting group needs concerning tasks and morale.
<div align="right">- Joseph Luft, 1984, p. 170.</div>

Promoting Task

In the working stages specific tasks and assignments are central.
The following are signs that a group is developmentally task oriented.
- Cohesion-two or more working together, not turn taking
- Eager to begin work - self-sustaining - motivated
- Here-and -now focus
- Members show a personal responsibility to carry out and achieve tasks
- Participants trust the leader and productive work occurs
- Task roles are easy to assume, vacate, reconnect
- Members appear to trust themselves and speak up and discuss needs
- There is little game playing, little testing of limits or subversive activity
- Integration of feelings and thinking
- Very direct in communicating, etc.
- Approach and resolve conflict
- Goal identification occurs with ease
- Honest, direct, useful feedback exchanged
- Focus on common ground rather than weaknesses

Enhancing Group Growth

$$\frac{WE}{ME} \qquad \frac{ME}{WE}$$

Group work is rewarding and difficult.   Community building, of necessity, involves a balance that meets individual and group needs -- "all for one and one for all." A group is only as strong as its concern for the views and needs
of every individual. And any one individual can sabotage the well being of all.

∞ Norming & storming ∞   storming & norming ∞ norming & storming ∞

. . . the perpetual dynamics of a fully functioning, growing, working group.

HFGHJ

These are some of the key factors found in healthy and dynamic groups.   Use these keys to enhance group growth and optimize the well being of the group community.

ƒ   If **trust** is an obstacle for the group, tasks can provide an alternative method for building a culture.

ƒ   **Equal distribution of power** is critical to longevity and health of a group.
- 1) Use two leadership positions
  - a) task leader - facilitates goal setting and helps the group focus on task
  - b) social leader - keeps watch on the cohesion of the unit and comfort of individuals
- 2) Leadership revolves around the group, changing at each meeting

ƒ **Goal attainment** is highly valued, but not at the expense of trust building or needs of an individual
    At the same time, no individual may hold the group hostage to individual need. Conflict resolution skills may be employed to help balance these issues as they emerge.

ƒ **Group dynamics** include locomotion, cohesion, and flow
- Locomotion - ability to move forward
- Cohesion   - intensity of need for group to stay together
- Flow   - the combination of task and trust define the amount of give and take in the group
    and the health and resilience of time spent together

ƒ **Integration** and synthesis of a group is serious and crucial work. Understanding and meeting the needs of each person is essential. Functional groups integrate the needs of each member into decisions and actions. Attention to this dynamic produces the fastest results.

ƒ **Humor** provides a wonderful outlet for tensions and may reduce the frustration and anger that is generated during norming and storming.
<div align="right">- adapted from Olmsted, 1959</div>

Ggggg

HFGHJ
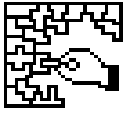
Group Development

Groups usually show similar patterns of development (Luft, 1984). Stages of development show up in school settings (Lewin, 1947; Johnson & Johnson, 1994), university classrooms (Dunphy, 1974), community groups (Zurcher, 1969), nursing programs (LaCoursiere, 1974; Spitz & Sadock, 1973), counseling and psychotherapy (Bion, 1961; Yalom, 1975; Tuckman & Jensen, 1977), and family and tribe (Bennis & Shepard, 1956). Group development is sequential and successive, and it is also cyclical, and issues are revisited and reformed for the life of the group (Schmuck & Schmuck, 1992.

Developmental Models

Example One	Example Two	Example Three	Example Four
Forming	1. Orientation	1. Lack of structure	1. Forming
Storming	2. Catharsis	2. Conflict & hostility	2. Functioning
Norming	3. Focus	3. Trust formation	3. Formulating
Performing	4. Action	4. Termination	4. Fermenting
Adjourning	5. Limbo	(Braaten, 1974)	(Dishon & O'Leary, 1986)
(Tuckman & Jensen, 1977)	6. Testing		
	7. Purposive (Zurcher, 1969)		

The keys to healthy group development are Trust and Task

In each model, trust building is an initial stage, as well as a later issue. The importance of trust cannot be overemphasized as a component for engaging in successful group work

Building Trust

There are several levels of trust, and trust refers to feeling in control of self as well as feeling safe, understood, valued and protected in sharing self, contributing ideas and reaching out to others.

Indicators of low trust levels

◆ participants are unwilling to initiate work
◆ unwilling to contribute when they are called on for reactions
◆ keep negative feelings to themselves or share indirectly
◆ take refuge in long-winded story-telling
◆ hide behind intellectualization
◆ deliberately vague and focus endlessly on others instead of self
◆ excessively quiet
◆ put energy into helping others instead of sharing personal concerns
◆ maintain there are no problems
◆ unwillingness to deal openly with conflict, yet feeling judgmental
◆ excessive degree of group pressure to achieve conformity to "norm"
◆ feeling ambivalent about what they want from the group
◆ testing both the leader and other members to determine the safety level of the group

When these indicators occur in the actions of one member or are evident in group dynamics, members can build a sense of safety by focusing on individual needs and issues as well as the importance of enhancing the cohesiveness of the unit.

◆ deciding each is willing to invest in a group experience
◆ becoming aware of and owning some feelings of which they were previously only dimly aware
◆ observing personal behavior to enhance the congruence between saying and doing
◆ becoming more attuned to conflict that might be brewing within the group
◆ learning to effectively share what each feels and thinks about the group -- allowing time and a forum

Fear often slows or halts the group building process. It may help to discuss them as a part of group and offer assurances that members are valued and their fears and needs can be shared and honored.

◆ I'm afraid you won't like me
◆ I'm afraid to look at what I'm really like inside
◆ We seem stuck in the group
◆ I can't identify with anyone here
◆ No one will like me once they know what I'm really like

◆ There's someone here I may not like
◆ I can't see why we have to share our feelings
◆ I don't feel safe in here
◆ Nobody can understand me
◆ Once I get angry, I won't be able to get myself back under control

Ggggg

Group Development

Trust Building

Trust refers to feeling in control of self as well as feeling safe, understood, valued and protected in sharing self, contributing ideas and reaching out to others. Building trust begins with explaining areas of comfort and restraint and irritation.

Directions: Each group member completes this sheet and then discusses needs, defenses and communication style with another group member and then with the entire group.

I like communications to be :

0 delivered in private	0 respectful	0 open
0 never in front of others	0 as soon as possible	0 kept just between us
0 positive only	0 end of the day	0 constructive
0 honest	0 non personal	0 productive
0 sensitive	0 blunt	0 over a cup of coffee
0 direct	0 gentle	0 straight to the point

I get defensive when:

I don't see da fences

Head person

Heart person
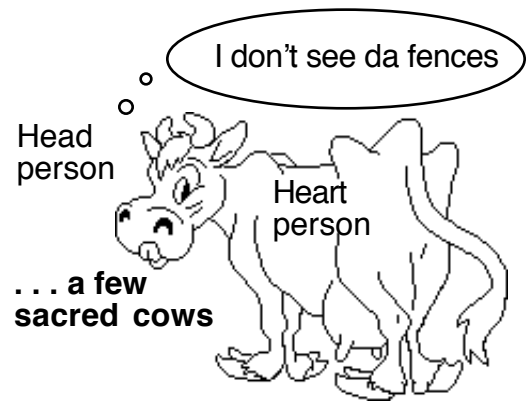
Don't tell me about:

. . . a few sacred cows

Do tell me about:

I show my anger by:

I show uncertainty by:

My best group role is:

I am really good at show casing:

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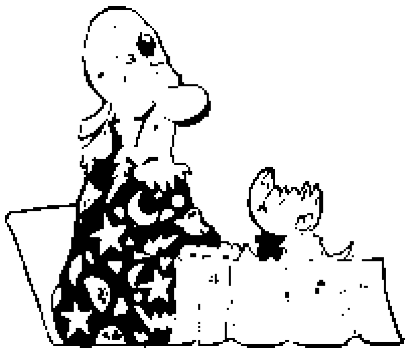
Group Development
Task communication
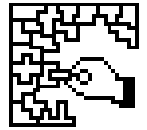
This communications work sheet provides an opportunity for the group to address emerging concern. This provides a place to document, to define and to initiate change.

Date _____

Someday we will be able to laugh about this, but in the meantime . . .

Common Concerns

Distribution of power
Direction - goal attainment
Time on task
Group Dynamics
        locomotion
        cohesion
        flow
Integration
Humor

Concern:

Plan for change:

Goal

Action Plan

Special roles and skills

Time line

Evaluation

Follow-up

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Group Development Alert
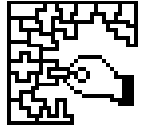
Oh-oh

Task / trust Alert

From _____

Reported to_____

Date _____

X   Help us by . . .

y   Not a good fit . . .

y   I am worried about

y   Please help me with

y   We don't not seem to able to build trust.

y   We are having a task crisis

y   We are having an attendance crisis

y   Control issues are emerging

y   We can't form a productive team

We discussed this as a group on   _____

Outcome   _____

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Assessment: Group Dynamics
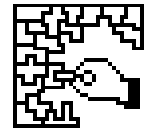
Directions: Each member of the group fills this out based on a personal perspective.
Once completed, compare and discuss perceptions.
Repeat this evaluation process every four weeks and note progress or changes.

TASK

1. Goals for our group

| Confused | Vague | Average | Fairly Clear | Very Clear |

2. Personal involvement with the group task

| Not | Trying to be | Average | Feel invested | Resolute |

3. Aware of group dynamics issues

| Disregard | Think about it | Average | Aware | Concerned |

4. Group beliefs and procedures are consistent with meeting group goals

| Counter | Inconsistent | Average | Moving together | Complementary |

5. Attention to others' suggestions and contributions

| Denigrate | Disregard | Average | Attention given | Consider them |

6. Process typically used in decision-making

| Ploy to deter | Minority rule | Majority rule | Forced consensus | True Consensus |

7. Extent of whole group contributions

| Distract from task | Few contribute | Average | Most contribute | All contribute |

TRUST

1. Extent we enjoy the group work

| Hate it | Discontented | Mixed feelings | Most enjoy | All anticipate |

2. Show of appreciation, support and encouragement during group work

| We do not | Few feel supported | Average | Often feel supported | We celebrate |

3. Extent we express true feelings

| We do not | Defensive postures | Positive feelings | True feelings but guarded | True feelings |

4. When faced with conflict

| Increase dissension | Avoid it | Take majority position | Explore it | Resolve it |

5. The idea of major change tends to

| Paralyze progress | Create frustration | Make little difference | Increase discussion | Energize us |

6. Ideas or intervention from authority tends to

| Generate anger | Increase discomfort | Polarize the group | Be tolerated | Be valued/sought |

7. Divergent ideas tend to

| Shut us down | Polarize the group | Stimulate discussion | Increase options & compromise | Increase novelty |

Directions: Fill in the squares that your group has completed.
Hatch the squares that describe your perception of current group development.
Compare each group member's perception of group growth.

MATRIX for **TRUST & TASK**

TASK

	Demand	Efficiency	Competence	Expand
Altruistic				
Alignment				
Anxiety				
Authority				

TRUST

Assessment:: Group Dynamics

TASK

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TASK

MATRIX FOR TRUST & TASK	Demand	Efficiency	Competence	Expand
Altruistic				
Alignment				
Anxiety				
Authority				

TRUST

Honesty
Assertive or Aggressive
Aggression forces one person's will upon others

It is a reaction -- to be used as a response to life threatening events.

Some conversations are like tangling with a grizzly bear. Suddenly, out of nowhere, a comment sets off a ball of raging fury, and we feel trapped. Once we have such an encounter, we may become overly cautious about being trapped -- yelled at, belittled, bullied, hurt, maligned. But really, few group interactions feel like meeting up with a grizzly.

Most group interactions are tentative, more like Panda Bears picnics than Grizzly encounters. We are more likely to find that group members are secretive, seldom telling people how how they really feel, not trusting easily, rather gentle, seemingly inscrutable, and working to be safe and get needs met. As group work progresses, we know who feels most vulnerable. We can strengthen group cohesiveness by working on assertive communication skills and welcoming the comments and suggestions of the least vocal members.

Assertive communicating is complex.

It requires an ability and a desire to see different perspectives. It looks not only at the needs of the self, but also perceives the needs of others. It requires the ability to find ways to meet personal needs, to express personal needs, to value self hood, but at the same time, look to the needs of community.

It requires the ability to trust -- to trust that others will share in civil behavior, and that the self has the resilience to live through a grizzly attack if the communication is unsuccessful.

Build community! Work to include the following communication skills in interactions
  Honestly share feelings
  Recognize and honor personal needs
  Work to recognize and honor different viewpoints and value systems

Successful Assertive Communicating
Blending Perspectives

Ask for what you need

I need _____
_____

I want _____
but_____

I really think _____
_____

I am happiest when the group __
_____

Recognize and meet the needs of others

What do you need? _____
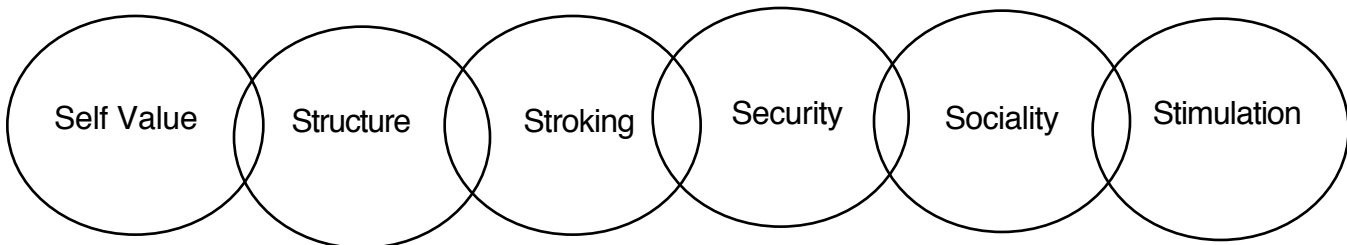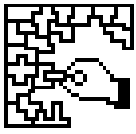_____

How can I help you feel safer? _____
_____

What do you think is important? _____
_____

Adult Socialization Needs

Self Value | Structure | Stroking | Security | Sociality | Stimulation
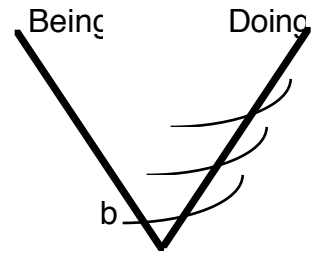
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Adapted from Bradshaw, 1988

Honesty
Being and Doing Statements

Statements that honor the things we **do** are powerful. We hear many of them each day.
Comments about who we are, our **being,** are compelling! We get most of these statements
from nonverbal cues and responses. When we look for unconditional regard, it is being
statements we seek.

Being statements:

Authentic and genuine
Non judgmental
Focused on inner qualities
Heart to heart
Trust involved
Often nonverbal -- smile, eyes lit up, gentle
   touch, warm hand shake
Usually comes from unconditional stance

I'm happy to see you.
Thank you for sharing your ideas.
You always give so much of yourself.

Doing statements:

Task oriented
Often judgmental
Focused on behavior
Based on observable skills or actions
Trust involved
Frequently verbal, though usually there are
   non verbal markers as well
May include praise or manipulative comment

Examples:

You did a great job on the presentation.
You are always here on time.
I like how you take turns.

Directions: Discuss the difference between doing and being statements. Build trust by working together to
make "Being statements about each group member. This is a good way to build community and enhance trust.

"Being" Statements

By person #1

By person #2

About person #1

About person #2

By person #3

By person #4

Enrichment Activities

What is the difference between praise and "being" statements?

Articles have been written against using praise in the classroom. Discuss your thoughts about this.

What is the difference between talking about what is right or correct and being judgmental?

It is "crazy-making" according to some experts, to send a double bind message (Bateson, 1972; Haley, 1976).
That means giving a positive message either verbally or nonverbally and a negative message at the same time. For
example, a teacher might say "You did a good job" and smirk at the same time, or the group might praise a person
for coming, and then spend the rest of the time ignoring or berating everything the person says or does while at
the group activity.

Share personal examples of this kind of communicating, and agree to monitor the group during the next meeting
to see if there are times when double messages are sent.

Being   Doing

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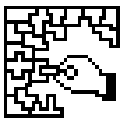
Honesty
One World View

Honesty if quite complicated. It nearly always embroils a person in an ethical dilemma. It is very personal, and it involves many layers. Here are some examples.

"My mother is the most beautiful woman in the world"
This sounds like **emotional honesty** - especially if it is spoken out of mom's hearing.

"I can't do math."
This may be **developmental honesty**. The student had trouble in school, didn't do well in math class, still believes that math is too difficult, and won't try it again. It often comes as a surprise to students when they try math later and find that they are quite good. Often, they don't revise that first belief, though, that they are not good at mathematics.

"The world is flat."
This was **scientific honesty** for many years, and as scientific honesty, it is a null hypothesis - as is all scientific knowledge. It is considered to be true until disproven. People have been ridiculed, imprisoned or put to death for expressing beliefs, and for refuting them.

"Poodles are the best breed of dog."
This may be **personal honesty** - the expression of a personally held belief. There are facts to support such a statement and facts to refute it. It may be an over generalization. Poodles are the best breed of dog (for me) -- (for allergy sufferers) -- (for dancing on hind legs.)

"It's going to rain." • • "We can't be successful as a group"
These may be **forecasts**. They are based on the information at hand and the way that information is interpreted. Meteorologists may added a % of certainty. There is a 60% chance of precipitation. We can do the same,

"This is the only way"
Statements based on **beliefs** are also a form of honesty. Some people hold to them, even in the face of death.

"Pizza is the best food"
Personal opinion is also a form of honesty. It is neither right nor wrong, true or false. It is a form of honesty to share personal taste, and sometimes, a form of dishonesty to keep opinions unspoken and unknown.

Write a personal response for each kind of honesty and then share it in a group round robin. Group members can help to monitor discussions so that each participant can feel honest and safe.

1. Emotional honesty _____

_____

2. Developmental honesty _____

_____

3. Scientific honesty _____

4. Personal honesty _____

_____

5. Forecast _____

_____

6. Belief _____

_____

7. Personal opinion _____

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Humility & Gratitude

A grateful mind, by owing, owes not, but stills pays, at once indebted and discharged   - Milton

People are complex. We need the sun, but we are enriched by the beauty of the light, the changing sunsets and the ever changing color of the sky.   We need clothes to wear, yet one outfit or uniform is not as appealing as a wide array of choices. We need nourishment, and we want variety in taste, texture and smell of our food. Students can learn on their own, but working as a group brings dimensions of novelty, richness and creativity.

Humility and Gratitude are prized emotions that enrich the individual and add depth to community. Human science research is beginning to look at well-being and wholeness, at what makes a healthy community and what personality traits are part of self actualization. Humility and Gratitude are manifestations of well-being, maturity, personal grace.

Gratitude

f

A core of behaviors expressing gratitude can be taught to students and modeled for them. Simple expressions include "please" and "thank you." Gratitude can be verbalized before it is understood, before it is a part of consciousness.

Empathy is probably a prerequisite to seeing the contributions and sacrifices of others. As we develop an internal sense of appreciation for the feelings, needs and thoughts of others, we can begin to recognize ways that they make sacrifices for others.   Sharing appreciation is more than not taking others for granted. By valuing and naming the contributions of others, we enhance the sense of community, reduce conflict and increase the bond. As we recognize the contributions of others, we also strengthen personal well being. Gratitude is one of the attributes that great people seem to share. When we honor phenomenal goodness in others, we find that they, in turn, honor the greatness and contributions of others in their lives. Harness the power of gratitude for self and for the group.

S   S

Humility

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Self certitude is a common trait of early adolescence. Many of us remember being twelve to fifteen years old and believing we had definitive answers -- to almost everything. Maturity brings a sense of infinite questions, and blurs the black and white certainty of adolescence, replacing that savoir-faire with reflection, ethical dilemmas and cognizance of genuinely disparate and equally correct points of view. Brashness and certainty are replaced with budding moments of wisdom, and this wisdom is paid for in the coin of self understanding.

Working in groups facilitates self understanding. Self understanding increases trust, for it optimizes the ability to communicate with others -- letting others express perceptions and allowing us to hear what is being expressed as well as the nuances of messages. Part of the price of self understanding is learning to recognize and accept personal limitations, to see ourselves as we really are and to let the person of this moment be enough.   Recognition of fallibility, of uncertainty, is built on a platform of safety. The safety is anchored in humility.

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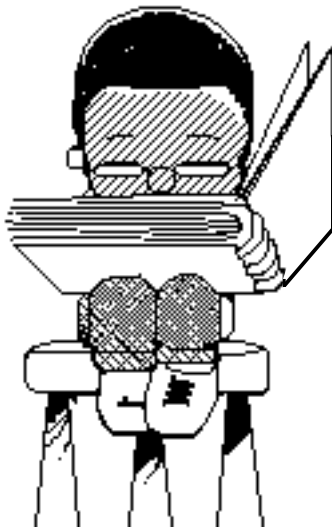
And humility is the mechanism that provides freedom to risk, to be wrong, to learn from others and accept the uncertainty of looking for answers and ideas from the perspectives of others,

Humility also facilitates communication by freeing us from fear. When we know in part, who we are, and are willing to share self with others, we are also likely to be candidly open to realizing who others are, rather than projecting who we are upon them. As we accept ourselves, we enhance our ability to accept others. This acceptance frees us from unfounded anxiety.

Fears that keep us from self fullfillment include fear of rejection, of looking stupid, of feeling powerless, being censured, humiliated or abandoned.

Humility neutralizes these fears.

Humility & Gratitude
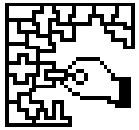
A grateful mind, by owing, owes not, but stills pays, at once indebted and discharged   - Milton

Writing Letters of Gratitude

1. Write a letter to the universe, to a Supreme Being or to all of life, expressing thanks for your life. Keep this letter and read it from time to time, updating it as your life evolves.

2. Write a letter as if it were written shortly after your death by a person who knows and loves you. Have the writer reflect back on your life as s/he knows it firsthand, secondhand and through intuition. Be sure to interpret this life with deep passion, respect, appreciation and humor. It is to be a positive expression of who you were and what you stood for. This is not a time for modesty.   Creating a moving vision of your entire life as seen by someone who truly loves you completely, someone who understands what it is to be the particular, unique human being that you are, someone who articulates a vision of your life.

3. Write a letter of gratitude to a teacher who affected your life positively. Explain the most significant part of that influence and how it contributes to what you are, who you are becoming and other lives you are

> If you were going to die soon and had only one phone call you could make, who would you call and what would you say?
> And why are you waiting?   - Stephen Levine

Brainstorm about and then develop a definition of humility and gratitude as a group.

Humility -

Gratitude -

Compare and contrast gratitude and humility.

Is there a relationship between the two?

What do they have in common?
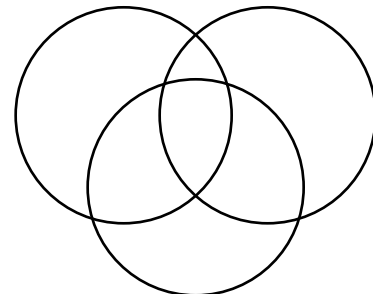
How are they different?

Consider what conditions allow a person to feel grateful.
a.   b.   c.

What are underlying conditions for humility? Are they also present in those with poor self esteem?

Read each quote and decide, as a group, if the author is discussing gratitude or humility.

"I do not know what I may appear to the world, but to myself, I seem to have been only like a boy playing on the seashore, diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.". -

We always affirm with conditions. I affirm the world on condition that it gets to be the way Santa Claus told me it ought to be. But affirming it the way it is ---that's the hard thing!
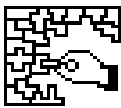   - Joseph Campbell

Somebody's boring me --- I think it's me.   - Dylan Thomas

One loses many laughs by not laughing at oneself.   - Sara Duncan

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
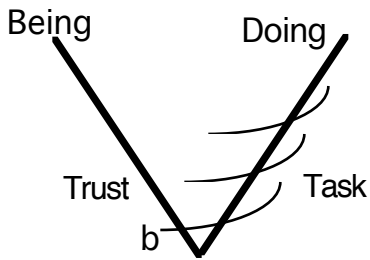And know the place for the first time. - T. S. Eliot

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Interdependence / Independence

We have both self esteem and social esteem. Social esteem comes from our interactions.
Our earliest decisions about our ability to get along with others comes from family.

Being   Doing

Trust   Task

b

When students work together to complete a task, at least half of the available time is spent on building trust and working out ways to become interdependent. (Gibb, 1961; Tuckman, 1965; Bales, 1970, Schmuck & Schmuck, 1992)

Group work can build both social and self esteem.   We define ourselves by our social interactions. We understand who we are by understanding who we seem to be to others, by how we are when we are with others, and by what we do when we are in community. Group work includes time on task, and time building trust. It is important to build self and community, A great group will value the nature and independence of each member. A great group is a complex interplay of interdependence --self and community, task and trust, being and doing.

The behaviors of marine animals are striking. In the Keys, a man was catching crabs. The bucket was open, but no crabs escaped. The man explained that the crabs would not let others climb out. I watched, and as one crab got to the brim, others would bring it down into the bucket by pulling it. None escaped while I was there.

I saw a special feature, showing how difficult it was to keep an octopus enclosed. No matter how secure a tank seemed to be, an octopus could get out. In one example, there was a small opening, with a stopper in it. Somehow, that octopus managed to remove the stopper and squeeze through. The film gave many examples, and each time, the creature found a way to be free. I was fascinated by the independence of the octopus, its strong will and its ability to break away from the restraints placed upon it. I could see that it was the essence of resilience. Not only did its body allow it to flow freely, to go where it chose, its will seemed to bend as freely.
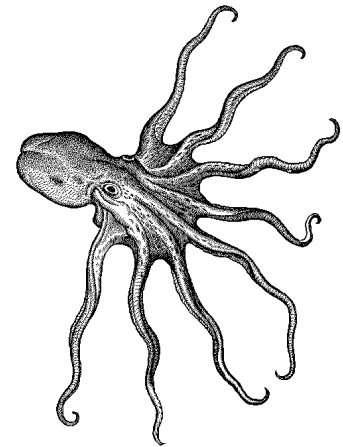
Human beings are wonderful. We can consciously choose to be like the crab -- enmeshed in the lives of others, staying together, even at the cost of freedom. . . and we can be like the octopus, resilient, strong willed, flexible, and self fulfilling. We can choose one or the other, or somewhere in between. We can choose, and we can change.
Our work in group can show that same flexibility. Sometimes, we will look to the needs of self, and other times, we bend to the needs of the whole.

This is another example in nature of interdependence. Next fall, when you see geese heading south for the winter, flying along in "V" formation, think what scientists have discovered about why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following. That "V" formation adds at least 71% greater flying range for the flock over the distance one bird can fly alone. (People who share a common direction and sense of community can get where they are going more quickly and easily, because they are traveling on the thrust of one another).

When a goose falls out of formation, it suddenly feels the drag and resistance of flying along -- and quickly gets back into formation to take advantage of the lifting power of the bird in front. (If we have as much sense as a goose, we will stay in formation with those people who are headed in the same direction).

When the head goose gets tired, it rotates back and another goose takes its place at point. (It is sensible to take turns doing demanding jobs, whether with people or with geese flying south). Geese honk from behind to encourage the leaders to keep going. (What messages do we give when we honk from behind?) finally, when a goose gets sick or wounded and falls out of formation, two other geese follow it down to lend protection and assistance. They stay with the fallen goose until it is able to fly or dies. Then and only then, do they launch out on their own or join another formation to catch up with their group. If we have the sense of a goose, we will stand by each other, too.
(Author unknown)

• Share examples you recognize in nature that highlight interdependence and independence
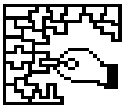
Interdependence / Independence

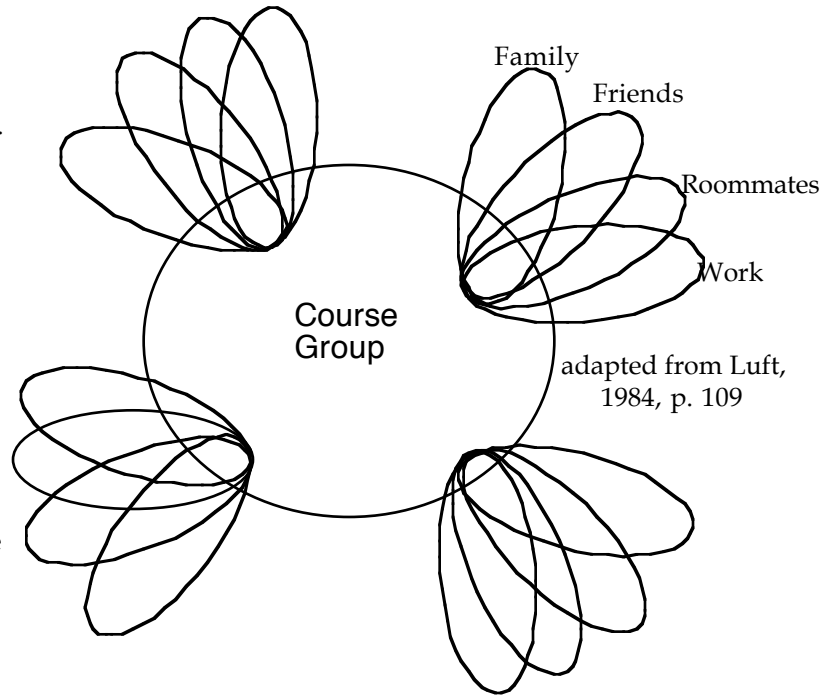Each of us belongs to a number of groups. Those other social situations may contribute to group success or detract from it. Our ability to meet the needs of the groups and meet our own needs can also conflict. The following questions may facilitate sharing about the ways each group member is supported or deterred from meeting needs and obligations.

1. List the major groups that presently require time and attention.

2. List the ways that each group meets personal needs.

3. Explore ways that each group prevents getting personal needs met.

4. Identify the most satisfying group.

5. Examine ways that the most satisfactory group conflicts with the work of this group.

6. Share the findings with each other.

7. Explore ways to maximize the contributions of the course group. What could each person get from the group that would enhance the experience more?

8. Explore ways to minimize the conflict between the course group and other responsibilities.

Course Group

Family
Friends
Roommates
Work

adapted from Luft, 1984, p. 109

Bales' Interaction Process Analysis

Positive and Mixed Actions	Seems Friendly Dramatizes Agrees	
Attempted Answers	Gives suggestion Gives opinion Gives information	Reciprocal or Opposite Pairs
Questions	Asks for Information Asks for opinion Asks for suggestion	
Negative and Mixed Actions	Disagrees Shows Tension Seems Unfriendly	

This model was developed to capture the interactions in group processes. Take turns scripting the actions of group members and then sharing the findings with each other.

It can facilitate healthy group interdependence.
From Bales (1970), p. 92.

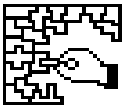**Directions**: Use the Interaction Process Analysis to answer the following questions.

1. Which interactions occur most frequently?

2. Who seems to be getting along best?

3. Is there evidence that anyone is feeling left out?

4. How does the group use individual skills and strengths?

5. Does the group honor independence?

Interdependence / Independence
Helping Roles: Learning to help Ourselves

The Pleaser
Pleasers are people who, underneath the surface, feel neglected and overlooked. When we become obsessed with making other people happy, it is a signal to us that we are actually distressed and displeased with our own lives. If you consider yourself a "Messiah Pleaser", it may be helpful for you to put more energy into pleasing yourself. We Pleasers need to find out what makes us happy and put energy into bringing good experiences into our own lives.

The Rescuer
We Rescuers are busy trying to make the world a safe place for people in crisis. Our attempts to bring order to the chaos are a clue that, inside us, we feel threatened and fearful. Unable to tolerate danger, Rescuers usually harbor a secret desire for more safety for themselves. If you find yourself rescuing those around you, perhaps more effort might be put into identifying your own fears.   We Rescuers are in need of protection and safety, a need that we can overlook in our obsession with the safety of others.

The Protector
We Protectors are aware that words can hurt and so we try to protect others from harm. Often Protectors are those who, as children, were given too much information too soon. If you are a Protector, you may need help sorting out the truth for yourself . You may need to ask someone to help you, someone who can provide safety and protection.

The Giver
Givers are generous people who are acutely aware of other people's material needs. Often we Givers feel guilty about the material possessions we have, feeling that we do not deserve what we have. If you see yourself as a giver, it is likely that you need to be affirmed in tangible ways, such a s giving yourself flowers or buying that shirt you've been wanting. We are all equally important and valuable. It may be time to shed the guilt and to learn how to enjoy the good and the pleasurable in this world.

The Teacher
Like Protectors, we Teachers are concerned with the truth. We feel compelled to understand how the world works and then spread the word as widely as possible. If you are a Teacher, you may feel that no one is available to help you sort out the facts from the fiction. It may be time to become the student and allow yourself the opportunity to learn and grow. By sharing the powerful honor or teaching and learning with our students

The Counselor
We Counselors listen to other people helping then sort through confusing problems and feelings. As children, many Counselors were expected to listen to their parents and siblings talk about their problems, yet were not given a turn to talk. If you are a Counselor, it is very likely that you need someone to listen to you. You may need to experience the same acceptance and nurturance you have so readily given to others.

The Crusader
We Crusaders are dedicated and passionate people. Fierce in our abhorrence of injustice, we fight for what we believe. If you are a Crusader, it may be time to take up a new cause --- yourself. Combating the injustice and abuse you have endured is a most worthy cause, one to which I encourage you to dedicate yourself.

The Victim
We Victims have been unjustly treated and have no gratitude to share. We hide our anger in justification and our lack of well being and assistance to others in righteous indignation --- or sniveling.   Like the Rhyme of the Ancient mariner, we are reduced to telling and retelling the horrors we have been through to any who will listen. We are still bleeding from each slight and wound, refusing to be healed. Finding a way to forgive and forget is too painful. Instead, we will heal ourselves by turning to those we have reason to hate and finding repeated ways to thank and support them for honest contributions and attributes.
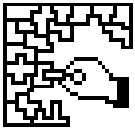
Adapted from C. R. Berry, (1991) *How to Escape the Messiah Trap*, pp. 104-5.

Do you recognize any of these roles? _____   **Which ones fit you best?**

_____

Each of these roles is important. Sometimes a person will put themselves into a helping role so much that they ignore personal needs and growth. Balancing self and others is the crux of successful group work.

Intimacy

Recognizing and Choosing

We all have boundaries. The things we tell others about ourselves help define how thin or thick the boundaries or "walls" are between ourselves and others. The wall depends on what we wish to share or keep to ourselves. It also helps determine what things we share.

Directions: Cut apart the one line statements on the page provided and place or glue them on the page as you feel they belong. Now you have created an illustration of your comfort in sharing yourself. Share your findings with those whom you wish.

Friends

Acquaintances

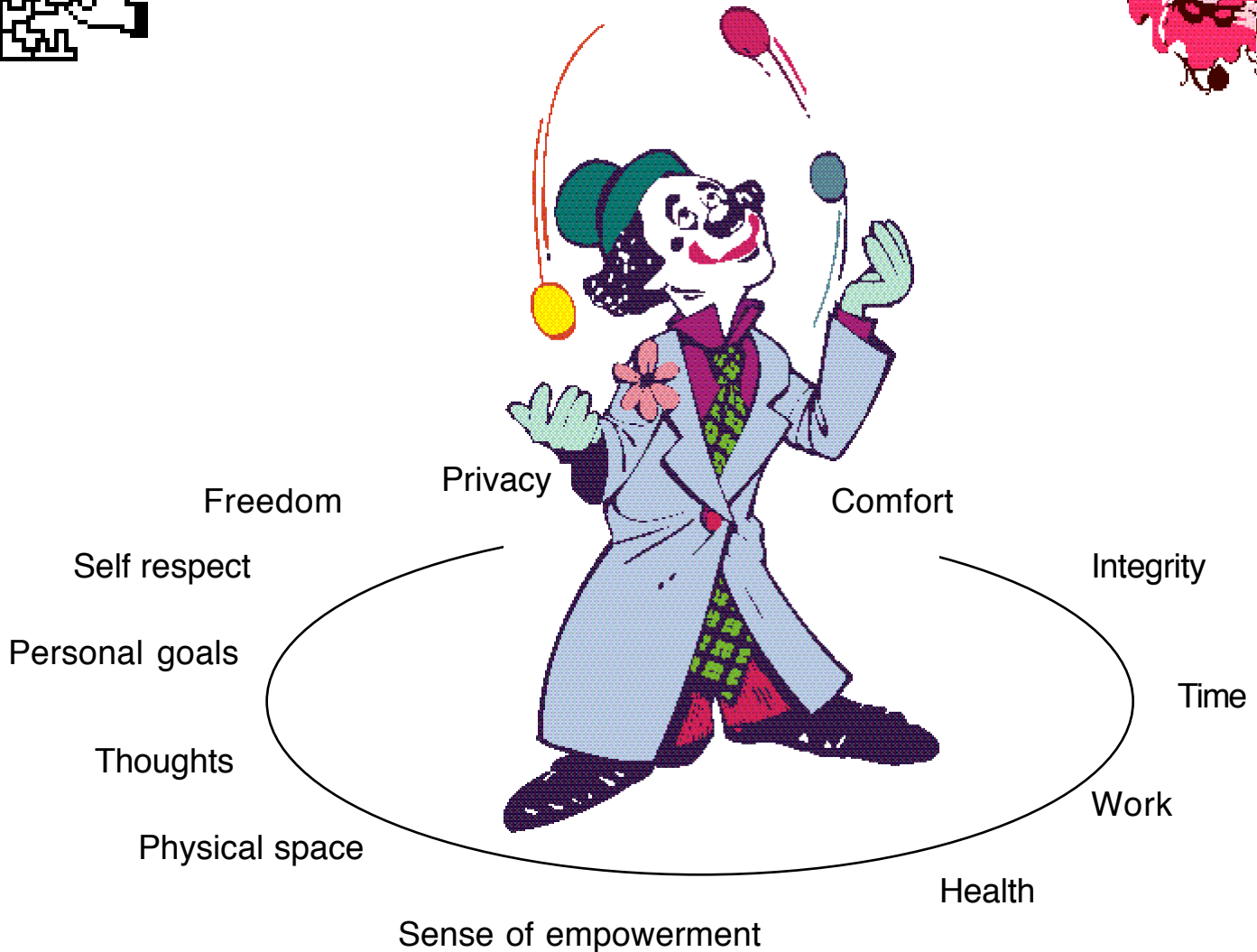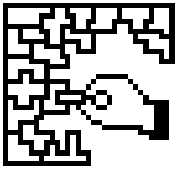Family

Significant Other

ME
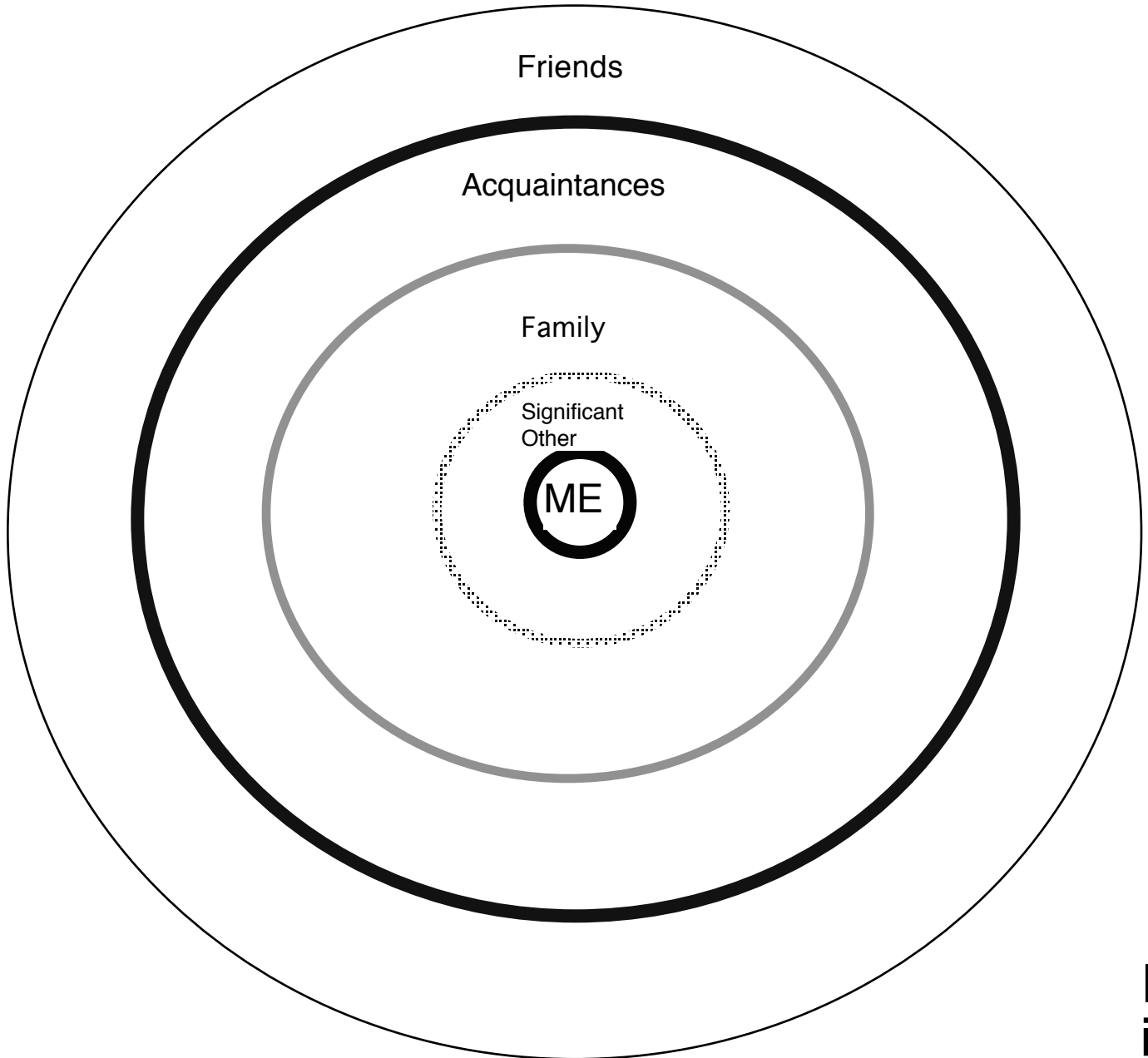
Our level of comfort is neither right nor wrong. It may need to be adjusted as we deal with different associates or groups. For example, many in the medical profession enjoy jokes about body functions, while others outside that circle may not. Your boundaries are under your control and you have the right to decide, through experience, comfort and discomfort, the boundaries you need. The critical factor is knowing how you feel when someone has crossed your boundary, or when you are encroaching on the privacy of another.

Intimacy - **Boundry issues**

I feel good	Where I ate lunch	I may need surgery	A time I shoplifted
I got an A on a test	My favorite food	Food I hate	A mean thing I did as a child
I am angry with Dad	If I have cramps	How I get my way	A mean thing I did yesterday
I love fresh fruit	My blemishes	How I feel about a teacher	My aches and pains
My favorite color	How I feel about sex	A racist joke I know	Disgusting things my body does
My homework isn't done	Cost of our house	A prejudice I feel	Hear me belch
My clothing size	Answers on the test	Things I hate about my parents	How I feel about myself
My underwear size	Church I belong to	Things I hate about my friends	Someone I hate
I drank a beer	My ideas about the president	I need to blow my nose	How angry I get
I was raped	My feelings about the principal	Sometimes I eat with bad manners	How I look without cleaning up
I enjoy reading	The time I shoplifted	I do disgusting things like picking my nose	Read my diary / log
Color or style of my PJ's	My secret fantasy	Things I hate about my own body	How and when I pray

Intimacy
Boundarie

Freedom

Privacy

Comfort

Self respect

Integrity

Personal goals

Time

Thoughts

Work

Physical space

Health

Sense of empowerment

Intimacy often involves moving into another person's space or letting another person move into ours.   If it is a free and informed choice by both parties it may lead to a powerful and fulfilling relationship. If it is not freely chosen, or if one or both parties breaks the trust involved in standing on another's "ground" there may be

irritation

resentment

hatred

destructive actions

Reflection: How are you doing at juggling your personal space?

One day my grandmother called me on the phone. "I heard through the grapevine that you were the one talking about Virginia's drinking." "Yes", I admitted, "I was telling my roommate about seeing her buy several cases of beer." My grandmother said, "Did you know she lost her student teaching assignment when some parents heard about it?" I was devastated. I knew I started the story, but not the rumors that eventually occurred. I was sick at heart, for Virginia was a friend. "What can I do?" I asked. My grandmother replied, "There is little you can do to change things now. It is as though you cut a feather pillow open in the wind. If I gave you a pillow case and asked you to retrieve those feathers, could you do it? Of course not! So it is with words. Once spoken , you can not control their flight.
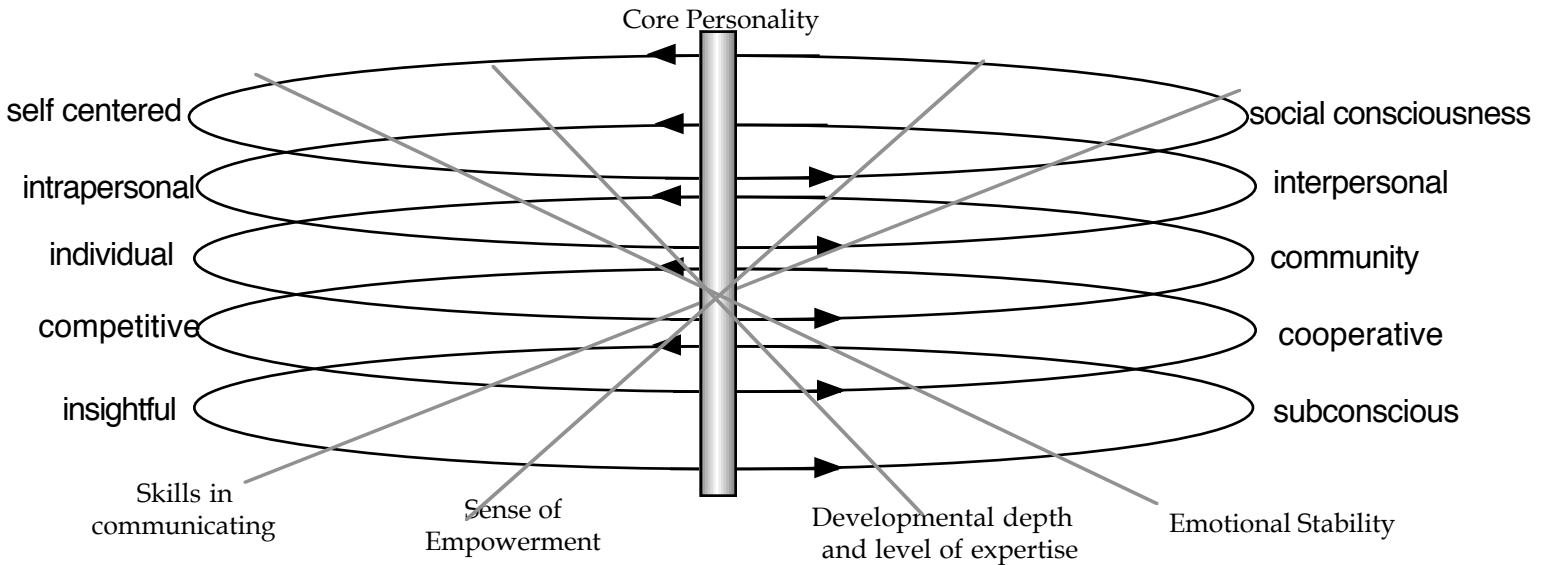
Judgment

'Tis with our judgments as our watches, none go just alike, yet each believes his own. - Pope, *An essay on Criticism*

One of the fascinating things about human beings is the ability to make judgments. Our thinking is complex and rapid, so complex and in a sense, unpredictable, that we cannot replicate it with artificial intelligence. Our complexity makes it hard for others to understand us -- and contributes to our difficulty understanding others. What's more, human judgment is not just a cognitive process, it is immersed in feelings.
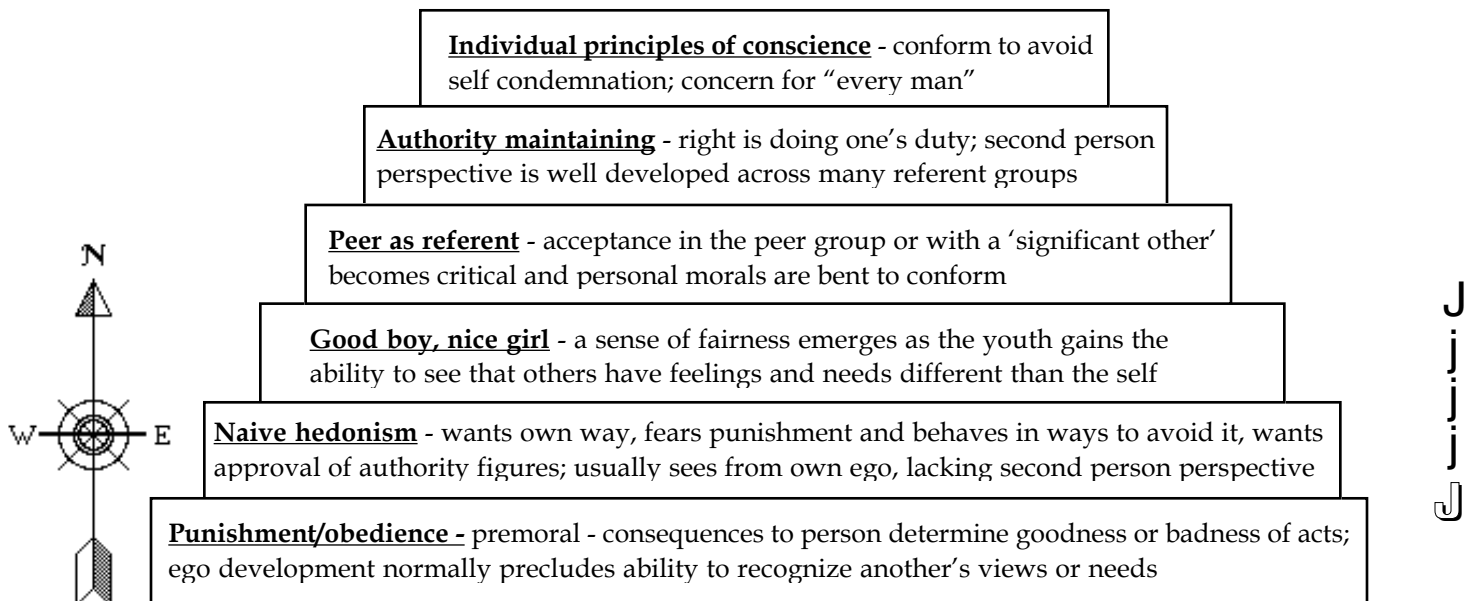
Judge not that ye be not judged. With what measure you mete, it shall be measured to you again. - The Bible --Matthew

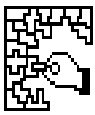**Example of complexity in judgment continuum**

Core Personality

self centered — social consciousness
intrapersonal — interpersonal
individual — community
competitive — cooperative
insightful — subconscious

Skills in communicating — Sense of Empowerment — Developmental depth and level of expertise — Emotional Stability

This model shows just a few of our interrelated ways of being that impact our judgment. The complexity of human beings, human thinking, and sharing of those ideas, or judgments not to share, sometimes diminish group work. It also makes it difficult to understand human nature -- our own and others.
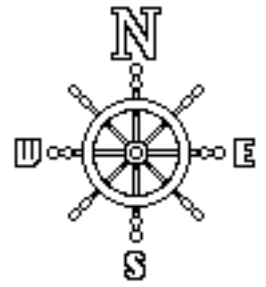
Kohlberg (1987) suggests that judgment (moral reasoning) is developmental. This may mean we are not able to see above our current way of reasoning to grasp another's perspective. We could call it a generation gap (Ginott, 1971) but it is more fundamental. If there is an invisible barrier that does not allow us to fully understand a more advanced way of reasoning or making moral determinations, then group work will be most successful when we recognize the validity of another's judgment and work together to provide opportunities for each person to construct more depth of meaning and move to a higher developmental level of understanding. We recognize this scaffolding or building on concepts in academic areas (Vygotsky, 1978), and it applies to understanding those around us and building second person perspective, as well. [Moral reasoning is not synonymous with character. Basic personality traits seem to be stable, but the way a person interprets motive changes, and apparently in a developmental pattern.]

Individual principles of conscience - conform to avoid self condemnation; concern for "every man"

Authority maintaining - right is doing one's duty; second person perspective is well developed across many referent groups

Peer as referent - acceptance in the peer group or with a 'significant other' becomes critical and personal morals are bent to conform

Good boy, nice girl - a sense of fairness emerges as the youth gains the ability to see that others have feelings and needs different than the self

Naive hedonism - wants own way, fears punishment and behaves in ways to avoid it, wants approval of authority figures; usually sees from own ego, lacking second person perspective

Punishment/obedience - premoral - consequences to person determine goodness or badness of acts; ego development normally precludes ability to recognize another's views or needs

Judgmental

Where Did I Get That Idea?

. . . and now what will I do?

checking my bearings

My nickname is

I was named by

My family wanted me to become

I used to dream of being

What I really dislike in myself is

What I value about myself is

The characteristics I have the most trouble accepting in others are
(ex. skin color, sex, handicaps)

Characteristic	**How I got the bias**
1.	
2	
3.	
4.	
5.	

Things I often hear myself saying about others that are derogatory
(gossip, put downs, faulting appearance, drove like, thinks they're)

The jokes I tell usually are at the expense of:

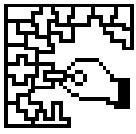People I talked about in the past week:

Name	I said	+ or -

I do not need to change

_____
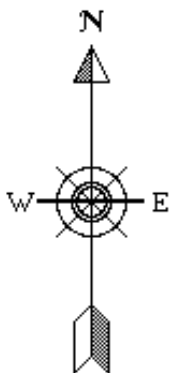
I can set a goal for myself to be less judgmental:

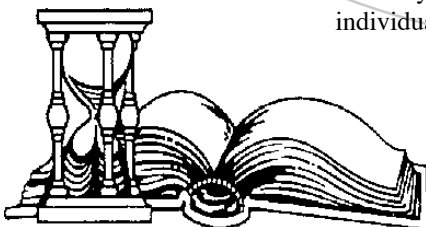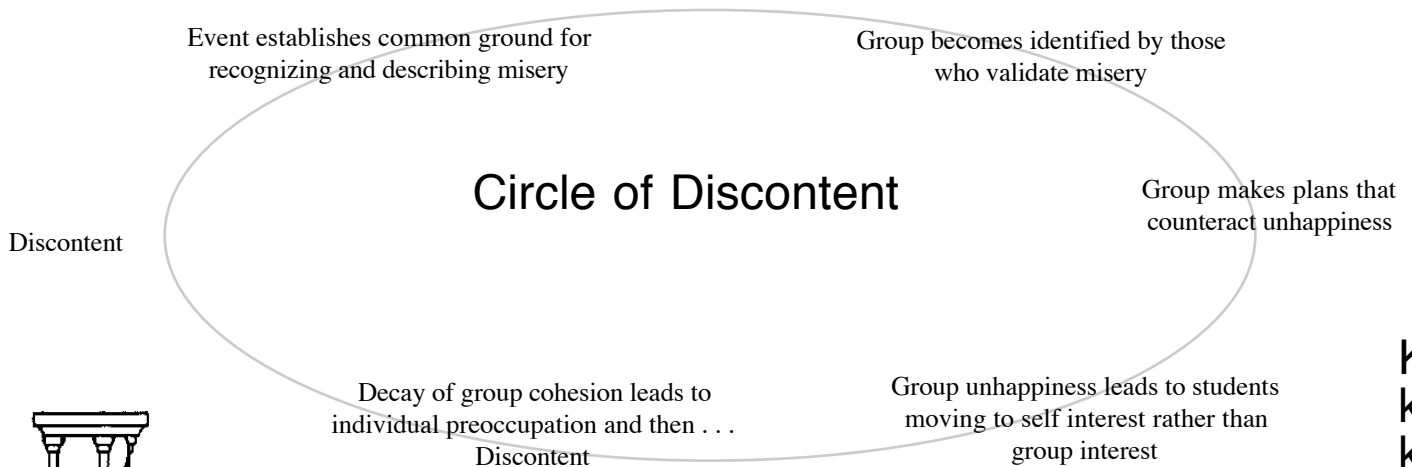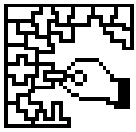| Goal	Action steps	Time line

J j

j j

J

Knowledge

Groups not only go through stages, there are times when they function very well, and other times when issues or individual needs interrupt the competence of the group. The following chart suggests ways to examine team concerns and move the group past snags.

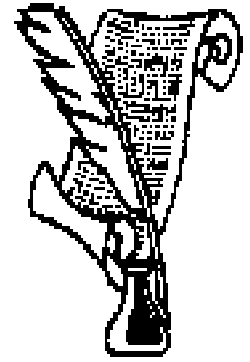|		Critical questions	Indicator of problems
P	Productivity	Is the group doing enough? Are there goals or objectives	Frustration Concern over deadlines One person doing it all
E	Empathy	Do members feel comfortable with each other?	Tenseness in meetings Frustration expressed Gossiping, undercurrent
R	Roles/goals	Do members know what is expected?	Confusion about priorities Arguments over ideas Leadership issues
F	Flexibility	Are members open to outside suggestions, contributions?	Fault finding with rest of class "We-they" statements Dyads flourish or "odd man"
O	Openness	Do people say what they think? Can members express needs?	Lack of debate Air is "thick" "You probably won't agree, but"
R	Recognition	Do members praise each other? Are achievements appreciated?	Backbiting Sarcasm Competitive sense
M	Morale	People like coming to meetings Tardiness is minimal	Members come on time Members meet outside of class

- adapted from Hartley, 1997

Is your group involved in the Circle of Discontent?

Event establishes common ground for recognizing and describing misery

Group becomes identified by those who validate misery

Circle of Discontent

Group makes plans that counteract unhappiness

Discontent

Decay of group cohesion leads to individual preoccupation and then . . . Discontent

Group unhappiness leads to students moving to self interest rather than group interest

K
k
k
k

Knowledge

Directions: Discuss each area. If issues emerge, develop a goal to address concerns

P   **Productivity**   Issues

          Goal

E   **Empathy**   Issues

          Goal

R   **Roles/goals**   Issue

          Goal

F   **Flexibility**   Issue

          Goal

O   **Openness**   Issue

          Goal

R   **Recognition**   Issue

          Goal

M   **Morale**   Issue

          Goal

Vision
* Clear - everyone knows what is involved
* Motivating value - all members feel engaged and committed
* Attainable - everyone stays motivated
* Shared - developed by all, validated by all
* Evolves - reflects changes and insights as they develop

                          (West, 1994)

How does the group rate on characteristics of a healthy vision?

Working Group or Team?
* Working group interacts to share information but does not have realistic shared overall purpose that requires team work
* There is no real common purpose, and efforts to find or build one fail
* The potential team is working to improve group performance but has not developed a plan for accountability
* A real team is committed to common goals and is accountable to each other for working together
* A great team not only is a real team, with all the characteristics noted, but also is committed to the growth, development and well-being of each member of the team. (Katzenbach & Smith, 1993)

Do you have a group or a team?
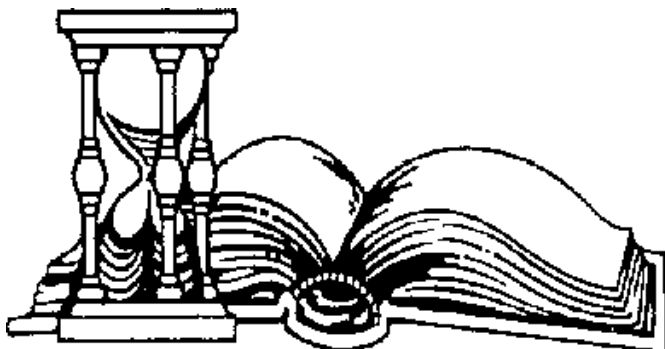
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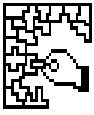
Listening

The following ideas strengthen group and build openness to the ideas and messages being shared in group. Many sounds reach the ear, but true listening is an art.

Everyone who is here belongs here.
1) We will keep each other safe.
2) We are all welcome
3) We will work to maintain comfort for all.

We listen for the person inside who is living and feeling.

We listen to ourselves.

An important part of our purpose is being in contact with each other.

We listen for deeper meaning in the things people say, and clarify assumptions.
1) Are you saying . . .
2) I understand that to mean . . .
3) Did I get the message, then when I say . . .
4) So, what you need is . . .

For each person, what is true is determined by what is in that person, what s/he feels, expresses, what makes sense in that self hood.

Task commitment is important, but trust and community building is equally essential.

We try to be as honest as possible and to express ourselves as we really are.

We feel as much as we can, and work to be safe to share what we feel.

The identified social leader is responsible for two critical elements:
1) S/he protects the belonging of each member.
2) S/he provides openings for each to be heard.

We face the realism of the situation rather than pretending things are different or turning from honoring the reality by blaming and fault finding.

Decisions made by the group include the input of everyone.

The confidentiality of the group is sacrosanct. This applies to everything said during group, whether it seems private, or was given in confidence or is a comment made in passing. Only the person who owns the statement or information may decide with whom and when to share it.

Metacommunicating
Thinking about and sharing insights surrounding talking and listening

When the group is on task, it is important to stay focused on work related topics. This works best if the group sets up a time to work on trust building. One good idea is to establish a celebration toward the end of each group session. During this time, each person makes observations about things others did to help the group work well. When sessions are stormy, it is even more important, and members may feel less able to express appreciation for what went well. Building community is hard work, and saluting efforts and successes is a critical part of communicating, caring and building trust!
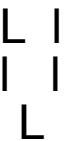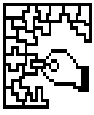
Listening

Good listening builds trust. List 10 ways to be a good listener.
1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Some of these items mean more to you than others. Discuss four of the points as a group.
 a. Rank the points.
 b. Each person chooses the top issue.
 c. Each member tells why the point is so critical.

Trust issue	Ranking	Reason

Ask the social leader to count the number of times the top three emerge in the next meeting and celebrate each person who uses them in group.
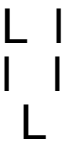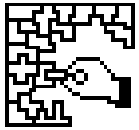
Metacommunicating
Celebrating

Does your group spend the last five minutes celebrating successes?
If so, congratulations are in order for everyone!
If not, discuss ways to use this tool for group trust building.

As a group, we will enhance celebrating by: _____

_____

_____

L   I
I   I
 L

Mutuality
Out of many, One!

Bertcher (1994) describes twelve techniques that enhance group participation.

1. **Attending:** letting others in a group know that you are paying close attention to what they say and do.

2. **Information Management**: asking questions and giving information in a group.

3. **Contract Negotiation:** working out an agreement on goals for the group and its members, and the ground rules to be used in working toward these goals as a group.

4. **Rewarding:** providing payoffs - such as praise - for effort and/or achievement in the group.

5. **Responding to feelings:** letting others in a group know that you accurately understand how they feel about a situation.

6. **Focusing:** keeping a group discussion on track.

7. **Summarizing:** pulling together what has been said by group participation for review and as a basis for next steps.

8. **Gate keeping:** achieving a balance of participation in a group, by inviting low participators to speak up, and limiting high participators.

9. **Confrontation:** informing a participant, subgroup or the entire group about discrepancies in words and actions to require that they consider these inconsistencies.

10. **Modeling:** teaching by demonstration, learning by imitation.

11. **Mediating:** attempting to resolve conflicts among group participants

12. **Starting:** beginning a group's first meeting and each group meeting thereafter.

(*Group Participation*, p.16)

For there is but one veritable problem -- the problem of human relations. We forget that there is no hope or joy
except in human relations.   - Antoine de Saint Exupery

Building Mutuality

Identify ways that members are alike
Develop expectations that all are willing to abide by
Stimulate a disposition of pride
Build unity - a symbol, group color, song, group personality
Explore ways that members can satisfy individual needs
Provide opportunities for members to make sacrifices for each other
Explore and clarify norms held by members and validate those held in common
Celebrate accomplishments   adapted from
Zander, 1982

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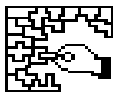
Mutuality

	Yes	No

Starting and Attending:
- a. Is there an informal warm-up as part of beginning? ☐ ☐
- b. Is there an agenda for each meeting? ☐ ☐
- c. Do participants move beyond superficial sharing? ☐ ☐
- d. Do members go beyond courtesy and actively listen? ☐ ☐

Information Management:
- a. Is there a sense of trust among members? ☐ ☐
- b. Are all members participating? ☐ ☐
  - i. Attending regularly ☐ ☐
  - ii. Coming on time ☐ ☐
  - iii Preparing for group work ☐ ☐

Rewarding:
- a. Is a part of each meeting set aside to enjoy victories? ☐ ☐
- b. Is trust and community building a part of each session? ☐ ☐
- c. Is there a mechanism for celebration? ☐ ☐

Responding to feelings:
- a. Are members courteous while others are talking? ☐ ☐
- b. Is there a mechanism for dissenting? ☐ ☐
- c. Is each person consistently given an opportunity to respond? ☐ ☐
- d. Do people express dissenting opinions regularly? ☐ ☐

Focusing:
- a. Can the group set aside a time to complete task and do so? ☐ ☐
- b. When one person is sharing, do others listen empathically? ☐ ☐
- c. When the group keeps drifting, do members agree to address the true issues clouding progress? ☐ ☐

Summarizing:
- a. Is summary set aside at the end of each group? ☐ ☐
- b. Can each member consistently summarize a meeting fairly? ☐ ☐
- c. Is each member keeping some form of log and sharing insights? ☐ ☐

Gate keeping:
- a. Is a social leader monitoring and adjusting group processes? ☐ ☐
  - i. Does this monitoring revolve around the group? ☐ ☐
  - ii. Are members responsive to suggestions for improvement? ☐ ☐
- b. Do all members contribute to a fairly equal degree? ☐ ☐

Confrontation and Negotiation:
- a. Is there a process for expressing disagreement or concerns? ☐ ☐
- b. Is each person offering honest comments and suggestions? ☐ ☐
- c. Are disagreements honored and addressed in a timely fashion? ☐ ☐

Modeling:
- a. Do participants share ideas with civility? ☐ ☐
- b. Are all members treated with equanimity? ☐ ☐

Mediating:
- a. Is the group utilizing productive behaviors to relieve tensions? ☐ ☐
- b. Are conflicts resolved by honoring the differences and trying to understand divergent opinions and how they help focus the task? ☐ ☐
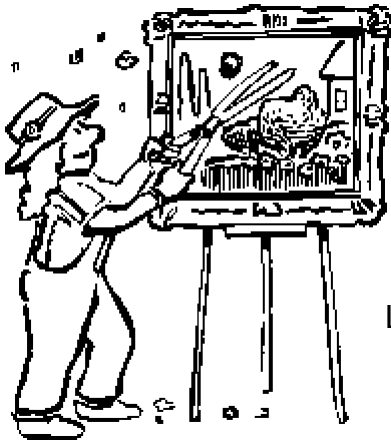
adapted from Bertcher, 1994

Each 'yes' shows healthy group functioning. As a group, make a goal for building the group in the coming meeting by changing one of the 'NO' responses to 'YES.'

Group Goal: _____

Implementation Date: _____

M
m
m
m

Needs

"What I needs is I NEEDS you to be somebody else."

"Baby, you're enough for me." - Karen Carpenter song

Why don't you act your age?!   7   The honeymoon is over   7   If you would just . . .

We do not see things as they are, but as we are. - Talmud

Love, love, love, that is the soul of genius -- Mozart

The greatest discovery of any generation is that human beings can alter their lives by altering their attitudes of mind. - Albert Schweitzer

When we start a group or begin a relationship, we have high hopes or great expectations. As we invest more, become more committed, we may become disappointed or disillusioned. This may lead to frustration and friction. Eventually, some group members might stop attending. If the community is to emerge from "stormin" with greater health, then the fight-flight process, the norming and working through expectations, needs to be brief. If each person reviews what it is he or she thought might happen, and how the experience is different from initial expectations, it will be easy to develop expectations that are more in line with the potential.

It also helps if each person looks to self first, identifying what real needs are emerging, what can be done to personally facilitate success for self and the group.

SELF

1. I hoped group would give me _____

2. When I get in a group situation, I cope by _____

3. When I feel angry I _____

4. I change how I express anger and frustration when I am with acquaintances by

_____

5. When I feel pain I _____

6. The hardest thing about group is _____

7. If I took full responsibility for my feelings, I _____

8. If I am true to myself I will _____

9. I give myself permission to be "me" when I _____

10. I would like to share this about myself with the group _____

_____

When training animals, we know that the nature of the critter is a "given." We train dogs to be good dogs, but not to do things a cat or goat can do better. We know that gentleness and love are critical if we are to win the love and obedience of a pet. Great animal trainers train themselves, and then use these honed skill to enhance animal behaviors.

It is not so different with group work. People come with gifts, talents and traits that are unique to them. If we are uncomfortable in group, we can enhance experiences if we develop personal skills and strengths and take full responsibility for what we need and what we have to offer. This empowers us. When we recognize that we can change ourselves and expectations rather than being upset with the actions of others, we can enjoy group more and contribute more fully to community building.

N
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n

Needs
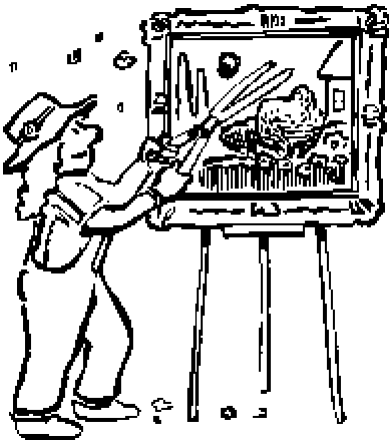
Directions: Write a personal interpretation for each quote, and then share it round robin, in the group.

"What I needs is I NEEDS you to be somebody else."

k   "Baby, you're enough for me."   - Karen Carpenter so k

7   The honeymoon is over   7

Why don't you act your age?!

If you would just . . .

We do not see things as they are, but as we are.   - Talmud

Love, love, love, that is the soul of genius -- Mozart

The greatest discovery of any generation is that human beings can alter their lives by altering their attitudes of mind. - Albert Schweitzer

Three ways that the group experience is disappointing	Three ways group is helpful, or better than expected
1.	1.
2.	2.
3.	3.

Personal unmet needs that are emerging	Ways I could contribute to the group experience
1.	1.
2.	2.
3.	3.

These are things I am finding out about myself in social situations: Celebrate   Change

Task issues
 1.

 2.

 3.

Trust issues
 1.

 2.

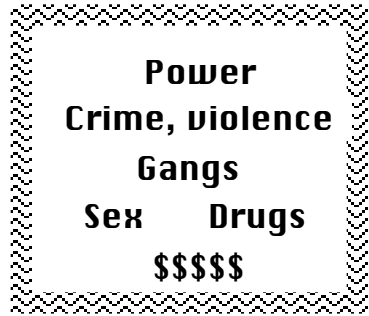| These are things the instructor could do to facilitate group growth and better functioning	These are questions the instructor could answer to facilitate group growth
1.	1.
2.	2.
3.	3.

N
n
n
n

Optimism

We get messages from many sources. The strength of the message changes according to situation and the value we give it.
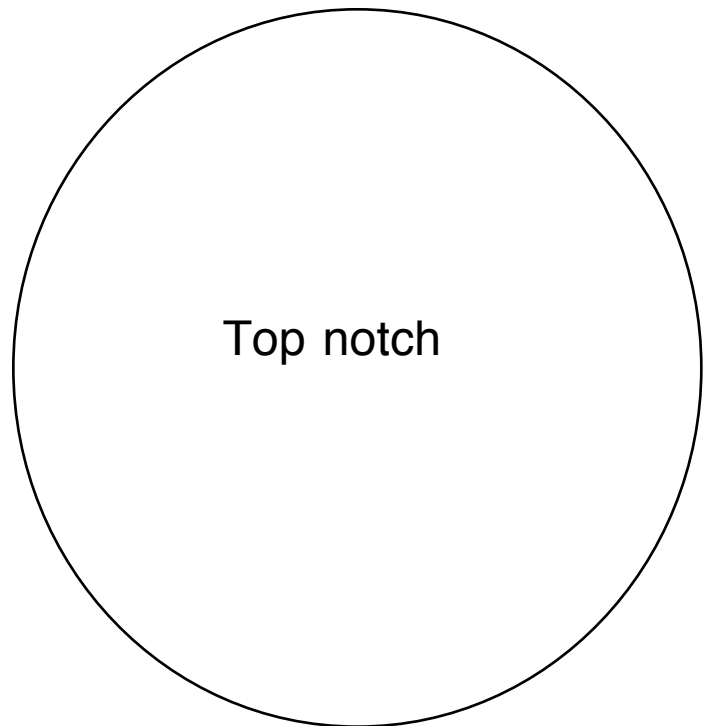
Significant other
PEERS
Peers, groups
Best friends
TEACHER
Neighborhood
Family, Relatives
Father, 2nd Adult
Mother

**Power
Crime, violence
Gangs
Sex   Drugs
$$$$$**

Trust not built, lack security
Relationships not developed,
then THINGS become referents

The strongest referent is ourselves. We have a great deal of power in determining which messages we will listen to, which we will believe, which we will contradict, or ignore. Draw a representation of the things that contribute to your well being and optimism.

I look great   Enough sleep
New clothes
Work's done
Get an "A"
Coke —— Top notch
Candy
Friday night
Have $$
Good food
Friends called
Going to a party

Example

Top notch

My world

1. Who do you listen to that affects your esteem? _____

2. What do you do with positive messages? _____

3. What do you do with negative messages? _____

   Do you have trouble stopping hurtful messages? _____

   Do you have trouble accepting positive messages? _____

O
O
O
O
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Optimism
Self soothing

Group work is full of work, stimulation, excitement, frustration and disappointment. Any time a group of people come together, there is added emotion, expenditure of energy and alertness. For extroverts, the stimulation is wonderful, but can also be overwhelming. For introverts, it can be very wearing and draining.   Self soothing is a great tool for staying upbeat! Try some of these during group time.
Just stop the discussion, do one of these activities, and resume work.

Good News

1. Pass out the Good News format, and put names at top.
2. Round robin, each person writes on papers.
3. Each person gets their paper back and savors self!

Good News						Name _____	
First Person		**Second Person**		**Third Person**		**Fourth Person**	
Being	**Doing**	**Being**	**Doing**	**Being**	**Doing**	**Being**	**Doing**

Relaxation Technique

1. With shoulders straight, stand tall.
2. Shake hands and arms as if trying to shed water.
3. Lift and shake each leg,
4. Let your head drop forward as far as possible, relaxing your neck muscles.
5. Revolve your head two full turns, then reverse directions and do two more.
6. While breathing in, swing your arms up and to the front with palms down.
7. Holding your breath, move your arms upward until stretching to the ceiling and standing on the balls of your feet, and hold your breath to the count of five.
8. Breathe out as you slowly bring your arms to your side and return heels to the floor.
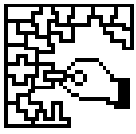
Guided Relaxation

One person in the group directs this exercise. When practical, soothing music makes a good background.

1. Get in a comfortable position.
2. Close your eyes and let your muscles "go" as you relax.
3. Direct your attention to your left hand. Allow it to become light as though it could float..
4. Now do the same with your right hand, letting it experience the sensation of floating.
5. Take three deep breaths and let the floating feeling spread throughout your body.
6. Now we will relax more deeply. As I say *one*, begin relaxing hands and wrists. . . *Two*, let the feeling spread to your arms . *Three*, let your shoulders and neck relax . . . more and more relaxed, deeper and deeper. *Four*, let the feeling of relaxation move into the scalp and feel it relaxing your forehead. *Five*, the relaxation is spreading to the muscles of your face, to eyes, mouth, and jaw. *Six*, you are letting your chest and upper back relax, deeply and comfortably. *Seven*, move the relaxation into your back and abdomen. *Eight*, the relaxation spreads to the upper legs and to your knees. *Nine*, your lower legs are relaxation down to your feet. *Ten*, your whole body is deeply, evenly, completely relaxed.
7. Say to yourself, "Now I am experiencing a pleasant, peaceful relaxing time. I feel clear and calm; I am at peace. Now we are going to end the exercise by counting backward slowly from five to one. As I say *five*, begin to become more alert. . . . *four*, I'm coming out now . . . *three*, I feel good. . . *two*, eyes open . . . *one*, alert, and refreshed.
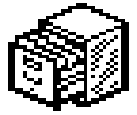
Optimism
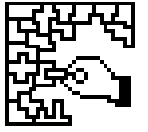
Organization
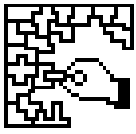## Elements of Effective Decision Making

- If nothing changes, nothing changes. Many of us begin by making changes, but end up doing exactly the same things in a different way. Changes are not necessarily change. The changes we make must have different results.

- Do we need to make a decision? If we are suffering in an ongoing situation, it is likely that a decision to change is needed.

- Identify and clarify the issues. Very often, the issue as we see it turns out to not be the issue at all. We must examine the issue carefully and determine whether a decision will positively affect us

- There is no hell in the world like indecision. Indecision means we continue with our lives as is, in emotional paralysis and pain. What price are we willing to pay for not making decisions?

- It is possible to accumulate evidence forever. Accumulating evidence is a necessary step in decision making, but we must not delude ourselves by spending the rest of our lives doing it. There is no easy way out of making large decisions and no way to make everyone happy.

- It is possible to decide and then not act. Once we make a decision, we are in a different place emotionally. If we don't act on our decisions, we are apt to become miserable, angry and depressed because we are lying to ourselves.

- Once we make a decision and act on it, we often find that it is a two foot jump rather than a two mile jump. When looking at painful decisions in retrospect, we wonder why we waited.

- It is possible to wait too long. If we do we may lose the ability to decide. Many of our options may also be eliminated..

- It is normal to feel some grief or pain at the moment we make a decision. Something else may end in order for something new to begin. Often a heavy decision calls for closure. Grief and pain are natural but they don't last forever.

- Once we have made our decision, we don't look back. It is tragic to spend the rest of our lives thinking about what we may have lost. We must focus on what we have to gain.

- We need not make changes alone. We all need emotional support when we make a difficult decision. It is important to find a person or a group with whom we can share our decision. Sharing with a person who has traveled the same way helps us remain faithful to our decisions. It also helps prevent us from making every possible mistake. (Larsen, 1988, pp. 88-89).
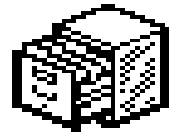
  f Learning is change

The nature of growth is that we go forward from where we are. This in no way requires that we make a value judgment regarding where we are. We only need recognize that there is more available to us in life and then make a commitment to reach for it. - Stewart Emery
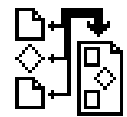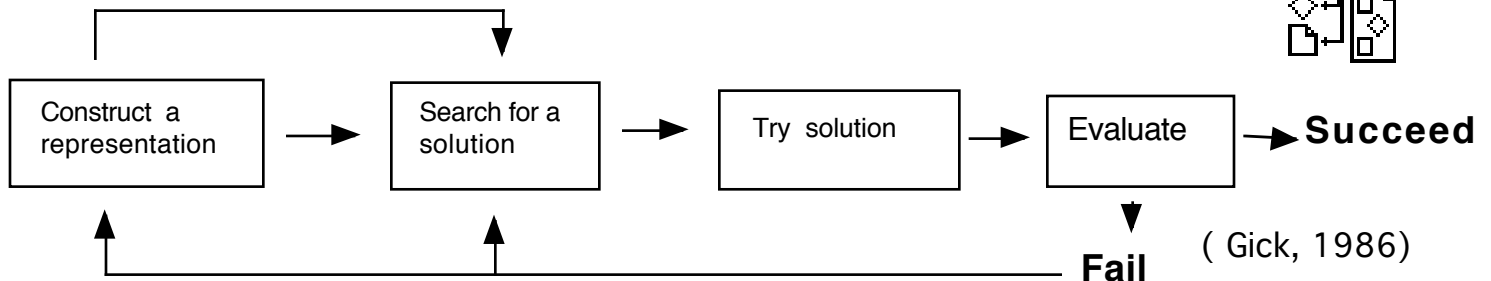
f Wishes are not decisions

Organization

Problem Solving Strategies

I	Identify the problem.
D	Define and represent the problem.
E	Explore possible strategies.
A	Act on the strategies.
L	Look back and evaluate the effects of your activities.

(Bransford and Stein, 1984)

Flow Chart

(Gick, 1986)

Guidelines for Problem Solving

Ask the person to define the problem
1. Can they sort out relevant from irrelevant information?
2. Do they recognize assumptions being used as a base for solving the problem?
3. Can they diagram and sort out the issues?
4. Can they describe the problem using reflective communications?

Encourage alternate viewpoints
1. Suggest several options yourself.
2. Listen while the person offers additional options.
3. When practical ask additional partners to share perspectives.

Think about the issues systematically
1. think out loud as you solve probvlems
2. Ask "What would happen if..."
3. Keep a list of suggestions
4. Use the Venn diagram to enhance thoroughness
5. Use heuristics to review types of logical and organizational thinking being used,
    a. explain steps they take as they solve the problem
    b. use analogies
    c. try working backwards - from solution to action steps, to starting point
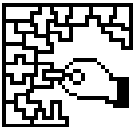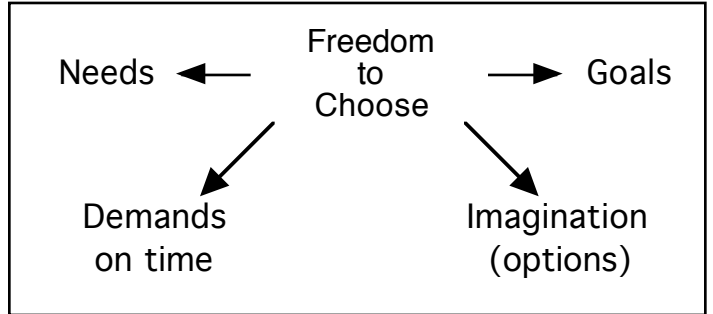
Organizing
Decision Making
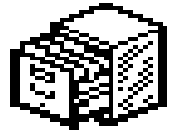
All of us are faced with decisions, one right after the other. Some are simple and take little thought. They may be so routine that we automatically move toward a choice -- where to eat lunch, which shoes to wear, who to sit next to, what time to set the alarm to go off. Some decision are routine while others require deep thought and careful scrutiny.

```
                    Freedom
Needs  ◄──────        to        ──────►  Goals
                    Choose
                  ╱         ╲
                 ▼           ▼
           Demands          Imagination
           on time          (options)
```

Some situations do not require that a decision be made. Allowing the "dust to settle" and emotions to get back to normal may resolve issues without further action. In such cases, we "sleep on it until morning." A series of ideas and activities will heighten our awareness of how we make decisions and tighten our techniques. These skills focus on three ways of improving decision making skills.

One way involves careful reflection on options and choices. Larsen's (1988) material on **effective decision making** provides insights into the thought processes.
1. With a partner, review the material.
2. Discuss the pros and cons of Larsen's ideas and how they impact your method   for making decisions.
3. Next, take the decision and use the Venn diagram method to clarify actions.
4. Finalize your plan by setting up a time line.

Flow charts are another tool for enhancing decision making. It looks at relationships between choices and consequences. Thought organizers provide help in visually recognizing relationships and patterns.
1. Review the eleven models shown.
2. Provide a sample situation which illustrates each kind of relationship.
3. Develop a model of any thought patterns not included.
4. Discuss times when these models would assist in organizing material and facilitating decision making.

The third tool includes three strategies for **problem solving**.
1. Review the three problem solving strategies.
2. Identify a problem and use each of the models to come to a decision.
3. Explain the reason for your favorite strategy to the group.
4. List group issues that could be addressed with each of the models.

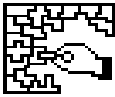Best uses

IDEAL Model

1.

2.

3.

Flow Chart

1.

2.

3.

Guidelines Model

1.

2.

3.

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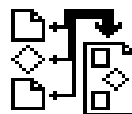
Thought Organizers

Dichotomous
either / or

```
          MEAT
       ┌────┴────┐
    Chicken     Beef
   ┌───┴───┐
 Dark    White
```
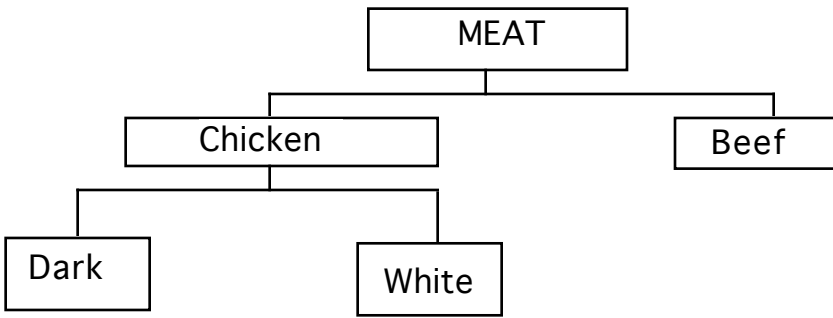
Linear
order

1.
2.
3.
4.
5.

Clustering
relationships

```
        Lemon
Orange  Citrus  Kumquat
        Lime
```

Continuum

masculine ←——→ feminine
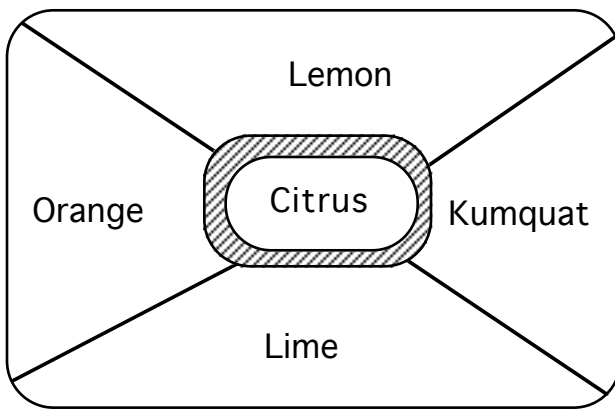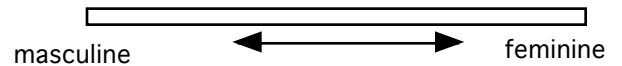
Correlation

As one goes up, the other _____

Analogy

Sun is to day as Moon is to night
White is to cloud : : _____

Causality

If   • • •   Then

Similarity

government ~ politics

Outline and subsets

I.
   A.
   B.
II. A.
   B.
      1.
      2.
      3.
         a.
         b.
         c.

Equality

4 + 4   =   8

Opposites

black ≠ white

O
o
O
o
O

Organizing Decision Making

Pro

Con

Neutral
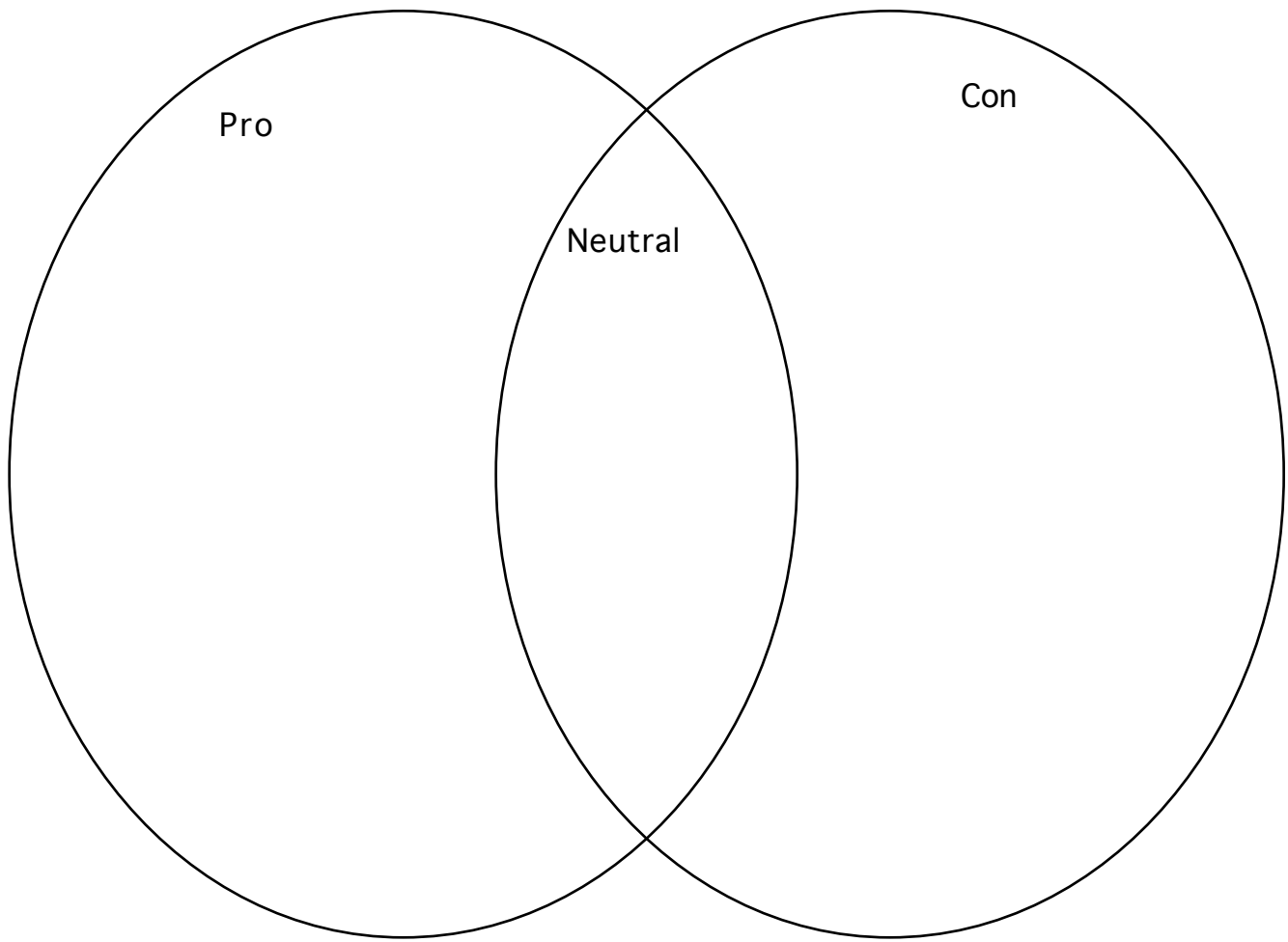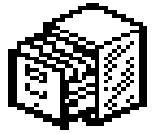
Implementation

Action Plan
   1.
   2.
   3.
   4.

Time Line

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o
o

Patience

We have natural reactions to situations that are stressful. Some of the emotions we feel are anger, guilt, anxiety, fear, sadness or resignation. These emotions alert the "fight/flight" part of our brain. If we have little self control, little understanding of the needs of others or do not see the results of reacting, we "jump the gun!"

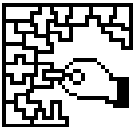If we learn to cope with stress, we have fewer battles. Team building requires good coping, and coping skills, like patience, help build the person and increase self trust. There are many coping skills to consider.

Coping Strategies

Distancing	Go on as though nothing occurred. Don't let it affect anything
Willpower	Keep feelings to self. Refrain from reacting or following the first impulse.
Take responsibility things.	Criticize or lecture self. Apologize and do something to change or fix
Seek support ideas.	Ask a friend or relative for advice. Talk to a respected person about
Escape-avoidance	Avoid the situation or the people involved. Hope for a miracle.
Confrontive	Tell others about being upset. Try to get others to change things.
Problem Solving	Develop a plan of action and follow it. Concentrate on the next step.

If
Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you
But make allowance for their doubting, too;
If you can wait and not be tired of waiting
Or be lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise.

If you can dream -- and not make dreams your master,
If you can think -- and not make thoughts your aim,
If you can meet with Triumph and Disaster,
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop to build 'em up with worn out tools.

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them "Hold on!"

If you can walk with crowds and keep your virtue,
Or walk with king -- nor lose the common touch,
If neither foes nor loving friends can hurt you,
And all men count with you, but none too much;
If you can fill the unforgiving minute,
With sixty seconds worth of distance run,
Yours is the earth and everything that's in it,
And which is more -- you'll be a Man, my son!

Skills for Self Soothing
Reason with yourself
Stop hostile thoughts, feelings and urges
Distract yourself
Meditate - actively soothe self
Avoid overstimulation
Care for a pet
Listen!
Practice trusting others
Give service to others
Increase second person perspective
Recognize and address your needs
Be tolerant with self and others
Forgive and let go - self and others
Confide in someone you can trust
Laugh at yourself
- Adapted from Williams & Williams, 1993

P
p
P
p
P

Patience

We have the ability to decide what we will do and in large measure, how we will feel about things around us. We may become alarmed, but we need not stay aroused. We can feel that a person insulted us, or we may ignore what is said or be amused by it. The same is true of our level of patience. We can decide our level of patience by what we choose to do in each situation. We can be impatient with building trust in the group, or value the time spent in community building. We can feel impatient about someone who repeats themselves, or we can learn to see that as a little quirk that is endearing -- or at least o.k.

Fill out the thermometer on anger. See if there are triggers you can identify that will allow you to take charge of your frustration, anger or rage -- to turn impatience to patience through better self awareness.

		Options
Furious	1 2 3 4	I can be more patient by:
Angry	1 2 3 4	
Cranky	1 2 3 4	Utilizing Self fulfilling Prophecy
		I see my future self as:
Frustrated	1 2 3 4	
Irritated	1 2 3 4	
Patient	1 2 3 4	

P
p
P
p
P

Power Strategies

When people meet in groups, it is inevitable that power and control issues will emerge. After all, it is only human to be happy when things are going our way. Power strategies are ways of communicating what we want and getting our way.

| Strategy	Definition	Example
Assertion	Forcefully asserting one's way	I voice my wishes loudly
Bargaining	Explicit statement about two-way exchange	You do this for me, I'll do this for you
Compromise	Both people give up what they see as desired outcome for a mutually valued goal	There is a disagreement so each gives ground
Deceit	Attempt to fool another by my flattery or lies	Fast talking and fibs
Emotional display	Facial expressions and body language that express needs or feelings	Sweet face, pout, slump
Evasion	Go ahead without asking or getting agreement about actions	Read material ahead of time and insist on part
Expertise	Claim to have superior ability or knowledge	"I've already done that"
Fait accompli	Openly doing what one wishes, usually in contrast to what is best for the group	Come at 10:00 even though group meets at 9:30
Hinting	Indirect attempts to get things as wish	Drop hints, set up a confederate to broach idea
Manipulate thoughts	Get others to "believe" it's their idea	Move others to believe its their idea
Martyr	Punish others for not giving in	Verbal "guilt trip"
Orchestrate others' emotions	Project feelings, shift the mood	Come in angry, throw tantrum or sulk
Passive aggressive come	Agree to something but sabotage it by not coming through	I agree to come at 9:00, but consistent show up at 9:30
Persistence	Continuing to assert needs to change others	I reiterate my point
Persuasion	Persuasive coaxing and pleading	I get my way by wheedling
Reason	Rational argument or logical points to change others' minds or influence the decision	Debate and argue logically
Statement	Simple statement of what is desired	I simply state my needs
Threat	Tell of Negative consequences that will occur if plan is not accepted	You'll be sorry if I don't get my way!

- Adapted from Falbo, 1977

Power and control are part of social interactions and relationships. (Montouri & Conti, 1993). Meeting personal needs and simultaneously building community with several others who also have needs and desires, is a delicate dance. Members of groups alternate between self survival and continuation of the group; between gaining self fulfillment and realizing that fulfillment of self comes through attainment of personal relationships with others. Ponder these important questions:
• Are you getting your needs met?
• What's missing?

P
p
P
p
P
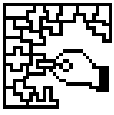
Power Strategies

Strategy	Example	Pros	Cons
Assertion	Asserting self need	1. 2.	1. 2.
Bargaining	Two-way exchange	1. 2.	1. 2.
Compromise	Meet in middle	1. 2.	1. 2.
Deceit	Flattery or lies	1. 2.	1. 2.
Emotional display	Body language	1. 2.	1. 2.
Evasion	Go around	1. 2.	1. 2.
Expertise	Superior knowledge	1. 2.	1. 2.
Fait accompli	Just "do it"	1. 2.	1. 2.
Hinting	Indirect attempts	1. 2.	1. 2.
Manipulate thoughts	Sway others' ideas	1. 2.	1. 2.
Martyr	"Guilt trip"	1. 2.	1. 2.
Passive aggressive	Silently sabotage	1. 2.	1. 2.
Persistence	"Broken record"	1. 2.	1. 2.
Reason	Debate and argue	1. 2.	1. 2.
Statement	"I need," "I feel"	1. 2.	1. 2.

1. List power strategies you frequently use _____

_____

2. List a strategy you would like to change or stop using _____

3. List power strategies you don't want used with you _____

_____

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Prayer of St. Francis of Assisi

Lord,
make me an instrument of your peace.
Where there is hatred,
let me sow love;
Where there is injury,
pardon
Where there is despair,
hope.
Where there is darkness,
light;
and where there is sadness, joy

O Divine Master
Grant that I may not so much
seek
to be consoled as to console
to be understood as to understand;
to be loved as to love;
For it is in giving
that we receive;
it is in pardoning
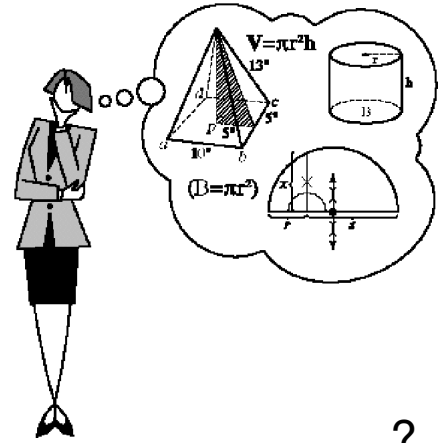that we are pardoned;
and it is in dying
that we are born to eternal life.

Questioning
Good Books about Group

The following books provide additional information about group work.

Theory

Adler, R. B. & Towne, N. (1981). *Looking out / Looking in: Interpersonal communication*. (3rd Ed.) New York: Holt Rinehart & Winston.

Belbin R. M. (1993). *Team roles at work*. Oxford: Butterworth Heinemann.

Danziger, K. (1976). *Interpersonal Communication*. Oxford: Pergamon.

Hartley, P. (1997) *Group communication*. New York: Routledge.

Heron, J. (1989). *The facilitator's handbook*. London: Kogan Page.
Hertz-Lazarowitz, R. & Miller, N. (1992). *Interaction in cooperative groups: The theoretical anatomy of group learning*. New York: Cambridge.

LaCoursiere, R. B. (1980). *The life cycle of groups: Group developmental stage theory*. New York: Human Sciences Press.

Long, S. (1992). *A structural analysis of small groups*. London: Routledge.McGregor, D. (1967). *The professional manager*. New York: McGraw-Hill.

Olmsted, M. S. (1959). *The small group*. New York: Random House.

Sharan, S. & Hertz-Lazarowitz, R. (1981). *Cooperation in education*. Provo, Utah: Brigham Young University Press.

Slavin, R.E. (1970). *Cooperative learning: Theory, research, and practice*. Englewood Cliffs, NJ: Prentice-Hall.

Methods

Adler, R. B. & Towne, N. (1981). *Looking out / Looking in: Interpersonal communication*. (3rd Ed.) New York: Holt Rinehart & Winston.

Aronson, E., et. al. (1978). *The jigsaw classroom*. Beverly Hills, CA: Sage.

Clarke, J., et. al. (1990). *Together we learn.* Ontario, Canada: Prentice-Hall.

Dishon, D., & O'Leary, W. P. (1986). *A Guidebook for cooperative learning: A technique for creating more effective schools.* Holmes Beach, FL: Learning Publications.

Johnson, D. W. & Johnson, R. T. (1994). *Learning together and alone: Cooperative, competitive and individualistic learning*. Boston: Allyn & Bacon.

Kagan, S. (1994). *Cooperative Learning*. San Juan Capistrano, CA: Resources for Teachers.

Luft, J. (1984). *Group processes: An introduction to group dynamics* (3rd ed.). Palo Alto, CA: Mayfield.

Rogers, C. (1970). *Encounter groups*. New York: Harper & Row.

Rosenfeld, L. B. (1979). Self-Disclosure Avoidance: Why am I afraid to tell you who I am? *Communication Monographs, 46*, 63-74.

Schmuck, R. A. & Schmuck, P. A. (1992). *Group processes in the classroom* (6th Ed.). Dubuque, IA: Brown.

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Questioning

Working in group is very complex. This lesson is for
reflecting on what you are learning about others.

Directions: Set up an observation time when you can observe a group.
Let them know what you will be doing. Target two different participants,
one at a time, and watch for the following:

Body orientation   Gestures   Voice   Touch   Spacing

#1
  5 min

 10 "

 15 "

 20 "

#2
  5 min

 10 "

 15 "

 20 "

???

1. What did you learn about observing?

2. What did you learn about person #1?

3. About person #2?

4. What would you still like to know?

5. What questions do you have about group process?

6. What do you need to know to try group work in your own classroom?

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Roles

Common Group Roles

Coordinator — *Organizes and co-ordinates. Initiates activities, challenges complacency*

Task Leader — *Keeps team focused on main objectives. Pushes and drives toward the goal, and attends to time on task, action plans and deadlines.*

Social Leader — *Often goes counter to the expressed purpose of the group, inciting emotional responses, getting the group to stray off task, opposing task and trust building.*

Innovator — *Provides creative ideas, sparks new directions, often excited about tasks.*

Monitor — *Provides straight messages about how the group is doing, and who is slowing or contributing to community building and group health.*

Team worker — *Promotes good team spirit and may act as a lightening rod for social conscience for the group, working to keep everyone feeling safe and defusing potential hurt.*

Implementer — *Gets right to work; very task oriented and practical.*

Resourcer — *Makes contacts outside of the group; always aware of external forces.*

- adapted from Belbin, 1993

Task Leader

Reads written instructions
Focuses group on task

- Speaker
- Reader
- Deliverer
- Discoverer
- Scanner

Social Leader

Focuses back on task, supports trust & safety

- Booster
- Reassurer
- Supporter
- Encourager
- Group conscience

Innovator

Draws connections, refines, enlarges ideas

- Amplifier
- Elaborator
- Prober
- Enlarger
- Refine

Monitor

Helps everyone recognize and stay focused on task

- Tester
- Inspector
- Monitor
- Verifier
- Examiner

Implementer

Writes drafts, lists and reports to class

- Scribe
- Reporter
- Outliner
- Condenser
- Group narrator

Resourcer

Collects materials and adds to resources

- Librarian
- Operator
- Materials organizer
- Compiler

Strategies for utilizing roles

1. Team members need to define each role in their own words.

2. Some roles may suit a team member better than others, but it will help build the team if everyone tries all the roles at least once.

3. Provide safe ways for team members to assist each other in role growth.

4. Not all roles are needed every time.

5. After the team is past the "stormin' stage, task and trust will build faster if roles are varied less.

6. Build in ways to show appreciation for task completion.

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Roles

Directions: Discuss these roles and write down the strengths and skills for each. Note something that would make it difficult to assume the role.

Role	Strengths	Lir
Coordinator		
Task Leader		
Social Leader		
Innovator		
Monitor		
Team worker		
Implementer		
Resourcer		

Directions: Discuss the following verbal responses to problems. Include instances when they might be helpful and when they could detract from successful resolutions.

Advising:

Judging:

Analyzing:

Supporting:

Questioning:

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Structure

Structure is a basic need. It provides a sense of safety. The safer we feel, the more free we feel. The less we are certain, the more we cling. Groups that provide guidelines and roles offer opportunities to share and validate ourselves and impart the strength and motivation to build healthy community. • • • Structure grows out of community building. Like a foundation, it can become so much a part of being together that it becomes invisible. It is good practice to review the structure and roles together and assess its value or liabilities.

Leadership - Authoritarian, democratic or laissez faire

Lewin (1947) discovered that democratic leadership, and groups that share leadership are more creative. Members are more independent and original in their work. They are more efficient, have less friction, more friendliness and less aggression, both hidden or covert as well as scape goating and hostility. Those findings have been verified repeatedly (McGregor, 1967; Sharan, et. al., 1981; Johnson & Johnson, 1987, 1994; Slavin, 1991).

Actually, the relationship between structure and safety is curvilinear. Too little structure tends to make us feel anxious, and too much structure tends to develop anger and a need to escape. When relationships are complex, it makes it harder to create the right amount of structure. It is also important to remember that some of us have an internal structuring mechanism that provides plenty of support while others have very little internal structure and do better with guidance and support from others. Communicating needs and giving feedback about needs and feelings helps build the right amount of structure for each member.
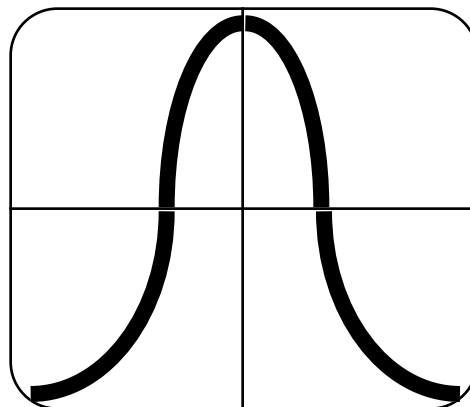
Components of Good Feedback
* Good timing - as close to the behavior as possible
* Accurate description - clearly describe an action
* Reactions without judgment - emotional reactions and feelings can be expressed without blaming or making ethical or moral statements
* Agreement - the feedback is most powerful when it is validated by others in the group rather than just one perspective   -adapted from Hartley, 1997

Unconditional Positive Regard -- Encounter Groups

Carl Rogers (1970) found group work liberating. His basic encounter groups enabled healthy, normal people to gain insight into their behavior. they can offer support, enabling members to discuss issues and feelings that are deeply held. As members feel safe and begin to share themselves, self understanding flows. For groups to provide this support, the structure needs to include:

- a sense of psychological safety, making it possible for people to share themselves
- mutual trust
- a belief that others in the group are confident and accepting
- non-judgmental interactions so there is less need to be guarded or feel inhibited
- the belief that each can learn from others
- clear lines of communication that encourage feed back
- acceptance or desire to embrace differences, to be involved in the stimulation of others' views
- time spent understanding group process and appreciating the stages and growth opportunities
- confrontation that stimulates growth rather than conflict

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In our culture, human beings tend to develop from a lack of awareness of the self as an infant to an awareness of and control over one's self as an adult. The adult who tends to experience adequate and successful control over his own behavior tends to develop a sense of integrity and feelings of self-worth.   - Chris Argyris

Structure
Evaluating Feedback

Timing

Close to the behavior being discussed	Yes	No
Person seemed receptive	Yes	No
Person was alone or had support	Yes	No

Description

Clearly described an action	Yes	No
Used an "I" statement	Yes	No
Stayed in the adult communication mode	Yes	No
Explained position without judgment	Yes	No

Response

Addressed concerns being expressed	Yes	No
Mutual understanding occurred	Yes	No

Listening Skills

	Self	Other	Mutual
Pseudo listening (Appears to be listening, but isn't following the speaker)	0	0	0
Stage hogging (Dominates the talking and doesn't allow other to speak)	0	0	0
Selective listening (Only hears what is waiting to hear)	0	0	0
Defensive listening (Hears negative message or blame when none meant)	0	0	0
Insensitive listening (Waits for lull to jump in with own agenda)	0	0	0
Ambushing (Pounces on the speaker with blame or argument)	0	0	0
Questioning (Focused on conversation and clarifies, tries to understand)	0	0	0
Active listening (Focused on the speaker and appropriate in responses)	0	0	0

Unconditional Positive Regard

Rate yourselves as a group on the elements of unconditional positive regard.

|	low								high
Psychological safety	1	2	3	4	5	6	7	8	9
Mutual Trust	1	2	3	4	5	6	7	8	9
Non-judgmental	1	2	3	4	5	6	7	8	9
Belief in good intentions	1	2	3	4	5	6	7	8	9
Clear communications	1	2	3	4	5	6	7	8	9
Differences embraced	1	2	3	4	5	6	7	8	9
Value group growth	1	2	3	4	5	6	7	8	9
Conflict spurs insight	1	2	3	4	5	6	7	8	9	S
Strong leadership	1	2	3	4	5	6	7	8	9	s
Shared roles	1	2	3	4	5	6	7	8	9	s
Shared tasks and goals	1	2	3	4	5	6	7	8	9	s
Accepting of others	1	2	3	4	5	6	7	8	9	s

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Structure

A lesson plan helps structure group work. It also alerts all members to preparation and materials that will be needed. Try making up a plan for the next session. This form may help the group address the important points. Feel free to change the plan to suit your group and tailor it for your lesson.

Task:
Action plans:

Trust:

Social Leader name:
Group processes

Time Line:

Conflict resolution

Roles:

Functions:
Team building

Class building

Self building

Communicate

Info sharing

Concept develop.

Mastery

Reading:

Celebration:

Materials:

If your group is having problems, this is a good planning sheet for resolving issues.

Members of our group _____ _____ _____

_____ _____ _____

Group problem _____

_____

What we want to happen _____

Solutions for now _____

Solutions for later _____

Who /What will help us _____

Possible interference _____

Solution we commit to _____

_____

Possible + consequences _____

Possible - consequences _____

_____

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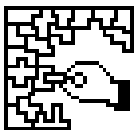
Task

Brainstorming

(Osborn, 1957)

Brainstorming helps group come up with ideas and options.

The guidelines include:
A. Generation of ideas
  1. Fluency is a key; just write them as they come.
  2. All ideas are accepted, with no criticism.
  3. Quantity is valued, with no quality issues or non verbal negatives.
  4. Hitchhike on previous responses.
B. Set specific time limits - for example 10 minutes.
C. Choose a facilitator/scribe to keep track of ideas.
      Good practice
          1. humor
          2. one person at a time has the floor
          3. keep groups fairly small (under 12 people)
          4. keep an upbeat pace

Brainstorming is a great tool when used as an ice breaker, or to break a block or impasse.

Try brainstorming to get started on a class assignment.
Remember to come back to it as a tool when there is conflict or lack of ideas.
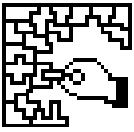
Topic

Ideas:

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t   t
t

Critique: How did it flow?

Task

Matching task with technique is empowering. It enhances efficiency and decreases friction. There are lots of tools, and finding and using the one invented for the job, enhances workmanship and satisfaction.

Moore (1987) enhanced four specific group techniques. Each set of tools addresses a different type of group work. The following table provides a guide to the best uses for each format.

Four Group Techniques

Technique	Group composition	Strength	Expected outcome
Nominal Group	Small groups Disparate ideas New grouping	Neutralizes status Inhibits verbal domination	Pool ideas Explore solutions Establishing priorities
Idea writing	Large group broken into smaller groups with one facilitator	Focuses on single topic Parallel work with sharing Equal opportunity to generate ideas	Idea generation
Delphi	Small group of experts makes and refines a questionnaire that is answered by a large pool of respondents	Pools judgments of large group of anonymous experts Many minds greater than one	Predictions, forecasts Circumvent unforeseen events, crises Pooled judgment
Interpretive Structural Modeling	Group in process -- often a contin. of nominal group	Seeks relationships in choices & orders them	Interpret group ideas Rank by importance Find interrelationships in issues

Nominal Group Technique

1. Formulate and test a question: The format of the question is critical . It needs to be simple and only address a single question in fairly specific fashion. Good question: What are the obstacles to home-school partnerships? [Not as good - what are the goals, outcomes and best procedures for making a home school partnership?]

2. Assemble supplies: Individual pieces of paper so each person generates initial ideas, large charts to list ideas, five index cards per participant so they can rank the most important ideas, Large surface to show tally of items and ranking.

3. Steps:
    1) Silent generation of ideas in writing
    2) Round robin listing of all ideas
    3) Clarification of ideas
    4) Individual ranking of five most important ideas
    5) Tally and display results
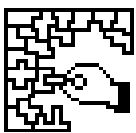
Try this technique to work out a class assignment.

Question:

Important ideas:
    1)
    2)
    3)
    4)
    5)

Task

Idea Writing Technique
(Warfield, 1982; Moore, 1987)

Steps for implementation:
1) Small working groups are formed.
2) Each person responds to the first question in writing.
3) Papers are passed from person to person until each page has a note from each participant
4) The ideas are combined and reported to the large group.
5) If desired, the large group can analyze responses.
6) The process requires independent responses from each member, so high energy on task silence works well.

Try this technique to work out a class assignment.

Stimulus question: _____

Ideas:
1)
2)
3)
4)
5)

Vital comments made as additions to initial responses:

a)   b)   c)

Delphi Technique
(Linston & Turoff, 1975; Moore, 1987)

Steps for implementation:

A Delphi technique requires development and utilization of a questionnaire.
1) Decide to utilize a questionnaire format
2) Select a group of experts or stake holders to respond to the items.
3) Design and pilot the questionnaire.
4) Give advance notice that the questionnaire is coming and the need for response.
5) Produce and distribute the questionnaire.
6) Send reminders, call or send another questionnaire to increase returns.
7) Count and analyze returns.

If deeper analysis is valued, the findings can be sent out to the initial respondents in a second questionnaire. In the second round it may be valuable to ask for how the issues rank in importance. Another task might ask for the cause-effect relationships that are observed.

A questionnaire is a complex technique, but it can be used in the classroom.

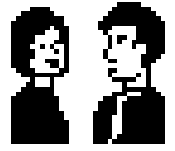List questions that might be directed to parents.
1)
2)
3)
4)
5)

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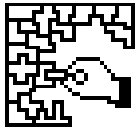
Tolerance

Moving Beyond Prejudice

If we could read the secret history of our enemies, we should find in each man's
life sorrow and suffering enough to disarm all hostility -   – H. W. Longfellow

Opposition brings together and from discord comes perfect harmony - –

You learn to love by loving ... Begin as a mere apprentice and the very power of love will lead you on to
become a master in the art.   – Francis of Sales

A human being is a part of the whole that we call the universe, a part limited in time and space. He
experiences himself, his thoughts and feelings, as something separated from the rest —--a kind of
optical illusion of his consciousness. This illusion is a prison for us, restricting us to our personal desires
and to affection for only the few people nearest us. Our task must be to free ourselves from the prisons
by widening our circle of compassion to embrace all living beings and all of nature.   – Albert Einstein

As a mother at the risk of her life watches over her only child, so let everyone cultivate a boundlessly
compassionate mind toward all beings -   – Buddha
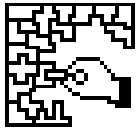
Goals

I will be more compassionate and
understanding of myself. I will begin by:

1.

2.

3.

4.
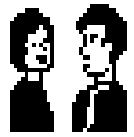
I will be more compassionate and accepting of
others. I will begin by:

1.

2.

3.

4.

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t   t
t

Tolerance

Identify a group you dislike or distrust
(Need help? Flag burners, welfare recipients, reactionary rednecks, politicians,
rapists, homeless, the apathetic, self-righteous, skin heads,)

Genuinely try to see each group you checked as they might see themselves. List adjectives.

Try to list reasons they have taken their stances.

Is there a continuum of beliefs in this group? Try to identify it.

What would you have to change in your life if you felt as this group feels?

What would they have to change to see life as you see it?

Do belief systems make people intolerant?

How could you develop acceptance for this group of people?

GROUP

Add these same questions to group member you like or like the most

Address them to the person with whom you feel least comfortable.

Contrast the feelings and answers.

List the things that make it easier to "like" one person.

What goal could you set for yourself to increase tolerance?

Research (Lynch, et.al. 1992) suggests that getting to know those with whom we are intolerant
makes us more accepting. Did you consider those dynamics in developing a goal?

Loevinger's (1978) research on ego development suggests that maturity increases our ability to
see what others see, to "walk a day in their moccasins" and thus to understand them. Does this
impact your goal?

Understanding
Paraphrasing

Even when we are attentive, we may hear something different than what the person wants to express or miss the underlying message. Good understanding is enhanced if we check with the speaker to be certain that we received the true message. It is also reassuring to the speaker to know that a message was clear. Paraphrases can be started with words like:

1. Are you saying . . .
2. My understanding of what you said is . . .
3. Do you mean . . .
4. Then as you see it, things are . . .
5. So what you need is . . .
6. Did I get the message then, when I say . . .
7. What I think you're saying is . . .
8. Let me try to repeat what you just said . . .

If this is done well, it indicates that the person's perceptions are valued and enhances basic

Pressing for Specificity

If someone says:	You might ask:
Everything is falling apart in group.	What's worrying you the most?
No one is paying attention to me.	
You always interrupt me.	
Everyone was really with it today.	
We're on a roll.	

Reframing

Reframing is an exciting ability. It means to shift perspectives to see how another feels. Some people seem gifted in this ability, All of us can gain expertise through practice.

I see / feel	Another's view	Possible outcomes
Group was really great today.	Marty took a while to share ideas.	We can help Marty to trust us more.
	Marty may not feel safe with us.	We are moving away from consensus.
I want to stay on task all meeting		

Feedback

Example

1. Focus feedback on behavior rather than people

2. Stick with sharing observations rather than making inferences.

3. Use descriptions rather than judgments.

4. Cause and effect relationships make good illustrations.

5. Try to use more or less rather than *either-or, oughts, shoulds, nevers or always*,

6. *Here and now* is more meaningful than *last week*, or *sandbagging*.

7. Share ideas rather than advice.

8. Listen fully and empathize rather than coming up with answers.

9. Explore alternatives rather than giving quick answers.

10. Feedback is checking rather than imposing.

11. Provide feedback when a person can hear it.

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Understanding

* Give full attention
* Silence -- Wait time
* Paraphrasing
* Clarifying
* Pressing for Specificity
* Reframing
* Feedback

Misunderstanding

Error of Fact - You hear a person say the meeting is in Room 156 and write down Room 165

Error of Judgment - You buy size 8 shoes because the 7's don't fit, and they are too big.

**Emotional Read** - You are upset, so you misinterpret teasing to be ridicule.

Forgetfulness - You miss an appointment because you forget you made it.

Lie - You tell a person the outfit looks good rather than taking a chance on hurting them.

Procrastination - You say you will read the material in time for group, but run out of time.

Wasted effort - You prepare a bulletin board without checking, and the group also makes one.

Cultural issue - You make ham and eggs when the group meets at your house, and two people can't enjoy your refreshments -- one is a vegetarian, the other practices Orthodox Judaism.
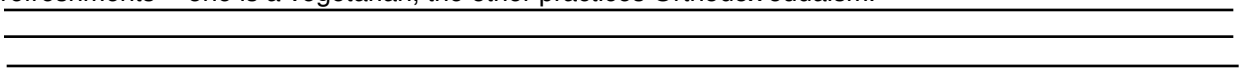
Building Trust through Understanding

* Listen actively, reflectively and empathically.
* Maintain eye contact - if culturally appropriate.
* Use body language to express interest and to provide cultural comfort.
* Validate the speaker's viewpoint and beliefs.
* Express honest feelings in kindness.
* Focus on issues of mutual concern.
* Be alert to   belief system   cognitive style
                level of concern   modality preference
                cultural sense   emotional context

Understanding

❋ Give full attention

    1.   2.   3.
    4.   5.   6.

❋ Silence -- Wait time

    1.   2.   3.
    4.   5.   6.

❋ Paraphrasing

    1.   2.   3.
    4.   5.   6.

❋ Clarifying

    1.   2.   3.
    4.   5.   6.

❋ Pressing for Specificity

    1.   2.   3.
    4.   5.   6.

❋ Reframing

    1.   2.   3.
    4.   5.   6.

❋ Feedback

    1.   2.   3.
    4.   5.   6.

Activity for Deeper Understanding

Over the next week, each member of the group will fill two boxes with objects.

One box is labeled "ME" and one is labeled "Not ME."

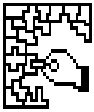The group will meet to celebrate each member.

During the celebration, each person will help others in the group understand   more about themselves.

In turn, each person will have an opportunity to understand others by the   things that are shared and the things that are said.

Objects may help group members understand more about:
        belief system   cognitive style
        level of concern   modality preference
        cultural sense   emotional context

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Verbalizing

VERBALIZATION
Is this a good time to talk about this?

RELEVANT

NOT RELEVANT
Is it raining?

DEMAND

ASSERTION
It seems like an ideal time.

IMPERATIVE
We have to do it now!

REQUEST

ORIENTATION
Let's get started by brainstorming.

CONFIRMATION
We agreed to begin by brainstorming.
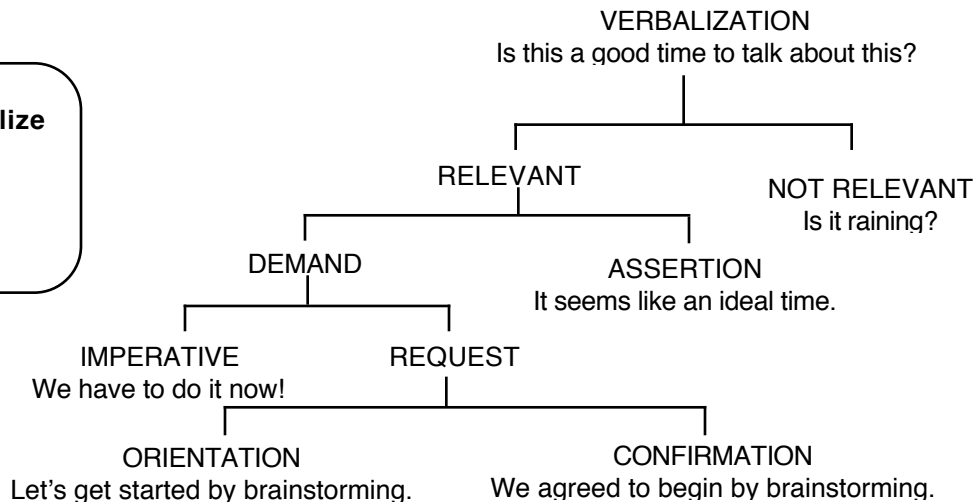
Danziger (1976) suggests observing and classifying interpersonal communications to enhance group function. These are the categories he identified as important to good interaction.

on on on on on on on on on on on on on on on

Heron (1989) offers six categories for analyzing group communications, He divides them into two groups --

Authoritative		Facilitative	
Directing	This is what needs to be done	Releasing	No wonder you got upset!
Informing	This is the quote we can use	Eliciting	What do you want to do?
Confronting	You didn't even read the material	Supporting	What a great idea!

on on on on on on on on on on on on on on on

Long (1992) studied groups in classrooms and developed important insights about how groups may perform when their work is part of a class. She suggests that on the one hand, they risk grade issues if they get the work wrong, yet on the other hand, they risk displeasing the teacher if they come up with something too creative or divergent from what the teacher is likely to desire. Some groups decide that the teacher is the ultimate authority -- "knows everything" and then resolve the conflict in that fashion. This is an adaptation of her model.

	TRUST INVOLVED	TASK FOCUSED
Dependency	Group work focuses on meeting teacher / class expectations	The group acts as if it meets to fulfill the needs of the teacher
Fight/flight	The group spends most of its time fighting or withdrawing	Members break off on own with some doing the work or no work possible
Pairing	The group spends time split up or with members "hinting" at sexual innuendoes and may fuss with one another or develop obstacles to agreeing or doing joint team work	Team can't coalesce, so pairs take separate tasks and then combine work or set disparate goals and do disjointed things that cannot blend or do not fit the requirements of the course or meet member expectations
Functioning	Group utilizes healthy dynamics and develops methods for conflict resolution giving great satisfaction and extending cohesion and contact beyond class	Work is creative and goes beyond course expectations to explore individual aims and enhance conceptual outcomes in both individual and team work

V
V
V
V
V
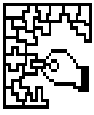
Verbalizing
Observing Group Interactions

1. Observations should have a focus and purpose.
2. Remember that the meaning of actions is more complex than one setting, and includes the individual motives and history as well as the group function.
3. Monitor verbal and nonverbal behavior
4. Inquire about the group feelings and explanations for what is observed.

Directions: Take turns observing the group , using the following chart. Share and discuss findings.

Category	#	Who	Who with
VERBALIZATION			
Irrelevant			
Relevant			
Assertion			
Demand			
Imperative			
Request			
Orientation			

on on on on on on on on on on on on on on

Directions: Now draw a sociogram, showing the verbal dynamics of the group.

Examples
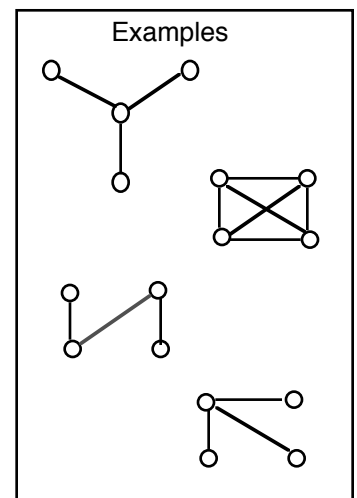
Adapted from Bavelas, 1953

V
v
v
v
v

Wit and Humor

Ha ha   ha ha   Ha ha   ha ha   Ha ha   ha ha   Ha HA

Noah's wife was called Joan of Ark.

Noah built an ark, which the animals came on to in pears.

The seventh Commandment is thou shalt not admit adultery.

Lot's wife was a pillar of salt by day, but a ball of fire by night.

Samson slayed the Philistine with the axe of the apostles.

The First Commandment was when Eve told Adam to eat the apple.

In the first book of the Bible, Guinness's, God got tired of creating the world, so He took the Sabbath off.

Samson was a strong man who let himself be led astray by a Jezebel like Delilah.

Moses led the Hebrews to the Red Sea, where they made unleavened bread, which is bread made without any ingredients.

The Egyptians were all drowned in the dessert. Afterwards, Moses went up on Mount Cyanide to get the Ten Amendments.

The greatest miracle in the Bible is when Joshua told his son to stand still and he obeyed him.

David was a Hebrew king skilled at playing the liar.

Solomon, one of David's sons, had 300 wives and 700 porcupines.

Jesus enunciated the Golden Rule, which says to do one to others before they do one to you.

The people who followed the Lord were called the 12 decibels.

The epistles were the wives of the apostles.

One of the opossums was St. Matthew who was, by profession, a taxi man.

Then Joshua led the Hebrews in the battle of Geritol.

St. Paul cavorted to Christianity.   He preached holy acrimony, which is another name for marriage. A Christian should have only one wife. This is called monotony.

The Fifth Commandment is to humor thy father and mother.

ha   ha ha   Ha ha   ha ha   Ha ha   ha ha   Ha ha   ha ha   Ha ha ha

These laugh lines spoof writings. They are healthy humor for most people and do not victimize any group.

Take some time in your group to share favorite jokes and stories. Stay away from ethnic or gender put downs. Also, remember to check with the group about joke rating. Many people are offended by jokes that use explicit sexual content or bad language.
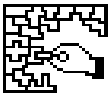
ha   ha ha   Ha ha   ha ha   Ha ha   ha ha   Ha ha   ha ha   Ha ha ha

Laughter is wonderful medicine!!

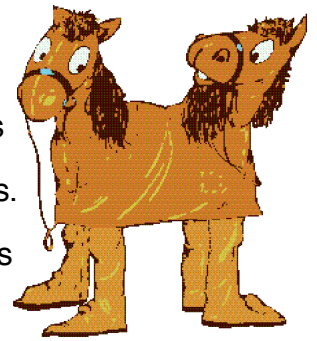asdfghjklzxvbqwertyuio

jkl   For another mood lifter, try whistling, singing   jkl

nmpnmp   or dancing   nmpnmp

W
W
W
W
W

Xenophobia

Man's inhumanity to man. Makes countless thousands mourn!
Burns

Xenophobia is fear or hatred of strangers, or those perceived as foreign. DNA differs about 1/10 of one per cent (Ornstein, 1993) between strangers, yet history is filled with wars -- wars in the name of religion, civil wars, wars for land, for property, for ideas. We may shake our heads over the massacres in the news, but we have conflict and massacres in our homes. Many of us fight with children, with spouses, with co-workers and bosses.

Group conflict is common too, and classic studies (Sherif, 1969; Zimbardo,1973) show that friction is common in groups and between groups. If we have a bad experiences in group (and we all experience rejection from others), we may be fearful of experiencing that discomfort again. If we learned that people in black are unsavory, we may instantly feel cautious about someone decked in black. If that person has an uncomfortable odor, is scowling, and speaks in a gruff voice, more alarm bells may go off. Primary tension is the uneasy feelings we experience when unsure about how to react to others. Unsure is the key. We are unsure, so we are cautious.

Sense of adventure to the rescue!

That first sip of soda changed our minds! That first bite of chocolate caught our allegiance. broccoli seldom makes friends so quickly! . . . and those who smoke hated the first few puffs, but gained a real affinity and Joe Camel counts on winning life long friends that way. These examples show that we may not be adventurous, and that we may make poor choices, based on "TASTE" alone.

What draws you to people? _____
_____

How do you check your decisions? _____
_____

Are you ever wrong?   YES   NO   What percentage of the time? _____

Of course, you don't know about the times you turned down chances to get to know someone,
and they would have made great friends!

Kehoe (1984) compiled the following points about prejudice
    1) There are no genetic differences in temperament inherent to races.
    2) Individuals rarely know how prejudiced they actually are.
    3) Prejudice has little to do with good discrimination or ability to make good choices.
    4) Once stereotypes get started, they get stronger.
    5) Some stereotypes are self fulfilling prophecies.
    6) Stereotypes resist change.
    7) The less competition there is with another group, the less prejudice.
    8) Getting to know a person, one on one, tends to dispel stereotypes.

Physiological factors influence our choices (Adler & Towne, 1981). Which ones are you aware of?

height	odor		age	girth	
hair		sex		clothing	mannerisms
noises made	vocal quality	posture		facial hair	
cleanliness		skin tones		eye color	blemishes

X

x

X

X

X

We either make ourselves miserable or we make ourselves strong.
The amount of work is the same. -Don Juan *Journey to Xtlan*
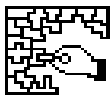
Xenophobia

Xenophobia is gray
It tastes like morning mouth or old food left in
the can
It sounds like fingers on a chalk board
and smells moldy and stale, like a dirty
refrigerator
It looks like a sea of jelly fish surrounding a

Our senses do influence our choices and send powerful emotional messages.
Notice how many ideas are curled up around your senses as you make up your own sense
poem about a feeling or sensation you have about group work

Sense Poem

What is the color of group?
What does it taste like
sound like
smell like
look like
and how does it make you feel?

Talk about adventurousness as a group. How do you compare to others? Make a list of ways that a
sense of adventure, especially with respect to others, might be enlarged. At the same time, how will
you enhance your ability to make sound judgments, so your experiences increase your sense of safety?

Sense of adventure	Good Sense
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Each of us is multicultural. Look at the example and then make a self circle, representing who you are.
Choose an amount representing how much a label or role impacts your life. Share with the group.

Single
Female
Middle cla
Teacher
Irish
Jewisl
Smar
Welsl
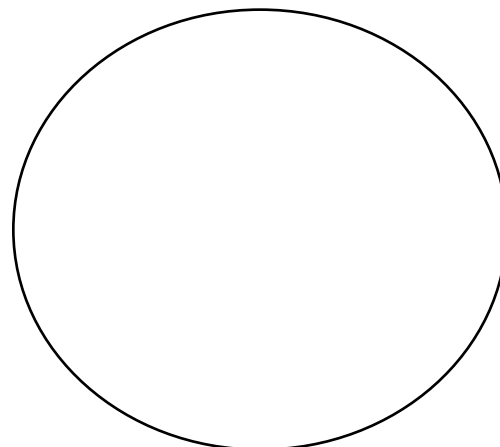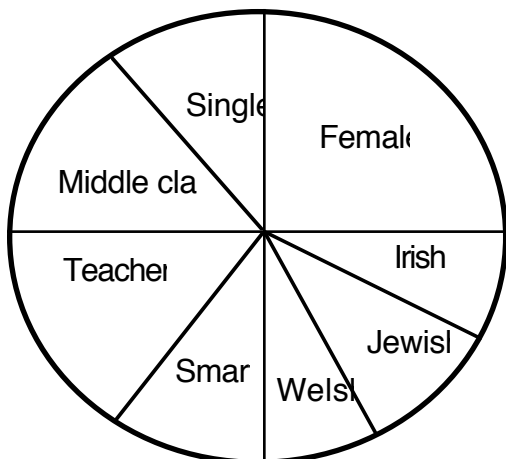
X
X
X
X
X

Xenophobia

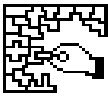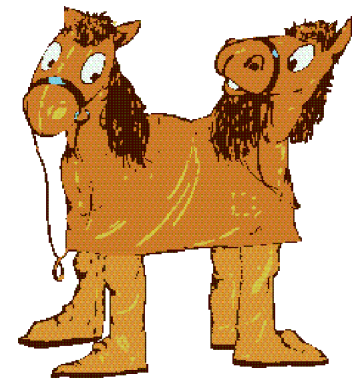When we become wary or fearful of others, we stop sharing our inner self -- we stop "disclosing." The less of ourselves we share, the less hope there is of overcoming the fear. Take this survey. Share results with others -- if you choose to disclose.

Self Disclosure Avoidance

Directions: Choose one individual. In the first column, indicate the intensity of your choice. After the statement, put an R if your responses are realistic, a Z if your response is based on anxiety.

_____   1. I don't have time to self disclose to this person.   _____
_____   2. If I disclose, I might hurt the person.   _____
_____   3. If I disclose, the other person will know I am being judgmental.   _____
_____   4. I can't think of anything to disclose.   _____
_____   5. Self disclosures would give the person something to hold against me.   _____
_____   6. If I disclose I will have to change at some future point.   _____
_____   7. Self disclosure is a sign of weakness   _____
_____   8. If I disclose, I will lose control over the other person.   _____
_____   9. No matter what they find out, they won't like me as much.   _____
_____   10. If I disclose, I will destroy my image.   _____
_____   11. If I disclose, the other person may not understand what I;m saying.   _____
_____   12. If I disclose, the other person may evaluate me negatively.   _____
_____   13. Self-disclosure is a sign of emotional disturbance.   _____
_____   14. Disclosure might lead to an intimate relationship.   _____
_____   15. If I disclose, the other person will realize I am inconsistent.   _____

                                                              - Adapted from Resenfeld, 1979
_____

ME

Directions: Try this exercise that makes self disclosure less worrisome. This is a "ME" poem. Each person can write it out and then share it with the group.

First name
Four traits that describe me
Relative of
Lover of
Who feels
Who needs
Who fears
Who gives
Who would like to see
Resident of
Last Name

ME

X
x
x
x
X

Yearnings

Luft (1984) identified some of the underlying or covert rules that guide the
actions and interrelationship of groups. He hopes for a time when we will be able to examine these ideas more closely, but sets them forth for discussion.
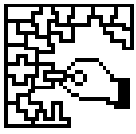
1. Group and family interactions are organized.
2. The systemic nature of family or group is governed by rules.
3. A stabilized group is a rule-governed group.
4. The pattern established as the system, or rules is used repeatedly.
5. The idiosyncrasies of individual members are reproduced in the group
      and bear on the interactions.
6. The group fixes a division of labor and distribution of power.
7. Watching the patterned interactions may help observers recognize the division
      of labor and distribution of power.
8. Behavior is part of communication, or perhaps synonymous with it.
9. Communications convey content and command --how the message is to be "taken."
10. The command part of each message tells the group "This is how you are to see me in relation to you."
11. The responses to the command part of a message either validates changes or rejects the implied

      relationship.
12. The individual and what they bring to relationship are indivisible.
13. Command messages and answers become the relationship agreements.
14. These relationship agreements control and organize the group system.
15. The group rules are formed around the command messages.
16. Those command messages are seen as metaphors by observers -- i.e. John is the boss, but Sally controls
      when he gets to implement the ideas.
17. It is not easy to determine group rules through observation, but it is more likely that an observer will be
      able to tease out the rules than the actual group members.
18. The process of sending and receiving command messages and building relationship agreements occurs   below the threshold of open recognition for participants.
19. The implicit rules and agreements soon become narrowed, and the roles and interactions may be governed
      by very small cues.
20. The implicit rules (norms) become so standard that the whole group will immediately respond "as one"
      when a norm is broken.
21. It may be easier to tease out the rules when one is broken and the group response occurs.
22. Values are held by individuals in the group and are overt and spoken or discussed.
23. Norms are rarely or never broached, even though they are part of the value system agreed to by the group.

Have you learned lessons only of those who admired you, and were tender with you?

Have you not learned great lessons
from those who braced themselves
against you
and disputed passage with your?
   from *Leaves of Grass* by Walt Whitman

Y
y
y
y
y

Yearnings

A mind once stretched, never returns to its original shape.
- Oliver Wendell Holmes

How Will I use Group work in Teaching?

1. I am interested in a career in education because:
    a.
    b.
    c.
2. I believe teaching is a dedication because:

3. My method for managing the classroom will probably be:

    Preventive

    Supportive

    Corrective

4. I believe teamwork will contribute to my program by:

5. I will utilize group skills in the following: ways

6. The worst thing that I could imagine happening to me while using groups
is:

7. I would do the following if it did:

8. Community building has a critical place in teaching since it::
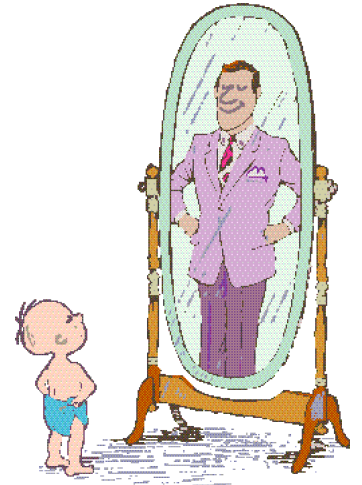
Write a short episode about your favorite group experience
including
  • When it occurred
  • Was it formal or informal?
  • How was discipline handled?
  • Were there disruptive "bad" kids?
  • How were they handled?
  • What was the group's main weakness or fault?
  • What was a great highlight?
  • How will you utilize those experiences in your
classroom?

Y
y
y
y
y
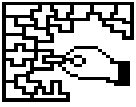
Zeal

So many choices, so little time!

Team members can feel pretty invested in decisions! There are many ways to come to a decision, including agreements to disagree and "let live." At times, feelings can destroy trust and the group sense of safety.

Sometimes we share facts, other times we discuss opinions, feelings, preferences, matters of taste and these can influence decisions. What about right and wrong? When ethical questions come up, decision

making can be very complex and full of emotional content. When two right answers are in conflict, it is an ethical dilemma. We are forced to choose between two principles • • • both right, and yet at odds with one another.

The continuum of choice runs from one person deciding to a everyone agreeing . . . from executive order to consensus. This chart shows options and the pros and cons of different ways of group decision making.

Decision Making

Type of decision	Pro	Con
Authority decides alone	Speed	Lose team expertise
Authority decides after discussion	Opinions are expressed	Team may not be committed to the decision
Decision by expert member	Good decision if really expert	May be difficult to identify sufficient expertise
Poll and average members' opinions	Speed	Team may not be committed to opinion expressed
Majority control	Speed	Minority may feel undercut
Minority control	Useful if poor attendance	Team needs and ideas may not be addressed or met
Consensus	Team committed to choices	Can take a great deal of time, energy and skill

adapted from Hartley, 1997

Consensus Building Guidelines

Present positions lucidly and clearly but avoid arguing for them.
Avoid 'win-lose' discussions.
Maintain your position unless it really changes.
Curb tendencies to sway back and forth just to reach agreement or harmony.
Do not engage in conflict-reducing actions such as majority votes, averaging, bargaining or wheedling.
See differences in opinion as natural, healthy, acceptable and a productive rather than presenting a hindrance.
Question too much early initial agreement.

adapted from Hall , 1970

Z
Z
Z
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Z

Zeal

When there are strong feelings about issues, or little hope for compromise, a more formal discussion may tease out critical points and real issues. A debate is a 'win-lose' forum. Socratic Dialogue focuses on content -- points and issues and equalizes the voices, ideas and roles of all participants. Important qualities include:

- requires advance preparation
- attention to details
- gives everyone an equal voice and equal opportunities to participate
- structured for emotional safety
- may lead to consensus

So many choices, so little time!

Decision Making

Type of decision	% of time used	happy? + -	
Authority decides alone Authority decides after discussion Decision by expert member Poll and average members' opinions Majority control Minority control Consensus			

Consensus Building

Choose a topic of interest to the entire group where there are divided opinions. Use consensus building techniques together. Try to come to a consensus.
Describe the process and out come here:

Socratic Dialogue

Proposition
Appropriate to task at hand
Fits with team interests
Debatable issue with no right or
    wrong conclusions
Phrased in the affirmative
Restricted to one main idea
Clearly and simply worded
Wording leads to deep questioning

1. Prepare for a Socratic dialogue
   a. As a group, develop a proposition for a Socratic dialogue.
   b. Share propositions with other groups.
   c. Choose one topic and set a time for a large intergroup activity.
   d. Review guidelines for preparation.
   e. Identify readings and get mutual agreement for preparation
2. Participate in the intergroup dialogue.
3. Write a paragraph about the experience:
   i. what went well
   ii what didn't seem to work
   iii what practices could be enhanced for the next time
   iv what percentage of the time was the discussion
        competitive _____   cooperative _____
   v overall feeling about dialogue as a way
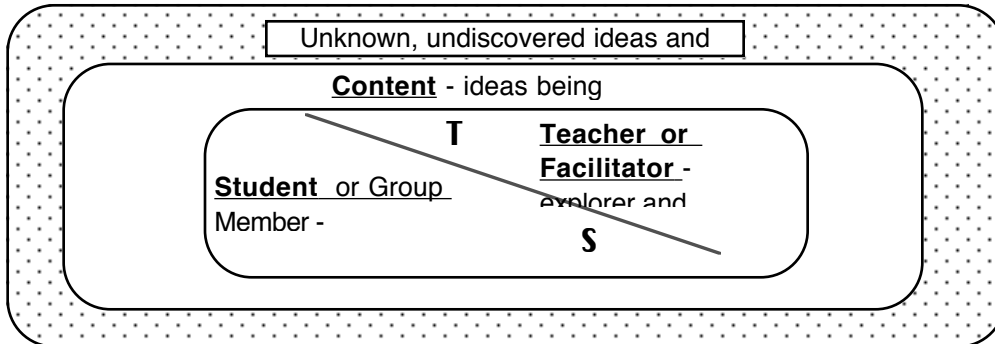   of reaching consensus

Z
Z
Z
Z
Z

Zeal

When there are strong feelings about issues, or little hope for compromise, a more formal discussion may tease out critical points and real issues. A debate is a 'win-lose' forum. Socratic Dialogue focuses on content -- points and issues and equalizes the voices, ideas and roles of all participants. Important qualities include:
- requires advance preparation
- attention to details
- gives everyone an equal voice and equal opportunities to participate
- structured for emotional safety
- may lead to consensus

Socratic Dialogue

Unknown, undiscovered ideas and

Content - ideas being

T

Teacher or Facilitator - explorer and

Student or Group Member -

S

adapted from Reinsmith, 1992

Procedures

1. Proposition is designed.
2. Readings are assigned.
3. Rules are agreed upon.
4. Monitor selected.
5. Each shares 2 points.
6. Round robin conclusions.

Roles

Monitor

1. Maintains focus.
2. Encourages those who don't initiate ideas - "Who hasn't shared yet?"
3. Reminds about 2 inputs - "We need to hear from everyone before we go on to a third or fourth comment."

Facilitator/teacher

1. Set focus.
2. Design proposition.
3. Place self in role of member for dialogue with 2 comments.
4. Facilitate round robin conclusions.
5. Help maintain mutuality.

Members

1. Prepare readings.
2. Share two ideas.
3. Control self --
* just give 2 comments
* share ideas without being prodded
* stay on topic

Dialogist Guide for Preparation

1. Read the materials to be discussed at least 24 hours in advance of the dialogue.
2. Develop a clear statement of the main points.
3. List questions which arise during preparation.
4. Define terms.
5. Frame a global picture of the issues - get a total picture.
6. Personalize the questions when possible, moving out of the author's view.
7. After personalizing the issues, move again, this time trying to view it from a dramatically disparate position - look at alternative positions.
8. Work to keep thinking relevant to the main points.
9. Stay open-minded.
10. Seek precision and clarity of points.
11. Deal in an orderly manner with each major point, pulling the parts into a whole picture.
12. List other sources and authorities who take a similar position.
13. List sources and authorities who do not agree with the writing.
14. Draw a mind map which embodies the thinking of the authors.
15. Develop a mind map which shows your perspective.

Z
Z
Z
Z
Z

Zeal

Socratic Dialogue

Student _____ **Teacher or**
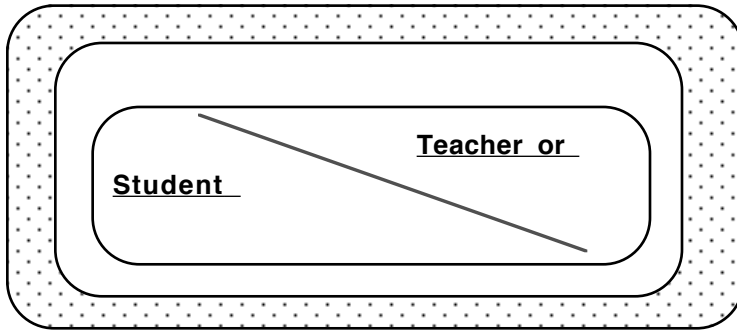
Dialogist - Self Evaluation

O I stayed personally involved.
O I was prepared with materials and readings.
O I answered questions and volunteered my ideas.
O I stayed alert and appeared attentive.
O I got excited during the discussions.
O I stayed on tasks during other responses.
O I worked to achieve specific definitions.
O I clarified questions and ideas when I was uncertain.
O I asked questions to help myself understand other positions.
O I reminded myself it was important to clarify my questions.
O I identified positions others took on the issues.
O I restated others' positions before adding my own ideas.
O I used inductive reasoning.
Ex._____
O I used deductive reasoning.
Ex._____
O I came up with an original idea.

_____
O I recognized another student's views as valid.
O I listened the entire time.
O Journal entry_____

_____
_____

_____
O I had the following ideas after the dialogue:

_____
_____

_____
O Authorities who strengthened my positions

_____
_____

_____
O I worked with:

_____   _____

_____   _____

_____   _____

Z
Z
Z
Z
Z

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