



LEADERSHIP
TRAINING
INSTITUTE

Group Development Workshop

Participant Manual

Commitment - Competency - Emotional
Maturity

Group Development Workshop Participant Manual

The manual is for the use of participants in the LTI Group Development Lab. Please credit the writer if you use sections of the material. Some material has been used in training programs for many years and the author is unknown. If you have information on the source of documents please offer it. Robert A. Gallagher, editor.

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Conditions for Laboratory Learning

A laboratory experience can help you develop clearer ideas of the consequences of your behavior. You can discover alternatives to that behavior, decide whether you want to change it, and (if you do) choose and practice alternatives. You are more likely to feel free to do these things when the following conditions exist:

PRESENTATION OF SELF Until individuals have had (and used) opportunities to reveal how they see and do things, they are not likely to receive information that will help them decide whether they want to make behavioral changes.

FEEDBACK Individuals do not learn from presentation of self alone. They learn by presenting themselves as openly as possible in a situation where they can receive from others clear and accurate information about their behavior -- a feedback system which informs them of how their behavior is experienced by others and what the consequences of that behavior are.

ATMOSPHERE An atmosphere of trust and non-defensiveness is necessary if people are to feel free to present themselves, to accept and utilize feedback, and to offer it to others.

EXPERIMENTATION Unless there is opportunity to try out new behaviors, without having to be certain in advance of what the outcome will be, the individuals are inhibited in utilizing the feedback they receive.

PRACTICE If their experiments are successful, individuals then need to be able to practice new behaviors so that they become more comfortable with changes they have decided to make.

APPLICATION Unless learning and change can be applied to back-home situations, they are not likely to be effective or lasting. Attention needs to be given to helping individuals plan for using their learnings after they have left the laboratory.

RELEARNING HOW TO LEARN Because so much of our traditional academic experience has led us to believe that we learn by listening to (or reading) experts, there is often need to learn how to learn from this experiential model: presentation ...feedback ... experimentation. ., presentation ...feedback ... etc.

COGNITIVE MAP Knowledge from research, theory, and experience is needed to enable the participant to understand his or her experiences and generalize from them. Generally this information is most useful when it follows or is very close in time to the experience.

Lab training creates a situation in which these conditions may come into being, allowing each member to play a part in his or her own learning experience and in the learning experience of others in the group

*See also Porter, "Group Norms: Some Things Can't Be Legislated"

An Introduction to Three-Phase Leadership Training

(For Church Related Participants) *By Kay Collier-Stone, Ph.D.*

A **leader** is defined by the dictionary as one who points or directs others toward a desired goal

Process is described as a series of operations or set of procedures which lead to a specific or predictable end

During the Leadership Training Institute, we look at our roles as leaders in the church in terms of *process*. We believe our leadership will be effective because we understand the philosophies underlying good leadership and effective development of groups and working relationships, regardless of content, have *experienced* leadership in this sense and *practice and live* it. We believe leadership is effective *not* because we are first in terms of being a hierarchical authority, but because we have *first* learned the skills that are needed to undergird our work, and can therefore utilize the skills to allow exciting opportunities to happen. It will be effective because we have first engaged our own humanity and thus learned true humility, which leads to true understanding of and engagement with other human beings. It will be effective because we will have discovered that one of the most exciting endeavors in the world is enabling the continuing growth of human beings.

There are many types of leadership training offered by various groups within the Episcopal Church; EFM Mentor Training; training for Stephen Ministry; DOCC small group leadership; Women of Vision, and New Connections Small Groups, to mention only a few. There are also many on-denominational forms of training for group leadership such as those offered by Campus Crusade for Christ and Young Life. There are also individual leadership experiences offered by business, industry and in the private sector. Most people come to LTI after experiencing many other forms of 'training.' Therefore, when a team comes together to work as leaders of any constituency or content, we bring different ideas, skills and emphases. Many of these training models are at least in part theoretically based on the work of an English psychiatrist named Bion, and the work of Kurt Lewin, or perhaps a second or third generation adaptation of their work. In this country, the derivative models have come out of the world of Behavioral Science. The Episcopal Church, in particular, and others, such as the United Church of Christ, the Presbyterian and the Methodist were particularly instrumental in the 1960's and 1970's in working at the "point where psychology, applied behavioral science and religion meet" to establish training models and organizations utilizing principals which were understood and accepted to be philosophically and theologically compatible with the belief system of the Church and the model offered to us in the life of Jesus. It was the hope of those who worked in this field that such training would not only train leaders to carry on the work of the Kingdom, but also further enable us to live up to our Baptismal covenant to "respect the worth and dignity of every human being."

It is no accident that such diverse church leadership organizations as The Alban Institute (training and consulting for churches), Cornerstone Project for Clergy Development, EFM, DOCC, Servant Leadership Development, Church Development Institute, Shalem Institute and others were designed by individuals who came out of this system of leadership training.

There are many models which have been designed around a particular task or content (such as those above). LTI endeavors to offer a form of training which gives a common theoretical and experiential base of understanding and a common language to leaders working within the church, regardless of content or constituency.

The core ingredients of this training include:

- Self-insight
- Better understanding of other persons and awareness of one's impact on them
- Better understanding of group processes and increased skill in achieving group effectiveness
- Increased recognition of the characteristics of larger social systems
- Greater awareness of the dynamics of change
- Greater awareness of how conflict can be managed and utilized

- Greater skills in discovering needs of a community , and skills for planning and administering experiences which meet those needs

Human beings and groups of human beings are constantly changing. Issues that were critical to individuals or the total group when they first gather may evaporate by session four. The excitement in session three is followed by boredom in session seven. Issues not dealt with in any session escalate and eventually explode into the group at some point. Moods fluctuate, central concerns grow and decline in importance. Groups, like individuals, are unique, but they also share some common and predictable attributes. The predictive aspect offers comfort to one who is called to lead: events will not always be as conflicted, as sluggish, as exciting or as ideal as they appear to be in a given session. And, there are predictable ways to behave as a leader that produce predictable results -- both positive and negative. LTI utilizes a model known as *experiential or laboratory learning*. In a laboratory we perform experiments and analyze the results. In our work, we will have a life together which we will put under a behavioral microscope to see how we interact as we work. *Process time*, when we look at what we have been doing and how it impacted us and others in the group is an essential aspect of leadership development. Thus, every aspect of our life together in this LTI, and future modules, will be about who each of us is as a leader.

This is a *beginning* training, which, together with a group development and design skills training, will offer you basic skills and insights. There is much more available. My hope is that each participant in an LTI will be excited by the learnings and anxious to become a life-long learner of human growth, development and interaction. That the beginning skills of this time together will go with each person into their daily life and work to be sharpened and deeply integrated into each individual. That each will seek out fine leaders under whom to be in other "laboratories for learning" in other times and places, to further awareness of self, of others and of leadership styles. And that, as learnings are put into practice over a period of time, some will choose to seek even further training to enable them to train others.

Jesus said, "Love thy neighbor as thyself." All too often, I believe the *order* of that commandment is confused, and we humans attempt to love our neighbors-and work with them-without knowing or loving ourselves. And so, we begin with ourselves-that our offering to all others whose lives we touch will truly be loving; will truly "respect the worth and dignity of every human being."
Copyright 1996

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| Editor's Note: Three-phase training is an expression used to describe a package of weeklong training labs that usually includes Human Interaction, Group Development and Design Skills. |
|---|

Learning from Experience

It is a core assumption of lab training that we do not learn from experience itself; we learn from disciplined reflection on experience. The learning process is really one of learning about our experience from a structured reflection on our experience. The method offered here is called --- E - I - A - G.

E – Experience

I – Identify

A – Analyze

G – Generalize

This has been a core learning method in lab training. With adaptation it has been used in team development and Organization Development efforts.

Experience – This is anything that happens in the group. The behavior of the group or people within the group becomes the starting place for learning.

Identify – A specific behavior or pattern of behaviors is selected as a starting point. The group needs to identify what happen, when it happen, etc. The objective is for all the group members to adequately recall the experience so they can all contribute to the learning process. The assumption is that everyone may be able to learn from the experience.

Analyze – The group explores and examines the experience that has been identified. The group may look at the impact or effect of the behavior(s); sharing how they felt, what they thought, how they acted, etc. Judgements each person made may be shared – was the behavior helpful or hindering to the group’s life and work? Analysis may include relating the experience to some theory, model or research.

Generalize – This is an opportunity for group members to state what they have learned; to generalize what has been learned into other situations. Based on the analysis, the members state what they might do in a similar situation, what they might have done differently in this situation, what conclusions they have drawn, etc. Members will not necessarily share the same learnings. In lab training two norms are useful in the “Generalization” discussion. First – Each person has his or her own learning. That learning has its own validity. It doesn’t need to be shared by others to be legitimate. Second – It is acceptable for members to ask each other for information about the basis for stated learnings or generalizations.

The Reflection Process

First, be clear about roles

Name those in the group who share, first hand, the experience being explored. These are the people who will need to do most of the work in the process and draw the learnings. Others serve in a support role -- offering suggestions to consider based on similar experiences and the common skills and knowledge they

share. In a training group it is usually best for the learning process if the experience being reflected on is shared by all group members.

E – Experience

This is the experience you have already had. It is the base for the process. The disciplined learning process really starts with **I – Identify**

I – Identify

An event in the life of the group that you want to use to learn from.

1. Select an event.
2. Describe the event so everyone understands what is being discussed.
3. Each person that was present during the event share what they saw, heard, felt. What behavior did you observe in yourself and others?

A – Analyze

Think about what happened

1. Share about the event -- Concerns Likes
2. What helped or hindered the group
 - in terms of its task?
 - in terms of its trust?
 - in terms of _____?
3. What was the effect on you? What did you say and do? What were your feelings and thoughts?
4. Use appropriate theory, models or research to explore the event.

G - Generalize

State what you have learned

1. What would you do in a similar situation in the future? What would you repeat? What would you do differently?
2. State anything you have learned.

Learning from Experience: An Alternative Use of EIAG

The group goes through these steps in a disciplined process. It may help to have a designated facilitator and to use newsprint to record the group's thinking.

A. Identify the experience

1. Select an event in the group's experience to reflect upon and learn from.
2. Describe the event (do not try to resolve issues of "true and false", if people have different descriptions, receive them all)
 - a. who was involved?
 - b. what happen, what was the sequence of events, what did we see, hear?
 - c. what did people feel, think?

B. Analyze the experience

1. What assessment do people have of what happened? The concern here is with the results, outcome or consequences of the event and what effected the outcome. You might put the following on newsprint.

Outcome/Results of the Experience

| | | | | | | |
|-----------|---|---|---|---|---|-----------|
| NOT | | | | | | VERY |
| SATISFIED | 1 | 2 | 3 | 4 | 5 | SATISFIED |

What helped/hindered the group during the event.

2. We are also interested in the consequences of people's behavior during the event.

Compare the effects, impact, consequences of people's behavior during the event and --

- Its relationship to the group's goals, norms, results, etc.
For example -- "I think that my standing up and beginning to record on the newsprint when Harry began to 'tear up', violated our norm of respecting each others feelings and contributions."
- People's intentions; the effect the person hoped the behavior would have
For example -- "By remaining silent I hoped to avoid further upsetting Peter. What happen was that Peter's frustration grew and the group was unable to continue its work."

C. Generalize

This involves both drawing any conclusions based on the analysis and identifying what the group or individuals might do in a similar situation.

1. Each person share what they might do differently in a similar situation. And/or
2. The group brainstorm a list of what it would "wish" for in a similar situation. Each person then identifies which of the "wishes" they could and are willing to do something about. And/or
3. Each person share "What I have learned ...+about myself" +about how groups function"

Learning From Experience: Worksheet

Sometime sit is useful to have group members use a worksheet in doing the EIAG.

A. The group -- Identify a significant event that it wants to explore

B. Each person uses this worksheet in an individual exploration

1. During the event what did you

- Observe?
- Feel?
- Think ?

2. What did you do during the event; what was your behavior?

3. What did you see as your choices at the time; what choices were you aware of? Was there something you thought of doing and now wish you had?

4. How did you block yourself from acting? What messages did you give yourself that interfered with your ability to act?

5. Is there anything you wish you had done differently?

C. Share what you want to share with the group.

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HOW TO RECOGNIZE AN EFFECTIVE GROUP

1. Members do not ignore seriously intended contributions.
 - Members need to know the effect of their remarks if they are to improve the way they participate in the group.
 - When other members do not respond, the speaker cannot know whether (a) they did not understand his/her remark, (b) they understood it and agreed with it, (c) they understood it but disagreed with it, (d) they understood it but thought it was irrelevant.
 - When this principle is followed, the discussion is cumulative and the group moves together. When it is not followed, the discussion is scattered, the same points are made over and over, and members feel no progress is occurring.
2. Members check to make sure they know what a speaker means by a contribution before they agree or disagree with it.

The question "What is it?" should precede the question "How do we feel about it?", i.e., understanding is prior to evaluation. Thus, group members frequently use paraphrase, perception check, and provisional summaries to check their assumptions of what others are saying and feeling.

3. Members speak only for themselves and let others speak for themselves.
 - Each member states his/her reactions as his/her own and does not attribute them, to others or gives the impression that he/she is speaking for others.
 - Each member reports his/her own reactions honestly. He/she recognizes that unless he/she is true to himself/herself the group cannot take his/her feelings into account.
4. All contributions are viewed as belonging to the group to be used or not as the group decides.

A member who makes a suggestion does not have to defend it as his against the others. Instead, all accept responsibility for evaluating it as the joint property of the group.

5. All members participate but in different and complementary ways.
 - When some members fulfill task functions, others carry out interpersonal functions. When some members are providing information, others are making sure it is understood and organized, or are identifying points of agreement and disagreement.
 - Each member does not always participate in the same way. Instead, he/she fulfills whatever function is appropriate to his/her stake in the task, his/her information about the task and the behavior of the other group members.
6. Whenever the group senses it is having trouble getting work done, it tries to find out why.
 - Some symptoms of difficulty are excessive hair-splitting, points repeated over and over, suggestions plop and are not considered, private conversations in sub-groups, two or three people dominate discussion, members take sides and refuse to compromise, ideas are attacked before they are completely expressed, apathetic participation.

- When such symptoms occur, the group shifts easily from working on the task to discussing its own interpersonal process. Discussing interpersonal process prevents pluralistic ignorance, a group condition where each member, for example, is confused by thinking he is the only one.

7. The group recognizes that whatever it does is what it has chosen to do. No group can avoid making decisions; a group cannot choose whether to decide but only how to decide. Thus, an effective group makes decisions openly rather than by default.

- When a group faces an issue, it must decide. It may openly agree to take action. It may openly agree to take no action. It may decide by default to take no action. Deciding by default not to act has the same impact on the problem as openly agreeing not to act. However, decisions by default are felt as failures by group members and create tensions among them. A group grows more by openly agreeing not to act than by not acting because they could not agree.
- The group views each decision as a provisional trial which can be carried out, evaluated, and revised in light of experience. The group is aware that each decision need not be everything-or-nothing and need not last forever.
- When the group makes a decision which it does not carry out, it recognizes that the real decision was one not to act although the apparent decision was to act. The group openly discusses why the apparent and the real decision were not the same. They try to learn why some members agreed with the decision although they felt no personal commitment to carry it out.
- The group makes decisions in different ways depending upon the kind of issue and the importance of the outcome. The group may vote, delegate the decision to a special sub-group, flip a coin, or require complete consensus. The crucial factor is that the group has complete agreement on the way it uses to make decisions.

8. The group brings conflict into the open and deals with it.

The members recognize that conflict is inevitable but that the choice is theirs as to whether the conflict will be open (and subject to group control) or disguised (and out of control).

9. The group looks upon behavior which hinders its work as happening because the group allows, or even wants it, and not just as the result of a "problem member."

- A person who continually introduces irrelevancies can change the topic only if other members follow his/her lead. Instead of labeling him/her as the problem, the group considers it a group problem and determines why they all let this happen. Maybe the other members welcome his digressions as a way of avoiding open conflict which would occur if they stayed on the topic.
- Likewise, the person who talks too much, or jokes too much, or continually attacks others, or never participates is a sign of a problem shared by the total group. The group needs to discuss it openly as "our problem" in order to eliminate the disruption. The group gives individuals helpful information about the impact of their actions on the group, but it does not analyze, dissect, and work them over.

Mid Atlantic Training Committee (MATC), 1975

Stages of Team Development

When a group of people are first formed into a team, their roles and interactions are not established. Some individuals may merely act as observers while they try to determine what is expected from them while others may engage the process immediately. There are many models that describe team developmental progression. They are similar and suggest that the process occurs in four predictable stages. Each stage is characteristically different and builds on the preceding one. The implication is that all teams must develop through this predetermined sequence if they are to be fully functioning teams.

Four Stages of Team Development

Stage 1: Forming

Stage 2: Storming

Stage 3: Norming

Stage 4: Performing

Stage 1: Forming

The Forming stage of team development is an exploration period. Team members are often cautious and guarded in their interactions not really knowing what to expect from other team members.

- ◆ They explore the boundaries of acceptable behavior.
- ◆ Behaviors expressed in this early stage are generally noncommittal.

Some questions raised during this stage of development are:

- ◆ Do I want to be part of this team?
- ◆ Will I be accepted as a member?
- ◆ Who is the leader?
- ◆ Is the leader competent?

Stage 2: Storming

The Storming stage of development is characterized by competition and strained relationships among team members. There are various degrees of conflict that teams experience but basically the Storming stage deals with issues of power, leadership, and decision making.

- ◆ Conflict cannot be avoided during this stage
- ◆ It is the most crucial stage the team must work through.

Some questions raised during this stage of development are:

- ◆ How will I seek my autonomy?
- ◆ How much control will I have over others?
- ◆ Who do I support?
- ◆ Who supports me?
- ◆ How much influence do I have?

Stage 3: Norming

The Norming stage of team development is characterized by cohesiveness among team members. After working through the storming stage, team members discover that they in fact do have common interests with each other.

- ◆ They learn to appreciate their differences.
- ◆ They work better together.
- ◆ They problem solve together.

Some questions raised during this stage of development are:

- ◆ What kind of relationships can we develop?
- ◆ Will we be successful as a team?
- ◆ How do we measure up to other teams?
- ◆ What is my relationship to the team leader?

Stage 4: Performing

The Performing stage of team development is the result of working through the first three stages. By this time, team members have learned how to work together as a fully functioning team-

- ◆ They can define tasks.
- ◆ They can work out their relationships successfully-
- ◆ They can manage their conflicts.
- ◆ They can work together to accomplish their mission.

From The ASTD Trainer's Sourcebook: Teambuilding, by Cresencio Torres and Deborah Fairbanks. McGraw-Hill, 1996. Used with permission.

I-C-O Group Development Model Inclusion – Control – Openness

Will Schultz’s “The Human Element” model provides an approach to group development grounded in emotional intelligence.

Movement is from bottom to top. There is a sequence to interpersonal and leader – member relations. Adequate resolution of a group development issue allows the group to attend to the next stage up. As inclusion grows the group’s capacity for handling control grows. To the extent there is resolution the group may deal effectively with the next stage issues. Resolutions are all temporary.

| Issue | Am I? | Group Development | Underlying feeling | Fears |
|-----------|-------------|---|-------------------------|---|
| Openness | Open/Closed | How open will I be? How close can I get? | Likeability, lovability | Being rejected. Being unlikable, unlovable |
| Control | Top/Bottom | How much influence, power and responsibility will I have? Issues of leadership and decision-making processes. | Competence | Being humiliated, embarrassed. Being incompetent, phony |
| Inclusion | In/Out | Inclusion compatibility is central in the early stage. How will I fit in this group? | Significance | Being ignored. Being insignificant, worthless |

Note: Openness - Earlier version called this affection

| Issue | Compatibility Ability of people to work well together | Concordance decision making criterion |
|-----------|--|---|
| Openness | A primary issue in long term relationships | Everyone on team agrees to be totally open about their feelings and thoughts on the issue |
| Control | A primary issue in moderately long relationships | All on team have equal power. Each person has a veto. |
| Inclusion | A primary issue in short term relationships | Team consists of those with the most knowledge and those most impacted |

Compatibility - Ability of people to work well together; ability of our personalities to enhance and support each other, be complementary. Having differences in personalities or positions doesn’t cause problems. Rigid adherence to positions rooted in low self-awareness and self-esteem does cause problems.

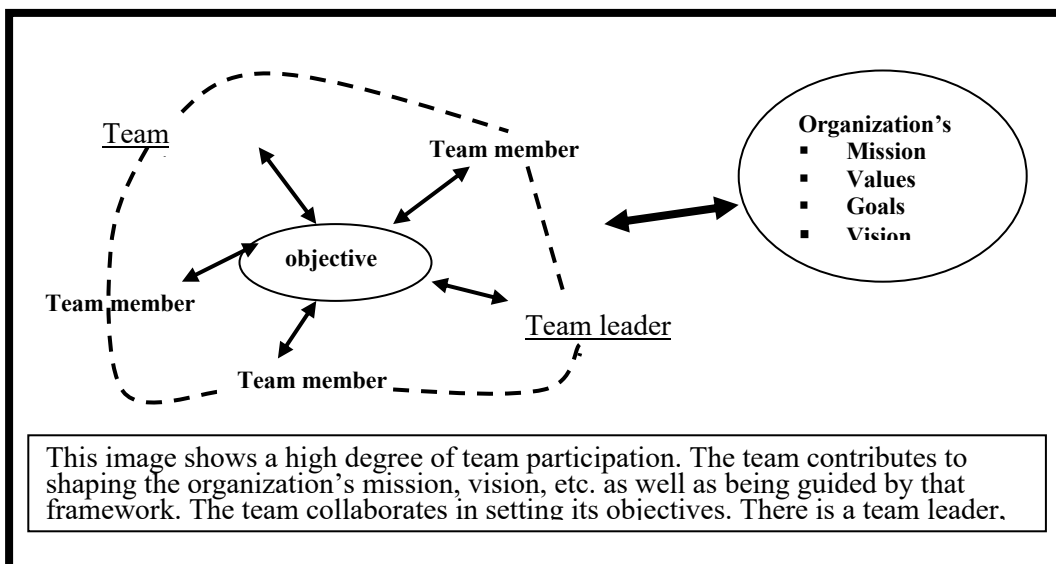
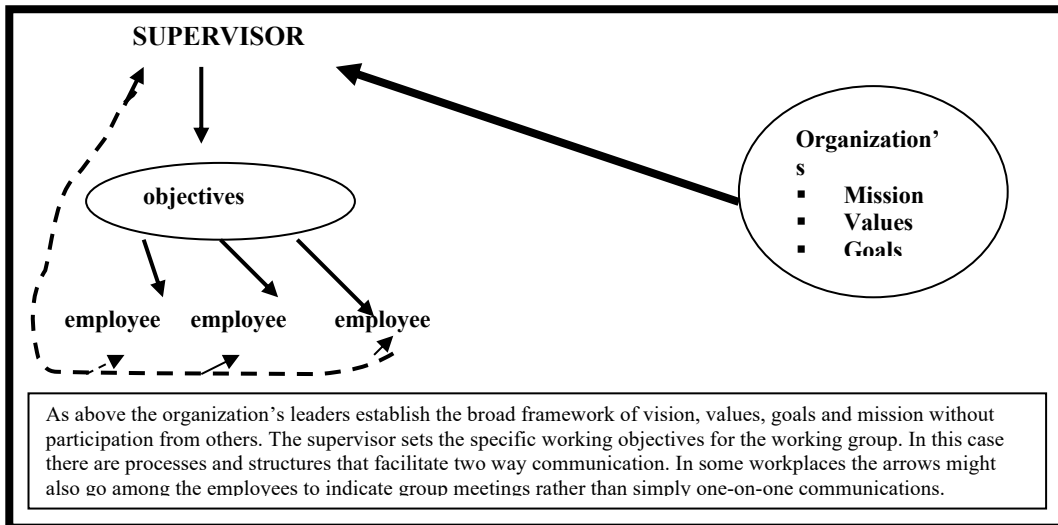
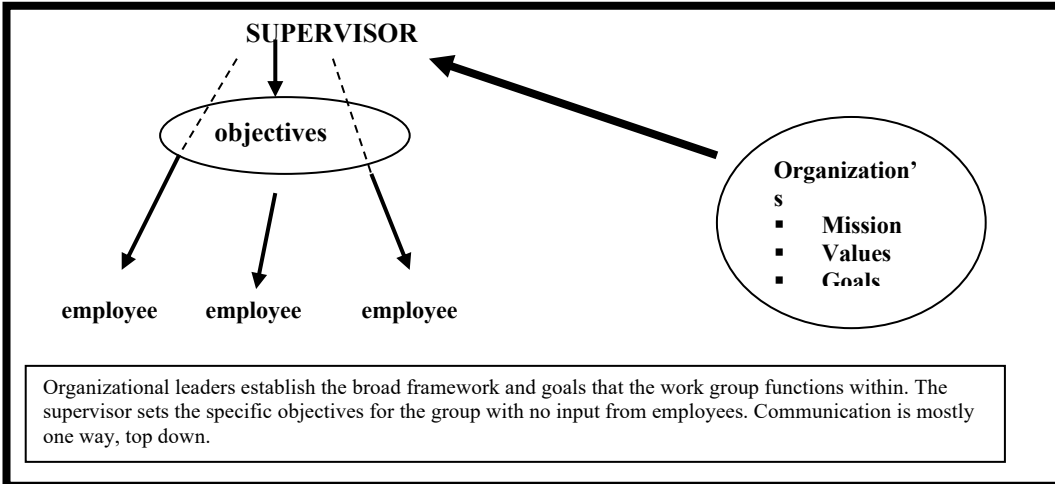
For more information

There’s a great deal more to Schultz’s model. It’s worth reading his book and exploring the web site.

Book – *The Human Element*, Will Schultz, Jossey-Bass, 1994. Web site - www.thehumanelement.com

TEAM STRUCTURE: Toward Increased Empowerment

These diagrams show a progression toward increased team empowerment. Additional diagrams could be placed in between each of the existing ones to indicate other stages. The goal here is simply to provide an image of how teams can be structured.



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Jack Gibb's Theory on Trust Development in Groups

- Robert A. Gallagher, 1978, 2001

Regardless of the type of group you are in, one of the critical issues will be the development of trust. In order to be able to give and receive support, members need to feel comfortable and accepted; to be able to share their feelings and thoughts without embarrassment or threat of disapproval; to be free to decide what they will and will not do as a result of the group's work; to feel confidence in the methods the group likes in its work; to feel committed within themselves to the work of the group, and to be able to work with others in an interdependent, collaborative manner. What follows is based on the work of Jack Gibb's research on trust development in groups.

Our Own Basic Life Tensions

We each enter a group with our own history. Out of that history we have developed a pattern of "wants" and "fears" related to trust.

| I WANT TO..... | | I FEAR ... |
|--|---|--|
| ...trust others and accept them; to belong and feel included | ↔ | ...being rejected and left on the outside |
| ...share myself, my thoughts and feelings. I want to let others know who I am, what I feel and believe. I want to be close to others. | ↔ | ...being "put down" for my beliefs, ideas and feelings. I fear that if I share them they will be used against me in some way; I'll be laughed at, misunderstood, not taken seriously and betrayed. |
| ...have a sense of purpose and direction in my life, to believe in something, to care. | ↔ | ...drifting through life aimlessly, having no roots, caring about nothing, living in chaos. |
| ...have some control over my world and my life. I want to influence others and let myself be influenced. I want to be collaborative and to be interdependent with others | ↔ | ...being controlled by others, manipulated, pushed around, used, exploited. I fear being helpless. |

The basic stance we have established gets carried into every group we work with. We find ourselves tending more to one side than the other of the "fears" and "wants". Some of that is based on the dynamics we experience in that particular group. Some is rooted in the learnings we have drawn over time about trust. What has happen in our early childhood, as we grew up, and in our most important relationships has shaped the filters about trust that we carry into a group.

What I'm likely to do as I interact in the group is to prove to myself how my decision is "correct", that is, I'll behave in ways that reinforce my own stance. I'll help myself and others to get included, to communicate, to be clear about goals, and to collaborate; or I may limit my own and others' possibilities in each area by nurturing the fear. Nurturing my fear is a way of keeping my world somewhat predictable and stable. It's also a way of staying trapped. My basic stance is based on the past; it may or may not fit this present experience. My issue in a new group is: "what is appropriate here and now, with these people? What is possible for me and them?"

What we can do to contribute to the group's development

1. We can deal with our own mistrust. Being aware of, and accepting responsibility for, our own fears and self-protective behaviors can free us to make new decisions based on the present situation we are in.

2. We can recognize that groups have patterns of development. There are issues and stages of group life that are common for any group. Understanding these issues and stages can aid us in our effort to enable trust development. There are many ways of looking at group development. Becoming familiar with any of the available conceptual frameworks can help us be more productive group members.

What follows is a framework based on the work of Jack Gibb.

Trust...Openness...Productivity ...Interdependence

A group always has the potential to develop and strengthen four basic qualities of its life. These qualities "build" on each other in a sort of hierarchy, those near the bottom forming a "foundation" for the "higher" ones.

| |
|--------------------|
| 4. INTERDEPENDENCE |
| 3. PRODUCTIVITY |
| 2. OPENNESS |
| 1. TRUST |

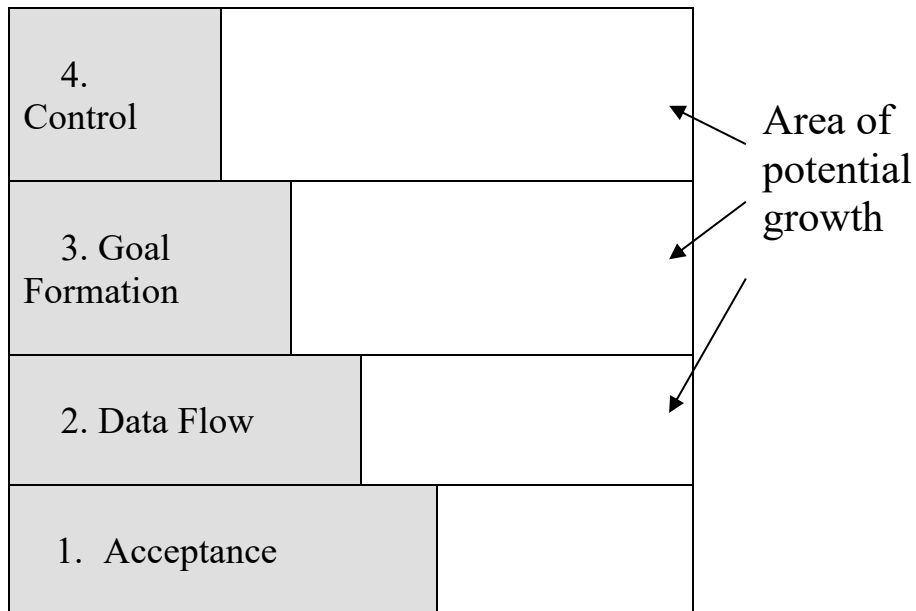
In an early version of the model Gibb called the theory TORI -- Trust, Openness, Realization and Interdependence.

Gibb's thought is that in order to enhance these qualities in a group, certain concerns related to each must be adequately resolved.

CONCERNS TO BE RESOLVED

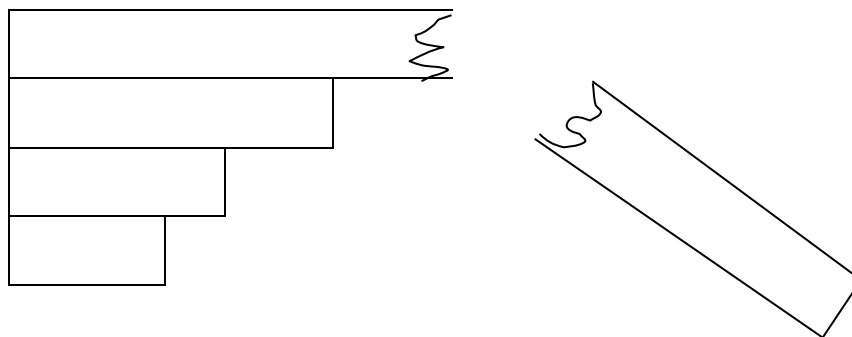
- 4. CONTROL How much influence will members have on each other and how will it be exercised?
- 3. GOAL FORMATION Where is the group going? How are decisions made? Are decisions clear and shared? Are members internally committed to them?
- 2. DATA FLOW How much information is being shared by members? What are their thoughts and feelings --both about the group itself and about the specific work at hand?
- 1. ACCEPTANCE How much do people in the group basically affirm themselves and each other as persons and as valuable members of the group?

As the concerns toward the bottom of the list begin to be resolved a base is built for resolving the next levels of concern. We can picture this as building blocks:



To the extent the acceptance concern has been resolved, group members will feel free to open up and share feelings and thoughts about the group and its task. To the extent the group is sharing useful information it will have the base it needs for developing goals and making decisions that are clear and shared by the members. The open flow of information will provide options to select direction from. To the extent members share ownership of the goals and decisions they will find it easier to be interdependent with each other.

When groups try to ignore the need for adequate resolution or "prior" concerns (those nearer the bottom of the blocks) before taking on later concerns, the more likely it will be an unstable relationship. The blocks are likely to topple over!



Suppose, for example, that after three or four sessions of a group's life, two of the members begin to feel impatient, and press the others to meet more frequently. They make a case that this will allow everyone to receive more support and to get to know each other more quickly. Several other members raise concerns about giving more time to the group. They are told that if they were "really committed" they would make the time. Other members are silent. The two who brought up the idea press for a decision, and no one raises further objections. Dates are set, and the meetings become more frequent. But within a month, attendance has dropped off.

What happened? Two members wanted the group to make a decision in favor of more ambitious goals (i.e., more frequent sessions). Their concern falls at Level 3 --Goal Formation. However, the flow of data (Level 2) needed to make that a sound decision was not available. Several members of the group did not speak up at

all, and those who did object did not continue to express their feelings. This needed flow of information was most likely cut off when the two initiators of the idea decreased the level of the acceptance in the group (Level I) by accusing the others of being "uncommitted" if they objected. So, a decision was made with out enough information, and without being freely chosen from among alternatives. This led to low internal commitment among most of the members, and an unwillingness to follow through on the "decision".

The two initiators of the idea had attempted to deal with their own Goal Formation concern, and went beyond what the actual base of trust and openness in the group could bear. (In addition, they handled their frustration in such a way as to further decrease the level of trust.) So, the group took on an unrealistic goal. An attempt to work with unrealistic goals leads to some form of resistance --in this case expressed by members failing to show up.

The key thing to remember is that adequate attention to more "basic" group concerns (acceptance, data flow) enables the group to handle the others (goal formation, control) .An attempt to build higher than the "base" can really support tends to result in a "shaky" group life. To come on "too fast and too hard" about goals and structure can throw a group "off balance", and, as in this example, it can actually decrease trust. If we build from the bottom up, the group can grow and stretch; but it cannot profitably be forced to decisions that require more trust than actually exists.

In its development, the group never reaches some "final resolution" of these basic concerns. Its life is always moving toward to away from its potential. Every time the group gets together again after being apart, there is re-building to be done; and every time some difficult issue is wrestled with, the group must take stock of its base of trust and openness to find out whether it is adequately intact. Potential is not something that is "reached" and then simply "maintained".

One final caution about theory: any conceptual framework for looking at group life needs to be used with care. Such frameworks are tools for understanding, yet they do not tell the full story. There is movement at several levels at once; movement may be by great leaps or in gradual cycles; personal growth and group development are interdependent concerns. The reality is always messier than the model suggests.

There are a number of other models on group development that can complement Gibb's work. There are also models that grow out of the same understandings as what Gibb points to but are applied in other areas, e.g., Gallagher "Trust Development in Organizations" (owes a good bit to Gibb's work but takes into account later experience on organizational culture, OD and empowerment dynamics) and Argris's "Intervention Theory"

On the following pages I have summarized key information related to each "basic concern" in group development. I 'have included some diagnostic hints ("signs of problems") as well as some possible behaviors for facilitating resolution of the concern.

| Concern | Issues the Group is Dealing With | Issues the Person is Dealing With | Desirable Outcomes | | Signs of Problems | Behavior that May Help |
|------------|---|---|--|---|---|---|
| | | | Group | Person | | |
| ACCEPTANCE | <p>Being clear about our basic purpose and contract</p> <p>Establishing our basic norms</p> | <p>Desire to belong; to trust and be trusted</p> <p>Fear of being rejected</p> <p>What will I lose/get by being a member?</p> <p>What's the cost?</p> <p>What's expected of me?</p> <p>Desire to be acknowledged; to be seen as unique; to be cared for; to be important to the group</p> | <p>High trust level in group</p> <p>Warmth</p> <p>Supportive climate</p> | <p>Increased ability to accept self and others</p> | <p>People denying membership</p> <p>Mistrust; Fear</p> <p>Attempts to hide behind status</p> <p>Being cynical about the abilities of the group</p> <p>Attempts to pressure others to change</p> <p>Lack of clarity about the basic purpose of the group</p> <p>Trying to make decisions for other members</p> | <p>Showing confidence in the abilities of the group</p> <p>Accepting differences a realities to be explored -- what do they mean for this group</p> <p>Acknowledging other's presence, expressing affirmation and affection as appropriate</p> <p>Clarifying the basic contracts of the group -- helping the group decide what being a member means</p> |
| DATA FLOW | <p>Getting an adequate flow of information, so that realistic decisions can be made and goals established</p> | <p>Desire to let others know who I am and to find out who they are</p> <p>Desire to share my feelings and thoughts</p> <p>Fear of having what I share turned against me</p> | <p>Open flow of useful information</p> | <p>An increased awareness of self and others</p> <p>An increased sense of freedom to say and do what you want</p> | <p>Tentativeness</p> <p>Hiding and denying feelings</p> <p>Inability to make decisions</p> | <p>Share yourself -- your thoughts and feelings, commitments, fears, excitements</p> <p>Let others see your strengths and weaknesses</p> <p>Speak for yourself not for others</p> |

| Concern | Issues the Group is Dealing With | Issues the Person is Dealing With | Desirable Outcomes | | Signs of Problems | Behavior that May Help |
|--------------------------|---|--|--------------------|---|---|---|
| | | | Group | Person | | |
| DATA FLOW (continued) | | | | | | <p>Listen; let others know you are listening; tell them what you have heard; ask if you are "on target"</p> <p>Empathize - work to understand what the other person feels; put yourself in their position; let them know that you sense what they are experiencing; ask if you are "on target"</p> <p>Let others know what you want and need; Invite them to share what they want and need</p> <p>Ask for feedback - ask others to tell you the impact you are having on them</p> |
| GOAL FORMATION | <p>Being clear about goals</p> <p>Goals being shared by members</p> | <p>Having a sense of purpose</p> <p>Fear of drifting, standing for nothing</p> | Productivity | <p>Increased sense of purpose and direction</p> <p>Personal integration</p> | <p>Apathy; Boredom</p> <p>Competition</p> <p>Having little internal investment in goals and decisions</p> | <p>Sharing your own hopes and goals for yourself and the group</p> <p>Sharing your vision for the organization you participate in</p> |

| Concern | Issues the Group is Dealing With | Issues the Person is Dealing With | Desirable Outcomes | | Signs of Problems | Behavior that May Help |
|-------------------------------|--|--|--------------------|--|---|---|
| | | | Group | Person | | |
| GOAL FORMATION (continued) | Knowing what is enough for us to accomplish; what is productivity for "us"? | Assessing personal priorities; deciding how much of myself I will commit to the goals of the group | | | Working only from external pressure, e.g., duty, loyalty, etc. Suspicious about the motives of others | Being willing to commit yourself openly Entering into a problem solving stance Openly acknowledging that the group can not do everything, that it is all right to limit ourselves and focus If the group seems unable to come to a decision, form goals, or reach some level of productivity - look at data flow and acceptance concerns |
| CONTROL | How will we work together? How will we organize ourselves to accomplish our goals? How will accountability be established? | Desire to have some influence in the group How much to let myself be influenced Fear of being controlled | Interdependence | Increased ability to be interdependent with others | Dependence Refusal to allow self to be influenced Attempts to control or manipulate others Debating Hostility | Accepting and giving influence Share wants & fears you have about influencing and being influenced Review group norms, procedures and leadership roles; encourage the group to evaluate them If the group is having a problem working together, look at prior concerns |

Group Development Theory: Leadership Issues

Dependence

The formation stage. The group and leader come together; gather initial impressions of each other, make initial judgments. A new group is being formed. There is usually a time of tentativeness and uncertainty. The leader and members of the group are concerned about being accepted by the other and what the cost of that acceptance will be. The relationship is superficial. Anxiety increases as different styles of working and making decisions begin to become evident. Dependency may be either productive or unproductive. The leader is expected to deal with the group's anxiety and the ambiguity of the situation. This stage will be managed more or less smoothly depending on 1) The degree of working style similarity between the leader and key group members; 2) Their tolerance for ambiguity and 3) The leader's ability to stay present as a person and at the same time as the leader.

Counter-dependence

The group and leader experience a time of tension over influence and control. What one model calls the storming stage. There are more disagreements (some real, some manufactured). People may get more aggressive in attempts to gain influence; others may withdraw. People may begin to focus on differences in order to reestablish their individuality. There is a negative reaction to the feelings of earlier dependency that emerges. There may be a lot of "testing" the leader (or the leader testing the group); initiatives by the leader are commonly resisted. As with the first phase – counter-dependency may be dealt with in a manner that is more or less productive or unproductive. This process continues until the leader and key group members begin to act in more independent and interdependent ways. Beginning to listen carefully, and to offer reasonable suggestions to resolve issues, are critical factors in the group's ability to move beyond this stage.

The degree of struggle and conflict involved usually needs to be contained if the group is to be productive. But this phase is both inevitable and necessary if the leader and the group are to negotiate ways of dealing with power and decision-making. Attempts to escape this stage will cause a cycle of moving between the two stages of dependency and counter-dependency.

Interdependence

Leader and group sort out roles and processes for communicating and deciding. Norms emerge for how we will treat each other and work together. There is more collaboration and a focus on the work to be accomplished. There is a lot of functional behavior that contributes to the task and maintaining good working relationships. A sense of belonging emerges; an acceptance of each other with strengths and weaknesses. Trust is stronger. At higher levels of functioning there is a strong sense of interdependence; of the value of the leader and the member's differences in temperament and skills; of deep appreciation and even affection; and of high productivity. Stages of "norming" and "performing"

The dynamics involved: There is no avoiding the phases. The leader and group may move through the phases more or less quickly; may get stuck at a phase. They may cycle back to earlier stages -- there may be times of regression when group members are experiencing a period of high anxiety, threat or helplessness; the recycling may bring deeper insight, increased spiritual and emotional maturity, and closer bonds.

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The Tavistock Model

The Tavistock method originated with the work of the British psychoanalyst Wilfred R. Bion. Convinced of the importance of considering not only the individual but also the group of which the individual is a member, in the late 1940s Bion conducted a series of small study groups at London's Tavistock Institute of Human Relations. He reported his experiences in a series of articles for the journal *Human Relations* and later, as the book *Experiences in Groups* (Bion, 1961).

Gradually, Bion's novel approach of viewing a group as a collective entity evolved into a method. In a series of conferences from 1957 on -- under the guidance of A. Kenneth Rice, chairman of Tavistock's Centre for the Applied Social Research and a member of one of Bion's early study groups -- the design shifted from the roles that individuals assume in work groups to the dynamics of leadership and authority relations in groups. Rice's views that individuals cannot be understood, or changed, outside the context of the groups in which they live, shaped the contours of the group relations conference as a teaching modality. Under his influence, group work in the 1960s in Great Britain focused on group relations; in contrast, groups in the United States moved toward personal growth and the study of interpersonal dynamics.

In 1965, Rice led a conference in the United States, and the Tavistock method began to be developed here by Margaret Rioch and others. The A.K. Rice Institute is now the U.S. equivalent of the Tavistock Institute.

Basic Premise

An aggregate cluster of persons becomes a group when interaction between members occurs, when members' awareness of their common relationship develops and when a common group task emerges. Various forces can operate to produce a group: an external threat, collective threat, and collective regressive behavior, or attempts to satisfy needs for security, safety, dependency, and affection. A more deliberate force is the conscious choice of individuals to band together to perform a task.

When the aggregate becomes a group, the group behaves as a system-an entity that in some respects is greater than the sum of its parts - and the primary task of the group is survival. Although this task is frequently disguised, group survival becomes a latent motivating force for all group members. It provides the framework for the exploration of group behavior.

Appreciating the group-as-a-whole requires a perceptual shift on the part of the observer a blurring of individual separateness, and a readiness to see the collective interactions generated by group members. In Gestalt terms, the group is focal and individuals are *background*.

The group-as-a-whole approach can be summarized as follows:

- The primary task of any group is what it must do to survive.
- The group has a life of its own only as a consequence of the fantasies and projections of its members.
- The group uses its members in the service of its primary task.
- The behavior of any group member at any moment is the expression of his or her own needs, history, and behavioral patterns and the needs, history, and behavioral patterns of the group.
- Whatever the group is doing or talking about, the group is always talking about itself, reflecting itself.

- Understanding the process of the group provides group members with heightened awareness and the ability to make previously unavailable choices about their identities and functions in a group setting.

Bion's Theory

Groups, like dreams, have a manifest, overt aspect and a latent, covert aspect. The manifest aspect is the work group, a level of functioning at which members consciously pursue agreed-on objectives and work toward the completion of a task. Although group members have hidden agendas, they rely on internal and external controls to prevent these hidden agendas from emerging and interfering with the announced group task. They pool their irrational thinking and combine their skills to solve problems and make decisions.

In truth, groups do not always function rationally or productively, nor are individual members necessarily aware of the internal and external controls they rely on to maintain the boundary between their announced intentions and their hidden agendas. The combined hidden agendas of group members constitute the latent aspect of group life, the basic assumption group. In contrast to the rational group, this group consists of unconscious wishes, fears, defenses, fantasies, impulses, and projections. The work group is focused away from itself, toward the task; the basic assumption group is focused inward, toward fantasy and a more primitive reality. Tension always exists between the two; it is balanced by various behavioral and psychological structures, including individual defense systems, ground rules, expectations, and group norms.

Basic Assumptions

On the basic assumption level of functioning, the group behaves as if certain assumptions are true and valid and as if certain behaviors are vital to the group's survival. "Basic" refers to the survival motivation of the group; "assumption" underscores the fact that the survival motivation is based, not on fact or reality, but on the collective projections of the group members.

Bion identifies three distinct types of basic assumptions: dependency, fight/flight, and pairing. Turquet (1974) adds a fourth: oneness.

Basic Assumption Dependency.

The essential aim of this level of group functioning is to attain security and protection from one individual, either the designated leader or a member who assumes that role. The group behaves as if it is stupid, incompetent, or psychotic in the hope that it will be rescued from its impotency by a powerful, God-like leader who will instruct and direct it toward task completion. When the leader fails to meet these impossible demands, the group members express their disappointment and hostility in a variety of ways. The dependency function often serves as a lure for a charismatic leader who exerts authority through personal characteristics.

Basic Assumption Fight/Flight.

In this mode of functioning, the group perceives its survival as dependent on either fighting (active aggression, scapegoating, physical attack) or fleeing from the task (withdrawal, passivity, avoidance, ruminating on past history). Anyone who mobilizes the aggressive forces of the group is granted leadership but the persistent bickering, in-fighting, and competition make most leadership efforts short lived. In flight functioning, leadership is usually bestowed on an individual who minimizes the importance of the task and facilitates the group movement away from the here-and-now.

Basic Assumption Pairing.

Pairing phenomena including bonding between two individuals who express warmth and affection lead to intimacy and closeness. The pair need not be a man and woman. Such a pair or pairs often provide mutual intellectual support to the extent that other members become inactive. When the group assumes this mode of

functioning, it perceives that its survival is contingent on reproduction; that is, in some magic way, a "Messiah" will be born to save the group and help it complete its task.

Basic Assumption Oneness.

Described by Turquet (1974). This level of functioning occurs "when members seek to join in a powerful union with an omnipotent force, unobtainably high, to surrender self for passive participation, and thereby to feel existence, well-being, and wholeness." (p. 357). The group commits itself to a "movement" - a cause outside itself- as a way of survival. Leaders who offer philosophy of life or methods to achieve higher levels of consciousness become attractive to the group in this type of basic assumption function.

The basic assumption life of any group is never exhausted, not is it imperative for a group to rid itself of its basic-assumption strivings and provide structures and vehicles to channel these strong, primitive feelings. Hence the church attempts to satisfy dependency needs; the military and industry employ fight/flight motivation; and the aristocracy and the political system - with their emphasis on breeding and succession - build on basic assumption pairing. The interest in mysticism and cosmic consciousness seems to be an expression of basic assumption oneness.

The Group Relations Conference

The Tavistock method can be applied in many different group situations. Primarily intended to teach group dynamics and increase the awareness of group phenomenon, the method is formally applied in group relations conference. Events are characterized by a clear statement of objectives, special staff roles, and a pervasive, all-encompassing application of the group as a whole theoretical approach.

The aims of such conferences tend to be to study the ways in which authority is vested in leaders by others, to study the factors involved as they happen, to study the covert processes that operate in and among groups, and to study the problems encountered in the exercise of authority. There is no attempt to prescribe specifically what anyone shall learn. Participants are provided with experience-based group opportunities to study their own behavior as it happens, and conference events allow consultation with at least one staff member to facilitate that task.

Consultants consult only to a group, not to individual members, and only within the time boundaries prescribed. The consultant's role often is the subject of much consternation among members, which is deliberate, in the interest of assisting members to pursue the task of the event in which they are involved. The consultants does not engage in social amenities, advice giving, or nurturing, but performs his or her task by providing interventions for the group's consideration and reporting his or her observations back to the group. Thus, the consultant confronts the group by drawing attention to group behavior. This is done by means of description, process observation, thematic development, and other interventions, some of which are designed to shock the group into awareness of what is happening.

Participants typically experience some pain as they explore issues of authority, responsibility, boundaries (of input, roles, tasks and time) projection, organizational structure, and large-group phenomena.

Group members inevitably project on the staff their fantasies, fears, and doubts about authority and power. Exploration of these projections can yield significant learning but the role of the consultant is difficult. Strict adherence to it is a hallmark of the Tavistock methods.

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Group Decision-Making: Groupthink and Consensus

Decisions are often made by groups. A group is more than just a collection of individuals. It has an identity of its own.

Group membership affects behavior.

The principal determinants of group interaction are:

- Status
- Power
- group norms (accepted behavior patterns)

Status and power differentials and adherence to group norms can impair decision making by blocking communication.

Problems can sometimes be avoided or overcome by:

- using small groups
- avoiding extreme status and power differentials
- encouraging and supporting junior members
- a flexible management style
- assigning individuals or sub-groups to tasks

Groupthink is a type of thought exhibited in groups when they try to minimize conflict and reach consensus without testing, analyzing, and evaluating ideas.

Symptoms of groupthink

In order to make groupthink testable, Irving Janis devised eight symptoms that are indicative of groupthink (1977).

- A feeling of invulnerability creates excessive optimism and encourages risk taking.
- Discounting warnings that might challenge assumptions.
- An unquestioned belief in the group's morality, causing members to ignore the consequences of their actions.
- Stereotyped views of enemy leaders.
- Pressure to conform against members of the group who disagree.
- Shutting down of ideas that deviate from the apparent group consensus.
- An illusion of unanimity with regards to going along with the groups
- Mindguards — self-appointed members who shield the group from dissenting opinions.

Groupthink Causes – factors that may lead to groupthink

- Results from internalized acceptance of group norms.
- Avoiding conflict in order to preserve a cozy atmosphere. Highly cohesive groups are more susceptible.
- Group avoids outside experts and consultants.
- Over-confidence, a false impression of unanimity.
- Strong leadership when the leader promotes his/her own approach.

Social psychologist Clark McCauley's three conditions under which groupthink occurs:

- Directive leadership.
- Homogeneity of members' social background and ideology.
- Isolation of the group from outside sources of information and analysis.

Techniques for managing groupthink include:

- Using a disciplined decision-making method
- Using parallel groups
- Creation of sub-groups
- Making use of outside experts and process consultants
- Disciplined exploration of possible consequences
- Treating initial conclusions as tentative
- Changing group membership

Groups tend to take more risky decisions than individuals, and to adopt more extreme attitudes than individuals.

Groups are useful where a range of expertise is required and/or when the internal commitment of people is a significant concern. They may be counterproductive where careful sustained thought or speed is required.

Decision-Making: Consensus

False consensus

1. Manipulated or forced consent
2. Conformist groupthink

Real Consensus

1. Comfortably agreed-to outcomes
2. Shared discovery, or co-sensing

What you want to look for in determining if consensus exists is -- Do people honestly accept the decision. If they do not, it is not consensus. The difficulty is that the data is on the inside of the group participants. So, what can you do to ensure that you really have consensus?

1. You can not be totally sure! If the group/organizational climate is one of low trust or some participants are engaged in hidden agendas -- you may not be able to determine real consensus.
2. Use your nose. Does it smell like consensus? Be aware of your own internal doubts; notice non-verbal cues from participants, etc.
3. Use a "Testing Process"
4. Use some variation of the Likes/Concerns/Wishes Process

CORE ROLES, SKILLS, PROCESSES

GROUNDING/CENTERING

How do you “ground” yourself now? How do you “unground” yourself, lose yourself, get off balance? Start with an awareness of your *self* in a group.

1. **Advance Preparation** - Find out about the task and the group you will be working with. Gather your thoughts about the process to use; think of alternatives. Talk with some of those you will work with; what are their expectations and hopes. How are you feeling about it? Check in with yourself. Ask for what you need to set this up for success.
2. **Claim the Space** - Set up the space, as you want it to be, for this group’s work. Arrange chairs so that everyone can see everyone else and the newsprint area. Hang newsprint in advance. If the group is present, ask them to help.
3. **Physical** - Stand and move about in the work area. Use methods of breathing and body relaxation to prepare yourself.
4. **Contracting** - Reaffirm with the group the purpose of the session. Check for an adequate level of agreement. Ask the group for what you need as you go along.

PROCESS AND STRUCTURE

1. Have a general process in mind, e.g., channeling issues, problem solving, envisioning, strategic planning, etc. Use the structure of that process to help “carry” the group. Put headings of the steps on newsprint.
2. Identify the roles people will be asked to play during the session (e.g., facilitator, participant and focuser etc.)
3. Teach the participants core skills (e.g., paraphrase, itemized response, active listening, etc.) and discuss group standards and norms.
4. Use facilitator skills during the working session – space, resources, use of newsprint, “up front” skills, coordination (see following assessment form).

ROLES

There are three roles that help a working group.

Facilitator - responsible for enabling the process of the group’s work; sees that the space is arranged for work, that the necessary supplies are available; enables others to play their roles; etc.

Focuser - responsible for helping the group stay related to organizational responsibilities/power or technical knowledge. May be the person who “owns the problem”, the manager of the division in which the plan will be carried out, a technical expert, etc. The Focuser controls what is finally accepted as the “Problem Statement”, the “Possible Solutions” to pursue, the “Solution” selected, the “Vision Statement”, the “Strategy”, etc. If there

is no obvious person to plan the Focuser role, if all seem to equally share the issue or problem, the role might be rotated among participants. In that case the Focuser does not have the “final say” as suggested above.

Participant - responsible for offering their energy and ideas during the working session; for using core skills and working within group standards and norms; for cooperating with the facilitator in the process being used.

The “best” group size is usually 5 or 6 Participants, the Focuser, and a Facilitator. This provides enough people to create a sense of “energy” and have the differences needed for creativity without there being so many voices that the group becomes hard to manage and ties up too much time.

CORE COMMUNICATION SKILLS

Paraphrase - saying back to the speaker what you heard them say. The goal is to accurately grasp the content of their idea. You may either repeat exactly what was said or you may summarize, restate the essence of what the speaker said.

- A useful method is to begin your response with “I hear you saying ...”

Itemized Response - this involves giving a full response to a person’s idea by telling them what you like/appreciate/can use in their idea and what concerns you about the idea. The assumption here is that it helps the group’s work when we enable participation and seek what may be of value in each idea. Itemized Response helps: keep unformed but possibly useful ideas alive, establish a supportive group climate, and helps us see the fullness of an idea.

- A useful method is to frame your responses using the following: “What I like about it is” “What concerns me is ...”

Active Listening - trying to state the feelings and underlying message that the speaker is communicating. Stating this as something you are “testing” rather than as a “truth”. Allowing yourself to be corrected as the person restates their message.

Making Statements Rather than Asking Questions or Sharing Opinions - this is to enable the group to stay with the issue being worked on. Frequently questions are really hidden statements, e.g., “don’t you think it would be better if ...”. Opinion sharing may better fit after work with beer or coffee.

The use of core group skills:

- Tends to help focus the group’s discussion. It reduces repetition and explaining “what I really meant to say ...
- Important in de-escalating conflict; also in preventing misunderstandings. It provides everyone with a way to build agreements, clarify misunderstandings, negotiate.
- Helps the group build on each other’s ideas. Builds trust and strengthens relationships.
- Requires “group discipline” - using the skill even when it feels awkward; giving energy to it; putting aside your own judgements for the moment; being congruent in the body language and tone of voice.

You are working to respect others and yourself in a manner that is responsive and assertive rather than evasive, passive or aggressive. The skills assume that you are ready to give positive attention to the other person rather than only appearing to be engaged and listening.

GROUP STANDARDS AND NORMS

Standards and Norms - A standard is something that must be done or not done if you are to be part of the group; a norm is a behavior that is useful to the group's functioning. What some groups see as a norm, other groups may see as a standard. Group norms and standards will also change as the culture changes, e.g., not smoking has moved from being a norm in most groups to a standard.

The following is a list of behaviors that tend to help a group in its work.

1. One speaker at a time.
2. Use the structure, process or steps that the group has agreed upon.
3. No attacks on other people or their ideas; no put downs or discounting; no sarcasm, insults or profanity.
4. Support each other's ideas; look for ways to make it work.
5. Respectful behavior toward others, e.g., be on time, respectful listening, etc.
6. Write your own ideas down on paper if someone else has the "floor" or if the group is at another place in the process, e.g., the group is brainstorming "wishes" but you are beginning to see what you think is a possible solution.

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FACILITATOR SKILLS FOR USE DURING THE SESSION

SPACE

Rating

Low

High

- | | | |
|----|--|-------------------|
| 1. | Chairs for participants in semi-circle (no tables) | / 1 / 2 / 3 / 4 / |
| 2. | Newsprint on wall before session starts (3-4 “pads”) | / 1 / 2 / 3 / 4 / |
| 3. | Space has feel of “being in order” | / 1 / 2 / 3 / 4 / |
| 4. | If table is to be used; arrange it so everyone can see everyone else and the newsprint | / 1 / 2 / 3 / 4 / |

RESOURCES

- | | | |
|----|---|-------------------|
| 5. | Adequate newsprint, markers, tape, etc. | / 1 / 2 / 3 / 4 / |
| 6. | Handouts or other resources needed for session are “at hand” | / 1 / 2 / 3 / 4 / |
| 7. | See that everyone has a “pad” to use for their ideas, so thoughts are not lost or attention used holding ideas in our heads | / 1 / 2 / 3 / 4 / |

USE OF NEWSPRINT

- | | | |
|-----|---|-------------------|
| 8. | On newsprint, in advance, objectives of session and schedule | / 1 / 2 / 3 / 4 / |
| 9. | As needed, on newsprint, in advance, instructions, presentation outline, etc. | / 1 / 2 / 3 / 4 / |
| 10. | Writing on newsprint during the session - adequate clarity, record in speaker’s words | / 1 / 2 / 3 / 4 / |
| 11. | Add & move newsprint smoothly and quickly; hang so useable for rest of session; prepare for future use (dated, titled etc.) | / 1 / 2 / 3 / 4 / |

“UP FRONT”

- | | |
|---|-------------------|
| 12. Presentations, instructions – clear, appropriate length, etc. | / 1 / 2 / 3 / 4 / |
| 13. Help group stay aware of where it is in the process | / 1 / 2 / 3 / 4 / |
| 14. Enable people to play necessary roles | / 1 / 2 / 3 / 4 / |
| 15. Show energy | / 1 / 2 / 3 / 4 / |
| 16. Keep things moving | / 1 / 2 / 3 / 4 / |
| 17. Focus attention on the process; didn't get caught up in trying to fully understand or solve the problem | / 1 / 2 / 3 / 4 / |
| 18. Do not “screen” participant ideas - put up on newsprint quickly | / 1 / 2 / 3 / 4 / |
| 19. Enable others to use communication skills | / 1 / 2 / 3 / 4 / |
| 20. Do not allow others to interrupt person speaking | / 1 / 2 / 3 / 4 / |
| 21. Uses communication skills | / 1 / 2 / 3 / 4 / |

COORDINATION

- | | |
|--|-------------------|
| 22. Shows flexibility, skill at making decisions about what to do with the group | / 1 / 2 / 3 / 4 / |
| 23. Time management - start & end, make reasonable adjustments, consult with others as needed | / 1 / 2 / 3 / 4 / |
| 24. “Contracting” in session – insuring that there is adequate group agreement regarding the task and process; testing as needed | / 1 / 2 / 3 / 4 / |

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Facilitator Skills – Feedback Form (3 is high, 1 is low)

| SKILL | Facilitator #1 | Facilitator #2 | Facilitator #3 | Facilitator #4 | Facilitator #5 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1. Helping the team stay with the task and the process | | | | | |
| 2. Effective use of the method or tool | | | | | |
| 3. Kept it moving! - an appropriate pace | | | | | |
| 4. Recorded in the words of the speaker | | | | | |
| 5. Showed energy | | | | | |
| 6. Kept newsprint visible | | | | | |
| 7. Did not “screen” | | | | | |
| 8. Did not use role to push/sell own ideas | | | | | |

Process

1. In space for facilitator rating (“Facilitator #1, etc.) each person record a rating. The facilitator that is receiving the feedback begins by rating herself/himself.
2. After all ratings are recorded -- explore any area that draws your interest (e.g., ratings are mixed 1's vs. 3's, or all are high or low)
3. Then have a brief conversation using the following format, facilitator begins by sharing a self assessment; others follow.
 - a. What I most liked about my/your facilitation is
 - b. What I wish I/you had done differently is ...

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PARTICIPANT ROLE IN A TEAM

A. Help the team accomplish its task, by appropriately:

1. Checking out the team's acceptance of the task, objectives for this meeting, overall vision of the organization, etc.
2. Offering ideas
3. Clarifying the issue, stating options
4. Asking for/offer information useful at this point in the team's work
5. Testing the team's readiness to make a decision, move to a next step
6. Summarizing information
7. Testing assumptions
8. Using communication skills - paraphrase, itemized response, etc.
9. Assisting with time management
10. Generally helping to organize the work
11. Being self directed in your work

B. Help the team maintain working relationships, by appropriately:

1. Facilitating inclusion and acceptance
2. Offering positive feedback, support and encouragement
3. Helping to manage conflict
4. Facilitating communication

C. Help the team, by not:

1. Arriving late or leaving early
2. Ignoring or violating team norms/guidelines without acknowledging and asking the group if it is acceptable or whether it will be so distracting that you should leave the team
3. Having side conversations
4. Withholding information the team could use
5. Building up resentment toward others in the team or the whole team
6. Engaging in dominating, cynical or passive behavior
7. Attacking others, "put downs", "Yes, buts" toward other people's ideas

RECORDING ON NEWSPRINT: SOME HINTS

1. Title, number and date all sheets
2. Use dark colored markers - black, blue, and purple - so it is easier for people to read. Other colors are useful for underlining, diagrams, etc.
3. If newsprint is being hung on a wall, always have a backing sheet under the one you are writing on to allow for the marker "bleeding"
4. Consider using dry erase markers - it allows you to move back and forth between newsprint and a white board, eliminates the possibility of using a permanent marker on a white board.
5. Decide on whether to use a white board or newsprint -- a white board is useful for teaching purposes when the participants are taking notes; newsprint is useful when you will be using the material again at another meeting and when the team will be producing enough work that it will need a lot of space.
6. Keep newsprint visible -- do not cover, "flip" it over, etc. This allows people to build on each other's ideas and reduce repetition. Try to keep it hanging in the order it is produced.
7. Write large enough to be seen by people most distant from the newsprint.
8. Tell yourself that you are allowed to misspell words.
9. Storage -- roll up the newsprint, wrap an 8 1/2 x 11 sheet around the roll, tape it, write on the sheet the date, topic and group. Store in a wicker trash basket.

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FOCUSER ROLE

The Focuser is responsible for helping the group stay related to organizational responsibilities/power or technical knowledge. May be the person who “owns the problem”, the manager of the division in which the plan will be carried out, a technical expert, etc. The Focuser controls what is finally accepted as the “Problem Statement”, the “Possible Solutions” to pursue, the “Solution” selected, the “Vision Statement”, the “Strategy”, etc. If there is no obvious person to plan the Focuser role, if all seem to equally share the issue or problem, the role might be rotated among participants. In that case the Focuser does not have the “final say” as suggested above.

You may be the team’s focuser because:

1. It is your issue. The team is functioning as a support group to assist you with the problem or opportunity you have identified.
2. You are an expert on the topic being addressed by the team.
3. You are a leader of the team or organization. You have decided that it is very important that the approaches developed by the team meet your criteria.
4. You are playing a temporary role by helping the team focus -- you work at summarizing, integrating and ordering the team’s work.

Guidelines:

1. Serve the team. Your job is not to control or dictate but to serve the team by playing a certain role.
2. Support the team in its “Task” and “Relationship” needs. Avoid getting caught up in “Self Oriented” expert or leader behavior.
3. Use core communication skills, especially paraphrasing, itemized response and sharing your own position.
4. Participate in the process the team is using. Do not cut across the facilitator.
5. Help the facilitator design the meeting if you are the team or organizational leader, an expert or it is your issue.

CORE COMMUNICATION & FEEDBACK SKILLS

Communication Skills

Paraphrase - saying back to the speaker what you heard them say. The goal is to accurately grasp the content of their idea. You may either repeat exactly what was said or you may summarize, restate the essence of what the speaker said.

- A useful method is to begin your response with ***“I hear you saying ...”***

Itemized Response - this involves giving a full response to a person’s idea by telling them what you like/appreciate/can use in their idea and what concerns you about the idea. The assumption here is that it helps the group’s work when we enable participation and seek what may be of value in each idea. Itemized Response helps: keep unformed but possibly useful ideas alive, establish a supportive group climate, and helps us see the fullness of an idea.

- A useful method is to frame your responses using the following:
“What I like about it is” ***“What concerns me is ...”***

Active Listening - trying to state the feelings and underlying message that the speaker is communicating. Stating this as something you are “testing” rather than as a “truth”. Allowing yourself to be corrected as the person restates their message.

Making Statements Rather than Asking Questions or Sharing Opinions - this is to enable the group to stay with the issue being worked on. Frequently questions are really hidden statements, e.g., “don’t you think it would be better if ...”. Opinion sharing may better fit after work with beer or coffee.

The use of core communication skills:

- Tends to help focus the group’s discussion. It reduces repetition and explaining “what I really meant to say ...”
 - Important in de-escalating conflict; also in preventing misunderstandings. It provides everyone with a way to build agreements, clarify misunderstandings, negotiate.
 - Helps the group build on each other’s ideas. Builds trust and strengthens relationships.
 - Requires “group discipline” - using the skill even when it feels awkward; giving energy to it; putting aside your own judgements for the moment; being congruent in the body language and tone of voice.
- You are working to respect others and yourself in a manner that is responsive and assertive rather than evasive, passive or aggressive. The skills assume that you are ready to give positive attention to the other person rather than only appearing to be engaged and listening.

Feedback Skills

Feedback may have several purposes – it may be information that expands a person’s information about themselves and the effect they have on others; it may expand the person’s range of choices; and it may be intended to support or discourage certain behavior.

Feedback is likely to be more effective if:

- The person receiving it acknowledges the need for it; especially if the person requests it
- It is timely; given near the time the behavior has occurred
- It is skillful

Skillful Feedback

- Be descriptive, provide information that describes the behavior and its impact on you; restrict the feedback to what you know (e.g., behavior you have seen and how it has impacted you).

- It is about the giver of the feedback, not the person receiving the feedback. It is an exploration of the effect the person's behavior has had on you. (note – the same behavior may not have that effect on others).
- Avoid exaggeration (“you always get this wrong”), labeling (“you are stupid”), and judgement
- Speak for yourself (“what I feel/experience when you”) not for others (“Everyone gets upset when you”)
- Don't press the person for any immediate response
- Face to face – not by e-mail

Skillfully Receiving Feedback

- Listen – if something helps you to listen do that, e.g., take notes, ask someone else to make notes on the feedback so you can focus on the speaker
- Ask questions to clarify – “could you give an example of that?”, “when did that happen?”, “who else was there?”
- If others were present during the behavior the feedback is about; ask them to offer feedback, what was the effect on them
- Acknowledge valid points
- Open yourself. Do not get defensive (you may feel it, don't act it). Stay focused on hearing what is being said.
- Take time to think about what has been said; if a response is necessary tell those offering the feedback that you will think about it and offer some response on a specific date.

A formula for giving feedback

1. “When you
 2. “I felt”
 3. “Because I ...”
- Note the behavior; describe it as specifically as possible.
- Tell how the behavior affects you. This is just one or two words – frustrated, angry, pleased, etc.
- Share why you are affected that way.

From Feedback to Negotiation of the Relationship

4. “I would like ...”
 5. “Because ...”
 6. “What do you think?”
- What would you like the person to consider doing.
- Why you believe it will help
- Invite and hear the response; explore options

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Feedback – Negotiation Worksheet

| Formula | Intention | Your Notes in Preparation |
|-------------------------|---|---------------------------|
| 1. “When you ….” | Note the behavior; describe it as specifically as possible. | |
| 2. “I felt ….” | Share how the behavior affected you. Just a few words – frustrated, pleased, angry, etc. | |
| 3. Because I ….” | Share what is going on with you that causes you to be affected that way. Note: this “owns” that the impact on you is not based only in the other person’s behavior but also in the filters you bring to the situation | |
| 4. “I would like ….” | What would you like the person or group to consider doing? | |
| 5. “Because ….” | Why you believe it will help. | |
| 6. “What do you think?” | Invite and listen to the response; explore options; problem solve together. | |

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Communication-Negotiation Skills Worksheet

| Skill - with Formula | Intention | Preparation Notes |
|--|--|-------------------|
| <p><u>Paraphrase</u></p> <p>“What I hear you saying is ...”</p> | <p>Saying back to the speaker what you heard them say. The goal is to accurately grasp the content of their idea. You may either repeat exactly what was said or you may summarize, restate the essence of what the speaker said.</p> | |
| <p><u>Itemized Response</u></p> <p>“What I like about it is”</p> <p>“What concerns me is..”</p> | <p>This involves giving a full response to a person’s idea by telling them what you like/appreciate/can use in their idea <u>and</u> what concerns you about the idea. The assumption here is that it helps the group’s work when we enable participation and seek what may be of value in each idea.</p> <p>Itemized Response helps: keep unformed but possibly useful ideas alive, establish a supportive group climate, and helps us see the fullness of an idea.</p> | |
| <p><u>Negotiation</u></p> <p>“What I would like is...”</p> <p>OR</p> <p>“What I would propose is...”</p> | <p>Your goal is to state your own desire. To put forward what you want/hope/expect in this situation.</p> <p>This involved taking active responsibility for the situation rather than passively waiting for others to address the situation.</p> | |

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METHODS FOR INCREASING PARTICIPATION IN MEETINGS

1. Use group decision-making processes

- The process needs to be known by everyone, i.e., be part of the “common language” of the system
- You can teach or rehearse some processes just before using them, making it part of the “common language”
- Examples of common processes are: Brainstorming & Prioritizing, Force Field Analysis, SWOT, Likes/Concerns/Wishes, Testing, Channeling, Problem Solving Process, Mirroring

2. Use a trained facilitator who will use skills understood by all/most of the participants

3. Provide a common understanding of basic roles (i.e., participant, facilitator, focuser) and the skills that go with each.

4. Use subgroups -- breaking the larger group down into subgroups usually helps increase the participation of those who may be more introverted or hesitant about participating. Sub-grouping is also useful as a way of “jump starting” a team as it begins its work in a new area, on a topic that is difficult to talk about, or when people are tired.

5. Provide time for individuals to write down their ideas before starting work on an issue -- allows some people to think it through before having to say something to the whole team; a variation is to have people fill out a short survey and collate the information for the team to explore.

6. Avoid using team time for updates, reports, information sharing. These activities reduce participation and tend to reduce a team’s energy level.

- If you need to do the above -- create a participatory process that allows people to respond or engage the report or information, e.g., Likes/Concerns/Wishes
- Cut down on the time given to information sharing and reports by using a very disciplined process with a time limit for each person and the whole activity; put it in writing, put them at the end of the meeting; separate these activities into a separate meeting that is short and only for reporting (try doing it as a “stand up meeting”).

7. Use a norm checking process -- a process for developing, maintaining and changing team norms. Such a process allows the team to participate in deciding how it will do its work (it helps if the team has received some training in team processes).

- reinforce norms that help participation, e.g., no attacks, use of IR (itemized response), if you generate the idea it doesn’t mean you have to do it.

8. Use “warm up” exercises

9. Assign roles - timekeeper, making the coffee, etc.

10. Provide positive feedback for participation.

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BRAINSTORMING AND PRIORITIZING PROCESS

This is a process for generating ideas about a topic or issue and selecting the ideas that the team believes has the most to offer in the situation.

1. Remind the team of the norms for brainstorming:

- + Offer whatever idea comes to mind. We want as many ideas as possible. We want ideas that seem obvious and we want ideas that may seem “far out”.
- + No discussion or evaluation of anyone’s ideas as we are gathering them. Keep the ideas coming in a stream. We want to keep the team’s energy up and focused on producing as many ideas as possible.

2. On newsprint, identify the issue to work with and proceed to gather ideas

| | |
|---------------|------------|
| Issue: _____ | Date _____ |
| WISHES | |
| 1. | |
| 2. | |
| 3. | |

It may help to invite people to “wish” in relationship to the issue.

Use as many sheets of newsprint as needed. It will help the flow if several sheets are hung across the wall at the beginning. That will avoid an interruption because of the need to hang more newsprint. It may be useful to set a time limit for how long you will brainstorm.

If the group is larger than ten, try using two people at the newsprint, the lead facilitator and a supporting recorder. The two facilitators take turns receiving ideas and writing them on newsprint. This tends to help pick up the pace.

3. Prioritize

When the group has gotten out all its ideas on the issue its time to prioritize. The team is trying to decide which of the ideas offers the most possibility of success in addressing the issue.

Give each team member one vote for every three or four ideas on the newsprint. Everyone comes up to the newsprint to indicate their vote by placing a check mark near the number assigned to the idea. Do not try to “group” or narrow down the list prior to the voting process

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LIKES-CONCERNS-WISHES: ASSESSMENT WORKSHEET

1. What is your overall satisfaction with the life and work of the organization?

**VERY LOW
SATISFACTION**

**VERY HIGH
SATISFACTION**

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |

2. Offer your thoughts about the organization's functioning using the categories below.

| <p style="text-align: center; margin: 0;">LIKES</p> <p style="font-size: small; margin: 0;">What you like/affirm about the organization's work and life.</p> | <p style="text-align: center; margin: 0;">CONCERNS</p> <p style="font-size: small; margin: 0;">Your concerns about the organization's life and work.</p> | <p style="text-align: center; margin: 0;">WISHES</p> <p style="font-size: small; margin: 0;">Your wishes about what the organization might do to improve its work and life.</p> |
|---|---|--|
| | | |

3. Circle the items, in each category, that you see as most important to the long term health of the organization.

4. Put a check mark next to the items that could be most easily addressed.

SWOT

Strengths, Weaknesses, Opportunities, Threats

1. Hang newsprint and label.

| Internal | |
|----------|---|
| S | W |

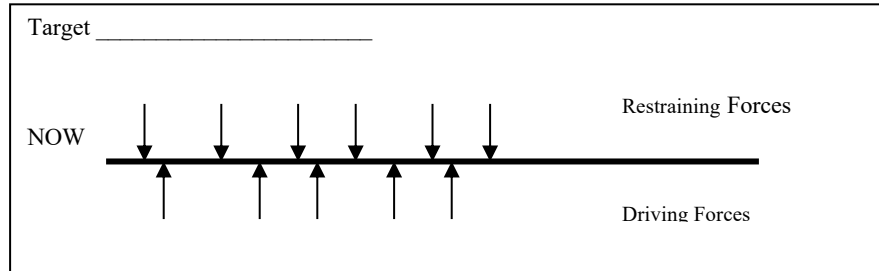
| External | | |
|----------|--------|---|
| O | Forces | T |

2. Start with identifying Internal Strengths and Weaknesses
 - a. Have the focuser (and participants) offer strengths and weaknesses.
 - b. Prioritize.
 3. Identify external forces that impact the organization/department being assessed.
 4. Prioritize forces - which are having the greatest impact?
 5. Identify possible opportunities (O) or threats (T) related to the top forces.
 - prioritize
 6. If not done before, prioritize among S/W and O/T.
 7. State possible strategic issues based on top S/W, O/T.
- Additional Steps (if time allows, if it is appropriate for this team's work)
8. Change top strategic issues into strategic goals.
 9. Possibly incorporate into larger vision statement.
 10. Develop a plan for addressing the strategic goals.

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FORCE FIELD ANALYSIS

1. Set up figure



2. Identify - "now", current state

3. Identify target

4. Identify driving and restraining forces (Brainstorm style)

5. Prioritize forces - Focuser or Group vote

6. Strategy Formation (new color)

- Identify ways of reducing power of the "restraining forces"
- Identify ways of using/increasing power of existing "driving forces"
- Add new driving forces

7. Prioritize Strategies - Focuser or Group vote

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CHANNELING PROCESS

The target in this process is to gather information on the “rubs” people are experiencing in the organization, e.g., concerns, new ideas for improvements, etc. The process if done regularly and frequently to keep issues in a process planned change and renegotiation. It is also designed to help the organization’s leadership stay in touch with the system.

1. On newsprint, gather the team’s “rubs” in two columns

| | |
|--|--|
| <p>date</p> <p style="text-align: center;"><u>CONCERNS</u></p> | <p style="text-align: center;"><u>WISHES FOR IMPROVEMENTS</u></p> |
|--|--|

Most of the time is given to doing this in reference to the work and life of the team. On additional sheets of newsprint or at a separate time the team needs to gather this information in reference to the total organization.

2. Have the team prioritize items in each column.

Give each person one vote for every 3 or 4 items in a column. Members of the team go up to the newsprint to place a check mark showing their votes.

Do not try to “group” items that seem alike until after the voting.

3. On another sheet of newsprint, list the priority items and indicate a follow-up action for each.

| | |
|--|--|
| <p>date</p> <p style="text-align: center;"><u>PRIORITY ITEMS</u></p> | <p style="text-align: center;"><u>FOLLOW UP</u></p> |
|--|--|

The follow up action listed would be along the following lines:

- A person (or special team) agreeing to do some work on the issue and report back to the whole team
 - A person (or special team) being authorized to take action as they see fit
 - Agreement to consider the issue at a future meeting the team for problem solving or strategy development
- Items from a channeling process on the larger organization would be referred to the management team for its consideration along with items from other teams.

TESTING PROCESS

Develop the habit of setting boundaries on how emerging issues will be addressed and as appropriate “testing” issues as they emerge.

The process in many organizations is one of listening and responding to the most anxious, cynical and passive people. Leaders get so caught up in trying to please or pacify a few people that disproportionate time, energy and resources get tied up in issues that are not really in the organization’s best interest. It also usually leaves a resentful undercurrent while not really addressing the anxiety of those that raised the initial concern.

Even when leaders know who is raising an issue, they usually do not know whether it is an interest of just those people or of the whole organization.

The organization’s ability to listen and respond to itself in a constructive manner is facilitated by clear boundaries and a simple “testing” process, along with the processes such as “Channeling” and a yearly strategic assessment.

Encourage the practice of people speaking for themselves. Teach employees about how to use “I” messages. Discourage “manipulative confidentiality” norms that allow people “to poison the community well” without being accountable for what they say. Leaders need to develop the practice that when someone comes carrying an invisible group’s message to ask “who is saying this, will you join me in meeting with them?”

A “testing” process helps an organization cope with situations in which a few persistent voices press a concern or idea that would have an effect on the system’s life. What they are saying may represent a widely shared view or it may simply be their view. Those expressing the issue may not really know how many they speak for. Imagine the informal one-on-one coffee break discussion. Someone is making the rounds, letting others know about an important problem. People are listening and even nodding. Is it agreement or politeness?

Leaders have people come to them claiming that “everyone feels this way.” It is important for leaders to know where people really stand on such issues. Otherwise decisions may be made and actions taken that have little ownership in the organization as a whole.

The use of a “testing process” requires leaders to use sound judgement in deciding when the process is likely to produce valid and useful information as well as helping the system manage its anxiety. Overuse may result in an increase in the community’s anxiety, less listening, and ineffective action. However the danger in most places is not overuse but the absence of any way for the community to define itself in relationship to emerging issues. A rule of thumb might be to use a “testing process” about four times/year with the whole community and possibly ten times with a management team or the board.

The “testing process” can be done for a few minutes at “all staff gatherings”, at board and management team meetings, in working teams and department meetings. It will usually be most effective if done when the group is gathered rather than in a paper survey. Face to face processes are usually more effective in promoting careful listening and effective response.

A possible process is to identify the issue; put it on a spectrum of some sort; have people indicate where they are on the spectrum; and summarize the result, along with what any next step will be, if any.

For example: in a parish church where several people had been complaining about the extent of the parish’s involvement in the arts.

A spectrum was created –

Regarding the parish’s involvement with the city’s art community:

| Too Much Involvement | About Right | Too Little Involvement |
|-----------------------------|--------------------|-------------------------------|
| | | |

The eighty parishioners at the meeting came forward to register their opinion. The result was --

| Too Much Involvement | About Right | Too Little Involvement |
|-----------------------------|--|-------------------------------|
| //// | ////////////////////////////////// ////////////////////////////////// ////////////////////////////////// ////////////////////////////////// | //// |

There was no judgement that those who had raised the issue were “wrong”, only that most people in the community had a different opinion. Those who had raised the issue saw that their position was not widely shared. It was not just the pet project of the rector and a few members. This involvement had wide ownership. The process allowed the community to know its own mind. The anxiety in the community about “people being upset” was put into perspective.

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ENVISIONING

Objectives of Envisioning

1. The engagement of people with each other in a creative act.
2. Producing a vision statement.
3. Commitment to the vision.

Characteristics of Envisioning

1. Is concerned with organizational strategy.
2. Is grounded in the past and present life of the organization.
3. Is inspirational.
4. Communicates service as a value.
5. Describes the organization at its best.
6. Is useful in guiding decision making.

STEPS: Process #1

A. Creating the “IS” Picture

1. Each person describe the organization as it “is” now -
 - on pad of paper each notes the strengths and weaknesses
 - include yourself in the list, e.g., your role, behavior, etc.
- Identify the top 3 or 4 items (S&W)

Note: this step can be done in sub groups

2. Share top items on each list – Facilitator record on newsprint
3. Group develop a priority list (each person gets 3 votes, puts check marks on the newsprint list)

B. Creating the “Vision” Picture

1. Wishing
 - a. Change “w” into “s”
 - b. Add new elements as new strengths
 - c. Expand/build on existing “s”
 - d. Seek wishes that are more of a fantasy
 2. Prioritize wishes
 3. Values - focus on priority wishes
- seek each person’s values within the wish
 - this may help expand the original wish
- Can do this in groups of 2 or 3

4. Vision statements - working with priority items, develop initial “visions”
5. Focuser/Envisioner – take results and draft an integrated vision statement; use as basis for discussion and revision.

STEPS: PROCESS #2

A. “Is” Picture

1. Focuser/Envisioner description of the organization
 - seek strong images
 - participants paraphrase
2. Sub groups “picture” the Focuser’s description (on newsprint)
3. Each group puts up its “picture”
- other groups and the Focuser/Envisioner say what they see in the “picture”; no comment by “picture” creators.
- “picture” creators share what they wanted to say
4. Focuser/Envisioner creates own “picture” of “Is”

B. “Vision Picture

1. Envisioner “wish”
- participants paraphrase
2. Sub groups create “vision” pictures
3. Groups put up “vision” picture
 - same as A. 3
4. Focuser/Envisioner does Itemized Response on each picture
5. Focuser/Envisioner does own “vision” picture
6. Focuser/Envisioner uses the work of the process in drafting a vision statement.

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GROUP PROBLEM SOLVING STEPS

- 1. Problem as Given (PAG)** – An initial statement of the problem. May include some background. The group may explore various ways of understanding the problem. Explore ways of stating the problem, start with “How to ...”. It may help to try different verbs or nouns, etc.
- 2. Problem Statement** – The statement of the problem that the group will work on; begin the statement with “How to ...”. The Focuser needs to provide the statement that is finally to be used.
- 3. Analysis** – A description of the elements and forces of the problem; could be a history line, a plus (+)/minus (-) list, a Force Field Analysis, a SWOT (Strengths, Weaknesses, Opportunities, Threats), or any method that fits the problem being worked on. The Focuser needs to indicate which elements of the analysis she//he sees as having the most impact.
- 4. Wishes** – Stating hopes, dreams, desires in terms of “I wish ...”. Turning negative aspects into positives; expanding the existing positives. Wishes move us toward a solution. The Facilitator may need to invite people to spend time on wishes that go beyond the obvious – stay with an important element and create a number of wishes around it, do some “fantasy” wishing with ideas that in themselves are not realistic but may help our imagination.
- 5. Possible Solutions** – Develop two or three possible solutions. To be a possible solution the group needs to deal with details, to “flesh” it out. The Focuser needs to play a strong role by paraphrasing and using itemized response; Participants need to be responsive to the Focuser’s concerns and desires. Once the group has developed the possible solutions:
 - a. Cost/Benefit the Possible Solutions - what are the financial, human, social, etc. costs and benefits?
 - b. Ways to Overcome Costs – identify strategies to deal with costs.
- 6. Solution Statement** – The Focuser states the solution to be implemented. This may be tested with others if appropriate.

USE OF NEWSPRINT – At least four pads of newsprint should be hung side by side. Provide headings as follows.

| | | | | |
|------------|--------------------------|-----------------|---------------|---------------------------|
| <u>PAG</u> | <u>Problem Statement</u> | <u>Analysis</u> | <u>Wishes</u> | <u>Possible Solutions</u> |
|------------|--------------------------|-----------------|---------------|---------------------------|

If you are using four pads - 1. The PAG sheet may be initially on top of the Problem Statement sheet and moved off to the side when the group is ready to make a Problem Statement. 2. Possible Solution sheets may be moved to the side when the group needs a pad for “cost/benefit and “ways to overcome costs”. 3. The pads allow the Facilitator to be flexible about receiving input from the group, e.g., if the group is on Wishes and a Participant adds to the Analysis it can easily be recorded on that pad; or if the Analysis begins to suggest a need to change the Problem Statement that can be done.

SHARED LEADERSHIP:

The Maintaining of Task and Relationship Functions

Shared Leadership

A group functions more effectively when all its members accept responsibility for the work and life of the group. This shared sense of responsibility is also known as shared leadership. Much of the work done in recent years on establishing self-managing teams in the workplace is based on the assumption that employees and members are able and willing to accept more responsibility.

This doesn't in any way diminish the need for skilled, effective team leaders. People who have a designated role in decision making and/or facilitation of team decision-making. While most work teams will continue to make use of designated leaders, team effectiveness can be significantly enhanced by shared leadership, the resources of all can be engaged. In this understanding it becomes part of the designed leader's role to equip others for shared leadership.

There is no reason why it must fall to the designated leader to be the proposer of goals, the clarifier of the task, the timekeeper, and the emotional encourager of the group. Any one who sees the need for these functions at a particular time may perform those functions.

One way of looking at shared leadership is in terms of the various functions that people play in an effective group and the tension among three aspects of the group's life.

Three Aspects of a Group's Life

All working groups are dealing with three elements that may work together in harmony or may come into tension:

- **Task** – the group needs to accomplish some task, it needs to engage in behaviors that help it accomplish that task
- **Relationships** – the group is a network of relationships; attending to relationship needs allows for both a more effective and more satisfying experience.
- **Individual Needs and Wants** – each member of the group brings with them their own needs for acceptance, influence, and intimacy.

All groups have these three elements. They each require attention if the group is to be productive in its work and satisfying to its members. There is a tension among them. A group that is excessively task-oriented may get the job done but may build up resentments among its members because relationship and individual needs are not adequately addressed. A group that is overly relationship-oriented may enjoy being together, but let its task drift. The most effective groups are those that learn how to attend to all three aspects of the group's life.

Task Functions

Behaviors that help a group to accomplish its task. This might include checking out the team's acceptance of the task and objectives, helping to organize the work, or testing the group's readiness to move to a next step. Here is one way of looking at the functions.

Initiating -- Making suggestions, proposing group action, suggesting a decision making process, or a way to accomplish the work E.g. – “I’d like to get started, is that acceptable?”

Information seeking --Asking for facts, or clarification that is related to the group's task. E.g. - "What is the funding for the new project? Will it be adequate?"

Information giving -- Offering valid and useful information that is relevant to group decisions. E.g. - "Receipts have increased an average of 10% over the last three years. "

Opinion seeking -- Inviting others to share their beliefs or preferences and assessment of matters before the group. "Do you think we need to try a new approach to new member orientation this year?"

Opinion giving -- Expressing personal opinions or assessments of alternatives. E.g. - "I don't think the members are interested in half of the programs we are offering."

Clarifying -- Interpreting or explaining facts or opinions; identifying issues before the group, defining terms, paraphrasing other's statements, illustrating ideas or suggestions. E.g. - "You're saying we need to find a new way to discover what programs might best serve our members."

Elaborating – Expanding on ideas and suggestions that have been made. E.g. – “I’d like to see us have focus groups each year to explore member’s interests.”

Setting standards – Helping the group establish norms and standards related to getting the task accomplished. E.g. – “Can we agree to always assess proposals by asking for what we like about them, as well as what concerns us?”

Summarizing -- Pulling together related ideas, restating suggestions after the group has discussed them, reviewing major points in the discussion. E.g. - "So far we have come up with three different ways we could approach this. "

Consensus-testing – Asking if the group is ready to make a decision; offering a process by which the group might test agreement or investment in a proposal. E.g. – “Could we go around the group in a circle, having each of us share what we are ready to agree to.”

Relationship Functions

There are a number of member functions that build and maintain the relationships of the group. Initiative can be taken to facilitate inclusion and acceptance, provide encouragement and support, and manage conflict.

Encouraging -- Being open and responsive to others; recognizing and supporting contributions; inviting comments. E.g. -- "I think that’s a very useful idea. I can see how it will help us move beyond the disagreement."

Expressing group feelings -- Testing hunches about the mood of the group; doing so in an open, exploratory fashion; offering your own feelings as related to the group climate or need. E.g. - "I'm not feeling much energy for this project. Where are the rest of you?"

Harmonizing – Negotiating or relieving tension when appropriate; suggesting ways of accommodating differing views; helping others explore their disagreements; seeking appropriate compromise solutions that “slit the difference” or make some type of trade-off. E.g. - "Both sides have a strong investment in their approaches. Let's see if we can work this out in a view that uses the best of each and respects all parties."

Gate-keeping -- Facilitating the participation of others, inviting less active members to contribute. "Several of us have expressed our opinions on this. I'm interested in what you think about it, Charlie?"

Setting standards – Helping the group establish norms and standards related to maintaining relationships. E.g. - "I think it would be helpful if we spent a view minutes at the end of each meeting commenting on our work together."

Individual Needs & Wants

The members of any group come with their own mix of needs and wants around being included, having influence, being close to others, etc. These needs and wants are essential to groups' healthy functioning. They provide some of the motivation, energy and glue for group life.

Most of the time people meet their own needs while also contributing to the groups work and the maintaining of relationships. At other time group members may engage in “self-oriented behavior” that is at the expense of the group and others. It may show up in behavior such as arriving late or leaving early from team meetings, ignoring team norms, having side conversations or withholding information that the team could use.

The group and designated leaders can help people use their needs and wants in a productive way by:

- Engaging in shared leadership; taking common responsibility for the task and relationships of the group
- Inviting members to share needs and wants.
- As possible working to address the needs and wants expressed by members
- Using tools such as MBTI and FIRO-B to explore and respect differences

Examples of self-oriented behavior that is likely to interfere with the group's functioning:

- **Controlling or aggressive behavior** - Intimidating other group members, stating a position in a way that brooks no opposition.
- **Condescending** – Putting down the contributions of others
- **Blocking** - Arguing too much on a point; rejecting ideas without considering them; resisting stubbornly, reiterating a point after it has been discussed and rejected, changing the subject or continuing to raise objections when the group attempts to settle on a decision.
- **Dominating** - Asserting authority, status or superiority, excessive talking, interrupting or overriding others' comments.
- **Avoiding** - Ignoring relevant information, ideas and feelings.
- **Recognition seeking** - Horseplay, recounting unrelated personal experiences, pontificating.
- **Withdrawal** - Refusing to participate in group discussions, giving off non-verbal signals of disapproval or opposition; missing meetings; arriving late, leaving early
- **Pairing up** – Creating a caucus within the group of people who protect and support one another while ignoring the relationship functions
- **Dependency – Counterdependency** – A pattern of leaning on or resisting anyone in the group whom represents authority or expertise.

Robert A. Gallagher, 2001 This document is a revised version of earlier writings on group functions that has appeared in training manuals of MATC, LTI, NTL and other groups for many years

Team Role Assessment

Task

Some task roles played by team members are as follows:

Who plays this role on a frequent basis? How? When?

| | |
|--|--|
| Information giver Offers authoritative information or data | |
| Information seeker Asks for clarification or accuracy of statements | |
| Initiator Makes suggestions or proposes new ideas | |
| Elaborator Elaborates on ideas and suggestions | |
| Opinion giver States belief or opinions relative to the discussion. | |
| Consensus seeker Polls the group for its readiness to make decisions or resolve conflicts | |
| Clarifier Interprets or explains facts or opinions | |
| Standard setter Establishes criteria for evaluating opinions, ideas, or decisions | |
| Representative Reports the team's progress or actions outside the team. | |

Relationship Maintenance

Some relationship maintaining qualities displayed by team players are:

Who plays this role on a frequent basis? How? When?

| | |
|--|--|
| Encouraging Being open to others' opinions or feelings even if they are different. | |
| Gatekeeping Openly taking interest in what others say, and facilitating communication | |
| Listening Paying close attention to what others talk about | |

| | |
|---|--|
| Harmonizing Negotiating or relieving tension when appropriate | |
| Yielding Giving up an unpopular viewpoint and admitting mistakes | |
| Accepting Respecting and promoting differences | |
| Supporting Giving team members permission to feel good about their successes | |

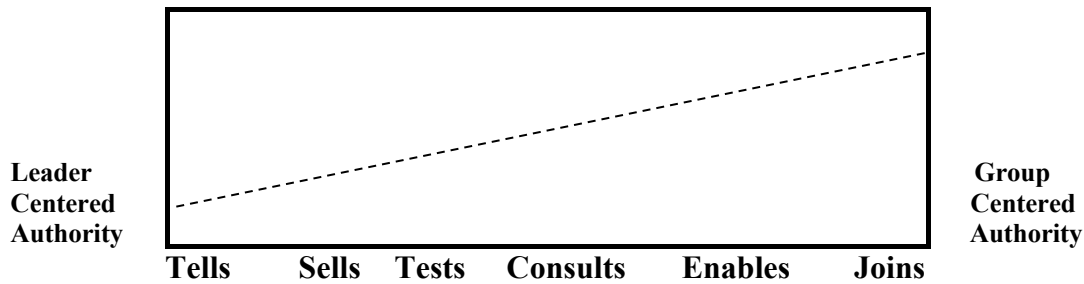
Behaviors for Meeting Individual Needs & Wants that are Usually Dysfunctional

Some of the dysfunctional team behaviors are as follows:

Who plays this role on a regular enough basis that it has a significant impact on the team?
How? When?

| | |
|--|--|
| Condescending Putting down team member contributions as irrelevant | |
| Bullying Being inconsiderate of other team member's needs. | |
| Blocking Arguing too much on a point and rejecting expressed ideas Without consideration. | |
| Avoiding Not paying attention to facts or relevant ideas | |
| Withdrawing Acting passive or indifferent, wandering from the subject of discussion | |
| Joking Excessive playing around, telling jokes, and mimicking other members. | |
| Dominating Excessive talking, interrupting others, criticizing, and blaming | |
| Self-Seeking Putting one's personal needs before the team's needs. | |

LEADERSHIP STYLES



- | | | |
|----------|---|--|
| Tells | - | Leader makes decision and announces it. |
| Sells | - | Leader has made decision but wants to have others buy it. |
| Tests | - | Leader has made tentative decision, wants to test it with others to get response. |
| Consults | - | Leader wants group's ideas on problem. After receiving ideas, leader makes decision. |
| Enables | - | Leader enables group to make the decision. This may include the leader setting limits regarding what the group may consider and/or establishing procedures and processes for the group's work. |
| Joins | - | Leader acts as participant in the group. Group makes the decision. |

There is not any one correct style. Factors that influence that choice of leadership styles include:

- What style is needed in this particular situation, with this group at this time given the task to be done.
- What style is the leader comfortable with?
- What style is the group comfortable with?
- What laws or group standards effect the decision?

It is very important that both the leader and the group know what style is being used. Lack of a clear agreement regarding the leadership style being used can lead to serious conflict in the system.

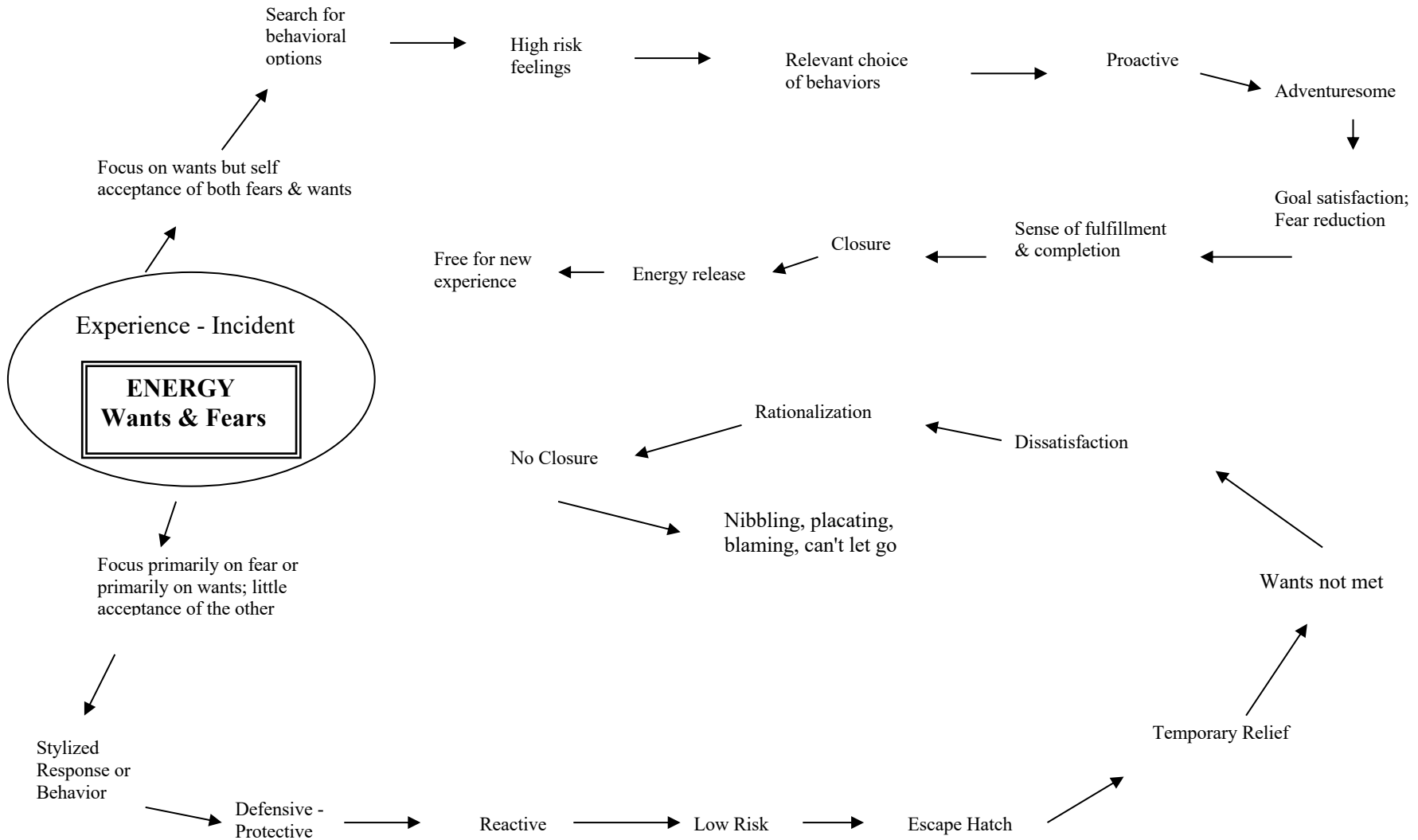
Most leaders tend to operate within a certain range of styles. It's helpful to be clear about your normal range.

In most systems it is the leader's decision as to what style he or she will operate from. Group members may need help in understanding that operating out of an "enables" or "joins" style in one situation does not commit the leader to that style in the future.

[Based on the work of Bob Tannenbaum and Warren Schmidt in their Harvard Business Review article, "How to Choose a Leadership Pattern." May – June 1973

The Awareness/Behavior Cycle

- Newt Fink & Cecil Benoit, 1975



CHANGING NORMS: A WORKSHEET

| AREA | CURRENT NORMS | WISHED FOR NORMS |
|--|---------------|------------------|
| Acceptance of each other | | |
| Seating/Room arrangement | | |
| Formal Leadership | | |
| Shared Leadership (using the resources of everybody's participation) | | |
| Dealing with Differences | | |
| Decision Making | | |
| Advance Designing of Meetings | | |

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Rating Team Effectiveness

1. Direction & Goals

Poor 1 2 3 4 5 6 7 8 9 10 **Good**

Confused; conflicting; unrealistic; uninteresting to or no "ownership by" members

Clear and shared by all; important to all; "owned"

2. Participation in Team Meetings

Poor 1 2 3 4 5 6 7 8 9 10 **Good**

A few dominate; some listen; several talk at once or interrupt

All participate, all are listened to

3. Expression of Feelings

Poor 1 2 3 4 5 6 7 8 9 10 **Good**

Feelings are unexpressed, ignored or criticized

Freely expressed; empathetic responses

4. Planning to Accomplish the Team's Work

Poor 1 2 3 4 5 6 7 8 9 10 **Good**

Done by one or two

Shared by all members

5. Decisions

Poor 1 2 3 4 5 6 7 8 9 10 **Good**

Needed decisions don't get made; decisions made by one person or clique; others uncommitted

Agreement sought and tested; differences used to improve decisions; decisions made are fully supported

6. Shared Leadership for Team Work

Poor 1 2 3 4 5 6 7 8 9 10 **Good**

Team depends on one person or a clique; little shared sense of responsibility for team success

Team needs are met by various members; strong sense of shared responsibility

Team Meeting Assessment

Steps: 1. All members of the group complete the assessment; 2. Put the results on newsprint in front of the group; 3. Discuss and explore; 4. Identify an area to work at improving or something the team does well that can be expanded and built upon.

| | Low | | | | | High |
|---|-----|---|---|---|---|------|
| 1. We had clear meeting objectives - knew what we were trying to accomplish in this meeting | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. We met our meeting objectives | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Participation – all were able to fully participate in a way that fit the needs of the meeting and individual working styles | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. We made use of a team decision-making tool/method, e.g., Brainstorming & Prioritizing, Force Field Analysis (FFA), SWOT, Testing Process, etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. We effectively used newsprint or easels & pads – kept ideas visible | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. The meeting was well designed -- for participation, time use, outcomes | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. The space was used in a manner that allowed us to see each other and the work space | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I felt free to express my feelings and ideas | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Communication in the meeting was open, authentic and productive | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. There was a respect for differences of working style and opinions in the meeting | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Other (something the team wants to assess in its meetings): | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

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Working Relationship: Exploration

| | | | |
|---|-----------------------|---|-----------------|
| 1. Our sense of direction as a team is confused, unclear | 1 2 3 4 5 6 | Is clear, shared, | <u>Comments</u> |
| 2. Feelings are discounted or ignored | 1 2 3 4 5 6 | Feelings are respected and heard | <u>Comments</u> |
| 3. We jump to solutions too quickly | 1 2 3 4 5 6 | We give time for adequate data gathering & diagnosis | <u>Comments</u> |
| 4. One of us dominates the relationship | 1 2 3 4 5 6 | We all speak up, get our voice in | <u>Comments</u> |
| 5. We take too much time making decisions, feels stuck too often | 1 2 3 4 5 6 | We are adequately efficient in our decision making together | <u>Comments</u> |
| 6. We are tentative with each other, too polite and cautious | 1 2 3 4 5 6 | We trust each other; are rather direct | <u>Comments</u> |
| 7. Our communications with each other are frequently unclear, confusing | 1 2 3 4 5 6 | Communications are clear | <u>Comments</u> |
| 8. We don't use each others resources | 1 2 3 4 5 6 | We make good use of one another | <u>Comments</u> |
| 9. I feel very uninvolved & uncommitted to the relationship | 1 2 3 4 5 6 | I feel very involved & committed | <u>Comments</u> |
| 10. We don't give each other feedback about how we work together | 1 2 3 4 5 6 | We handle feedback well | <u>Comments</u> |

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Feelings

Sad

Medium

Low

High

Bleak
Blue
Crestfallen
Depressed
Devastated
Disconsolate
Empty
Grieving

Grim
Helpless
Hopeless
Melancholy
Mournful
Sorrowful
Woebegone
Woeful

Dejected
Discouraged
Dismal
Dspirited
Down
Downcast
Heavy
Lonely
Morose

Moved
Shame
Solemn
Sullen
Unhappy

Ashamed
Bored
Cheerless
Disappointed
Embarrassed
Hurt
Pained
Somber
Uninterested

Afraid

Medium

Low

High

Alarmed
Distressed
Fearful
Frightened
Ghastly
Panic-stricken
Pettrified
Scared
Shocked
Terrified

Agitated
Anxious
Apprehensive
Fainthearted
Insecure
Jittery
Nervous
Perturbed
Pessimistic
Shaky

Startled
Tense
Troubled
Uptight
Worried

Concerned
Coy
Diffident
Doubtful
Dubious
Edgy
Fidgety
Restless

Timid
Timorous
Uneasy
Unsettled
Unsure
Vulnerable

Mad

Medium

Low

High

Angry
Boiling
Enraged
Fuming
Furious
Hateful
Hostile
Infuriated

Aggravated
Exasperated
Frustrated
Incensed
Indignant
Inflamed
Vengeful
Worked-up

Animosity
Enmity
Ireful
Irrked
Miffed
Peeved

Sore
"Teed off"
Uneasy
Unhappy
Unsettled
Vexed

Glad

Medium

Low

High

Alive
Cheerful
Delighted
Ecstatic
Elated
Energetic
Excited
Exuberant
Happy
Jubilant

Comfortable
Content
Enchanted
Exalted
Exquisite
Gay
Gleeful
Hilarious
Jolly
Jovial
Lighthearted

Peaceful
Pleased
Rapturous
Serene
Spirited
Vibrant
Warm
Zestful

Blithe
Blithesome
Tranquil

THE JOHARI WINDOW

A Graphic Model of Awareness in Interpersonal Relations

by Joseph Luft

Like the happy centipede, many people get along fine working with others, without thinking about which foot to put forward. But when there are difficulties, when the usual methods do not work, when we want to learn more, there is no alternative but to examine our own behavior in relation to others. The trouble is that, among other things, it is so hard to find ways of thinking about such matters, particularly for people who have no extensive backgrounds in the social systems.

When Harry Ingham and I first presented The Johari Window to illustrate relationships in terms of awareness (at W.T.L., in 1955), we were surprised to find so many people, academicians and nonprofessionals alike, using and tinkering with the model. It seems to lend itself as a heuristic device to speculating about human relations. It is simple to visualize the four quadrants which represent The Johari Window.

| | Known to Self | Not Known to Self |
|---------------------|-------------------------------|--------------------------------|
| Know to Others | I Area of Free Activity | II Blind Area |
| Not Known to Others | III Avoided or Hidden Area | IV Area of Unknown Activity |

Quadrant I, the area of free activity, refers to behavior and motivation known to others.

Quadrant II, the blind area, where others can see things in ourselves of which we are unaware.

Quadrant III the avoided or hidden area, represents things we know but do not reveal to others (e.g., a hidden agenda or matters about which we have sensitive feelings.)

Quadrant IV area of unknown activity. Neither the individual nor others are aware of certain behaviors or motives. Yet we can assume their existence because eventually some of these things become known, and it is then realized that these unknown behaviors and motives were influencing relationships all along.

The Quadrants and Changing Group Interaction

In a new group, Quadrant I is very small; there is not much free and spontaneous interaction. As the group grows and matures, Quadrant I expands in size; and this usually means we are freer to be more like ourselves and to perceive others as they really are. Quadrant III shrinks in area as Quadrant I grows larger.

We find it less necessary to hide or deny things we know or feel. In an atmosphere of growing mutual trust there is less need for hiding pertinent thoughts or feelings. It takes longer for Quadrant II to reduce in size, because usually there are good reasons of a psychological nature to blind ourselves to the things we feel or do. Quadrant IV perhaps changes somewhat during a learning laboratory, but we can assume that such changes occur even more slowly than do shifts in Quadrant II. At any rate, Quadrant IV is undoubtedly far larger and more influential in an individual's relationships than the hypothetical sketch illustrates.

The Johari Window may be applied to *intergroup* relations. Quadrant I means behavior and motivation known to the group and also known to other groups. Quadrant II signifies an area of behavior to which a group is blind; but other groups are aware of this behavior; e.g., cultism or prejudice. Quadrant III, the hidden area, refers to things a group knows about itself but which are kept from other groups. Quadrant IV, the unknown area, means a group is unaware of some aspect of its own behavior, and other groups are also unaware of this behavior. Later, as the group learns new things about itself, there is a shift from Quadrant IV to one of the other quadrants.

Principles of Change

- A change in any one quadrant will affect all other quadrants.
- It takes energy to hide, deny, or be blind to behavior which is involved in interaction.
- Threat tends to decrease awareness; mutual trust tends to increase awareness.
- Forced awareness (exposure) is undesirable and usually ineffective.
- Interpersonal learning means a change has taken place so that Quadrant I is larger and one or more of the other quadrants has grown smaller.
- Working with others is facilitated by a large enough area of free activity. It means more of the resources and skills in the membership can be applied to the task at hand.
- The smaller the first quadrant, the poorer the communication.
- There is universal curiosity about unknown areas, but this is held in check by custom, social training, and by diverse fears.
- Sensitivity means appreciating the covert aspects of behavior in Quadrants II, III, and IV and respecting the desire of others to keep them so.
- Learning about group processes as they are being experienced helps to increase awareness (larger Quadrant I) for the group as a whole, as well as for individual members.
- The value system of a group and its membership may be noted in a way *unknowns in the life of the group are confronted*.

A centipede may be perfectly happy without awareness, but after all, he restricts himself to crawling under rocks.

Behavior Description

A Basic Communication Skill for improving interpersonal Relationships

By John L. Wallen

The Problem: If you and another person are to improve the way you get along together you must be able to convey what each does that affects the other. This is not easy. Most of us do not describe behavior clearly enough for others to know what actions we have in mind. Instead we usually state what we infer about his motivations, attitudes and personality traits; often we are not even aware we are inferring, rather than describing. Because we are so used to inferring, we may not even know what the other did that led us to our inferences.

The skill of behavior description then depends upon accurate observation which, in turn, depends upon being aware of when you are describing and when you are inferring.

The Skill: A statement must pass two tests to be a behavior description.

1. A behavior description reports specific observable actions rather than inferences about the person's motives, feelings, attitudes or personality traits. It states what was observed. It does not infer about why.

Behavior Descriptions

Fran walked out of the meeting 30 minutes before it was finished.

Bob's eyes filled with tears

Becky did not say anything when Bill asked her a question.

Inferences

Fran was annoyed.
Fran had an appointment elsewhere.

Bob had a cold.
Bob felt sorry for himself.

Becky did not b
hear Bill.
Becky resented Bill's question
Becky was embarrassed.

2. A behavior description is non-evaluative: it does not say or imply an event or action was good or bad, right or wrong. Evaluative statements (such as name-calling, accusations and judgments) usually express what the speaker is feeling and convey little about what behavior he observed.

Behavior Descriptions

Jim talked more than others on this topic. Several times he cut others off before they finished.

“Bob, you’ve taken the opposite of most statements Harry has made today.”

Fran walked out of the meeting 30 minutes before it was finished.

“Sam, you cut in before I was finished.”

Evaluative Statements

Jim is rude.
Jim wants to hog the center of attention.

“Bob you’re trying to show Harry up.”
“Bob you’re being stubborn.”

Fran is irresponsible.
Fran doesn’t care about others.

“Sam, you deliberately didn’t let me finish.”

The word “deliberately” implies that Sam knowingly and intentionally cut you off. All anybody can observe is that he did cut in before you had finished.

As an example of the difference a behavior description may make, let's suppose you tell me I am rude (a generalized trait), or that don't care about your feelings (an inference about my motivation). Because I am not trying to be rude and because I feel I do care about your feelings, I don't know what the basis is for your negative evaluation of me. However, if you point out that several times in the past few minutes I have interrupted you and have overridden you before you could finish what you were saying, I get a clearer picture of what actions of mine were affecting you.

Several members of his group have told Ben that he was too arrogant. Ben was confused and puzzled by this judgement. He was confused because he didn't know what to do about it; he didn't know to what it referred. He was puzzled because he didn't feel arrogant or scornful of the others. In fact, he admitted he really felt nervous and unsure of himself. Finally, Joe said that Ben often laughed explosively after Ben made a comment that seemed to have no humorous aspects. Others agreed this was the behavior that led them to perceive Ben as looking down on them and, therefore, arrogant. Ben said he had not been aware of this.

The pattern, then was as follows: When he made a statement of which he was somewhat unsure, Ben felt insecure ...Ben's feelings of insecurity expressed themselves in an explosive laugh after he made the statement ...the other person felt put down and humiliated ...the other's feeling of humiliation was expressed in the accusation that Ben was arrogant. Note that Ben had no awareness of his own behavior (the laugh) which was being misread until Joe accurately described what Ben was doing. Ben could then see that his laugh was a way of attempting to cope with his own feelings of insecurity.

To develop skills in describing behavior, you must sharpen your observation of what actually did occur. You must force yourself to pay attention to what is observable and to hold inferences in abeyance. As you practice this, you may find that many of your conclusions about others are based less on observable evidence than on your own feelings of affection, insecurity, irritation, jealousy or fear. For example, accusations that attribute undesirable motives to another are usually expressions of the speaker's negative feelings toward the other.

Self-Disclosure

By Helen Oswald

Trust, within relationships and within groups, develops as the individuals share themselves with each other. In fact, without disclosing ourselves, we cannot form significant, personal relationships. There are basically two forms of **self-disclosure**, and in initiating and maintaining relationships, it is important to differentiate between the two and to know which is most appropriate for the given relationship or circumstance. The two forms are:

Openness Revealing how you perceive and react to the present situation; sharing what you are feeling or thinking or wanting at that moment; telling another person how his/her behavior is affecting you.

Personalness Revealing intimate, personal details of your private life.

Some people mistake being personal for being open. They try to get emotionally close to another by making highly personal confessions about their lives. Sharing information about one's past may lead to a temporary feeling of intimacy, but a relationship is built by disclosing your reactions to events you both experience or to what the other person says or does. A person comes to know you, not through your past history, but through encountering you in what you do and say in the present.

Openness requires a willingness to risk rejection. However, being open also carries the potential for being recognized as authentic, for gaining respect, and for establishing a norm of integrity in the relationship. Being open with warm positive feelings and reactions communicates caring and affirmation. The other person(s) doesn't have to wonder about being heard or feeling supported. Being open with negative feelings about

responses precludes the storing of resentments and reduces the desire to complain, gossip, or act out the negativity in other ways destructive to relationships and to groups. Moreover, it provides the other(s) with the opportunity to know and respond to what is real for you at that moment.

Sharing intimate details of one's private or past life may be appropriate to help someone understand your current behavior, but it is not a solid foundation upon which to build relationships. The sharing of intimate details is most suitable to a counseling relationship in which one person is intending to gain perspective or insight by talking about his/her life experiences. Within relationships already solidly built through openness, a greater degree of personalness is appropriate.

Below are listed several statements. Identify those which are examples of Openness by placing an "O" in the block. Identify the examples of Personalness with a "P".

1. ___ I appreciate your question because I thought I had given clean instructions.
2. ___ Lydia, I feel discounted when you interrupt me to share your opinions before I've finished my point.
3. ___ Even though I'm 45 years old, I can still be made to feel guilty by my mother.
4. ___ I often have dreams in which I'm being ridiculed by others.
5. ___ I'm feeling ignored because no one has responded to my suggestion.
6. ___ I'm feeling anxious because the rest of you are all experienced professionals and I'm not.

Answers: 1-O,2-O,3-P,4-P, 5-O, 6- O

-- From MATC's -- *Human Interaction Experiences: A Resource Book*, 1984

