# Leadership & Group Dynamics Workshop I & II Facilitators’ Guide Updated 4.20.15

Add some type of step-in step-out diversity activity on 102

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| ***Day 1*** | ***Day 2*** |
| ***General Training Box***  *Name Tags*  *Pens, Markers*  *Post-it Notes, Pads* | ***General Training Box***  *Name Tags*  *Pens, Markers*  *Post-it Notes, Pads* |
| ***Additional Papers***  *Turnstile Handout*  *Back Drawers Handout*  *Diversity Awareness Handout* | ***Additional Papers***  *Tinker Toy Instructions & Roles*  *Leader Skills Inventory Sheet (LSI) with Explanation on a separate page with answer score*  *Stages of Group Development Skit Sheets with graphics*  *SBI Feedback Blank sheet – 1/participant*  *Debrief Rodeo Handout* |
| ***Materials***  *1 Rope/ group*  *Back Drawers Sheets*  *Notepads & Markers* | ***Materials***  *Tinker Toys*  *Situational Leadership Poster*  *Cup Stacking (4 3’ p-cords, rubberband, 6 cups)*  *Tissue Paper*  *1 Rope*  *Clipboards* |
| ***MPR Setup (A, B & C)***  *50 chairs in a circle in B*  *2 banquet tables against front wall*  *One Airwall down* | ***MPR Setup (A, B & C)***  *50 chairs in a circle in B*  *4 banquet tables against front wall*  *One Airwall down* |

# Day 1

## (1-1:15) Welcome & Sign-in

LTs- sit in the chairs spread throughout the circle.

## (1:15-1:25) Intro

## (1:25-1:35) Name Game LTs

* break up into small groups (ideally 6-10 trainees, 2 LTs) which will be core groups for both workshops
* “toss-a-name” game, etc.

## (1:35-1:55) Full Value Contract LTs

* Frame as creating an FVC for the LTT
* Trace hand on newsprint to designate each person’s personal place within the group
* 3 goals for becoming a leader: write 1 per post-it note (color #1) and place on hand
  + Categorize post-its centrally on newsprint to recognize commonalities
* 3 group values/ ways to accomplish goals as a group on LTT
  + Categorize post-its centrally on newsprint to recognize commonalities
* What’s missing from this FVC?
  + Add anything that is missing (respect, challenge by choice, LNT, etc.), introduce these concepts, and briefly explain how leaders can use the FVC as a tool to get important things on the table
  + **Respect-> full engagement during workshops-> no cell phone use except during breaks**
  + **Google article – most effective teams**

## (1:55-2:20) Activity: Turnstile (20 + Debrief 5) Rick & LTs

* Frontload Challenge-by-Choice alternatives
* See Turnstile Handout for details and extra challenge ideas
* Explained centrally by Rick/Caroline
* Role of LT is to observe (in order to be able to effectively debrief)
* **Debrief**- be intentional with this debrief as it will be referenced/analyzed later in the day **LTs**
  + Be sure to use What? So what? And now what? questions

## (2:20-2:35) Sequencing & Adventure Wave: Presentation of Concepts Rick

* Start with Sequencing: What have we done today? (entered room, name game, etc.)
* Beginnings matter

## (2:35-2:40) BREAK

## (2:40-3:05) Games (Inside) LTs

* Be aware of the sequencing of your own games: do **NOT** do miniature tanks, little sally walker, etc.
* 10 minutes of big group games (giants-wizards-elves, Captain’s Coming, Screaming Toes, etc.)
* 10 minutes of small (10-12 ppl) group games in Core Group
* 5 minute transition time
* Please pay attention to timing!

## (3:05-3:15) Why Games are important: Discussion of Sequencing LTs

* How does sequencing tie into game selection?
* What does sequencing mean on the trip?
* How did you see it on your on FT?
* How would you sequence things?
* Did any of these games we just played feel out of place?
* Do you remember any games from Frosh Trip that your leaders did that felt out of place?

## (3:15-3:35) Experiential Learning Cycle & Debriefing Rick

* Draw 4 box model of ELC and ‘reveal’ each part
* Comfort Zone, Learning Zone, Panic Zone
* What kinds of questions did your LT’s ask in the Turnstile debrief?
* What, So What, Now What? – presentation, Stepwise nature of questions
* Aiylah’s Story

## (3:35-4:35) COMMUNICATION, LISTENING SKILLS, SAFETY AND TRUST

(5) What is listening? Rick

* + Our brains can process 300 words per minute, but we can only talk at 120 words per minute. What do we do with that extra ‘brain capacity’ when someone is talking?
    - Wonder what’s for lunch
    - Look for our beliefs to be confirmed in what the person is saying
    - Look for connections to self - how this relates to me
  + Which example is Listening? (*Need LT volunteers for this role play)*

Example 1

Speaker: “I like to bike.”

Listener: “Me too, I went biking last weekend and saw an eagle by the river!”

Example 2:

Speaker: “I like to bike.”

Listener: Why do you like it? Where do you like to go? How often do you do it? What makes you happy about it?

* What’s different? Listening for Curiosity vs. Listening to Respond

What’s likely?:

Speaker: “I like to bike.”

Listener: (in the brain- I wonder what kind of bike she has, is it like mine? Maybe she would go riding with me. What’s for lunch? Will this be over soon? I can’t wait to talk to my sister about this morning).

“Me too, I went biking last weekend and saw an eagle by the river!”

* LISTENING—REALLY LISTENING—IS DIFFICULT AND TAKES EFFORT AND CONCENTRATION

(10) ACTIVITY: Listen for Curiosity

* Partner - talk/listen 2.5 minutes each
  + First group with talk about a mentor who has been important to you.
    - 2nd group will have same topic, but not revealed until their turn to speak
* As a listener, listen with Curiosity - ask questions to deepen your understanding of your partners mentor. NOT to respond or to say “yeah, me too”. Rick/Caroline will start the 2.5 minutes and tell when to switch.
* In debrief, tie with Hometowns (reason we don’t tell group 2 their topic). Frame hometowns with disclaimer to not wander mentally to think about self

(25) ACTIVITY: BACK DRAWERS (Core groups) Rick, LTs

* Explained centrally, facilitated in small groups by LTs
* See Back Drawers handout

(10) PARTNER SHARE

* Introduce Reflective Listening (important for **two-way** communication)
* What’s something you are concerned about as you begin this year as an OA Leader? How might that concern or uncertainty show up in your leadership?

(10) Debrief

* When did you listen for Curiosity?
* How do you take that lesson into the field?
* When will this skill be the most useful to you?
* How does really being listened to create safety and trust in the group?

Transition: Jourard & Self-disclosure🡪 trust🡪 safe space

## (4:35-4:50) Safe Spaces Discussion LTs

Introduction: Rick

* + Arachnophobia story: unsafe v. uncomfortable
  + Tie to current campus culture: Urban Congo
    - Listening for Curiosity is key to uncomfortable (not unsafe)
* What is a safe space?
  + A safe space is an environment in which every person feels emotionally and physically secure. As a leader, you can create and maintain safe spaces through intentional efforts to promote respect, trust, inclusivity, and effective communication. To do so, you must be aware of, and adapt to, individual and group needs in various situations
* How do you assess or identify a safe space?
  + Sequencing of the trip 🡪 you’ll be getting to know your individual frosh and their comfort levels will be changing
  + Getting to know your frosh well will help you be aware of when they are feeling safe or unsafe
* What are some challenges to safe spaces?
  + Interpersonal challenges 🡪 unsafe spaces don’t necessarily mean that someone is deliberately or explicitly making someone else feel bad
  + What are some examples of unsafe spaces?
* How do we create, maintain, and restore safe spaces?

## (4:50-5:10) Diversity Awareness Activity Rick

* Whole group standing in circle (including LTs)
* Questions read aloud by Rick
* LTs debrief in their small groups

## (5:10-5:30) Protocols Rick

* Whole group sitting in circle (including LTs)
* Protocols introduced by Rick, with LTs sharing supporting stories and experiences

## (5:30-5:45) Wrap-up LTs

* Do a “final debrief” about what their small group has learned and writes those key concepts on newsprint as a jumping off point for Part 2 the next day

# Day 2

## (1:15-1:30) Welcome & Recap of Part 1 in small groups from Day 1 LTs

* during FastTrack, go straight back to small group corners as walk in.

## (1:30-1:50) Activity – Tinker Toy Bridges (5 prep + 15 to build) Rick

* Mid-way check-in: Who is the leader? How are things going? What is your plan? CStone

## (1:50-1:55) LSI Questionnaire Rick

* Complete LSI (without grading) while LTs are averaging Tinker Toy votes. Start taking down bridges

## (1:55-2:15) Situational Leadership: Presentation of concept Rick

## (2:15-2:25) Debrief of Situational Leadership LTs

* Get people to start thinking about their own strengths and weaknesses as leaders. Emphasize the idea of comfort zones— everyone has areas where they’re more comfortable or where they go more naturally. Everyone should be able to use each leadership style, it’s just that some will be more of a stretch for some people. This is something to talk about with your coleader— know each other’s comfort zones and how you can support each other.
* What does each of these leadership styles look like? Talk about different versions of each style; “authoritative” doesn’t mean just one thing.
* How do these leadership styles apply to Frosh Trip? How does this sequencing relate to the the progression of a Frosh Trip?
  + On your own FT, how did your leaders’ behavior change over the course of the week? What were they responding to? Why?

(2:25-3:25) SBI FEEDBACK AND ACTIVITIES Rick, Caroline and LT’s

* During the 60 minute time-frame, participants will learn the SBI Model of giving feedback; identify a leadership goal they are working on, be observed and receive feedback on their attempts to reach that goal.

**(5 mins) Framing & Model Review**

**Framing:**  how does this come up on Frosh Trip and in life?

* Method for giving co-leader feedback, both affirmation (+) or encouragement to change (Δ)
* 2 types co-leader feedback:
  + Initiated by co-leader (asks for feedback on a specific topic/goal—similar to activity we will do here)
  + Initiated by self

**Model Review:** SBI Feedback from Center for Creative Leadership

**Situation**- Describe the Situation where the observed behavior occurred- as clearly as possible, and the more specific the better

*Rick’s Patagonia Trip: Guide explained before trip that all water was safe to drink and we did not need to purify it.*

**Behavior**-help the individual understand exactly the behavior you are referring to- review it as if you are watching a video of them just now.

*Two days into the trip after we had been drinking water directly out of the streams the Guide made a side comment that he was purifying all his water*

**Impact-** Then describe the Impact of that behavior as you experienced/observed it. How did it impact the group? Other individuals? The situation?

*I started to worry that I would get giardia*

**(10 mins) Leadership Goal Setting**

1. Review the SBI Observation Sheet- in a moment we will be doing an activity where you will be observing someone and filling out the sheet.
2. Think about an attainable, observable leadership goal you want to implement. Some examples might be facilitate others conversations, be open to others ideas, speak more softly, speak more confidently, etc. Write it down in a sentence or two.
3. Get a partner from a different group **who you don’t already know**
4. Share your leadership goal with this person. When you partner is sharing their goal with you, remember to Listen with Curiosity so you really understand it!
5. Next we will do 2 short activities. One activity you will be engaged in, and the other activity you will be observing your partner and filling out the SBI observation sheet.

**Activity 1: Paper Lofting** (this should always be activity #1)

(one group- the others watch, observe and fill out the SBI observation sheet)

* Divide this group into two smaller groups
* Give each smaller group 2 squares of tissue paper
* The goal is to see which of the two groups can keep the tissue paper aloft the longest.
* There will be 8 minutes of planning, brainstorming and practice time, then the LT will gather the groups and begin the competition.
* The competition starts when the LT says go. Keep your tissue paper in the air for as long as you can, and try to beat the other team.
* No props allowed

Rules:

* Aloft means aloft- in the air. Once it’s begun it cannot touch anything- no walls, people, ceiling, etc.
* You can manipulate the tissue paper in any way you like
* Use your 8 minutes of planning and practice wisely

Debrief as a small group: (5 mins)- LT jump in to lead debrief

* What worked well for your small group?
* Did you try many different ideas or did you stick with one theme and refine that?

Feedback (2 mins)

* Meet with your observation partner - the people who just participated in Paper Lofting receive feedback from their observer.

**Activity 2 Cup Stacking**

(the group who just observed will participate in this activity while their partner observes and fills out the SBI observation sheet.)

* Divide this group into 2 smaller groups.
* Give each smaller group a set for cupstacking.
* You must use only the equipment given to make an apparatus that will allow you to build a pyramid with the cups. Once a pyramid is built, you reverse it and bring it back to a stacked pile of cups. Each time you are successful in either building a pyramid or bringing the cups back to a full stack, your team will earn 100 points.
* There will be 7 minutes of planning, brainstorming and practice time, then the LT will gather the groups and begin the competition.
* The competition time will be 4 minutes long- the goal is for each group to earn the most points as possible.

Rules:

* You can only use the equipment given to move the cups- you are not allowed to touch the cups with your hands or body. This is true even if it falls on the floor.
* You can only hold onto the p-cord at the end knot.
* You can only hold 1 piece of p-cord with one hand. Your other hand goes behind your back.
* Your LT will give you a demonstration of what a proper pyramid looks like.
* Once you score your first 100 points, keep going and keep track of your total points.
* You have 7 minutes to plan and practice, and then a 4-minute execution round.

Debrief (4 mins)- LT jump in to lead debrief

* What worked well for your small group?
* Did you try many different ideas or did you stick with one theme and refine that?

Feedback (2 mins)

* Meet with your observation partner - the people who just participated in cup stacking receive feedback from their observer.

**Debrief of SBI RICK**

What was like to give feedback? What was it like to receive feedback?

## (3:25-3:45) Stages of Group Development – skits & debrief LTs

* This stage is done with combined groups (~30 ppl) divided into 4 new groups
* **(2) Intro**: We’ve talked about leadership changes over time, now think about how the group changes. You’ll be divided into groups, assigned a stage of group development, and have 7 minutes to plan a skit.
* (7) Brief: each group is assigned a stage (forming, storming, norming, performing) and an LT explains the stage, drawing on personal example
  + Relate to situational leadership
  + Have 5 mins to plan a short (1-2 min) skit displaying the stage, and will then need to teach their stage to the rest of the group
* (10) Perform skits & teach stage (including situational leadership) to audience
  + Write name of stage up on board after each skit
* (3) Debrief (after all 4 skits)
  + Tie all concepts/stages together
  + How we stay aware of these different stages? How do we adjust our leadership style as the group goes through them? What factors affect each stage?
  + Did you experience storming? (it’s okay, not every stage always happens)
    - Anyone been on a longer trip? Bridge Year? Siblings?
    - Natural part of group development
    - If it occurs, be proactive

## (3:45-3:50) BREAK

## (3:50-4:10) Games II – Trail Games LTs

* Poll the group for game ideas: point is to introduce a variety of new games and ways to utilize them, not just continue playing “ninja” at every break
* Select different games from Day 1

(4:10-4:40) VOMP CONFLICT RESOLUTION Rick, Caroline and LT’s

* Explained centrally by Rick/Caroline, LT’s assist each group
* When talking, please use “I” language- what is happening for **you** when you are telling this?

**Define Conflict:** What is conflict? difference in needs/goals/objectives

* Relate to “storming”- LT share examples of storming from trips or from campus
* Conflict happens. It’s natural, it’s important, and it is a necessary part of a group’s progression to becoming high performing. The resolution of conflict is an important skill for any leader to have, particularly in the settings you will find yourselves in as an OA leader. People get hungry, tired, frightened and are often out of their comfort zones.
* Examples: political discussions (especially election years), Urban Congo
  + High level of investment by atleast 1 party
* VOMP is a way to help people in a conflict look at the situation with respect for each other and themselves. It asks that people listen and take ownership for their behaviors as well.
  + Connect to Listening for Curiosity
  + I-language

(10) **VOMP Model: practice makes feel less formulaic**

V- Voice

O- Ownership

M- eMpathy

P- Plan

*Explanation:*

*2 LTs role play this in front of the group, facilitated by RC/CS.*

#### **Voice**- This is where each person voices their experiences of the problem or conflict.

**Facilitator**: I want to give you both the opportunity to voice what you are experiencing right now. Patricia, what are you thinking or feeling?

**Patricia**: I find Bill’s language to be sexist and non-inclusive. He’s been bugging me ever since day 1. When you say ‘you guys’ all the time it makes me feel excluded.

**Facilitator:** Thank you, Patricia. Bill, what are you thinking or feeling?

**Bill**: “I have been having a good time here but Patricia is never smiling and I can’t tell what she’s thinking. I just want to have some fun before all the pressure starts when classes begin.”

#### **Ownership**- take responsibility for yourself and your actions

**Facilitator:** Bill, what role have you played in Patricia feeling the way she does?

**Bill**: I didn’t realize I said ‘you guys’ so much. I don’t mean anything by it, and certainly I’m not talking only to the men. Friends are really important to me, and I want to have as many friends as I can before classes start. I didn’t have too many friends in high school. When you don’t smile or laugh with me I worry that you don’t like me.

**Facilitator:** And Patricia, what part of this situation falls under your own responsibility?

**Patricia**: The ‘you guys’ thing bugged me in high school too. I had a teacher I didn’t get along with who said ‘you guys’ all the time. Bill, when you started with it on the beginning of the trip I let it build up inside me without saying anything. I guess I’m a little sensitive about it. I don’t want to spend the next 4 years feeling left out.

#### **eMpathy**- What would it be like to be in the other person’s position

**Facilitator:** Bill, stop for a second and imagine you were Patricia. How would you feel in her shoes?

**Bill**: I can understand if we said ‘hey women’ all the time that I would feel left out. I never really thought about it before. Geez, that’s not fair at all!

**Facilitator:** Patricia, what if you were coming into this situation from Bill’s perspective?

**Patricia**: You are a good and funny guy, I didn’t realize how important friends were to you, as you seem to me to make friends easily.

#### **Plan**- what will be different as a result of this conversation?

**Facilitator:** Take a few minutes to think about one thing you each do that would make this situation improve.

Patricia, you said you feel frustrated before. What would make you feel less frustrated?

**Patricia**: Now that we’ve had this conversation I can relax a little and have some more fun. Bill, if you see me getting too serious will you make a joke and help me relax? Thanks for letting me know how you feel.

**Bill**: I’m going to monitor my words and see how often I want to say ‘you guys’ or other non-inclusive language. I’ll try ‘Y’all’ or ‘hey everybody’ instead. Patricia, will you let me know if I say it and don’t realize it? Thanks for helping me with this.

Princeton culture general accepts “guys” to be gender neutral. But imagine if you were in a culture that treats women as second class: would you interpret this situation differently?

The leader helps to facilitate this conversation, and helps the conflicted people stay in 1 arena at a time, i.e. avoid going to a Plan before you’ve been through the eMpathy stage. Make sure there is good listening happening, and that people are honest. You may need to re-state a person’s feelings and check it out with him/her before moving on.

The good news is that there are ample opportunities in life to practice this skill!

(5) **Practice as a group LTs**

* Return to small group with LTs. LTs role play as those in conflict, and 1-2 members of group facilitate conflict resolution via VOMP as
  + - Facilitators can pause and discuss questions with rest of group (audience)
* Conflict:
  + - *You are GR47, hiking in the Green Mountains of Vermont. At the beginning of day 3, you have a choice in your route: leaving from camp, you can either hike up or around Stratton Mountain. Both routes will take you to your designated campsite for the night. Going up Stratton Mountain adds significant mileage and elevation to the day (~2 hours) and promises a very rewarding view (it’s the highest peak around). Going around Stratton Mountain will allow the group to get into camp early and the potential to swim in Stratton Pond.*
    - Leader 1 (played by an LT)- really wants to get to the top of Stratton Mountain
    - Leader 2 (played by an LT)- thinks it would be good to get into camp early, and thus wants to go around the mountain
    - Leader 3 (played by a participant)- is neutral about the decision, and facilitates the discussion using VOMP

(5) **Practice as a triple**

* Conflict: Night Owl & Early Bird
  + - Debate over what time group will go to bed: 9pm or 1am
    - Both parties want 8 hours of sleep before beginning next day’s hike
* As a role play, go for the spirit of what we are trying to practice. Notice what it feels like to state the problem (voice) then take ownership for it. As the facilitator notice how tricky it can be to get good clear feelings to be heard. It’s worth it!

(10) **Debrief LTs**

* What conflicts came up in your Frosh trip that did or didn’t get dealt with?
* In what areas can you anticipate conflicts to show up on your trip? How can you prepare yourself for that?

(4:40-5:25) DEBRIEF RODEO LTs

* + See Debrief Rodeo handout
  + LTs will stay with their group and take them through each of the 5 debriefing experiences in the allotted 45 minutes.

## (5:25-5:40) ‘Holistic Leader’ LTs

* Draw the ‘holistic leader’ on newsprint and summarize the key skills as a final debrief for each small group
* This is similar to the “ideal leader” done during LT101

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