Intended Audience

*The facilitation guide is designed for advisors and student leaders interested in developing strategies to recruit and support diverse participants*

Learning Outcomes

*Through participation in this training session, students will be able to:*

* Discuss at least three stages of the Tuckman model for Group Development
* Describe at least three factors that affect how diverse groups interact with each other
* Present at least one example of how they will incorporate the ideas presented in the session in the support strategies used in a group or organization of which they are already a part.

Sharing Content

*The module can be presented virtually through CARMEN Zoom or in person*

Exercises and Activities

*This session will use case studies, discussion, and research to explore ways to facilitate group dynamics in ways that empower and engage all those involved.*

Assessment & Follow-Up

*To be determined by the Department of Residence Life*

***Section 1: Welcome and Introductions                 (Time: 10 Minutes)***

* During this section present the agenda for today’s session which includes:
	+ Welcome and Introductions
	+ About this Session
	+ Getting Started
	+ Group Theory
	+ Theory to Practice
	+ Synthesis
* A suggested icebreaker would be to have each participant describe the following:
	+ Name/ Major/ Field of Study/Campus
	+ What is one example of the best **or** worst experience you have ever had with group dynamics within an organization of which you were a part?

***Section 2: About the Session                                                     (Time: 10 Minutes)***

* Discuss the following with the group, and gather any reactions to the focus of the session
	+ As a leader, it is imperative to recognize the unique attributes each member brings to a group. Organizations working toward creating group goals and expectations often encounter differences in viewpoints and perspectives that produce a need for intentional dialogue, reflection, and group action.
	+ This session will explore ways for groups to maximize strategies that allow diverse groups to be better able to live and learn with each other. This session will use case studies, discussion, and research to explore ways to facilitate group dynamics in ways that empower and engage all those involved.

***Section 3: Getting Started                        (Time: 10  Minutes)***

* Provide the following definition of group dynamics and the factors that affect them.
	+ **Group Dynamics** are the influential actions, processes and changes that take place within a collection of members. Group Dynamics are the influential actions, processes and changes that take place within a collection of members.
* Next, provide the factors that can affect group dynamics, and have the group brainstorm examples of how they have experienced these factors in groups of which they are a part.
	+ Membership roles (influencers, followers, first adopters)- who are the formal and informal leaders of the group, who set the tone for what the group values and how it treats those within the organization.
	+ Feelings of safety or comfort—Do new (or potentially new) members feel welcome in the group, are there ways for diverse perspectives and lived experiences to be incorporated into how the group functions, or is the group only focused on a select few ways of doing things.
	+ Context- Where are the meetings happening? Is the space welcoming to all individuals or groups, or does it represent challenges for those who are differently abled, are underserved in terms of access to technology or transportation, etc.
	+ Social identities of students—Is there a space for cultural differences in the group? What happens when differing perspectives are presented?
	+ Sense of connectedness—Does the group seem to solely focus on returning or senior members of the organization, and ignore, or exclude the experiences of new or other members?

***Section 4: Group Theory  (Time: 5 minutes)***

* Provide the group with an overview of Tuckman’s (1965) theory of Group Development (found in the Synthesis Group Dynamics presentation)
* Gather initial reactions to the model. (The model was created by a faculty member at Ohio State!)
* Ask students if they have seen or heard of the model before.

**Section 5: Theory to Practice                         (Time:20 minutes)**

* Discuss each of the following stages of the Tuckman model, and have the group give examples of when they have experienced each dynamic in groups of which they are a part

The **Forming Stage** is characterized by a need for group members to begin to identify and manage personal and group boundaries

* + Key Themes:
		- It’s not the same for everyone- factors such as social class, lived experiences, and diverse perspectives result in differences in group needs and expectations
		- Diversity makes things more interesting– Before establishing agreed upon norms and values, group members will likely tread likely so as not to cross boundaries in terms of identity issues such as orientation, race, gender, or political viewpoints
		- Differences in how group members choose to explore boundaries can create cohesion or division if not facilitated well
	+ Strategies:
		- Intentional group Orientations
		- Icebreakers and Energizers
		- Intentional forum for new ideas and perspectives
		- Reflection

The **Storming Stage** is characterized by a distinct conflict with or challenge to the views, attitudes, or behaviors of others.

* + Key Themes:
* It’s about to get real-factors that could be overlooked, or ignored for a certain period of time, can no longer be tolerated and must be confronted
* Why are we here?– the group begins to look for clarity or a better understanding of why things are the way they are within an organization. If things to don’t seem to jibe with what is expected, concerns arise.
* Boundaries are crossed in a “triggering” manner – an event or set of events elicits an emotional response from certain members of the group often because of perceived sense of being targeted or marginalized (vocab check- ask the group if they know what targeted and marginalized mean in terms of diversity. These concepts represent the idea of creating environments where individuals either feel excluded or persecuted/interrogated because of one specific aspect of their identities.)
* Strategies:
* Keep calm and process on
* Listen first for understanding
* Intentional forum for new ideas and perspectives
* Recognize who is (and who isn’t in the room) and how this dynamic affects the group

The **Norming Stage** is characterized by working toward consensus, group understanding and mutual respect.

* Key Themes:
* I feel connected-individuals understand and appreciate their role and importance within the organization
* This is how we do it- the group understands the rationale and motivation for group norms and values, and is willing to demonstrate behaviors that support these goals when necessary
* Appreciating the learning moments is the norm– Not only is it important address words or actions that harm or hurt group members but also a sincere willingness to learn from these experiences.
* Strategies:
* Recognize making mistakes is part of the learning process
* Be willing to say you’re sorry
* Listen and Learn
* Take action

The **Performing Stage** is characterized by using consensus and mutual group understanding to achieve a collective action or goal.

* Key Themes:
* We got this- there is a sense of group confidence in which all members can accomplish an objective because everyone in the group has the competence to do it together
* Delegation—everyone knows their part or role, and feels comfortable enough with it to take on a specific task or action to achieve a group goal
* Theory is now in practice– The group not only talks about their mission and values, but is able to put into action in terms of how they engage with each other and with others outside the group
* Strategies:
	+ Recognize challenges and develop collective approaches for finding solutions
	+ Be willing to share group responsibilities and actions
	+ Identify ways to show each other and others how effectively the group can work together
	+ Take action

The **Adjourning Stage** is characterized the group recognizing what they have accomplished, and thinking about what happens next.

* Key Themes:
* Thank you, next! -appreciation is an essential way to help individuals want to remain invested in an organization, and to possibly seek out new ways to advance the goals and mission of the group.
* What did we learn?—reflection allows the group to think about what went well, what can be improved, and what should not be included in future efforts. It also helps ensure that everyone understands how group actions are connected to the organizational goal and mission.
* That’s the end?– while for some members the adjourning stage is primarily about celebration what was accomplished, and what comes next, it is important to recognize (and commemorate) that for others it will be their last opportunity to make their mark on the group.
* Strategies:
	+ Recognition trinkets, cards or keepsakes
	+ Potlucks, parties, recognition events
	+ Creative reflection activities
	+ Closing Traditions

***Section 6: Synthesis                         (Time: Remaining)***

* In the remaining time for the session, discuss the following case studies in terms of what group dynamics are happening, and how could group advisors/student leaders address them.

**CASE STUDY ONE**

 As service chair for Buckeye Action (a campus community outreach organization), Zadie was pretty excited to coordinate a volunteer project in which the entire organization was able to provide a hot meal, warm clothes, and couple of hours of conversation with residents at a local drop-in center for homeless youth. As a wrap up to the day, the college group came together to reflect on their experiences during the day. The majority of the group discussed how happy they were to be able to do a project that was so directly related to the goals and mission of the organization. Another member mentioned how great it was to help others in need.

 Not everyone in the group shared the same enthusiasm for the experience as others, however. Nico, who was unable to attend any of Buckeye Action’s meetings and events before this volunteer day, including the orientation meetings, was clearly displeased with his first task with the group. “Honestly, I think this was a waste of time,” he commented. “Look at how half the people we were supposedly helping today are dressed! They have clothes nicer than mine, and what’s up with the cell phones? If they’re so in need, what do they need with a phone?” Several members of the group were visibly unhappy with Nico’s comments. “Who is he, and why is he even here?” one member wondered out loud. Zadie knew there were some interesting group dynamics going on, but was unsure what to do, and how things could have gone differently. What do you think should happen?

**CASE STUDY TWO**

 As Kai self-identified to the new members of the Brutus Leadership Organization that their gender pronouns were “they, them and their,” they noticed that Evan had once again rolled his eyes to express his displeasure. This was not the first time this had happened. During early Fall semester, Kai brought up the issue during a group forum designed to allow members to share their thoughts on the organization. Evan made it clear that in his opinion the mission of the group was to learn about and address important issues on campus. Kai argued that gender inclusion was an important issue on campus, and in-line with the mission of the group.

 After several hours of heated debate, the president of the organization announced that the discussion would be tabled indefinitely in order to maintain order within the group. For some in the group, “silence was golden” in terms of keeping the peace. For others it was unbearable, especially when they believed in the mission and goals of the organization but were silenced when trying to express new and differing viewpoints. They had chosen to leave the organization for good. Kai had elected to remain with the group in order to someday affect change. What are your thoughts on the group dynamics at play here. How could the organization be changed/saved? Or, should it?

* Conclude the session by discussing final thoughts on the information presented, and by having the group present at least one example of how they will incorporate the ideas presented in the session in the support strategies used in a group or organization of which they are already a part.

***Notes and Reflection Worksheet****:*

*Facilitators should discuss with the group strategies for assessing how well group recruiting and support strategies are going, and suggested approaches for making changes if certain dynamics within the group appear to exclude or marginalize specific individuals or groups.*

***Resources:***

*The PowerPoint entitled “Synthesis: Recognizing the role of inclusion in group dynamics” provides an additional resource for discussing the topics presented in this session.*