

**GROUP DYNAMICS**

**GROUP DYNAMICS**

**THEME** This workshop examines some of the different personalities which may come up during group meetings and the importance of setting ground rules at the beginning of the meetings.

**FACILITATOR PREPARATION**

- ✓ Read:
  - Facilitator's Manual
  - Reading Materials provided for this workshop
  
- ✓ Gather:
  - Flipcharts
  - Pads
  - Magic markers
  
- ✓ Do:
  - Set chairs in a circle

**WORKSHOP TIMELINE**

ACTIVITY A: <b>Introductions</b>	10 minutes
ACTIVITY B: <b>Icebreaker Exercise:</b> Which Personality am I?	15 minutes
ACTIVITY C: <b>Role Play/Guided Discussion</b>	60 minutes
ACTIVITY D: <b>Wrap-up</b>	<u>15 minutes</u>
<b>Total Time</b>	<b>100 minutes</b> <b>(1 hour, 40 minutes)</b>

**ACTIVITY A      INTRODUCTIONS**

**TIME LIMIT**       10 minutes

- OBJECTIVES**
- To welcome the group back and introduce new members to the group
  - To answer any questions not answered during the last workshop
  - To provide an overview of the workshop and how it will be conducted
- 


**FACILITATOR  
DIRECTIONS**


1. Welcome everyone back who attended the last workshop. Welcome new members to the group and have them say something about themselves if they feel comfortable doing so. Then, have group members briefly introduce themselves to the new parents.
2. Announce that new members should get in touch with a person who attended the previous workshops in order to get the reading materials provided.
3. Answer any questions which were not answered at the last workshop.
4. Provide an overview of the workshop and how it will be conducted. Your overview may contain the following:

*"It is hard to avoid the fact that discussions will sometimes lead to disagreements between members of a group. Today we will discuss some of the personalities which may arise during a group meeting."*

**ACTIVITY B ICEBREAKER EXERCISE: WHICH PERSONALITY AM I?**

**TIME LIMIT**  15 Minutes

**OBJECTIVE**  To become familiar with some characteristics which will emerge during parent group meetings

**PREPARATION**  Write the numbers "1," "2," and "3" on three small pieces of paper.

---

**FACILITATOR DIRECTIONS**

1. Advise the group that this will be an **icebreaker exercise**. Have a group member explain what an **icebreaker exercise** is meant to accomplish. Once the person is finished, you may want to fill in anything that was left out.
2. Have three parents volunteer to pick one of the three small pieces of paper to see which of the three roles they will portray in the **role-playing exercise** which follows this exercise.


If the group member picks a:

- 1, he/she will be cooperative
  - 2, he/she will be quiet
  - 3, he/she will be argumentative
3. Explain that the **cooperative person** generally volunteers information and asks constructive questions during the session; the **quiet person** volunteers nothing, and must be prodded to answer anything; and the **argumentative person** disagrees with much that is said, and is really trying to boss people around.

**ACTIVITY C**                      **ROLE PLAY: CAN WE AGREE TO DISAGREE?**

**TIME LIMIT**                       60 Minutes

- OBJECTIVES**
- To simulate a parent meeting focusing upon some characteristics which may emerge from individual members
  - To examine the roles of group members during a meeting

**PREPARATION**                       Make sufficient copies of the Reading Material for this workshop entitled "**Ground Rules for the Meeting**" to hand out to the group at the end of the workshop

---

**FACILITATOR DIRECTIONS**

1. Advise the group that this will be a **role-playing exercise**. Have a group member explain what a role-playing exercise is meant to accomplish. Once the person is finished, you may want to fill in anything that was left out.
  
2. Advise the group that the volunteers will be simulating a parent meeting. Each volunteer will play the characteristic decided with the small piece of paper. The group volunteers will be trying to discuss a topic of importance.
 

To make it easier for the group members, you may want to choose the topic to be discussed. Ideally, it should be a topic which will get differences of opinion from group members. For example:

  - *Latino parents do not care enough about the education of their children*
  - *It's the school's fault when Latino children fail*
  - *Latino parents do not communicate enough with their children*
  
3. Advise the group that when you give the signal, the discussion will begin with everyone acting out their role. Allow the role-playing to continue for 5 minutes so that individual group members can act out their role.

4. After the role-playing exercise, ask the group to explain what they saw happening. Was everyone participating? Who was dominating the discussion? Should the quiet person be provided the opportunity to speak -- is his/her opinion important? How about the cooperative person -- what was he/she doing?
5. Explain to the group that participants at meetings will behave in different ways. Some members will be quiet, others will be argumentative, and others will contribute positively to the discussion. Therefore, during the first meeting, it is important to get the group's agreement on how everyone will talk to each other and contribute to the discussion.
6. Describe to the group the roles of the participants, facilitators, and recorder. Your discussion can contain the following:

"Participants" includes everyone who is at the meeting.

Participants should:

- all participate, no one should dominate
- contribute views, ideas, and feelings to discussion
- realize it is okay to disagree, but that everyone has a right to their views
- listen actively and not interrupt
- ask questions if uncertain of others' meanings
- help moderator and recorder stay in their roles and make sure ground rules are observed

At every meeting, there should be a "facilitator" or "moderator". This person keeps the meeting flowing.

The facilitator:

- is neutral, does not evaluate others' ideas or contribute own ideas
- makes it possible for everyone to participate
- suggests methods and processes
- helps the group stay focused
- uses questions to draw out, probe, and clarify so that everyone's views are understood
- protects individuals and their ideas from attack

---

## WORKSHOP NINE

A "recorder" is a person who writes down the important points made during the meeting and summarizes the group's discussions and the decisions made by the group. In very small groups, the facilitator may also act as the recorder. The recorder:

- is neutral, does not evaluate or contribute own ideas
  - provides legible and visible group memory on flip cards
  - summarizes and organizes comments, using speaker's words
7. Ask the group to reflect on the role-playing exercise that they just saw-- a facilitator was not present; no ground rules were made. Without a facilitator or ground rules the meeting may not go well. With very different personalities, participants may not reach agreement on what should be discussed or what action should be taken.
  8. Advise the group that "facilitators" are important to meetings and how to be "**An Effective Facilitator**" will be the topic of the next workshop.

**ACTIVITY D**

**WRAP-UP**

**TIME LIMIT**



15 Minutes

**OBJECTIVES**

- To summarize lessons learned
- To invite group members to attend all workshops
- To announce/schedule the next workshop
- To obtain feedback

**FACILITATOR DIRECTIONS**

1. Summarize accomplishments of the workshop. Ask the group what they learned. Be sure to include:
  - *meetings should begin with ground rules and an understanding of everyone's role*
  - *people with different personalities can work well together if everyone obeys the ground rules*
2. Invite the group to participate in the next workshop. Announce that the next workshop will focus on "An Effective Facilitator."
3. Announce (or collectively schedule) the next workshop date, time and place. Be sure to advise the group members of the method by which everyone will be contacted to confirm their attendance.
4. Advise the group members that the next workshop is the last one in the APEX workshop series.
5. Provide members with copies of the Reading Material for this workshop entitled "Ground Rules for the Meeting."



**READING MATERIALS FOR WORKSHOP NINE**

**Ground Rules for the Meeting**

Getting the group's agreement about how they are going to talk with each other is important to making it their meeting. It prevents problems because if participants have agreed to behave in a certain way, they will help the moderator enforce the rules if someone is going astray.

**Moderator (Facilitator):**

- is neutral, does not evaluate others' ideas or contribute own ideas
- makes it possible for everyone to participate
- suggests methods and processes
- helps the group stay focused
- uses questions to draw out, probe, and clarify so that everyone's views are understood
- protects individuals and their ideas from attack

**Recorder:**

- is neutral, does not evaluate or contribute own ideas
- provides legible and visible group comments on the flipchart
- summarizes and organizes comments, using speaker's words

**Participants:**

- all participate, no one dominates
- contribute views, ideas, and feelings to discussion
- realize it is okay to disagree, that everyone has a right to their views
- listen actively, do not interrupt
- if uncertain of others' meanings, ask questions
- help moderator and recorder stay in their roles and make sure ground rules are observed

Reprinted from "Hard Talk: A Discussion and Process Guide for Moderators of Forums on Education and the Community" by the Kettering Foundation, 1988.