COMMON TRAINING

INSTRUCTIONAL GUIDE

SECTION 4

EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-702/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about positive group dynamics.

An interactive lecture was chosen for TP2 to orient the cadets to positive group dynamics, to generate interest and to present basic material.

An in-class activity was chosen for TP3 as an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M103.03 (Participate in Team-Building Activities).

QUESTIONS

Q1. What are the characteristics of a successful team?

Q2. What are the advantages of effective teamwork?

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ANTICIPATED ANSWERS

A1. The characteristics of a successful team are:

- clear communication,
- mutual cooperation and support,
- share a common goal, and
- high esprit de corps.

A2. The advantages of effective teamwork are:

- everyone is included ensuring a better outcome;
- tasks are often easier when more people are involved; and
- communication skills are developed.



Write down the characteristics of a successful team and advantages of effective teamwork on a whiteboard/flipchart/OHP.

OBJECTIVES

By the end of this lesson the cadet shall be expected to demonstrate positive group dynamics.

IMPORTANCE

It is important for cadets to learn about positive group dynamics to continue to improve their leadership skills. By experiencing the benefits of working as a supportive and encouraging team member in a peer setting, cadets may enhance their self-confidence and self-esteem.

Teaching point 1 **Discuss Positive Group Dynamics**

Time: 10 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

According to “Youth Leadership”, as individuals begin to work in groups, they discover that there are patterns of group development; they learn that all groups develop in predictable ways. Information about group development and dynamics dispels myths about groups. One myth many cadets believe is that “nobody feels the way I do.” Feelings of isolation and detachment are common among individuals who enter a new group. As cadets learn more about the tasks necessary for groups to evolve, they discover that there is more to forming a positively functioning group than just bringing people together.

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Cadets learn why people have come to the group. Through activities, cadets share what they are feeling and why they are there. As cadets discover how groups operate and as they learn about the kinds of forces that exist within groups, they begin to understand how they fit into their own group.

In order for a peer group or team to perform at its highest level, each member of the team should display positive group dynamics. To demonstrate positive group dynamics, group members should:

- contribute to the group's goal;
- exhibit trust in the group;
- create a safe environment for others to share their opinions;
- follow the leader;
- finish the task;
- display esprit de corps; and
- appreciate others within the group.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. What attributes must a cadet display within the team, to help the team be successful?



Have cadets brainstorm a list of the attributes that enable positive group dynamics. Copy the list on a whiteboard/flipchart/OHP.

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Q2. Are there some attributes that contribute more to the success of the team than other attributes? Why or why not?

Q3. Besides cadets, where else would these attributes be advantageous in a peer setting?



The attributes brainstormed by the cadets may not match the attributes in the background knowledge. Correct cadets during the discussion if the attributes suggested do not match the criteria for positive group dynamics.



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the group discussion will serve as confirmation of this TP.

Teaching point 2 **Explain How to Display Positive Group Dynamics**

Time: 25 min Method: Interactive Lecture

When placed within a peer setting, each cadet should display positive group dynamics.



After explaining each point below, have cadets give examples of when they have seen the attribute displayed.

To display positive group dynamics, cadets must:

- Contribute to group discussions by providing input. This means contributing to every discussion. Even if a cadet has no new or original ideas, agree or disagree with other member's suggestions. Ask questions. Offer support and volunteer to take on extra assignments.
- Be motivated. Be enthusiastic and ensure the best effort each time when working in a team setting.
- Participate in establishing the team's goals. Cadets will have to work to meet the team's goals, so cadets should have a say in determining them. Ensure group goals are consistent with the aims of the cadet organization.
- Try new things. Do not be afraid to take risks. Trying new things shows courage, and courage is a leadership quality. Remember the turtle: it is perfectly safe when it stays in its shell, but to move ahead, the turtle must stick its neck and feet out.

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- Be sensitive to other points of view. Listen to the opinions of other team members. Do not be afraid to express your view even if it is different or even the opposite of everybody else's. Deal respectfully with teammates who disagree. Be willing to compromise to achieve a consensus.
- Know teammates' strengths and weaknesses. If members know their teammates' talents and limitations, it enables the team to use all its personnel to its best advantage. Being aware of teammates individual habits may make working with them easier.
- Increase self-confidence through positive self-talk. Focusing on one's positive characteristics leads to increased self-confidence. To feel better about yourself, concentrate on the things done well and compliment yourself on those things. This is not always easy.
- Be cooperative. Be polite, be a team player, and support your teammates. Help them by distributing work evenly and by sharing information; do not compete.
- Resolve conflicts as quickly as possible at the lowest and most appropriate level. As mentioned in the CHAP program, if teammates have a conflict, find a solution. Do not let problems fester and do not hold a grudge. Once conflicts are resolved, let them go.
- Celebrate successes. When the team completes a task or completes a goal, share in the enjoyment. Have a quick team meeting and compliment all team members on a job well done. Praise team members in front of others. Show appreciation to teammates who have been especially helpful. Everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.



Compare the list of attitubutes developed during the group discussion with the attributes taught in TP2.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. How can cadets contribute to group discussions?

Q2. Why should cadets not be afraid to try new things within a team setting?

Q3. Why should successes be celebrated?

ANTICIPATED ANSWERS

A1. Cadets can contribute to group discussions by providing input. This means contributing to every discussion.

A2. Trying new things shows initiative, and initiative is a leadership quality.

A3. Successes should be celebrated because everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.

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Teaching point 3 **Demonstrate Positive Group Dynamics**

Time: 15 min Method: In-Class Activity



It is very difficult to find an activity that will display all the aspects of positive group dynamics at once. This activity was chosen to give cadets the opportunity to be sensitive to other points of view, to listen without interrupting, to learn their teammates' strengths and weaknesses and to increase their self-confidence through positive self-talk.

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets demonstrate positive group dynamics within a peer setting to build mutual support and trust.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Remind cadets that the ability to build mutual trust is based on being able to communicate openly with members of the team.

1. Ask the cadets to find a partner, preferably someone they do not know well, or someone they would like to know better.

2. Have the cadets sit facing each other.

3. Have the cadets decide who will go first. Tell them to make eye contact with one another and get comfortable. Cadets must maintain an open body posture (no crossing of the arms or legs and no slouching). Cadets must tell their partners "What I like about myself." Cadets must speak for two minutes.

4. The passive partner cannot say a word, but through body language, (head nodding, leaning forward, smiling, etc.) must express a keen interest in what is being said.

5. At the end of two minutes, have the cadets switch roles and repeat the speaking/listening exercise.

6. Have cadets switch back to their original positions. Tell them to make eye contact with one another and get comfortable. Cadets must maintain an open body posture (no crossing of the arms or legs and no slouching). Have the first cadet speak about "What I don't like about myself". Cadets must speak for one minute.

7. The passive partner cannot say a word, but through body language, (head nodding, leaning forward, smiling, etc.) must express a keen interest in what is being said.

8. At the end of one minute, have cadets switch roles and repeat the speaking/listening exercise.

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9. After everyone is finished speaking/listening, conduct a short de-brief with the cadets to include the following questions:

- Was it difficult to remain passive, silent and interested?
- Was it easier to listen to another cadet speaking about their strengths or their weaknesses? Why?
- Was it easier to speak about their own strengths or their own weaknesses? Why?
- Did having the listener show interest through body language help them be more open with their remarks? Why?

SAFETY

N/A.



Ensure cadets understand that this activity was chosen to give them an opportunity to demonstrate positive group dynamics by being sensitive to other points of view, listening without interrupting, learning your teammates' strengths and weaknesses and increasing their self-confidence through positive self-talk.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to demonstrate positive group dynamics by being a supportive and encouraging team member within a peer setting. As a full participant in team activities, cadets may enjoy their tasks more and they may make more effective contributions to the team's success. This may assist in building the cadet's self-confidence and self-esteem and may improve their basic leadership skills.

INSTRUCTOR NOTES/REMARKS

The instructor shall provide a safe learning and team-building environment in which the cadets will display and demonstrate positive group dynamics.

REFERENCES

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C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building.* USA: Alpha Books.

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C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership.* San Francisco, California: Jossey-Bass Inc.

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