



MC Consulting

“How to Build Effective Small Group Communication”

Presented to you by: Effective Communication Consultants
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I. Effective Communication Amongst College Personnel

Our clients for our program – “How to Create Effective Small Group Communication” are **Student Affairs offices of colleges and universities** and the trainees for our program will be the **Head Residents and Resident Assistants** that our client hires. These Head Residents and Resident Assistants work together on college campuses to provide a safe and healthy living environment for all residents on their campus. In order for Head Residents and Resident Assistants to work together as a whole, it is vital that they have strong group communication skills. Therefore, our training program will revolve around these group communication skills that they will need. Since part of **MC Consulting’s philosophy is teamwork and synergy**, we believe that we will apply this idea to our training program as well. To do this, our training program will consist of a variety of things that are vital to group communication, including group cohesiveness, listening techniques, and different roles and leadership styles.

Specifically, we have structured our training program to follow the inverted pyramid design. This will be based upon the idea that we believe each segment of our training program is necessary to know and understand before moving onto the next segment (**group cohesiveness → listening → group roles and leadership styles**) – group cohesiveness is necessary for Resident Assistants to be willing to listen to each other, and listening abilities and techniques will lead to adaptability regarding group roles and leadership styles.

In the group cohesiveness segment of our program, we will strive to build group cohesiveness amongst each Residential staff. We will discuss reasons that people join a group (for inclusion, affection, and control, etc. based upon **William Schutz’s** research). We will also discuss goal setting because when a group is unified to reach a goal, that unification brings about a sense loyalty, and both loyalty and unification make a group more tightly knit. Next, we will

conduct a listening segment. This listening segment will include barriers of listening (and **how to overcome these communication barriers**), such as prejudging the communicator and rehearsing responses. It will also describe different listening styles (such as people-oriented, action-oriented, content-oriented, and time-oriented) and how to adapt oneself to listen with different orientations based upon the need of the situation. Additionally, it will explain how to listen actively and provide effective feedback to the communicator. Group cohesiveness and listening abilities are key to groups and how they work together. They allow group members to contribute differently and uniquely to the group.

Based upon this, our final session of our training program will revolve around leadership styles and different roles that group members can take on. This session will describe different roles that members play in a group, both **task roles and maintenance roles**. It will also include a **personality quiz** that will allow Residential Assistants with whom we are working to determine which type of role they would most likely play, and we will include information on how to **adapt to take on a different role** if necessary. In the same sense, we will describe different leadership styles (such as authoritarian, democratic, and laissez-faire) and when each style is appropriate under certain circumstances. The very last session will be a collaboration of all previous sessions. It will be a review, asking the Residential staff members what they took away from the training program and giving them the opportunity to get in groups and discuss how they will implement what they have learned.

Throughout all sessions, there will be ways to practice the skills discussed, as well as other hands-on activities that will encourage communication amongst group members. The extensiveness of our program will be ordered in such a way that each session will build up to the next session, and at the end, the Residential Assistants with whom we work should have a better

understanding of ways they can apply communication skills that members of a group need to be successful.

II. TO WHOM and HOW can we sell our program?

A. Small Group Clientele

The client for our program is Student Affairs offices and staff members on college campuses. Almost every campus has residential life staff members, so our training program has the potential to be used by plenty of college campuses. Specifically, in the United States, there are **over 9,000 residential life staff members** on college campuses. Additionally, there are **over 10,000 residential life staff members in other areas** such as mental health and substance abuse facilities or vocational rehabilitation centers. While our program is designated for college life residential staff members, in the future, it could **easily be adapted to train other residential life members** in these other areas. Because of this, there is clearly a **wide range of diverse clientele** that could certainly benefit from our training program. Ultimately, “employers seek employees with good group communication skills” (**Froemling, Grice, & Skinner**, 2011, p. 182), and our program will provide employees with these essential small group communication skills. As a result, our training program has the potential to reach many people across the United States which will not only benefit the trainees of the program, but will also greatly **benefit MC Consulting in the long run.**

To specifically market this program to colleges, we will rely on **social media**. Because so many college students (and therefore many college personnel) use social media every day, we will advertise and market through means such as Facebook, Twitter, and YouTube. For example, Effective Communication Consultants in which we would show pictures and videos of recent presentations. College personnel could ask us questions on this page quickly and receive

responses quickly, and we could also demonstrate recent progressions our program has made or recent research we have conducted. Personal testimonies could be given on our Facebook page as well from people who “like” our page. Twitter could generally be used for the same thing. Using YouTube could help market to colleges because we could record certain aspects of our program as examples for potential clientele to look at. Other social media could be implemented as technology progresses and different media become more popular. We believe that these would be effective ways to market to colleges because there **would no cost to MC Consulting and communication would be quick and easy between ECC and our clientele.**

B. Why is our program important?

There are a number of reasons as to why our training program is needed amongst college residential life staff members today. One reason is that clients (Student Affairs) do not only hire residential life staff members – they have a lot on their plates. They may become so busy that training their Head Residents and Residential Assistants can fall to the wayside. They also may become so engrossed in their own manner of training (perhaps a training program they have used for years), that they lose sight of other opportunities for training from outside resources that may have methods more applicable for Head Residents and Residential Assistants of today’s college students.

Another reason that our training program is needed is that constant training for staff adaptation is required and necessary. It is vital that **staff members adjust as their staff changes** or as policies change. Adaptation and the communication skills to enhance this adaptation are vital for providing a safe living environment for college students. This is partially why our program addresses group cohesiveness and listening. People involved in the area of Residence Life see that the “ability to be flexible in scheduling and in hearing each other’s needs out are a

vital part of the job. If these areas could improve amongst RAs, our jobs would be significantly easier and we could use our time bettering other aspects of Res Life” (Interview with Ryan Kerr, September 10, 2012).

Yet another reason efficient communication skills, and thus our training program, are necessary in colleges today is the idea that **poor communication can result in financial losses for colleges**. Poor communication can result in improper disciplinary actions. These actions can be the result of inconsistent communication skills amongst staff members. For example, when a fight between residents breaks out, there are certain communication measures that an RA needs to take. If a fight breaks out and the chain of communication is unclear, the college can suffer financially (for example, if the police are called by the RA as opposed to just security).

Additionally, this can result in higher insurance costs. For example, an RA who does care about parties held in residential halls could cost the school money because if a party is not shut down at the right time, vandalism and damage to the building could incur. If the culprit is not caught, the school could have to pay for the damages, but if less vandalism occurs, insurance for the school can remain at a low price. All colleges want to draw students in, and if the college can keep costs down, more students will be drawn to that school. Therefore, our training program to build better communication skills amongst HRs and RAs is essential for colleges saving money.

While there were a variety of issues that we could have covered in our training program, we chose **group cohesiveness, listening, and group roles/leadership styles because we believe them to be most important based upon the research we conducted**. Effective communication is based off of group cohesion. One RA we interviewed while researching our training program stated, “If group members like each other, or at least are open-minded, they can bond and get things done. Through staff bonding, many issues are avoided” (Interview with Anders Nelson,

September 12, 2012). Another RA stated that problems occur when “there is a breakdown in how well [the staff] works together” (Interview with Allison Fantetti, September 10, 2012). If group members cannot communicate and be cohesive together, they cannot “negotiate group roles, establish goals, reveal similarities and differences, resolve conflict, and express affection” (Beebe & Masterson, 2009, p. 110). All of these are vital for group effectiveness; therefore, we believe it is essential to build group cohesion, and our training program will be designed to do this.

We also believe that it is necessary for Residential Assistants to have effective listening skills and recognize listening barriers, as well as ways to overcome these barriers. When speaking with RAs, we noticed that “listening is crucial. If an RA doesn’t listen to what another RA is saying, conflict ensues and chaos follows. Good group communication starts with listening to each other” (Nelson). Since listening is such an important aspect of an RA’s job because so many things are a result of the ability to listen, it is evident that listening should be addressed in our training program. Finally, research also supports evidence that group roles need to be addressed in our training program. Group roles help keep a group going strong. **“If [group members] understand how group roles form and how various roles function, [they] will be better able to help a group achieve its purpose...** Task functions help the group get the job done, and maintenance functions help the group run smoothly” (Beebe & Masterson, 2009, p. 75). All roles in a group are important, and it is important that group members can recognize when a role needs to be taken on in order to accomplish something.

Our training program can also help build up residential life staff members. The more training RAs receive and experience, in regards to being able to communicate with their staff fellow staff members effectively, the higher their level of satisfaction will be. This higher level

of satisfaction will result in RAs being more motivated to succeed in their job and more enthusiastic towards their job. As a result of this, students across the campus will feel more at home while they are at school, and this can result in happier and more content students. If students are happier, **retention rates can increase**, and higher retention rates result in a better standing for the college. This chain of events all starts with effective communication amongst HRs and RAs, and therefore, our training program will be able to start this chain of events. As a result of our program, the colleges and universities with whom we work will be effective in ways that we believe will enable the organization to reap benefits that will allow them to **make their money back quickly and efficiently**. We truly believe that the benefits of our program will significantly outweigh the cost. Overall, our program will result in better means of communication amongst RAs and Residence Life as a whole which will prevent unnecessary costs to the college, and in turn, retention rates will continue to grow as a result of students' happiness, thus **bringing revenue to our clients, and ultimately bringing revenue to MC Consulting**.

C. What makes our program unique?

There are many things that set our training program apart from other training programs. When presenting our training program to clientele, it is important to note some of these things. One of the things that sets our training program apart is our **flexible approach to each and every school** with which we will be working. As opposed to other training programs which have basic information that all schools can use, our training program will adapt to the specific needs of the campus on which our training program will be presenting. Part of this entails communicating with the school before the presentation. **Preliminary research of the school and its specific needs** will be conducted before the presentation so that our program can best

apply to the Head Residents and Residential Assistants at that school specifically. Ultimately, unlike our competition, our program prides itself on the idea that it will be tailored specifically to the needs of each individual clientele with whom we work. While other programs have generic information that all of their clientele hear, our program is **intricately designed to make our clientele feel special** in that all of our training programs are unique in their adaptations to the assessed needs of each client. Our training program really cares about that **one-on-one attention with our clientele**, and our clientele will appreciate our outreaching hand in doing preliminary research when designing the program just for them.

Something else that is unique to our training program is the **personalized personality tests** that we will be able to hand out before the program. These tests will allow staff members to find out roles that they play in groups or their individual leadership styles. Then, when we present, they will be able to take that information and listen specifically for ways that they can communicate better as a group member playing a specific role. This individualized attention is vital to making our training program valued by individuals with whom we are working. Following this, our training program is designed for **staff members to work alongside their specific staff** so that communication can begin building right from our program. Our goal is that if we present on a weekend, “things will be better in the dorms by Monday.”

Another unique thing about our training program is that we are not finished when we leave the college campus. Our program is designed so that **follow-up websites** can be used by the schools to further train staff members. The website will consist of videos, tests, handouts, and activities that will enable staff members to continue building upon their communication skills.

Finally, something else that sets our training program apart from others is our **constant desire to improve**. Upon leaving the campus, we have feedback and evaluation handouts that

will be altered to the programs we used at the campus. After getting results from these evaluations, we will read them and alter our program to be better in the future. Overall, the uniqueness of our program, its ability to adapt, and our constant drive to improve by receiving feedback and working closely with clientele make our training program incredibly beneficial for any Residential Assistant to experience.

Specific ideas for marketing include putting sample videos on a website that clients can look at before purchasing our program. This way, they will have a basic understanding of what our mission statement is and how our program is carried out. We will also send personalized postcards to potential clients, stating our mission, and that we want to work with them individually to design a program that is best-suited for their specific needs. Additionally, a phone team could be another marketing strategy. Periodically, we will call potential clients to tell them about developments in our program and see if they would be interested in having us do a demonstration for them.

III. Who are our trainees? What will they learn from our program?

A. What are our trainees like?

College life Head Residents and Residential Assistants are above average students. They are **motivated to succeed**, and they are motivated to make their peers succeed as well. They are willing to learn how to do this, and because they are “doers,” they are willing to do what it takes to learn ways to help others succeed. They are dedicated and respectful students who know how to manage their time and who are very personable and approachable. They genuinely want to help people, and they are generally enthusiastic and optimistic. Because of our trainees’ motivation and willing attitude to the best job they can, our program will be very hands on and allow them to have great amounts of input.

B. What will our trainees learn from our program? What are our objectives?

Below, we have listed objectives for each aspect of our program – cohesiveness, listening, and leadership/group roles – in terms of knowledge, comprehension, application, and evaluation. These objectives are the specific things our program is designed to teach each and every one of our trainees, based upon our mission statement:

Through our program, we strive to build strong group cohesiveness through building listening skills and developing strong leaders who can take on different roles in a small group.

Cohesiveness:

1. At the end of this program, trainees will be able to identify the needs of each member (in terms of inclusion, affection, and control) in their small group. (Knowledge)
2. At the end of the program, trainees will be able to distinguish a cohesive group from one that is not cohesive. (Comprehension)
3. At the end of the program, trainees will be able to set, organize, and present specific goals that meet needs for the year to their residents and themselves. (Application)

Listening:

1. At the end of this program, trainees will be able to identify listening barriers of communication and use methods to overcome them. (Knowledge)
2. At the end of this program, trainees will be able to interpret messages with an open mind because they will be able to actively listen to their fellow staff members through eye contact and nonverbal body language. (Comprehension)

3. At the end of this program, trainees will be able to provide effective feedback and respond appropriately to those with whom they are communicating. (Application)

Group Roles:

1. At the end of this program, trainees will be able to distinguish the differences between a task role and a maintenance role. (Knowledge)
2. At the end of this program, trainees will be able to reflect upon and recognize roles they have played in a small group. (Application)
3. At the end of the training program, trainees will be able to assess which roles need to be taken on in order to maintain effective communication and decision making within their staff. For example, gatekeeper-expediter, harmonizer, encourager, etc. (Evaluation)

Leadership:

1. At the end of the leadership segment of this program, trainees will be able to define different types of leadership (based upon Blake & Mouton's Managerial Grid).
(Knowledge)
2. At the end of the leadership segment of this program, trainees will be able to list specific characteristics of each type of leadership style, and provide an example of a leader that fits those characteristics. (Knowledge)
3. At the end of the leadership segment of this program, trainees will be able to recognize different leadership roles and adapt to them in different circumstances in a group.
(Comprehension)
4. At the end of this segment of this program and upon receiving their test results, trainees will be able to recognize leadership styles that they have taken on.

(Application)

5. At the end of the leadership segment of this program, trainees will be able to hypothesize which type of leadership style they need to take on in order to maintain effective communication within their group. (Evaluation)

IV. What will our program consist of?

Below is the general outline of training program which take place for the duration of a weekend (Friday night – Sunday afternoon). For a more detailed outline, see the modules listed below.

Opening Introduction and Icebreaker (7:00PM – 7:30PM)

1. Cohesiveness (Friday, 7:30PM – 9:30PM)

- a. According to Beebe and Masterson, “Many groups fail to remain together because they never identify their common purpose” (p. 5)
- b. Our program will talk about the needs of small group members, including inclusion, affection, and control (based upon Communication theorist William Schutz).
- c. Group analysis scenarios and activities will be designed to allow trainees to see when needs of members need to be addressed.

2. Listening (Saturday, 9:00AM – 12PM; 5-10 minute breaks between activities)

- a. According to RAs that we interviewed, many believed that “listening is crucial. If an RA doesn’t listen to what another RA is saying, conflict ensues and chaos follows. Good group communication starts with listening to each other” (Nelson).

- b. Discuss listening barriers and how to overcome them.
- c. Discuss active listening vs. passive listening.
- d. Discuss how to provide effective feedback when listening to someone.
- e. Different listening activity scenarios.
- f. Lunch Break (12:00PM – 1:00PM)

3. *Group Roles* (Saturday, 1:00PM – 4:00PM)

- a. “If [group members] understand how group roles form and how various roles function, [they] will be better able to help a group achieve its purpose.” (Beebe & Masterson, 2009, p. 75)
- b. Discuss different roles
 - i. Task-oriented roles, maintenance-oriented roles, and self-centered roles
 - ii. Different role-related activities
 - 1. Video assessment
 - 2. Scenarios

4. *Leadership* (Sunday, 9:00AM – 12:00PM)

- a. Discuss different types of leadership that are prevalent in the world today
- b. Leadership Quiz to examine individual leadership styles
- c. Discuss when different leadership styles are appropriate
- d. Lunch Break (12:00PM – 1:00PM)

Concluding Wrap-Up, Summary, and Evaluation Time (1:00PM – 3:00PM)

Overall, based upon our expertise, needs analysis, and research, we believe that our program and its **basis in all aspects of MC Consulting's philosophy** will enable MC Consulting to build long-term relationships with clientele who work with Residential Assistants not only in colleges and universities, but also in other areas of work as well. **Our unique program that is adaptable to each individual client will help build these long-term, close relationships, and in turn, bring in revenue for MC Consulting.**

Below are detailed modules that provide a clearer look at our training program:

Introduction

Content Description:

In the overall introduction of our training program, we will introduce MC Consulting, and we will introduce us (Effective Communication Consultants or ECC). We will state our purpose for meeting with the trainees, as well as our mission statement. During this time, we will also hand out packets to the trainees with all of the objectives and handouts that they will need for the duration of our program. Also at this time, we will preview what our program contains and go over the specific objectives so that our trainees know what to expect for the upcoming weekend with us. After we introduced ourselves, previewed the program, and gone over the objectives together, we will do an icebreaker with the trainees. This icebreaker will be the "Majority-Minority Game" so that trainees can become more familiar and comfortable with each other. (For a description of the "Majority-Minority Game," see Appendix A).

Transition: Now that we have been able to get to know each other a little bit, we can move into our next segment of the training portion, cohesiveness. Without some sort of cohesiveness, it is hard for groups to reach common goals. As Resident Assistants, it is

important to build cohesiveness amongst your staff in order to set common goals for your residents for the semester.

Module #1: Cohesiveness

Content Description:

Following the initial icebreaker, the training program will commence with a session on cohesiveness. Following a small icebreaker specifically guided towards showing the importance of cohesion, this session will begin by stressing the importance of cohesion – “In order to function effectively, a group has to cohere, or, to put it in several other ways, “hang together,” generate a “we feeling” among members, or have a positive emotional climate.” This section of the program will then incorporate the importance composition and building cohesion amongst staff members, individual benefits of cohesiveness, task effectiveness with cohesiveness, communication with cohesiveness, and caution that needs to be taken when becoming a cohesive staff (i.e. groupthink).

Objectives:

1. At the end of this program, trainees will be able to identify the needs of each member (in terms of inclusion, affection, and control) in their small group. (Knowledge)
2. At the end of the program, trainees will be able to distinguish a cohesive group from one that is not cohesive. (Comprehension)
3. At the end of the program, trainees will be able to set, organize, and present specific goals that meet needs for the year to their residents and themselves. (Application)

Training Techniques and Methods:

1. *Cohesive Building Exercise*

The first activity that trainees will do in this segment of the program is begin to build cohesiveness amongst their fellow staff members. Trainees will group up into their respective staffs and be assigned to construct and design a symbol or picture that represents their staff, as well as come up with a slogan. All group members will then come together and discuss their creations. Questions will follow that stress the importance of cohesion (See Appendix B).

Medium:

- Artwork
- Discussion

2. *Why do people join groups?*

In this segment, trainers will provide three reasons that people tend to join groups – inclusion, control, and affection. Trainers will define each of these terms and provide examples of why people choose/need groups for these reasons. Trainees will then complete a quiz (from Communication research William C. Schutz) that shows them the main reason they join groups based upon these three ideas, and additionally, which of these three ideas they implement in groups. (See Appendix C).

Medium:

- Lecture
- Personality Quiz (Handout)
- Discussion

3. How does my behavior contribute to group cohesion?

This session will begin by examining the Johnson Trust Diagram. ECC trainers will present the chart to trainees (See Appendix 1) and discuss different behaviors that contribute to cohesiveness. It examines trust in particular, and trainers will relate how the higher the trust is between staff members, the more effective communication will be between them. In this portion of the training program, ECC trainers will give a personal quiz to trainees that will demonstrate how their personal behaviors contribute to group cohesiveness.

Medium:

- Lecture & Discussion
- Personality Quiz

4. What is groupthink?

Groupthink is an unintentional result of cohesion. During this brief session, trainers will present the idea of groupthink to trainees, and different tactics to help ensure that groupthink does not occur amongst staff members.

5. How can cohesion benefit my group?

This session will be designated for staffs to come together and prepare for how they will better their residence halls. In this session, ECC trainers will explain the idea behind goals – specific and measurable. Staffs will then be encouraged to come together and will have the chance to come up with specific goals that they would

like to see implemented throughout their residence halls in the upcoming year.

Medium:

- Lecture
- Discussion & Brainstorming

Transition: Being an effective listener is also important to working in a successful group. This segment about listening follows the segment about cohesion because without a sense of cohesion, group members may not have an incentive to listen to other members and being an effective listener may be difficult.

Module #2: Listening

Content Description

According to RAs that we interviewed, many believed that “listening is crucial. If an RA doesn’t listen to what another RA is saying, conflict ensues and chaos follows. Good group communication starts with listening to each other” (Nelson). This training module will take place in the morning on the second day of training and, following the day’s ice breaker activity, will last for approximately three hours. This part of the program will teach our trainees how to be effective and competent listeners by explaining all components associated with listening. The overall goal for the day’s module is to first explain what a listening barrier is, distinguish what kind of listener trainers tend to be/show them different types of listening, and then show them how to improve while giving them practice with their knew skill knowledge set.

Objectives:

1. At the end of this program, trainees will be able to list listening barriers of communication and list methods to overcome them.

2. At the end of this program, trainees will be able to interpret messages with an open mind because they will be able to actively listen to their fellow staff members through eye contact and nonverbal body language.
3. At the end of this program, trainees will be able to provide effective feedback and respond appropriately to those with whom they are communicating.

Training Techniques and Methods

1. "Listen to Draw" Activity

This game is designed to have trainees experience the value of listening. In this game, trainees will pair up with a member on their staff. Each member of the pair will sit back-to-back. Once the pairs are sitting back-to-back, one partner will be given a piece of paper and a pen; the other partner will be given the name of an item (For list of items, see Appendix D). The person who was given the item will be told to explain to his/her partner how to draw the item without using the item's name. (Example: If the item were a snowman, one partner would say "Draw a big circle. Draw a smaller circle on top of that circle, and then draw a smaller circle on top of that," etc.) The partner who is drawing is not allowed to speak or ask questions to clarify. After both partners have had a chance to draw and speak, there will be a session of debriefing. In this game, trainees will realize that listening can be difficult, and the speakers will realize that clear communication is vital to helping someone understand you.

Medium:

- Drawing
- Discussion

2. What is listening? What is the difference between active and passive listening?

For this portion of the training, a video will be shown about active and passive listening, and trainers will demonstrate examples of how to be an active listener from a passive listener. ECC will then lecture about the roles an active and passive listener will play. Next, ECC will evaluate the RAs via a pre-made test (See Appendix 2) that analyzes whether they tend to be an active or passive listener. ECC will then play games with trainees that help them experience how to be a passive listener from an active listener.

Medium:

- Video
- Lecture
- Handout/Test

2. Listening barriers: What are different types of barriers, how do I recognize them, and how do I overcome them?

For this portion of the training, team members will watch a series of videos of RA staff interacting with one another and ECC trainers will act out skits and have trainees help them act. Each video will show RA staff members as ineffective listeners. Discussion will then occur in regards to why the staff members were ineffective and how the RAs feel improvement can occur. After the video is shown, ECC will dissect the clip and explain to the trainees the components of what went wrong and strategies to fix the events in the future.

Medium:

- Skits & Acting

- Video
- Discussion

3. What are ways to provide feedback to others while listening?

During this segment, ECC trainers will act out ways to achieve effective feedback when in a group setting. Next, the trainees will divide up into their perspective staffs and will be given a series of skits to act out, each involving how to give effective feedback. By doing skits, the RAs will get comfortable with how they communicate with one another as staff members and as individuals.

Medium:

- Watching and performing skits
- Discussion

Transition: This segment follows the listening portion of the program because listening is a key aspect to certain roles that different members play in groups. Each member of a group plays a vital role in how the group functions and communicates. Understanding these roles is crucial for group success.

Module #3: Group Roles

Content Description:

Group roles are a very important aspect when working in small groups for a number of reasons. Group roles reduce confusion within the group, allow people to understand their position in the group, make sure that people do something to help the group towards its goal or task, and keep things in order when working together. Group roles reduce confusion in the

group because people don't try to take on multiple positions at once if they are assigned a specific one. They also can all rely on one person to make sure things get said and done during meetings. Group roles also let people know where they stand in the group, whether it be the leader that people follow, the person that writes everything down during the meetings, or the person that is the messenger to make sure everyone knows if there are changes to meetings or what needs to get done by a certain time. Group roles make sure that everyone in the group stays on task to get the job done in a reasonable time and done well. They make sure that things are in order and don't get out of hand and work together as a group and not sections or one person doing all of the work. Below are some key group roles that will be discussed in this portion of our program:

- **Key Task Roles:** Task roles are taken on by people who are solely concerned with what the group is supposed to accomplish. The leader of the group needs to make sure that conversation stays germane to the task at hand and sets the standard on how people in the group should behave. The secretary needs to make sure that things are recorded during the meetings so that, if needed, the group can go back and look at what they said during the meeting and what decisions they came to. These are both task roles that make sure that the task is completed to the best of the group's ability.
- **Key Maintenance Roles:** Essentially, maintenance roles are taken on by people who are concerned with relationships between group members. The maintenance roles keep the group together and working well with one another. The key maintenance roles are the harmonizer that helps to resolve conflicts, the encourager that helps to boost moods and keep things positive in the group, and the gatekeeper, who gets people that aren't talking to participate and share their thoughts and ideas.

- **Key Self-Centered Roles:** These roles can slow the group down and cause unneeded conflicts. The aggressor puts down members for their ideas if they don't like the idea or person. The blocker is very stubborn and gets in the way of progress because they won't agree. The dominator talks too much and puts too much input in on the task and doesn't let others share their ideas that could be better because they think their ideas are the best. The last self-centered role is the clown, which is the person who jokes around and doesn't do his or her part because he or she isn't taking the task seriously.

(See Appendix E for Group Roles worksheet)

Objectives:

1. At the end of this program, trainees will be able to distinguish the differences between a task role and a maintenance role. (Knowledge)
2. At the end of this program, trainees will be able to reflect upon and recognize roles they have played in a small group. (Application)
3. At the end of the training program, trainees will be able to assess which roles need to be taken on in order to maintain effective communication and decision making within their staff. For example, gatekeeper-expediter, harmonizer, encourager, etc. (Evaluation)

Training Techniques and Methods:

1. *“Everyone Has a Part” Activity*

The icebreaker for this activity will allow trainees to begin thinking about how each person in a group plays an important role. The trainees will split into their staffs, and

each staff will be assigned a machine. By only using the members in their group, the group must make whatever machine they are assigned by having each person play some sort of part. All groups will have time to prepare, and then the group will gather as a whole and have to guess what machine each group is portraying. (For a list of machines, see Appendix F).

Medium:

- Acting
- Discussion

2. *What types of roles can people have in groups?*

During this segment, trainers will present the group with the three types of roles that group members can play – task, maintenance, and self-centered. Trainers will provide definitions of each type of role, as well as definitions of each role within the category. These definitions will also be listed on a handout that all trainees will receive (See Appendix E). After looking at all of the roles, trainees will discuss pros and cons of the key roles in each group, as well as look at similarities between certain roles. To further reinforce these roles, clips from the movie *12 Angry Men*, *Toy Story*, and *The Office* will be viewed and trainees will have to discuss different roles the characters played in the video by providing characteristics of each character/role.

Medium:

- Lecture
- Video
- Handout (Appendix P)
- Discussion

3. *What type of role do I play in a group setting?*

In this portion of the training program, trainees will be presented with different scenarios that the trainers have prepared. They will then be asked which role they could most likely see themselves playing in the certain scenario. Upon analysis, they will share their ideas with the large group and provide reasons why they could see themselves playing a particular role. Additionally, trainers will offer examples of which roles they could see themselves playing and provide reasons why.

Furthermore, trainers will ask trainees which role needs to be implemented to most effectively help the scenario have the best outcome and trainees will offer their opinions with evidence.

Medium:

- Discussion

4. *How can I adapt myself to take on different roles when necessary?*

Because the ability to adapt to take on certain roles is important to residential staff members, this activity will allow members of each staff to take on different roles.

Trainees will be split into groups made up of their staff members and be given a certain role to play in a certain scenario. After acting out the scenario by playing the designated role, all trainees will come together and discuss how they implemented the role that they were assigned and discuss the difficulty of having to adapt (to possibly a role that they would not normally play). Also, trainees will discuss the difficulty of taking on a role that they normally would. (See Appendix G).

Medium:

- Roleplay

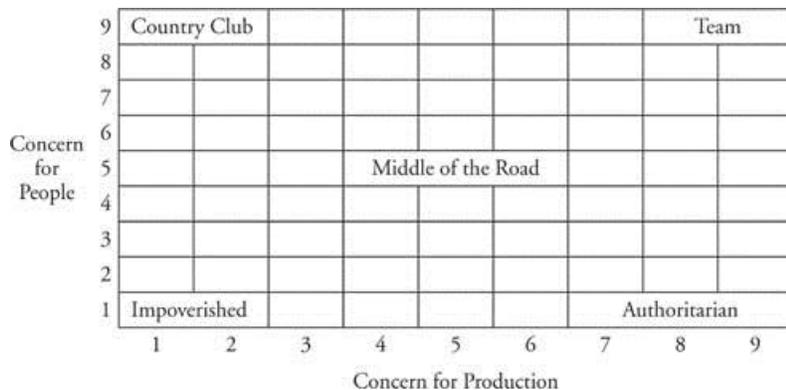
- Discussion

Transition: The last part of training session revolves around leadership. Different types of leadership are relevant to different scenarios. This is the last informational portion of our training program because, in order to be a successful leader, one needs to be able to build group cohesiveness, be an effective listener, and understand how group roles coordinate – a collaboration of all of our previous modules.

Module #4: Leadership

Content Description:

This will be the last informational segment in our training program. It will follow the presentation on group roles, but precede our final concluding session (“How to Make Residence Halls Better by Monday” in which we will have Q&A time, evaluate the program, and reinforce how trainees can use what they have learned). In this segment, trainees will learn that there are different types of leadership styles and that some are more applicable to use at certain times (see chart below). This segment of the training program will begin with a game to have our trainees start to think about different leaders (see Appendix H) and after the game, different sessions will allow trainees to observe and apply different leadership styles. Overall, this part of the program will include different descriptions of leadership styles, examining what type of leader each trainee is, and analyzing when different types of leadership styles are important.



http://www.cliffsnotes.com/study_guide/Leadership-Defined.topicArticleId-8944.articleId-8913.html

To view a handout that trainees will receive with this chart on it, see Appendix I.

Characteristics of Blake & Mouton's grid:

- Impoverished – This leader is generally ineffective. This leader is not concerned with people or production, resulting in a dissatisfying and inefficient working environment.
- Country Club – This type of leader is very concerned with the happiness and morale of the employees. However, this leader is unconcerned with production or the task at hand, and as a result, while the working environment here is relaxed, employees often lack direction.
- Middle of the Road – While this type of leadership may seem ideal, it compromises production and concern for employees. Therefore, neither needs are fully met.
- Authoritarian or “Produce or Perish” – This type of leader sees employees merely as tools to accomplish the task at hand and have maximum production. Under this type of leadership, employee needs are not important and strict rules and policies are implemented.
- Team – This type of leader stresses the needs of employees just as highly as the leader stresses the importance of production. This follows the idea that “people support what they help create” (Mouton). In essence, this type of leader claims that if employees understand the objectives and direction of the present task, their needs can be met while they work to produce.

Objectives:

1. At the end of the leadership segment of this program, trainees will be able to define different types of leadership (based upon Blake & Mouton's Managerial Grid). (Knowledge)
2. At the end of the leadership segment of this program, trainees will be able to list specific characteristics of each type of leadership style, and provide an example of a leader that fits those characteristics. (Knowledge)
3. At the end of the leadership segment of this program, trainees will be able to recognize different leadership roles and adapt to them in different circumstances in a group. (Comprehension)
4. At the end of this segment of this program and upon receiving their test results, trainees will be able to recognize leadership styles that they have taken on. (Application)
5. At the end of the leadership segment of this program, trainees will be able to hypothesize which type of leadership style they need to take on in order to maintain effective communication within their group. (Evaluation)

Training Techniques and Methods:

1. *Alpha Leader Game*

This game will enable trainees to begin thinking about different ways that leaders present themselves. Around the room, there will be different pictures of common leaders, both fictional and non-fictional. Trainees will be presented with different questions and scenarios that will require different types of leadership. After each scenario is read, trainees will move around the room to the picture of the leader who they think would be the best under the designated circumstances. After everyone has picked a leader, trainees will discuss reasons why they chose that leader. (See

Appendix H) In this segment, trainers will be describing the scenarios and asking questions prompting discussion about why trainees chose a particular leader.

2. *What kinds of leaders are there in the world today?*

This session will begin by showing Blake & Mouton's grid. ECC will then give brief descriptions of each type of leadership style by showing pictures/videos of different well-known leaders today (such as clips from *The Office* and other TV shows and pictures of famous leaders, both fictional and non-fictional) that fit into each category. This will help give clear descriptions and visual representations of leadership styles so that our trainees can easily describe each type. A chart like the one above will be handed out to each trainee with pictures of the different leaders in respective categories, as well as descriptions of each type of leadership included. Throughout this session, trainers will describe Blake & Mouton's grid and provide the trainees with different characteristics that each type of leadership entails. Trainers will then show these videos and ask questions regarding having the trainees describe the type of leadership that they just saw.

Medium used:

- Handout of Mouton's grid (See Appendix I)
- Lecture about Mouton's grid
- Discussion after each video

3. *What type of leader are you?*

In this session, trainees will receive their test results (See Appendix J) that they will have already taken as a result of our preliminary research that we have done with our school. (This will be part of ECC's preliminary research and we will discuss our

findings with the group). They will then group up with other trainees who fall into their same leadership style. In these groups, they will write down characteristics of their leadership style and then share them with all trainees. This is a time when trainees can also tell stories about different times they have had to lead a group and allow them to reflect upon how they have lead others at different times. At the beginning of this session, trainers will give out the test results and describe what the results mean. While trainees are in their groups, trainers will be walking around addressing questions that different groups may have. At the end, the group will come together and trainers will reinforce when certain types of leadership are more beneficial to use than others.

Medium used:

- Test result hand out with description of what results mean
- Discussion amongst the groups in which trainees are placed based upon results of their tests

4. *When do I use different leadership styles?*

This segment will allow the trainees to “role-play” different scenarios. Trainees will break up into their individual staffs and be assigned a different leadership style. They will need to come up with a scenario when the style would work, as well as one when it would not work. After having some time to prepare, the groups will present their scenarios to all of the trainees, and the trainees will analyze each scenario. This will allow trainees to recognize when different roles are appropriate to take on to maintain effective communication within their group. Trainers will direct questions to groups after they present to highlight key aspects of leadership.

Medium used:

- Roleplaying, allowing trainees to put themselves in different leadership styles
- Discussion

5. *What can strong leadership do to make my staff better?*

The last part of this segment of our program will allow staffs to get together and discuss pros and cons of each type of leadership. They will be given questions to determine which type of leadership is most appropriate for their specific staff, and they will discuss how all of the different group roles they see themselves playing in their staff can be adapted to take on the designated leadership style, if necessary.

Medium used:

- Lecture & Discussion

Conclusion

Content Description

The concluding portion of our training program will be entitled “How to Make Residence Halls Better by Monday.” During this session, trainers of ECC will review the objectives from the weekend’s modules – highlighting key points and pointing out key things trainees should take away from the sessions. After summarizing the weekend’s sessions, trainers will sit down and allow trainees to ask them any questions that they may have about anything that they have learned over the past weekend (Q&A Time). Also during this time, trainees will have the opportunity to fill out evaluation forms to provide ECC with important feedback needed to make the program better. On the last day of training, the session will conclude with dismissal and a time where trainees can approach trainers of ECC one-on-one to discuss anything about the program.

V. Evaluation

ECC believes that feedback is vital to maintaining positive, long-term relationships with all clientele. Therefore, ECC has constructed both immediate and long-term evaluations for trainees and clientele to fill out following our training program. The overall plan of our program is to help Residential Assistant staff members have better communication amongst each other, therefore allowing college staff to be better able to meet the needs of students and improve student retention on college campuses in general. Our program is designed to build communication skills by building cohesion amongst staff members, teaching listening skills, teaching about group roles, and teaching about leadership. All of these lead up to the other, and our modules reflect this.

Because ECC prides itself on preliminary research to make each program pertain specifically to our individual client with whom we are working, we will use these evaluations to further that **individualization**. We will also use it to better our program in general, highlighting what trainees say was important for them to learn and making adjustments on what trainees say was complicated or needed more explanation. Additionally, we will use the feedback and evaluation we receive to **make communication with our clientele more efficient** and make their personalized feedback website more applicable to their specific needs.

(To see specific evaluation forms, see Appendices K – N.)

APPENDICES

Appendix A

“Majority-Minority Game” Questions:

An ECC Trainer will ask the following questions, and as they are asked, trainees will move to one side of the room or the other based upon their answers.

1. Coke or Pepsi?
2. Baseball or Football?
3. City or Country?
4. Hotdog or Hamburger?
5. Winter or Summer?
6. Beach or Mountains?
7. Early Bird or Night Owl?

More questions may be asked based upon time constraints.

Appendix B

“Cohesive Building Exercise” Questions:

1. Do you think you could have created your design without everyone in your group?
2. How did your group work together on the design?
3. Were some group members better than others at certain things, and vice versa?
4. After creating this design together, do you feel closer with your group members?

Appendix C

“FIRO –B (Fundamental Interpersonal Relations Orientation – Behavior)” Personality Quiz

DIRECTIONS: This questionnaire is designed to explore the typical ways you interact with people. There are no right or wrong answers. Each person has his or her own ways of behaving. Sometimes people are tempted to answer questions such as these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave. Some items may seem similar to others. Each item is different, however, so please

answer each one without regard to the others. There is no time limit, but do not debate long over any item.

For each statement below, decide which of the following answers best applies to you. Place the number of the answer next to the number of the question on the left. Please be as honest as you can.

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

___ 1. I try to be with people.

___ 2. I let other people decide what to do.

___ 3. I join social groups.

___ 4. I try to have close relationships with people.

___ 5. I tend to join social organizations when I have an opportunity.

___ 6. I let other people strongly influence my actions.

___ 7. I try to be included in informal social activities.

___ 8. I try to have close, personal relationships with people.

___ 9. I try to include other people in my plans.

___ 10. I let other people control my actions.

___ 11. I try to have people around me.

___ 12. I try to get close and personal with people.

___ 13. When people are doing things together, I tend to join them.

___ 14. I am easily led by people.

___ 15. I try to avoid being alone.

___16. I try to participate in group activities.

For each of the next group statements, choose one of the following answers.

1. Most People 2. Many People 3. Some People 4. A Few People 5. One or Two People 6. Nobody

___17. I try to be friendly to people.

___18. I let other people decide what to do.

___19. My personal relationships with people are cool and distant.

___20. I let other people take charge of things.

___21. I try to have close relationships with people.

___22. I let other people strongly influence my actions.

___23. I try to get close and personal with people.

___24. I let other people control my actions.

___25. I act cool and distant with people.

___26. I am easily led by people.

___27. I try to have close, personal relationships with people.

For each of the next group statements, choose one of the following answers.

1. Most People 2. Many People 3. Some People 4. A Few People 5. One or Two People 6. Nobody

___28. I like people to invite me to things.

___29. I like people to act close and personal with me.

___30. I try to influence strongly other people's actions.

___31. I like people to invite me to join in their activities.

___32. I like people to act close toward me.

- ___33. I try to take charge of things when I am with people.
- ___34. I like people to include me in their activities.
- ___35. I like people to act cool and distant toward me.
- ___36. I try to have other people do things the way I want them done.
- ___37. I like people to ask me to participate in their discussions.
- ___38. I like people to act friendly toward me.
- ___39. I like people to invite me to participate in their activities.
- ___40. I like people to act distant toward me.

For each of the next group of statements, choose one of the following answers.

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

- ___41. I try to be the dominant person when I am with people.
- ___42. I like people to invite me to things.
- ___43. I like people to act close toward me.
- ___44. I try to have other people do things I want done.
- ___45. I like people to invite me to join their activities.
- ___46. I like people to act cool and distant toward me.
- ___47. I try to influence strongly other people's actions.
- ___48. I like people to include me in their activities.
- ___49. I like people to act close and personal with me.
- ___50. I try to take charge of things when I'm with people.
- ___51. I like people to invite me to participate in their activities.
- ___52. I like people to act distant toward me.
- ___53. I try to have other people do things the way I want them done.
- ___54. I take charge of things when I'm with people.

Once all trainees have completed the questionnaire, ECC trainers will collect the results and calculate the expressed wants and needs of each trainee in terms of inclusion, affection, and control. Once results are calculated, ECC will group trainees with similar scores to discuss their results.

*Questions and calculations taken from Communication researcher, William C. Schultz's FIRO-B Assessment Test.

Appendix D

“Listen to Draw” Activity:

Items to draw:

- Telephone
- Computer
- Waste Basket
- Monkey
- Microwave
- Bunk Bed
- Sewing Machine
- Coffee Pot
- Refrigerator
- Ladder
- Ironing Board

Debriefing Questions:

- What was it like trying to explain what to draw without being able to see what your partner was drawing? Without receiving feedback?
- Drawers, what was it like not being able to ask questions about clarification?
- How does this activity apply to what you already know about listening?

Appendix E

Task	Maintenance	Self-Centered
<p>Initiator-Contributor Proposes new ideas or approaches; provides direction for the group; gets the group started</p> <p>Information seeker Asks for needed facts and figures; requests explanations and clarification of ideas; makes the group aware of information gaps.</p> <p>Information giver Provides the group with relevant information; research (facts, statistics, etc.), organizes, and presents needed information.</p> <p>Opinion seeker Asks for others' opinions; tests for group consensus; tries to discover what others believe or feel about an issue.</p> <p>Opinion giver States personal beliefs and interpretations; shares feelings, offers analyses and arguments.</p> <p>Elaborator Provides examples based on experience, explains consequences or different courses of action.</p> <p>Coordinator Tries to clarify and note relationships among the ideas and suggestion that have been provided.</p> <p>Orienter Summarizes group discussion, keeps group focused on the task; reduces confusion; sums up group progress and conclusions.</p> <p>Evaluator-critic Assesses ideas, arguments, and suggestions; functions as the group's critical thinker; diagnoses task and procedural problems.</p> <p>Energizer Motivates group members to do their best; helps create enthusiasm for the task and if needed, a sense of urgency; serves as the group's "cheerleader."</p> <p>Procedural technician Assists with preparations for meetings including suggesting agenda items, making room arrangements, and providing needed materials and equipment.</p> <p>Recorder Keeps and provides accurate written records of a group's major ideas, suggestions, and decisions.</p>	<p>Encourager Offers praise, understanding, and acceptance of others ideas and suggestions; listens empathetically.</p> <p>Harmonizer Helps resolve conflicts; mediates differences among group members; emphasizes teamwork and the importance of getting along.</p> <p>Compromiser Attempts to resolve conflicts by trying to find an acceptable solution to disagreements among members.</p> <p>Tension releaser Alleviates tension with friendly humor; breaks the ice and cools hot tempers; monitors tension levels and tries to relax the group.</p> <p>Gatekeeper-Expediter Monitors participation; encourages quiet members to speak and talkative members to limit lengthy contributions; tries to control the flow of communication.</p> <p>Standard Setter Helps to set standards and goals for the group.</p> <p>Observer Explains what others are trying to say; monitors and interprets feelings and nonverbal communication; expresses group feelings; paraphrases other member's feelings; records group progress.</p> <p>Follower Supports the group and its members; accepts other's ideas and assignments; serves as an attentive audience member and goes along with the ideas and suggestions of group members.</p>	<p>Aggressor Puts down members to get what s/he wants; sarcastic and critical of others; may take credit for other's work or ideas.</p> <p>Blocker Stands in the way of progress; presents negative, disagreeable, and uncompromising positions; uses delaying tactics to derail an idea or proposal.</p> <p>Recognition seeker Boasts about personal accomplishments; tries to impress others and become the center of attention; pouts or disrupts the discussion if not getting enough attention.</p> <p>Joker-Clown Reflects a lack of involvement in the group's process by telling stories and jokes that do not help the group; lack of interest may result in cynicism, nonchalance; distracts the group.</p> <p>Dominator Prevents others from participating; asserts authority and tries to manipulate others; interrupts and monopolizes discussion.</p> <p>Deserter Withdraws from the group; appears "above it all" or annoyed and bored with the discussion; remains aloof or stops contributing.</p> <p>Self-Confessor Uses the group as an audience to report personal feelings, insights, and observations.</p> <p>Help Seeker Tries to evoke a sympathetic response from others; often expresses insecurity or feelings of low self-worth.</p> <p>Special Interest Pleader Speaks on behalf of an outside group or a personal interest; tries to influence group members to support non-group interests.</p>

Credit: Dr. Trudi Peterson, Department of Communication, Monmouth College, Monmouth, IL

Appendix F

“Everyone Has a Part” Activity

Machines to act out:

- Lawn Mower
- Sprinkler
- Refrigerator
- Washing Machine
- Blender
- VCR
- Elevator
- Escalator
- Typewriter
- Television

Debriefing Questions:

- What was it like coming up with different parts of the machine that each person could be?
- Was it easy or difficult to involve every member of your group?
- As you progressed, did you realize that each person found his or her spot as part of the machine?
- *Every member of your team was a vital – and different – part to making your machine work, just like all members of a group can play different roles that affect group communication and function.*

Appendix G

Group Roles Scenarios & Possible Roles:

Quiet Hours Scenario:

Noise control during quiet hours is getting out of hand towards the end of the semester. You have noticed that a particular resident’s room is being too loud consistently past quiet hours with blaring music. You and your staff are meeting in what should be done about this room.

Possible Roles:

- Initiator/ Contributor: Could propose the idea of a “loud hour” in which being loud is permissible.
- Joker/ Clown: They could mock the residents by singing loudly and disrupting the meeting.
- Procedural technician: Go around to each room to see the proper noise level and show it to the residents.
- Coordinator: Note relationships between what residents want and what is appropriate
- Information giver: Reminds the staff members about college noise policy

Alcohol Scenario

You're an RA in a freshman dorm where everyone that lives there is obviously underage for drinking alcohol. There have been some reports from neighbors of a room that the room smells of beer and liquor and are very loud. When you go to check it out the person that lives in the room is a good friend of yours that you don't want to see get in trouble. Your friend and everyone in the room hide the alcohol and quiet down so they don't get in trouble. However, they couldn't cover up the smell and they were obviously intoxicated when you talked with them. You don't want to get your friend in trouble so you go to get another RA and ask them to help you control the situation. What roles would you take on if the situation goes badly and why when you're working with the other RA? How do these roles impact the situation?

Possible Roles:

- Leader: Take action and give the friend a drinking ticket
- Follower: Let the other RA make the decision and support their decision
- Blocker: When the other RA takes action, try to make the punishment as small as possible for your friend
- Opinion seeker: Ask what the other RA and your friend thinks should happen for drinking
- Opinion giver: Give alternative ideas for punishment or future possibilities for underage drinking
- Deserter: Let the other RA make the decision and leave the situation all together in their hands
- Standard Setter: Tell your friend to wait until they are of age to drink and help them not get in trouble in the future
- Harmonizer: Try to make it so your friend doesn't get in trouble and both you and the other RA don't look mean or nasty

Resident Flag Scenario:

During a staff meeting, an RA on your staff brings up the topic of flagging a female resident in your building for depression. The RA claims that she has not seen the girl leave her room for a

week, and occasionally sees burns on her arms. Other residents have also approached the RA with concerns about the resident in question, as they feel she has become anti-social. However, the other RA on the floor disagrees. This RA claims that she has spoken with the resident on more than one occasion and she disagrees with the other RA's diagnosis. The other RA claims that the resident informed her that she's trying to change her life around and that she wants to focus more on staying in and working on homework, rather than going out and partying with her friends. The other RA also claims that the resident told her she started a new job working at a pizza place, which could account for her burns. Is this resident depressed? Should she be flagged to the school as a potential danger? As a staff how would you handle this situation?

Possible Roles:

- Self-confessor: This person may talk about their own experiences with depression
- Information seeker: This person will constantly ask the two RA's involved for more information
- Information giver: This would be the two RA's who give the information
- Opinion giver: This person may constantly give their opinion about the situation
- special interest pleader: This person may speak up for the rights of the resident in question
- Blocker: This person may be completely against the idea that this resident is depressed, it might possibly even be the other RA

Conflict with Head Resident Scenario:

You and your staff have realized that your Head Resident is not listening to your opinions, thoughts, and contributions in your staff meeting. However, Resident Assistant's opinion is always being heard and valued. While you all feel like you have a close bond with your Head Resident, you are frustrated in your meetings because you feel like you are not being heard.

Possible Roles:

- Deserter: This could be the person whose opinion is being valued and heard. They could be annoyed with the meeting of RAs that are discussing the HR, and they could just stop contributing to the conversation.
- Standard Setter and Encourager: This person could try to make it known that the RAs in the staff are not mad at the Head Resident or "bashing" the Head Resident during this meeting, but just trying to get to the bottom of why their opinions are being no longer heard. They could encourage the group by reminding them of this.
- Dominator: This person could be generally angry at the Head Resident and only want to "talk behind his/her back."
- Information Seeker and Opinion Seeker: This person could try to gain information as to why the Head Resident no longer listens to opinions of the majority of the RAs and try to understand the opinions of where other RAs are coming from regarding this situation

Appendix H

Alpha Leader Game

Leader Questions:

1. Which leader would be the most effective communicator?
2. Which leader would be the most effective at delegating?
3. Which leader would be the most effective problem solver?
4. Which leader would be the best innovator?
5. Which leader would you trust in a crisis?
6. Which leader would provide the most creative stimulus?
7. From which leader would you prefer to get feedback?
8. Which leader would you want for your own supervisor?
9. Which leader would provide the most empathetic understanding of employees' needs?
10. Which leader most closely resembles your own leadership style?

Examples (pictures) of Leaders:

(Note: Pictures should be bigger for actual game so that people can see them from a distance)

Impoverished: Kuzco (Emperor's New Groove)



Country Club: Michael Scott (The Office)



Middle of the Road: Woody (Toy Story)



Authoritarian: Mr. Krabs (Spongebob Squarepants)



Team: Mr. Incredible (The Incredibles)



Appendix I

Blake & Mouton's Managerial Grid & Characteristics

Concern for People	9	Country Club							Team	
	8									
	7									
	6									
	5			Middle of the Road						
	4									
	3									
	2									
	1	Impoverished							Authoritarian	
	1	2	3	4	5	6	7	8	9	Concern for Production

- Impoverished – This leader is generally ineffective. This leader is not concerned with people or production, resulting in a dissatisfying and inefficient working environment.
- Country Club – This type of leader is very concerned with the happiness and morale of the employees. However, this leader is unconcerned with production or the task at hand, and as a result, while the working environment here is relaxed, employees often lack direction.
- Middle of the Road – While this type of leadership may seem ideal, it compromises production and concern for employees. Therefore, neither needs are fully met.
- Authoritarian or “Produce or Perish” – This type of leader sees employees merely as tools to accomplish the task at hand and have maximum production. Under this type of leadership, employee needs are not important and strict rules and policies are implemented.
- Team – This type of leader stresses the needs of employees just as highly as the leader stresses the importance of production. This follows the idea that “people support what they help create” (Mouton). In essence, this type of leader claims that if employees understand the objectives and direction of the present task, their needs can be met while they work to produce.

Appendix J

The Blake & Mouton Managerial Grid Leadership Self-Assessment Quiz

Below is a list of statements about leadership behavior. Read each one carefully, then, using the following scale, decide the extent to which it actually applies to you. For best results, answer as truthfully as possible.

Never *Sometimes* *Always*
0 1 2 3 4 5

1. _____ I encourage my team to participate when it comes decision-making time and I try to implement their ideas and suggestions.
2. _____ Nothing is more important than accomplishing a goal or task.
3. _____ I closely monitor the schedule to ensure a task or project will be completed in time.
4. _____ I enjoy coaching people on new tasks and procedures.
5. _____ The more challenging a task is, the more I enjoy it.
6. _____ I encourage my employees to be creative about their job.
7. _____ When seeing a complex task through to completion, I ensure that every detail is accounted for.
8. _____ I find it easy to carry out several complicated tasks at the same time.
9. _____ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.
10. _____ When correcting mistakes, I do not worry about jeopardizing relationships.
11. _____ I manage my time very efficiently.
12. _____ I enjoy explaining the intricacies and details of a complex task or project to my employees.
13. _____ Breaking large projects into small manageable tasks is second nature to me.
14. _____ Nothing is more important than building a great team.
15. _____ I enjoy analyzing problems.
16. _____ I honor other people's boundaries.
17. _____ Counseling my employees to improve their performance or behavior is second nature to me.
18. _____ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

Scoring Section:

After completing the quiz, transfer your answers to the spaces below:

People

Question

1. _____

4. _____

6. _____

9. _____

10. _____

12. _____

14. _____

16. _____

17. _____

TOTAL _____

X 0.2 = _____

(Multiply the Total by 0.2
to get your final score)

Task

Question

2. _____

3. _____

5. _____

7. _____

8. _____

11. _____

13. _____

15. _____

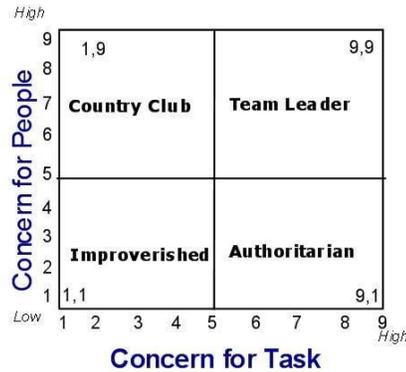
18. _____

TOTAL _____

X 0.2 _____

(Multiply the Total by 0.2
to get your final score)

After you have calculated your numbers, plot your score for “People” on the vertical axis, and your score for “Task” on the horizontal axis. Draw lines from both of these points until they intersect. Your leadership style is designated by the lines’ point of intersection. Credit: <http://www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf>



Appendix P

Role Characteristics Worksheet

Match each role on the left with the characteristic that best describes it from the column on the right. Each choice will only be used once. Then, in the middle column, write whether the role is task-oriented, maintenance-oriented, or self-centered.

Note: Answers are bolded in Appendix. Trainees will receive a worksheet without answers

<u>F</u> 1. Initiator-Contributor	Task-Oriented	
<u>L</u> 2. Harmonizer	Maintenance-Oriented	
<u>B</u> 3. Blocker	Self-Centered	
<u>K</u> 4. Elaborator	Task-Oriented	
<u>O</u> 5. Procedural Technician	Task-Oriented	
<u>A</u> 6. Follower	Maintenance-Oriented	
<u>J</u> 7. Gatekeeper-Expediter	Maintenance-Oriented	
<u>D</u> 8. Aggressor	Self-Centered	
<u>H</u> 9. Self-Confessor	Self-Centered	
<u>N</u> 10. Orienter	Task-Oriented	
<u>C</u> 11. Evaluator-Critic	Task-Oriented	
<u>E</u> 12. Standard Setter	Maintenance-Oriented	
<u>I</u> 13. Dominator	Self-Centered	
<u>G</u> 14. Tension Releaser	Maintenance-Oriented	
<u>M</u> 15. Coordinator	Task-Oriented	

		A.) Serves as an attentive team member and goes along with ideas
		B.) uses delaying tactics to derail an idea or proposal; stands in the way of progress
		C.) Assesses ideas, arguments, and suggestions
		D.) Puts members of team down to get what he/she wants
		E.) Sets standards and goals for the group
		F.) Proposes new ideas
		G.) Breaks the ice and cools hot tempers
		H.) Uses the group to talk about personal feelings or observations
		I.) Prevents others from participating
		J.) Monitors participation
		K.) Provides examples based on experience
		L.) Emphasizes teamwork and the importance of getting along
		M.) Notes relationships among ideas
		N.) Sums up group progress and conclusions
		O.) Assists with preparation for meetings



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