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<td>Habana-Hafner, Sally; Cohen, Joanie; Pacheco, Lucy</td>
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Module 1: Group Process

CIRCLE • The Center for Immigrant and Refugee Community Leadership and Empowerment
Series One: Leaders as Enablers

Module 1: Group Process
A two-day participatory workshop for community leadership development

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ABOUT The Center For Immigrant And Refugee Community Leadership And Empowerment (CIRCLE) At UMass Amherst...

CIRCLE is a statewide partnership between newcomer communities, the University of Massachusetts system (Amherst, Boston, and Lowell), and the Massachusetts Office of Refugees and Immigrants (MORI). Its mission is reflected in its name—to empower newcomers using informal, democratic, and highly participatory study circles that help members understand and make choices around important issues in their communities.

We at the UMass Amherst CIRCLE site offer collective leadership and community development programs for local Cambodian, Vietnamese, Tibetan, and Russian groups. Under the direction of our site director, graduate students in community development and undergraduate interns provide training, field support, and mentoring programs; more importantly, we model a form of collective leadership drawing on the strengths of all participants. CIRCLE also offers both graduate and undergraduate students an evolving curriculum in leadership and community development.

Specific programs include CART (Communities Acting and Reflecting Together) in which community leaders pass on their skills and knowledge to developing leaders; SEED (Students for Education, Empowerment, and Development), a community service program linking newcomer undergraduate students with local youth in a mentoring relationship; and ROAD (Researchers and Organizers Assisting in Development), a research component facilitating the exchange of learning between the academic and newcomer worlds.

CIRCLE sponsors two formal groups: the Regional Council Network, a coalition between leaders and the various communities they represent; and the Student Advisory Council, an undergraduate group practicing CIRCLE's collaborative leadership methods and active in developing training and course curriculum.
ACKNOWLEDGEMENTS

The publication of the module series, The Learning CART, is an effort to involve newcomers and practitioners with CIRCLE's leadership training and education program. The participation of the collective leaders from the Cambodian, Vietnamese, Russian-speaking, and Tibetan communities in the workshops guided the concept of developing the module series. We thank them for sharing their knowledge, experiences, and culture.

This learning module, as well as others in the series, was made possible by the contributions and assistance of many individuals who were part of the Amherst CIRCLE core staff. From design to facilitation to writing, the workshop facilitators of each module kept in mind the spirit of participatory education for learners engaged in skill building and consciousness raising. Others involved in the design and production of the series considered the readers who may use the modules and tailor them to specific cultural contexts as well as to individual needs, learning styles, and experiences.

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Introduction

By Sally Habana-Hafner

This series arose of the training and education program developed by Amherst CIRCLE with various participating leaders from newcomer communities. The organic character of the program has required an evolving and flexible curriculum shaped by the concept of collective leadership. As a result, the series is a work in progress—we will continue to develop and modify individual modules as we continue to learn from the leadership workshops we deliver for CIRCLE participants.

The guiding principles behind our work are those of participatory education and collective action learning, or, simply, “learning, doing, and working together for change.” Because we believe collective leadership is essential to community development, we view leadership as a collective phenomenon. To us, leaders are a group of people in formal or informal roles who share power, who take or accept responsibility and then exercise it.

A problem-solving approach linked with action-reflection forms the basis of our training, enabling collective leaders to deepen their knowledge and to change their communities. The modules in the series include ways of looking at community issues, tools for analysis, and guides for action plans. In designing the modules, we wish to validate past experiences; value indigenous knowledge; celebrate individual, group, and cultural differences; and learn from and with participants. The modules are highly flexible and can be adapted to the sociocultural realities of individual participants and their communities.

The Learning CART Series are intended to model for practitioners and newcomer communities a way of “learning by doing”, i.e., of developing training programs tailored to individual community needs, issues, learning styles, and experiences. In writing this series, we are passing along what we have learned through our own experience working with community groups. Each module has been tested on groups from many backgrounds, but predominantly on leaders and students from newcomer communities.
Series One: Leaders as Enablers

Today’s leaders must understand their role as enablers who help people to change their lives and communities. They must recognize that people are responsible for their own development and rely on non-directive guidance to facilitate community action. Enabling leaders are concerned with coordinated efforts and productive performance by the group they work with and have traits and skills which integrate individual needs into collective goals. Perhaps most importantly, enabling leaders have the ability to develop leadership potential in people.

Module 1: Group Process

This module addresses fundamental issues and dynamics in working as a group for collective action. It begins by familiarizing participants with key concepts of group need, function, role, and dynamic. By doing exercises which use metaphors and puzzles, participants learn that group building requires maintaining a team spirit while getting a task done. The second segment highlights two major topics in group dynamics: communication and conflict resolution. Overview of concepts and approaches to these topics were briefly discussed, but participants learn to build their skills by enacting sociodramas, observing a skit, and doing role plays.

Series Two: Leaders as Educators

Module 1: Assessing Adult Learning Needs
Module 2: Learning Objectives & Educational Methods
Module 3: Facilitation: Tools & Technique
Module 4: Problem Solving & Team Building
Module 5: Bilingual/Bicultural Application
Module 6: Evaluation
ABOUT Using the Modules . . .

As you glance through your module, you will notice some reoccurring subheadings: CIRCLE NOTES, TALK NOTES, OUR STORY, and MINDFULNESS. These special sections present illustrations, concepts, hints, or information to help you in adapting the activities to your training needs.

**Circle Notes** deal primarily with the mechanics of the training. They include things to consider and helpful hints and ideas for implementing activities.

**Talk Notes** are similar to discussion notes or lecturettes. They are intended for the facilitator as a guide for group discussion and often include relevant theory. We recommend that you be familiar with the ideas presented in them in order to understand the training material and comfortably answer questions.

**OUR STORY...** include clips and vignettes of our own experiences in facilitating the workshop. Although each training is different and its outcome shaped by the individual learners, we share our stories with you in hopes that you will find some information or ideas you can apply to your own situation.

**Mindfulness** presents reminders and ideas to think about, capturing critical attitudes rather than offering instruction. **MINDFULNESS** raises issues essential to the success of any training or group activity, such as cross-cultural awareness and sensitivity to diverse opinions and experiences.
# Module 1: Group Process

## CONTENT OF THE WORKSHOP

### DAY 1

- Introduction to Training
- Learning Activity 1: Group Building
- Learning Activity 2: Group Puzzles
- Learning Activity 3: Task and Group Maintenance
- Learning Activity 4: Decision-Making
- Evaluation of the Day: The Tape Continuum

### DAY 2

- Review
- Learning Activity 5: Communication
- Learning Activity 6: Listening and Feedback
- Learning Activity 7: Conflict Resolution
- Learning Activity 8: Conflict and Resolution Roleplay
- Summative Evaluation: Evaluation Bags
INTRODUCTION TO TRAINING

TIME: 30 minutes

OBJECTIVES:
- To create a supportive atmosphere to build a cohesive training group

STEPS:

A. Initiate with an icebreaker such as "The Name Game". All members of the group (including the facilitators) should think of an adjective to describe themselves that begins with the first letter of their name, (i.e., Jumpy Joanie, Nervous Nancy) and introduce themselves to the group.

B. If this is the first time the group has met, take some time to develop a set of group guidelines that all the participants agree to follow during the course of the workshop. If the group has already met prior to the workshop to develop group guidelines, review them by placing them on a newsprint so everyone can see them.

Example of Group Guidelines -
- Everyone's opinions will be heard and respected.
- All the participants will try to be on time.
- Everyone will be open to trying new kinds of learning activities.
- The workshop will be based on full participation from everyone.

C. Go over the workshop agenda together.

D. Discuss limitations and considerations for a two-day training:
   - limitations with respect to time
   - needs of the participants (through prior assessment)
   - space for any questions/comments
   - times and opportunities for breaks, lunch, and ending time
E. Present a short introductory talk on "Our training philosophy." Here is a suggested/possible text you could use.

"OUR TRAINING PHILOSOPHY"

"Just as education is not neutral, training and training methods are not neutral either. We see a participatory approach as key to social change and community development. As we explore refugee and immigrant communities and community development, we are emphasizing critical thinking about such things as honoring cultural traditions and values, as well as exploring ways that social change and transformation take place in communities.

"When I think of how to examine traditions and values carefully, I think of the word “mindfulness”. Having mindfulness means that as we learn new concepts and theories we then seek ways to fit them back into our own realities.

"We believe that people must be able to participate at all levels of decision-making so that they can make choices about critical issues facing them. We hope that this model of decision-making will apply equally to our training sessions with you, and that our participatory approach will be respected."

PARTICIPATION -> ABILITY TO MAKE CHOICES -> SOCIAL CHANGE
LEARNING ACTIVITY 1

GROUP BUILDING

TIME: 2 hours

OBJECTIVES:
- To familiarize participants with some theories of groups.
- To familiarize participants with the overall structure of our two-day training workshop design.

MATERIALS:
- flip chart paper
- markers

STEPS:

A. "Most Important Events": Each participant shares with the group something exciting or discouraging that has happened to them since we were last together as a group. Ask the participants how they feel about this checking in and how it makes them feel as group members.

B. Explain that team work is important but that we must also build the spirit of community by taking the time to get in touch with what is important and pressing for each person at that moment. This is an important step towards building group cohesion.

Ask the group: Why groups/teams? What functions do groups/teams play?

C. Review Jack Gibbs' group needs (see Talk Notes #1)

Ask the group: Do you agree with his definitions/explanations? Why or why not? Do they apply to your situations?

D. Talk about learning climates such as participation, room arrangement, and size of group (see Talk Notes #2). Review these issues with the group, asking them for their opinions, experiences, etc. Ask participants if, in their experiences working in different cultures, people react in different ways to learning climates, etc.
JACK GIBBS' THEORY OF THE FOUR NEEDS OF GROUPS

• FIRST NEED: Acceptance
People need assurance that they are truly accepted as they are and that it is safe to say in the group what they really think and feel. Unless there is this spirit of respect and acceptance, people will not be free to learn or think, to rethink some of their old opinions, to grow and change, or to share fully their thoughts and feelings.

• SECOND NEED: Sharing information and concerns
People working in groups need information:
- about each other, their experiences, ideas, values, and opinions
- about the issues which they consider to be important in their lives

They also need to work out for themselves what they need to know. Information poured out randomly will not seem useful unless the participants can relate it to their lives.

• THIRD NEED: Setting goals
People also need to set clear goals. Unless the group sets the goals, people will not be interested in or committed to carrying them out. Unless the goals are clear to all, people become frustrated.

• FOURTH NEED: Organizing for action
Once goals have been set, the group needs to make definite plans to reach these goals and carry them out. The group needs to define who will take responsibility, and be accountable to the group, for getting things done. There needs to be some sort of structure which is appropriate for the group and which will ensure that people in the group will share the responsibilities. Evaluation is another important part. It is essential to check how participants feel about the goals and plans decided upon by the group. Additionally, evaluation is important later after actions are taken.

Gibbs points out that although these needs are ideally met in this order, it is not always so cut and dry. Any one of these needs can occur again at any point in a meeting (or training), and facilitators need to be sensitive enough to recognize this.
Research has shown that the arrangement of a room has a strong effect on the participation in a discussion. Those who can see all the other faces are at an advantage, and those who cannot are at a disadvantage. If people are sitting in straight rows, it is very unlikely that a good discussion will develop between them because they cannot see one another's faces. Most questions and comments will be directed to those facing the group.

Every effort should be made to enable the participants to sit in one circle where everyone can see everyone else's face. If the circle becomes so big that people cannot hear each other, it is better to have two concentric circles (or horseshoes, if they need to see something on the wall).

**SOURCE:** Adapted from *Training for Transformation, Vol 2*, by A. Hope & S. Timmel, p.9.
LEARNING ACTIVITY 2

GROUP PUZZLES

STEPS:

A. Divide the group into small teams of five people each. Each team member is given three pieces of a broken puzzle. Explain the following:
- no team member may speak
- no team member may signal another to give him/her a piece of the puzzle
- team members may give pieces to each other

B. Explain that while following the above rules, each team has 20 minutes to complete their puzzles.

C. After the groups have assembled the puzzles, discuss the activity as a metaphor of group building and sharing. Discuss how it felt to give pieces away and take new pieces. Relate this to adaptation to a new culture and the struggle between respecting cultural values and traditions and adapting to change in your community.

D. Wrap up and review the workshop thus far. Leave plenty of time for group and individual reflections, comments, and questions.

SOURCE: Adapted from Training for Transformation, Vol. 2, by A. Hope and S. Timmel, pages 6-7; and Navamaga, by Dian Seslar Svendsen and Sujatha Wijetilleke, pages 40-41.

TIME: 40 minutes

OBJECTIVES:

To have participants learn to negotiate group work and group building through different means of communication.

MATERIALS:

• sets of broken puzzles (depending on the number of groups); 5 puzzles per set (see example next page.)

Circle Notes

Be aware that some participants may not understand the metaphor that you want to show. It is important to give examples of this adaptation process, perhaps using the metaphor of giving a puzzle piece away and equating this to giving up one's native dress.
SET OF 5 BROKEN PUZZLES
LEARNING ACTIVITY 3

TASK AND GROUP MAINTENANCE

STEPS:

A. Begin with a brief moving activity, "The Lifeboat" (below), and finish the activity with the small groups formed at the end of the exercise, who will work together later. Hold a short discussion on how it feels to be included or excluded from a group.

The Lifeboat:

The facilitator begins by telling a story something like this: "We are all on the ship called "The Titanic", I'm sure you've heard of it. Unfortunately, the ship is sinking and we must get into the lifeboats, but only in the numbers I tell you to go. If I say groups of three, you must find a group with two other people to go into a lifeboat, otherwise you will go under with the ship."

The facilitator then proceeds to call out different numbers while the participants scramble to get into the groups according to the size called. After a while the facilitator stops the game with the number of groups that will be needed for the following learning activity.

B. Present the story on task and group maintenance: "On Becoming Clean" (see next page). Each of the small groups already formed (from the moving activity above) receives a copy of the story with questions. Ask the groups to discuss the story while answering the discussion questions. Have the groups put their recommendations on newsprint.

C. Once the groups are finished, each group shares its recommendations on the situation presented. After all the groups have discussed the suggestions, demonstrate how most of these could fall under the task needs or maintenance needs of a group. Discuss the difference between task and maintenance and why both are important.

TIME: 1.5 hours

OBJECTIVES:

To understand how groups can meet two different kinds of needs: getting a task completed and maintaining a good spirit in the group.

To make a list of common group task and maintenance activities and give reasons why each is important for a group's success.

MATERIALS:

• story with discussion questions
• newsprint and markers
• bicycle chart
• handout on "Group Task and Maintenance"
ON BECOMING CLEAN:
A fictitious short story

A few years ago, a group of students decided to form a coalition to improve the environmental aspects around campus. The need seemed quite obvious; trash and litter were thrown all over the place, very few people were recycling cans, bottles, and paper, and in general there seemed to be great indifference towards the environment. The initial group of six students came from many different ethnic and social backgrounds, but they were united by their great concern for the preservation of natural resources. The first thing they had to do was to decide on a name for the group so they could register as an official student organization.

Many ideas were brought up, but none of the names seemed right, since everyone had different environmental focuses and needs in mind. They decided to think about it some more during the weekend and make the decision on Monday when they had planned to go register with the Student Organizations. When they met again on Monday, Rick and Susan, two of the group’s most outspoken members, showed up a little late. They informed the rest of the group that they had just come up with a great name for the group and had decided to run over to the Student Union to register right away. The name they had chosen was "Clean Planet-University". The other four members of the group looked at one another in silence and frustration, but they let it go since they wanted to keep the peace of the group, and there were other important topics to discuss.

DISCUSSION QUESTIONS FOR STORY:
1) What happened in the story?
2) Why did it happen?
3) What problems did it cause?
4) What could be done about it? Make recommendations

On discussing task and maintenance needs of groups, try to give many examples initially so that the participants can form an image of what is being discussed.

As a new concept on groups, it may be hard to describe or define, and may be confusing, especially when trying to list task and maintenance activities under the bicycle chart.
### D. Put up the bicycle chart, demonstrating how both wheels are needed to make the bicycle go. The back wheel with the chain and gears represents the group maintenance—the functioning of the group. The front wheel represents the task—the steering—which gives the group a direction to go.

### E. Make a list together of what are common tasks of a group and common maintenance needs of a group, writing the suggestions on the bicycle chart under the appropriate wheel. When all ideas have been listed, distribute the hand-out on what other group theorists have contributed. (See handout on Task and Maintenance next page.)

### F. Discuss "On Becoming Clean" from above, but ask how they would change the story to include both the group task and maintenance needs that have been contributed. Give reasons why these changes are suggested. Wrap up by having the participants think of situations in which these issues will be useful in their work.

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LEARNING ACTIVITY 3...continued

HANDOUT: TASK AND MAINTENANCE

**TASK**

1. **Initiating** - Getting the group started on the task. Offering new suggestions, topics for discussion, plans, etc.

2. **Asking for Information** - Drawing out the resources of the group and identifying information which needs to be found elsewhere.

3. **Giving information** - Or facts or sharing relevant experiences.

4. **Asking for Opinions** - Good decision-making depends on knowing what all members think and feel about a suggestion.

5. **Giving Opinions** - Some do this too much and some too little. Sometimes a quick way to get all opinions needs to be found (e.g., straw votes).

6. **Explaining** - Giving practical examples to make a point clear.

7. **Clarifying** - Asking a question or repeating a point in different words to make it clear to all.

8. **Summarizing** - Stating briefly the main points made so far.

9. **Checking Conensus** - Seeing if everyone, especially silent members, agree on a point.

10. **Suggesting a Process for Decision-making**

**MAINTENANCE**

1. **Encouraging** - Being friendly, responding to and building on suggestions made by others, showing acceptance and appreciation of others and their ideas.

2. **Gatekeeping** - Giving a quiet person a chance to join the discussion (e.g., "John was about to say something").

3. **Setting Standards** - "Shall we agree that everybody speaks once and nobody speaks more than twice?" or "Let's try to stick to the point and avoid discussing outside situations".

4. **Diagnosing Difficulties** - "I think we cannot make this decision until we get more information." or "Maybe some of us are afraid of the consequences of this decision."

5. **Expressing Personal and Group Feelings** - "I'm getting bored. This is a small point and we have spent half an hour on it."

6. **Harmonizing** - Helping those in conflict to understand one another's views.

7. **Evaluating** - Creating an opportunity for people to express feelings and reactions towards the working of the group.

8. **Relieving Tension** - Bringing it out into the open, putting a problem in a wider context, or making a well-timed joke.

Mindfulness...

Making decisions is a common group task which must be done maintaining a good spirit in the group.

STEPS:

A. Put up the flipchart on how groups make decisions. Discuss the continuum starting from "The Plop" to "True Consensus". Have the participants give examples of each kind of decision-making and how it can affect the group. Make sure to emphasize that none of these decision-making forms are either good or bad; it greatly depends on the situation, the context, and the cultural setting. For example, "True Consensus" may be a very Western ideal.
B. Divide the group into two smaller groups. Tell them they will now practice making a group decision through a given scenario in a PO-PO (Participant-Observer/Participant-Observer) exercise. The first group will sit in a circle and try to come to a decision on the situation given, while the second group observes the interaction (allow 10-15 minutes for discussion). They will then change places.

**Decision-making scenario:**

You are a group of concerned students who are interested in having the 1997 US Census change its racial categories from the traditional ones: White, Asian, Hispanic, African-American, etc. You are to write a proposal to the State Congressman with different categories which reflect the realities of ethnicity and culture. The categories your group has decided on are: ________________ .

C. Once both groups have had a chance to both participate and observe the decision-making, have them discuss what were the major problems encountered in arriving at a decision. Have them discuss issues of interaction, cultural issues, leadership styles, and group dynamics. Try to focus the discussion on the decision-making process, rather than the controversial issue of ethnic categories.

D. Ask the group to now think about factors which help in group decision-making. Ask them to work in pairs, and to think of a phrase which highlights one or several of those positive factors. Have them put the phrases on construction paper with colored markers to make mini-posters with their messages. When they are finished, the posters may be placed on the walls around the room as reminders for each other.

THE TAPE CONTINUUM

STEPS:

A. Place the masking tape or string in a straight line on the floor of the room. Tell the participants that they will now help to evaluate the day's activities by placing themselves along the line of tape, with one end being "very good" and the other end "very poor" and the middle "OK". They may stand anywhere along the line, wherever they feel they are on the continuum.

B. Have the list of evaluation questions ready and begin asking them one at a time. One of the facilitators may take notes on where people stand along the tape continuum. Vary the questions by making some funny and some serious. If there is enough time, have some people on opposite ends give reasons as to why they decided to stand where they are. This will give some idea as to things that are liked and disliked, and will thus allow the opportunity to use the feedback for the rest of the workshop.

Sample evaluation questions:
• Were the coffee and bagels good?
• Were the learning activities long enough?
• Were the facilitators helpful in understanding the context?
• Was the group actively participating throughout the day?
DAY 2  COMMUNICATION AND CONFLICT RESOLUTION

REVIEW

TIME:  1/2 hour

OBJECTIVES:

• To conduct a brief review of the major concepts covered thus far in the workshop and reflect on the learning experience of the previous day.

• To review together the proposed schedule for Day 2 of the workshop.

STEPS:

A. Remind the group of participants that the workshop thus far has been dealing with the topic of groups, including Group Building, Group Process, and Group Decision-making. Reflect on the major points discussed and the learning experience itself:

  • Why are groups important?
  • Jack Gibbs' Theory of the 4 Needs of a Group: acceptance, sharing information, setting goals, and organizing for action.
  • Ways to improve the learning climate through room arrangement.
  • The difference between "Task" and "Maintenance" needs of a group.
  • How to improve and be sensitive to decision-making in a group.
  • How different cultural communities may respond to group situations.

B. Explain that the second day of the workshop will be reinforcing and building on the topics covered the day before through discussions and learning experiences dealing with communication and conflict resolution. Review the day's agenda and allow time for questions or concerns.
LEARNING ACTIVITY 5

COMMUNICATION

STEPS:

A. Initiate with "The Telephone" icebreaker. Have participants stand in a line, then ask the first person from each end to whisper something to the person next to them, who then must whisper the same thing to the next person, and so on. At some point, the messages will cross. When the messages reach the last person on both ends, they must tell the group what the message was: both the one sent, and the one received. Most likely the message will be quite distorted from the original one. A short reflection on why messages get distorted, and communication fails, can then follow.

B. Ask participants to think about the word COMMUNICATION. What does it mean to them? Write down some of the ideas that are shared. Explain that communication is a very important topic to community and group work, and that much has been written and said about communication from the earliest philosophers to our time. There are many definitions about what communication is. We will look at some of the basic communication models that have been proposed by communication theorists.

C. Put up flipchart on the three models of communication, and provide a brief explanation of each. (See Talk Notes #3 for diagrams of flipchart) After each explanation, have the participants think of examples of when each type of communication might be used. Point out that none of the models is superior to another, but rather that each may be desirable in different situations and contexts. Have the participants think of when each might be more appropriate, taking into consideration issues of power and control over communication.

D. With regards to the process of communication, have participants think about the following phrase: "We can all communicate with our fellow human beings, but we do not all know how to communicate." Is this phrase true? Why or why not?

TIME: 1.5 hours

OBJECTIVES:

To provide some guidelines on different elements of communication theory including verbal and nonverbal communication.

To recognize and appreciate cultural differences in forms of communication, as well as consequences for community practice.

MATERIALS:

- communication models flipchart
- various materials to make lemonade: lemon, knife, sugar, water, juicer, cup, spoon
- chart on facial expressions, may be placed on overhead transparency
LEARNING ACTIVITY 5...continued

E. Ask for two volunteers to try out a simple exercise on verbal communication, to see if communication is simple or not. Tell the two volunteers that they are to make a cup of lemonade. Have one sit on a chair in front of a table with materials to make lemonade, and the other one stand with their back to the person sitting. Have the one standing give step-by-step directions to the other one on how to make a glass of lemonade. The person sitting must follow the directions exactly, even if the directions do not seem right. When they are finished, have them taste the lemonade and see if that is what the person giving directions tried to communicate. Ask them to reflect on what makes verbal communication easy, clear, or difficult.

F. Explain that apart from verbal communication, we also have non-verbal communication, using our facial expressions, our body language, and our gestures. Project the overhead transparency with the faces (see Facial Expressions Chart below), and have the participants say what each face is expressing and why. Have them think of body gestures they use and what they mean as well. Then ask them about the significance of culture and past experience in linking expressions and gestures to communication.

FACIAL EXPRESSIONS...

What does each one mean to you??

SOURCE: Adapted from Tecnicas Participativas para la Educacion Popular, by ALFORJA, pages 4.4 - 4.5.
THREE MODELS OF COMMUNICATION

1. Transmitter Concept  This model of communication places its emphasis on the content of the message. This is a vertical model in which the transmitter is the one who initiates and controls the communication. The receiver is seen as an object and passive recipient. The purpose of this model is that the individual "learn" something.

\[ \text{TRANSMITS} \rightarrow \text{MESSAGE} \rightarrow \text{RECEIVES} \]

This model also corresponds with the "banking model" of education where the learner is considered a mere depository of learning; it is authoritarian and paternalistic. The risks are that it does not stimulate the capacity of reasoning, it fosters individualism, and generates dependency.

2. Directed Concept  This model places the emphasis on the effects. It is a classic communication model in which communication is viewed in a mathematical, mechanical way and continues to be just as vertical as the transmitter concept. The transmitter initiates the communication. The feedback does not equal participation: it is only a means of control the transmitter uses to confirm the effect. The purpose is for the individual "to do something".

\[ \text{TRANSMITS} \rightarrow \text{MESSAGE} \rightarrow \text{RECEIVES} \]

\[ \text{TRANSMITS} \uparrow \text{FEEDBACK} \downarrow \text{RECEIVES} \]

This model, translated to the field of education, corresponds to the behavioral school, based on a system of stimulus-and-response. The risks are manipulation, learning by rote, and paternalism.

3. Dialogical Concept  This model places the emphasis on the process. In this model there is no transmitter and no receptor, both are transmitters-receptors. Both have the same capacity and possibility of generating and transmitting messages. This kind of communication demands participation: it is bi-directional, dialogical, horizontal. The purpose is for the individual to think, to transform him or herself and his or her reality.

\[ \text{TRANSMITS} \leftrightarrow \text{RECEIVES} \leftrightarrow \text{TRANSMITS} \leftrightarrow \text{RECEIVES} \]

In the field of education, this model corresponds to the liberation or problem posing model. It is not as concerned about the volume of information transmitted but rather in creating a process of analysis and reflection. This model stimulates the capacity of reasoning and the development of a critical consciousness. This model sees the learner as a subject and not as an object of education; it respects a person's personality and freedom and involves the community through problem posing and active learning. Risks are to fall in the error of thinking about eliminating the role of the educator.

SOURCE: Translated and adapted from Communication Training Notes by Radio Nederland and IICA, Instituto Interamericano de Cooperacion para la Agricultura.
LEARNING ACTIVITY 6

LISTENING AND FEEDBACK

TIME: 1.5 hours

OBJECTIVES:
- To raise awareness of the need to improve listening skills within a group.
- To practice giving and receiving feedback.

MATERIALS:
- prepared cards for “Listening Pairs” exercise
- “Feedback” scenarios
- paper bag

STEPS:

A. To initiate the discussion on listening, present the following skit, which has been prepared and agreed upon beforehand:

| Scene 1: | Two people meet and initiate a discussion, but one person dominates completely and does not allow the second person the chance to be a part of the discussion. |
| Scene 2: | Two people meet and initiate discussion, but each one talks only of his/her own interests. |
| Scene 3: | Two people meet and initiate discussion, and each one really listens and responds to the other. |

B. Have participants discuss what they observed in the skit, what the objectives of listening are, and why it is necessary for people in a group to learn to listen to each other.

C. Tell the participants that they will now practice listening in pairs. Pass a paper bag containing cards with written statements (proverbs can be substituted) which have been cut in half. Ask each participant to seek the person who has the other part of their card to complete the phrase. Then, each pair will discuss the phrase on the card; one partner will talk for five minutes, while the other listens. The listener will then repeat to their partner what he/she said and finally they will reverse their roles.

Phrases on cards can be on any controversial subject, such as population control, democracy, etc. The phrases such as the following may be used, depending on how many pairs are needed:
- men are generally more aggressive than women
- women are more intuitive than men
- women are naturally born to be mothers
- men are by nature more promiscuous than women
D. When the exercise is complete, have the pairs talk about some of the difficulties they encountered in listening. Write the list of difficulties on newsprint. Talk about some of the ways these might be countered.

E. Carry out the following “Feedback Exercise”, explaining that feedback is a form a listening and responding appropriately in different group situations that come up. Divide the group into three small groups and give each group a copy of one of the following sociodramas (below). Ask each group to first discuss appropriate forms of feedback, and then to apply these to the sociodrama they have received. First they must represent the scene as it is described, and then they must reenact it by putting in practice appropriate feedback responses as discussed.

Three Sociodramas:

**SOCIODRAMA A: MIGUEL AND PATRICIO**
Miguel and Patricio are a team of salesmen who are working together to sell a new tennis shoe. Miguel is angry because every time they meet a possible buyer, Patricio does all the talking. As they leave the shoe shop, Miguel shouts at his friend: “You are impossible! I could not say a single word in there without your interrupting and taking over. You always do this to me!”

**SOCIODRAMA B: ANNA AND HER SISTERS**
Anna and her two sisters are working on a teaching program for older adults. Anna is troubled because neither of her sisters has the lesson prepared when they are about to go to class. She explodes one day, just as they are going into the classroom, saying: “Both of you are so lazy I cannot continue to work with you if you are not going to prepare your classes. You always disappoint me!”

**SOCIODRAMA C: PAUL AND MARK**
Paul is Mark's supervisor who is continually late for work. Paul meets Mark in the lunchroom and begins to scold him for being late for work that morning. “You are a lazy fellow, never able to get up in the morning. I am going to fire you if this continues.”

_SOURCE: Learning to Teach, by J. Vella, page 57._

F. Take the time to discuss the sociodramas, and how appropriate and inappropriate feedback can affect the work of a group or team. Conclude by analyzing together the importance of communication and its applications to community and group efforts. Highlight the learning process, and the effort and constant practice it takes.

LEARNING ACTIVITY 7

CONFLICT RESOLUTION

TIME: 1.5 hours

OBJECTIVES:
- To understand conflict as both a good and problematic thing for groups.
- To facilitate the exploration of ways to deal with conflict in groups.
- To examine and practice conflictive issues in our own lives.

MATERIALS:
- flipchart paper
- markers
- animal cards

STEPS:

A. Initiate with a group activity such as "Animal Cards Concentration" in which a set of cards is made for 3 or 4 groups. Each pair of cards represents an animal and its matching behavior, so that for each animal, there is a matching behavior card. Have participants split into groups and play the concentration game, matching up animals and typical behaviors, until they have matched up all pairs.

Some Examples for Animal Cards*:
- The Donkey: Very stubborn, will not change his/her point of view
- The Lion: Gets in and fights whenever others disagree with his/her plans
- The Rabbit: Runs away as soon as (s)he senses tension, conflict, or an unpleasant job
- The Ostrich: Buries his/her head in the sand and refuses to face reality or admit there is any problem at all

B. Give talk on five common ways of dealing with conflict. Mention that any one method will never apply to all situations and/or all persons. (See Talk Notes #4).

C. Ask the group if they think that these categories of behavior make sense to them and/or the community members they have worked with. Try to think of examples for each category.

D. Ask the group to brainstorm areas of possible conflict in the community groups they have worked with and write their responses on flipchart paper.

FIVE COMMON WAYS OF DEALING WITH NEGOTIATION

1. Denial or Withdrawal:
"Get rid of the conflict" by denying that it exists. The conflict does not go away; it can grow to the point of becoming unmanageable. When the issue of timing is critical, denial may be the most productive way of dealing with conflict.

2. Suppression:
"Nice people don't fight", play down any differences. This does not recognize the positive aspects of dealing with conflict openly. This tactic may be employed when it is more important to preserve a relationship than to deal with an insignificant issue through conflict.

3. Power or Dominance:
Power = majority or persuasive minority. The source of power may be vested in one's own authority or position. Power strategies, however, can result in winners and losers, and losers do not support a final decision in the same way that winners do. Power can be effective for voting and laws.

4. Compromise or Negotiation:
Compromise is a virtue in Western culture, but can have some serious drawbacks. Sides tend to inflate their position since they will lose a little and want to buffer their loss. If a compromise is too weakened or watered down, it may not be effective. Often no real commitment by either of the parties exists.

5. Integration or Collaboration:
This approach requires all parties in the conflict to recognize abilities and expertise of the others. Emphasis of the group is on trying to solve the problem at hand rather than on defending particular interests, positions or factions. Expectation is to modify original views as the group's work progresses.

SOURCE: Adapted from "Constructive Negotiation" by Willem F.G. Mastenbroek, in The 1986 Annual: Developing Human Resources.
LEARNING ACTIVITY 8

CONFLICT AND RESOLUTION ROLE PLAY

TIME: 1.5 hours

OBJECTIVES:

1. To understand conflict as both good and problematic thing for groups.
2. To facilitate the exploration of ways to deal with conflict in groups.
3. To examine and practice conflictive issues in our own lives.

STEPS:

A. Group members brainstorm a conflict and resolution situation they have experienced in their homes, work or personal lives. In small groups, they will act out the situation along with how the conflict was resolved.

B. After each group presents their role play, there should be time set aside for discussion about the way the conflict and resolution was handled.

Mindfulness

When participants brainstorm ways that conflict was resolved in their role plays and compare this to possible conflict issues raised during previous learning activity, they will see that the resources for conflict resolution are found in themselves.

C. Hold a short discussion on constructive negotiation (see Talk Notes #5).

D. Wrap up with a summary of the concepts of conflict resolution and conflict negotiation. Clear up any questions and leave time for comments.

Circle Notes

For the above role play to be successful, it is important that participants have thought through very carefully their scenario, the actors, the conflict and resolution. A suggestion is to give the assignment the night before so that the day of the roleplay, they are prepared. Another important aspect of this role play is the way in which the conflict was resolved. It is very important that time be given to examine these resolution strategies and that the group looks for ways in which the conflict could be resolved differently.
NEGOTIATING BEHAVIORS FOR TEAM BUILDING

Two Dimensions of Negotiating Behavior
The first dimension is how the facilitator balances the tension between cooperation and fighting in a group. There is a continuum in a facilitator’s style with respect to attitude and behavior, (solidarity and understanding on one end; aggressive and domineering behavior on the other) that either helps to resolve and constructively negotiate agreement or actively prevents it from happening.

The second dimension is how creative or explorative the facilitator is regarding solving the conflict that exists in the group. Examples include experimental solutions, thinking alone, informal questioning, searching for common places of agreement, and developing small concessions that group members can live with.

Below are some procedures to take into consideration when you, as a facilitator, are negotiating constructive problem resolution.

1. Be flexible but firm.
   • Firmly defending your own position can be paired with respect for the other side and a positive climate.
   • Remember that negotiating a solution or resolution to a problem has nothing to do with engaging in a power struggle. Manipulating or threatening behavior, endless arguments or scoring points are not behaviors of negotiating.

2. Keep impasses within the group limited to the content area. If a solution is not readily available, consider the following strategies to prevent tension from rising:
   • adjourning
   • asking for a summary of the differing points
   • suggesting a small concession
   • exploring the possible alternatives and consequences of allowing the impasse to continue
   • changing the location
   • offering a revised solution
   • conducting an informal brainstorming session on possible solutions.

SUMMATIVE EVALUATION

EVALUATION BAGS

TIME: 30 minutes

OBJECTIVES:
• To evaluate the form and content of the two-day workshop.
• To give feedback on content and ways to improve the discussion of major themes.

MATERIALS:
• 3 brown paper bags prepared as described below
• markers
• paper cut into slips for each participant

STEPS:

A. Each section of the two days is put up on flipchart and numbered, i.e., icebreaker, introduction, group building activities, role plays, etc.

B. Participants are given slips of paper for each activity and are asked to put the number of each activity and a comment about the activity on these slips of paper.

C. These slips are deposited into one of three brown paper bags, depending on the participants' evaluation of that section of the training workshop. On the front of one bag is a smiling face (good), on another bag is a frowning face (bad), and on the third bag is +/- (so-so).

D. Each participant goes through the two-day agenda and evaluates all sections and comments accordingly. No names are required on the slips of paper.
FOR FURTHER READING...


Mastenbroek, Willem F.G. "Constructive Negotiation" in *The 1986 Annual: Developing Human Resources*.


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