

Reading Review - Hahn, Petzoldt, Tuckman's Stages of Group Development

1. *What were the three events that changed Kurt Hahn's life and what impact did they have on his life's work?*

The first event was an expedition on a walking tour to the Dolomite Alps that opened up Kurt's mind to the great beauty of nature, having him devising ways to turn his classrooms out of doors.

The second event was when two English schoolboys gifted Kurt a book that helped him realize a passion of the realization into a lifelong vocation, and the endless possibilities based on one's greatest potential later and throughout life.

The third event was when Kurt suffered from a life-threatening sunstroke that permanently changed his life. During such a time of depression and much self-reflection, Kurt was blessed with the idea of knowing what he wanted to do. He has realized and accepted the fact that his limitation has on his life, providing him with the willingness to move forward and strive for the he can do with what he wanted to do in life.

2. *How did Paul Petzoldt's first summit of the Grand Teton and his experience as an Outward Bound instructor influence his creation of the National Outdoor Leadership School?*

The first summit of the Grand Teton helped Paul realize the need to increase people's knowledge in experiences of adventure, especially into the unknown. As an Outward Bound, he also realized the importance people should be aware of, such as the importance of their effects about the wilderness. Having others being and respectful, conscientious, and wanting to continue their growth of knowledge within anything they do, whether that be in the wilderness or within their general lives, helped influence his creation of the National Outdoor Leadership School.

3. *Briefly describe Tuckman's five Stages of Group Development? What characteristics would you likely observe at each stage?*

Forming

This being the first stage of the model, the group becomes oriented to the task, creates ground rules, and tests the boundaries for interpersonal and task behaviors. This is also the stage in which group members establish relationships with leaders, organizational standards, and each other.

Storming

This stage seems to be reserved the importance of at least some intergroup conflict, which can be explained by the lack of unity and polarization around interpersonal issues. In this stage, members may tend to have an emotional response to the task, being more focused with oneself than realizing the concerns for others. Leading to resistance felt among a group.

Norming

The group develops the sense of resolution interpersonally. Members begin to accept their dynamic and the situation at hand with working with one other. Forward progress is being made, and usually conflicts that affect in completing the task are avoided in order to try to insure harmony overall.

Performing

In the final stage of the original model, now being known as the fourth stage of the current model, group roles become flexible and functional, and group energy is channeled into the task.

Adjourning

In this stage, the group has come to an end with the task at hand. Some members may ponder on the idea of “now what?” having the concept of not being together as a group being relevant anymore. This stage can be pretty emotional for some member, or actually be a sense of relief for finally it being the end.

4. *How are ‘task’ behaviors different than ‘maintenance’ behaviors?*

Task behaviors would be more focused in working on the current objective that the group is needing to work on, whereas maintenance behaviors would be more focused on the idea of continuing a successful dynamic relating to the group overall.