PHASES OF GROUP DEVELOPMENT

Shultz (1966) developed a theory that includes three emotional phases or levels that the group experiences. The phases coincide with the group's development and the degree to which members feel part of the group.

1. **Inclusion** – people wonder if they fit in and have appropriate skills to help the group meet goals, or if they will be accepted.
   Signs of when inclusion is adequate:
   - Individual needs are recognized and accepted.
   - Participation is evenly distributed among members.
   - There is good interaction.
   - The group can articulate goals and is committed to its goals.

   Signs of when inclusion is inadequate:
   - Members may be late to meetings.
   - Some members may physically stand back or remove themselves from the group.
   - There is little or excessive interaction so that participation is unevenly distributed.
   - An overall lack of confidence is observable in the group.
   - There is a lack of cooperation.

2. **Control** – these are feelings among group members about roles and their associated responsibility and power.
   Signs of when control is adequate:
   - The decision making process is clear.
   - Conflict is accepted and dealt with.
   - There is shared leadership and power.
   - The group is productive at both task and group maintenance functions.

   Signs of when control is inadequate:
   - The group uses poor decision making processes.
   - There are power struggles.
   - There is a lack of leadership.
   - There is criticism and competitiveness within the group.

3. **Affection** – these are feelings of liking others and being liked.
   Signs of when affection is adequate:
   - Communication is open and honest.
   - Feelings are expressed.
   - Group members feel free to be different and still be accepted.
   - Group members are receptive to new ideas.
   - Group members feel close to one another.

   Signs of when affection is inadequate:
   - There is limited communication.
   - Members withhold feedback.
   - There is lack of trust in others.
   - There is dissatisfaction with the group.

Notes:
- As the cyclical stages are repeated, ideas and feelings are also repeated and deepened.
- Everyone, including instructors, experience emotional stages of feeling adequate, liked, and competent, as well as converse feelings. It is important to give enough information and enough responsibility for the group to establish bonds to keep it functioning.

STAGES OF GROUP DEVELOPMENT

A group may go through the stages quickly, slowly or both, revert (in crises) or recycle. The stages of group development can help with scheduling of specific tasks and for intensity decisions. For example, tasks that require a high degree of initiative and responsibility are better handled at the Norming Stage. Tasks that must be watched closely through narrow parameters are better for the Forming and Storming Stages.

Stages of Group Development:

Forming
- ♦ Group members ask questions
- ♦ Individuals are finding their role in the group and in the group's leadership
- ♦ A testing process
- ♦ Confusion, anxiety, willingness to please
- ♦ Group can stall at this stage
- ♦ **Leaders' Role**
  - empower members to assist the group in establishing guidelines
  - ask open ended questions to include all group members
  - need to establish trust

Storming
- ♦ Members express their opinions
- ♦ Start to establish expectations
- ♦ A control stage: each person is exploring their power base and testing the leaders' limits
- ♦ Arguments, misgivings, proposals, increasing frustration
- ♦ Getting to know the group members
- ♦ **Leaders' Role**
  - leader role cannot be avoided
  - remain objective
  - clarify nature of conflict
  - call upon group members and their skills to help resolve conflicts
  - use negotiations and conflict resolution skills
  - acknowledge achievement

Norming
- Group begins to establish procedures for handling decisions and conflicts
- Group needs support and interest of all members
- Members respect each other
- **Leaders' Role**
  - need to have effective communication techniques, especially listening
  - continue activities that create trust and empower group members
  - allow group to grow in its capacity to handle problems with creativity and effectiveness

Performing
- Have learned to be a group and have worked out relationships. Group has aligned itself to producing results
- Groups rarely reach this stage
- Rapport and closeness exist, as well as positive respect
- Self – regulating
- **Leaders' Role**
  - requires constant fine tuning or the group may revert to earlier stages
  - be vigilant (pay attention)

Transforming
- What must we do when the group has accomplished its goals and run out of time: must redefine (start again) or disengage
- Ending the group or the experience
- Mourning and celebration
- **Leaders' Role**
  - make it a learning opportunity (what you liked, didn't like, review accomplishments, things to improve)
  - offer opportunity to resolve unfinished business between individuals
  - allow expression of feelings

THE SCIENCE OF GAMES

Games are a very useful leadership tool, especially with younger students. As leaders, having a large repertoire of games for different situations and groups can be very helpful. It is important to follow this sequence of games if you are using them as a team building tool. Be aware of the groups response to each game, and make sure things are running how you intended. Don't be afraid to stop the game to start another , and only move to the next level if the group is ready. Poorly chosen games can be detrimental to a groups forming process. Above all, be sure to have FUN, FUN, FUN!

Game Type	Purpose	Benefit	Notes
1. Ice Breakers	• Start Interactions • Inspire • Foster Positive Images	• Positive Attitudes • Fun • Brings everyone on same level	• Involves everyone • No Eliminations • No winner/loser
2. Name Games	• Intros • Speaking to rest of group	• Learn names • Starts FORMING stage	• Name association helps • Vital for staff/ for safety/ to make kids feel important
3. Get-to-Know-Ya	• Learn about backgrounds/ • Likes and dislikes • Fears	• Finding common ground • Getting more comfortable • Creating safe environment	• Include everyone equally • Make sure the group is ready for this
4. De-inhibitizers	• Eliminate nervousness • Start joking around	• Get comfortable being silly • Losing the cool attitude • Starts NORMING stage	• May take time • Do not force • Challenge or participation by choice
5. Initiatives **Group Building** **Teamwork** **Leadership** **Problem Solving** **Communication**	• Focuses on common goal • Encourages interactions/ cooperation	• Working as a team • Sense of accomplishment	• Can be fun, relaxed or technical • Opportunities for feedback • Can be a place to try a new role • Should be debriefed
6. Trust Games	• To establish groundwork for further activities/ group work	• Builds teams • Builds trust • Often helps communication • Starts PERFORMING stage	• Be aware of group safety • Not appropriate for some groups
7. Group Closure/ Debriefing	• Summary of what is gained • Preparing for hoe	• Emotional stability • Satisfaction • Opportunity to vent • Encouragement	• Plan carefully • Be creative • Define what they are taking from the experience
Group Contracts			

ROAD MAP TO GAMES
FOR YOUR GROUP

NEW GROUP

Ice Breakers

Name Games

Name Games

Challenge by Choice

FORMING

De-Inhibitizers

Teach/Review Conflict Resolution

STORMING? PERFORMING?

Full Value Contract

Initiatives
Group Building
Team Work
Leadership
Communication
Problem Solving

STORMING? PERFORMING?

Trust Activities

PERFORMING

Group Adventure

Group Closure Debrief

TRANSFORMING

Personal Challenge

Inspiration

☺

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