



Instructional Development Series

Group Dynamics and Problem Solving

Course Plan

Course Details

Certification:	FSTEP: Instructional Development Series
CTS Guide:	None
Description:	This course is designed to develop leadership skills; group dynamics, problem-solving techniques, and interpersonal relations are utilized in staff meetings, brainstorming sessions, and conference meetings. Skills are developed for conducting formal public meetings, panel discussions, and forums.
Designed For:	Personnel preparing for a college level fire instructor, SFT Certified Training Instructor position, or career development for teaching SFT Instructional Curriculum.
Prerequisites:	Instructor I recommended Instructor II recommended
Standard:	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on activity sheet(s). Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 20:30 Activities: 08:30 [Instructor determined activities not included] Testing: 03:00
Hours (Total):	32:00
Maximum Class Size:	25
Instructor Level:	SFT Credentialed Instructor. The primary instructor should meet SFT Instructor III qualifications or higher. Alternatively, the primary instructor can meet Instructor II qualifications, but must also have completed an intensive FSTEP course in testing as well as an FSTEP course that surveys the areas of testing, audiovisual presentations, e-learning delivery and learning

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management systems, and group dynamics. Assistant instructors (skills evaluators) should meet Instructor II qualifications or higher.

Instructor/Student Ratio: 1:25

Restrictions: None. Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction, e.g. class size exceeds 25, compressed course delivery, and/or approval from State Fire Training for distance learning format.

SFT Designation: FSTEP

Required Resources

Instructor Resources

To teach this course, instructors needs:

- *Small Group and Team Communications*, 5th edition, 2011 by Thomas E. Harris, University of Alabama and John C. Sherblom, University of Maine, ©2011 Pearson, paper, 312pp
SBN-10: 0205692982 • ISBN-13: 9780205692989
- *Fire and Emergency Services Instructor*, 8th edition, IFSTA 2012, ISBN 978-0-87939-441-7
- *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832
- Additional instructional resources can be downloaded from publisher websites
- Student Activities are available on the SFT website at:
<http://osfm.fire.ca.gov/training/SFTCurriculum>
- *Small Group and Team Communications*, 5th edition
<https://www.pearsonhighered.com/program/Harris-Small-Group-and-Team-Communication-5th-Edition/PGM284658.html> - downloaddiv

Note: Important points not already covered in the above texts are called out in bullet points below the enabling learning objective (ELO) in each topic.

Student Resources

To participate in this course, students need textbooks, as indicated by the instructor:

- *Fire and Emergency Services Instructor*, 8th edition, IFSTA 2012, ISBN 978-0-87939-441-7
- *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

Students should be encouraged and asked to supply:

- Their own laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Access to a computer lab for some sessions
 - Access to an outdoor facility for some sessions

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- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.
2. Activity: Have students pair up with someone they do not know. For five minutes, interview each other (2 ½ minutes each). Be prepared to introduce the other student to the class. Allow 30 minutes.

Topic 1-2: Instructor Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Instructor certification track, the courses and requirements for Instructor I certification, and be able to describe the certification task book and testing process.

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Enabling Learning Objectives

1. Identify the different levels of certification in the Instructor certification track
 - Instructor I
 - Instructor II
 - Instructor III
2. Identify the courses required for Instructor I
 - Instructional Methodology
3. Identify any other requirements for Instructor I
4. Describe the certification task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request certification task book
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the certification testing process
 - Complete coursework
 - Schedule online certification test
 - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Instructor certification track? What are they?
2. By completing three identified of the FSTEP classes, what does that qualify you to do?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duties

Terminal Learning Objective

At the end of this topic, a student, given the definitions of duty, will be able to define the role of the Instructor(s) with regard to program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Describe program management
 - The management of basic resources and the records and reports essential to the instructional process
2. Describe instructional development
 - The review and adaptation of prepared instructional materials
 - The Instructor I should not alter the content or the lesson objectives in this process
3. Describe instructional delivery
 - The delivery of instructional sessions utilizing prepared course materials
4. Describe evaluation and testing

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- The administration and grading of student evaluation instruments
 - Primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures.
5. Describe Instructional classes included in the Fire Service Training and Education Program (FSTEP) that Instructors must complete to qualify for teaching Instructor Curriculum
- The administration and grading of student evaluation instruments

Discussion Questions

1. What is the basic definition of the Instructor levels in State Fire Training?
2. What is the basis for the three core classes identified in FSTEP to qualify Instructors to teach the Level I through Level III curriculum?
3. What are the restrictions of an Instructors regarding testing?

Activities

1. To be determined by the instructor.

Unit 2: Biographical Sketch

Topic 2-1: Biographical Sketch

Terminal Learning Objective

At the end of this topic, a student, given the elements of the biographical sketch, will be able to develop a biographical sketch, so that the biographical sketch is presented in a logical manner with clarity and confidence.

Enabling Learning Objectives

1. Describe a biographical sketch or also known as biosketch
2. Identify the purpose of a biographical sketch
 - To inform the audience of a significant event
 - To informant audience about a small portion of a persons life
 - Unravels a story pertaining to a persons life for career generally given in a presentation or utilized as an employment assessment tool
3. Describe how a biographical sketch depicts one's biography which may include:
 - An overview of one's personal character
 - A brief overview one's life
 - A brief overview of achievements
 - A brief overview of one's career
4. Describe the elements of a biographical sketch
 - Gather information about yourself
 - Reflect on your life, achievements, what you want to emphasize
 - Start with an antidote and paint an instant portrait of yourself
 - Provide relevant information
 - Finish strong with a clarity and confidence
 - Revise and edit the work

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- Leave your readers something to think about

Discussion Questions

1. What is the purpose of a biographical sketch?
2. What does a biographical sketch detect about a person?
3. What are some basic elements of a biographical sketch?

Activities

1. To be determined by the instructor.
2. Allow 2 hours for Bio Sketch development and presentations.
3. Biographical Sketch Exercise Rating Form

Instructor Notes

1. Additional information: IFSTA: 84, JB: none, and Ref. Manual: chapter none

Unit 3: Interpersonal Communication

Topic 3-1: The Communication Process

Terminal Learning Objective

At the end of this topic, a student, given interpersonal skills, elements of a traditional presentation system, and concepts of being fair and impartial, will be able to communicate demonstrating essential elements and facets with engaging people, students, or others in a learning environment or in a meeting environment, so that communications occur with minimal bias and impartiality.

Enabling Learning Objectives

1. Describe the necessity of instructors having strong interpersonal skills
 - Clarity
 - Sensitivity
 - Fairness and impartiality
2. Define the elements of clarity with the aspect of clearly explaining concepts
 - Systematic presentation of material
 - Instructional order or method (simple to complex)
 - Production order or method (the order of which things must be done)
3. Describe a traditional presentation delivery system
 - Tell them what you are going to tell them (Introduction / Overview)
 - Tell them (main content)
 - Tell them what you told them (summary)
4. Describe the process of an instructor having sensitivity
 - Ability to view the learning environment from the students' perspective
 - Recognize barriers to learning and communication
5. Describe how instructors must be fair and impartial to all students
 - Open minded
 - Willing to hear (active listening)
 - Consider concepts
 - Discuss ideas

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6. Describe the multiple facets of instruction that occurs in a classroom

Discussion Questions

1. Describe some strong interpersonal skills that an instructor or group leaders should have?
2. What are some elements of clarity what aspect to explaining concepts?
3. What is a traditional presentation delivery system? Are there additional examples?
4. Why should an instructor or group leader be fair and impartial?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 12-13 & 125, JB: none, and Ref. Manual: chapter 12

Topic 3-2: Evaluating Interpersonal Relations

Terminal Learning Objective

At the end of this topic, a student, given elements of casual language, principles of model communication, and interpersonal skills, will be able to formulate a communication model, that utilizes the aspects of the communication model and interpersonal skills, so that the student can effectively communicate and actively listen.

Enabling Learning Objectives

1. Define casual language
2. Describe classroom model of communication
 - Sender (instructor)
 - Message (the lesson)
 - Receiver (student)
 - Feedback to the sender (encoding and decoding)
 - Interference
 - Filters
 - Bias
3. Identify interpersonal skills
 - Places the success of the team above self-interest
 - Effectively works with others in order to accomplish the task or solve problems
 - Offers to help other members
 - Understands and follows chain-of-command
 - Is courteous and respectful of peers and supervisors
 - Does not undermine the team
 - Helps and supports the other team members

Discussion Questions

1. What are the elements of a classroom model of communication?
2. What are some essential interpersonal skills for communicator should have?

Activities

1. To be determined by the instructor.

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Instructor Notes

1. Additional information: IFSTA: 125-127, JB: 409, and Ref. Manual: chapter 12

Topic 3-3: Verbal Component

Terminal Learning Objective

At the end of this topic, a student, given the elements of verbal communication, interpretations of words, evaluating an audience with potential conflict utilizing cultural words, will be able to develop an effective communication skills for a multifaceted cross generational audience in an effective learning environment or meeting presentation, so that communication occurs without “paraverbal cues” in a multi-cultural audience.

Enabling Learning Objectives

1. Determine how words in a message account for seven (7%) percent of a message
2. Describe the power and weakness of words
3. Describe instructor’s importance of being aware of their audience (listeners)
4. Describe cultural concepts of words
5. Determine the effects of gender, cultural, ethnic, age, religion, political association, education, and regional background influence communications
6. Describe factors that influence communication sometimes referred as “paraverbal cues”
 - Volume of your speech
 - Language utilized
 - Tone a voice
 - Volume of speech
 - Speaking softly
 - A dominant tone
 - A supportive tone
7. Describe factors of the learning environment that has impact on communication

Discussion Questions

1. What percent of a message is the actual language or words account for?
2. What consideration should be given regarding the audience when communicating?
3. Define or describe cultural words for cultural concepts associated with communication.
4. What are “paraverbal” cues?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 128-129, JB: 107, and Ref. Manual: chapter 14

Topic 3-4 Nonverbal Codes

Terminal Learning Objective

At the end of this topic, a student, given elements of nonverbal communication, importance of eye contact, influence of facial expressions and body gestures, will be able to develop effective communication skills, so that learning blocks are avoided, while managing

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nonverbal factors of communication, to deliver a communication for a multifaceted cross generational audience or board meeting presentation.

Enabling Learning Objectives

1. Determine how nonverbal communication in a message account for ninety-three (93%) percent of a message
 - Body language
 - Vocal tone and volume
 - Personal appearance
2. Describe the importance of eye contact
3. Describe the influence of facial expression
4. Identify the significance of gestures
 - Avoiding learning blocks
 - Aversives (Any condition or event that causes physical discomfort or mental discomfort)
5. Describe other nonverbal factors of communication such as posture, poise, vocal characteristics, touch
6. Determine the influence of proximity when interacting with students
7. Describe how nonverbal communication is difficult for one-self to identify
8. Describe the study of eye movement (eye-accessing cues) that a person displays during presentations
 - Visual remembered
 - Visual constructed
 - Auditory remembered
 - Auditory constructed
 - Auditory digital
 - Kinesthetic

Discussion Questions

1. What communication factor dominates the majority of communication?
2. Why is eye contact so significant when communicating?
3. What is an aversive?
4. What are some examples of Nonverbal communication that is often difficult to identify by the speaker?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 130-131, JB: 106-107, and Ref. Manual: chapter 5, 6

Topic 3-5 Listening

Terminal Learning Objective

At the end of this topic, a student, given elements of listening skills, components of listening, components of active listening, will be able to formulate effective listening skills, and utilize both passive and active listening processes, so that elements of passive listening,

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tips for effective and improve communication, to better communicate the receiving message from a sender, to the receiver.

Enabling Learning Objectives

1. Determine how listening skills constitute 50 to 75 percent of class time
 - Active listening
 - Inactive listening
2. Describe listening components that an instructor should consider
 - Attendance
 - Understanding
 - Remembering
 - Evaluating
 - Responding
3. Define active listening process:
 - Hearing and understanding
 - Of the communication sent demonstrating that you are listening and have understood the message
 - Keep your ears wide open
 - Avoid answering before the question is complete
4. Define passive listening process:
 - Listening with your eyes and your senses without reacting to the message
 - Observe the students body language and facial expressions
5. Tips for effective and improved communication:
 - Restate the students question before answering the question
 - Have another instructor sit through your presentation and evaluate you
 - Utilize video to record your presentation for evaluation

Discussion Questions

1. What percentage of classroom time is committed to listening?
2. What are some listening components that I instructed her should consider
3. What is an active listening process?
4. What are some basic tips for effective and improve communication?

Activities

1. Active Listening Exercise (Mandatory) listen message and repeat the message exercise
2. Research alternative “active listening tools or exercises” on internet for activities.

Instructor Notes

1. Additional information: IFSTA: 131-132, JB: 107, and Ref. Manual: chapter 7

Topic 3-6: Rating Errors (Grading Bias)

Terminal Learning Objective

At the end of this topic, a student, given factors that influence for filter observations of a person’s performance, Reading bears and their influence, will be able to observe and rate a person’s performance, so that the student avoids the six most common rating errors.

Enabling Learning Objectives

1. Describe the factors that can influence or filter observations of a person's performance
2. Describe the rating errors that can influence the evaluation of the performance of others
3. Describe how the rating errors described may influence rater evaluations.
 - This does not mean that they automatically will have some impact
 - Awareness of the types of rating errors which may occur is an important step in reducing their potential effects
4. Describe the six most common types of errors:
 - First Impression Effect
 - This error evidences itself when the person being rated does well at the beginning of a testing process, but then "poops out"
 - The rater observing this person may become so impressed with that early behavior that a high rating is given, even though the total behavior warranted a lower rating
 - Related to this rating error is the last impression or recency effect where behavior occurring at the end of the process, good or bad, is given undue weight by not taking into consideration the total behavior
 - Halo Effect
 - This error evidences itself in the tendency to allow a candidate's performance on one dimension to influence the rating on all the other dimensions, even when there is little evidence for such ratings on those other dimensions.
 - It is important that raters try to keep the dimensions as distant as possible. Some of the dimensions are closely related, and skill in one area often goes along with skill in another. Nevertheless, careful attention to the amount of actual behavior justifying a rating will help to avoid this type of rating
 - Leniency Effect
 - This error evidences itself in the tendency to be an "easy" rater. It is often less offensive to be generous than it is to make objective, but lower, ratings
 - Conversely, there is also a tendency, among a fewer number of raters⁸ to be excessively and unjustifiably harsh.
 - The key is to focus attention on the behavior observed in the process
 - Central Tendency Effect
 - This error evidences itself in the predisposition to "play it safe" by avoiding the use of extreme ratings, even when they are called for and justified
 - Sometimes raters fail to assign the minimum or maximum on the assumption that no candidate could be that bad or good
 - It is very important to make fair distinctions among candidates, and the full range of scores should therefore be used
 - Contrast Effect
 - This error evidences itself when a particular candidates' evaluation is influenced by the evaluation of the preceding candidate

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- Keep in mind that you are evaluating against specific criteria and not against another candidate
- The key is to focus on the actual amount and nature of the behavior observed
- Similar To Me Effect
 - This error evidences itself when candidates remind you of your own approach to situations thereby resulting in higher ratings than are justified
 - The reverse situation can also occur, resulting in lower ratings than the actual behavior would dictate
 - It is important to remember that the rater is not the one being evaluated

Discussion Questions

1. What are some influences for filters that obscure an observation of a person's performance?
2. What are examples of rating gears can influence the evaluation of the performance of a person?
3. Identify the most common types of errors.

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 239, JB: none, and Ref. Manual: chapter 14

Unit 4: Concepts of Group Dynamics

Topic 4-1 Group Development

Terminal Learning Objective

At the end of this topic, a student, given group development processes, patterns of group development, and stages of the group organization, will be able to manage the phases of a developing group or audience, so that one can organize a group to perform more effectively and cohesively with effective team development concepts.

Enabling Learning Objectives

1. Describe the group development process learning - why and how small groups change over time
2. Identify patterns of change and continuity in groups over time
3. Identify aspects of a group that might be studied which include:
 - Quality of the output produced by a group
 - Type and frequency of its activities
 - Group cohesiveness
 - Existence of group conflict
4. Describe group change as regular movement through a series of "stages" or "phases" that groups may or may not go through during a group's history.
5. Identify Tuckman's stages of group development (Bruce Tuckman, 1963)
 - Storming
 - Forming

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- Norming
 - Performing
6. Identify how these steps are necessary and inevitable in order for the team to:
 - Grow as a cohesive team
 - Face up to challenges
 - Tackle problems
 - Find solutions
 - Plan work
 - Deliver results
 7. Describe the evolution of group dynamics adding a fifth stage
 - In 1977, Tuckman, jointly with Mary Ann Jensen, added a fifth stage called *adjourning*
 - This step involved the task of breaking up the team
 - Some texts referred this step as Mourning
 8. Describe other models involving group development
 - Stage of Re-norming added by Timothy Biggs
 - White-Fairhurst TPR Model utilizing Transforming phase, Performing phase and Reforming phase developed by Alasdair A. K. White and John Fairhurst

Discussion Questions

1. What is the group developed process for learning?
2. What are some pattern changes that can occur within the group overtime?
3. What are some anticipated phases four stages that a group will go through during their time working with each other?
4. Isn't healthy for a group to go through these identified phases?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: none, JB: none, and Ref. Manual: chapter none

Topic 4-2 Cross-Generational Communication and Marketing

Terminal Learning Objective

At the end of this topic, a student, given aspects or generalizations of the group dynamics, student diversity elements, and biases that develop in a learning environment, will be able to effectively manage communications while considering the value system of each member of an learning environment or group audience receiving a presentation, so that the values implanted into audience members are maintained with jeopardizing communication.

Enabling Learning Objectives

1. Describe generalizations or labeling of the generations of students that instructors may encounter in classrooms
 - Baby Boomers (usually mid 1940s to mid 1964-0s)
 - Generation-X (usually late 1960s to late 1970s)
 - Generation-Y (usually after Generation X / no consensus birth years)

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- Dotcomers
- Millenials
- Nexters
- Generation-Z or Generation Next (usually have taken classes online / have had computer access most of their academic life)
 - Learning based on quick and very visually oriented types of learning
 - May prefer self-study or directed study opportunities
- 2. Describe the impacts of student diversity in the classroom environment
- 3. Describe how biases can hinder the learning environment
- 4. Describe the influences and concepts of Dr. Morris Massey, Marketing Professor and Sociologist
 - “What You Are Is Were You Were When”
- 5. Describe the three major periods where our values are developed
 - The Imprint Period (up to age seven)
 - The Modeling Period (between the ages of eight and thirteen)
 - The Socialization Period (between the ages of thirteen and twenty-one)

Discussion Questions

1. What are the general labels that we place on our students in our classrooms?
2. How would Dr. Morris Massey’s concepts assist us as instructors when dealing with different students in our learning environment?
3. What are some impacts of student diversity in a classroom environment?
4. How can biases influence the learning environment?

Activities

1. Have students utilize their computers for a five-minute research on Dr. Morris Massey utilizing the local Internet access.
 - https://en.wikipedia.org/wiki/Morris_Massey
2. Have students compare and contrast themselves and how they would adapt for leading a discussion in small groups versus a traditional lecture presentation.

Instructor Notes

1. Additional information: IFSTA: 40-41, JB: 58, and Ref. Manual: chapter 5

Unit 5: Discussion Groups

Topic 5-1: Leading Discussions

Terminal Learning Objective

At the end of this topic, a student, given discussion methods that occurred between the presenter and audience member, effective introduction of new concepts or ideas, and utilizing activities for group discussion, will formulate and guide whole group discussions while administering principles, so that elements of group discussion methods and interactive skills will effectively guide a group into conclusion.

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Enabling Learning Objectives

1. Describe discussion methods that allow more interaction between instructors and students
2. Describe the difference between “talking to a group” and “talking with a group”
 - Instructor to student interaction
 - Student to student interaction
3. Describe the limitations of using the discussion method for introducing new concepts or ideas
4. Describe active learning and utilizing activities for group discussion
5. Describe the learning objectives of whole group discussions
 - Share information and knowledge
 - Apply theories and critical thinking
 - Express personal views and ideas
 - Collaborate and work as a team
 - Clarify attitudes, values, and beliefs
6. Describe whole group discussion methods
 - Guided discussion
 - Conference discussion
7. Describe how the more active student is in the learning process that the more effective and real the learning is
8. Describe the cone of learning which may include:
 - Verbal symbols
 - Visual symbols
 - Recordings, radio and still pictures
 - Video
 - Demonstrations
 - Dramatized experiences
 - Direct purposeful experiences

Discussion Questions

1. What are some discussion methods that would improve interaction between instructors and students or group leaders and participants?
2. What are some limitations using the discussion method for introducing new concepts?
3. What is active learning?
4. What is a whole group discussion method?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 147-150, JB: 115, and Ref. Manual: chapter 13

Topic 5-2: Creating Active Learning Environments

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Terminal Learning Objective

At the end of this topic, a student, given principles of active learning, effective classroom activities that foster critical thinking, and benefits of classroom discussion, will be able to conduct an effective learning environment, so that the learning environment is managed that is active and engaging for all members of the audience.

Enabling Learning Objectives

1. Describe principles of utilizing discussion as active learning
2. Describe techniques of utilizing classroom activities to engage students' critical thinking with situational awareness or other related scenarios
3. Identify the benefits of classroom discussion
 - Fosters improved student understanding
 - Improves student communication skills
 - Improves cooperation within a group
 - Places the responsibility for learning in the hands of the student

Discussion Questions

1. What are some basic principles of utilizing discussion as an active learning process?
2. What is the advantage of utilizing classroom activities to engage critical thinking from your participants?
3. What are the benefits of classroom discussion?

Activities

1. To be determined by the instructor.
2. Survival on the Moon Exercise Allow 1 Hour

Instructor Notes

1. Additional information: IFSTA: 148, JB: 158-174, and Ref. Manual: chapter 7

Topic 5-3: Activity Development

Terminal Learning Objective

At the end of this topic, a student, given learning objectives for presentation concepts, and presentation ideas for delivery, will be able to construct and deliver an effective communication, so that activities utilize convincing principles and concepts which develop with a whole group discussion.

Enabling Learning Objectives

1. Describe activity development utilizing specific learning objectives or presentation concepts or ideas
2. Describe the purpose of a mandatory lesson activity or presentation
 - Students to master a skill
 - Reinforcement of key instructional concepts or objectives
 - Deliver a principal or presentation concept to convey an idea, concept or end result
3. Describe the elements of whole group discussion development
 - Define the purpose
 - Set goals
 - Establish ground rules

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- Recommend questions

Discussion Questions

1. What is activity development?
2. What is the purpose of requiring mandatory lesson activity?
3. What are the elements of whole group discussion?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 266-269, JB: none, and Ref. Manual: chapter none

Topic 5-4: Brainstorming

Terminal Learning Objective

At the end of this topic, a student, given elements of brainstorming, elements of the group approach, and processes of creative thinking, will be able to conduct a brainstorming exercise, so that one will manage the delivery of suggestions or ideas from all audience members in an open non-cohering environment.

Enabling Learning Objectives

1. Identify the utilization of brainstorming to generate as many ideas with the principle that there is no bad ideas
2. Describe the concept of group approach to evaluate the ideas and then decide which ones have the most merit
3. Describe how the students use creative thinking to propose a solution to a problem based on their knowledge and experience

Discussion Questions

1. What is the advantage of using brainstorming with group activities?
2. What is the disadvantage of using brainstorming with group activities?
3. During a brainstorming session, is this the time to prioritize or dismiss ideas or feedback comments?

Activities

1. To be determined by the instructor.

Instructor Notes

2. Additional information: IFSTA: 151, JB: 266-269, and Ref. Manual: chapter 11

Topic 5-5: Discussion 66

Terminal Learning Objective

At the end of this topic, a student, given Discussion 66 techniques for soliciting feedback and ideas, concepts for group leaders to identify a large array of ideas from a group, multiple uses of adapting Discussion 66, will be able to manage Discussion 66 methods for soliciting a vast array of ideas and concepts for problem solving from all members of an audience or learning environment, so that members are actively engaged and participate in the group discussion or presentation.

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Enabling Learning Objectives

1. Describe the Discussion 66 method for soliciting feedback and ideas
2. Describe the concept where group leaders utilize discussion techniques to identify all of the ideas of a group are brought out
3. Describe the steps for conducting a Discussion 66 Method
 - Organize the group into small groups
 - Each small group works on the same question concurrently
4. Identify the purposes of utilizing discussion 66
 - Get questions for a speaker or panel
 - Identify problems or issues
 - Compile a list of ideas or possible solutions personal involvement and thinking by members of a large group
5. Identify procedures for employing the Discussion 66 method:
 - Group leader presents a question to the entire assembly
 - The question of should be very concise, limited, and specific
 - The audience is divided into groups of six persons
 - Each group appoints recorder and/or spokesperson
 - Each group is to record as many responses to the question as they can think of in three (3) minutes
 - Recorder records all of the responses suggested
 - Each group has three (3) minutes to decide which one of the responses suggest it is most important and has to be presented by the group spokesperson to the audience
 - Test, a discussion that occurs in groups of six members for six minutes - Discussion 66
6. Describe the many uses for the Discussion 66 techniques which include:
 - Providing time so all members may participate
 - Making public the many facts known only to a few members of a small group
 - Provoking audience asked questions
 - Evaluated an experience shared by the entire group
 - Making nominations
 - Achieving other purposes dependent upon a quick canvas of the thinking of the large group

Discussion Questions

1. What is the Discussion 66 method?
2. What are the essential steps for conducting a Discussion 66 method?
3. What are the many methods for utilizing Discussion 66?

Activities

1. To be supplemented by the instructor.
2. Conducting a Discussion 66 Group Activity

Instructor Notes

1. Additional information: IFSTA: 149-151, JB: none, and Ref. Manual: chapter none

Group Dynamics and Problem Solving

2. Further research: Discussion 66 was originally developed by Don Phillips, past president of Hillsdale College in Michigan, and later outlined in detail by D. Keith Denton in his book *The Toolbox for the Mind*.
3. <http://creativity.atwork-network.com/2007/10/14/group-innovation-tools-discussion-66/>

Topic 5-6: Staff Meeting SFT

Terminal Learning Objective

At the end of this topic, a student, given elements for planning a staff meeting, elements of an agenda, in the process of conducting the staff meeting, will be able to manage and run a staff meeting, so that inappropriate agenda is utilized, to communicate with participants and to conclude with a productive successful meeting.

Enabling Learning Objectives

1. Define what constitutes a staff meeting
 - A gathering of three or more persons
 - For the purpose for giving instruction and/or exchanging information or
 - For the purpose of discussing solving problems
2. Describe elements for planning a staff meeting
 - Meeting fundamentals
 - Conditions necessary for a meeting
 - Planning the meeting
 - Objectives of the meeting
 - Participants for the meeting
 - Agenda
 - Date and time of the meeting
 - Location of the meeting
 - Announcement
3. Describe the need for an agenda
4. Identify meeting time preferences
5. Describe meeting locations and influence of location selection
6. Describe “how” to conduct the meeting
 - Prepare the room
 - Have the room ready in time for the first arrival participant
 - Allow time to call for assistance if needed
 - Seating arrangement considerations
 - Lighting
 - Check audiovisual equipment
 - Ancillary equipment (easel charts/dry marker boards/etc.)
 - Open the meeting
 - During the meeting
 - Utilize excellent leadership techniques
 - Stick to the agenda

Group Dynamics and Problem Solving

- Maintain a productive climate
- Encourage and structure participation
- Ask good questions
- Provide constructive feedback
- Give or get clarification of vague statements
- Discourage generalizations
- Protect minority opinions
- Keep participants on the subject
- Reduce tensions
- Observe participants
- Provide necessary breaks
- Maintain professionalism and enthusiasm
- Maintain control of the meetings
- Close the meeting
 - To be productive, meetings must meet the following criteria:
 - Document how the meeting objectives were accomplished
 - Confirm that the time was used efficiently used
 - Confirm if the participants were satisfied with the results
 -

Discussion Questions

1. What constitutes a staff meeting?
2. What are some elements necessary for planting a staff meeting?
3. What is the significance of an agenda?
4. How can a meeting location influence the outcomes of a meeting?
5. What are some common elements to perform at the close of the meeting?

Activities

1. Conduct a simulated staff meeting or [SFT Text]
2. Activity 5-6: Conducting a Staff Meeting- Allow 2 Hours

Instructor Notes

1. Additional information: IFSTA: none, JB: none, and Ref. Manual: chapter none

Unit 6: Conference Leading

Topic 6-1: Group Interaction

Terminal Learning Objective

At the end of this topic, a student, given conference leading and group interaction techniques, will be able to conduct a group exercise, so that the audience members participate in “open” discussion while managing potential conflict into agreement while addressing concerns.

Enabling Learning Objectives

1. Identify Abilene Paradox and Group Think (Group Tank)
2. Define Abilene Paradox

Group Dynamics and Problem Solving

- Abilene Paradox credited by Professor Jerry B. Harvey (1974)
 - Sometimes called the crisis of agreement
 - Inability to manage agreement, not necessarily conflict
3. Identify the elements of Abilene Paradox
 - Organization members agree privately, as individuals, as to the nature of this situation or problem facing the organization
 - Organization members agreed privately, as individuals, as to the steps that would be required to cope with this situation or problem they face
 - Organization members fail to accurately communicate their desires and/or beliefs to one another
 - In fact, they do just the opposite and thereby lead one another into misperceiving the collective reality
 4. Identify the aspects and/or of the Abilene Paradox
 - Invalid and In accurate information, the organization members make collective decisions that lead them to take actions contrary to what they want to do
 - Counterproductive actions taken by organization members may experience frustration, anger, irritation, and dissatisfaction with the organization
 - Consequences can it include subgroups with trusted acquaintances and blaming others subgroups for the organizations dilemma
 - If organization members do not deal with the generic issue, the inability this manage agreement cycle repeats itself with sometimes/often greater intensity
 5. Explain the key aspect of the Abilene Paradox:
 - The phenomenon is explained by social psychology theories of social conformity and social influence
 - This suggest that human beings are often very averse to acting contrary to the trend of a group
 6. Identify the elements of Group Think / Group Tank
 - Group Think credited mostly by Professor Irving Janis, research psychologist from Yale University (1972)
 7. Define Group Think
 - Desire for harmony or conformity in the group
 - Where the results are an irrational or dysfunctional decision-making outcome
 - Group members try to minimize conflict and reach a consensus decision without critical evaluation of alternative viewpoints
 - End result is suppressing dissenting viewpoints, and by isolating themselves from outside influences
 8. Identify the elements of Group Think (symptoms)
 - Type I: Overestimations of the group — its power and morality
 - Illusions of invulnerability creating excessive optimism and encouraging risk taking.
 - Unquestioned belief in the morality of the group, causing members to ignore the consequences of their actions.

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- Type II: Closed-mindedness
 - Rationalizing warnings that might challenge the group's assumptions.
 - Stereotyping those who are opposed to the group as weak, evil, biased, spiteful, impotent, or stupid.
 - Type III: Pressures toward uniformity
 - Self-censorship of ideas that deviate from the apparent group consensus.
 - Illusions of unanimity among group members, silence is viewed as agreement.
 - Direct pressure to conform placed on any member who questions the group, couched in terms of "disloyalty"
 - Mindguards— self-appointed members who shield the group from dissenting information.
9. Identify the aspects and/or Group Think
- Causes and effects of group think
 - High group cohesiveness
 - De-individuation: group cohesiveness becomes more important than individual freedom of expression
 - Structural faults
 - Insulation of the group
 - Lack of impartial leadership
 - Lack of norms requiring methodological procedures
 - Homogeneity of members' social backgrounds and ideology
 - Situational context
 - Highly stressful external threats
 - Recent failures
 - Excessive difficulties on the decision-making task
 - Moral dilemmas
10. Identify comparisons as Abilene Paradox and Group Think often associated as the same

Discussion Questions

1. When one says "group interaction", what are you thinking this terminology means?
2. How often do bad decisions get followed up on in your organization?
3. How often do you, or other colleagues waste valuable time and effort on projects that everyone knew was doomed from start?
4. Do you believe that such efforts will repeat itself again in your organization?

Activities

1. Optional exercise: Chart Work Activity
2. "Abilene Paradox" video exercise, Professor Jerry B. Harvey, Professor Emeritus at George Washington University. Allow: 1 hour
3. Perform internet search so show portion of "Abilene Paradox" video exercise by Professor Jerry B. Harvey

Instructor Notes

1. Additional information: IFSTA: 147, JB: 385, and Ref. Manual: chapter none

Group Dynamics and Problem Solving

2. <https://onstrategyhq.com/resources/how-to-identify-grouphink-an-introduction-to-the-abilene-paradox/>
3. Abilene Paradox (condensed) <https://www.youtube.com/watch?v=O73aRfL3xvw>
4. Abilene Paradox by Jerry B. Harvey: <https://www.youtube.com/watch?v=uFQ-ukyvAMk>
5. Comparison of Abilene Paradox and Think Tank:
<http://homepages.se.edu/cvonbergen/files/2013/01/The-Abilene-Paradox-and-Grouphink-Compared.pdf>

Topic 6-2: Conference Leading

Terminal Learning Objective

At the end of this topic, a student, given concepts of conference discussion, facilitator techniques, and conference leading concepts, will be able to conduct key conference discussion, performing as a facilitator while avoiding an instructor orientation, so that one manages differences of opinion and leading the group into a formative concept.

Enabling Learning Objectives

1. Describe how a conference discussion is less controlled than a guided discussion
2. Describe how instructors are facilitators not teachers
3. Describe how the focus of conference leading is to have students understand a topic rather than learning that topic
4. Identify the instructor's responsibility for this format:
 - Provide background information on the topic
 - State or restate problems, questions, or clarifying students comments
 - Control or eliminate irrelevant discussion, reconcile differences of opinion, and unite students

Discussion Questions

1. How is a conference discussion less controlled than a guided discussion?
2. Do instructors act as facilitators for teachers? Explain.
3. What are the basic responsibilities of an instructor or group leader during this conference leading process?

Activities

1. Optional exercise: Chart Work Activity

Instructor Notes

1. Additional information: IFSTA: 149, JB: 385, and Ref. Manual: chapter none

Topic 6-3 Leaderless Group

Terminal Learning Objective

At the end of this topic, a student, given a leaderless group exercise, will be able to observe and participate in a leaderless group exercise, so that participants will be able to observe or report about characteristics or variables that occurred during the exercise.

Enabling Learning Objectives

1. Describe two competing models of group leadership
 - Group leadership influence model

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- Assumes that leaders are more effective when they are active within the group
- This activity level is positively associated with group productivity
- Leaderless group discussion model
 - Maintains that effective leadership is more docile and
 - That the group's overall leadership activity versus the activity of an individual leader is a better predictor of group productivity
 - Laboratory descriptive study suggests leaderless group discussion model provides a better understanding of the data
- Describe five (5) steps to a leaderless group exercise
 - Assign a simple task to the group. An old classic involved erecting a tent without instructions. It could include assembling, creating, building, writing or like the example above – shopping. Be creative
 - Set the stage by explaining all planning and activities will be up to the team.
 - Set conditions such as time limits and resources.
 - Observe, but don't participate. Believe me, you'll want to help, but the team will learn more without outside direction.
 - Review the results with the team. What was learned? How can the lessons be applied to the workplace?
- 2. Describe the dimensions that can be observed in a leaderless exercise
 - Problem Analysis
 - Oral Communications
 - Interpersonal Sensitivity
 - Composure and Control
 - Decisiveness
- 3. Describe the initial actions of those groups that exhibit the absence of formal leadership roles
- 4. Describe leaderless groups development with a leaderless group assignment
 - At least initially, in leaderless groups no individual has responsibility for making sure that the group is progressing toward the achievement of certain goals or actions
- 5. Describe personality roles or variables that were observed or personally experienced

Discussion Questions

1. Have the group to discuss what occurred during the leaderless group exercises.
2. How did the formality of selecting a leader come about?
3. Was everybody in agreement with a leader being selected?
4. How was the solution to the goal or action ultimately decided by the group?

Activities

1. Optional exercise: Chart Work Activity
2. Leaderless Group Activity to be determined by the instructor Allow 2 hours

Instructor Notes

1. Additional information: IFSTA: none, JB: 385, and Ref. Manual: chapter none
2. Have the group to discuss what occurred during the leaderless group exercises

Topic 6-4: Nominal Group

Terminal Learning Objective

At the end of this topic, a student, given elements of an organizational decision making process and steps of a phenomenal group process, will be able to manage a group discussion while utilizing nominal group processes, so that an agenda based process is utilized summarizing group findings, and documenting most important considerations for reporting.

Enabling Learning Objectives

1. Describe how the nominal group process imitates an organizational decision making process
2. Describe the steps of the nominal group process:
 - Audience writes a list of pros and cons of the topic
 - Audience presents their list to the group
 - Correlate, examine, discuss, and rewrite comments presented
 - Have the audience select the top five considerations
 - The instructor or leader summarizes the findings
3. Describe the agenda-based process

Discussion Questions

1. What is a nominal group process?
2. What are the basic steps of a nominal group discussion?
3. What is an agenda based process?

Activities

1. Optional exercise: Chart Work Activity

Instructor Notes

1. Additional information: IFSTA: none, JB: 385, and Ref. Manual: chapter 11

Topic 6-5: Learning Diversity

Terminal Learning Objective

At the end of this topic, a student, given the elements of a students senses, individual learning perceptions, elements of learning at one's pace, will be able to manage a learning environment or presentation, , so that learning styles and teaching strategies of individual learning perceptions by implementing teaching strategies to manage effective learning styles.

Enabling Learning Objectives

1. Define learning styles
2. Describe the senses that students use in a learning environment
 - Site
 - Hearing
 - Touch
3. Describe the students individual learning perceptions
 - How they perceive information

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- How they remember information
 - How they think about information
 - How they solve are
4. Identify the many ways a student learns at their own pace
 5. Describe how an instructor considers these different learning styles for presentation skills and techniques
 - Teaching methods
 - Individual learning activities
 - Group activities
 6. Describe how instructor may use a variety of teaching strategies that could be considered to develop more effective learning styles

Discussion Questions

1. What are some learning styles one should observe?
2. What are the basic senses that we use in the learning environment?
3. What are individual learning perceptions that can be displayed by students?
4. What is it basic common obstacle to consider from every single student?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Additional information: IFSTA: 44, JB: none, and Ref. Manual: chapter 1

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: Recommended by SFT		00:30	
Topic 1-2: Instructor Certification Process			
Lecture	00:30		
Activity 1-2: Instructor determined		00:00	
Topic 1-3: Definition of Duties			
Lecture	00:30		
Activity 1-3: Instructor determined		00:00	
Unit 1 Totals	1:30	00:30	2:00
Unit 2: Biographical Sketch			
Topic 2-1: Biographical Sketch			
Lecture	1:00		
Activity 2-1: Biographical Sketch		2:00	
Unit 2 Totals	1:00	2:00	3:00
Unit 3: Interpersonal Communication			
Topic 3-1: The Communication Process			
Lecture	1:00		
Activity 3-1: Instructor determined		00:00	
Topic 3-2: Evaluating Interpersonal Relations			
Lecture	1:00		
Activity 3-2: Instructor determined		00:00	
Topic 3-3: Verbal Component			
Lecture	1:00		
Activity 3-3: Instructor determined		00:00	
Topic 3-4: Nonverbal Codes			
Lecture	1:00		
Activity 3-4: Instructor determined		00:00	
Topic 3-5: Listening			
Lecture	1:00		
Activity 3-5: Instructor determined		00:00	
Topic 3-6: Rating Errors (Grading Bias)			
Lecture	1:00		
Activity 3-6: Instructor determined		00:00	
Unit 3 Totals	6:00	0:00	5:00

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Segment	Lecture Time	Activity Time	Total Unit Time
Unit 4: Concepts of Group Dynamics			
Topic 4-1: Group Development			
Lecture	1:00		
Activity 4-1: Instructor determined		00:00	
Topic 4-2: Cross-Generational Communication and Marketing			
Lecture	1:00		
Activity 4-2: Instructor determined		00:00	
Unit 4 Totals	2:00	0:00	2:00
Unit 5: Discussion Groups			
Topic 5-1: Leading Discussions			
Lecture	1:00		
Activity 5-1: Instructor determined		00:00	
Topic 5-2: Creating Active Learning Environments			
Lecture	1:00		
Activity 5-2: Survival on the Moon Exercise		1:00	
Topic 5-3: Activity Development			
Lecture	1:00		
Activity 5-3: Instructor determined		00:00	
Topic 5-4: Brainstorming			
Lecture	1:00		
Activity 5-4: Instructor determined		00:00	
Topic 5-5: Discussions 66			
Lecture	1:00		
Activity 5-5: Required Activity		2:00	
Topic 5-6: Staff Meeting			
Lecture	1:00		
Activity 5-6: Required Activity		2:00	
Unit 5 Totals	6:00	5:00	10:00
Unit 6: Conference Leading			
Topic 6-1: Group Interaction			
Lecture	1:00		
Activity 6-1: Abilene Paradox		1:00	
Topic 6-2: Conference Leading			
Lecture	00:30		
Activity 6-2: Instructor determined		00:00	
Topic 6-3: Leaderless Group			

Group Dynamics and Problem Solving

Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:00		
Activity 6-3: Instructor determined		00:00	
Topic 6-4: Nominal Group			
Lecture	00:30		
Activity 6-4: Instructor determined		00:00	
Topic 6-5: Learning Diversity			
Lecture	1:00		
Activity 6-5: Instructor determined		00:00	
Unit 6 Totals	4:00	1:00	5:00
Lecture, Activity, and Unit Totals:	20:30	8:30	30:00

Course Totals

Total Lecture Time (LT)	20:30
Total Activity Time (AT)	8:30
Total Testing Time	3:00
Total Course Time	32:00