



- Learn how to assess the social dynamics in a room. This requires that you pay attention to verbal and nonverbal cues.
- Adjust personal behavior, attitude, demeanor, and style to the tone and setting of the room.
- Be sensitive to the differences between a personal or social setting and a professional setting—behavior and attitudes, speech and tone that are appropriate in one may not be appropriate in the other.

Facilitator Tips and Notes

- Set the appropriate tone for each segment of the module. In the job interview setting, adopt a formal and professional tone. In the family reunion setting, be joyful and enthusiastic.
- You may want to have a whistle or loud noisemaker to gain the attention of the group after each 5 minute interaction.

Module 21.2: Different or Same?

Module Summary: This module is designed to help participants identify how different environments influence leadership and group dynamics. Participants reflect upon their behavior in the context of various experiences. The module concludes with a discussion of strategies that increase our self-awareness and response to different environments.

Estimated Time: 30 minutes

Number of Participants: Any

Outcomes

Participants will analyze leadership styles and approaches to managing group dynamics.

Participants will identify environmental factors that influence behavior.

Participants will discuss strategies for increasing awareness and flexibility in behavior.

Materials Needed

Flipchart/markers, whiteboard/chalkboard, or computer/projector
What Did I Do When? activity (*Student Workbook*, 21.2)
Music to play (optional)

Preparation Notes

Review the *Facilitation Notes* at the beginning of this volume.
Complete the *What Did I Do When?* activity (*Student Workbook*, 21.2) so you can reference it and provide examples during the module.
Have in mind examples for participants to consider as they reflect on their own personal experiences. Think about varied times in your life when you know your behavior differed because of the setting. Include both formal and informal groups as well as positional and nonpositional leadership examples.

Explanation and Instructions

Part 1 (10 minutes)

Begin by sharing the module outcomes and defining the facet of consciousness of context. Briefly explain the difference between formal and informal groups:

A formal group has a name, defined roles and structure, a purpose that is defined and shared by all group members. Typical examples are clubs, organizations, businesses, and so on.

An informal group is a collection of individuals who spend time together—a residence hall floor, a group of friends, a group assigned in class.



Ask participants to share additional examples of settings in which they have experienced leadership opportunities. Capture these ideas for all to see.

Ask participants to complete *What Did I Do When?* activity (*Student Workbook*, 21.2). Explain the importance of Step 1. They need to think of two situations in which they demonstrated leadership and describe what they did in each situation. Feel free to share your completed *What Did I Do When?* activity (Steps 1–3) as an example. Allow 5–7 minutes for participants to complete Steps 1–3. Alert participants to stop at Step 3 and not to complete Step 4.

Part 2 (15 minutes)

Ask participants to find a partner and share their responses to Steps 1–3 with their partner, discussing both similarities and differences in the two situations. Allow 6 minutes for this pair-and-share.

Next, direct participants to Step 4 of the *What Did I Do When?* activity (*Student Workbook*, 21.2). To complete Step 4, they will identify factors from the environment that influenced the different situations and write these factors outside the circles. Encourage them to be as specific as possible—think about when in the course of the day or year this situation occurred, the outside pressures they felt (e.g., expectations of others or peer pressure), the place that the situation occurred, the people involved, and the group dynamics they encountered. Share additional prompts as you see fit. Feel free to share your completed *What Did I Do When?* activity (Step 4) as an example.

Allow 5 to 7 minutes for participants to complete Step 4. Ask partners to discuss the external and group factors they noted. Encourage them to discuss the relevance or importance of these factors.

Wrap-Up (5 minutes)

Conclude this module with general observations from participants as well as your own observations about how leadership is affected by the setting and situation. Include the following observations if they don't arise in the conversation:

Leadership does not occur in a vacuum, so identifying what is at play in one's environment is a key skill of emotionally intelligent leadership.

Context refers to forces that influence people that are often outside of anyone's control (e.g., time, economic pressures, political pressures), so managing expectations and learning how to read a situation are key skills to demonstrate.

Facilitator Tips and Notes

- Consider playing music during the reflection time.
- If time allows, have participants switch partners as they share their observations about their experiences.
- As participants are discussing the external factors that influenced them, walk among the participants to be sure they are on track. You may have to offer a few examples of relevant external factors so that the participants are thinking broadly enough.