

- How do different combinations of group roles contribute to group norms?
 - Was there a different culture or personality among certain groups? Why?
 - What group norms would be best suited for success with this activity?

Variation After the second round of the balloon challenge, partner high-performing groups with low-performing groups, encouraging the high performers to coach and encourage the low performers.

Activity 2: Experience with Group Norms

Time: 15 minutes

In pairs or small groups, have students identify at least one organization with which they are familiar. Ask them to consider the following:

- How would you describe the personality of the organization?
 - Is it more relationship- or task-oriented?
 - Are there multiple level and layers of leadership, or is it a more open structure?
- How does the organization articulate rules of conduct?
 - Does it have bylaws or published meeting procedures?
 - Is there an orientation for new members?
- For group norms that are not clearly articulated, how do members know about them?
 - How are guests or new members introduced to the organization?
 - What cues for accepted behavior are visible at organizational meetings?

Ask each group to share their experiences with the larger group. Compare and contrast different organizations. Engage the

group in a discussion about the issues raised. As students share, connect their statements back to the readings. Ask them to consider how group norms influence group roles (i.e., group-building roles and task roles). Ask them to consider how the opposite is also true.

Activity 3: Hieroglyphic Moment

Time: 15 minutes

Ask students to return to their small groups and articulate the chosen organization's norms in the form of hieroglyphics (i.e., cave-type drawings). Encourage them to think of these hieroglyphics like road signs, directing new members how to proceed and what to watch for. To the degree possible, encourage competition between groups, offering extra recognition to the group with the most instructive or creative hieroglyphics. After each group has had sufficient time to prepare their hieroglyphics, invite them to share their drawings with the larger group.

> Facilitator Notes

The balloon challenge is adapted from an activity in the *Instructor's Manual for Mastering Self-Leadership* (6th edition) (2013). The hieroglyphic activity is adapted from *Strategies for Great Teaching* (2004).

If latex balloons are used, students with latex allergies will not be able to fully participate in the balloon challenge. However, having the group remain responsible for that individual's balloon can help surface discussions about diversity and what to do about individual limitations.

The balloon challenge is likely to surface many issues related to groups and teams. The discussion will probably include stages of group development as well as goal setting. Be prepared for a broader discussion than the focus readings.