**Review Guide for ALS**

**Maryland Leadership Workshops**



P.O. Box 1792

Germantown, MD 20875

301.444.8623

[www.mlw.or](http://www.mlw.org)g

**S**-­‐Specific

SMART  Goals

*What*specifically *do  you  want  to  achieve?*

**M**-­‐Measurable

*What  steps  will  you  make  to  achieve  your  goal?*

**A**-­‐Action  Oriented

*How  will  you  achieve  those  steps?*

**R**-­‐Realistic

*Is  your  goal  realistic?*

**T**-­‐Timely

*What  is  your  deadline?*

Why  does  MLW  encourage  using  SMART  goals?  What  is  the  purpose?

How  do  you  personally  check  in  with  your  goals?  When  do  you  do  so?  Why?

What  is  one  SMART  goal  you  have  for  yourself  at  ALS  2014?

***Idea Generating Strategies***

**1-2-3 -** Come up with an idea that is one-word, next idea should have two words, the next three and so on.

**ABC’s -** Come up with one idea starting with each letter of the alphabet.

**Brainstorming –** Members of a group call out and write down *all* ideas as people think of them.

**Competitions** – Split your group into teams. Teams compete to come up with the most ideas (for example: Marker Race), or the goofiest ideas, or several sets of rhyming ideas.

**Interviewing-** Everyone in the group goes out and interviews “X” number of people to get ideas. Then the group comes back and shares the results of their interviews.

**Magazine Flipping** – Have one magazine, newspaper or book for every member of your group. Everyone flips through looking at pictures, captions, and headlines, they write down any interesting ideas or triggers as they go.

**Piggybacking Game** – One person shares an idea. The next three people have to come up with an idea that adds to the previous idea, or they have to come up with an idea that uses one word from the previous idea. Then start again with a new idea.

**Research –** Group members look back over records left by previous students who completed similar projects, use library resources to come up with project ideas, ask advisors for input, etc.

**Snowstorm -** Members of a group write down ideas on a piece of paper then everyone crumples up their paper and throws it in to the middle of the group…then group members take turns picking out ideas and sharing them.

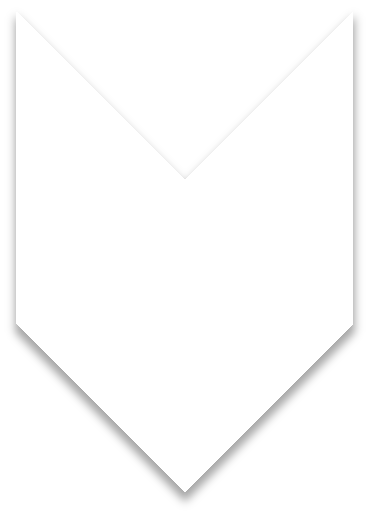
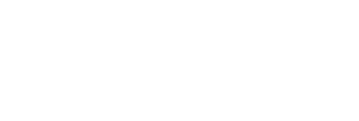
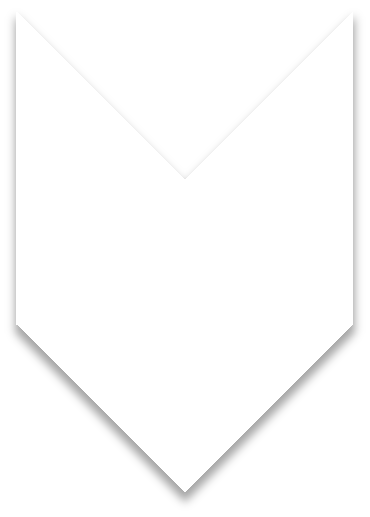
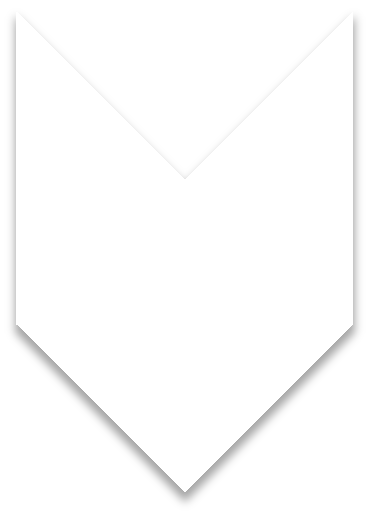
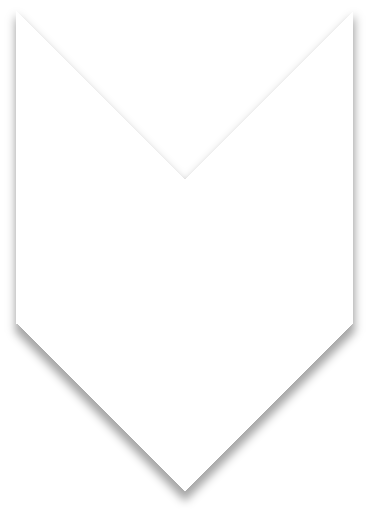
**Swap Shop –** When trying to decide on a project, group members share stories with each other about successful past projects.

**Whip –** Members of the group sit in a circle and each person shares one idea in turn.

**Create two additional unique brainsotrming strategies. Explain them and talk about a good time to use them.**

**1.)**

**2.)**



**Place these steps into their appropriate stage of PPIE.**

Set goals, Determine available resources, Create method of organization, Write out plan, Check in with organization method, Keep track of feedback for the future, Get approval, Create an evaluation tool, Check timelines, Make list of necessary materials and gather, Distribute tool and solicit feedback, Plan for possible conflicts (i.e. Troubleshoot), Generate ideas, Be aware of rising conflicts and apply troubleshooting strategies

Plan

Prepare

Implement

Evaluate



o  **Task  Oriented**

 **Facilitator**–  Guides  conversation  and  ensures  all  participants

have  an  opportunity  to  speak

 **Elaborator**–  Explains  ideas  within  a  group,  offers  examples  to

clarify  ideas

 **Connector**–  Shows  the  relationships  between  ideas

 **Standard  Setter**  –  Suggests  standards  or  criteria  for  groups  to  achieve  and  keeps  the  group  on  task  with  the  established  criteria

 **Group  Observer**  –  Keeps  records  of  group  activities  and  uses

this  information  to  offer  feedback  to  the  group

o  **Conflict  Management**

 **Encourager**  –  Praises  the  ideas  of  others

 **Harmonizer**  –  Mediates  differences  between  group  members

 **Progressor**–  Works  to  push  the  group  towards  making

decisions  and  completing  it’s  tasks

 **Energizer**  –  Stimulates  the  group  to  a  higher  level  of  energy

o  **Individualistic**

 **Follower**  –  Goes  along  with  the  group  and  accepts  the  group’s

ideas

 **Aggressor**–  Attacks  other  group  members,  deflates  the  status

of  others,  and  other  aggressive  behavior

 **Blocker**  –  Resists  movement  by  the  group

 **Recognition  Seeker**  –  Calls  attention  to  him  or  herself

 **Dominator**  –  Asserts  control  over  the  group  by  manipulating

the  other  group  members

 **Apathetic**  –  Doesn’t  care,  or  at  least  outwardly  does  not  show

any  motivation,  and  therefore  does  not  contribute

St a g e s o f G r o u p

De v e l o p m e n t

**Stage  1:  Forming**

***Group  Members***

-­‐  Rely  on  safe,  patterned  behavior  and  look  to  the  group  leader  for  guidance.

-­‐  Desire  acceptance  by  the  group  and  need  to  know  that  the  group  is  safe.

-­‐  Gather  impressions  about  the  similarities  and  differences  among  group

members  and      form  preferences  for  future  sub  grouping.

-­‐  Keep  things  simple  and  to  avoid  controversy  by  avoiding  serious  topics  and

feelings.

-­‐  Attempt  to  become  oriented  to  the  tasks  as  well  as  to  one  another.

-­‐  Discuss  the  scope  of  the  task  and  how  to  approach  it.

**Stage  2:  Storming**

***Group  Members***

-­‐  Compete  and  conflict  with  one  another.

-­‐  Are  challenged  to  bend  and  mold  their  feelings,  ideas,  attitudes,  and  beliefs

to  suit  the  group  organization.

-­‐  Desire  structural  clarification  and  commitment  from  fellow  group  members.

-­‐  Question  who  is  going  to  be  responsible  for  what,  what  the  rules  are,  what

the  reward.  system  is,  and  what  criteria  for  evaluation  are.

-­‐  Some  members  may  remain  completely  silent  while  others  attempt  to

dominate.

-­‐Decisions  within  the  group  are  difficult

-­‐Team  members  attempt  to  establish  their  own  position  and  place  within  the

group

**Stage  3:  Norming**

***Group  Members***

-­‐  Engage  in  active  acknowledgment  of  all  members’  contributions,

community  building,  and  solving  of  group  issues.

-­‐  Are  willing  to  change  their  preconceived  ideas  or  opinions.

-­‐  Actively  ask  questions  of  one  another.

-­‐  Share  leadership  and  dissolve  cliques.

-­‐  Begin  to  experience  a  sense  of  group  belonging.

-­‐  Share  feelings  and  ideas,  solicit  and  give  feedback  to  one  another.

-­‐  Feel  good  about  being  part  of  an  effective  group.

**Stage  4:  Performing**

***Group  Members***

-­‐  Work  independently,  in  subgroups,  or  as  a  total  unit  with  equal  ability.

-­‐  Adjust  their  roles  and  authorities  dynamically  to  fit  the  changing  needs  of  the

group.

-­‐  Are  self-­‐assuring  and  the  need  for  group  approval  is  past.

-­‐  Are  both  highly  task  oriented  and  highly  people-­‐oriented.

-­‐  Identify  completely  with  the  group,  experiencing  high  group  morale  and

group  loyalty

-­‐  Support  experimentation  in  solving  problems  and  an  emphasize  achievement.  The  overall  goal  is  productivity  through  problem  solving  and  work.

**Stage  5:  Adjourning/  Mourning**

***Group  Members***

-End  tasks  and  relationships

-Recognize  participation  and  achievement  

-Say  personal  goodbyes

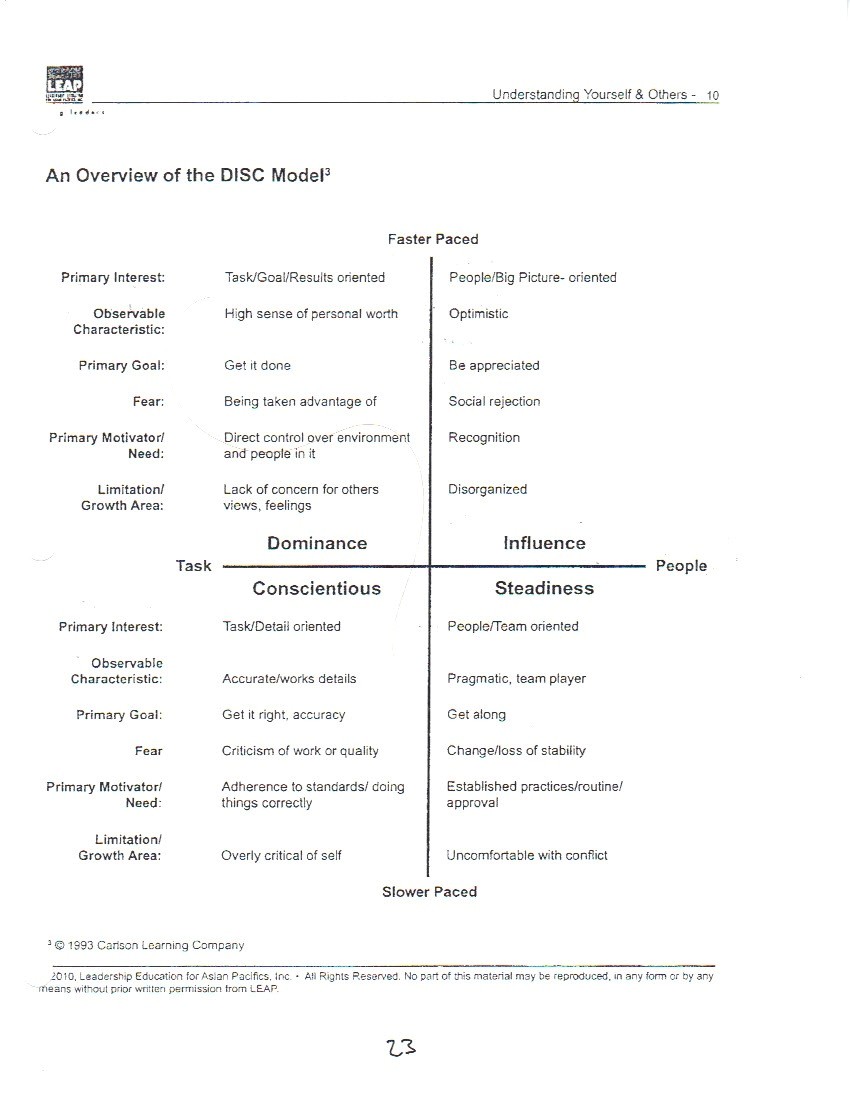
Do  groups  always  progress  through  these  stages  in  a  chronological  manner?  Describe  a  time  when  a  group  may  jump  from  one  stage  to  another  out  of  order.

Why  is  it  important  to  be  able  to  recognize  what  stage  a  group  is  in?  What  is  the  relationship  between  what  group  role  you  play  and  what  stage  of  group  development  your  group  is  in?

**What DiSC Are You??**

Below are adjectives and/or phrases. For each set of 4 (each line going across), choose the adjective or phrase that best describes you. Add the end of the assessment, count the number of phrases/adjectives you have circled in each column and put the total in the bottom row. You can only choose one adjective/phrase per line. Be honest with yourself!

|  |  |  |  |
| --- | --- | --- | --- |
| Strong-Willed | Persuasive | Kind | Humble |
| Independent | Sociable | Pleasant | Cooperative |
| Bold | Lively | Loyal | Passive |
| Competitive | Cheerful | Obliging | Open-Minded |
| Daring | Humorous | Calm | Precise |
| Pioneering | Trusting | Lenient | Tolerant |
| Persistent | Entertaining | Obedient | Neat |
| Energetic | Sociable | Lenient | Peaceful |
| Risk Taker | Good-Mixer | Patient | Precise |
| Determined | Energetic | Self-Controlled | Systematic |
| Aggressive | Charismatic | Good-Natured | Careful |
| Restless | Talkative | Controlled | Conventional |
| Decisive | Popular | Neighborly | Organized |
| Adventurous | Friendly | Moderate | Receptive |
| Brave | Inspiring | Submissive | Shy |
| Motivated by  responsibility and achievement | Motivated by  recognition and personal appraisal | Motivated by time,  space and continuity to do things properly | Motivated by attention  to detail, perfection and truth |
| Strong focus on task  and forceful style can upset people | Emphasis on image &  relationships can neglect substance | Dependence on  process can become resistance | Need for perfection  can obstruct or delay |
| Fears failure and loss  of power | Fears rejection and loss  of reputation | Fears insecurity and  change | Fears inaccuracy and  unpredictability |
| High sense of personal  worth | Optimistic | Pragmatic | Accurate & precision |
| Fear – being taken  advantage of | Fear – social rejection | Fear – loss of stability | Fear – Criticism of  your work |
| Motivated by  Directness | Motivated by social  recognition | Motivated by  established practices | Motivated by  adherence to standards |
| Get it done | Be appreciated | Get along | Get it right, accuracy |
| Asks “what” questions | Asks “who” questions | Asks “how” questions | Asks “why” questions |
| Direct | Spontaneous | Friendly | Meticulous |
| Bottom-line, profit and  achievement | Fun, travel and  position | Helping people,  building friendships and appreciation | Value, excellence and  consistency |
| Do it now, do it  quickly | Put it off until later,  make it fun | Get help from others,  use traditional methods | Do it yourself, do it  properly |
| **D:** | **I:** | **S:** | **C:** |



What  do  you  agree/disagree  with  about  your  DISC  results?

Discuss  a  time  you  worked  with  someone  with  a  different  style  from  your  own.  What  benefits  and  challenges  did  it  present?

Mot i v a t i o n a n d E mpo w e r men t

**Define  the  following:**

Motivation:

Empowerment:

Apathy:

Explain  how  motivation,  empowerment,  and  apathy  relate  to  one  another.

How t o Beat A pathy

● **Root cause of apathy**: Lack of Information

○ **Solution:** Review current information with them; help explain how that information affects them

● **Root cause of apathy**: Lack of feeling part of the group

○ **Solution**: Bring that person into your circle in the group; introduce other members of the group to help foster a collaborative environment

● **Root cause of apathy**: Belief that task does not matter

○ **Solution**: Persuade them using any combination of ethos, pathos, logos; make the task relevant to their life

● **Root cause of apathy**: Lack of effectiveness

○ **Solution**: Empower that person by teaching them a new skill that will be beneficial to the group

● **Root cause of apathy:** Resentment about working in an involuntary group

○ **Solution**: Remind them that all members of your group are in a similar situation;

remind them of the importance of the task; connect the task to their life

Com m u ni cat i on Ter m s

Verbal Communication ~ sending a message using words

Non-Verbal Communication ~ sending wordless messages

Informal Communication ~ when a message is crafted without strict adherence to rules, convention, & etiquette

Formal Communication ~ when a message is crafted that adheres to an established set of rules, convention, & etiquette

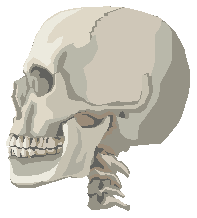
You  can  be  a  good  listener  (an  active  listener)  by:







  making  **EYE  CONTACT**  with  the  speaker

     **NODDING**  your  head  when  appropriate

  show  appropriate  **EMOTIONAL  RESPONSES**

speaker

listen,

**PARAPHRASE**  (repeat  in  your  own  words)  what  the

has  said:    “So  what  I  hear  you  saying  is…”

   **BE  PRESENT**  for  the  speaker  (Does  he/she  want  you  to

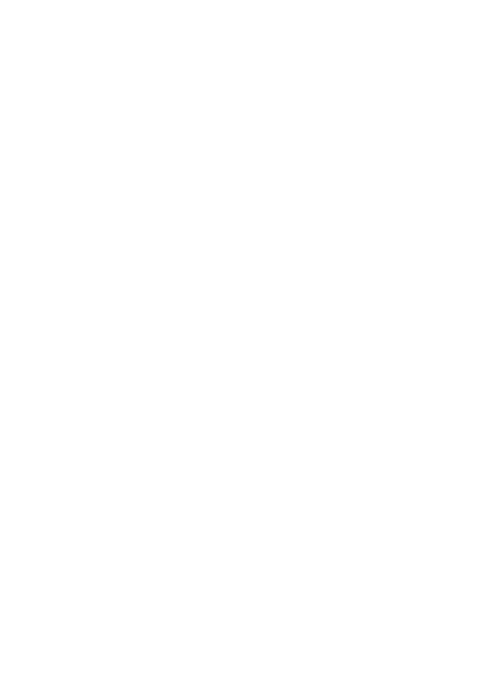
give  advice,  tell  your  own  story,  etc.

**The  Building  Blocks  of  Communication:    Feedback**

Giving  feedback  allows  people  to  hear  information  about  skills  they  do  well  and  skills  they  can  improve  upon.    Giving  feedback  occurs  in  three  parts,  just  like  a  sandwich:

Cookie

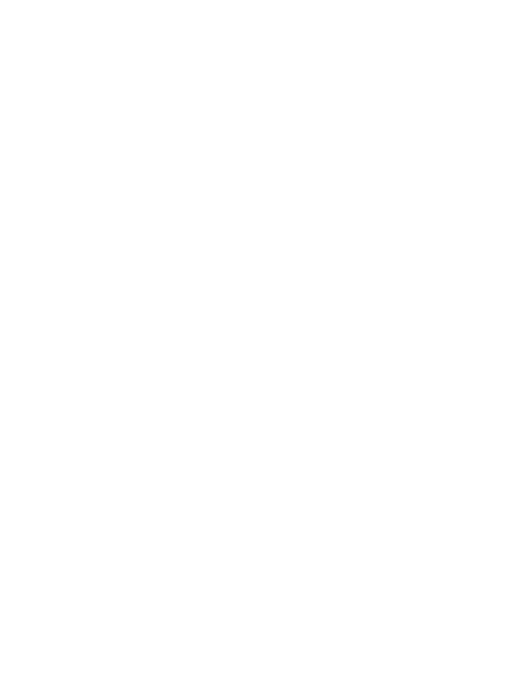
Filling



Cookie

Positive

Constructive



Positive

The  COOKIE  is  the  positive  statement  you  make  and  the  FILLING  is  the

constructive  (area  to  improve)  statement  you  make.

The  POSITIVE  statements  surround  the  CONSTRUCTIVE  statement  so

your  audience  starts  and  leaves  with  a  good  feeling,  but  they  still  get  the

point  about  what  they  can  work  on.

Provide  feedback  on  the  ALS  Application  process,  both  positive  and  constructive.

What  other  factors  or  elements  should  one  consider  when  giving  feedback?

Definitions

**PERCEPTION**– an idea formed as a result of one’s interpretation of information gained from the senses

**PREJUDICE**– unfavorable opinion or feeling formed beforehand or without knowledge, thought or reason

**DISCRIMINATION**– negative treatment of an individual or group based on real or perceived differences

**STEREOTYPE**– generalizations about a group of people

**PRIVILEGE**– a special advantage, right, or benefit granted to or enjoyed by an individual or class of people; some privileges are natural or acquired

**Diversity Journal**

**What characteristics make you unique?**

Ideas: honesty, intelligence, loyalty, friendliness, etc.

**What roles do you play in your everyday life?**

Ideas: sibling, friend, listener, educator, etc.

**Name some qualities that make you a valuable group member.**

Ideas: ability to speak in public, computer skills, communication skills, etc

**How do you think other people perceive you?**

Ideas: leader, shy, confident, etc.

**Moving  a  group  towards  INTEGRATION**

• Encourage  and  facilitate  self-­‐awareness  within  the  group

• Provide  opportunities  for  open  discussion  of  diversity  and  its

importance  to  the  group’s  process  and  product

• Create  a  safe  space,  through  ground  rules  and  low-­‐  to  high-­‐risk  team  building  activities,  to  allow  honesty  and  trust  between  team  members

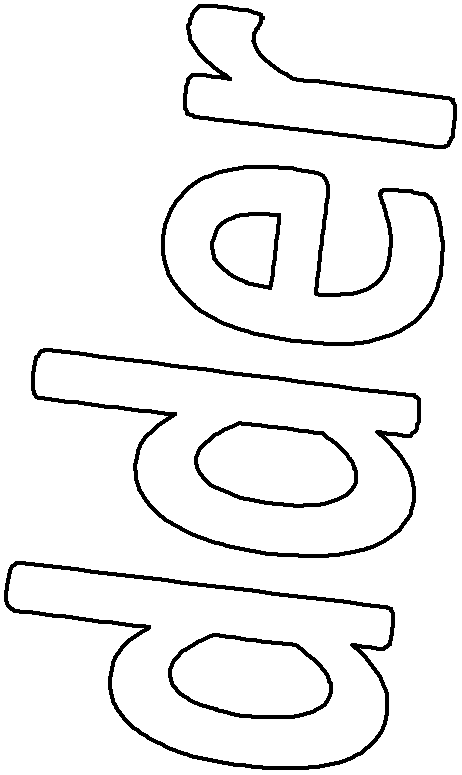
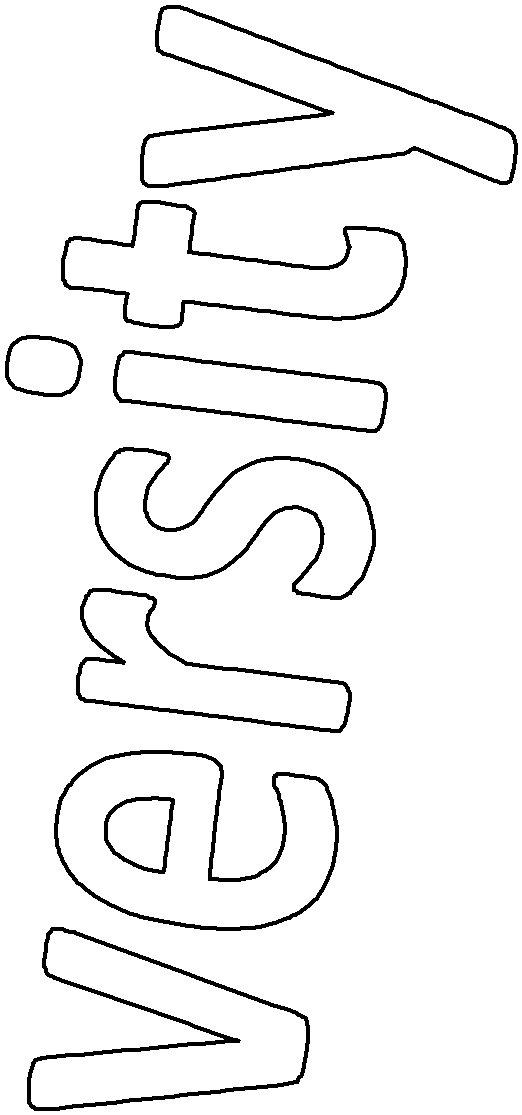
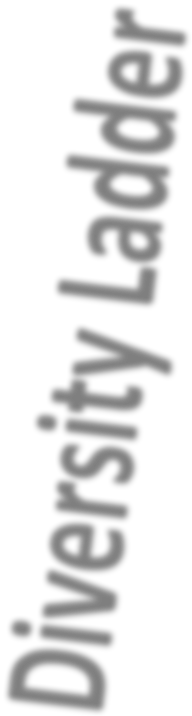
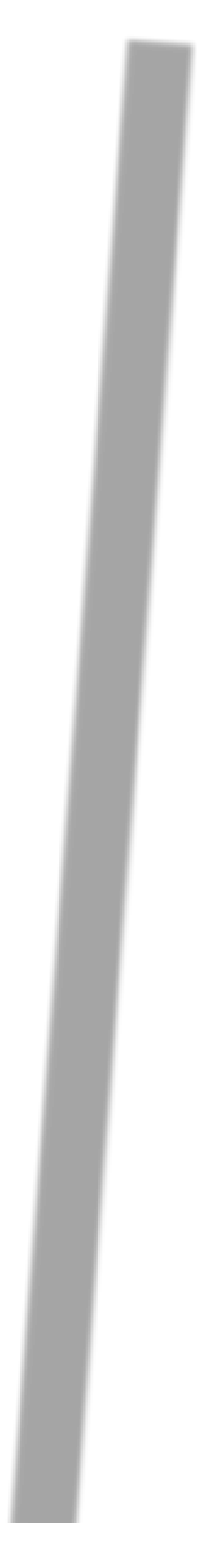
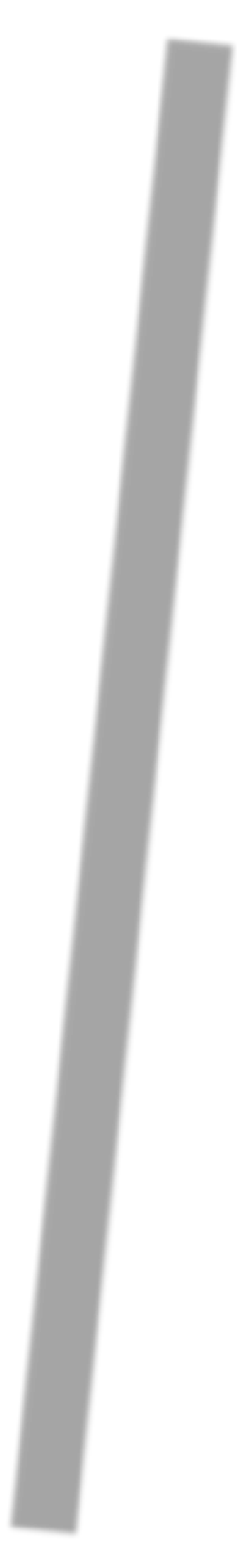
• Delegate  tasks  using  awareness  of  members’  strengths  and  challenges;  individual  team  members  can  work  to  their  strengths,  step  up  and  support  each  other

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**The  Rungs  of  the  Diversity  Ladder**

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**Integrate!**

Empathize

Accept

TOLERATE

**Discriminate**

**Integrate**:

When  the  group  includes  all  the  members’  strengths  and  varying  experiences  to  develop  the  work;  the  group  is  therefore  stronger  for  it  *I  apply  your  individual  strengths  and  the  group  is  better  for  it!*

**Empathize**:

The  group  understands  and  accommodates  for  the  differences,  challenges,  and  strengths  of  all  the  members;  however,  these  factors  are  not  all  embraced  in  the  group’s  work

*I  embrace  that  which  makes  you  different!*

**Acceptance**:  

Diversity  in  the  group  is  recognized  and  all  the  members  are  treated

similarly

*I  don’t  think  less  of  you  because  you’re  different.*

**Tolerate**:

Members  are  treated  with  respect,  but  diverse  needs  and  traits  are

ignored

*I’ll  work  with  you,  but  I  won’t  necessarily  like  it.*or

*We’re  all  the  same.*(individualism  and  potential  issues  not  addressed)

**Discriminate**:

Treating  members  of  a  group  in  a  different  manner  based  on  the

category  that  they  belong  instead  of  merit

*I  won’t  work  with  you  for  x  reason.*

Think  of  a  time  you  were  in  a  group  that  was  in  the  “integrate”  stage.  What  did  that

look  like?  How  did  the  group  get  to  the  integrate  stage?

The Decision Making Model

**1.** Identify the problem or the decision, how important the decision is, and the time frame the decision needs to be made in.

**2.** Focus on your goal while using your values and ethics as a guide.

**3.** Identify all possible solutions, outcomes and consequences of each solution, and possible challenges to making the most effective decision.

**4.** Make your decision!

**5.** Evaluate the decision making process.

**On the following page is a personal decision-making model, work through it with a sample decision you have to make within the next year.**

How might the process of making a decision change if you are making a group decision verses a personal decision?

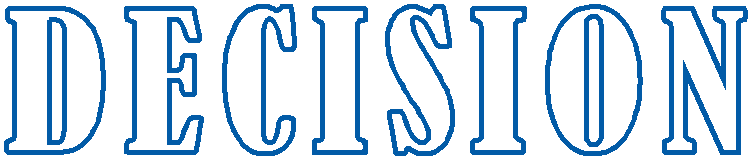
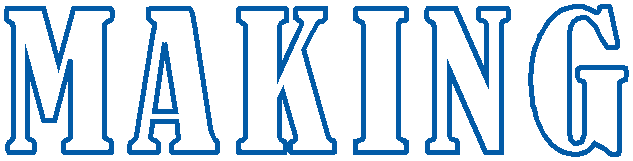
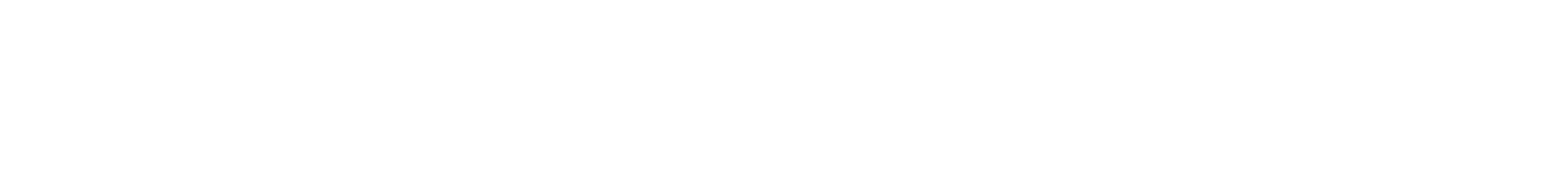
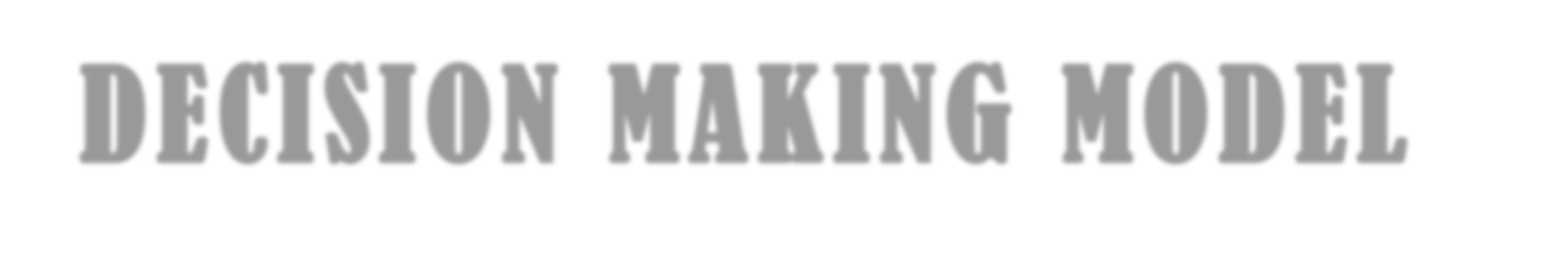
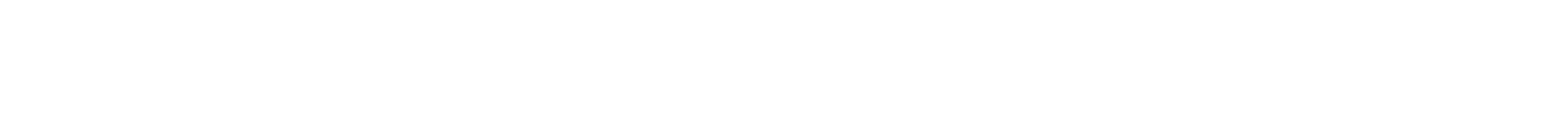
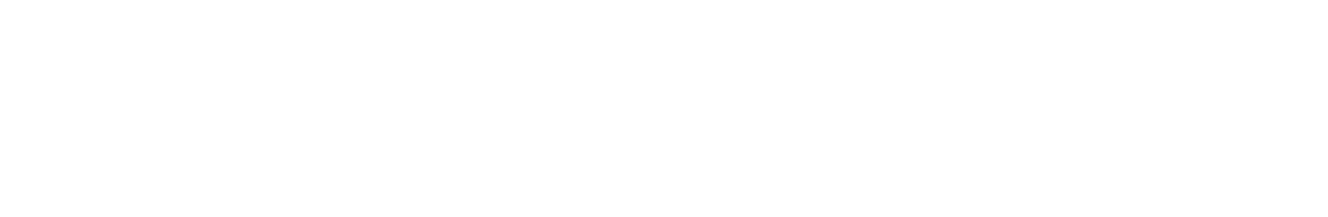
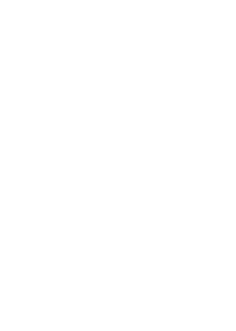
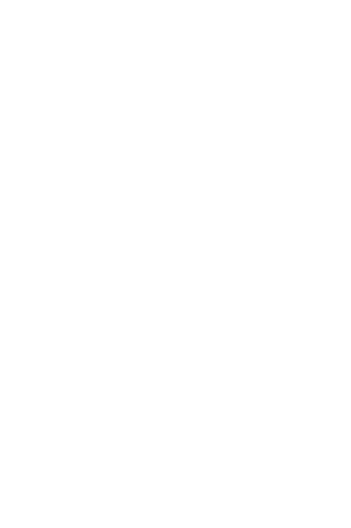
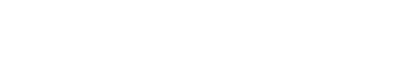
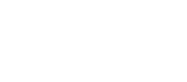
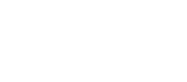
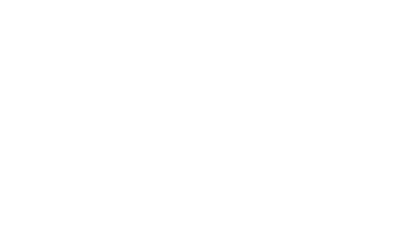
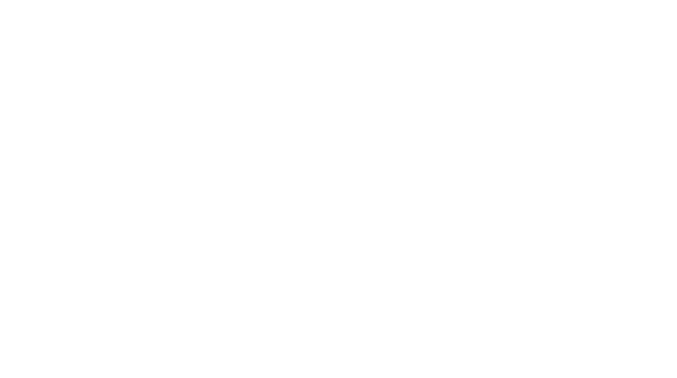
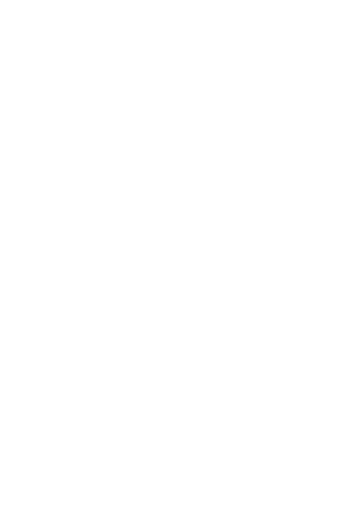
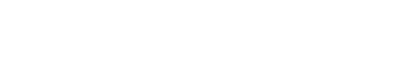
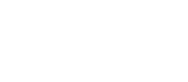
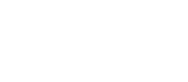
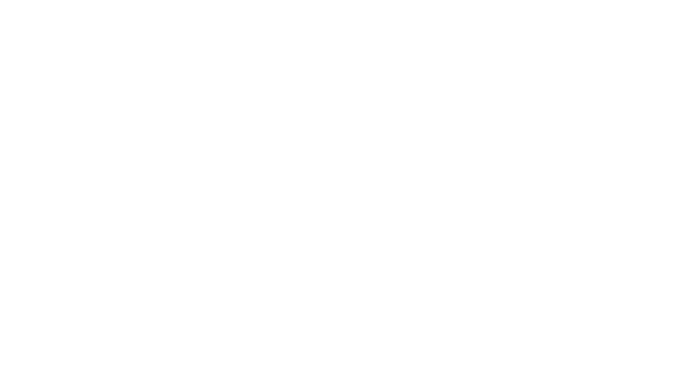
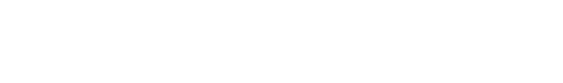
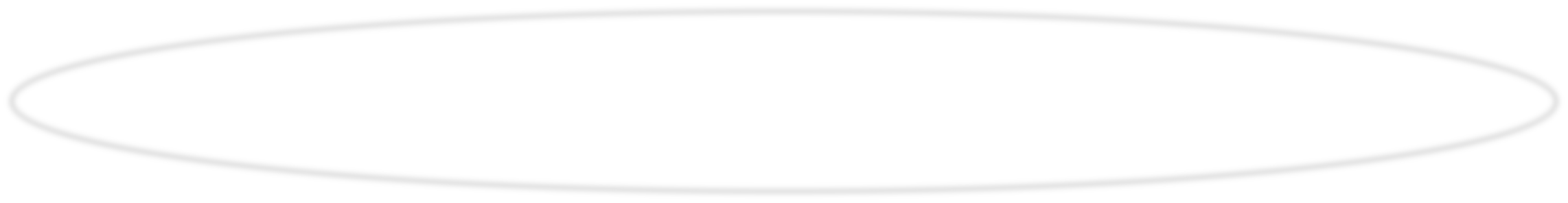
Situation/Problem:

MY  OVERALL  GOAL:

DECISION  ONE:

PROS

DECISION  TWO:



CONS   CONS

PROS

DECISION  MADE:

EVALUATION:

What questions do you have about any of this review material?

What feedback do you have for the ALS Staff on this review packet? Bonus points for providing positive and constructive feedback!