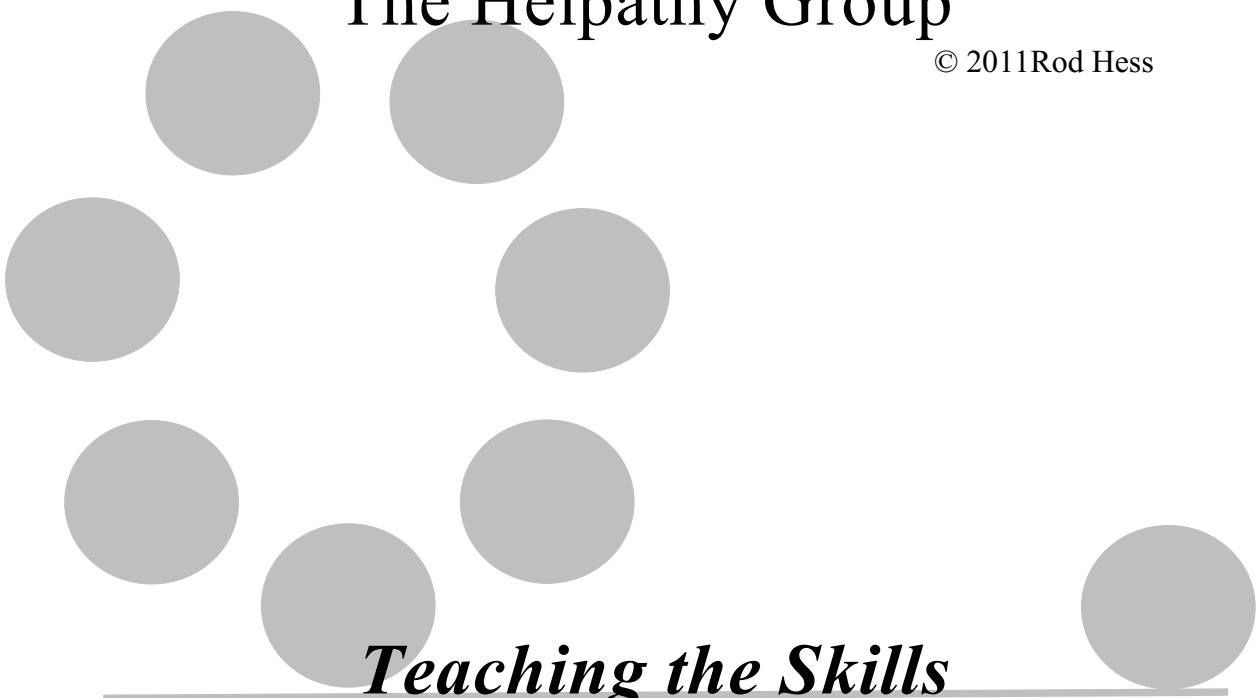
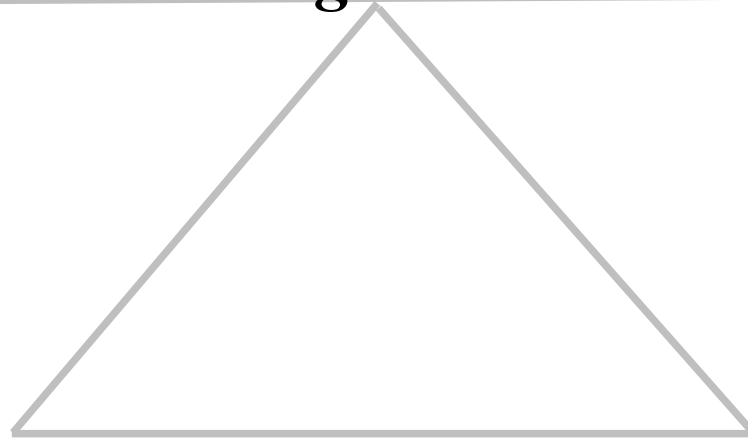

Applied Organizational Concepts, Inc.

The Helpathy Group

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Teaching the Skills



The Relationship Phase

***The Helpathy Group
Relationship Phase Program***

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● Introduction ●

You have worked hard to establish the norms in the Control Phase of your group's development. The "behaviors" are under control and the group members have been consistently participating in the group process. You have created a stable culture within the group and this is a signal that it is now time to shift gears as a group leader/facilitator and take your group to the next level of its' development - the ***Relationship Phase***. Now, it is time to ***teach*** the group members about the Normative Leadership concepts and the science of becoming a Normative Leader.

In this phase, you will continue to facilitate the group meetings and help group members to resolve issues they bring to group. However, you will now have an additional task. In the following pages, you will find a curriculum for teaching the Normative Leadership skills to the group members. These are the same skills that you learned in the Normative Leadership Training Program, but are tailored to your work with students.

It is recommended that you continue with your regularly scheduled group meetings while integrating the Normative Leadership curriculum into the program. If you are running group once per week, you might conduct a lesson every other week. Here, you still have the continuity of group along with practical didactic and experiential sessions for a fun way to both learn and break the monotone for yourself and your students.

Each lesson is designed to meet certain objectives. Some lessons can be taught in cooperation with other groups. You will have to coordinate the logistics of these sessions. Once the students have learned what you have taught them, they can apply these skills during their group meetings and in their daily lives.

There are recommended guidelines for presenting each of the lessons, however, you will need to use your creativity in teaching the lesson. The *Normative Leadership* book will provide you with additional information to use in your presentation. The more knowledge you can gain, the better prepared you will be. Take time to write an outline for each of your presentations. This will mean additional work for you - probably beyond your regular work hours. But, remember, in making the commitment to do this, you will also be preparing yourself for other opportunities that will arise for you in the future because of your normative knowledge and expertise. You will be as good as you want to be, but you must be willing to pay the price to take yourself to the next level of your normative development. You ask this of your students and it should also be true for you. Gaining a command of the normative concepts will be an invaluable asset for the rest of your personal and professional life.

It is recommended that you complete the Lessons in the order they are listed in this manual. Its' sequential nature helps to build a strong foundation for understanding the Normative Leadership concepts and makes for a more accelerated learning curve - from theory to practice.

The ***Orientation Session*** helps you to make the transition from the Control Phase of your group to the Relationship Phase. You are giving them a preview of the curriculum and process they will undergo in learning to become Normative Leaders within your program and beyond!

In ***Lesson 1***, the students will gain a sense of who they are and what they have done to this point in their lives with the talents and abilities they were given. It gives them an introspective look at themselves and their ***story*** to this point in their lives. It offers a ***non-judgmental*** opportunity to understand their past and accept it and ***let it go*** because it is history and cannot be changed. However, the main priority now is for them to look forward and seize the opportunity that they have in your attending your program and in their participation in the Helpathy Group, to develop their potential and learn solid leadership skills for life.

In ***Lesson 2***, students will identify specific goals they want to achieve in life and create a pictorial ***Treasure Map*** of these goals, along with measurable standards of performance for achieving them. They can display their Treasure Map in a prominent place in their room to have a constant visual, daily reminder of what is important in their lives. Hopefully, this will reinforce their motivation to keep themselves focused on adopting more constructive behaviors that will help them in achieving their goals.

Lesson 3 gives them an opportunity to imagine what their lives will be like at age 89 and after achieving the goals they have identified in their Treasure Maps. This helps them to visualize all the good things they can accomplish in life if they adhere to their plan and accomplish their goals.

Lesson 4 highlights the motivational factors that individuals prescribe to in achieving their goals. ***The Five Ps Theory*** challenges them to examine the use of power, purpose, principles, politics and the pocketbook, as the means to an end. How individuals rank these items of importance will dictate the means through which they will attain their goals. They will understand that the Normative Leader is guided by principles which can create conflict with those who are guided by power, politics and/or their pocketbook.

In ***Lesson Five***, the students will learn about the three paths individuals can choose to take in life. The ***Path of Least Resistance*** is what everyone initially walks in life. It is a fairly easy path on which many dreams are born. However, it can become a path laden with many unfulfilled dreams that have given way to fear, procrastination and laziness. Those who have the discipline and perseverance to hold true to their dreams, will eventually leave the Path of Least Resistance and step onto ***The Path Seldom Taken***. Here, guided by a mentor, an individual is willing to pay the price to learn and experience as much as possible in his/her chosen field. After gaining the necessary expertise, the individual leaves the Path Seldom Taken and begins life on the ***Path of the Normative Leader***. Here, there is no path. The individual creates a path using a combination of knowledge, expertise, creativity and the powerful Normative Leadership skills.

Lesson 6 introduces the students to *normative behavior* and *peer pressure*. This sets the foundation for learning the powerful normative skills that follow.

Normative skills, without a philosophy to guide the use of the skills, is a recipe for disaster. This is why **Lesson 7** focuses on *Helpathy* - the *attitude* behind the application of the Normative Leadership skills. Students will learn, as a Normative Leader, to *seek the balance* between the needs of the group and the individual in this philosophy.

Lesson 8 introduces students to two key tools in the Normative Leadership toolbox - *The Force Field and Polsky Diamond*. These tools give the Normative Leader valuable insight into a group's culture and enables one to be more *perceptive* in *reading* the dynamics of the group and in dealing more effectively with *peer pressure*.

In **Lesson 9**, Challenging Opportunity Behavior is the topic. When inappropriate behavior is noticed, an individual has three choices: 1) to approve and support it, 2) to disapprove and question it, or 3) do nothing. The Normative Leader will choose option #2, for if "opportunity" behavior is not questioned, the behavior could become the norm for the group. However, there is an art to challenging inappropriate behavior and the students will learn to do this in a more professional manner.

Lesson 10 provides one of the major skill components of the Helpathetic philosophy - working with *individual behavior*. Here you will teach the students about *beliefs* as a *learned behavior* and how they define individual *patterns of behavior*. Once this foundation is set, students will learn a simple, but power system for *facilitating a 1-1 meeting* and helping others to discard the *social baggage* that interferes with them reaching their potential.

Lesson 11 outlines Guidelines for a Healthy Leader/Follower Relationship. A leader must be careful not to abuse his/her power in relationships. Likewise, a follower has a certain responsibility in this type of relationship to himself and to the leader. These guidelines will help the Normative Leader to maintain a principled-style relationship with his/her followers.

Lesson 12 offers the second major component of the Helpathetic philosophy - working with *group behavior*. Here the students learn about *reading/observing* small group dynamics, in particular, the Eight Process Points.

One of the process points is reading the *trust level* in a group. **Lesson 13** introduces the students to the Concentric Circles model for measuring trust within a group.

Lesson 14 introduces the students to the Johari Window - a model for building trust in a group.

Lastly, **Lesson 15** enables the students to test their group reading and leadership skills as they participate in the AB/XY Exercise. Here they learn another philosophy for using the Normative Leadership skills - *win-win, win-lose and lose-lose*.

While these lesson plans provide you with the basic outline of *how to* teach the concepts, it is highly recommended that you tailor your presentations to include examples from your experience that fit the lesson. A specific reference to non-confidential dynamics that have occurred in group and are relevant to the topic, would help the students to see the theory and how they experienced it in group. The more you can do this, the more command you will have over your presentations and the more effective you will become over time in teaching the model.

The Comprehensive Exam is an opportunity for the students to solidify their knowledge and experience in the Normative Leadership model. The exam consists of 40 questions covering all of the normative concepts you covered throughout the Relationship Phase Program. It is meant to be a low pressure, high learning experience for the students that signals the end of the Relationship Phase and prepares students to begin the final - *Cohesive Phase Program*.

So, good luck and “*may the norms be with you.*”