

MODULE FOUR

SOCIAL DEVELOPMENT



INTRODUCTION

We hope that you are beginning to see that the **Five Areas of Development**: *Spiritual, Intellectual, Social, Leadership, and Fraternal*, are not independent, isolated concepts, but rather a dynamic, holistic, interdependent process of self-improvement.

In the Spiritual Development module, you began to explore the ideas of mission and purpose for your life, as well as gave some thought to how you could respond to some of the challenges facing our communities, our nation, and our world. In the Intellectual Development module you considered some of your goals, interests, skills, strengths, and values. You also began taking some steps toward building your personal and professional community.

Now that you have built a firm foundation of who you are and what is important to you, we will look at who you are in the context of others around you, and how to develop your capacity for social engagement and social change to the highest levels. This is **Social Development**.

Social Development End State

The end state of “Social Development” is: *Phi Kappa Theta fosters human development through community service and social interaction. Phi Kappa Theta members are socially engaged, recognizing their responsibility to affect positive change in themselves and others. Phi Kappa Theta’s values are demonstrated through the actions of our members, who better their communities as citizens in a global society.*


GOALS

The three ways in which our chapters provide ongoing **Social Development** are through:

1. Philanthropic Engagement
2. Social Confidence/Risk Management
3. Citizenship/Social Impact


MODULE FOUR

SOCIAL DEVELOPMENT

 **INSIGHT**

The three ways in which we will introduce **Social Development** through your new member experience are to:

- 1. Gain insights into how you perceive others, and how you are perceived by others
- 2. Illuminate the nature of groups and organizations
- 3. Showcase different roles that are needed in groups and organizations

 **ASSESS**

How did you score yourself for **Social Development** in Module 1? Why?

How would your life change if you could score just two or three points higher in **Social Development**?

What ideas do you have for increasing your score for **Social Development**?

MODULE FOUR

SOCIAL DEVELOPMENT



INSIGHT

How You See Others & How You Are Seen by Others

In Module 3 - Intellectual Development, we discussed how simply being “smart” isn’t enough, and how it is important to develop habits and strategies to support your academic success. When it comes to success beyond the classroom, there are two types of “intelligence” that are vitally important. In fact, many employers and graduate and professional schools are looking for these two types of intelligence more than ever before.

Although the origins of “Emotional Intelligence” can be traced all the way back to Plato, the idea came into prominence with the work of Peter Salovey and John “Jack” Mayer in the 1990s, and was popularized by Daniel Goleman in his 1995 book, *Emotional Intelligence*. Emotional Intelligence, or EQ, was defined by Goleman as, “The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”

Emotional Intelligence consists of four key skills that pair up under two primary competencies: personal competence (“Self” row in table) and social competence (“Others” row in table).

	What I See	What I Do
Self	<i>Self Awareness</i>	<i>Self Management</i>
Others	<i>Social Awareness</i>	<i>Social Management</i>

Personal competence (self-awareness and self-management) focuses on you individually, your ability to be aware of your emotions, and your ability to manage your behavior.

Social competence (social awareness and relationship management) focuses on your ability to understand other people’s moods and behavior in order to sustain positive relationships.

MODULE FOUR

SOCIAL DEVELOPMENT

INSIGHT

Let's look at each of the four skills one-by-one:

- Self Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen.
- Self Management is your ability to use awareness of your emotions to stay flexible and positively direct your behavior.
- Social Awareness is your ability to accurately pick up on emotions in other people and understand what is really going on.
- Relationship Management is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully.

	What I See	What I Do
Self	<i>Self Awareness</i>	<i>Self Management</i>
Others	<i>Social Awareness</i>	<i>Social Management</i>

INTROSPECTION

Complete the Emotional Intelligence quiz: <http://bit.ly/2sACm5K>

At the bottom of the quiz, they identify five characteristics of Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, social skills), with a chart beneath the quiz that shows which questions correspond to which characteristics.

Read the descriptions and suggestions for each of the five characteristics.

In which of the five characteristics did you score the highest? The lowest?

MODULE FOUR

SOCIAL DEVELOPMENT

What is one strategy you can use to improve your performance in one of the five characteristics?



INSIGHT

The second type of intelligence that is vital for your long-term success in your career, your community, and your life is “Social Intelligence,” or SQ, which is oftentimes referred to as “common sense,” “street smarts,” or “tact.”

As human beings, our biology drives us toward connection with others. In fact, there is mounting evidence that positive, nourishing relationships have positive effects on our physical health, whereas those negative relationships that we may refer to as “toxic” are in fact harmful to our physical health, including our bodies’ mobilization of t-cells, which are involved in the immune system’s defense against bacteria and viruses.


In the prologue to his book, *Social Intelligence*, Goleman describes the difference between EQ and SQ.

“When I wrote Emotional Intelligence, my focus was on a crucial set of human capacities within an individual, the ability to manage our own emotions and our inner potential for positive relationships. Here the picture enlarges beyond a one-person psychology—those capacities an individual has within—to a two-person psychology: what transpires as we connect.


“Take, for example, empathy, the sensing of another person’s feelings that allows rapport. Empathy is an individual ability, one that resides inside the person. But rapport only arises between people, as a property that emerges from their interaction. Here the spotlight shifts to those ephemeral moments that emerge as we interact. These take on deep consequence as we realize how, through their sum total, we create one another.”

MODULE FOUR

SOCIAL DEVELOPMENT

 **INSIGHT**

- Some of the key traits of those who have high SQ include:
- They can carry on conversations with a wide variety of people, communicating with great levels of tact.
 - They're adept at playing different social roles, including the informal rules of social interaction. They can even use those skills to help others navigate different social situations.
 - They're excellent listeners.
 - They know how to analyze what drives other people's behaviors and thoughts by paying attention to verbal and nonverbal clues.
 - They are mindful of any impressions of themselves they give others, a tricky balance between restraint and authenticity.

 **ASSESS**

Refer to the nine strategies for improving your SQ here: <http://bit.ly/2sLix6L>

Which one of these strategies would be the easiest for you to implement?

Which one of these strategies would be the hardest for you to implement?

If you were to implement only one of these strategies, which one gives you the greatest opportunity for growth in your SQ?

MODULE FOUR

SOCIAL DEVELOPMENT



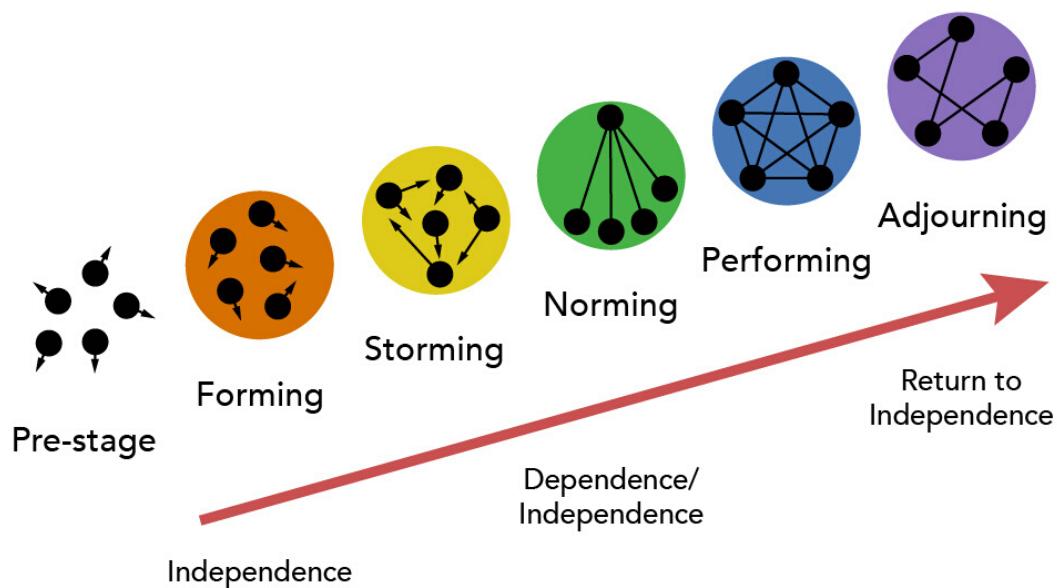
INSIGHT

Nature of Groups & Organizations

In this module, we have progressed from a “one-person psychology” (EQ) to a “two-person psychology” (SQ), which brings us to the next natural step in the process, an examination of the nature of groups and organizations. With an increased awareness of yourself and how you interact with others, it is time to consider how groups form and operate.

One of the most widely used models of group development is Bruce Tuckman’s stages of group development, which is oftentimes referred to by its five rhyming stages: Forming, Storming, Norming, Performing, & Adjourning.

These are natural, even necessary, stages that every group must go through and navigate successfully. With this in mind, let’s look at each of the stages and how skillful leaders can help groups progress through each stage.



MODULE FOUR

SOCIAL DEVELOPMENT



INSIGHT

Forming: This is the first stage, and involves introductions and team building. You might think about it like your college orientation or a first date; people are overly cautious and pleasant. People's roles and responsibilities aren't yet clear.

Successful Forming: Provide clear expectations, roles, and structure. Describe the mission and vision, particularly how every person contributes to their fulfillment.

Storming: Many groups fail in the second stage. One of the ways you may experience this stage is when one of your roommate's daily habits or quirks begins to be a source of frustration or resentment. Personalities begin to clash as people disagree over how things are done, or maybe some people think others aren't pulling their own weight. They may even question the authority or guidance of group leaders. Remember: Conflict is natural, and Storming is part of the group development process. Don't try to avoid conflict; embrace it.

Successful Storming: Provide numerous opportunities for honest and open feedback. Teach newer members communication and confrontation skills, which will provide the foundation for positive and productive conflict. Keep the focus on common ground and shared purpose through the group's mission and vision.

Norming: Positive and productive conflict leads to acceptance of the leader's authority, appreciation of individuals' strengths, clarity of the group's purpose, and a resolution of any disruptive conflicts. The group finds its collective groove. It is not uncommon for groups to go back and forth between Storming and Norming as new issues or projects come up.

Successful Norming: Provide ongoing opportunities to review how the existing expectations, roles, and structure are working for each member of the group. Invite every individual to contribute to designing roles and responsibilities for the group. You may even offer every person the opportunity to facilitate a project or lead the group for a period of time.

MODULE FOUR

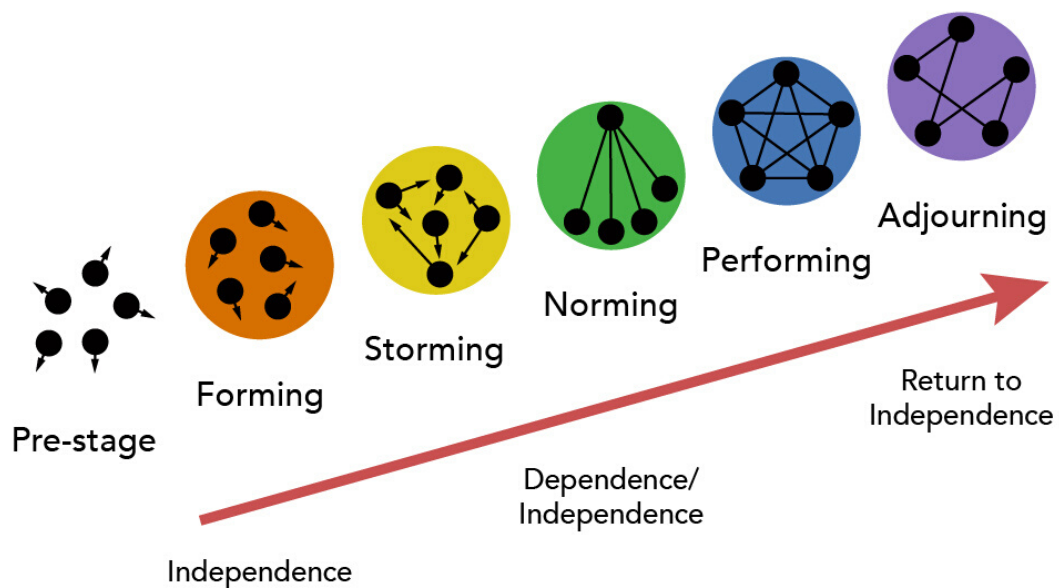
SOCIAL DEVELOPMENT

Performing: As a leader, the fourth stage may be the most fun. In this stage, the group is operating at a high level, and every person has an opportunity to contribute their best effort to the group. Members are clear about their roles and responsibilities, and they are confident in their ability to deliver high quality work.

Successful Performing: In all honesty, the best thing a leader can do in this stage is stay out the way, anticipate barriers and obstacles, and look for opportunities to help individuals grow their skills.


Adjourning: This is the final stage, and occurs when the group disbands or whenever individuals leave the group. It is important to acknowledge, celebrate, and even mourn.

Successful Adjourning: Every individual may react differently to the ending of part or all of the group's experience together. It is important to have a formal recognition of that ending, to recognize any departing individuals for their contributions, and to make sure there is a smooth transition to whatever comes next for the group and for the individuals in the group.



MODULE FOUR

SOCIAL DEVELOPMENT

 **ASSESS**

Consider a group, organization, or team you have been a part of that performed at a high level. How did that group advance through each of the Five Stages of Group Development?

Now think about a group, organization, or team that did not perform at a high level, or that suffered from unresolved conflict. What could you have done differently to help the group advance through the Five Stages of Group Development?

Finally, consider your new member class as a group, which is progressing toward its own goal of executing the Group Capstone. As a leader, your goal is to help your group perform well, as quickly as possible.

Identify which stage of group development best represents your New Member class.

What do you need to do to move towards the performing stage?

What can you do to ensure consistent development of the group, as well as consistent progress toward your goal of a successful Group Capstone?



Roles that are Needed in Groups & Organizations

Now that you are equipped with an introduction to Emotional Intelligence, Social Intelligence, and the nature of groups and organizations, let's apply these principles to the roles that are part of any group, organization, or team.

The nine Belbin Team Roles, which derive from the Belbin Self-Perception Inventory, were devised by Dr. Meredith Belbin to articulate how an individual behaves in a team environment. The team roles are distinctly different from personality types because they indicate how strongly people exhibit each of the nine clusters of behaviors. Each of the nine clusters is necessary for strong teams.

Each of the nine team roles is associated with typical behavioral and interpersonal strengths, and those roles also are divided into three groups: **Action-Oriented**, **People-Oriented**, and **Thought-Oriented**.

Here are the nine Belbin Team Roles by group. For more details: <http://bit.ly/2QjJKLI>

Action-Oriented

- **Shaper:** Enjoys asking questions, challenging assumptions, and provoking the team toward action
- **Implementer:** Organizes what needs to be done, turns ideas into action
- **Completer-Finisher:** Has a high attention to detail, ensures timely completion

People-Oriented

- **Coordinator:** Clarifies decisions, delegates projects
- **Team Worker:** Diplomatic, flexible, promote team cohesiveness and collaboration
- **Resource Investigator:** Explore options and negotiate for resources on behalf of the team

Thought-Oriented

- **Plant:** Creative, generates ideas, solves problems in unconventional ways
- **Monitor-Evaluator:** Analytical, deliberative, methodical, unbiased
- **Specialist:** Brings in-depth knowledge in subject area, enjoys developing expertise

MODULE FOUR

SOCIAL DEVELOPMENT

MODULE FOUR

SOCIAL DEVELOPMENT



ASSESS

Consider a group, organization, or team you have been a part of that performed at a high level. Identify two or three of the **Belbin Team Roles** that you demonstrated as a member of that group.

Which one or two roles are the most natural for you? Why?

Which one or two roles are the least natural for you? Why?



PLAN

In the first and second **Assess** prompts in this module, you examined strategies for developing your Emotional Intelligence (EQ) and your Social Intelligence (SQ). What are three strategies you could implement to enhance your EQ, and what are three strategies you could implement to improve your SQ?



EXECUTE

Execute the two strategies you identified above, one each for EQ and SQ.

MODULE FOUR

EVALUATE TOGETHER



EVALUATE

Meeting with Big Brother/Alumnus Mentor:

- Discuss your responses to the Module 4 **Assess** and **Plan** prompts.
- What did you do for your **Execute** activity? What was most challenging about the strategies you chose? In what ways will you continue developing your Emotional Intelligence and your Social Intelligence?
- The topic for the next module will be Leadership Development. Discuss with your Big Brother/Alumnus Mentor what ethical leadership and servant leadership mean to you. Ask them how Phi Kappa Theta Fraternity has played a role in their Leadership Development.