

THE ACCT MODEL A TOOL TO HELP LEADS DEAL WITH CHALLENGES

This document is designed to help Leads deal with challenging group dynamics and issues. If your group is having an issue, use the ACCT Model.

A

acknowledge problem

C

check the Brit

C

consult with the group for a solution

T

talk to your Liaison for additional suggestions, support and solutions

SELECTED CASE STUDIES

Case Study 1

Get out your dictionaries, it's time for Scrabble! After a few initial sessions of the newly formed group, it becomes apparent that nobody wants to play with Susan. Susan is an extraordinary player, scoring over 400 points with ease every time she plays. Her teammates complain, "It's just no fun playing with her, what's the point?"

A

Lack of joy playing together.

C

Lack of respect of others and ownership of making the group work

C

How can we reset positive feelings in the group? These groups are about inclusion and relationship, not winning. For example, the group could ask Susan for some tips to improve their game. In this way, everyone's game will get better. Susan will have more challenging competition and in the process, the group will get to know each other better.

T

Talk to your Liaison for suggestions, if needed.

Case Study 2

The running group has done their stretches and is ready to speed away. But where's Ryan? He comes every week, so it's strange that he's missing, but on second thought, nobody really knows much about him. He's just so quiet and often socially awkward. Betty, the group Lead, follows up and learns that Ryan's mother just passed away.

- A** Lack of group community.
- C** The group is accountable to each other and should focus on including everyone's needs.
- C** How can we get to know each better? In case of sickness or crisis, how can we support each other? Get permission to share contacts info?
- T** Talk to your Liaison for suggestions, if needed.

Case Study 3

Erev tov, who's excited for the Hebrew conversational group? The facilitator notices that every week, everyone sits in exactly the same seats. She decides to add some variety so people mingle more and asks everyone to move seats. Easier said than done. The class refuses to budge!

- A** Lack of communication. The facilitator did not explain that the reason for asking people to change seats was to encourage getting to know different members.
- C** A lack of respect of/by the members in refusing to move. A lack of curiosity in not wanting to get to know other members of the group.
- C** Let the group know why it was initially suggested. Why do we like sitting in the same seats? This becomes an important open-ended question.
- T** Talk to your Liaison for suggestions, if needed.

For Case Studies on Hijacking a Conversation, see: [Help! My Sinai Connections Group Has Been Hijacked!](#)

