

Group Co-Leadership Self-Evaluation Paper

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I have no known conflict of interest to disclose.

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Reflection on Skills

I immensely enjoyed working with Dr. Myers for the group co-leadership assignment. I believe that I excelled at the following skills: attending skills, such as eye contact, body posture, tone of voice, and body gestures, and intervention skills, such as verbal tracking, paraphrasing, self-disclosure, linking, and feedback. Even though I have taught for over sixteen years, this was my first time teaching on the graduate level, and I approached this task with all humility.

Being fully engaged and present in group is something that I feel is very important. I strive to create an environment that is warm, empathetic, and safe. I was always taught to make eye contact when engaging with people and take pride in showing the individual that I am attentive; something that the students discussed that I did during that group. They mentioned about my engagement while they were talking, as well as my body posture and gestures.

Concerning my intervention skills, I love talking with people and used verbal tracking and paraphrasing to let the students know that their thoughts and feelings were heard, received, and understood. I self-disclosed since I was new to the group and wanted to let them know that I had experienced some of the things that they were sharing in the group. I strived to give appropriate feedback to the students. Even though I believed that I excelled at making eye contact, paraphrasing, and linking, Dr. Myers rated these skills as somewhat effective/consistently used.

I support the concept that there is always room for improvement and growth. Therefore, I would like to explore how I can improve with making eye contact, paraphrasing, and linking. I really believe that I need to further develop the skill of using silence in group. Silence is effective, can be a great asset or skill to use in group, and gives the individuals in the group the opportunity to process and to address the specific individual(s) or situation. I also believe that I

can further develop the skill of confrontation. Even though this was not experienced during this group session, I believe that there is room for growth concerning this skill.

Reflection on Co-Leadership

I learned several things about the co-leadership relationship, as a result of this task. First, in order for co-leadership to be effective, both participants must have a clear understanding about the objective and overall goal(s) of the group session. Dr. Myers made sure that the goal of the session was understood. We collaborated and created an agenda as the map for leading the group session. Each person's role was identified and understood.

Next, having different teaching styles does not have to be intimidating. It is perfectly fine if both presenters co-teach, using his own personal style of engaging students. The different styles can be complementary. There was no competition, and we engaged the students in our own strengths and teaching styles.

Third, I learned that co-leadership is not about us as presenters/teachers but is about assisting the group in becoming more effective and engaging. Both presenters have to be intentional in using the attending, intervention, and process skills, in order to help the group become more effective and cohesive.

Last, I learned that the co-leadership must be sensitive to each other's needs. While I am a veteran teacher, there were times where I attempted to switch over to Dr. Myers for him to take over the group. After about five seconds of us looking at each other on Zoom, I felt like I had to continue to facilitate. I must admit that sometimes it can be difficult to co-teach on a virtual platform; however, I still enjoyed the experience of co-leadership.

Reflection on Self

I learned several things about myself as a group leader. My engagement style and interactivity within the group were noticed, and the group mentioned this during the feedback time and mentioned that they appreciated both of our different styles of engagement. That was great feedback. However, I learned that, while I was engaged in the group, I must become less involved in the process and must allow the group members to respond more to each other. I feel like I must remember that I am the facilitator and not actually part of the group. While I was actively involved, I believe that I must learn to talk a little less and allow the group to do more of the work. For the record, I was trying to demonstrate my skills as a co-leader.

Next, I learned that I could lead a masters' level group. As a group leader, I have the capabilities of being effective and can help assist masters' level students. I was apprehensive and nervous in the beginning of group because this was a new experience. I feel that I am where I am supposed to be right now in my life and that I can make a positive impact on this level of education.

Last, but not least, I learned that I must continue to remain humble and must be willing to grow and learn from the feedback that I received. All feedback is necessary for growth, even the feedback that might not "feel so good" to hear. I learned that receiving what might appear to be negative feedback is something that I must embrace, in order to grow and to become more effective. I cannot take it personal but must take it as something to explore and to improve upon.

Overall, I enjoyed this experience. I was able to reflect upon my skills that I need to improve, to reflect upon my own co-leadership, and to reflect upon myself as group leader. I look at co-leading group in a different way, as a result of this experience.