Danielle Taulman

LIS 650

Dr. Hersberger

4/8/19

Group Behavior Analysis

In our society, we have the choice to work individually or in groups when it comes to doing projects, big or small. In this case, the choice of being in a group was already given to me when analyzing a case study. Our group was called "Team McGregor." In this team, we all had different personalities, but we had the same goals: to finish the project early, to get a good grade, and to work together as a team. We all believed that working together with our different personalities would make this case study a success. I found that when my group came together, there was a "wide range of experiences, new ideas [arose], information exchange, motivation, and synergy." (Hersberger, 2019) I am here to report that our behaviors were all based on those characteristics and there was no hint of negativity found, but there were some things that we could have changed to make it more like teamwork. Let me put it into a few categories to make it simpler to understand. We each had a role to play and participate in, held meetings with planned agendas, and we held excellent communication. Though, in time management, we needed some fixing in when to meet again.   Our attitudes were positive, and we negotiated when times were almost rough. It was a pleasure to be a part of this team, and I hope I get to serve in a library team like this one in the future.

Roles

In our team, each member had a role to play. Our roles were given merely based on our skills. For instance, when Team McGregor first met, we did a pizza exercise to express ourselves from our likes, dislikes, our common needs, common interests, and common goals. I believe that worked tremendously in this team because it made our team "really understand a situation…and then determine the most appropriate action." (Gordon, 2001, p. 34)

For the individual roles, I quickly identified Anita as the team leader because of her team spirit and encouragement to get this case study done. When someone was in trouble, she was always the person who reached out and made sure everything was okay. She also was the agenda keeper. She wrote the meeting minutes and posted them in our group email after every meeting to help us know what to do next. The role given to Christie was the recorder and the editor. She helped us know when was the next meeting and how each of us did in our writing. I identified her behavior as organized and up-to-speed because she was on top of her game throughout the whole case study. For myself and Liza, we were more of the yea or naysayers when new tasks for the project came to play. We either agreed, or we decided to create new ideas, but I believed that we could have done more than just saying yes with everyone's opinion. We did do some researching along the way and posted that in our case study but I felt that both of us needed to do more participation. More participation would have increased our abilities to agree or disagree

and to stay on level with everyone. For Steven, he was the technical writer. He made everything look presentable after Christie did the necessary editing and revising.

Besides having individual roles, I believed that our role as a group was cohesive. According to Gordon, he states that a cohesive group is a team that has a "high commitment to the task and a strong identity for organizational members." (Gordon, 2001, p. 153) I identified our group behaviors as organized, up-to-the-task, and efficient. We, as a team, also had a very high commitment to this group work and that was a significant success.

Attitudes

Our attitudes played a huge part in each of our roles. In general, attitudes are "constant predispositions to respond, based on observing behavior or other responses." (Hersberger, 2019) Our team were attitude observers to one another as we came together and what I observed were all positive reactions to remarks and agreements. For instance, when I was editing the "Organization and Time Management" section of the case study report, I had gotten some comments from my team in regards to my grammar mistakes. Their attitudes were filled with understanding knowledge because they experienced corrections as well. In the end, Christie usually commented in saying "maybe we should dive more into this sentence" or she replaced the highlighted words with new words to put down. Another was when Liza emailed me about cutting down some paragraphs in that same section. Her attitude on the email sounded grateful because she was thinking the same thing. That made me feel relieved because I was not the only one that wanted that section to change. So, through these examples, I can easily conclude that our team had a cooperative attitude. We "encouraged trust, mutual influence, coordinated…effort and accept[ed]…differences among [our] members." (Gordon, 2001, p. 308) Our attitudes express who we are and, in a group, our reactions were mainly cooperation and graceful because we proved that we could quickly work together based on how we live our lives. It may be difficult but, in the end, everyone will understand, and we grow based on our experiences.

Goals and Interests

When in a group or as an individual, it is always at best to set goals and to talk about your interests. They may be big or small, but they are worth it in the end. This group had many common interests to share and common goals to achieve. The common interests that we shared were that we loved our pets, we enjoyed our "pizza" that we made, we love to work in the library, and we love our families and friends. These interests sparked conversations and formed bonds. Having common goals was an act of cohesiveness because it made everyone connect. Along with the interests came our goals for the case study. Our objectives were getting a successful grade, to turn in the project early, and that we worked together in an organized, efficient way. Through meetings, evaluation, and setting a deadline for submission, each of these goals became achievable. The way we established these goals turned out to be a success because it not only increased our cohesiveness and bonding; it helped us to focus on our team and "the creation of appropriate roles and norms" for the project. (Gordon, 2001, p. 158)

Norms

So far, the norms recognized in our group were everyone having a responsibility for their part in the case study and their behavior. Everyone respected one another and gave grace to those who were doing last minute additions or when someone had trouble with research and with editing. The one type of norm that was recognized the most was the explicit norm, which is "the openly talked about" norm (Fournier, 2018). Whenever an individual or the whole group was facing a situation, one or all of us would step in and talk about what needed finishing touches, and we would praise as a group or as an individual for those touches that were done. Another example was when I was in a time crunch in editing my section on the case study. I emailed everyone in my team and told them what had happened. Even though it took some time to answer, one of my team members, Liza, stepped in and resolved my editing. After the complete editing, I emailed her back and told her "Thanks for your help. I appreciated it." Then minutes later, everybody from the team responded with gratitude and appraisal saying "Great job everyone for keeping up-to-date with the paper," "I believe this paper is going to be a success with all of the editing," and "Thank you for stepping in to help." We all had grace and gratitude, and I felt relieved when someone had the time to edit and revise my section when I did not have the time. For myself, I could have strategized the Pomodoro Model, but my busy schedule kept me from creating a time limit. Contacting my team made me increase my trust in my group and vice versa. Without trust, our team would not function, and our behaviors towards one another would be terrible. That is why strong communication is essential and time management needed to be in an organized way because, without them, we would not be in control of ourselves individually and in a team.

Communication and Time Management

Communication is vital to make a group firm. As a group, I would say our communication skills were solid when we had our team meetings, which made our attendance not an issue unless someone had a bad Internet connection, which, in some cases, that did happen. There was some trouble in the beginning because we had terrible Internet connections with a few people, but along the way, I started getting better in participating on Webex while Liza and Anita had some technical difficulties. Later on, Anita finally figured out what made her Internet stopped working, and Liza finally showed her face in our last meeting. It was so good to see her for once because she usually used her cell phone for the meetings. Christie had some trouble with talking on her microphone in our previous meeting; thus, she used the chat box to communicate. After meetings, with technical difficulties or not, minutes were posted, and the drafts for the case study report were emailed to us so that we can have access to it. On YouTube, John Cleese stated that "meetings are management; they are the heart of the organization." (Cleese, 2012) These meetings were the heart for this team and Webex was very functional to have everybody participating with a enthusiastic attitude.

When one of us or all of us were in a situation, we touched base via email or text to see how everyone was doing. We all attributed to one another through communication. I believe our communication skills worked because all of us were on the same page without someone being left out. Our communication skills increased through bringing in "complete and understandable information" for one another to put down on the report. (Gordon, 2001, p.45) According to Gordon, he stated when groups gather a great number of resources to put in a project, "the more

power the group has." (Gordon, 2001, p 310). In every meeting we had, I felt powerful because it built my enthusiasm in getting the paper done much faster. My other team members felt the same way because they intended to get this paper done as well. Either way, having meetings in group projects releases some stress and brings in more power inside of us so that we can get a task done on time.

As for time management, I think our group could have performed this differently. In the first couple of meetings, we were meeting right on time on the days scheduled, but, along the way, it became difficult to decide when to attend next. All of us knew we had busy work schedules and had assignments from other classes, but it was hard to come up with a date and a time to meet. I think what could have gone differently was each of us could have emailed our schedules and compare them to see what day was better to attend. For me, time management was hard. There were times when my behavior was in a procrastinating mood. I was not attributing very much when it came to posting my portion of the project ("Organization and Time Management") in the report because of work and school. What I could have improved on was sacrificing some small things for not affecting my schedule and laid out a timed plan to work on my portion of the project. If I did not deal with procrastination, my part in being in a team would have been more successful, we each understood one another by having schedules to follow, and we agreed to make plans through them.

Negotiation

Out of every individual and group behavior, the one action that stood out the most was negotiation. In our group, we, as a whole, demonstrated negotiation when it came to our tasks for the case study. There were no conflicts, but we came to "the possibility of agreement." (Gordon, 2001, p 314) One example was trying to decide when the next meeting should be. Individually, negotiation was handled in a step-by-step procedure described by Gordon: 1) preparation of materials 2) evaluating alternatives if original materials did not work and 3) identifying each one's interests by asking them what their opinions are. (Gordon, 2001, pgs. 316-318) Through this step-by-step process, we all decided to have our meetings on Tuesday nights rather than Wednesdays because we did not want to stay up late after a decent hour. Negotiation is part of being a team; it helped all of us, especially as individuals, to collaborate into hearing everyone's thoughts and seeing how they react. In this case, I felt that myself along with the rest of my team showed collaborative behavior because every one of us had a voice to be heard.

Conclusion (Evaluation)

In summary, I would say being in this team had taught me a lot about teamwork. I felt included in this group, and everyone, including myself, had a say to whatever needed to be fixed. Each of us shared common interests and had the same goal: to turn in a strong report. Each of us played our roles successfully with some help along the way. Our cohesion grew stronger every time we met. Our attitudes, individual and group, were all positive and we each shared a bond that will never break. What I learned from being in this group is that whoever was in our group we would always encourage and strengthen one another and in the future, I hope that is what I encounter. I believe the only thing we could have worked on would have been communication and time management. In communicating, we should have stayed in touch with one another on

the project instead of waiting a couple of days to talk. Be open-minded and remain at the same level. Overall, it was a good experience, and I would love to do teamwork with this team again.

References

Cleese, J. (2012). *Meetings, Bloody Meetings.*
    https://www.youtube.com/watch?v=cF39VQXEpjk

Fournier, G. (2018). Social Norms. *Psych Central*. Retrieved on April 9, 2019, from
    https://psychcentral.com/encyclopedia/social-norms/

Gordon, J.R. (2001). *Organization Behavior: A Diagnostic Approach (7th ed.).* Prentice-Hall.

Hersberger, J. (2019). Individual and Group Behaviors. January 30. Lecture. University of North
    Carolina: Greensboro.