
Passage

Recruiting Volunteers

Creating A Recruitment Pitch

Raising Awareness

Minutes

Date	Question	Answer
Meeting 9/26/18	Is there anything we can create/produce as a team that you can use to help you do your job?	Set up volunteer recruiting booth
	Is there an event we can schedule and run that would help your organization?	Get volunteers to run booth
Meeting 9/28/18	Where would we work on the product/event?	Student Center
	When would be the best time to work on the product/event?	After 2pm and before 6pm
Meeting 10/3/18	What time do we set up booth to be around highest student traffic?	9:00am
	What day will we setup the booth?	Monday, October 29
	What is needed to run a booth?	Table (Provided), Supplies provided by Passage, Volunteers, and ... ?
	How do we best reflect Passage in designing the booth? Is there a color scheme?	Red, White, Blue
	If we use fliers and/or cards, who will provide/design?	E-Flier created by us and other materials given to us by Passage
	If we get volunteers, who will contact them?	Whitney
	Who will run the booth? How long will it be up?	3 at booth at each shift between 9am and 3pm.
Meeting 10/8/18	What will we talk about at the table?	The Pitch
	Contents of E-Flier?	The Pitch
Meeting 10/25/18	Who are our volunteers?	Sydney Valentine, Kendall Principe, Sami Nestaitt
	How many volunteers will we need?	3
	When will we work on the E-Flier?	10/26-10/27
	What is our deliverable?	Canva flier with our pitch

Meeting 10/28/18	What will the booth volunteer sheet contain?	Name, time in, and time out
	What will the passage volunteer sheet contain?	Name, J#, Jagmail, (Optional) Phone #
	How many passage volunteer sheet copies to bring?	3
	What is passage providing us with?	Board and fliers
	What are we bringing to the booth?	Pitch, Volunteer Sheets, Picture Slideshow
	Where will we get slideshow pictures from?	Website
	When will we pick up the supplies?	Monday morning from meisler hall
Event 10/29/18	Where is the booth?	Student Center main hall between bookstore and food court
	What do we need to do now?	Presentation and Portfolio
	What do we do with booth volunteer timesheet?	Get Lauren to sign it and take a picture of it
	What is our deliverable now that we have done the event?	Volunteer Mentor Sheet
Meeting 11/1/18	How will we delegate the writing portion?	1 page per Concept and 2 pages per individual reflection. Shared contribution on remaining portion.
	We need pictures of what?	Volunteer Sheets, Booth, Meeting, Flier, GroupMe
	How can we make use of slideshow that was made?	Include one picture from each slide in our presentation.
	Blake's Concept?	Role Development in Groups
	Jonathan's Concept?	Tuckman Model
	Whitney's Concept?	Personality Traits
	Kaley's Concept?	Small Group Development
	Gabi's Concept?	Diversity in Small Groups
Meeting 11/13/18	What is due next?	Individual Insights
	How many pages?	2 pages each

	When is it due?	Friday, November 16
	How many more minutes do we need?	65
	When is our next meeting?	Tuesday, November 20
Meeting 11/20/18	Who presents what during the presentation?	Setup a presentation sheet detailing who covers what topic
	Where do we keep the extra information for the presentation?	Speaker Notes
	When will we practice for the presentation?	Monday, November 26
	Where will we practice?	MCOB library
	How many more minutes do we need?	30 minutes
	Who is printing the portfolio?	Jonathan
	Does the presentation need to be printed?	No
	When will the portfolio be printed?	Monday night
Meeting 11/26/18	Who will navigate the powerpoint?	Jonathan
	How will we transitions between subjects?	Introduce the next speaker and their topic
	What will we do if someone forgets when they are supposed to speak?	Put speaker in speaker notes

Timesheet

Before the Event					
Timesheet	9/26/18 Meeting (9:00am - 9:30am)	9/28/18 Meeting (1:30pm - 2:00pm)	10/8/18 Meeting (9:30am - 10:00am)	10/25/18 Meeting (1:30pm- 1:45pm)	10/28/18 Meeting (11:15am- 11:30am)
Jonathan	0	30	0	15	15
Blake	0	30	30	15	15
Kaley	30	30	0	15	15
Whitney	30	30	30	15	15
Gabi	0	0	0	15	15

After the Event				
Timesheet	11/1/18 Meeting (1:30pm- 1:45pm)	11/13/18 Meeting (1:30pm- 1:45pm)	11/20/18 Meeting (12:45pm- 1:45pm)	11/26/18 Meeting (2:00pm- 2:30pm)
Jonathan	15	15	60	30
Blake	15	15	60	30
Kaley	0	15	60	30
Whitney	15	15	60	30
Gabi	0	15	60	30

Event Time	Shift 1	Shift 2	Shift 3	Sum
Jonathan	9:00-10:00		11:30- 1:45	3.25
Blake	9:00-11:00		12:00- 2:00	4
Kaley			12:30- 2:00	1.5
Whitney	9:00-9:30	11:10-12:15	1:10-2:00	2.25
Gabi	9:00-11:30		1:00-2:00	3.5

Jonathan Fouts, Jonathan (Blake) Brenton, Kaley Banna, Whitney Hicks, Gabi Trosclair

Schedule

Milestone	Due Date	Responsible	Complete
Title Page	11/6/18	Jonathan	Yes
Minutes	11/6/18	Jonathan	Yes
Time Sheet	11/6/18	Jonathan	Yes
Needs Assessment and Solution	11/9/18	Whitney	Yes
General Systems Theory	11/9/18	Whitney	Yes
Tuckman Model	11/9/18	Jonathan	Yes
Personality Traits	11/9/18	Whitney	Yes
Role Development in Groups	11/9/18	Blake	Yes
Small Group Development	11/9/18	Kaley	Yes
Diversity among Small Groups	11/9/18	Gabi	Yes
Individual Insight	11/16/18	Jonathan	Yes
Individual Insight	11/16/18	Whitney	Yes
Individual Insight	11/16/18	Blake	Yes
Individual Insight	11/16/18	Kaley	Yes
Individual Insight	11/16/18	Gabi	
References	11/19/18	Jonathan	Yes
Proofreading	11/21/18	Jonathan	
Presentation: Organization's Needs	11/27/18	Gabi	Yes
Presentation: Our Solution	11/27/18	Blake	Yes
Presentation: Photos	11/27/18	Kaley	
Presentation: 5 Concepts	11/27/18	Jonathan	Yes
Presentation: General Systems Theory	11/27/18	Whitney	Yes
Assemble Portfolio	11/27/18	Jonathan	

Assessment of Passage's Need

Whitney was able to come into contact with Passage USA through a group of her friends. In the first meeting, some of the group members met with Lauren Perry, our contact with Passage USA, so that we could gather information about Passage USA and generate a few ideas for the project. From that meeting, she informed us that Passage USA was in need of more volunteers because they didn't have enough people to work with the students on a daily basis. She also informed us that not many people know about Passage USA, which she believed is why they didn't have enough volunteers. From the meeting, it was decided that we would somehow get people to know more about Passage USA as well as helping them get more volunteers to help mentor Passage students in the future.

In the second meeting, the group evaluated some of the solutions generated at the first meeting with the goal of choosing the one that will result in more volunteers for passage and also meet the project guidelines. After much thought and discussion, we decided upon setting up a booth in the South Alabama Student Center around the time of Halloween. Afterwards, some of the group met with Lauren again in order to decide how we could go about this project in the most efficient manner. As it turned out, Lauren already had the majority of the supplies for the booth, such as table cloth, big poster with pictures and information about Passage USA, and fliers. With these supplies, we could focus on promoting Passage USA at the booth and convincing others to volunteer their time to help mentor Passage students.

At the booth, we gave those who showed interest a flier of information about Passage USA and their needs, and we also told them about the students who needed mentors and the situation they were in without them. In front of the booth, we had more information about Passage USA as well as a flier that we created that talked about Passage USA along the lines of what, when, where, and why. Furthermore, we gave those interested the opportunity to sign-up to be a volunteer to be a Passage mentor with the sign-up list that we created, and we gave this list to Lauren at the end of the day. Our whole group took turns from 8:00 AM to 3:00 PM working the booth in between classes. We also had three extra volunteers come to help work the table, and these volunteers ended up signing up to volunteer for Passage USA, as well. Throughout the day, we also got to meet some of the Passage students and they were so excited that we were working so hard for them!

General Systems Theory

The General Systems Theory was created by Ludwig von Bertalanffy (Walonick). Our group and the project as a whole is the framework of the system, according to the General Systems Theory. According to Walonick, the definition of a system is “characterized by the interactions of its components and the nonlinearity of those interactions”. Our group functions as a whole because we have provided it with inputs and throughputs to produce our desired output.

First, an input of a system is defined as “the movement of information or matter-energy from the environment into the system” (Walonick). In our case, it encompasses anything that is brought in as a resource for the group to use. Our inputs consist of our ideas, our goals, our work environment, the materials we have access to, and our skills. Without inputs, the system would not have anything to process and will ultimately produce nothing.

Next, a throughput of a system is defined as “a situation where a change in one component induces a change in another component” (Walonick). An example would be how we prefer make important decisions about the project in a scheduled meeting and reach a consensus over minor details over GroupMe. The purpose of this is simply to give our throughputs time to thoroughly develop the desired output. In a meeting, you have the opportunity to evaluate an idea more thoroughly and faster than over a messaging application. When there is no reason to thoroughly evaluate an idea, it is far easier and faster to use a messaging application to send a quick poll than scheduling a

meeting. Without throughputs, your inputs simply equal your outputs because there were no interactions between your inputs.

Lastly, an output of a system is defined as “the movement of information or matter-energy from the system to the environment” (Walonick). In other words, outputs are the product of the throughputs altering the inputs. In our project, our main output is the portfolio and the presentation. Additionally, we will have received a degree of satisfaction for having finished the project and helping Passage USA get volunteers. Moreover, we also had outputs that fed back into the system as an input such as our booth once it had been setup. An output serves as a milestone of a system as it denotes an endpoint of a small portion of the project as well as the end of a project. A system will always have an output; however, it may not be the desired output if you did not provide the correct inputs and cause the right throughputs to occur.

Tuckman Model

The Tuckman model deals with the stages of small group development that are as follows: forming, storming, norming, performing, and adjourning (Tuckman). A group would move through each of these stages non-linearly, such as they might skip stages or revert back to a previous stage as conflict arises and is resolved. As a group, we developed through all five stages with no complications aside from minor confusion.

Each of the first four stages of the Tuckman model have a defining characteristic. First, the forming stage is characterized by the group not having clearly defined roles and responsibilities (Tuckman). Next, the storming stage is created by the establishing of roles and responsibilities; therefore, is characterized by a power struggle and the uncertainty of responsibilities (Tuckman). After, the norming stage is created by the conclusion of the power struggle and the clarification of responsibilities, and thus it is characterized by agreement and consensus (Tuckman). Lastly, the performing stage is created by mutual understanding of the task, thus it is characterized by a “high degree of autonomy” among the members of the group (Tuckman).

For our group, the forming stage was clearly defined and lasted for the first day. From the forming stage, we briefly moved into storming while we established what method of communication we were going to use and going over the project guidelines to clear up confusion of what was expected of us. The mantle of leadership was not a static role in our group, rather it was passed around according to expertise. For instance, Whitney is the one who was leading the group early on as she was the one who knew our contact with Passage USA. When we were hosting the Passage USA booth in the Student Center, it was Blake who was better at convincing people to volunteer and was subsequently in charge of making decisions at that time. When it came to managing the team google drive, it was Jonathan making sure

everyone was clear as to what was happening and when the team member's contributions were due. Next, we moved into the norming stage in which it became understood that we would evaluate and decide upon big decisions in a group meeting and reach consensus on smaller decisions over GroupMe. GroupMe has played a huge part in our success as a group by allowing us to address questions before it can cause a lot of confusion. From day one, the project was difficult to grasp because of all the minor details that had to be observed. However, we decided to focus on the organizing and working the booth first and address the portfolio and presentation later. After the norming stage, the group entered the performing stage beginning on the day we worked the booth for Passage USA. After a brief panic of not knowing where the booth was in the Student Center, we were able to work the booth from 9am to 2pm without any major issues. We had scheduled beforehand the times each of us would be there and we stuck to the plan.

It was after the booth that we moved back to storming because we had the portfolio and presentation still to do and we had not gone over the instructions for it. In response to this, Jonathan summarized the instructions into a bulleted list of components for the portfolio and presentation which we went over in the following meeting. This step helped the group delegate parts of the project to each group member; moreover, we decided to create a schedule so we could have a set deadline for each task. With this accomplished, we were back in the performing stage as we were all on the same page again.

Personality Traits

The “Big-5” personality traits represent the broad categories that form the acronym OCEAN which stands for openness, conscientiousness, extraversion, agreeableness, and neuroticism (Big-Five). Each member of the group has a different personality that became evident when we started working on the project.

First, openness relates to a person’s interests and perspective on new ideas, challenges, and experiences (Big-Five). An open-minded person will naturally be more creative, enjoy challenges, and welcome new ideas (Big-Five). It became clear that the group collectively has a high degree of openness due to how argumentativeness affects the group. While argumentativeness is sometimes viewed negatively, it is not always a bad thing as it happened to be the way for us to figure out which one of our ideas would work best. Our group was able to develop by having arguments as it allowed us to state our ideas and express our opinions so that they could be evaluated, elaborated upon, and improved upon. As a group, we were receptive to new ideas during the brainstorming phase and were willing to be creative with our solution.

Second, conscientiousness relates to thoughtfulness and organization (Big-Five). A conscientious person will naturally be goal-oriented and prefers to have a set schedule to go with their goals (Big-Five). One personality that stands out the most is Jonathan’s because he’s always working hard behind the scenes to ensure that the group is organized and informed. Furthermore, he is great at getting to the point and clarifying things when the group has any confusion. Having a highly conscientious group member helps the group progress efficiently through a project.

Third, extraversion relates to sociability and how a person expresses themselves (Big-Five). An extrovert will naturally feel energetic in a social situation (Big-Five). During the time we

spent manning the booth for Passage USA, the one who stood out the most as being an extrovert was Blake who was very professional and outspoken to anyone who approached our booth. Blake had a dominant presence at the table because he came prepared to persuade people to volunteer for Passage USA. At the booth, situational apprehension played a role why some in the group were experiencing anxiety and nervousness; however, Blake did a great job at motivating and encouraging us to overcome it.

Fourth, agreeableness relates to kindness and willingness to cooperate (Big-Five). An agreeable person will naturally be altruistic and show a genuine concern for others (Big-Five). Kaley is the most friendly person in the group because she actively tries to de-stress the group when tensions are high. When someone tells her what they need from her, she does it without question. Another example of an agreeable group member is Gabi who does her part to make situations light-hearted because of her animated ways and does a great job solving problems.

Lastly, Neuroticism relates to emotional stability (Big-Five). A neurotic person will naturally express through emotions the stress and anxiety that they are feeling (Big-Five). While it is quite common for the group to have emotional instability at times, Whitney tends to have to work a bit harder at dealing with stress and anxiety. However, everyone in the group is accepting of another expressing their anxiety and feelings of stress to the group; moreover, we support each other to help the group become stable again.

All of these personality traits affect the group in different ways. Some are leaders while others are followers, some are extroverted while others are introverted, and some are open about their opinions while others are more reserved in their opinions. All of these traits allow group members to effectively contribute to the group in their own way.

Role Development in Small Groups

In a small group decision-making setting, a role is any repeatable pattern of communicative behaviors that members of the group expect from others (Myers 147). The idea behind roles is that group members each must take on different tasks and responsibilities to get the job done. The initial conversation establishing what needs to be done and who is responsible for it is how others get an idea of what role each person takes in the group. These roles can also be developed as others assign roles to specific group members based on his or her initial assessment of their capabilities. Roles can be better understood by breaking them down into three distinct characteristics and categorizing them.

Roles have three characteristics: learned behaviors, effect of self-concept, and simultaneity with other roles. Learned behaviors come when a person plays their role better after having performed that role for a time. First, one can learn to perform his or her role through information seeking. Second, role understanding occurs when a member receives feedback from the group. If someone is performing a role for the first time, the best way to learn is try their best and be receptive to feedback from others. Feedback can come by asking the group directly or when they make comments voluntarily (Porteus).

The next characteristic is the effect of self-concept on role understanding. There is a fundamental belief that by interacting with others one can better identify his or her own skills and beliefs. Once identity within a group is established each member can have more confidence and understanding in what role they are playing.

The final core characteristic in roles within a small group is the inherent simultaneity (Myers 149). In small groups, each member must take on several roles intermittently because

often times there are more roles than can be delegated to the group. Groups can accomplish many tasks once each member has established what roles need to be filled at specific times.

Lastly, roles themselves are broken up into three categories: formal, informal, and deviant. Formal roles are those assigned by the organization or group. They have official, recognized titles such as manager, CFO, inventory specialist, etc. and perform specific and defined functions. Second, are informal roles that are determined after the group begins working together and are assigned to whoever takes initiative. One must remember that first and foremost human beings make up these groups. Everyone has physical, social, and emotional needs. After formal roles are assigned, people begin to interact and take on their own emotional or behavioral roles to facilitate the team's progress. The most common roles are the task leader that keeps the discussion on the topic at hand and pushes thinking forward, the information provider that gathers and organizes the information needed to complete the task, the central negative that challenges the group's decisions and forces the members to consider alternatives/setbacks, and the tension releaser that handles conflict and problems in the decision making context. Lastly, deviant roles are informal roles that become detrimental to the group's progress. These roles are negative and prevent tasks from being completed. In short, this is anyone who acts out of selfish need for power, attention, or gain is filling some sort of deviant role.

In conclusion, roles are important in the development of small groups because teams would be hard-pressed to complete goals or even organize meetings without certain roles being filled and learned. In a small group setting, Roles can be thought of as the different pieces of a clock because the intricate pieces are all shaped differently and perform separate actions to achieve the same outcome. If everyone can understand their role and perform them effectively, the groups goals can assuredly be met.

Small Group Development

Small groups are what make up a significant part of our daily lives. It is important that a small group develops properly to avoid long term conflict. One of the best ways to analyze how well a small group is developing is to use the life span approach which is defined as groups having a beginning, growing and an ending stage (Socha 92).

During the beginning stage, group members can come off very timid and shy because they aren't familiar with each others personalities and views. However, icebreaker activities can be helpful to group development by introducing friendliness and familiarity to the group. This stage of a group's life span is marked by three milestones: introductions, finding one's place in the group, and defining a common goal.

In the growing stage the group members start to learn more about each other slowly becoming more comfortable. This stage is marked by a growing cohesiveness, defined roles, and being able to manage conflict. It is helpful for a group to analyze their progress during this stage so that they may correct any developmental issues holding them back.

In order to evaluate the group's developmental progress, there are 5 important questions the group should ask themselves. First, the group should ask how cohesive are they as group? Cohesion can be defined as an acceptable level of desire to stay in the group (Cartwright 35). When every group member is willing to stay in the group, the cohesion built will result in a higher degree of trust. Second, the group should ask how well does the group handle conflict? Reflecting on how the group handled conflict previously can benefit the group later when another issue arises. A common solution to resolving conflict begins with recognizing that there is conflict and ends by depersonalizing it. Third, the group should ask how does the group balance its task and socioemotional needs? The group should make sure that they are paying attention when each member is communicating to ensure no one feels as if they were on the

outside looking in. Their communication should focus on the task they have been assigned while still allowing time to address the socioemotional needs of the group. Fourth, the group should ask how well does the group communicate? The importance of communication is greater in small groups as compared to larger groups. There is a time for each type of communication and it is best to define that from the beginning. Lastly, the group should ask how involved is the group with its task? It is best practice to define who will do what task, when each task is due, and unanimously agree that each member responsible for getting it done on time. Answering these five questions will give the group a better understanding of where they are at in their development.

In the ending stage of a group's development, the group finalizes their tasks and celebrates the completion of their project. In our group, we learned that the life span approach held true to how our group developed. As a result of our development as a group, we are all comfortable with each other at this point, and we all were able to contribute in our own unique way to the group. We were able to answer the five developmental analysis questions, and concluded that our group was doing surprisingly well. We have all built cohesion with one another, and we found that we work well together despite having different personalities.

Diversity among Small Groups

Diversity describes a social unit that shapes the differing cultural, demographic, and cognitive backgrounds into a cohesive team working towards a common goal (Shaw).

Understanding each others differences is imperative when ensuring success in working together to complete a project. In short, having a more diverse group leads to a greater production of creative solutions and a more efficient workflow; whereas, a group with similar backgrounds would most likely not bring as many unique ideas and skill sets to the group. Diversity in a group can manifest in different ways including: gender differences, unique skills and abilities, cultural differences, and leadership ability.

As for gender differences in our group, the men tended to use more task-related communication and actively try to keep the conversation moving forward. However, the women used more expressive language and justify opinions and decisions more. Despite these differences, the entire group mostly contributed ideas equally and actively took part in the decision making process.

Besides our differing genders, each individual group member possessed unique skills and abilities. As Jonathan is an information technology major, he aided the group in his ability to maneuver the google team drive and the group's online resources. When it came to getting volunteers, Blake helped at our booth in teaching us how to grab attention and persuade people to volunteer for Passage USA. Whitney had connections to the organization and was responsible for setting up meetings with Lauren Perry who is the head of the volunteer group. Kaley and Gabi both have easy-going personalities which helped the group remain calm in stressful environments. Each group member's individual skills contributed to the group as a whole, and made it easy to work together toward the same goal.

On a different note, cultural diversity did not play as big of a role in our group as the aforementioned differences, but it did play a small role. One aspect of cultural differences that was manifested in our group is individualism versus collectivism which describes whether or not the focus is on an individual or a group (Shaw). For instance, a culture that associates identity to a group rather than the individual is collectivistic (Shaw). Individualistic cultures associate identity to the individual without the need for them to be a representative of a group (Shaw). Our group preferred individualism over collectivism as it was evident that we valued each of our contributions as individuals instead of associating it to what was expected from the group of people they associate with.

Lastly, differences within the group can cause disagreements and tension. For example, if a member feels “outnumbered”, then they tend to participate less in group discussions and activities. Our group found ways to use our differences to our advantage; however, it is possible for another group with members that possess strong personalities to have a tendency to dominate the group. However, the leader to follower dynamic is not always a disruptive practice. In our group, Gabi and Kaley do not have very dominant personalities, but no conflict or tension arose from following the lead of Whitney, Jonathan and Blake. As a whole, this had little effect on the work ethics or feelings of the group. Everyone was ultimately happy with our each individual tasks as leaders as well as followers.

Overall, our group used diversity in a positive way. Rather than our differences causing conflict, we utilized them to work in a more timely and efficient way. We worked together cohesively instead of allowing our varying backgrounds to separate us.

Jonathan's Individual Insights

Our group completed our project for Passage USA better than anticipated, and working together with a team was a valuable lesson for me. In hindsight, I realized just how much I do not know about working with others. I learned that all the textbook definitions, exams, quizzes, and group activities do an inadequate job preparing you for working on a much larger project that requires the whole team to provide input. After analyzing my contributions to the group, I have discovered my strengths as a group member, the areas I need to improve upon as a group member, and the skills I need to develop that are extremely valuable to any group.

From day one, I set out to make sure the group was organized and that no one had any unanswered questions. I created a google team drive so that we could all work together on the same document and share documents easily. The team has on multiple occasions expressed their appreciation for helping them become organized. I am grateful for the feedback they gave me, but it was during the creation of this portfolio that I realized that I had made a mistake.

In my analysis, I realized the area of group interaction that I need to improve upon was becoming more considerate of others and how they will react to my actions. The main issue is that I have a tendency to make rushed decisions that I regret later because I failed to anticipate how someone will react to it. For example, I decided to edit the group's work on the portfolio, but it was not until after I did it that I realized it was rude to edit another's work without giving them the choice to accept the changes. Despite this oversight, the group was accepting of it; however, I cannot rely on others to be so accepting of that in the future.

Additionally, the skill that I realized needed further development is being able to start a conversation. I find it more difficult to start up a conversation with someone than it is to maintain a conversation, and this gap only increases if the person is a complete stranger to me. I can accomplish much more in the way of customer service if I worked on developing this skill. Of the

few times I have worked customer service, I get nervous if the customer did not initiate the conversation for me. After looking back on the situation, I could tell that the reason why I loathe starting conversations is because I perceive it as if I am bothering the person by starting the conversation. At the booth, I was reluctant to speak to those walking by our booths because it seemed rude to me. However, I learned later on at the booth that the ones I should speak to are those that slowed down to look at our poster. I learned that conversations begin with nonverbal communication and by being able to read it that I was not actually the one starting the conversation.

From this experience, I concluded that I need more practice at starting conversations to become comfortable with it. Also, I need to practice reading nonverbal communication to get better and faster at it so that I will be able to start the conversation in a way that the person will be receptive to. In short, I need to practice anticipating problems before they happen and be able to read the situation better so I am able to communicate effectively what needs to happen. Experience comes with exposing yourself to new things and reflecting upon what worked and what did not work.

Whitney's Individual Insights

Being a part of this group has definitely brought out the best and the worst of me. For instance, I know I can be a demanding because I like things done efficiently. I tend to be dramatic as I over exaggerate things and panic when it comes to completing a task on time. With that being said, my strengths lie in my ability to focus on the task at hand and making sure everyone is participating. I have discovered many strengths, weaknesses, and personal goals during my time in this small group communications course.

According to an online questionnaire, a few of my strengths, with regards to leadership skills, is emotional intelligence, providing a compelling vision for the future, and being a good role model ("How Good are your Leadership Skills?"). Emotional intelligence is one of my strong points because I am good at reading other people's emotions. Also, I am able to control my own emotions well in order to be as professional as I can be. Moreover, I succeed at providing a compelling vision for the future because I like to establish a ground plan that consists of short term goals. I do a good job of making goals visible and accomplishable for my group because I stay on top of tasks and relay them to group members as soon as I develop new ideas. Lastly, according to the same questionnaire, I am a good role model because I am very goal oriented and I try my best to encourage everyone to play a part in accomplishing the task. I believe I initially approach certain situations with confidence. Once completing the questionnaire, I realized I am goal oriented and make sure my group has similar ideas about their own goals regarding the task.

According to the self-assessment found in chapter three of the book, I work well in a small group, I do well in meetings, and interpersonal communication. My scores revealed that I

am friendly, impression leaving, precise, open, and dominant (Anderson, Myers, 2008). Lastly, I scored low in argumentativeness and verbal aggressiveness.

While I am a successful leader according to these scores, I am lacking in other important areas such as public speaking, stress management, contentiousness, and attentiveness. Lastly, I am not very animated, at all. With that being said, I have a very serious personality (Anderson et al, 2008). Likewise, these are areas I can improve in. Also, referring to *How Good are your Leadership Skills*, my weaknesses fall under having a positive attitude and outlook, motivating other people to deliver the vision, and providing support and stimulation. I struggle with having a positive outlook on certain situations because I'm afraid of making mistakes that will hurt my whole group. I worry that I will forget something that I was supposed to do or I will do something incorrectly. Motivating people to deliver the vision and providing support and stimulation go together because I focus too much on making sure I am on the right track rather than making sure my group is also on the right track to success.

All of these weaknesses listed can be improved by setting higher goals for myself. One goal that I need to set for myself is taking the time to relax and remind myself that I will accomplish the task, which will help me boost my self-confidence. Another goal I need to set for myself would be to work on my listening skills. I'm very dominant and controlling and tend to tune others out in fear that their ideas won't help me. I need to remind myself that all ideas are good ideas and learn how to truly listen to other people's thoughts and opinions. The last goal I need to set is to be more motivating towards my group as a whole and keep a positive outlook. I struggle with keeping my eyes fixed on the end goal by focusing too much on the problems and issues that arise in the middle. Being encouraging and motivating will not only help my outlook but others as well.

In order to accomplish these goals, the steps I need to take care to practice new skills that I have never practiced before to do that I need to work on stepping out of my comfort zone. One thing I can do is ask group members to help me accomplish certain tasks instead of trying to tackle them all on my own. Another thing I can practice is to try to let others come up with feasible ideas and plans and let them guide me in what to do instead of trying to take charge in most situations. Others can help me by taking on a more dominant role in order to allow me to be a motivator and encourager, so that I can learn how to take advice from others and feed off of other people's ideas.

I will recognize when I have accomplished these goals when I begin to approach a difficult task with a relaxed perspective and a positive outlook. I will also be ready to acknowledge when people have great ideas and I will be willing to consider their ideas more readily. Perhaps others may recognize my more relaxed state of mine and thank me for helping to destress the group. Although these are all big steps for me, I know I can reach these goals with practice and help from others.

Blake's Individual Insights

My experience working with this group was overwhelmingly positive. We got together randomly and ended up being the best group in the class. Everyone was able to contribute in their own way. It was a nice change of pace from groups I have work with previously and gave me a good idea of what a truly motivated and unified group can accomplish. We were all on the same page and communicated very well. Moreover, we came to consensus quickly and had many viewpoints with which to make decisions. Since I have been in many groups before and seen groups with a member who was inactive or unwilling to comply or motivate, this was a new experience and I was able to look inward and critique myself.

Firstly, my strengths as a group member were that I was quick to engage others and ask for input from everyone in the group. I don't think anyone felt left out or that their opinion was insignificant. I think I was also able to lend a hand to the group as the devil's advocate. I am usually a cautious person so I wanted to have a plan for every situation or consider anything that might go wrong with any decision. I think that had at least a small part in how smoothly our booth went for PASSAGE USA. One area that can be a positive or a negative depending on the situation is my flexibility. When things don't go exactly as planned, I can stay calm and still accomplish the task. However, I can sometimes get too complacent and wait until the last minute which means I may not give my most quality work possible because I think I can improvise in the situation.

Next, an area of group interaction I can improve on is stepping up more quickly into a leadership role if no one else does. Luckily for us, other members did step up and facilitate progress. At the start of the semester, I dragged my feet on setting goals and deadlines for the

project but others jumped to make a meeting time and contributed ideas before me. I feel I have a good ability to lead, but I can sometimes be hesitant because I am worried people will think that I am trying to control everything.

Finally, the best way to confirm my strengths and improve my weaknesses are by receiving feedback from my team. By asking group members how they felt when I took a certain action I can better learn my boundaries of leadership. Also, I can find out if I was too overbearing with my humour and lightheartedness. I trust these guys and would take their feedback of me very seriously. Overall, I enjoyed working with this team and gained much experience working with this small group and about my own traits and abilities within it.

Kaley's Individual Insights

Working in a small group can be a difficult task to accomplish because everyone has different backgrounds, views, and personalities. I have learned that we all have to come together despite our differences to reach our ultimate goal which is completing our project. This assignment has left us with the tools we need to work in other small groups in the future.

Personally, I think a few of my strengths are my outgoing personality and my determination to accomplish a task. Having an outgoing personality, has allowed me to make friends within the group and make my voice heard. I think every person in the group is determined to succeed in this class which is a key factor in getting a project like this accomplished. My laid-back personality can be a good and a bad thing depending on how you look at it. It can be bad because I like to wait for direction to be given and some could think I am just not getting anything done. It can be a good thing because I am not very stressed over this project like some of our other classmates. I prefer to lay low until I have been assigned a specific task. After the task has been assigned, I take more of an initiative to work on the project. For example, we made a schedule with deadlines that holds all of us accountable for each part of the project to ensure it is done on time. Having an outgoing personality has helped me communicate with my group to make sure we meet these deadlines.

An area of interaction that I can improve upon is being more vocal when something happens that I do not like or upsets me. I am very bad about keeping my feelings bottled up and not telling anyone. At the start of the project, I was getting frustrated when we could not all find a common meeting time. I did not express this with my group members because we worked to find a common meeting time and everything worked out. If we had not worked together as a group to solve this problem, it would have started unnecessary conflict. As a group, we have not

had a lot of conflict. In order to respect everyone's time, we all agreed to have it done by Thanksgiving break so that we did not have to worry about it over the holiday.

In this class, we have taken several personality tests and I feel like by doing that we have all learned a little more about ourselves. These were helpful tools that we did not know we needed but later realized how important they were to success in our group. In the 16 Personalities test that we were assigned, I found that I was "Consul" also known as ESFJ. By doing this it taught me that I am extraverted, observant, feeling and judging. I found that introverts become drained by social situations and extroverts thrive off of social situations. Personally, I always considered myself an introvert because I like to have alone time and hide in my room a lot. I have social anxiety as well which led me to believe I was introverted because I am uncertain of social situations and I can not control them. According to the quiz I am the exact opposite. This was eye opening for me because although I see myself being introverted, in retrospect, I am not at all. The more I thought about it the more I saw how accurate my test results were. I thrive off of social interaction although I didn't realize it before. A lot of people are very shocked when I tell them that I have anxiety and big crowds make me nervous because once I get past that, I excel in social settings. I am also very observant and feeling; moreover, I am always the friend that is looking out for others by checking our surroundings to make sure no one looks sketchy and that nothing bad is happening. The feeling category of the test make complete sense. I care a lot about others and I make a lot of my decisions around people's feelings to make sure no one will get their feelings hurt. When I first saw the judging category on my test I was kind of offended because I am not one to judge others. The more I read about its meaning the more it made sense, it means that I value predictability and clarity which is very true. I am not spontaneous I like to have a plan for everything I do. These test results have

helped me reach my full potential in my group because I learned more about my strengths and weaknesses.

Overall, I think this class and project have helped us learn a lot about ourselves and each other over the semester. We have all learned how to work together in a small group which will help us in our future careers. I am thankful that I have gotten to work with Blake, Gabi, Jonathan and Whitney on this project and that we have all worked together so well. Personally, I have learned more about myself and my strengths and weaknesses. Most importantly, I have learned that If I have an issue then I need to speak up.

Gabi's Individual Insights

Working on this project with my group has definitely been a pleasant surprise. I am typically a loner when it comes to school work, and I tend to dislike working in group settings. However, this project overall has been smooth and efficient. Everyone worked well together, despite our differences and it took no time for us to get acquainted with each other and jump right into the task. Working with my group has definitely given me a different outlook on group projects.

As a group member, I believe my strength is my outgoing and positive personality. I tend to make light of stressful situations, and try my best to keep other group members in a good mood. Because I am usually extroverted, this allows me to ensure that my opinion does not go unnoticed within the group. I am good at following direction when it comes to completing a task. This worked well in our group because it allowed the more dominant members to utilize their strengths and allot different roles and tasks to each of the members.

Although my laid-back personality helps with group tensions, it can also cause problems when it comes to group participation. Instead of taking control, I often wait for direction. This can sometimes cause me to procrastinate and fall a bit short when generating group ideas. An area of interaction I could improve upon is making more time for my group. Aside from my daily classes and classwork, I work a full-time job working late nights which could often cause conflict when setting up meeting times. I can at times get too caught up in the business of my daily life, I put my group on the back-burner instead of pushing through and making time.

Another area in which I could improve is stepping up and helping the leaders when making decisions. I tend to stay quiet and wait for specific direction instead of taking initiative. Although, it did not cause conflict with my group, this could easily cause conflict in the future. My group had strong leaders who set up meetings and gave specific dates on specific things

that needed to be completed. This helped me because I tend to be unorganized and often need direction. Because all groups do not necessarily function this way, I definitely should learn to improve this. One way I could work on this, is by setting my own schedule in future groups and sticking to it. Holding myself accountable will help me not be so reliant on direction from others and taking more initiative when it comes to completing the task at hand.

Overall, my experience with my group was extremely positive and makes me hopeful for group projects in the future. Personally, I think this group project will help me with group interactions in my future career. I learned that each member's individual strengths can be utilized to make the group overall a lot stronger. Throughout the process, everyone did their part which encouraged me to do mine. I learned a lot about myself in working with my group members, and I am so grateful for the opportunity to work with them.

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