COTH

'Oh, the places you'll go'

Group Communication 214

Abstract

This portfolio is a culmination of the work that we have done to plan for Communication and Theatre Week, which will take place during the second week of April 2014. This portfolio includes a project analysis detailing the tools we used to solve topical conflicts, the a summary of the events we planned, a meeting log that details what was worked on during each group meeting and agendas for those meetings. Project results in terms of budget, plans for advertising our events and the people we consulted while planning COTH Week.

The second piece of this portfolio involves a group analysis, focusing on how we functioned as individuals, sub-groups and a large group. Included in this section are our learning styles and roles, our group agreement, goals, the ways in which we communicated outside of group meetings and our group climate. We also discuss the conflicts we faced and what we would do differently if we were given this task again.

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Group Members

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Bibliography

Fujishin, Randy. (2007). *Creating Effective Groups: The Art of Small Group Communication* (2nd

ed.). Lanham: Rowman & Littlefield Publishers, INC.

Project Analysis

Topic Analysis Tools:

One tool the group used collectively was John Dewey's Reflective Thinking Model (Fujishin, 2007).

This model is an agenda for problem solving. The steps to take when a problem arises is listed below:

1. Check-in
2. Analyze the problem
3. Brainstorm solutions
4. Evaluate the better solutions
5. Reach consensus on the best solution
6. Implement the solution

The one conflict we addressed without really knowing it is Dewey's method. For our first meeting

over break about a fourth of the group did not show up for it. We first addressed this problem by

sending out an email but thought it would get through if we talked about it for our next meeting. We

started off usual with a check in. Our leader then addressed the problem and we found out that the

members of the group did not hear the instructions clearly. Some showed up at 1:45 and others at the

correct time at 2:30. Miscommunication was the problem here. We brainstormed how we could fix this

and came to a consensus with the solution of repeating and sending out emails to the whole group with

reminders. For now on, we send out reminder emails for just about anything. If subgroup or individual

work needs to be done by a certain day, we send out reminder emails before this day and on this day. It

has worked out great and we have not had a similar conflict after implementing this new solution.

Project Details and Documents

Meeting Log:

October 29th, 2014

- Receive Project
- Brainstorm Theme
- Brainstorm Events

October 31st, 2014

- Brainstorm Events
- Group Agreement

November 5th, 2014

- Divide into Sub-groups
- Details on Events

November 7th, 2014

- Work on Group Agreement
- Work on Group Goal

November 12th, 2014

- Work on Roadmap

November 14th, 2014

- Set the Agenda
- Categorized Events

November 19th, 2014

- Decide on Events

- Research if any other events will interfere

November 21st, 2014

- Rough Draft of Schedule

- Connect Classes to Events

- Rough Draft of Budget

November 26th, 2014

- Portfolio Overview

- Assign Portfolio Sections

- Connect Classes to Events

December 3rd, 2014

- Work on Portfolio

- Meet with Dr. Feller

December 5th, 2014

- Work on Portfolio

- Work on Presentation

Summary of Events:

Fashion Show-

Presentation of professional attire presented as a fashion show with a "catwalk" and music that will be appropriate for any job situation. This will be held in the UC during dinner as an Advertisement for COTH week. Will need volunteer models to show the clothes and an MC to announce the show.

Linkedin Workshop-

Linkedin is the newest form of professional networking that is currently being utilized by employers everywhere. This workshop will help students create a Linkedin profile, learn how use it correctly and network more proficiently. This event will also have a photo-op for students who need a professional profile photo for their Linkedin profile. Diane Harney or Amy Young could be coordinators for this event.

Workshop/Keynote Speaker: Digital Being- Diane Harney

This speaker will aid students in maintaining their social media profiles. This will teach students how to clean up their social media profiles so potential employers will hire you. It will also show students how social media can affect their careers.

Social Movement Presentation-

"Jane's Fund supports grassroots leadership in Pierce County through a two-year fellowship program" Susan Dobkins can share information about the program, and share her experience supporting social movements including supporting immigrant farm workers and documenting humans rights abuses against

civilians in the Nicaraguan war zone in the 80s. TRFF Jane's Fellowship Program. Susan Dobkin could be a coordinator for this event.

Networking Mixer-

This event will mirror last years. The Networking Mixer is provided for students, alumni, professors and potential employers to come together, share information and establish career connections in a speed dating format. Catering and drinks will be served. Tracy Pitt could be a coordinator for this event.

Clay Crows Performance-

The Clay Crows performance will be an improv show that students of all majors can come and enjoy. Although the it is mainly a performance, there will be an opportunity for the members of the group to explain the foundations of improv and how the members got involved/ interested in the topic. It will be held in the evening so that more students are able to attend. Although it is a theatrical driven group, performances generally draw students from all different areas of study.

Publication workshop-

The Publication Workshop will be an interactive activity. This workshop will teach students how to best promote a book. Students will have samples of book reviews, cover art, titles, abstracts, and attention getters to put together. This workshop will be targeted to multiple majors: English, PR, Art, and Communication. It can specifically be linked to the Art of the Book class. Key personnel to talk with are Tufte and Jessica Spring for infographic posters. Matthew Levy could be a coordinator for this event.

Mock Mediation-

The Mock Mediation will be an interactive workshop style of activity. A particular social problem or movement will be selected (some examples we thought of were international conflicts, or women fighting for equal pay in the workplace). The audience will be separated into small groups and given a prompt based on that problem. The groups will then be lead through the process that would be involved in a real mediation by a facilitator. After the activity there will be a short Q&A/ reflection talk afterwards.

Key Note Speaker: Theatre- Louis Hobson

Louis Hobson is an alumni of PLU who studied theatre. He is on Broadway in a Pulitzer Prize winning show and was recommended by Dr. Bartanen as a potential key note speaker- our group decided that he was a good choice. We were thinking that Louis would be a keynote speaker during the week in the evening. Although it would draw many theatre students, other students would probably be interested in hearing and learning from someone who was successful enough to make it on Broadway. For this event, we envisioned that there would also be some sort of catering after the presentation is over.

Professional Portfolio Workshop-

The Professional Portfolio Workshop will be a useful activity for multiple departments. The target would be any student who is required to complete a portfolio for graduation or their future career. Key personnel to talk with are Heather Perry and faculty members in writing above 235. Solveig Robinson or Jessica Spring could be coordinators for this event.

Awards Ceremony-

This ceremony will be for the communication and theatre department

Movie Premiere: Tapped Out-

This event will be a movie that was made by students from PLU Media Lab.

Sports Publicity Speaker- Tyler Scott : PLU Sports Marketing

This speaker will enlighten students with the possibility of using their Communication degree in sports publicity. As sports gain more attention, it is becoming a sought after industry that offers multiple opportunities for career potential. This is a workshop for aspiring students and athletes who are looking into pursuing a career in the sports industry.

Dance 2014-

This event will be a performance by students.

SLAM Poetry-

The Slam Poetry event will be an evening activity and/or performance. This event will be targeted to English and Theatre Majors. It will be held as the final event. This event will be student involved, on a volunteer basis, though a few performers will need to be designated to start the event. Saxifrage could perform at this event.

Project Results

The plans currently in place as a result of our work is a week of events to celebrate the Communication and Theatre department. It will bring students from all across the campus to see what these departments have to offer as well as hopefully gain interest of those who have yet to declare a major. We decided to do events that would bring students from all majors because our group is comprised of all different kinds of majors. This will bring the school together instead of having departments divided. As a result of our project we have implemented a schedule of events that correspond with classes (Appendix A). Our theme for the week is 'Oh, the places you'll go' since all our events are geared toward what to do in preparation for graduating, applying for jobs, and life outside of college. We picked this theme because it is universal to all students and our hope was to advertise to all departments. This theme is a catchy phrase coined by Dr. Suess's book. It has a focus on all the possibilities the future has to offer. We have multiple advertising ideas along with social media outlets that could be used to get students, faculty, and the community involved in the activities that we have come up with. We have provided names for people who could coordinate events, be keynote speakers, and who could perform certain events. We have also summarized each event, how we envision each event being done. The budget for the event is tentative, thus subject to change.

Budget:

The tentative budget will be for any accommodations for Keynote speakers, food/drinks for events, and advertising. Some speakers may not need accommodations thus bringing the total down. The food and drinks that will be at events will be snacks so the cost may be cheaper than what is projected.

Breakdown of Budget-

Key Note Speaker- Sports Publicity or Digital Being: $200

Key Note Speaker- Lewis Hobson: $200

Networking Mixer: $100

Awards Ceremony: $100

Advertising: $100

Total: $700

Promotions/Advertising-

For the advertising of COTH week we want all different types of students from all majors to come and check out what there is to offer in the Communication and Theater departments. For the advertising to students, the best place to involve all different people is setting up a table outside of the UC. Handout calendars, posters, and flyers on all tables in the dining hall and tell people about what is happening this week and what events are available to their major or just interesting to them. We want to bring an assortment of people and majors to this events to show what the Communication and Theater departments have to offer. To promote to the faculty, an e-mail would be effective along with posters in the hallways of the department buildings. We would want to put posters up in every building to draw multiple people.

We scheduled our events so that the first event, the fashion show would promote COTH week to all students. It is a fun event that will draw multiple students and allow multiple students to participate. Another way to promote COTH week would be through social media. Here is a plan of different media outlets to use and how to use them to promote COTH week.

Social Media Plan:

MAST article about COTH week and events

      Guest writer from either COMA or Theater department

Facebook/Twitter updates for SOAC FB and Twitter accounts:

      https://www.facebook.com/plu.soac

      Updates include what time events are happening

      Daily updates about the events for the day

Website updates on SOAC PLU page http://www.plu.edu/soac

      Page dedicated to COTH week and gives a detailed schedule of events and times

Updates on Sakai Communication

Participants:

   We had access to several different faculty to help us make decisions for our COTH outline. Dr. Feller was a resource to our group and helped us to get a general idea of how COTH week worked. She showed us the poster that was used for last year. She answered questions we had regarding what faculty to contact, and gave us ideas to organize the week, like lining up classes with events and contacting faculty to give students incentives to attend. She also brought other faculty into class to meet with our group so we could share what we had been planning and bounce ideas of one another. Dr. Bartanen came to work with our group, and suggested that we have Louis Hobson come in for one of our key note speakers. He gave us a lot of freedom to do brainstorm and think outside of the box as much as we wanted. We actually ended up using his suggestion, and putting Louis as a keynote speaker for the week. Dr. Harney was another faculty that came in to work with our group. She asked each of

us what our ideas were and to explain how they would work She told us what would work well and what should be tweaked. For example, we were having trouble coming up with what would work for the conflict and global peacebuilding section, and she was able to give us a few suggestions. She also gave us a goal to reach, having a schedule of events that corresponded with classes. Dr. Harney also mentioned that we should have a tentative budget so the staff running the event will have an idea of the cost prior to implementing our ideas.

Group Analysis

Member's Roles and Learning Styles Analysis

Roles:

- Group Leader
  - Peter- He volunteered to be the leader when no one else wanted to. He handled the role very well. He was the one the group looked up to and sought out for help.
- Recorder
  - Allie- She volunteered to do this role. She was able to relay a lot of information to the other group members via Google Doc. She also helped prompt other group members to participate.

○ Dara- She volunteered to do this role in case the other recorder was absent. She took this role over half way through. She made sure to e-mail everyone a task list so they could be held accountable as well as doing the complete outline for the portfolio.

Sub-groups:

- Theatre
  - Ailua, Hannah, Katherine- This group concentrated on the activities correlated with the theater department. This group also helped with the visual aids of the presentation.
- Written
  - Arden, Dara, Peter- This group concentrated on the activities correlated with written communication. this group really took on a leading role since the group leader was in the group. They made sure everyone stayed on task. This group made sure the layout of the portfolio was correct and helped on the presentation visual aids.
- Conflict
  - Vicky, Jonathan, Yuki- This group concentrated on the activities correlated with the Conflict and Peace Building department.
- PR
  - Kai, Sascha, Allie- This group concentrated on the activities correlated with the PR department. They also focused on advertising plans and strategies. This group also helped with the presentation.

Learning Styles Analysis:

Doing the learning styles analysis helped us identify which roles were prominent in the group and

which roles we played as individuals. We were able to take recognition of our strengths and weaknesses and find other group members who embodied our opposites. Knowing our roles in the group made us more confident and comfortable to participate and share our ideas.

We have a split group of task-oriented and social-oriented members. This is a great group dynamic because we are able to stay on task as well as keep the communication channels open. The social-oriented members are great at encouraging everyone to participate, while keeping a positive attitude toward getting work done efficiently. They make sure everyone's voice is heard regardless of who speaks more often, and will sometimes provide us with comedic relief. The task-oriented group members coordinate all of our tasks and make sure we follow the agenda previously set for the day. The task-oriented group members did most of the written work and planning,while the social-oriented did a lot of the brainstorming and decision making.

We also have representatives from every learning style: accomodator, diverger, converger, assimilator. We have one accommodator in our group, three divergers, six assimilators, and two convergers. It was extremely interesting to see how each member embodied their learning style as we began working as a fully functional group. Using the conflict cycle, we made unanimous group decisions based on the characteristics each learning style was able to offer. Toward the beginning, the divergers and the convergers worked on recognizing the problem(s), while the assimilators came up with strategies and plans. The accommodator would encourage decision-making and timeliness, and the rest was complete execution.

More specifically speaking, our group of assimilators were: Ailua, Kai, Arden, Allie, and Hannah. For a good amount of time, they observed our group meetings and gave their opinions quite freely when necessary. They definitely didn't have their heads in the clouds when brainstorming topics or

getting work done on time contrary to what their learning style suggested. The divergers were: Katherine, Yuki, and Jonathan. This group definently did a lot of watching. They watched the group interact and didn't give much input after the plans were recognized and allocated. The group convergers were: Peter, Dara, and Vicky. Even though this is a think and do group, this group found that they also learn by watching others. These members were very task oriented with a combination of observing and executing. Finally, the group accommodator was Sascha. Since she was the only accommodator in the group we thought we would look to her to make decisions but we left the group decisions up to the group leader. Though she would suggest when the group should make a decision about something when we started to get redundant.

The learning styles analysis was a useful tool in figuring out our group dynamic and how each one of us played certain roles within the group. It showed us the importance of getting to know everyone in the group and how they participate. It allowed the group to be more understanding about group participation and interaction. It was also a great tool for reflection within our individual weaknesses. A lot of us tried to embody certain characteristics we wouldn't have necessarily chosen for ourselves in a group situation. The learning styles analysis is a great way to help recognize what we need for an efficient group climate.

Group Performance

Agreement:

   During our second group meeting we all thoughtfully created an agreement by sharing what we

thought was important that we should abide by when working with each other this semester. We wrote

every idea down and decided it was important to keep all of them. From that point on we expected

everyone to follow this agreement. For the most part, we have lived up to our agreement but we also

have decided that anyone who breaks our agreement will hear about it on our peer evaluation. This

agreement has held strong and will continue to keep our group motivated.

- Start every meeting with highs/lows of the day

- If you can't make it, give a heads up.

- Meet during class break as a big group (Not Thanksgiving break)

- Be on time

- Come prepared

- Participate

- Meet deadlines

- Majority vote

- Bring snacks

- Schedule meeting times 2-3 days before

- Broken agreement or violation results in mention in group evaluation

- Be positive

- Always be up to date with information on the Google Doc

Goals:

Our goal was to have a set schedule of events for COTH week. We fractionalized our goal into steps and went up one step after another. It was essential for us to set achievable short-term goals because many of us were unfamiliar with COTH week at first and could not see its overall picture. At every meeting we made sure of recognizing what we would have to do on that day and by the following meeting. By frequently sharing small goals we unitedly proceeded in the same direction. Besides, we took preemptive measures. Since a lot of events would be held in COTH week and every event had a possibility to be ruined, we presented as many plans as we could and did not narrow them immediately so that we could have alternative plans. Also, reports from each subgroup at group meetings prevented them from reaching a deadlock. Discussion with members outside the subgroup effectively enabled us to approach plans from various angles.

Road Map:

- Brainstorm Events
    - Figure out which departments could be associated with events.
- Decide on Events
    - Have back-up events just in case.
- Specifics of Events
    - Budget – Tentative
    - Location – Tentative
    - Key People
- Schedule
    - Rough draft of when events will be
    - Look at class schedules
- Reach Out

- ○ Department Contacts

- ○ Speakers

- ○ Facilitators

- ● Solidify

- ○ Events

- ○ Schedule

Channels of Communication Used:

    The communication channels we've been using in our COTH group are non-verbal, oral, written, and electronic. Communication channels help expand how we communicate effectively as a group. The non verbal channels we have used are nodding when we agree with each other's ideas, laughing, smiling, body language, eye contact when others are talking, and being attentive in group meetings. There are also oral communicative channels used within our group. Together we talk, argue and compromise with each other and with clients. Written communication is the next channel our group uses. Together we have created documents such as an agreement for deadlines and things to be done on time. We have a policy in regard to attendance as well. There are specific people assigned to jobs whom record info, keep everyone on track, and the whole group whom is responsible for brainstorming ideas for COTH week. Finally, our group uses technology as a form of communication. There are many tools of technology, however we tend to use google docs, email, and several forms of social media to keep in touch and for updates. Communication channels are important in group work specifically for cohesion in

a healthy group climate.

Communication Climate:

Our group climate was fairly awkward in the beginning. A couple of the group members are not communication majors and had little to no idea what was going on. Those members also were not already familiar with others in the group, like some of the communication majors were. Also, a lot of us had never heard of the Communication and Theatre Week before the first day of class, so we were really uncertain about what we were supposed to be doing, what types of events would be involved and who the target audience was. We were all just forced together with little to no familiarity with each other or the event we had to plan.

Not being familiar with each other or the event made it difficult to establish group roles. We all took the learning styles inventory, but it was still hard to find a leader. No one emerged as a leader by their actions or subject knowledge, so we finally had to sit down and decide. When we finally had a leader, it became easier to follow an agenda and stay on task. More productivity made the group climate more comfortable since we all had an important task or event we were experts on and could share confidently. We were even more comfortable after we split into small groups, when everyone's voice could be heard by another, and when we got to know at least two other people more closely.

The group dynamic changed, however, when half of the group did not show up to a group meeting, even though it was scheduled to be held during normal class time. It made it impossible to fully complete our group objective for the day and led some of the group members to feel a little resentful. While most of the group members showed up for the next meeting, it was frustrating to have to explain so much to so many people. Also, since two whole small groups were gone from the previous meeting, they were

officially behind when it came time for full group discussion. Although the group climate became more positive since almost all the group members showed up to the last meeting, there is definitely an element of distrust among some group members.

Group Conflict

   The group overall had minimal conflict. The conflict we did have was a reflection of people not completing their tasks on time. If a member did not complete their assigned task by the deadline we would bring it up during the group meeting so they know that they still need to do it. We gave them the benefit of the doubt, they were usually able to complete the task in full during our sub-group time. The other conflict that we had as a whole was people not attending meetings. With all of the meetings we had out of class time, we always had people who didn't show up, resulting in a negative climate. We let the first meeting go because there wasn't great communication on when it was. The second group meeting the majority of our group attended. Also when people didn't show up to class and didn't let any of us know was an issue because we assign tasks during that time. If they aren't there for class then they don't have to do as much work as the rest of us. Though we started sending out an e-mail to the whole group to indicate their task, sometimes this didn't work and the task still wasn't done.

Theater Sub-group:

As a subgroup, the three of us that worked on the theater aspect of COTH week, had very little or no conflict. All three of us worked together really well and had no problems hearing others opinions. We all easily came to a consensus every time a decision was needed to be made about what events we wanted for the theater majors, we evenly split up the workload and did our parts to contribute, we each gave event ideas while brainstorming, and one of the group members even attempted to contact someone from our department. Everyone played the role expected of them for this project and the process went very smoothly. Because no conflict arose in our subgroup, there was no need for conflict management or for any steps to be taken to address any individual's behavior.

In our sub-group, we all had perfect attendance to class as well as the group meetings. Knowing that this is such a short class, we felt that being in attendance of every meeting was essential. When noticing others not attending all of our meetings or class periods, conflict arose. People who were in full attendance were ungrateful about the lack of participation. This was addressed by sending out email notifications, about breaking the contract, as a warning. We decided in the contract that if group members failed to follow the it, that it will be addressed in their peer reviews.

Written Sub-Group:

The sub-group that handled written communication had no real conflicts. One member broke the large group agreement by not notifying us that he would be missing a group meeting, and so the written group was at a disadvantage for one meeting because they were a member short and could not discuss group jobs as a group. This conflict was not significant enough to lead to conflict management however, because there is enough trust within the sub-group to carry on productively without a member. The group progress was not overall impeded on. One other conflict that showed up was an overabundance

of ideas. It was difficult to decide what was absolutely necessary and most inclusive to all PLU students. The sub-group decided to make cuts based on anticipated size of audience and what events would appeal to classes that were already in place.

The written communication sub-group did not have any conflicts when converging back into large group either. All members were knowledgeable about their subject and events and felt comfortable sharing with the group. There was acceptance of all ideas in the larger group.

Conflict Sub-Group:

The conflict sub group had almost no conflicts. Our group worked as a cohesive unit. We avoided conflicts by communicating effectively, and following the agreements. We unkowingly followed Dewey's method of conflict resolution.

The only conflicts we had were miscommunication on meeting time, and attendance. Because of the miscommunication some group members missed the meeting without giving prior notice. To resolve the problem we communicated via e-mail, and scheduled a replacement meeting. Each of our group members also missed at least one class session without giving prior notice, which means that we each broke the large group agreements. When a group member was absent the group members that were present continued to work. Then after the meeting we would communicate with the missing group member via e-mail to keep them informed on the group's progress and their assignments.

Overall our sub group and the group at large did very well at avoiding and managing conflicts. There was a level of trust and understanding between all of our group members that allowed us to work effectively.

PR Sub-Group:

Our sub-group did a phenomenal job being cohesive and goal oriented! We rarely ran into complications when trying to get our work done as well. The one roadblock we encountered was conflict within our schedules. We all have busy lives and it was extremely difficult to find a meeting time that worked for all of us. Inevitably, one of us was absent each time we met and the process of getting our work done was held back a bit. However, our communication was really consistent so we were never wondering why someone couldn't make it.

Our subgroup did get into a miscommunication with the full COTH group. There was some confusion on a specific meeting time during the break when our entire subgroup didn't show up.

Call to Action

As a whole group a few things could have gone differently. We could have had better communication to make sure everyone knew their tasks. Even though we all had each other's phone numbers we only used e-mail to communicate the tasks. Going back the group should have designated people to call anyone who missed the meeting to fill them in and give them their task so there would be no excuses for not completing work.

Theatre Sub-Group:

One thing we decided our group could have changed was our amount of participation in the large group meetings. We felt that often times a question would be asked by the group leader and our

subgroup (and everyone else at the meeting) would sit and wait for someone else to answer. This necessarily did not create a conflict within the group, at least we didn't address it as one. But speaking up more often would help create a better group dynamic than the twelve of us have right now. Having everyone openly participating and sharing their opinions automatically is what our group needs to make the best decisions possible. Doing this will prevent a possible conflict within our group.

Another Call-To-Action for our sub group is that we could have taken more of an effort to meet up with each other outside of class. We mostly relied on meeting and brainstorming together during the allotted class time and working on our assigned sections using the Google doc on our own time. Though this strategy seemed to work well enough for us, in the long run, if we had met up more in person we could probably have improved the content and quality of our work. We figure that the more ideas being brought together collectively, there is more of a chance that we can produce the best work and ideas we possibly can.

Written Sub-Group:

The written sub-group took on a larger role in the full group. I felt that our sub-group took on not only the small group assignments, but looked forward and really helped shape the direction of our project. As the group leader, I found myself heavily relying on the input and work of my sub-group members to shape meeting discussions, and to assign sub-group tasks. A call to action for myself, and our sub-group could be to make sure we stop and solicit the opinions of the group for alternate solution options.

There was one class meeting where a sub group member was quite late, but did not send a notification ahead to other subgroup members. This caused confusion for the members who were present because they couldn't assign the sub group tasks without consensus from the missing member.

Making sure communication is timely and informative, and ensuring attendance for all group members would have lead to an more smooth group experience.

Conflict Sub-Group:

The conflict sub-group did well together but faced several issues. Constantly there was one person missing from our sub-group and so the amount of output was not as high as we would have liked. Having one person absent for whatever reason that may be required constant updating from other members on tasks and what happened in the day. This wasn't necessarily an issue, just demands communication. However, this communication was not always performed on time whether that is before class or before a meeting leading to assignments not being completed on time or unreported absences. Therefore, as a sub group we could have done several things differently for the better. The members in our group definitely got along well, however implementing a personal agenda for our sub-group would have increased productivity and turnout rate of members. With an agenda our group would have been more task oriented and better informed on time of meetings, overall reducing the chance a member is not present. A higher chance of having all three people of our sub-group together along with becoming more task oriented in meetings would have been a good solution to our perceived issue of output. This was not to say our group did nothing or got nothing done, our group achieved several of our smaller goals and have produced a product we can be happy with. However, this is not to say a group doesn't strive for excellence and to reach maximum potential. Therefore, if we wanted to improve as a sub-group or could do some things differently, implementing an agenda and increasing output would be two call-to-actions for us.

A second call-to-action for our conflict sub-group would be holding additional meetings outside of

our required class periods. Meeting more often as a sub-group would not only let us get to know each other better, which usually increases productivity, but also stay current with other members thoughts and concerns throughout the entire process. If one member has an issue with a certain idea or plan, it should be brought up immediately not ten minutes or a week later. Therefore, we would increase number of meetings as a sub-group to help members stay current with the project but also with one another's feelings and thoughts. Often Vicky had great ideas to share when brainstorming as a group and discussing our project. If we met more often as a group I think we could get more out of each member and reach the potential of our sub-group. Yet, with the ranging personalities and learning styles we still managed to be professional and do a great job working with one another.

PR Sub-Group:

The Public Relations sub-group worked very well together. Although our sub-group worked very efficiently and got along well, we feel that our communication outside of class could have been better. There were several large group meetings where not every member of our sub-group was present. One of the meeting times could have been communicated to the group better, possibly over email, or phone. Improvement in communication between group members and better planning could have helped our sub-group stay on the same page.

Setting an agenda within our sub-group also could have helped us get more work done during class time. During a few of our meetings we got a little off track and weren't sure what tasks we should tackle first. Having an agenda in place for our sub-group meetings would have helped us stay on topic as well.

It's easy to get off topic and start talking with other group members about various things going on

outside of class. But because our group got along with each other so well, we stayed on topic long

enough to finish all of our work and goals for each given meeting.

Group Presentation

Outline- Project Analysis

Introduction: "Congratulations! Today is your day. You're off to Great Places! You're off and away! You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the guy who'll decide where to go." this famous expression from Dr. Suess' book "Oh, the Places You'll Go" is the essence of what we wanted to bring into Communication and Theater week. Our slogan for the week is "Oh, the PLaces You'll Go." We have been working on activities and events for Communication and Theater week for the past 5 weeks. Professional expression is the theme of the week, it will draw students and faculty from multiple departments. We will be explaining what Communication and Theater or COTH week is, how we envisioned it, and the logistics.
Body:
Transition: First, we are going to explain what COTH week actually is.
I.   The week is scheduled from April 7th-11th.
        A. The events that are already scheduled are;
                1.The movie premiere Tapped Out and
                2. Dance 2014.

B. Events that we were sure to include were;
    1. The networking mixer and
    2. The awards ceremony.

II.   Some exciting events that we will be including are;
    A. Key Note Speakers
        1. from the Theater department and
        2. Sports Publicity
    B. Workshops
        1. Publication and
        2. Portfolio
        3. Mock Mediation
    C. Performances
        1. Fashion Show and
        2.Clay Crows

III.   These events will bring visibility to the department.
    A. The events will be promoted to a variety of students.
    B. Although, there is a concentration on Communication and Theater departments.

Transition: Now we will move into how we envision the week going.

IV.   Our theme for the week is Professional Expression.
    A. We hope to accomplish this by having workshops that students will be able to use for the careers.
    B. Our speakers are geared toward what you can do to help with getting a job.

V.   We have 14 events that will provide a lot of visibility to the departments.
    A. Each event was thought up by our group.

Transition: Finally, we will explain the logistics of the event.

VI.   The schedule of the week flows nicely with the already scheduled events.
    A. We have attached events to classes.
    B. We also made it during peak times so we would be able to draw more people.

VII.   The budget is just tentative.
    A. The speakers may require a hotel room.
    B. The awards banquet and networking mixer may require snacks.

VIII.   We have a variety of ideas to advertise.
    A. We can use social media and posters.
    B. Along with our opening event being an advertisement for the week as well.

Conclusion: To summarize, professional expression is the theme of the week, it will draw students and faculty from multiple departments. COTH week is a week of activities to celebrate the communication and theater department. The week is full of events that will provide a knowledge base for students to bring to their careers. The events are scheduled to match classes and incorporate other events that are already scheduled. Hopefully, you have received enough information to continue with our plans.

Outline- Group Analysis

Introduction: Groups tend to be comprised of diverse individuals that all need to get along to fulfill a common goal. Our group has a diverse range of personalities. For the next part of our speech we will be discussing our group analysis. Our group had some issues but we were successful overall. Specifically speaking our learning styles, group performance, conflicts, and call to action.
Body:
Transition:
I.   First, we will discuss our learning styles analysis.
    A.   Task-oriented vs. social-oriented styles differed.
        1.Half of us were task-oriented.
        2. Half of us were social-oriented.
    B.   We have at least one member from each learning style.
        1. We only had 1 accommodator.
        2. We had the most assimilators.
II.   Next, we will discuss our group performance.
    A.   Our goal as a group was completed.
        1. We have a set schedule of events.

2. They are also linked to classes.
    B.   Our communication as a group varied.
          1. We started out with a positive environment.
          2. We then moved to a negative environment.
III.   Now, we will divulge into our group conflict.
    A.   There was more conflict as a whole group.
    B.   The sub-group conflict was minimal.
IV.   Finally, our call to action.
    A.   We would have better communication.
    B.   We could spread out the work more.

Conclusion: Thankfully, we were able to accomplish our goals. We worked hard to complete our project and through our conflict and learning styles we have become more aware of who we are as individuals. Though there are things that could have been done differently, our performance pulled through.

Visual Aids

Powerpoint: Appendix B

Appendix

Appendix A: Schedule of Events

Monday	Tuesday	Wednesday	Thursday	Friday
12:00pm Fashion Show	3:00pm Social Movement Presentation	1:45pm Publication Workshop	11:50am Professional Portfolio Workshop	5:00pm Sports Publicity Speaker: Chris Egan or Tyler Scott
4:00pm Linkdin Workshop	6:00pm Networking Mixer	4:00pm Mock Mediation	5:00pm Awards Ceremony	7:30pm Dance 2014
7:00pm Key Note	9:00pm Clay	7:00pm Key Note	7:00pm Movie	9:00pm SLAM

Speaker: Digital Being- DIane Harney	Crows Performance	Speaker: Theatre- Louis Hobson	Premiere: Tapped Out	Poetry

Appendix B: Presentation Visual Aid