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| Small Group Process: |
| Training COMM 102 Students |
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**Executive Summary**

-Our group was tasked with creating training for introductory communication students at University of Wisconsin – Green Bay.

-We chose to focus on COMM 102: Introduction to Communication.

-We formatively researched the course by attaining the syllabus and researching other materials.

-The two audiences that we pinpointed were the primary audience of underclassmen students and a secondary audience of professors.

-Our goal of training is to effectively train students on the group process.

-We will measure that goal by two objectives: If 50% of the students or more would respond that they were likely to refer back to our presentation and if the average deferential between answers to two questions on our evaluation referring to group process skill before and after our presentation was at least three.

-To attain our goal with our primary audience that we identified, we decided it was necessary to have an appealing presentation, introduce the students to the UW - Green Bay Communication Department culture, and to take a mentor approach.

-Our presentation to the students will be a PowerPoint presentation supplemented by discussion and a handout. It will focus mostly on “to do” and “not to dos” and secondly on an agenda system that we have designed for our audiences. It will also touch on other information that would be helpful knowledge to our audience. To conclude our presentation, we would present the students with an evaluation to gauge their perception on how helpful our presentation was.

**Introduction**

The case for our group was to prepare a 15 minute training session for introductory communication students about what to do and avoid when holding a group meeting. Involved in this process was developing two checklists. One checklist outlines three individual communication skills that are vital to group success. The other checklist outlines three important decision – making processes needed for group success. Along with previous experience and class material, these checklists were used to create a video showing what to do and avoid when holding a group meeting.

We were given the option to choose whether we were presenting our training to COMM 102: Introduction to Communication or COMM 200: Communication problems students. Our group decided to gear our presentation towards COMM 102 students. We have determined students want to get the definition of communication and an idea of what they can do with communications from this very basic, introductory course. Since group work is a big part of communication, learning about it at the introductory level is extremely important.

Another reason we chose COMM 102 students is because of low average exposure to group work. Assuming the majority of these students have had minimal exposure to group work, we determined this audience would benefit from this presentation more than students in a slightly higher level course. This assumption can be made based on the majority of the students in this class being either freshman or sophomore. Furthermore, most people take Comm. 102 as an introductory course, meaning they have not had any other communications courses. However, we do understand that some students may have group experience. They may have also had other communications courses. This presentation will also benefit these students because it can confirm what they are doing right in group work and show them areas of group work in which they can improve upon.

**Formative Research**

Conducting research for this project consisted of collecting information from the syllabus of Professor Danielle Bina’s COMM 102 class, the University of Wisconsin – Green Bay communication department website and each other’s past experiences from working in groups. Our rationale behind obtaining the COMM 102 syllabus was to guide us as to what we needed to focus our training on by understanding where the students were at. This guide helped us to know what kind of material we should cover and how much to expand on in order for new students to have the ability to understand it. We also used the communication department website to get basic communication goals and ideas that we could relay to these students as well. Finally, one of the best ways to gather information for this project is from our own experience in communication groups as we are all veterans of communication group work, our past experiences were an invaluable insight to allow us to shape guidelines for effective group work.

**Audience Analysis**

During our brainstorming of audiences, we found there were two audiences we need to focus our attention on, underclassmen, our primary audience and our secondary audience of professors. For both audiences we completed a KISS chart (see appendix B) to better determine what we should and should not do during our presentation. However, when considering underclassmen as our primary audience we took a deeper dive and determined their concerns, as well as what they were looking to get out of the COMM 102 class.

We knew that the underclassmen where taking a lower level communication course so we could safety infer they are inexperienced to effective group work. We realized we should teach them effective group strategy but should not throw them into a group immediately and expect them to work together successfully. They are mostly of freshmen and sophomore standings and can infer many of them are 18 to 20 years old and new to college. We did realize there would be some non-traditional students who were also new to the communication program in the class. With this information we agreed that we should introduce them to the college expectation level, but be careful not to come across as “know it alls” or intimidate them in any way. The last things we knew about underclassmen was that they are taking a communication course and we also knew that COMM 102 is not a general education requirement. From that we could safely infer they are interested in communication and therefore should prepare them for the communication culture at UW-Green Bay, but we need to be sure not to lose the focus on group work.

As stated above, since underclassmen were our primary audience, we did consider their concerns and what we believe they want to get out of a class like COMM 102. We identified their concerns by thinking back to our college freshmen days and determining what kinds of concerns we experienced. We identified their concerns as: keeping their grades up, managing homework load, fitting in with peers, picking the right major, picking the right group members, time management skills, the relationship with their professors, giving off the right image in class, giving off the right image at social events and money. Although we are not there to address many of the concerns that were listed, we still wanted to keep in mind the things our primary audience believed were important.

We determined that from taking COMM 102 they want to know what communication is and what they can do with a communication degree. As veterans in the communication program, we know that a lot of what communication involves at UW-Green Bay is group work. The group felt that introducing them to this concept early on in their communication career is a good way to showcase what communication is about.

Our secondary audience is professors. We know they are UW-Green Bay professors and can infer they are experienced in the group process. We should consult them on our presentation, use what they have taught us and provide subsequent instruction to their class in a peer aspect. We should not disregard their feedback, make up our own process entirely or step on their toes. Most importantly, they want their students to succeed so we can safely infer they are open - minded about new teaching styles and resources. We should focus on student success and utilize our own personal experiences, while we should not ignore the student and disregard their needs or showcase our own talents and lose focus on the presentation.

**Goals**

Our goal is to effectively train students on the proper group process. “Effectively” is a key word in this statement. We want our training to be effective because of the importance of group work. Group work will be used by most individuals throughout their lives. Effectively training students about group work will prepare them for using group work in the future. Train is also another key word in this statement. Since the majority of our audience has minimal group experience, we are training them on group work. The majority does not have a lot of exposure to group work, which makes training necessary. Before a person starts a job or has minimal experience doing such work, they get trained on what to do in order for them to be successful at it. We are applying the same concept to our goal. We need to train students on group work in order for them to be successful in doing group work.

Another key word in our goal statement is “proper”. Proper pertains to the group process. There are many processes a group can use in order to complete group work. However, a proper one needed to be developed for our audience. Agenda systems such as; Dewey’s Reflective Thinking, Ross 4-Step Agenda, the fishbowl process, “Wright 494” Agenda, etc. were defined for us through class lectures. Using what we learned from these agenda systems, we combined parts from each to develop our own process that we determined would be important for our audience to learn. Our process will be defined later in this paper. Finally, “process” is the final key word in our statement. It is important to know and work through group work as a process. Based off of our assumptions, most people may not see group work as a process. Training students of the process of group work helps them realize the process is just as important as the end result. Without going through the process, the result will not be as effective and complete as it should be.

**Objectives**

We will measure our goal through two objectives. One of our objectives is to have 50% of student’s state they will refer back to our presentation. Gathering this information will be done through a survey. Having students refer back to our presentation means they are applying our training. 50% is a realistic number because of several factors. Some of the students may already use group work, so they might not need to refer back to our presentation. Some students may refer back to our presentation as a refresher. Some students may see our presentation and investigate how they want to use group work. This may lead to them using resources other than our presentation. Due to these factors, 50% is a realistic number to achieve.

Our second objective is to obtain an average differential of 3 on our survey questions 1 and 2. Survey question 1 asks participants to rate their knowledge of group work prior to our presentation. Survey question 2 asks participants to rate their knowledge of group work after our presentation. Our second objective is to have an average rise of 3 towards confident knowledge of group work after our presentation. This will show us the effectiveness of our presentation by seeing whether the knowledge in participants of group work rose due to our presentation.

**Strategies**

Due to the fact that our goal was to effectively train students, we realized we had to appeal to them. Therefore, we included most of the information in a list format to make it easily digested. We also provided them with a handout (see Appendix C) to easily take notes on, providing them with the important topics. Included in the video is a short blooper reel at the end to add humor to the presentation and show them that group meetings do not always have to be boring.

Since we knew from our audience analysis that we wanted to have the students experience the UW-Green Bay communication culture we were sure not to leave out jargon, but instead thoroughly explain the terms. Terms we would use are things such as project manager (PM), audience analysis, agenda, “dinger” and stated vs. actual problem, among others. While working through the presentation we realized we had to make a decision on how to approach the presentation. We knew there were two routes to go; we could guide the presentation as mentors or as facilitators. Rather than coming across as a teacher or facilitator, to better make the information stick we wanted to create more of a mentor or peer to peer feeling so COMM 102 students would understand the authenticity of the message. For this reason we generated much of the content of our presentation from personal experience.

The agenda system (see Appendix D) we created for the presentation was also strategically crafted. Ventilation was first because we felt it would be beneficial for novice group members to utilize this step to begin the group process. Allowing socialization to occur at the beginning of the meeting means it will not interrupt other steps later in the agenda system. Brainstorming was placed before criteria because we wanted them to have unlimited ideas during the brainstorming stage and not be limited by any stated criteria. This is important for introductory communication students who are often uncomfortable with brainstorming as it is.

**Tactics**

The presentation that we have crafted for the COMM 102will provide a breadth of information to the students providing them a foundation for knowledge on effective group process to come later in their career at UW-Green Bay**,** if they chose to pursue a degree in communication. The topics would include individual communication skills that support a group process, the expectations of each role within a group, some tools to assist the group process, the agenda system that we have determined to be best for our primary audience, rules of thumb for decision-making processes, and the “to dos” and “not to dos” of group work.

Our presentation would be mostly a PowerPoint presentation supplemented by a handout and discussion. There will also be a video focusing on the topic we feel is most pertinent and digestible for the students--- the “to dos” and “not to dos”. The handout would assist students in learning the concepts by representing a physical representation of the topics they would learn, and it would also allow the students to take any notes they would like. The discussion would cause the students to be actively involved and the video would make the presentation more fun and appealing.

To understand an effective group process, the students whom we are instructing, must first understand the importance of roles within a group. We would begin our training presentation by explaining the common roles found in the UW-Green Bay Communication program--- the PM and group members. We would explain that the PM is the facilitator or leader of the group. As the facilitator, the PM is responsible for: acting as a liaison between the professor and the group, agenda preparation, delegation of tasks, clarification of thoughts, and more. The group members’ main task is to come to meetings prepared to actively participate. Often times, group members can be assigned special tasks, such as note taking, and all group members should feel comfortable seeking clarification, as to not rely too heavily on the PM.

It will be important to stress to the students that roles can be flexible depending on the group. It is more important to the effectiveness of a group that roles are pre-determined and respected, rather than who holds the role. Furthermore, it is important to clarify that the students assign these roles based on individual skills of each group member. The group is to choose the roles of each individual based on who they feel would best fulfill these roles.

Once the students understand the role of a PM and a group member, we are able to teach them about some tools that can make their groups run more effectively. An agenda sent out to the group before the meeting allows group members to be comfortable with the information to be discussed and allows group members to come prepared. The “parking garage”, which allows ideas brought up in the wrong stage of the process to be acknowledged for later use. The “dinger” audibly and visually alerts the group that they have strayed from the agenda. All of these tools are great for keeping the group on task.

Of these tools, we feel that the agenda is the most important, serving as the backbone of the meeting. For this reason, we would spend time in the training explaining an effective agenda system that we selected for the students. To teach this concept, would ask the students to provide an example of a problem that has been tasked with or could be tasked with in a group. We would then refer to this problem throughout explaining the agenda system in our presentation. This allows the agenda system to be more easily digestible and makes our presentation more interactive. Also, it allows us to make our presentation more applicable to a problem that they feel would be put in front of them.

The agenda that we compiled to teach to the COMM 102 students begins with ventilation. This allows socialization to occur at the beginning of meetings, a casual point in the process. When placing ventilation on the agenda, it is less likely to occur later, interrupting other steps on the agenda. We will explain ventilation to the students as venting of common frustrations and sharing personal news or small talk.

Next in the process, we would encourage the students to define the problem. We will explain that defining the problem typically consists of clarifying the stated problem and sharing knowledge about the topic via unbiased facts. This stage also allows students to explore any unstated problems that may be associated with the task at hand.

Once the stated problem has been defined and mutually understood, we suggest the students analyze the problem. Analyzing the problem includes considering the audiences of the problem as well as their concerns and interests in the problem. We would also recommend considering which audience holds the most importance. We would instruct students to be cautious in this step, considering if the stated problem is truly the actual problem.

After analyzing the problem, the students would be instructed to brainstorm solutions. We would teach proper brainstorming technique by facilitating a brainstorm session with the students. Instructions for brainstorming would include: not evaluating ideas while brainstorming and encouraging high quantities of ideas, “piggy-backing”, and crazy ideas. We purposely chose to teach this audience an agenda system that featured brainstorming before criteria generation, the next step, in order to support unbridled creativity rather than ideas censored by criteria. After the facilitated brainstorm was complete, we would process the brainstorm, discussing what the students saw happen in the brainstorming session.

Next, we would exhibit the process of criteria generation, creating common criteria that suited the ideas produced by the students. We would explain the purpose of generating criteria and use the discussion to touch on how conflict can be positive to the group process, especially at this stage.

In the conclusion of teaching the agenda system, we would briefly touch on how to summarize and evaluated meetings. These two steps would not take long as students in a lower level college would be well versed in the process of summarizing and evaluating. We would perhaps, give them an outline of evaluation by explaining we have found it is best to share an overall rating of the process as well as a positive and a negative.

In order for groups to work effectively, the members of the group should be skillful in communication. We will share this wisdom with the COMM 102 students by telling them of the top three individual communication skills that our group had determined and why they are helpful. The first skill is: ask effective questions of group members. This allows for clarification and encourages positive conflict. The second skill is: effectively evaluating group members’ ideas. This is helpful because it allows for honest feedback on the ideas of the group. This also stresses the importance of feedback and continuous improvement. The third skill is: clarify the process. This encompasses setting deadlines, goals and respecting the process (accomplishing tasks in the correct order). By doing steps in the correct order, the group ensures that they are backing up their tactics or solutions with a solid thought process by fully completing strategic analyses.

We also compiled a list of decision making processes for the students--- or more simply explained--- rules of thumb. These rules of thumb were generated in our group’s analysis of our past group work experiences. We have found that when these rules of thumb are followed, group work is most effective. Our rules of thumb are as follows:

1. Research unbiased facts prior to defining the problem.
2. Complete a thorough audience analysis when analyzing all problems.
3. Determine potential variation between the stated problem and actual problem.

We felt that the most important part of our presentation to COMM 102 students would be the presentation of the “to dos” and “not to dos”, so we chose to conclude our training with this topic. We feel the “to dos” and “not to dos” are most important to this audience because they are the easiest to remember, and the students may begin applying these concepts right away. For this reason, we felt this section of the training leant itself best to the creation of a video highlighting some of the most important “to dos” and “not to dos”. This section would have a high personal connection and we would express the link between our past experiences and the lists. We would first share the listsand then show the video highlighting the most important points in a humorous and exaggerated manner.

After the showing of the video and a summary of our presentation, we would ask the students to help our continuous improvement by inviting them to give us feedback via an evaluation that we would distribute (See appendix E.)

**Evaluation**

For our evaluation process, we came up with a survey thatthe students would take at the end of our presentation. We believed that the survey would give us some insight on how much the students knew about the group process and what it takes to be an effective group before they observed our training presentation. Additionally, it would also show what the students got out of our presentation. That is our rationale behind the two questions that ask the students to rate their knowledge of before and after our presentation. With these questions we believe we can measure the students’ increase of knowledge of the group process after our presentation--- or at least their perception of their increase in knowledge. Our third question asked if they will refer back to our presentation to help them in future groups. This question would help us measure how effective our presentation was on our targeted communication students. Lastly, since we are always looking for areas to improve upon, we wanted to ask the students if there was anything we could have done better to better train them. Students’ opinions are valuable to us because we want to know what can catch their attention and help them succeed in the classroom and in group work.

**Rejected Solutions**

The majority of the rejected solutions that we came across in the process of crafting this training were concepts focusing on evaluation. We wished to receive honest, accurate, and in-depth responses that would assist us in refining the training for future use if necessary.

We first considered utilizing the “clicker” system to survey students. This method was often used in the lower level communication course when we had taken the courses and the students would have been familiar with the systems. However we felt that we would not receive accurate answers because we felt the students would not take the survey seriously due to the fast-paced nature of this collection. This method would also restrict us to only multiple choice questions.

Our group also considered evaluating the success of our training by monitoring what classes students took the following semester, if they continued taking courses in the communication field. We quickly concluded that the relationship between a grasp on effective group work and the act of continuing to take communication courses did not have a strong enough correlation.

Our last rejected idea, was to return to the class later in the semester to administer a second survey to see if there had been an improvement in the students group work. This idea was vetoed due to the lengthy turn-around time on the information. We also felt that students would answer in a biased manner, assuming that because time had passed they had become better at group work.

**Continuous Improvement** After carefully analyzing our situation further, we were able to come up with a few things we would adjust before we would present this training to a class.

First, we would make sure to use the correct terminology when referring to the leader of a group. In our presentation we referred to the leader as a facilator, which is a term used multiple times in small group communication. However, the term used in the communication class we would be presenting to is project manager. We realized this was an oversight on our part. Not only is “Project Manager” the jargon most used in the communication classes we are preparing the students for, it also fits with our audience analysis--- allowing us to introduce the students to the culture of the communication department at UW-Green Bay.

Secondly, we would make sure to explain in more detail to the introductory communication class our reasoning for making agenda systems secondary in our presentation to the COMM 102 students. As a group we realized the personal issues we have experienced in lower level communication classes had nothing to do with what agenda system was used, but rather simple “to dos” and “not to dos.” We wanted to take that personal experience and turn it into knowledge for the COMM 102 students to help make their lower level communication course groups easier to manage.

Lastly, we would also touch on our selection criteria for the chosen to do’s and not to do’s. When touching on the criteria it would be a sufficient time to tie our audience analysis to the rest of our project. We wanted to make sure to use our personal experiences to guide the presentation to the COMM 102 students. By brainstorming as individuals the “to dos” and “not to do”, then coming together to vote on the few we believed was most important we really emphasized the personal experience we have had.

**Appendix A:**

1. Training – the act, process, or method of one that trains
2. Training - The skill, knowledge, or experience acquired by one that trains
3. Session - a meeting or series of meetings of a body for the transaction of business
4. Group – two or more figures forming a complete unit in a composition
5. Group - A number of individuals assembled together or having some unifying relationship
6. There are 114 students Intro to Communications 102
7. The average age of students in the class is 20 years old
8. Most of the class is Freshman-Soph. level
9. This semester at UWGB, Professor Danielle Bina is teaching Introduction to Communication (COMM 102)
10. Many different professors have taught COMM 102 over the years.
11. The class is on Tuesday’s and Thursday’s for this fall’s semester
12. It is from 2pm to 320pm
13. The class is in Environmental science room 114
14. Professor Michael Bina is also teaching an online version of COMM 102
15. Description of course is as follows
    1. Communication is the means by which individuals learn about themselves and the world around them. This course is an introduction to Communication, which emphasizes the understanding of messages in various settings, including interpersonal, small group, organizational, and mass communication. Such topics as the interplay between American society and mass media are discussed.
16. The class is a 3 credit class
17. The following group expectations are from the UWGB Communication department website: All group meetings will have an agenda,
18. All group members will attend scheduled meetings,
19. All group members will be on time for meetings,
20. All group member will come prepared for meetings,
21. If, for some reason, a group member can’t attend a meeting they will inform another member in advance.
22. The following are forming group guidelines found on the UWGB Comm. Dept. website: Each member identifies and shares 3 strengths,
23. Each member identifies and shared 3 weaknesses,
24. Coordinate meeting times,
25. Exchange member information,
26. Each member shares special resources and personality profile,
27. Select a group name.
28. Students in Comm. 102 are NOT graded on group work
29. Comm. 102 course overview
    1. The course is an introduction to the field of communication. It focuses on the history and theories of communication, the contexts in which communication occurs, and the issues associated with various forms of communication.
30. Groups will work together during the semester to solve problems and complete exercises during class.
31. Personal communication skills include: Public speaking,
32. Meeting management,
33. Research and analysis,
34. Visual information,
35. Personal ,
36. Written,
37. Problem solving and strategy,
38. Interpersonal,
39. Critical thinking.
40. Efficient decision-making involves a series of steps that require the input of information at different stages of the process, as well as a process for feedback.
41. Group rules clarify the group’s operating rules in order to foster accountability, improve decision making and excel at the task
42. Decision – the act or process of deciding
43. Decision -A report of a conclusion
44. Making – the act or process of forming, causing, doing or coming into being
45. Making -A process or means of advancement or success
46. Process – something going on
47. Process -A natural phenomenon marked by gradual changes that lead toward a particular result
48. Process -A series of actions or operations conducing to an end
49. Goals – Generalize statement of the outcome your plan hopes to achieve
50. Objectives- State a desired outcome in more specific terms,
51. Specify audiences,
52. Measureable,
53. Refer to an “end” not a “means”,
54. Include a time frame for achievement.
55. Strategy- Take objectives and move them toward action
56. Tactics – The tools recommended actions to implement the strategy
57. Audience Analysis – Process of investigating the people you will be communicating with and their situation
58. You do an audience analysis to anticipate audience responses, know what to express, know what to repress, determine how to achieve objectives, ascertain likely level of effectiveness.
59. A good rule of thumb is to adjust your messages to the audience.
60. You define an audience based on place, people, mediums, contents, and time.
61. Some audiences are more important than others.
62. How to conduct an audience analysis: behavioral driven inferences, demographic driven inferences, surveys and focus groups.
63. Effective audience analysis researchers ask appropriate questions.
64. Effective audience analysis researchers organize the survey appropriately.
65. Effective audience analysis researchers use the right sampling techniques
66. Effective audience analysis researchers create reliable and valid instruments.
67. Effective audience analysis researchers analyze quantitative data appropriately.
68. Effective audience analysis researchers analyze qualitative data appropriately.
69. Effective audience analysis researchers report quantitative results clearly and accurately.
70. Effective audience analysis researchers report qualitative results clearly and accurately.
71. An effective learning process is study, demonstrate, adjust and repeat.
72. For groups to succeed everyone needs to be heard.
73. Effective problem solutions come from using two boards. One for the problem and one for the solution.
74. For groups to succeed everyone’s needs to listen.
75. Debating and conflict within groups can be helpful.
76. Group must of a leader to make sure they stay on task.
77. You should not have a group with un-compatible schedules.
78. In a group you should not communicate poorly.
79. There should not be the same characteristics or strengths/weaknesses in the group.
80. This course (Comm 102) has a teaching assistant.
81. Course objectives include: understand the characteristics of various forms of communication,
82. Examine issues associated with communication,
83. Identify career options in the field of communication,
84. Understand communication in public and private settings.
85. The syllabus makes this statement about group work: “Part of the Communication experience is effectively working in groups. Groups will work together during the smester to solve problems and complete exercises during class”.
86. This course has a D2L page.
87. One of the Comm department learning outcomes is: “Ability to collaborate with colleagues and clients in team-based environment to analyze problems and design and evaluate solutions.”
88. This course is not a general education course.
89. The communication workbook provides guidelines for group work.
90. The course is not SPECIFICALLY a pre-requisite for other Comm classes.
91. Group evaluation forms are featured in the Communication Workbook.
92. The workbook suggests a continuous improvement checkpoint.
93. The communication major is part of the Liberal Arts and Sciences college.
94. A learning outcome for the communication program at UW-Green Bay is the ability to collaborate with colleagues and clients in a team-based environment to analyze problems and design and evaluate solutions.
95. Many of the skills acquired in the communication program relate to group work:
96. Speaking effectively to groups,
97. Facilitating a meeting,
98. Managing conflict,
99. Adapting communication styles to different people,
100. And assessing personality types.

**Appendix B: KISS Charts**

**Underclassmen**

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **I** | **S** | **S** |
| Lower Level Course | Inexperienced to effective group work | Teach Effective Group Strategy | Throw them into a Group |
| Freshmen and Sophomore Standings | 18-20 years old and new to college | Introduce to the College Expectation Level | Come across as “know it alls” or Intimidate Them |
| Taking a Comm.  Course | Interested in Comm. | Prepare them for the Comm. Culture of UWGB | Lose Focus on Group Work |

**Professors**

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **I** | **S** | **S** |
| UWGB Professors | Experienced in Group Process | Consult them  Use what they have taught us  Provide subsequent instruction | Disregard Feedback  Make up Our Own Process Completely  “Step on their Toes” |
| Want their Students to Succeed | Open Minded About New Teaching Styles and Resources | Focus on Student Success  Utilize our Own Personal Experience | Ignore the Student and Disregard their Needs  Showcase our Talents |

**Appendix C: Handout**

Group Roles

* Facilitator
  + Leads Group
  + Prepares Agendas
  + Delegates Tasks
  + Keeps Group Focused
  + Clarifies
* Group Member
  + Comes Prepared
  + Actively Participates
  + Takes Notes
  + Clarifies

Tools

* Agenda
* “Parking Garage”
* “Dinger”

Agenda System

1. Ventilation
2. Defining problem
3. Analysis of Problem
4. Brainstorm
5. Set Criteria
6. Summarize
7. Evaluate
8. Feedback

Individual Communication Skills

* Ask Effective Questions
* Evaluate Group Member Ideas
* Clarify the Process

Decision Making Processes

* Research Unbiased Facts
* Complete Audience Analysis
* Stated Problem VS. Actual Problem

To Do

* Stay on Task
* Come Prepared
* Take Notes
* Collaborate
* Set Goals and Checkpoints
* Utilize Personal Skills
* Give and Take Feedback
* Use Whiteboard
* Arrive on Time
* Meet in Quiet Location
* Choose Correct Medium

Not to Do

* Get off Task
* Misutilize Talents
* Arrive Late
* Come Unprepared
* Skill Stacks
* Settle/Fear Conflict
* Attack Group Member’s Ideas
* Multitask

**Appendix D: Custom Agenda System**

1. Ventilation
2. Defining Problem
3. Analysis of Problem
4. Brainstorm
5. Set Criteria
6. Summarize
7. Evaluate
8. Feedback

**Appendix E: Group Process Training Evaluation Feedback Form**

Group Process Training Feedback Form

1. Before you saw the presentation, rate your knowledge of the effective group work

process 1-7. (Circle one)

1 2 3 4 5 6 7

No Knowledge Confident Knowledge

2. After our presentation, rate your knowledge of effective group work from 1-7. (Circle One)

1 2 3 4 5 6 7

No Knowledge Confident Knowledge

3. In future group work, do you think you will refer back to this presentation as a guideline for effective group work?

4. For future presentations, is there anything we should expand upon?

**Appendix F: Group Agendas**

Agenda 9/25

what to do/what not to do in groups   
additional audience(s)  
discuss potential orgs for next project  
another concerns  
assign further tasks

Agenda for 10/2

Top 5 what to do and top 5 what not to do (from assignment)

Top 6 Individual communication skills (from assignment)

Goals/Objectives (together)

other concerns

thoughts on next project

Task For next time

Agenda for 10/9

Clarification on "decision making process" after speaking with Phil on Thursday  
What Process we would like to use (as covered in class on Thursday) - The thing with all the letters!  
Feedback on Training (bring questions)  
Video Script

Agenda for 10/16

decision-making process (see email thread "Preparation for Tuesday's Meeting")  
film good/bad group demonstration  
compile all our info for presentation  
assign tasks to be ready to present  
schedule extra meeting time to practice presentation

Agenda for 10/23/12

finalize speaking roles

look over ppt

approve video

Agenda for 10/27

practice and time speaking roles

**Appendix G: Group Rules**  
  
1. Always have an agenda.  
2. Attend group meetings and all classes.  
3. Always come prepared to group meetings.  
4. Don't be afraid to ask for help.  
5. Give all ideas a chance.  
6. Always have a meeting space with a whiteboard.  
7. Create and keep deadlines.

**Appendix H: Sources**

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