

Lecture 1.1 Abridged

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Group Dynamics

This Week
Intros

Next Weeks...
Conflict

Soon?
Cooperation

Goal...
Productivity

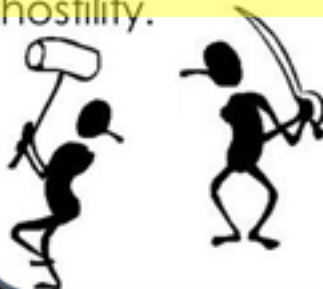
Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Tuckman's Stages of Group Development

Group Dynamics vs. Success

- Your choice to engage helps move the group toward “Norming” & “Performing” stages
- *Your choice to engage benefits everyone, just as their engagement benefits you (non-zero-sum)*
- Your performance is effected by others’ attitudes
- Plus Positive participation earns extra credit

Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Group Dynamics vs. Success

- **Groups function at the level of the weakest link**
- A choice not to engage in class may be a choice to resist and keep the group in the “Storming Stage” (a lose-lose / negative-sum situation)
 - The Result: *Everyone’s grades suffer*

Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Plus...

Coercive environments increase *resistance* (conflict) within the group.

Because *conflict* is about winning,
*coercion fosters a zero-sum or
win-lose mentality.*

“He wants to fail all of us!”

The Result

Increased conflict from a coercive environment can prevent group “Norming,” especially in mandated classes.

Conflict & Bifurcation

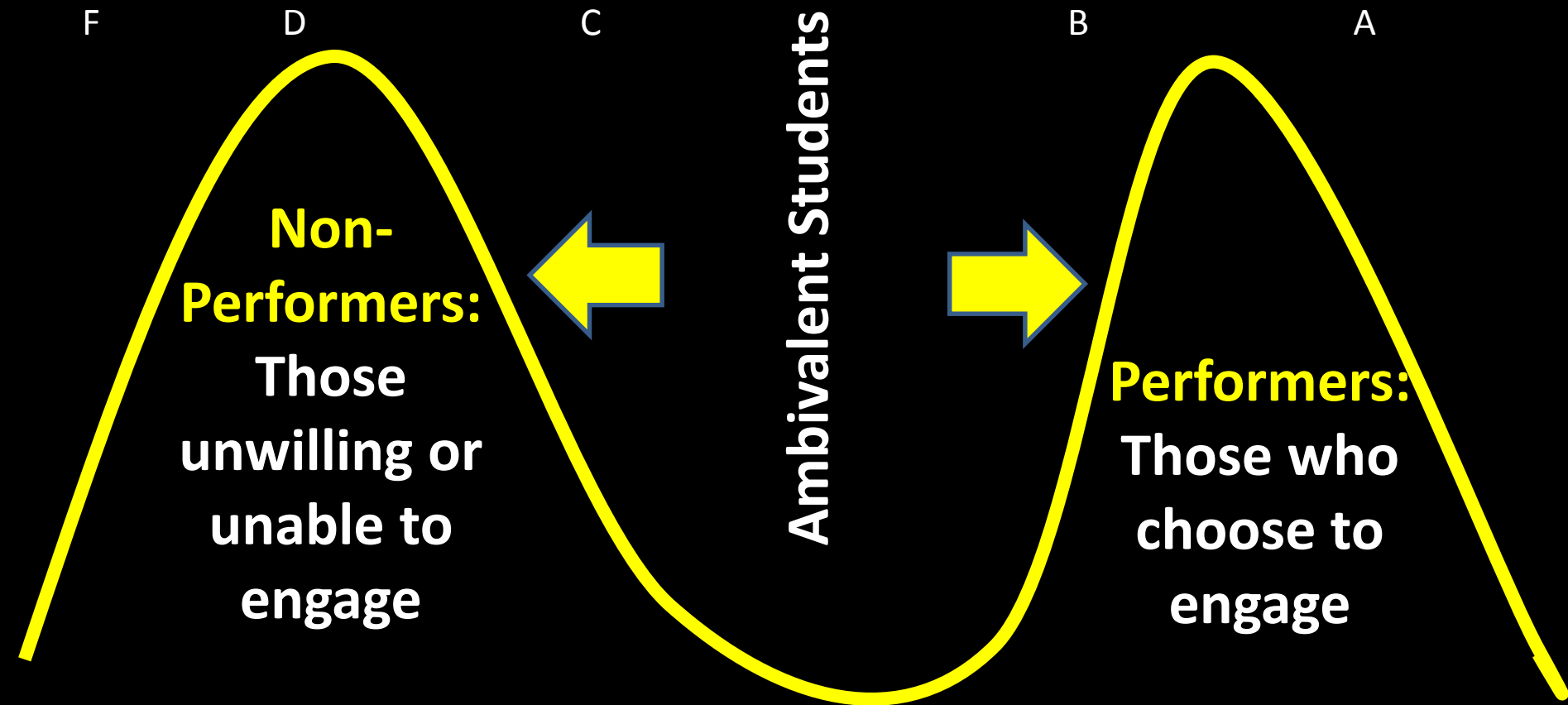
If a class fails to reach “Norming,”
it splits between:

A) Performers

B) Non-Performers

As a class splits, *ambivalent students* feel
coerced into choosing sides between
Performers & Non-Performers.

Coercion's Result: Bimodal/Bifurcated Distributions



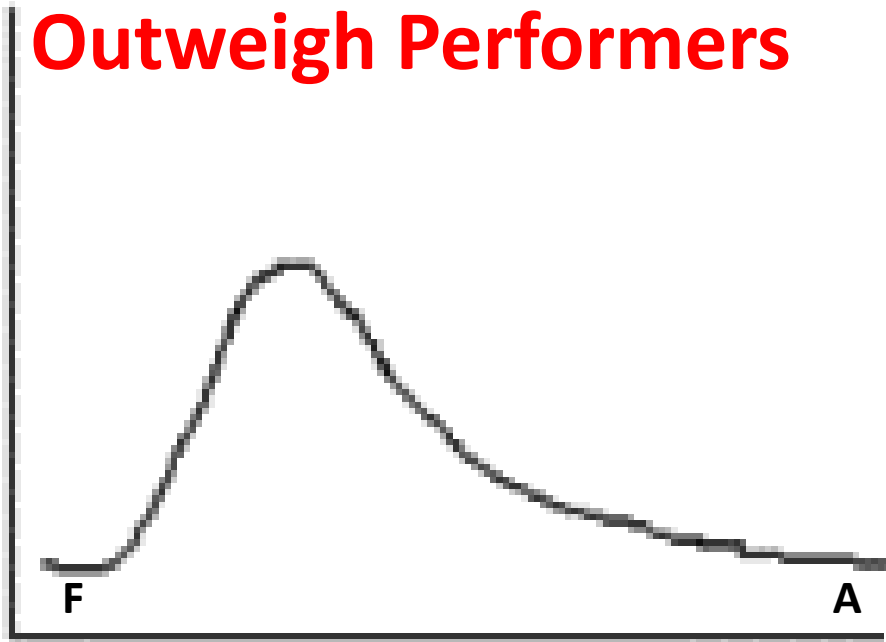
Thus,

The more-coerced / less empowered students feel, the more likely they will join / become Non-Performers

The less-coerced / more empowered students feel, the more likely they will join / become Performers

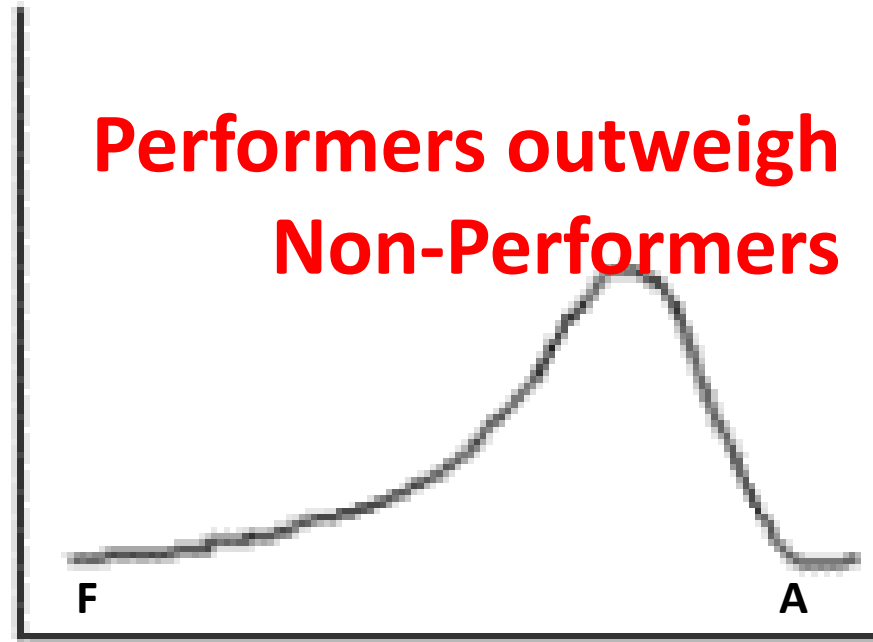
Skews

**Non-Performers
Outweigh Performers**



My Goal

**Performers outweigh
Non-Performers**



- Coercive Settings OR
- Non-Coercive Settings where “Negative Nancies” pull down everyone’s grades
- Negative-sum situation

- Non-Coercive Settings and/or
- Less-Coercive Settings where more engagement pulls up everyone’s grades
- Non-zero-sum situation

Clarification

Performers are NOT just A/B students
Non-Performers are NOT just D/F students

“Performing” means choosing to engage

“Non-Performing” means choosing not to engage or working against those who engage

It's about attitudes, not brains or grades.

“Stages of Death & Dying”

(Kübler-Ross, 1969)

Stages of Decision-Making

- 1. Denial
 - 2. Anger / Blame
 - 3. Bargaining
 - 4. Depression
 - 5. Acceptance
- 
- Conflict*

***“When we are no longer able
to change a situation, we are
challenged to change
ourselves.”***

**--Viktor Frankl
(concentration camp survivor & psychologist)**

**For Performers,
Engagement & Success are
choices reflecting *Acceptance***

**For Non-Performers,
Choosing to change self-
destructive behaviors & beliefs
leads to Engagement & Success**

Choice & the “Stages of Change”

Pre-Contemplation

Contemplation

Preparation

Action

Maintenance

1 Pre-Contemplation

- *Denial & Active Resistance*
- **Not ready to choose success**

The Addict:

“I don’t have problems & don’t need to change.”

Have you heard/thought this?

“This class isn’t important, so I won’t buy the books & I’ll do as little as possible.”

“Everything he says is bullshit.”

2 Contemplation

- Thinking about success, **maybe...**
- **Active Resistance (ambivalence)**

The Addict:

"I might have a problem, but I can change later."

Have you heard/thought this?

"I don't know if this class is important, but if I need to work, I can catch up later."

"I work better with deadline pressure."

"I'll buy the clicker later, if I don't drop the class."

3 Preparation

- Readiness to start succeeding
- Choosing not to resist

The Addict:

“OK, I have a problem, I want change, and this is how I’m going to face my problem.”

Have you thought/heard this?

“I’m not going to pass until I make time for this class and do what I know I need to do to succeed.”

4 Action

- *Choosing to Engage so you Succeed*
- **Keeping your commitment to succeed**

The Addict:

“This is what I’m doing to face my problem and change.”

Have you heard/thought this?

“Class is so much easier when I’m prepared!”

5 Maintenance

- Maintaining commitment to success
 - Practicing successful habits

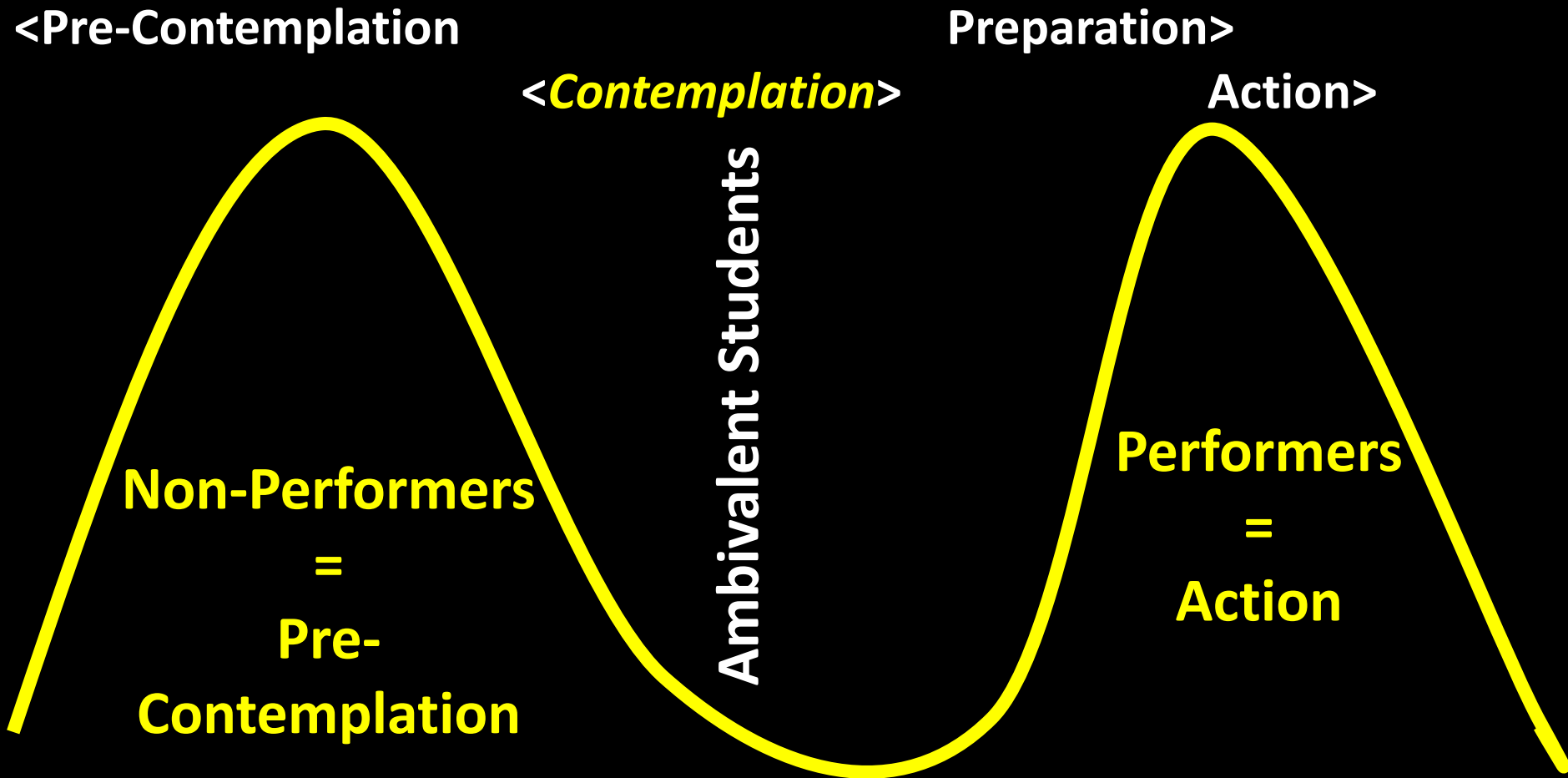
The Addict:

“I changed and this is how I’m going to make sure I never go back!”

Have you heard/thought this?

“I’m succeeding! And I’m going to follow my plan until the final!”

Change & Bimodal/Bifurcated Distributions



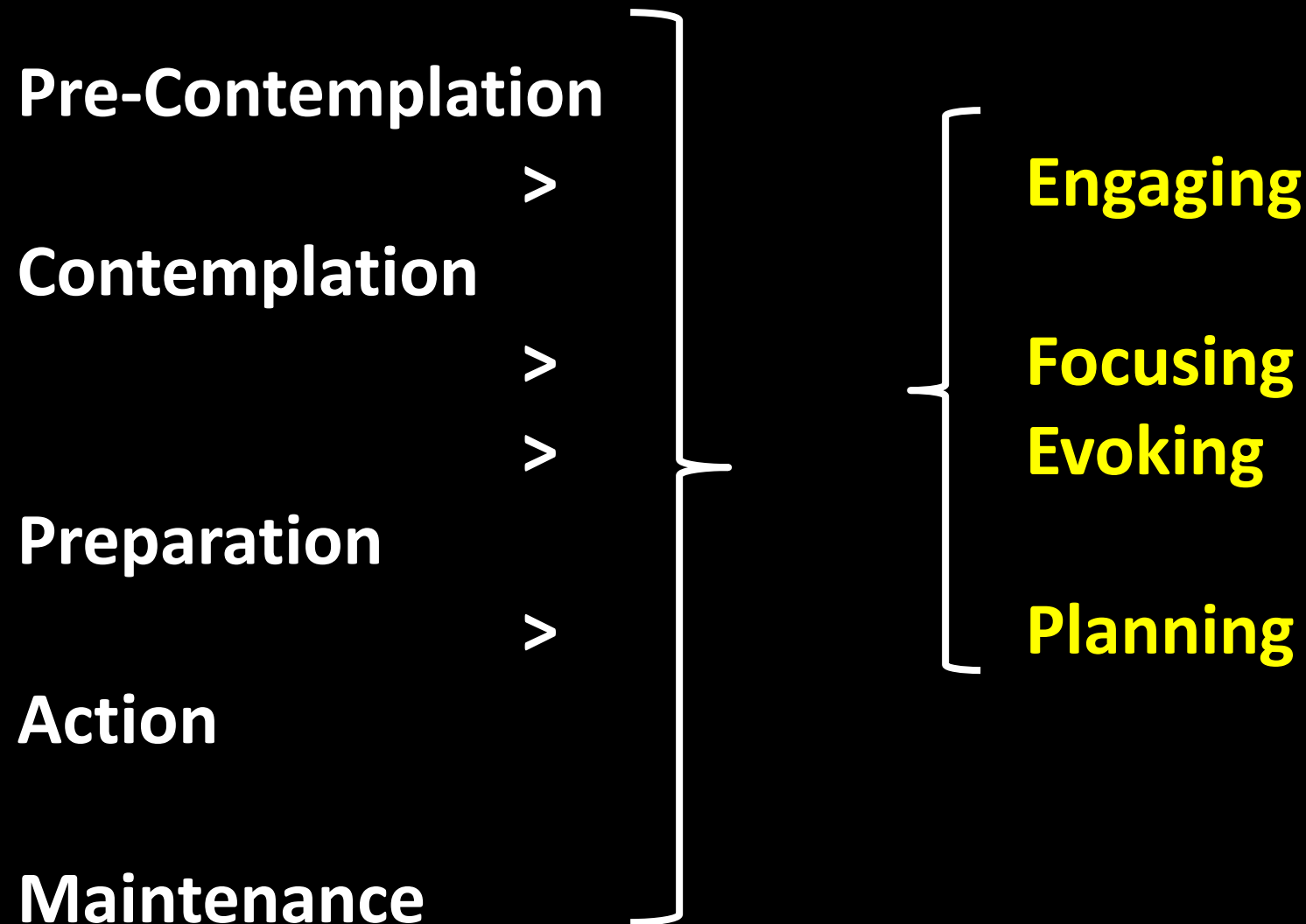
Teaching Methods

I use “Motivational Interviewing” techniques offering students a choice to engage more positively with this course so that they:

- 1) Feel empowered to choose to succeed,*
- 2) Choose to earn a better grade, AND*
- 3) Choose to seek greater satisfaction in life*

Motivational Interviewing

Vs. Stages of Change



Motivational Interviewing:

- Empowers ambivalent students to choose
- Change & Success occur when students resolve their own ambivalence
- Self-destructive beliefs & behaviors resolve only when students believe changing is advantageous

1 Engaging (Starts today)

- Sharing & understanding concerns
 - Finding shared values
 - Agreeing on established goals
- Creating a partnership to reach goals

Professor:

"I hope everyone chooses to pass. I'm here if you choose a guide."

Student:

"I want to pass"

2 Focusing (Next few classes)

- Moving past *ambivalence* (“maybe”)
 - Setting goals for success
- Figuring out your own reasons & motivations for success

Professor

“These are the expectations for an ‘A.’”

Student:

“My goal is to pass this class with an ‘A’”

3 Evoking (next few weeks)

- Articulating your reasons about why & how to succeed
- Deciding to choose to succeed

Student:

“I want to succeed in this course so I can graduate on time.”

“I don’t want to stress about this class!”

4 Planning (self-evaluation #1)

- Envisioning success as your goal
- Seeing the tasks needed to achieve your goal
 - Committing to your goal
 - Making a plan of action

Student:

“I know exactly what I need to do to succeed in this course. I can do it!”

Change & Bimodal/Bifurcated Distributions

Engaging > Focusing > Evoking > Planning >



Ambivalent Students

Non-Performers
=
Not Engaged

Performers
=
Engaged

