EXPLORE
Question
What questions is your inquiry contingent upon?
We will be assessing group processing in our paper via interviews with group members and field observations with our project and in class. Likewise, the community-based learning initiative will be part of the interviews and we will see how each group member interprets and acts on the initiative.

Group meeting 10/18
All 6 of us were present. We discussed details for our first event on Sunday. Toby is responsible for purchasing water and granola bars for the participants and bringing it to the event site. Lily is to introduce our research to the participants. Mecca will be in charge of leading the first session, giving them some information about the benefits of walking and leading the first walk. Martin and Mecca agreed to meet Saturday morning to test how long it would take to walk the length of the proposed trail and on additional times of handing out flyers to potential participants on Sunday morning. Five of us except Nap agreed to participate in our first meeting and scheduled to meet half an hour prior to the event in the church.
The meeting was very short, yet very focused and productive.

Group meeting Notes, Class, 10/11/06

First, we talked about how to obtain trustworthiness. In the Group Dynamics portion, it will be triangulation via observations and interviews from all of the group members, including possibly comparing written reflections in our ilabs throughout the semester with our interviews near the end of the semester. In the physical activity project, it will be member checks (through questionnaires and also possibly a post-project eval of us), plus thick description coming from multiple team members.

Then we discussed 1.) logistics of getting the P.A. project moving, and 2.) status of lit review.

1.) We were in agreement that we must push forward with publicizing the project and preparing for a 10/22 first event, even without IRB approval at the present. Martin got a positive note from our contact person, in that he liked the PowerPoints and information that we had provided. However, he is skeptical that participants will show up because they are extremely busy and there are many other commitments for them already. We discussed what if nobody comes. Jamal said if that happens, then we can shift the focus of the project (what a good qualitative researcher he is!) to what the barriers to participation are. We can interview people about why they *didn't* come, if necessary.

Martin and Lily plan to meet potential participants on Sunday to give them fliers. Martin will make copies of the handouts in Freer in advance. They will try to target 3 groups, and the PowerPoint and announcements that are already completed will help spread the word even if we don't make personal contact with everyone.

2.) Good job by the group on the lit review. We are far along on both the Group Dynamics portion and the Physical Activity portion of the lit review. By Tuesday morning, Toby will compile the Physical Activity portion for Jamal from Lily, Nap, and himself, and Jamal will compile the Group Dynamics portion from Mecca, Martin, and himself. Jamal will compile to turn in 10/18.

9/29 Notes from meeting with the pastor

On Friday morning Mecca and Martin met with the pastor in the church. By then he had already received a proposal from us (on Wednesday Sep 27), so he had time to think about it. We had a very friendly informal conversation with him as well as a good business stuff talk.

We agreed on the dates of our four Sunday events: Oct 22, Oct 29, Nov 5 & Nov 12. We had a lot of discussion about the time though. In our proposal we suggested 3pm. The pastor had a slightly different idea. He though we should do it earlier, maybe 1:30 or 2pm, so that people can just stay after the third service, get a snack and go walking. That way we wouldn't loose people who after driving home don't want to come back. However, the final decision is still in our hands, so let's discuss that on Wednesday. Maybe providing some snacks would be an incentive for people to join and for us a means how to make sure we have at least 15 participants.

We were offered to use the church facility in case of bad weather. We can also use the church equipment, in case we want to do our 10-minute or 15-minute presentations in power point.

We told the pastor that we will prepare all the recruiting materials: flyers to be posted in the church lobby, small flyers to be handed out, a power point presentation for the sanctuary screens and an add for the church bulletin. We agreed that we will bring that by the end of next week, so that it is available for Sunday Oct 8, which is two weeks prior to our first event. The pastor had some good suggestions what to point out in these. From the church's own experience, it might help to focus on the social aspect of these events like make friends, hang out, not exercise, which might be something people know they should do, but they don't want to. We could also advertise the beauty of the scenic Meadowbrook Park with its prairie grasses and hundreds of bird species.

Overall we had a very good and productive meeting. We established both personal and professional ties with the church, which might help us once on site.

Group Meeting 9/27
The group met (minus Toby due to other obligations) and talked about many things. Mecca and Martin declared that they had a meeting with the pastor on Friday Morning at 9 am.
We talked about what had been accomplished and what still needed to be done by the following week. Nap made a flyer that will be brought next Wednesday to class. She also agreed to make a ppt slide to show in front of the church.
We decided that we needed to Buckle down on the Review of Lit. We are all suppose to read 3 articles and summarize for a future meeting. It was decided that Jamal and Nap would get together to piece it all together and make it flow as if one person wrote it.

Our group decided to start our interview questions. We discussed whether it should be 2 different interviews (before and after) for the participants or just one before or after. It was decided to give two very similar interviews at the beginning and the end of the study to about 4 participants.

Two different interviews had to made. One for the church members and one for each group member. It was discussed if each group member should make up their own interview or if a template should be used to interview each other. We decided a template would probably be best for our study.

The questions that are a working document are all attached.

Group Notes: 9/24/2006

The group met at the undergrad library and tried to accomplish some of the tasks proposed on Wednesday.
Jamal and Martin tried to finish the IRB, Lily and Mecca went over some articles to find the theoretical framework.

Two members didn't show up, but they contributed by sending through e-mail some comments about IRB and the project proposal for the community.

During the meeting, Mecca and Lily agreed on trying to find out more about the social cognitive theory and ecological theory to see if it would be good for the project. They also compromised to look into more articles and dissertations about the subject proposed in the project. Jamal and Martin finished most of the IRB, but Jamal would make the final touches other day.

For next week, it was established to contact someone at the community, talk more about the theory framework and turn in the final version for IRB.

Group notes: 9/20/2006

All discussed a meeting time for the weekend: Agreed on 4pm at the Undergraduate Library

Martin started talking about our IRB and the issues she was having with finishing it up
She had talked with the pastor of a local church and the leader of small activities at the same church.
It was stated that she needed a proposal for the pastor for his consent on the project – but that we had a green light to proceed with the planned project otherwise.

Whole group participated in a decision to ask participants questions but not include them in final findings but that the questions would be interesting to present to the class during our final presentation.
We all agreed to conduct small # of interviews of basic questions

Nap - offered to make a video presentation for publicity of our proposed project. This would reach a larger number of church goers and hopefully fill our need of 15 participants.

Toby - encouraged the group to get a proposal together, and it was noted that Martin did not tell the pastor exactly what we were planning on doing.

Mecca - stated that she thought we should walk at least 4 times, and Leticia suggested we talk to the activities leader as to the best times do run our program

Toby argued about times, and it was decided that Sundays would probably work best for everyone.

Nap – asked where the group was going to walk, should we use pedometers, should there be a fitness discussion, etc. Discussion ensued

We the discussed the parameters of the study, how many participants (should we limit the number of participants or not), sign up sheet for walkers or not, etc.

IRB & Informed Consent discussion ensued.

Mecca the offered a schema for the proposal, including: an objective, an introduction, a scope, and a format.
Objective: to get a group of church goers to engage in physical activity in an after church walking group, and to determine the group dynamics of a graduate student group trying to organize a community project.
Introduction: "Is Religion Making you Fat?"
Scope: 4/60 minute walking session to encourage physical activity
Format: TBD
Discussion ensued
The group determined the program would include:
4 weeks of Sunday walking at 3pm
No limits on the number of participants but there will be a sign up sheet
The group will walk as one group

Information will be provided to the group for 15 min. at the onset of the activity
The group will walk the Meadowbrook Park Trail. If weather does not co-operate, we will walk in the gym or church

Determined who was doing what

For Sunday: Review all work on IRB/Proposal/ & Consent
Finish details of project
Develop interview questions
How are we going to get the information about the activity out?
Who is our audience, and what is our aim

Tentative and working title: "An Investigation of Group Cooperation While Implementing a Walking Program in a Church Community"

9/16 Posting 1
What observations, or findings are you encountering in your research?

Wow! I am definitely feeling overwhelmed. Upon leaving class last week, I felt confident about the task presented to our group. We were to design and implement a community based fitness program. We got excited and began to strategize. I proposed working with women at a church. Lily suggested a walking program. Martin suggested investigating the ways in which women from other countries alter their physical activity/exercise regimens upon coming to the US. Toby and Jamal talked about locating literature for the project, and I volunteered to contact the church that I had been attending.

The scope of the project has changed. Dr. Graber would like us to do a self-study where we are analyzing our effectiveness of working together as Kinesiologists. We have now become the project! She and Toby seem confident that the project will be interesting and fun. Main bullet points are…

• We are to take notes every time we meet and post on ilabs. Include how you think the project is going, reactions of other group members, etc.
• What is Nap's role (helping with literature review, IRB, and whatever she feels comfortable doing. Martin has let her know that she will be her contact person).
• Martin made a connection with the church. They would like a proposal from us, and we have to schedule a time to meet with the associate pastor to discuss dates and time
• Group member roles…

Toby - investigating theoretical frame work (Dr. Graber suggested looking at Constructivism, Socialization Theory, Heuristic Theory)

Lily - submitted 5 articles pertaining to physical activity and church based health promotion efforts

Jamal – submitted article "Weighty Matters: Is religion making you fat?" which inspired

his interest to investigate this topic further. He will also search for articles pertaining to group dynamics, as that needs to be included in our paper

Martin - program design, IRB, contact person for the church

Mecca – program design, contact person for church

Nap– IRB, literature review, and what ever else she wants

Good luck !!!

Plan
How will you go about answering your inquiry?
INTERVIEW WITH CAMPUS ADMINISTRATORS
KIN 494: Qualitative Research Methods

1.How do you define community?

2.How do you hope that community-based learning will be understood by faculty and students across campus?

3.What specific issues are you hoping to address as a result of the community-based learning initiative?

4.What kinds of support (financial or other) is the university giving to facilitate the success of the initiative?

5.How does community-based learning initiative support the university's overall mission?

6.In relation to the other initiatives that are emphasized in the Strategic Plan, how important is community-based learning?

7.Describe how community-based learning will enrich the students' educational experience while at the University of Illinois?

8.Does the "Ethnography of the University" initiative facilitate the community-based learning initiative, or are they separate entities?

9.The strategic plan emphasizes community-based learning and strengthening relationships with the public schools. How to you think that the two initiatives could support each other?

10.How is the community-based learning initiative similar to or different from initiatives that are emphasized at other universities?

11.How are you using your role as _____ to facilitate and support the community-based learning initiative?

12.What successes and failures have you had in the implementation of this initiative?

Anything else to add?

Follow-up questions?

In- Group Interview Questions

1.How did you feel meeting with your group every Wednesday?

2.DO you think that these meetings influenced the group dynamics?

3.How would you describe or interpret group dynamics?

4.How is it different being a grad student in this class and how does it effect the group dynamics?

5.How did you feel, as a grad student, about the assignment as a whole?

6.Have you had any prior experiences working with qualitative research?

7.How do you view Qualitative research as a method of gathering data?

8.What do you think the expectations of graduate students are in an intermixed (graduate/undergraduate) class?

9.If you were a pastor of a church, what would be some of the things you would do to promote physical activity?

10.How does the structure of this class add to the ethnography of the University?

11.How does working on iLab's affect this class?

12.After experiencing this project, how do you feel the church influences physical activity?

13.What influence does religion have on levels of Physical Activity that people partake in?

14.If you had a chance to change something in this project, what would you do differently?

OBSERVE
What observations, or findings are you encountering in your research?
Results
a. We learned that conception and implementation are two very separate entities. In our first meeting, our group was very optimistic about the success of facilitating a community based walking program. Members felt that it was realistic and feasible for the following reasons: the easy, simple nature of the program, it was of no cost to the participants, and that participation in this program was directly related to increasing one's level of physical fitness. The fact that a group member already had a relationship with the church by being a member further encouraged us to pursue this project.

b. The group consensus was that we did provide a service to the community although there was not a high level of participation from church members in the project. Those members who did choose to participate appeared to have had a pleasant experience during the walk, and made promises to return the following week, even though they did not. The church members also experienced the group members working to provide them a service- handing out flyers, speaking with them about the benefits of walking, and the actual walking itself. We feel that a good impression of the class and the University in general was made upon the community in that regard.

c. For the most part, the group agreed that we worked well together. Knowing that we had limited time together (one weekly scheduled meeting, various impromptu shorter meetings, and email), arranged the energy and the flow of the group work and dynamics. Extenuating circumstances, such as a member commuting from two hours away, one group member going on vacation, and two group members attending a professional academic conference, affected both positively and negatively how we accomplished particular goals. Positive effects included making good use of the limited time we had together and getting work done, while some negative effects included feelings of frustration from some group members and feelings of isolation from others.

d. The group members were all in agreement concerning the importance of community based learning. Several group members work in the Champaign-Urbana community in part-time or full-time capacities, and realize the value of making the connection between community members and the University. University officials that were interview agreed that this connection was crucial and beneficial to all parties involved.

Conclusion

During the course of the semester, our group worked together in an effort to promote a physical exercise program in the community. Through sixteen weeks, we learned about group dynamics, the elements essential to implementing a community based exercise program, and about the mission and goals of the University of Illinois. In our work we found more agreement with our initial literature and theories than differences. This is an outline of the overall conclusions for the three major areas of this semester's work, and the summation of our project goals. This will hopefully provide future readers and researchers a guide to continue the work our group initiated.

On the outset of the semester, all group members were ready, willing, and able to accomplish the tasks inherent to the course. We brainstormed and met with each other outside of class to determine what community based physical activity service we were going to establish. After reading an article about obesity in certain religious denominations we began to set down ways that this information could be used to develop an exercise program at a local church. Group members were assigned certain tasks, a common practice throughout the semester, and were obligated to complete their tasks prior to the next meeting. Most often all group members completed their assigned task with expedience and success.

The first major snag in the progression of the assignment stemmed from the groups unclear perception, and delayed clarification about the parameters of the IRB. The IRB is an essential element in any qualitative research project, and our project was not an exception. We learned how to fill the template out, submitted the file, and wait. As the date of our first exercise session at the church approached, we still had not heard whether our project had been approved. In a general research situation, this would not be such a problem, but since we only had the semester to complete the assignment, we felt the pressures of the sluggish IRB process.

This frustration with IRB's is not uncommon and is shared by qualitative researchers in general. In attending an international conference on sports studies, one group member sat in on a session where the frustrations with the IRB process were palpable. His quoted summation of what was said in the session follows: "Clearly, the role of qualitative research as an alternative or complement to quantitative research is an issue for academics throughout the social sciences. Sociologists Peter Donnelly and John Sugden led a lively debate among audience members at the 2006 North American Society for the Sociology of Sport conference in which the inadequacies of the IRB form were a source of frustration for many in attendance. Many felt that the IRB was created solely with the experimental researcher in mind. As a result, it ties the hands of social scientists whose job is to probe beyond the surface of what people claim. Social scientists that investigate in this matter can't justify the transparency the IRB process requires if their work is to have an impact for change. Even if the subject being studied doesn't have an inherently controversial element to it, qualitative researchers need to continue to question how the academic structure for conducting research might hinder their work, especially in a community setting where the goal is to make a change in people's lives."

Once the IRB came through for our group, the frustrations were alleviated and we moved on with implementing the project. I will address the walking program in the next paragraph, but I wish to continue with our semester's experience of group dynamics. In comparison to the Tuckman Stages for a Group (1965), our group experienced all four stages. According to Tuckman, the ideal group decision making process should occur in the following four stages; forming, storming, norming, and performing. Though our group experienced the four stages somewhat out of order, our ability to complete the assignment and implement a community based exercise program, speaks of our cohesion in group decision making.

Because some of the group members knew each other prior to group work, the norming stage, in which members get used to each other and develop trust and productivity, already existed. This actually might have hindered the progress of the group in that some members might have felt 'left out' or 'excluded' because of the pre-established relationships between some group members. After the norming state, our group engaged in the forming stage, where we pretended to get along with each other and set out to complete our tasks.

Our group members were solely graduate students who do not share the same lifestyle. Assuming that undergraduate students in some capacity share a similar lifestyle, in that they all live on campus, have a similar course load of work, and may or may not engage in work beyond the campus, there exists a large disconnect between a group of graduate students as opposed to a group of undergraduates. Graduate students have varying familial, professional, and scholarly responsibilities. Thus, being that this was a group of graduate students, the forming stage was apparent quickly. Here politeness barriers were erased or lowered and tempers sometimes flared. One group member expressed a refusal to participate in future church exercise sessions because of distaste for the cold outdoor weather. Other politeness barriers came down during the course of the semester, to varying degrees.

Feelings got hurt and some members resented the project and the group, but we never let it stop our forward progress towards completion. In that sense we reached Tuckman's final stage of performing. Our group implemented a community based exercise program, which ran its course, and we have completed every task that has been assigned with a high degree of efficiency and competence.

The walking program itself had conflicting reviews by group members. Some felt the program was a success, others felt it did not live up to expectations and was a learning experience about the process of implementing a community based exercise program. In general, all felt that our hard work did pay off, benefiting those individuals who attended our small and short lived program. Our program is not a unique initiative. Other programs like ours are being designed throughout the county. Because the church and religion in general is a major socializing institution for human activity, our decision to start an exercise program in this setting was justifiable. Based on our research, and our experience as a group, we found that both church leaders and church goers alike see the benefits of physical activity. A surprising theme in our project was the acknowledgement, by church goers and church leaders, of the benefits of and religious communities potential for encouraging physical activity. But the acknowledgement and implementation of faith based exercise program are two different things. We were told by many patrons that they desired to engage in physical activity and that if the church had a program they would participate. Participants also stated that they desired to engage in physical activity and this program gave them that chance. But the turn-out numbers at our program and the return rate of participants from week to week, do not support the apparent interest expressed by church goers. We discovered a large disconnect between what church goers and church officials admit is necessary for a healthy community, and

what they actually do to manifest that healthy lifestyle.

A recent study by Demetrius Pearson at the University of Huston demonstrates the existence of other faith based physical activity initiatives as well as the conflicted nature of these programs. His presentation at the 2006 North American Society for the Study of Sport conference was premised on two conflicting questions: "Are healthy lifestyles the primary objective of clerics and religious entities engaged in physical activity and fitness programs, or is the primary objective proselytization and membership recruitment via a 'neo-Muscular Christianity' or 'religious fitness revival'?" The goal of his study was "to acquire a general understanding of the role and mission of physical activity programs sponsored by religious organizations." His study relates quite well with our semesters project in that Dr. Pearson would be quite interested in our conclusions of how our program was created and implemented in this religious context. His conclusions, though preliminary, state that although much is not known about new and "novel programs…each (physical activity program) espouses the interrelationship between religion and healthy lifestyles via the employment of organized sport, health promotion, and recreational outlets." Our group's decision to implement this walking program at a church, based on our own literature review, and continuing studies as demonstrated here, was founded on established theory and contemporary social concerns.

The final element in this semester's project was the interviews of fellow group members and administrators at the University of Illinois. The aims of these interviews were varied. Questions focused on determining the view of each administrator on the topic of community, how they saw community based learning initiatives as vital to the universities mission, how each of our fellow group members perceived elements of our project, and group members' general feelings on the semester as a whole. Each list of interview questions were consistent among the parties interviewed (i.e. administrators questions were the same, and group questions were the same for each group, but varied between groups). While presenting the interview responses to a general audience at a local conference, the interpretation of the administrator responses particularly were intriguing. In reading the transcripts, most administrators had similar responses to questions concerning community and how a university fit into that schema. But the interpretation by audience members at the fall 2006 Ethnography of the University (EOTU) Conference viewed the similarity of administrative responses as evidence of a standard, political answer for these types of questions and only paid lip service to the true benefits of community based learning initiatives. There was a palpable distrust of administrative responses by audience members that ethnography classes only serve the purpose of topically fronting the university as concerned with the general community, when in fact the university only operates at the behest of a board of trustee's and that ethnography based classes are not as important as historical curriculum. There was no evidence that the answers gleamed from administrators were cut and paste answers, but the continuity of answers does lead one to come to one of either two conclusions: (A) The answers are rote and have been determined beforehand to sound like the university cares about community based ethnographic classes, or (B) the administrators are on the same page, based on a clear and universal feeling held by the leaders of the university that community based ethnographic classes are a benefit to the renaissance and future of the

university. Certainty in either case is not apparent in this case, nor was the aim of the interview process in this project.

The group member interviews demonstrated the feeling of each group members feeling on a plethora of issues. Our group questions ranged in topic from feelings about the project itself, the class itself, to the role religion plays in engaging people in physical exercise. There was a general frustration with the class, the assignment (mostly based on clarity), and group members. Because of the strong independent nature of graduate student mentality, there was bound to be some friction between group members. There were also cultural barriers inherent in our particular group. The frustrations were a response to the nature of the class, and the desire to do graduate level work. As mentioned above, our group did come together, and managed to successfully initiate a community based physical exercise program. Success or failure aside, most interview responses reflect a general sense of accomplishment in the project and a palpable desire for the project to be over.

This general conclusion has addressed all the major elements of this semester's project. The group dynamics, community based physical exercise program and interview process outline what our responsibilities as a group were this semester. This group of graduate students engaged each other in relative adherence to literature about group dynamic processes. Our experience this semester coincides with literature, general assumptions, and current studies. Our implementation of a church walking program adheres to current studies and literature, both academic and general and our experience of the interview process coincides with assumptions about the necessity of interviewing in qualitative research. These interviews demonstrate the necessity of recording the responses of individuals in social study to create a whole and complete picture of the world we live in. We believe that we have successfully studied, implemented, and completed the necessary elements of this semester project with care and academic integrity. We submit this project with one voice, as the group we have become.

REFLECT
Link
Connect with other resources and materials.
#2
According to Wikipedia (www.wikipedia.org), group dynamics includes the field of study within the social sciences that focuses on the nature of groups. Kurt Lewin is commonly identified as the founder of the movement to scientifically study groups. He coined the term group dynamics to describe the way groups and individuals act and react to changing circumstances. William Schutz (1958) looked at interpersonal relations from the perspective of three dimensions: Inclusion, control, and affection. This became the basis for a theory of group behavior that claims groups resolve issues in each of these stages to develop on to the next stage. Conversely, a group may also devolve to an earlier stage if unable to resolve outstanding issues in a particular stage.
Wilfred Bion studied group dynamics from a psychoanalytic perspective. Many of his findings were reported in his published book, Experiences in Groups (1961). Bruce

Tuckman (1965) proposed a 4-stage model, aptly named the Tuckman's Stages for a Group. Tuckman states that the ideal group decision making process should occur in the following four stages: Forming (pretending to get on or get along with others); Storming (letting down the politeness barrier and trying to get down to the issues even if tempers flare up); Norming (getting used to each other and developing trust and productivity); and Performing (working in a group to a common goal on a highly efficient and cooperative basis).

This model refers to the overall pattern of the group, but of course individuals within a group work in different ways. If distrust persists, a group may never even get to the Norming stage. Looked at for larger-scale groups, Tuckman's stages of group development are similar to those developed by Scott Peck and set out in his book, The Different Drum: Community-Making and Peace (1987). Peck describes the stages of a community as: Pseudo-community, Chaos, Emptiness, and True Community.

One of the aspects is group goal decision making. The use of work groups and teams has become common during the past decades, with approximately 80% of large organizations using work groups (Forsyth, 1999). Working in groups is believed to have a number of potential benefits. Organizations that use work groups and teams are expected to have more involved members (Cohen, 1994; Lawler 1996), establish more challenging goals (Likert, 1961), produce more satisfaction for their members (Forsyth, 1999), and achieve higher levels of performance (Likert, 1961) than organizations that favor individual production.

Assigned goals can significantly differ from the goals that groups themselves establish for their own performance (Wegge, 2000). Vast differences also exist between group goals and goals that individuals choose for their own performance based on their personal motivation. According to social comparison theory (Festinger, 1954), people on average see others as less capable than themselves (Matz & Hinsz, 2000). Therefore, group members select slightly less difficult goals for the other members of their own group than they would set for themselves, if they were acting alone (Hinsz, 1991, 1992). Members of a group evaluate themselves and anticipate being evaluated by other group members. As a consequence, they may become more self-critical of their capabilities (Wicklund, 1975) and less certain of their abilities (Hinsz, 1992).

Another aspect of group dynamics is positive reactions to group activities. Group members tend to be more satisfied with their performance than individuals. One of the reasons is that groups fulfill their members' social and emotional needs (Levine & Moreland, 1998). Forming a group of participants can serve as a positive mood induction (Hinsz, Park & Sjomeling, 2004), individuals generally expect pleasant experiences from participating in a group. Effective progress toward desired positive outcomes leads to experience of positive affects, such as elation or excitement, whereas the opposite leads to negative affects, like anxiety or tension (Carver, Lawrence & Scheier, 1999).

Attributing credit or blame for different experiences to oneself, those within the group or others outside the group influences the responses of group members to different events as well. If a positive event occurs within the group and the group members internalize and externalize credit for the positive experience, it may help to foster cohesion among group members (Zander, 1994). Conversely, if blame for negative situations is both externalized and internalized (i.e., everyone is at fault), then the group may be motivated to handle the underlying problems (Sherman & Kim, 2005). Effective group dynamics involves sharing

both credit for positive experiences and blame for negative experiences (Marks et al., 2001).

Payne, Turner, Smith & Sumter (2006) found when studying undergraduates participating in group work, these subjects defined individual goals in three stages. First, they begin with the hopes of achieving a good grade. This stage is replaced with the desire to complete the project successfully. Ultimately, the goal of getting a good grade resurfaces to complete the last stage. Finding commonalities regarding goal commitment is essential for the successful implementation and completion a particular project. This can be accomplished through using the strategy of active participation. Active participation has been linked to satisfaction (Locke & Schweiger, 1979) and goal commitment (Locke, Shaw, Saari, & Latham, 1981).

Files:
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