

So for those of you who do not know me, my name is Dr. Candace Barnes I serve as an associate professor in the College of Education, as well as the distinguished education equity Fellow for the College of Education, which are lots of titles that mean, that basically means I teach in the teacher education program, particularly in the K6 elementary ed on the K6 elementary side, and then also serve as an education equity Fellow, which means that I do a lot of work with our chairs or deans across the college of education around education, equity, justice, fairness, impartiality. Today, however, I am here and I'm really happy to have this conversation with you all about group work. So this little gift, this kind of played right now. How many of you guys, I'm sure. And I think you may have a reaction button. If not, you can certainly put it in the chat. But for how many of you all, you know, does this ring true for you? When you hear group work, someone your instructor says, okay, so we're going to have a group, assignment a group project for, you know, for this class, how many of you, this is kind of your experiences which you say this is how you begin to think about and feel about group work? I kind of see a few people nodding. Yeah. Even from me, even for adults. Sometimes this is, this is our reaction to group work. Today what we're going to be spending time on is talking about how we can really collaborate and do group work together and make it effective. I'll give you guys a few strategies to continue to think about. As you all are entering and experiencing, having different encounters and different experiences during your group work. But the one thing that's really important to understand about group work is that real collaborative nature of it. And there are so many ways in which you have to set a stage for group work to be effective. And so the strategies and the information and the content that we'll talk about that I'll present to you all today is really for that purpose. So there are three things that we're going to spend our time on. Collaboration within the groups, accountability to your group and also to yourself, and then a couple of strategies. And I'm hoping that we'll be able to get to a couple of strategies to help you manage some of the conflict that may happen in group work, there are a lot of different personalities that are part of groups. And so it is, it may happen. It may, it may not always, but it may happen that you will experience some conflict. And you need to have a few strategies for how to deal with some of that conflict. But the real grounding part of what we're going to talk about today is the collaboration. How do you actually deal with that word trust? So a lot of times when we talk about group work, we really talk about it from a position or from a mindset of deficit. And I really want to try and help shift you all's thinking to seeing it from more, from a perspective of opportunity. So when we talk about group work from a deficit, usually these are the things that happen as a part of a dysfunctional team or dysfunctional group work or dysfunctional group assignment. There's usually this absence of trust. So you don't, you don't know the people you don't trust the people you may have had some negative experiences with them before you may be generalizing. And all these things can really ground how you begin to trust or the lack of trust you might have in your group. There's also the fear of conflict and that gets to the whole managing conflict. How do I engage in difficult conversations? What do I say? How do I approach these conversations? How do I approach a person? If, especially if I don't trust them, I haven't really built that group trust. The lack of commitment to the work or the lack of commitment to the actual group. A lot of this has to do with defining how you're going to make the contributions to the group, the avoidance of accountability. So, you know, either it's one of two things. Either I'm going to do it all because I don't really trust anybody in this room. So I'm just going to do all the work or people not really holding themselves accountable for their participation within the group. And at the very top of that, if you have not dealt with all of these other things below, there's that the results, so you don't get the result you want. If you haven't been accountable, you don't have the commitment. You're engaged in a lot of conflict and we haven't built the trust. So when we talk about it

from a perspective of opportunity, this is really where you focus. So the opportunity is about the positivity, the ways in which you are going to enhance the group work, the ways in which you might even enhance your participation within the group. And so it really is about how do you build the group trust. The reason that's at the bottom it is because that's the most important. If you don't have the trust, everything else falls apart. And it doesn't mean that you guys have to hang out and go to the student center together or hang out after class or any of that. But for that assignment and within that group, you need to trust the people with whom you are in that group with, so that you all get the results that you're looking for. What we're going to really focus on for the next few minutes are really strategies around group trust. And then also that managing of the potential conflict that's bound to happen. When you have those two things in place, the team commitment, the group accountability. And that will help ensure that you get the results that you're looking for. Okay? Alright, so building Group Trust, here's some things that you need to consider when you are building Group Trust. Number one, we all come into all of our spaces, and all of our encounters and all of our interactions with biases and stereotypes and generalizations about each other, group members, we all have it. Some of it's implicit some of, sometimes people engage in microaggressions, macroaggressions. But I'm here to tell you that everybody has some sort of bias. That, the issue is when you use those biases and those stereotypes and those stigmas to tell someone else's story for them. Because you haven't had'n't, haven't given yourself an opportunity to learn who this person is individually. And then how did they define their story as a part of a larger group? So even if you've had an experience with someone with whom you're you're in this group with understanding that was one experience and that may not be all of who they are, that may not even be representative of their authentic self. So it is very important that you're intentional about checking your biases and questioning whether or not you are holding someone to an expectation based on one piece of information, one encounter, one experience, or something that is wholly untrue about this particular person. Okay? The next thing, get to know each other authentically. Who are the people in your group, not the story that you tell about them, or the story you heard from someone else. But who are they? Who are they as, as a group member? Who are they as a person, as an individual? How did they tell you their story? How do they explain? What they can do, what they can offer. What do you actually know about each individual group member authentically, that's going to help you build trust when you know someone, when you really know someone and what they can do and how they can contribute to the group. You're more likely to build a little bit of that group trust. And then there's, this is twofold defining the contributions to the group. Sometimes will take on too many responsibilities as group members and we end up wanting and trying to do everything that is counter active or counterintuitive to group work. Everybody needs to define what they can do and how they can contribute to the group. It is not anyone else's position or place to tell someone that's not enough. Because you don't, you may not know their full and complete story. They may be contributing all that they can. Now if you need a little bit more, you have a conversation about, you know, are you able to do this? Can you pick up on this part of it? Do you have time to revisit these sections? Hey, you talked about in a conversation we had that you're really good at... Can you add that to the group? You have those conversations, but everybody needs to have an opportunity to talk about what they can contribute to the group. Part of that is, it helps you hold each other accountable. You know, that whole accountability piece. And it speaks to the commitment that you have within the group. But at the very bottom of that, it really is about building the trust. Then you have the community principles and creating a group identity. Every group is going to have some sort of identity. Whether it is, It happens organically or it's very intentional, but you'll have some sort of identity. What's really important about when you're

working with other people in groups is that you set the community principles that you all will uphold each other and yourself accountable to. So for example, how are you going to engage in conversations? Who's going to perhaps take on specific roles? What, how, how, what does it mean when we say we want to have openness in the group or transparency as a part of the group principles or respecting each other's ideas. What does that look like? What does it feel like? What does it sound like? You need to set those group principles? Now here's the thing about all of these concepts and ideas. It seems like it's a lot of work. Well, it is, it's a lot of work to participate in a group. But you all will have multiple varied opportunities, not only in your college experiences, let just outside of college where you're going to be expected to work with other people. If it's a group of four or if it's with a partner or pair or triad, you're going to have lots of experiences. And so these are things that I hope you can carry over into those experiences as well as just dealing with it from your class, class assignments, or course assignments. So building those group principles or building those community principles. So the, you all know how to govern yourselves within that group. So check your biases, get to know each other, talk about the ways in which you can contribute, set your community principles, and figure out what your group identity is going to be. Sometimes with group identity, people will give their group a name. I will get, I'll use myself as an example. I am a part of a group called chasing marbles. That sounds kind of silly, right? Chasing marbles. What does that mean? Chasing marbles is the group identity for a research group that I'm a part of. Because we constantly feel like there are times in which we're just chasing marbles around trying to make it all fit and make it all work together. But that's our group identity. And we kind of own that and we laugh about it and we joke about it, but it is a part of our group identity. So sometimes you name that group identity, sometimes that happens organically because of the work that you're involved in. But in, but in the chasing marbles group for me, we have community principles about our participation our level of commitment to the group. What we can contribute, how we're going to meet what our schedules are, who's who has a specific interest. All of those things are a part of our community principles within my chasing marbles group. Okay. Some other things to consider when building Group Trust is you have to think about the behaviors that you are displaying and exhibiting within your group. And so a few years ago, several years ago now, a, it's an Australian businessman and he created what's called the cohort model. And he talks about in, in every team, for all team dynamics, there are folks who are behaving as enhancers and folks who are behaving as, as disruptors. So this is a list that behave, the enhancers and behavior or sorry, enhancers and disruptors. And so as you kind of look at this list I want you all to just think about. Like, which one of these behaviors do you think falls into one of the other categories? So is it a thinker, is that a disruptive or an enhancer? Nitpicker is that an enhancer or is that a disruptor? So they all fall within one of those 2 categories, either disrupting the team dynamic or enhancing the team dynamic. And I would venture to say that, that we oftentimes exhibit a lot of these behaviors within teams depending on the kind of team that we are creating and we are building. So the model that where this comes from again is called the qual court model. And this is how it looks. So the behaviours in the middle, in the yellow, those are obviously disruptors. And on the outside are the enhancers. And then on the outside of that, in the lighter blue is the team developer or usually the team leader. And so oftentimes the teen developer team leader, team facilitator is the person who's bringing everyone together and trying to figure out which behaviors, which personalities will work well in a group. It really is up to those folks who are a part of that team to figure out who's and who are the enhancers. And then also recognize that if you are an enhancer, you can become a disruptor if you so choose to, or if you become frustrated or if whatever else happens, right? So let's look at this in a little bit more detail. If you are a planner, if that's, that's the way you can contribute to

the group. If that's the way in which you are enhancing the group and you know that's a strength, recognize that you can also become a fuss pot. So you're always fussing at everybody or you wanting to tell everybody what to do or nothing is right, because it's not going as planned. Recognize that you can have both of those behaviors and both of those identities within a group. Let's say that you are a socializer. Now socializers sometimes you might think, well that isn't that, that can be a disruption to the team. However, the socializer oftentimes is the person that just kind of gets everybody going that keeps everything, that person or people can keep the spirits up of the group. But that person can also be the dropout, meaning that person, oftentimes, if they choose to lean into the disruptive phase. They won't do anything. So there's no real level of commitment or accountability to the team. But the jokester, they're bringing up cookies to the party and all that stuff. That seems great and wonderful, but if you're not doing work, then you've dropped out of the process. So as wonderful and great to be the socializer and keep the team going and motivated and enthusiastic about what they're doing. But you don't want to drop out from the process. If you look at, for example, harmonizer and rescuer some of us feel as though, we're not harmonizers, right? Where, you know, it's, it's, it's all great and wonderful and we're all moving in the same direction. And in a little, some ways it seems like a socializer where you kinda keep the people motivated, but you really just want everybody to get along. Recognize that if you are that person, You can also be a rescuer. Where is someone is not holding up their responsibilities, are meeting their responsibilities, then you tend to rescue them. Or you try and rescue the whole team and take all of their responsibilities. That is a very difficult thing to do when this is supposed to be a team effort, because usually with team projects or group projects there are multiple pieces, multifaceted things that are happening. So it is very difficult for one person to try and rescue and manage all of these things. Because usually what happens when you switch into rescuer mode, it's because there's a deadline is coming up and something is due, you have a very short time to make some corrective changes? And you get really stressed in your anxiety level goes up and now you're really in rescue mode. If you look at, for example, the orchestrator and the tyrant orchestrator seems very much like a person who's leading things and you're making it all happen. And it is working. Might be that the person is the orchestrator who, who's offering questions or things for people to consider, recognizes you can also lean into a disruptive behavior as being, of being a tyrant. Nothing is right. It's not going right. Do what I say. This is how it should be done and you don't accept or appreciate any other perspectives, those things can happen. So as you think about the role that you play and the behaviors that you exist, you do want to think about which behaviors do you really display in a group in terms of an enhancer? And what that might actually look like if you begin to display disruptive behaviors. So you always want to stay within the enhancing realm. The other thing about recognizing if you are enhancer or disruptor is other people, especially if they've been introduced to this at all. Other people might recognize that you are enhancing or you're disrupting. And so then it becomes again, that group responsibility to say, hey, I think this is would be more helpful if you can really enhance or really add to the team. Because right now kind of seems like you're distracting or you're disrupting what we're trying to do. And that's not an easy conversation to have, but sometimes it's a necessary conversation to have. Okay. All right, so moving on. The next question that I want you all to think about and contemplate is who you want to be in your group, right? If you are one of these enhancers and I assume all of you all might be able to connect with one or more. Just jot down really quickly On some, you know, piece of paper somewhere and just think about or either put it in the chat, that would be a better place because we do want you all to engage in a little bit of conversation, put into the chat. Where do you all see yourself as a part of a group? What is the enhancing behavior that really connects with you? So go ahead and put that in the chat and then

we'll talk a little bit more about some other good trust building trust kinds of strategies. Which enhancer resonates with you the most, or maybe is more than one. Okay, some folks are putting some things in the chat which are great and we'll follow up with those in just a moment, but keep putting those things in there. What's what's your enhancer? How do you enhance the group? All right, so another thing to consider, that very basic level are the group roles. Now some of this might be a little difficult if you're a little, you know, we're, right now we're all in these virtual formats, and so it's like, well, what role, what role do we play in these virtual formats? So I'll give you a few other things to think about in terms of that as well. But generally speaking, what we're talking about is, is this whole interdependence, the collaborative nature of working with other people in a group. Everybody needs to have some role or a role, or maybe more than one role if they can manage that. You may have someone who feels as though they're really good at kind of leading the team and making sure everything is moving according to plan. That's, that's where they're strong. You may have someone who's really strong and organizing the folks that have the planners color-coded. And they know where everything is all the time. Maybe they're the person who's going to be the organizer for the group. Maybe you have someone who's identified as the timekeeper to keep everything on on schedule to make sure that the meetings are happening. If it's virtual that everybody has a link to the meeting that we know what time, maybe that's their role. Maybe you do have someone who is operating as the encourager or the person who's motivating everybody, who's keeping everyone's spirits up because that's, that's where they're good, that's where they shine, that's where they can be an enhancer to the team. You may have someone if you're doing any kind of presentation, you may have someone who's going to be the designated reporter. Or maybe in a group setting format, you have someone who's the recorder, meaning they're the person who's taking the notes of the group and taking out all the thoughts and the perspectives and the ideas that are offered as a part of the group. And then that person can come back to that group and say, Hey, remember when we talked about or has some notes that say we were going to think about or consider this. Those, That's really good information to have. Especially if you're working on group projects that have multiple parts and multiple pieces, you may designate someone in your group who's going to be the liaison. I will tell you as a, as a, as a teacher, it is good to have a person who's designated in each group as the liaison, meaning that's the person who comes to me with the question or questions for that group, instead of 40 people coming to me, I might have six people who are coming with a question and I can answer it for everyone. That's a, that's a really good dynamic in a group space. You may have the person who was also acting as a spokesperson for the group, which could be the leader, could be the person who is also the team leader. And then you might have the person who's just kind of checking everything off, okay? There's a rubric and they're looking at the rubric to make sure they have everything done or that we have everything done. The checker might also be the person who edits work or who looks through the assignment description to make sure everything is done, looks at all of the criteria. So there everyone in the group needs to have a role. Everyone needs to be accountable for making sure the group progresses and that the work is done and that you're able to get the results that you're looking for. So that's a lot of information really about the building building trust, which is in the lighter yellow building that group trust. So paying attention to the biases and stereotypes and making sure that you're talking, that you are sharing what you can contribute to the group, the group roles, understanding if you are an enhancer and how you might actually lean over into disruptor. And then what you need to do to pull yourself back to being an enhancer. Setting those community principles for your groups so that everyone is accountable. And then I'd describing or creating an identity either organically or intentionally for your groups to kind of coalesce around. All of those things are really going to be important for building that

group trust. What I want to do is shift a little bit to the whole idea of managing potential conflict. And sometimes the managing potential, potential conflict can be the most challenging aspect of working within a group. So one of the things that I know I've experienced a lot of times for students might have some pretty limited reference points for how to handle conflict appropriately. Sometimes there's a real fear around engaging in difficult conversations. And I will tell you right now, for some of some of us that never goes away, because we enter and exit different conversations in different encounters, Well, if that was a difficult conversation. And then sometimes there's a lack of understanding about when someone is actually discussing and when they might actually be in conflict in there. So there's a lot of nuances to that particular, to that particular point. What I want to do is give you guys a visual that kind of helps you see how you can move along. This is called a stability control scale and how you move from a neutral point to a more collaborative point, or how you might actually end up in conflict or not conflict or confrontation. And then hopefully we'll have an opportunity to, to walk through a really simple communication prompt that helps you enter difficult conversations. So little bit scripted, but it can be helpful for you. So the first thing is a Civility Control scale. So this particular scale, something that I've developed my consulting company a few years ago. The way it works and it, and it really just is a visual kind of help you think about where you are in terms of your own civility is a little bit of a self-assessment tool, and it also kind of helps you stay pretty centered. So in the middle there is the conflict in compromise. And so the, the idea is that we may oftentimes have conflict, right? I told people all the time I'm in conflict all the time with folks on the express way because I think everybody else is the worst driver ever in life and I'm the best driver. So I'm always in conflict, right? Sometimes, not always, but also recognize that there's, there's a certain sense of neutrality that happens with conflict and compromise. So you may have conflict. Conflict does nothing more than a quarrel. But oftentimes what I hear from folks is that I don't like confrontation. Alright? When you think about where the term were, the idea or the concept of confrontation is face-to-face for truth. Who doesn't actually want the true? Some people down, I get that. Some people really don't want to hear the truth. But for the most part, confrontation really is about, okay, here's the truth and the reality of a situation. It might be uncomfortable to hear the true, but it doesn't make it any less true. Where you really don't wanna move is towards that collision where it's, it's, you know, we, we can't count. We can't come to any kind of agreement like we've we've moved from just being a quarrel all the way to collision and striking. Not in terms of physical striking, but just that the ideas or concepts or the personalities or the structures. Everything has really fallen apart primarily because you didn't have that trust to begin with. So you didn't even know what you didn't know. So you could have the conversations that might have been difficult. Certainly where you want to move, move towards is more the compromise, the consensus and the collaboration. You may not always gets a full and complete collaboration, but certainly you can get to a point where you might be on the same accord with other people. And if nothing else, you can stay in that neutral zone of compromise, a mutual concession. I give a little bit, you give a little bit. And we can, we can keep everything moving forward. Everybody wins and everybody loses a little bit. That's where you want to stay. You want to be able to manage your conflict and your compromise, you certainly don't want to move to confrontation and collision if you don't have to or collision certainly if you don't have to, even if you have a little bit of a confrontation, try and figure out a way. Ok, how are we going to actually move this more back to the neutral zone? If you can get to consensus, great. And if you are working in a completely United, collaborative way, that's wonderful. I mean, sometimes it's just a little this have and flows. You kind of move in and out of some of these spaces. So that's a visual just to kind of help you conceptualize. Okay, and let me try to figure out my neutral zone within this group. The

other thing I want to give you guys is this. This is a little bit of a communication prompt that helps you enter into very difficult conversations. Alright, so if you are engaged in it or if there's a situation where you're going to have to engage in a very difficult conversation. Feel, think, believe communication prop, can be helpful for you, is a part of the strategy that's actually called a purple sandwich strategy. So it's positive, Positive Reality, Potential Leverage, and Empowerment. So it's just a few of the elements from that particular strategy. But the idea is that you deal with whatever the emotions are. Because usually when you want to enter into a very difficult conversation, There's some kind of emotion that's attached to it, right? The second part of that is, and again it's a little scripted. So the second part of that is to identify evidence into come with evidence and not what you not just what you feel or not just what, or not just your motions, but what's the evidence that's at play? What do we actually know to be true? And then the empowerment, because you'd never want to leave with, you know, all these horrible angry feelings or whatever. But you'd certainly want to figure out, okay, how can we empower each other to move forward so that we can get the actual work done. So it may sound something like, you know, I feel like my ideas aren't really really being consider very well. If we kinda just revisit the rubric, make sure we have all of the points in the criteria that we can really do a good job on this assignment. And then we'll get the grade that we are really looking for. So, deal with the emotions, come with some evidence, and then you end with some level of empowerment. Now, if it is scripted and it does help, and I will tell you, I use it all the time. I use it all, all the time with peers and friends and family members. So much so that people know who know the purple sandwich strategy will ask me, are you Purple sandwiching me? And usually I am because I'm going to come with, you know what? So let me just I kinda feel like we're not on the same page with this, but so let's, I want to make sure that I hear from your perspective. I want to make sure that I understand what you're what you're thinking about this. So can you help walk me through your thoughts and your process? Because I really think we need to we need to figure out how we can move forward. So I do this, I do this all the time and it becomes pretty natural for you or can become pretty natural for you when you really practice it. But when you are in working with other folks on a team or a group work setting or group or project. It is going to be critical that you have some way to enter and exit a difficult conversation and also manage how to sit in the middle of compromise and conflict. Those things are really critical. Okay? Okay. I'm going to, I'm going to stop the share for just a moment because I want to give you all an opportunity to ask any questions. And then I also want to be able to check the chat. And then we're going to do a little bit of an activity together around a case a case study, sol want to, I'm just stop right now and ask if you have any questions. No one has any questions? I do see a lot of you in the chat feel like you're harmonizers, checkers. They're really good roles. So those of you who, and there are quite a few of you that said checker. Those of you who think you fall in that category, why do you feel that way? What makes you think that you exhibit those particular behaviors? So for like harmonizer and checker, I think these, some of those things come from your personality and who you are as a person. When you come in a group. You know, some people have a niche for feeling others emotions and making sure everybody's included, and things of that nature. And then some people have the personality of you know, taking charge, wanting to get things done in a, in a, fashion. It kind of pulls out your personality and you know, after you kinda feel each other out like you said, get to know each other. You can know. You can be who you want to be in a group, you know, pick your role. And I think that's what bring people together, personalities and not wanting to overstep peoples boundaries and just kind of feeling where do you see that going? Yeah. Yeah. You said something that kind of that really resonated with me in terms of once you figure out who's in the group, then you can kind of figure out what role you're going to play, right? Because what if you have a whole team for the

folks who feel like, well, we're all group leaders well everybody can't be, right? Or you got a group where everybody's like, Well, we're all orchestrators. Well everybody that's not gonna happen all the time. I want to be the reporter! Well, everybody can't be the reporter. So, you know, once you kinda figure out who's in the group, right, what, what the personalities are. Again, how do people contribute to the group, not from deficit, but what they can actually give and provide and contribute to the group. Then you can kinda figure out, well I'll play this role cause I'm multifaceted, right? And we all are. So I'll play this role in this group, maybe in another group you play a different role. And how about some of you guys let's see, the socializers? What does that look like in the group? Chaotic, unproductive. It can be, it can be. If you fall into that drop out like, you know, I'm just I'm just here for the party. No you're here work. Where, there's no there's no party with whom we have a job to do, but that can happen, that, that can happen. Some other ideas, thoughts about those of you who said socializer. What does that look like for you? I feel like for me being a socializer, I feel like that's just, communication with everyone in the group. And then also, if you're working with like an organization outside of UCA, it's like being the median person between, but of those groups. Okay, that's good. That's a really good point. Especially if that's where you're good, right? You're kind of good with making the connections and networking with people. If that's your strength, use it, use it to your advantage. Okay? Alright, so let me go back into the, let me go back into the presentation, see if I can figure out where my stuff is okay. And we're going to look at a case study where there's certainly some, some conflicts and some issues going on in. So here's what I want to do. I'm going to read a little bit of I'm just going to read it to you all and then, cause some of y'all are auditory and some are more visual. So I'll read it and then we'll, we'll kind of talk through. Where do we see the conflicts? Where do we see how some of the concepts that we've, that we've already shared, how some of those things show up. So Anna, Kaelyn, Marie and Jason, or working on a project to develop a welcome book in video presentation for international students. The welcome book will include everything from restaurants to recreation. Each group will present their project to the dean and others in a competition, the winning group will join the international recruitment team on their next trip abroad to the Caribbean. And will have an opportunity to participate in an exchange program for one semester. The competition and assignment was announced three months ago at the beginning of the semester. The group started working on the assignment two months ago and are now about three weeks from the due date. Now let me just first say, there is no international recruitment team that's going to the Caribbean, at UCA. Let me just go ahead and put that disclaimer out there because I don't want y'all saying, Dr. Barnes said there was some kind of recruitment team I want to get on that team. Doesn't exist. This is just for this scenario. So we have all of those things going on. They started work, the sign up was 3 week, 3 months ago. Two months ago they started working on it and they are now about three weeks from the due date. So here's some other information for context. So Marie works a full time job, and is a part-time caregiver for her grandmother. Her time to meet face-to-face is limited, but she is a wiz with technology. Anna, Kaelyn and Jason frequently meet face-to-face about the assignment without Marie. Anna's increasingly irritated by Marie's inattentiveness to the project, and voices her frustrations often to Jason and Kaelyn. Hmm. They are now two weeks away from the due date. Marie has repeatedly asked how she can help more with the project as she too wants to earn a good grade. Kaelyn has become increasingly stressed about the group submitting a good project and has expressed multiple times as she will be happy when the assignment is over. In an attempt to try to move things along, Jason asks Marie to work on the project because the group had not started that part. However, he didn't tell Anna and Kaelyn about the plan and just decided to wait until the next time they meet. On this day. I feel like I'm a soap opera



narrative. Narrator. On this day, the group meets in the library to work on the project. Marie is able to make this meeting, and is excited to share what she has been working on for the presentation. Anna, who has reached a level of frustration, tolerance explodes. She tells Marie or yells at Marie and accuses her for being lazy, and the reason why they are going to get a bad grade on the project. She does not know that Marie has been working on the presentation. Kaelyn is embarrassed and walks away from the group and heads straight to the professors office. And Jason is dumbfounded by what just happened, and has no clue what to do next. So we're going to do this, we'll break out what we were going to do it all as one group. I want you to keep in mind all of those things that we talked about with building trust. The behaviors that will enhance the group, the communication prompt, the civility controls scale. And I want you to just think through just quickly and then certainly just unmute yourself and pop in with some thoughts about the trust and the conflict issues within this group and how some of those things that we've already, that have already shared with you all how some of those concepts can be applied to this particular situation. So he wants to just go ahead and share whatever we're thinking right now. Yeah. Yeah. Well, the first thing I would say is probably Jason who told Marie to work on the presentation but didn't tell the other group members, he first probably needs to relay that message, make sure that they now that's what he had told him just because the reason that he didn't keep that or because he didn't keep that communication open, that kind of left the door wide open for that conflict. So that's first thing he's got to do with that. And the next thing would be, you know, ideally, it was Kaelyn who yelled right? Anyway, she, or Marie, I don't know, Someone yelled, yeah. We'll come back and apologize to the person who had been doing the presentation. But I think they started at a relatively good time and it seemed like they got things divided out and they were keeping communication open. It was just when it got to a certain point where they weren't taking advantage of all of those facets that it kind of exploded. Right, Yeah. Thank you for offering that some other thoughts and ideas? Yeah for managing a conflict like we just talked about. I feel, believe, and think once their thing kind of started going a little to the left, out of order. Now you have to kind of real it back in, and empower each other. So they talk about the project, kind of, you know, motivate each other, come back around to get back on track. Okay. And then accountability. Even though she was always able to attend, extend communication, um, possibly why you're not able to come, So they won't feel like you're you're becoming a, a what was it, a dropout? Yeah. Yeah. You know, you're putting in work behind the scenes. Like you, like you just said, you got that. Yeah. Okay. So communicating what you can do, what you can offer. Right, yeah. I think both of you all said you gotta manage that conflict. Because it did seem like, okay, well, they started this relatively. That makes sense. What about Marie's situation? How might that have played into some of the conflict or some of the lack of communication. What do you guys think, she's working a full time job, she's a part-time caregiver, can't meet all the time face-to-face, but she can do something. So how do you think they may have played into it? Now I think there's some folks, they may be saying something in the chat, but because I'm sharing my screen I actually can't see in the chat so you'll have to unmute yourself. Hey, I was just saying that I feel like Marie kind of became the scapegoat of the group. And instead, she should've took on, since her niche was sort of technology she should have been able to work on like presentations or like records, like she should have been able to fulfill that role of the group. But instead, everyone just sort of attacked her I guess to feel better about themselves. Hm, okay. Scapegoat, good point. What are some other thoughts that they may be resonating with you guys? Does this kinda hit home to you all in any way? And maybe you've been in a group where there's been a little conflict, a little tension. And how might you have perhaps handle it differently? No one has had any conflict in a group. Wow, I'm surprised. Oh, well no no no. Oh, I was going to say, you guys are really

sailing if you haven't had any conflict in a group. So how would you have handled perhaps differently? Oh, well the example would be like, I guess, like a charity standpoint like getting ready for homecoming or something like that, you know, everybody has all these bright ideas or how we should set it up and all this good stuff. So I just think handling it differently would be planning further out. That way, ideas, they're all on the table. You can go through and pick, which idea was best for the situation. I just think, so I think, planning effectively, trying to do things, you know, a month and a half in advance or stuff like that. You know, it puts a time restraint on everybody. And it's not, you know, that we're rushing it's just everybody has these bright ideas. Everybody wants their idea to be picked, right idea. Let's go for it and we just need to scale it back a little bit and just kind of walk through it in a more effective manner and pick up, hey, you got a good idea, but let's go with this part of your idea and we will put it with this one to make it the best. But I mean it's all types of stuff, you know, sports meetings, when you when I played sports or yeah. Or in computer science, you know, you're putting together something, somebody's like, But we can do the code this way, or I think we can do it this way, you know, less work but it's still affective. So it's all kind of stuff. So I hear you saying a little bit about planning, definitely timelines. And also I think I hear you saying that a little bit about, okay, we gotta set some principles about how we're going to move forward. Like you can't just move all over the place like this, right? Right. Well, that will round and govern how we actually move forward. And I cannot tell you guys how important that is. Lay down some ground rules. This is how we're going to be accountable to this group and to each other. That's extremely important. That's exactly what I was going to say is that this translates into more than just a group assignment or academics. And so having that initial conversation about everyone's strengths and weaknesses and assigning those initial roles. That way you can hold each other accountable if you know, what everybody is accountable to do. Right, because if I said I was gonna do something, hold me accountable, hold me accountable for what I said. or allow me to make the adjustments that need, they need to happen maybe in a moment. Alright. What are some key ideas and takeaways from this discussion that might help you in future group work assignments or team, team concepts. You all can put this in the chat, or if you'd rather unmute yourself just to add to the conversation, that's great, but just some key ideas or maybe one or two key ideas that really resonated with you about what you can, what you're taking away from this discussion that you would actually use in the future. I feel like that part of what we described kind of who we would be. I really liked how it was, we can be this, but also our tendency is to be this negatively. And so I just really liked that because I feel like I'm good at like like looking at the good parts, But avoiding the bad parts of myself. Okay. And so like being aware of like I can shift somewhere negatively would help me prepare for that I guess. And you used the operative word it's the shift that happens. That's, that's the key word there. Because you can shift into the negative. That means you can shift back into the positive. You don't have to stay in the negative, so that's, that's a really good, that's a good word to use there. Other key ideas, key takeaways. I'm gonna stop sharing so that I can see what's in the chat. We're having a conversation about telling folks, hey, you know, you're kind of slacking off a little bit. Yep, that's important. It certainly there's a way in which you want to say that like, hey, yeah, I think, you know, you have the ability to step up in these ways. Can you do XYZ, might need, you might need to be really specific. Like, oh, we're missing this one thing. Can you do that? Sometimes people need that. They need the specificity like do this thing. Could that also something you would talk about initially to set the ground rules for? Okay. When we're slacking or should this occur in the group, alright, this is the way we're going to go about it, if I come up to you and say, Hey, you need to pull your weight, you know what I'm talking about? So that you can kind of set the ground the ground rules for the conversation. Absolutely. Sometimes it's hard to

like place you're going, when you're upset. You're kind of in your feelings, I say the wrong thing. So if you set the ground rules ahead of time and say look, you're slacking. If I said the ground rule was in the beginning that if you start slacking off, I'm just going to say you're slacking and then when you hear it, it's like what I already set, we already set that as the ground rule or principal, that that's what I was going to say, so let's not be in our feelings about this because that's what we said. In it, but it's vice versa, right, it's mutual. If I'm slacking, tell me you slacking off, okay, let me let me kind of pull myself together, let me get it together. Alright. So I want to make sure that you guys, if you have other questions, if you want to have some additional conversations, somethings kind of resonating with you, you want a little bit more information. Always reach out to me. You can email me at cbarnes BARNES@uca.edu anytime. I'm kinda tied to my email these days. So feel free to just email me any questions or any thoughts that you may have and actually, and what I'll do is I will put this in the chat for you guys so you'll have it. Since I don't know how to spell my own name correctly. So any questions guys? Does anyone have any last thoughts or any final questions? Alright, well, thank you guys for your time. I really appreciate you. I appreciate you guys adding to the conversation today, so have a wonderful rest of your day. And again, if you ever have any questions, feel free to reach out.