

Original Article

Evaluation of the working groups in the group cohesion perspective, in the project Boboc Camp, 2018

STEFANICA VALENTINA¹, ROSU DANIEL²
^{1,2} University of Pitesti, ROMANIA

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Abstract

Between 24-28 September 2018, at Bughea de Sus, Jud. Arges Romania, the Human Performance Research Center of the University of Pitesti, Romania, has carried out the extracurricular project "Boboc Camp" which aims to support the integration and social relation of the debutants of the various faculties of the University of Pitesti. Based on the Belbin test, six working groups of 6 students (4 boys and 2 girls) were formed based on common attributes, colleagues, creators, trainers, evaluators, organizers and investigators. These teams participated in team building missions, motion games, complex tourist missions and intellectual challenges. As a result, by direct observation, the sociogram of each group was based on the question of Carron, Widmeyer and Brawley (1985) and group cohesion was evaluated. The best scores were obtained by the team called the Organizers, followed by the team named Investigators, which is not correlated with the degree of cohesion.

Key words: teambuilding, group cohesion, sociogram, project.

Introduction

For Festinger (1951), one of the founders of social psychology, cohesion corresponds to the degree of attraction that exerts among members, and also to the degree of attraction the group exerts towards the members. For example, if the attraction for the group is strong, and if the forces of attraction between the members far exceed the breaking forces, we will conclude that the group is cohesive. Canadian sports psychologist Albert Carron highlights other features of cohesion. For sports teams, cohesion corresponds to a dynamic process that is reflected in group membership modes, in the midst of its evolution, with common goals and objectives. For this author, the notion of joint project is essential. Obviously, this author equally points out that cohesion is fluctuating over time, as a group's life goes through conflicting phases, rebellions, redefinition of roles, strengthening co-operation, focusing on achieving performance. A group goes through cyclic phases, lives, and sometimes dies.

The purpose of our research was to evaluate the level of cohesion achieved at the end of the Bobo Camp camp for the six groups at the beginning of the camp.

Our research objectives:

1. Formare 6 teams, respecting the following criteria: In each group there will be 4 boys and 2 girls, the members have similar attributes as a member in a team after the Belbin test.
2. The direct and indirect observation of the teams in the organized challenges, games of movement, mountain hiking, team building missions, animation, solving some intellectual problems, etc.
3. Questioning teams with the Group Environment Questionnaire to measure group cohesion.
4. Making sociograms based on the above questionnaire.
5. Conclusions and discussion of results and direct observation.

The hypothesis of our research

We believe that by exposing team building teams to new teams, we will develop a degree of cohesion and a dynamic of the group.

Material and method

Cohesion assessment Carron, Widmeyer and Brawley (1987) developed a Group Environment Questionnaire to measure group cohesion.

Two factors are decisive in influencing the dynamic process of cohesion: a) the attraction manifested by individuals for the group; b) the influence of the group on individuals (the force of integration).

The group attraction for the group and the group integration force can be manifested both at the operational level (group task) and socially (affective dimension), the following aspects of the interaction processes among the members of a team are measured by the questionnaire in Table 1, below .

Table 1. The interaction processes among the members of a team

FACTORS	Problematic issues	codes
Clarity of roles	I know well what is expected of me in the team	A
Accepting the role in the team	I am totally pleased with my group responsibilities	B
Teacher's Leadership	Our teacher is impartial and realistic with each team.	C
Teacher social support	The teacher is really concerned about the good of the team	D
Common goals	Our common goals are clearly stated	E
communication	All teams communicate freely	F
Environment	Our training opportunities are excellent.	G
Cohesion for the task	Team members feel united when they work together.	H
Competence of the players	Some team members are not competent enough to carry out tasks.	I
Players' implications	Some teammates are concerned about their own interests at the expense of those of the group.	J

Team building instructors can carefully analyze the 10 aspects by Carron's and his collaborators' questionnaire to translate into their behavior the different ways to boost the cohesion of the group that is in charge of it.

The BoboCamp Camp project ran from 24-28 September 2018 at Bughea de Sus and had as main objective the direct observation of 6 groups of 6 high school graduates and enrolled at the University of Pitesti in different faculties and without knowing in advance. The groups of buds have undergone various team building challenges, as well as animation games, both motion and socializing, and went on a team day peak at Iezerul Mare.

The groups were selected after completing the Belbin test and took into account the obligatory 2-sided presence in each group, so the groups are coded:

- A. *Colleagues*:

Features: Support members in strong points; helping them in the weaknesses, improving group communication and team spirit in general.

Tolerated weaknesses: Indecisely in situations requiring quick decisions.

Recommended assignment of tasks: It should play a flexible role, using its qualities to help with the sides of the work that others can not accomplish. They should use interpersonal skills to avoid conflicts.

- B. *Creators*:

Features: Creative, imaginative, unorthodox; solve difficult problems; redefines problems; presents new ideas and strategies with special attention to major issues and possible successes of the problem addressed by the group.

Tolerated weaknesses: Ignore details, too busy to communicate effectively.

Recommended assignment of tasks: You should do most of the problem solving, or be responsible for generating new strategies or problems and proposing solutions to the rest of the team.

-C. *Trainers*:

Characteristics: Transform concepts and ideas into practical working methods; ensure the systematic and efficient deployment of the plans.

Tolerable weakness: Relatively inflexible. Slowly react to new possibilities.

Recommended assignment of tasks: Should be an organizer, responsible for procedures and steps to be taken before the team makes important decisions.

-D. *Evaluators*:

Characteristics: Sober, strategic, analytical; sees all options; judge precisely; analyzes problems; assesses ideas and suggestions for his team to make better decisions.

Tolerable weaknesses: He does not have the enthusiasm and the ability to motivate.

Recommended assignment of tasks: It should be responsible to ensure that all options that are worth considering are taken into consideration; must have a key role in planning; a referee in case of controversy.

-E. *Organizers*:

Characteristics: Mature, confident, good leader; clarify objectives; Make decisions, Delegate well; knows the strengths and weaknesses of the team and ensures that the capability of each member is maximized.

Tolerated weakness: Can be seen as manipulative; run away from personal work.

Recommended assignment of tasks: It should be the best person to coordinate the team's efforts; to ensure that everyone has a useful role and that the team advances towards a common goal.

-F. *Investigators*:

Characteristics: Extrovert, enthusiastic, communicative; explore opportunities, develop links; explore and grasp ideas, events and resorse from outside the pit; create external connections that can be useful to the team; conducting negotiations.

Tolerated weaknesses: Too optimistic; losing enthusiasm once the first wave of enthusiasm has passed.

Recommended assignment of tasks: Should be responsible for creating external contacts and exploring new opportunities; needs an opportunity to negotiate, but needs to report to the group.

On the first day, motion games and cognitive tests, team building challenges and the fourth day animation activities took place. **The following results were obtained:**

Table.2 The scores obtained by the group after all activities within the team building

Score on deys	Teams					
	A	B	C	D	E	F
1 day	50	90	20	50	70	40
2 day	60	60	110	110	140	130
3 dey	90	150	90	60	150	180
Total	200	300	220	220	360	350

The winning group is E, the organizers, followed by a small distance of Investigators -F-, then the Creators (B), Equal Teachers and Evaluators, and last-class Colleagues or Team Workers.

In the results we will present the sociograms of each group, which allow to graphically show the choice issued and received for each individual. Following the sociogram, we will observe the level of cohesion of the groups and the relationship between cohesion and the performance of the group.

The first step consists of applying a questionnaire to each member of the group in which he / she expresses affinity for group members in the order of preference. The answer allows to highlight the social or affective structure of the group.

Results

The results are shown in the tables. Rows are marked by each member's election and assigned 3 points for the strongest affinity and 1 for the lowest.

Table 3. The affective preferences of the group members A

	3Pcte	2pcte	1pct
X1	X2		
X2	X1		
Y1	X1	Y2	
Y2	Y1	Y3	Y4
Y3	Y2	Y4	
Y4	Y2	Y3	

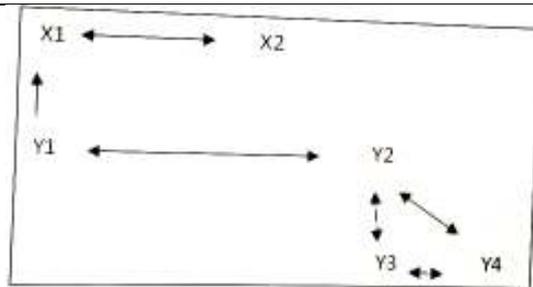


Fig1. Sechogram of Group A (X girls, Y guys)

In Group A sociogram, cohesion is reduced, members are scattered and a subgroup of boys formed. The restoration of cohesion could be established by intermediating Y2, the only one joining the subgroup of the rest of the members.

Table 4 The affective preferences of the group members B

	3Pcte	2pcte	1pct
X1	X2	Y2	Y1
X2	X1	Y2	
Y1	X1	Y2	
Y2	X2	X1	Y1, Y3, Y4
Y3	Y2	Y4	
Y4	Y3	Y2	

From an affective point of view, in B group society, team B opted for well-distributed elections: the attraction exists among all members, no member is isolated, the power seems balanced. We believe it has a high degree of cohesion. The informal leader is Y2, joining group X1, X2. Y1 with Y3 and Y4.

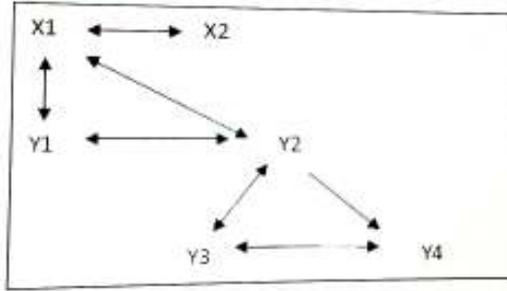


Fig.2. Sechogram of Group B (X fete, Y baieti)

Tabel 5. The affective preferences of the group members C

	3Pcte	2pcte	1pct
X1	X2	Y2	
X2	X1		
Y1	Y2	Y3	
Y2	Y1	X1	Y3
Y3	Y2	Y1	
Y4	X2		

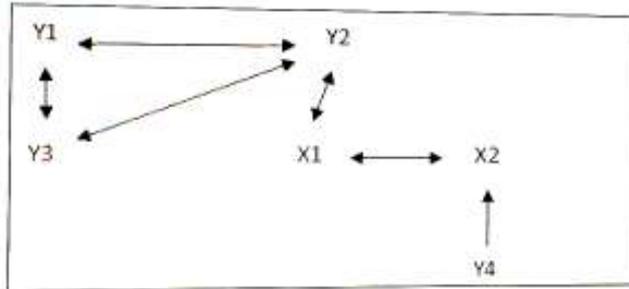


Fig.3. Sechogram of Group C (X fete, Y baieti)

In group C sociogram, cohesion is reduced, communication between girls and boys is low, X1, it may intervene in raising the cohesive level.

Tabel 6. The affective preferences of the group members D

	3Pcte	2pcte	1pct
X1	X2	Y1	
X2	X1	Y1, Y2, Y3	
Y1	Y2	Y4	X1
Y2	Y1	X2	Y3
Y3	Y2	X2	
Y4	Y1		

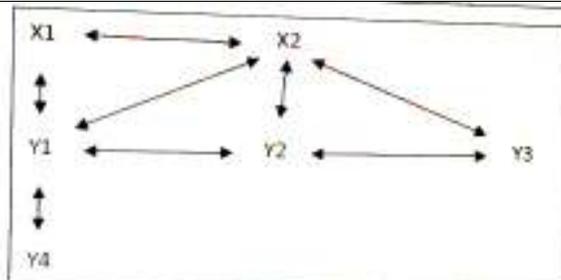


Fig.4. Sechogram of Group D (X fete, Y baieti)

Din punct de vedere afectiv, în sociograma grupului D, echipa D aoptat pentru alegeri bine distribuite: atractia exista între toti membrii, un membru nu este mai izolat Y4, puterea pare împartita echilibrat. Consideram ca are un grad ridicat de coeziune. Liderul informal este X2, care uneste grupul X1, Y2. Y1 cu Y3 și Y4 prin Y1.

Table 7. The affective preferences of the group members E

	3Pcte	2pcte	1pct
X1	Y3	Y1	Y2
X2	Y2		
Y1	X1		
Y2	X1	X2	
Y3	Y4	X1	
Y4	Y3		

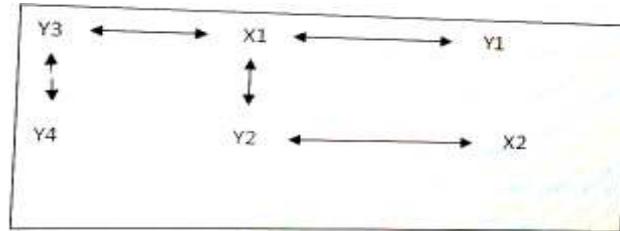


Fig.5. Sechogram of Group E (X fete, Y baieti)

In group E sociogram, cohesion is reduced, communication between girls and boys is low, X1, it may intervene in raising the cohesive level.

Table 8. The affective preferences of the group members F

	3Pcte	2pcte	1pct
X1	X2		
X2	Y1	X1	
Y1	X2	Y2	Y3
Y2	Y1		
Y3	Y1	Y4	Y2
Y4	Y3		

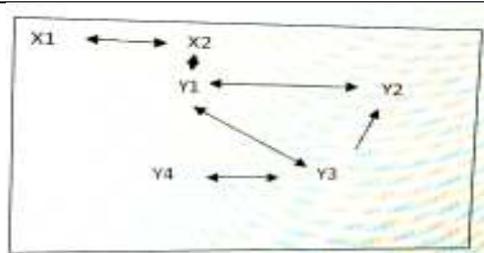


Fig.6. Sechogram of Group F (X fete, Y baieti)

From an affective point of view, in group F, the F team opted for well-distributed elections: the attraction exists among all members, a member is no longer isolated, Y4, the power appears to be balanced. We believe it has a high degree of cohesion. The informal leader is Y1, joining group X2, Y2, Y3 and Y4 by Y3.

Conclusions

Following the sociograms and testing by Carron's questionnaire and its collaborators, our hypothesis, that by exposing new team-building teams to team building activities, we will develop a degree of cohesion and a dynamic of the group is proven and argued. The degree of cohesion is different in each group, but the social, affective link has been achieved and can certainly evolve over time. We can see a very interesting thing, namely that team E, although winning in achieving the tasks, gaining the highest score, affective relationships have not developed much, in other words, the degree of affective cohesion is low, but the high performance cohesion. We conclude that the level of affective cohesion did not influence performance. In the case of the second-place team, group F, we notice that the level of affective cohesion is high, and the performance is achieved in this context of friendship and collaboration.

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