

The Effectiveness of the Application of Group Activity toward Team Work Behavior Development

Ronnaphrom Chunngam¹⁺ and Wichai Utsahajit²

¹ (Human Resource and Organization Development), School of Human Resource Development, National Institute of Development Administration

² School of Human Resource Development, National Institute of Development Administration

Abstract. The primary purpose of this study was aimed to examine the procedures for designing the group activity that influences the team work behavior, and to compare the employees' pre-learning and post-learning attitude toward team work, and to investigate the effect of group activity toward team work behavior development. In this study, the sample included 114 employees working for Siam Macro Public Company Limited (Loey Branch), chosen by using the purposive sampling method. The instrument used included Focus Group, learning management plan for activity-based team work, training/seminar evaluation form, and questionnaires enquiring the opinion toward team learning process through group activity. Pre-test was performed with general population by the questionnaires and the finding showed the reliability of the scales of 0.80. For data analysis, the content analysis was conducted. The statistics implanted included percentage, mean, and standard deviation. The results showed that participants improved their opinion toward the work team post-experimentally. Overall, the training/seminar evaluation was fair (M = 4.60). They were of the opinion toward team learning management plan highly for 6 out of 7 overall areas while reliance was rated highly (M = 4.53)

Keywords: Group Activity Application, Team Work Behaviour, Group Activity-Based Team Learning Management

1. Introduction

Organizational behavior involves a study of expression, action, attitude the individual exhibits within the organization [1] fundamentally based by individual's behavior, values, attitude, perception, and learning under the frame of the organizational structure, cultured into the organizational behavior. Generally, most executives place the importance on developing the organizational behavior that facilitates the team work. Because of the competitive global marketplaces, the organization accelerates to make a progress in leaps and bounds and make the difference in the business. In doing so, it calls for the cooperation from personnel in the organization to conceive the attitude toward team work. Today, team work development in the organization is commonly known as "Organization Development" (OD), which it is usually held by the company once a year. However, the principle of organizational development has not been actually realized, and the walk rally is a core activity in developing the work team, but it neglects the effectiveness of the activities and lack of the evaluation for change in the organizational behavior. The human and organizational development through which games and recreational activities have been employed, "activity used in training is referred, but not limited to those activities which subject content has been transformed to the attendants in the manner that it brings about the attendants knowledge, skills, and attitude according to the curriculum objectives or defined training method, including explanation, discussion, report, research, exhibition, games, simulation, case study, music, fables, jokes, brainstorming, study tour, etc. All these activities result in the attendant's acquisition of knowledge, skills, and attitude wholly" [2].

As previously mentioned, games and activities, in principle, are called "Group Activity", or in English, known as Group Dynamics, Group Process, Group Psychology, Human Relations, or in Thai, known as Group Activity, Group Dynamic, Group Relationship, Group Process, Group Power, Group Mechanics, all these words are common in the meaning. Nonetheless, the most frequently used term is Group Activity, or so-called Group Dynamic. Sopapan Akcharasiwaroj defines "group activity" as a process of working as team effectively in which group members have interaction each other and participate the group activities through cooperative

⁺ E-mail address: ronnaphrom@hotmail.com

discussion. For these reasons, the researchers were of interest to examine the team work behavior in the organization through the use of the group activity as instrument, consisting of games and activities that lead to formation of team work behavior continuously after completing the curriculum development. The voluntary organization with readiness was chosen as a case study [3]. The experimental research was designed and the results will be further applied to develop the curriculum for organizations' work team.

2. Objectives

- To examine the design process and building the group activity that leads to team learning behavior
- To compare the employees' pre-learning and post-learning attitude toward team work through group activity
- To investigate the effect of group activity application toward team work behavior development

3. Data Collection

To obtain the complete and thorough information and data, the researchers gathered data from the subjects under own supervision. The sample in this study included 114 employees working for Siam Macro Public Company Limited (Loey Branch). Data was obtained from three focus groups, composed of 7 persons each before and after activity-based team learning management, training/seminar evaluation form, and questionnaires enquiring the opinion toward team learning process through group activity. Content analysis was conducted, as well as quantitative analysis.

4. Results

In this study the focus group showed that behavior and attitude toward team work before and after manipulating the group activity was different. In the post-learning, the participants feel that they believed team work had better impact on performance quality and were of positive attitude that the organization followed the work team approach through communication, attitude, affection and feeling of working together are important to working as team. Regarding to attitude toward group activity, they considered it as fun entertaining, rather than informative activity. The subjects were of improved attitude toward work team significantly after partaking in the curriculum activity, reflected through attendants' voice and communicating expression. In addition, team work was regarded quite important and the effective work team should enable the team members to keep an eye on the same goal and individual's self on working should be diluted. Regarding to the opinion toward group activity, the subjects were of the positive opinion and fun that facilitates the learning atmosphere, substantial application, as well as self-development in working together with others.

In respect of level of the opinion toward team learning management through each group activity, the results showed that the opinion toward activity-based team learning management on 7 different areas - setting the common cooperative goal, effective communication, leadership and followership, decision process, trustworthiness, constructive conflict management, and creative administration.

Overall, level of the opinion toward team learning management through group activity was high (M = 4.22). The subjects reported their opinion toward activity-based team learning management for reliance mostly (M = 4.53), followed by effective communication (M = 4.42), and decision process (M = 3.99), respectively (See Table 1)

Table 1 Opinion toward team learning management through group activity

Level of opinion toward team learning management through group activity on each respect of areas	Mean	S.D.	Level of Opinion
setting clear cooperative goal	4.20	0.39	Highly
effective communication, leadership and followership	4.42	0.43	Highly
decision process	4.09	0.41	Highly
<i>Reliance</i>	<i>4.53</i>	<i>0.45</i>	<i>Mostly</i>

Table 1 Opinion toward team learning management through group activity (Cont.)

Level of opinion toward team learning management through group activity on each respect of areas	Mean	S.D.	Level of Opinion
conflict management	4.03	0.33	Highly
creative administration	4.28	0.44	Highly
Overall opinion toward team learning management through group activity on each respect of areas	4.22	0.22	Highly

5. Discussion

The results demonstrated that designing and creating the group activity that leads to team work behavior requires investigating the organization's core objective toward developing the team work behavior. The group activities employed shall be systematically arranged in order from setting the learning objective, learning goal, setting activities in accordance with the organization's objective and goal, and evaluation for group activity in accordance with pedagogical preparation through the use of group activity proposed [4], stating that teaching with the application of group dynamic shall be aware of setting goal, content, conceptualization, setting the activities or learning experience for learners, and evaluation. In respect of sequencing group activities, it shall understand learning process and understand how attendants have experience, perspective, or attitude toward group activity, because it has influenced how group leaders develop the group activity and what type of the activities shall be applied. Consistent with Suvit Mulkam and Orathai Mulkam stating that learning refers to comprehensive development of the life stages, including various factors and processes, dynamics linked to the relationship harmoniously. Analysis of sequence of the group activity was performed; starting from group relationship, ice breaking, and games that enable the participants know more about themselves, or separate games by which behavioral observation was conducted [5]. Consistent with Pornthip Wattanawong stating that conducting group activity in format of games should emphasize the participants to develop the familiarity basically and the games used should be independent with less regulation. This is to enable the participants to develop their confidence in the way of personality development. Meanwhile, when the participants become more familiar with group leader and members, the group activity should be designed to encourage the members to express themselves increasingly. In doing so, the group activity that reflects on how people observe other members' behavior should be employed [6].

Walk rally is a planned activity with prepared readiness of personnel, materials, place, and core activities, as well as measurement and evaluation for activity learning. Consistent with Somkwaun Bhothong's walk rally activity which the principle of operation comprises personnel preparation, place preparation, activity planning, budget management, materials preparation, and evaluation for walk rally activity and procedures [7]. In respect of walk rally procedures, the results demonstrated that factors as core components of team learning development include conditions for base activity, for example, the basic rule shall cover detailed information while base activity master shall be skilled in explaining the rule, and team behavioral observation skills. In addition, building the base activities shall contemplate the risk that may cause an injury to the participants. Sequencing the base activities should include simple and complex activities alternately. This is to encourage the participants' cheerfulness and will on team learning. In addition, duration of each base activity shall be scheduled properly to number of players and level of difficulty. Also, walk rally shall emphasize the participation of all team members rather than base activity which the representatives partake or it may miss observing the team learning development unfortunately.

Prior to activity-based team learning management, the participants were of the opinion toward team working fairly and were able to response the awareness of team working. They also reflected on team working explicitly. However, in respect of extrovert behavior, the participants showed the lack of confidence and showed some hesitation in response, possibly because they were unfamiliar with procedures and leaders, or because they were afraid of giving information about beneficial image of their organization. Analysis of learning process demonstrated that most participants gave responses in generality rather than their direct

experience. They also lose self-confidence in completing the questions because most participants had never worked together. Following the completion of the activity-based team learning management, the participants appeared to be more self-confident and improved their attitude toward team working. They were able to explain and respond to the enquires very well, and able to complement the question items perfectly, reflecting that group activity has influenced the behavioral change for team working in term of self-confidence and self-esteem realization; namely, the participants were able to respond to the questions differently from they did during pre-learning. Consistent with Yuthakan Somueng's study of the effect of group relationship activity for development of self-esteem realization in children and youth at the Community Home Khonkaen. The experiment design was characterized of randomized pretest posttest control group design and the finding indicated that children and youth committing repeated offense gained higher scores on self-esteem realization post-experimentally than pre-experimentally scores, and gained higher scores than those youth committing repeated offense and absence of participation [8]. In focus group, following the activity-based team learning management, it found that group activity influenced the formation of thinking system in team working systematically. The participants learned to envision the same goal and diluted their self in working with others. In addition, they examined the factors that lead to team work; namely, person must consider themselves and develop the reliability that others may accept. This approach is consistent with Anhalt's survey study of the relationship between personal personality traits and effect of team working. The finding showed that personal characteristics are predictive to team work, and this relationship has not influenced the type of work done. Moreover, it found that the combining the ambition (personal personality) into social and intellectual context has a significant influence toward team-working [9].

Similarly, the questionnaires enquiring about the opinion toward activity-based team learning management consisted of seven different areas, setting the clear cooperative goal, effective communication, leadership and followership, decision process, reliance, conflict management, and creative administration. The result of analysis showed that activity-based team learning management has associated with team work behavior development absolutely through the building team process which is a success factor of group activity development. According to Natthapah Khejornnant et al "the essence includes goal, expression, leadership, consistent and unanimous opinion, trustworthiness, and creativity [10]. Similarly, Wichai Utsahajit marks that building an effective team requires important components which include clear cooperative goal, effective communication, effective Leadership, effective decision-making, constructive conflict management, and positive use of power[11].

6. References

- [1] Rangsana Prasertsri. *Organizational Behavior*. Bangkok: Pearson Education Indo-China Co.,LTD. 2005, pp. 2
- [2] Somchat Kityanyong. *Walk Rally to Constructive Team Building*. 1st edition, Bangkok: Multi Information Technology. 2000, pp. 15
- [3] Sopapan Akcharasiwaroj. *Effect of Application of Group Relationship for Self-Responsibility Development of Students M.I, Koksivittayasab School, Muang, Khonkaen*. Master Thesis (Master of Education in Educational Psychology), Khonkaen University Graduate School. 2002, pp. 32
- [4] Dhisna Khaemane. *Group relationship for Work, Teaching, and Learning*. Bangkok: Nichin Advertising Group. 2002, pp. 146-148
- [5] Suvit Mulkam and Orathai Mulkam. *19 Ways Learning Management for Knowledge and Skill Improvement*. 4th Edition, Bangkok: Pap Pim Printing House. 2003, pp. 47-48
- [6] Pornthip Wattanawong. *Effect of Group Relationship on Emotional Quotient (EQ) of Students M.I of Rattanthibet School, Nonthaburi, Year 2004*. Master Thesis (Master of Recreational Management), Srinakarinwirot University Graduate School. 2005, pp. 24
- [7] Somkwaun Bhothong. *Techniques and Process for Group Relationship and Walk Rally*. Teaching Document, Department of Recreation, Faculty of Physical Education, Srinakarinwirot University. 2001, pp. 18 Natthapah Khejornnant et al. *Building An Effective Team*. Bangkok: ExpertNet Co.,LTD. 2002, pp. 23
- [8] Yuthakan Somueng. *Effect of Group Relationship Activity for Development of Self-Esteem Realization in Children and Youth at the Community Home Khonkaen*. Master Thesis (Master of Educational Psychology), Khonkaen

University Graduate School. 2001, pp. Abstract

[9] Anhalt, Lynn. R. *Exploring the Relationship between Personality Characteristics and Effective Teamwork Behaviors*. Colorado State University. 1995

[10] Natthapah Khejornnant et al. *Building An Effective Team*. Bangkok: ExpertNet Co.,LTD. 2002, pp. 23

[11] Wichai Utsahajit. *Group and Team Management*. Lecturing Document, Faculty of Human Resource Development, NIDA. 2008.