

## An Example of Process Notes

Here's an example of how notes posted online. Keep in mind that these notes, in many respects, simply meet the minimal requirements. Writing just three sentences per section (the minimum requirement) is barely adequate, and will rarely impress me.

### Week 4

John Smith

Harmony and Affection!



This is the subject of your post  
(i.e., the title of process notes)

#### THE PROCESS GROUP

The group was very quiet. I think people KNOW how to get into the LE but are feeling anxious about it. Dr. Suler encourage people to talk about that and Sally was the first to reply. When she talked about feeling uncomfortable about self-disclosure and feedback, I think she was speaking for how many people in the group feel. That seemed to break the ice and the group got rolling. There were lots of references to other psychology classes and other professors, and I think this indicates how this course by comparison is very different for us. The LE is taking time for us to get used to. We're used to professors lecturing and telling us what to do. I think people might be a little anxious about being vulnerable, or making other people angry, or being rejected, if they start giving feedback or start talking about their own personalities. I think there's a tendency for everyone to try to be nice to each other, to not ruffle any feathers. The "harmony and affection" stage!

#### THE TASK GROUP

We got off to a late start. Howard and Beth came late again. I think other people in the group are starting to get annoyed about this. But no one is really talking about that. They try to ignore it. People seem to want to "make nice" with each other. It's the "harmony and affection" stage again! We do like each other, and are getting our tasks done, but we do need to get organized and be more efficient in making decisions. It's hard because no clear leader has emerged in the group. People seem to be competing for that leader role.

#### THE AFTERNOON CLASS

I noticed how the two groups seem to be sitting near each other in the afternoon class. Interesting! People seem to drift off when Dr. Suler gave his minilecture. Maybe it's our resistance to this class becoming anything like a "typical" lecture class! When we played that game "freeze" I noticed that many of the role plays involved people feeling anxious about self-disclosure.

#### BLACKBOARD INTERACTIONS

People seem to be more open in our Blackboard group, especially the people who are usually quiet. Maybe it's easier to speak your mind when you're not looking at each other face-to-face. Participation has also slowed a lot in the discussion area for the whole class. I'm not sure why that is.

#### ROLES AND STYLES

Sally is definitely becoming a socio-emotional leader in the task and process groups. Bob and Howard seem to be competing for the role of task leader. It's funny, though, because Howard, and Beth too, seem to be sort of "rebel" personalities. Linda has been very quiet. I'm not sure why.

#### SUBGROUPS

Howard and Beth seem to be forming an alliance, sort of a "rebel" subgroup. Bob and I have been going to lunch lately, so I guess we're forming a subgroup too. I wonder what others think of that?

#### MY PARTICIPATION

I've been quiet in process group. I hope people don't think that I'm not interested. I am! I'm just a little uncomfortable giving feedback and self-disclosing. I think I'm afraid of rejection.

#### ANALYSIS OF ACTIVITIES AND PROJECTS

The group story revealed anxiety about the LE that was so obvious in p-group this week. I was looking at our group poster and noticed that Jim's name is pushed into the corner. He acts like that in group sometimes. During the Tower Building exercise, we tried to make our Tower too big and it fell over. Are we overly ambitious?

#### MY TERM FOR THE WEEK

"PAIRING" - I think that my becoming friendly with Bob is pairing. We like each other because we're both quiet. I think we're also starting to feel a little like we're supporting and protecting each other in group.