

BENEFITS OF GROUP DYNAMICS IN PERSONAL AND SOCIAL DEVELOPMENT

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ABSTRACT: The Leisure and tourism activities have an ideal connection. As a matter of fact, through tourism activities people can have unique experiences which can often lead to unthinkable reactions. Companies call on tourism activities as a way of offering a reward to their employees, taking advantage of these experiences and familiarity to incite them the sense of leadership, group cohesion, and team competitiveness. All the projects have an intentional activity, as such this one first presents a theoretical and practical background related to the areas of Tourism Activities, Social Service and Social Psychology. Its realization presupposes an objective, formulated by the actors: “checking which extent, group dynamics create a greater personal and social development of the participants in the world of work. The main objectives, themes, and variables shape the project to be developed in working groups, leading to the stimulation innovative of activities that can portray the themes, such as: leadership, cohesion, group and inter-personal interaction, group decision making and confidence. The implementation of these variables is based on the adoption of a methodology research - action, the research (need assessment) will be conducted by a check list, observing and noting, the participants’ behaviors, as well as their decisions and opinions. According to the assessment, it will be developed through direct observation, grids and assessment report, in order to conclude the behavior and the general opinion of parties. **Keywords:** Leisure, behaviors, dynamics, competition.

RESUMEN: El Ocio y la Animación Turística tienen una relación ideal. A través de la animación turística las personas pueden vivir experiencias únicas que consiguen despertar reacciones muchas veces impensables. Empresas recurren a la animación turística, como manera de regalar a sus colaboradores aprovechando estas experiencias y convivios para inculcar en estos, sentido de liderazgo, cohesión de grupo y por qué no competitividad en su equipo. Todo el proyecto tiene una actividad intencional, así, pasa inicialmente por la contextualización teórica y práctica en lo que se refiere a las áreas de Animación Turística, Servicio Social y Psicología Social. Donde su realización presupone un objetivo, formulado por los intervinientes: “verificar en qué medida las dinámicas de grupo crean un mayor desarrollo personal y social de los participantes inseridos en el mundo del trabajo. Los principales objetivos, temáticas y

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variables forman el proyecto a desarrollar en los grupos de trabajo, poniendo de acuerdo la dinamización de actividades innovadoras que puedan retratar las temáticas a observar, tales como: Liderazgo, Cohesión de Grupo, Interacción Personal e Inter-Grupal, Confianza y Tomada de Decisión. La concretización de estas variables tiene por base la adopción de una metodología de investigación – acción, siendo que la investigación (diagnóstico de necesidades) será realizada a través de *check list's*, observando y registrando: comportamientos, decisiones y opiniones de los participantes. En lo que concierne a la evaluación, ésta será elaborada a través de la observación directa, redes e informes de apreciación, que permitan concluir que en el comportamiento y en la opinión general de los intervinientes. **Palabras-clave:** Ocio, comportamientos, dinámicas, competición.

RESUMO: O Lazer e a Animação Turística têm uma ligação ideal. Pois através da animação turística as pessoas podem vivenciar experiências únicas que conseguem despertar reações muitas vezes impensáveis. Empresas recorrem à animação turística, como forma de apresentarem os seus colaboradores, aproveitando estas experiências e convívios para incutir nestes, sentido de liderança, coesão grupal e por que não competitividade na sua equipa. Todo o projecto tem uma actividade intencional, como tal, este passa inicialmente pela contextualização teórica e prática referente às áreas de Animação Turística, Serviço Social e Psicologia Social. Em que a sua realização pressupõe um objectivo, formulado pelas intervenientes: “verificar em que medida, as dinâmicas de grupo criam um maior desenvolvimento pessoal e social dos participantes inseridos no mundo do trabalho. Os principais objectivos, temáticas, e variáveis moldam o projecto a desenvolver nos grupos de trabalho, convencionando a dinamização de actividades inovadoras que possam retratar as temáticas a observar, tais como: Liderança, Coesão Grupal, Interação Pessoal e Inter-grupal, Confiança e Tomada de Decisão. A concretização destas variáveis tem por base a adopção de uma metodologia de investigação – acção, sendo que a investigação (diagnóstico de necessidades) será realizada através de *check list's*, observando e registando: comportamentos, decisões e opiniões dos participantes. No que respeita à avaliação, esta será elaborada através da observação directa, grelhas e relatórios de apreciação, que permitam concluir que no comportamento e na opinião geral dos/as intervenientes. **Palavras-chave:** Lazer, comportamentos, dinâmicas, competição.

INTRODUCTION

Tourism activities / outdoor dynamics

One part of the business tourism can be considered as the beginning of the group activities programs for businesses, in partnership with socio-cultural techniques, focusing on the group work.

The definition proposed by Licinius Cunha on the tourism business, points out that the travel reward or incentive travel, arise from the fact that companies need to use, in full, the ability of their employees for that purpose should be encouraged. Since these travel are paid by businesses or public organizations, by motivating a large number of people participating in them taking with them, often by the spouse. In his book *Introdução ao Turismo*, the same author adds that this type of tourism takes on a heightened significance for the locations or countries visited the extent that, in general, the trips are organized outside the times of vacation and paid by the companies that those travelers belong to.

The incentive tourism can be considered as a business tool that aims to motivate or reward employees either individually or the team, when production targets are reached or quality, focusing also on encouraging teamwork, combating stress, introduction of new practices. This concept is increasingly used today, for man, while living in a turbulent life and society too busy with obligations, feels the need to have time in your experience do you forget the stress of your day to day and new experiences and emotions.

In this sense, Simpson, quoted in Quintas and Castaño (1998:31), said that *"tourism activities are to give meaning to a life full of social and professional commitments, to a greater knowledge of local cultures, escaping from the routine duties"*.

But for Maille, quoted in Quintas and Castaño (1998: 32), it is defined as *"a series of planned activities that allow individuals an interaction of potential, which seeks closer relations that allow for personal development"*.

One understands history of tourism activity as any action on social, cultural and educational dimension that is aimed at boosting programs within the population (Lopes, 2007).

This is a complex activity, in that each set of people is a different group with different characteristics and personalities. The professional and / or the team that organizes these kinds of activities should be aware that these experiences are unique and that they must be designed and managed in order to contribute to this. The host must be very particular, so that each one feels special and important, and give each person the freedom to participate and take an active role.

The role of animation is to offer customers the power to occupy their time with rewarding, exciting and fun activities, allow to assess, evaluate and experience the destination in its most characteristic and distinctive features, in a respectful experience with its social and environmental surroundings.

THE GROUP

There are various definitions of group. Generally, they are based on the ideas of interaction, interdependence and mutual awareness.

The definition proposed by Cartwright and Zander (1968, p. 46, quoted by Vala and Monteiro, 1993), for example, “*a group is a collection of individuals who have relationships with each other that make them interdependent to some significant degree*” emphasize undoubtedly, referred by Levine and Moreland (2006), the ownership of the interdependence between the constituent members and, in some way, sharing a common fate or luck.

The author Adair (1988, p. 18) states that we are in the presence of a group (work) if: a) there exists a well defined characterization as a group, ie, there is a set of two or more people identifiable by name or type; b) there is group consciousness, ie, members see themselves as a group, having a collective perception of unity, consciously identifying themselves to each other, c) there is an awareness of a common purpose, ie members share the same tasks, goals or interests, d) there is interdependence, ie, members need to help each other to achieve the targets for the integrated group, and) there is interaction, ie, members communicate with each other, influencing each other and f) there is capacity to act unitarily, ie, the group can work as one body.

Regardless of whether it is one-dimensional or multidimensional setting, each one of them, according to Levine and Moreland (2006), captures something important from groups, but in order to make distinctions between groups and non groups [which almost always is not easy to perform], a dichotomy that the authors prefer to substitute by a continuous (in the line of Donald Campbell, 1958) translated in the concept of groupness, thus constituting a dimension along those groups of people may vary, being a group more or less.

Also in this line, Arrow, McGrath and Berdahl (2000) define group as a complex, adaptive, dynamic, coordinated and defined (boundaries) set of patterned relationships between members, tasks and tools. Since in their view there is no sharp line that se-

parates the group from uncoordinated collection of elements, the authors use a set of criteria to decide upon the degree of group (how groupy) of a given system of relations: a) if the people involved consider themselves members of the group b) if they recognize each other as members and distinguished members of non-members; c) if the members feel connected to other members and group projects; d) if the members coordinate their behavior in pursuit of collective projects; e) if the members coordinate the shared use of a set of tools, knowledge and other resources f) if the members share the collective results (rewards and costs) based on activity (interdependent) that they develop in the group. For the authors, although in certain continuous sets of relationships may be more or less groupy, these are the criteria that capture the essential qualities that define the (small) group system.

Characteristics of the group

There are authors that define several variables named as characteristics of the groups.

The size of the group is an antecedent factor predominantly in the interaction processes. Bales *et al* (1951, cit. by Vala and Monteiro, 1993) demonstrated that in accordance with the increase of a larger group size is the difference in the relative participation of members.

An example of this is to increase compliance in accordance with the size of the group, as well as the emergence of a leader. The influence of size on the effectiveness of the group is more complex and more moderate by the type of task.

According to Collins and Raven (1969, cit. by Vala and Monteiro, 1993), the group structure can be described in relation to interpersonal relations and person-tasks reflections, beyond the personalities and idiosyncratic relationships of a group. A social structure is mainly defined as the ratio between its elements. These elements may be individuals or positions. The structures are usually contrasted with the processes, which refer to changes in activity over time.

The group is differentiated according to various dimensions, it is not necessary that there is a relationship between them. The most common dimensions are the communication, power and interpersonal attraction. Regarding the content, the social role can also be a way to characterize the group structure.

Group cohesion

Cohesion is considered by many researchers as a key factor in the productivity of groups. The concept of cohesion has some ambiguities.

According to Festinger (1950, cit. by Vala and Monteiro, 1993), cohesion is the result of forces acting on these individuals to remain in the group, Pepitone and Kleiner (1957, cit. by Vala and Monteiro, 1993) refer to cohesion as an attraction to the group. Goodman *et al* (1987, cit. by Vala and Monteiro, 1993) refers to group cohesion as a commitment of members to complete the task.

Some studies report communication, satisfaction and influence of members on the basis of group cohesion, which show that there is more interaction in groups consisting of members drawn to it than in groups where there are members who are not attracted or feel rejected. In highly cohesive groups members tend to have friendly and co-operative relations while less cohesive enable that a tendency to work more individually. With regard to satisfaction, there is a tendency that the cohesive groups are more satisfied than non-cohesive (Gross, 1954; Marquis, *et al*, 1951, cit. by Vala and Monteiro, 1993).

A “*perverse effect*” of group cohesion is described by Janis and Mann (1977, cit. by Vala and Monteiro, 1993), under the name of groupthink. The groupthink syndrome is a highly cohesive group, which represents the pressure on individuals to conform to a consensus opinion. For this thought of “*sympathy*”, the members share an illusion of vulnerability and tend to think objectively, thus tending to a limit of discussions and a limited discussion of alternatives.

Intergroup and interpersonal interaction

One of the fundamental processes of socialization is interaction, whose lack would subject the existence of human societies. For “*a society not only exists through interaction, but for interaction*” (Pierson, 1964, p. 177).

The word interaction usually suggests the idea of action between subjects, joint or interdependent of two or more participants, which produces changes both in subject and in the context where interaction is developed, ie the social environment.

This constitutes a standardized procedure of knowledge and enculturation, where individuals seek to project feelings, ideas and wishes in this field. Therefore, it is a social-interactive process that can cover both one person, as a group.

The means of communication in the process of interaction is clearly the language. The author Donald Pierson (1964) defines two types of social interaction: non-symbolic and symbolic interaction. In non-symbolic interaction, the relationship is done unconsciously, in a stimulus-response sense, where we have a communication process based on animal senses, gestures and reactions to a look, smell, etc.. In the symbolic interaction, there is greater precision in language. Here, the language is directed to cause a definite answer, to draw up a meaning that will overlap between stimulus and response.

In the social group interaction there must be a kind of fluent communication, in which only develops when there is dialog acceptance, where one can really express values, desires and emotions.

That is, there is only this type of interaction when there is acceptance, stability and security, developing a sense of pleasure and an attitude directed towards greater cooperation between group members.

However, there is a coherent and constructive sense in relation to social interdependence, the social system gets to know a greater stability and cohesion in the context of the interactions within it.

In short: the group categorization enhances group identification, stereotypical recall, distinct group and, under conditions

of equal or superior status, favoritism in relation to their group, while the contact based on individual categorization accentuates the individual characteristics, personal identity and individual distinctiveness in interpersonal relationships.

Society then seeks to standardize the process of social interaction, to give it a constructive meaning that fosters cohesion, so that it can meet the basic needs of its members.

Group effectiveness

Teams are defined as two or more people who interact socially, having one or more common goals, being created to perform relevant tasks to organizations, possessing a differentiated structure of roles and responsibilities and being involved in an organizational system with boundaries links in a wider context of the task surround (Salas, Dickinson, Converse & Tannenbaum, 1992). The performance of the teams matches the execution of actions and it is measured as the team performs the required actions to be effective. The effectiveness of this performance is measured as the achieved result fits the expected result (Essensia *et al.*, 2005).

The task requires members to focus on team activities to achieve their goals, forcing them to make decisions, create, invent and adapt solutions to solve problems inherent in its implementation. The team processes are the way members align their resources to confront the demands of the tasks (Kozlowski and Ilgen, 2006). It is for this reason that team processes are critical factors that enable the effectiveness of teams (Kozlowski, Gully, Nason and Smith, 1999).

Models of performance and effectiveness of teams have progressively emphasized the crucial role of interaction processes in the performance and effectiveness of teams and parallel the interventions in teams to improve their performance and effectiveness have shifted from history (eg, creation of teams) for the interaction processes focusing on training, development and leadership (Essensia *et al.*, 2005). Generally speaking, the theory and research, especially in an organizational context, have sug-

gested that leadership is an important factor that may affect the team processes and their outcomes (Kozlowski and Ilgen, 2006).

Leadership

Leadership has been defined in several ways. Each definition focusing on different aspects and presenting different implications for the study of leadership and its effectiveness as well as to address the practical problems associated with it.

According to Gordon Lippitt (s / d, cit. by McNeil & Clem, 1992, p. 47) after studying the subject for years, concluded that leadership is *“the worst defined attribute and less understood that some humans sometimes have”*.

Druker (s / d, cit. by Fachada, 2000, p. 253) mentions that *“one hundred new companies that start their activity, about half crashes two years after its inception, and the remaining 25% end its activity after 5 years”*. And this fact is no more than a result of ineffective leadership. In other words, leadership is needed in all types of human organization, primarily in business and in each of their departments. But in all other management functions, the administrator needs to know human motivation and know how to lead people (Chiavenato, 1993).

According to Bavelas (1967, cit. Chiavenato by, 1993, p. 260) *“the degree to which the individual demonstrates leadership qualities depends not only on its own characteristics, but also on the characteristics of the situation on which it is found”*.

According to McNeil and Clemer (1992) leadership is the part of the organization that cares for people. Leadership seeks to orchestrate the dynamics resulting from the fact that people work with others. This recognizes that people sometimes can be irrational, emotional, unpredictable and even uncontrollable. Leadership develops a framework using the inspiring vision and values to create a sense of determination and commitment. Leadership, properly applied, integrates people and teams, and teams have these goals and objectives, that sometimes give rise to new visions.

According to McNeil and Clemer (1992, p. 49) *“leadership is reflected in the ability to initiate an action and lead others to pursue a common*

goal. This is called persuasion. And the result is the will to win, the desire to participate. (...) Leadership is a set of actions, not a position. Leadership is a proactive state of power generation that catalyzes change and encourages work". Leadership involves bringing people together around a problem, focus their efforts and inspire action. Leaders are promoters of the organization and others.

To Eisenhower (s / d, cit. by McNeil and Clemer, 1992, p. 135) *"leadership is the ability to lead a man to do what we want him to do, the way you want it to be done, because he wants to do it"*.

Organizational leadership

Each organization has its psychosocial system, consisting of a structure and the interactions that take place inside. Its dynamics, however, is dependent on the intentions of the organization in which it is a part of, not being easy to adjust to it, since it involves the coordination of human, material and financial resources. This coordination must respect the intentions and values of the organization as well as its technology and its structure, taking into account the demands of its surroundings, which change constantly. The manager has the task of making such coordination and cause the system to meet the requirements proposed by the organization. Therefore, it is extremely important the way they influence and lead individuals in guiding their efforts to organizational goals.

Leadership is therefore a system which is another important component of a psychosocial subsystem, in the function of the management system. Thus, it will be discussed the process of organizational leadership. A first characteristic has to do with the social exchange that develops during the process of leadership, since it is not exercised in one way, but on the condition that the accepted leader is, himself influenced by others. The leaders provide some ideas, instructions and support, as such, subordinates repay them with accurate contributions to organizational effectiveness (Caetano, 2005).

Effective leaders are characterized by their ability to recognize the complexity of motivation and capture the dynamics of groups and organizational contexts.

Confidence

Understood trust hope in someone. It's a feeling that is immediately associated with security, certainty and tranquility. Trusting is giving importance to someone allowing them to intimacy.

It usually refers to its own dignity, ability and power, regardless of the situation one find oneself. Someone who is confident has a strong sense of conviction and confidence in themselves. Generally, individuals with this type of attitude, has one apparent serenity, tranquility and is self-aware.

Confidence is rarely associated with the possession of knowledge; therefore we can not know something and be confident in learning in favor of acquiring more knowledge.

In certain situations, one does not know to react to unexpected events, putting their confidence somewhat to the test, thus activating parts of the brain that allow one to find immediate solutions, which will drive a set of neural networks that specialize in finding solutions to problems.

It's like a trend for success, which subsequently enhances confidence leading people to achieve more success. The best way to become more conscious is certainly to acknowledge their own emotions and as a result their effects, and how we react to our environment and how emotions affect their behavior.

Being able to keep calm and the emotions under control in difficult situations is essential for humans, learn how to manage their emotions, will help control feelings and behavior, enhancing more initiative and showing oneself worthy of trust by the other, allowing a better adaptation to changes and circumstances. It makes one also aware allowing to observe the way one interacts with others, examining how actions affect others.

“Man gradually becomes what he believes he is able to be. If one constantly repeats to themselves that one can not do something, it is possible for

it to finally come true. On the contrary, believing that one can do, one will just guarantee to acquire the ability to do it, even if one isn't able at first.
 “Mohandas Gandhi, in ‘The Words of Gandhi’

So having a self solidified confidence and is clearly an asset to everyone in life. Not only it will promote a better and more positive physically and psychologically life, but also a way one can prepare itself for what one wants. A high self-confidence will enable people to conquer all the challenges, no matter how insurmountable they may seem. The individual armed with a high self-confidence will be observed in a more reasonable way to achieve its goals promoting the belief in a better and more satisfying life.

Decision-making

The decision-making process can be initiated and conducted by a person, acting alone, or in a group. In both cases, the organizational context factors affect both the process as well as the result of the decision.

Various studies on the matter originated several theoretical models of decision making. These are intended to respond to increasingly complex organizational problems. The analysis of these problems can be done in three levels: individual, group and organizational.

Individual decision making

At the individual level of decision making, the rational choice model is based on two fundamental premises: self-interest and the decision maker's preferences. Individuals tend to make decisions based on self-interest and, consequently, the decisions selection. It also presupposes that those who decide have revealed their preferences. This theory assumes that decision makers have a set of alternative actions and know the consequences and the utility value of each alternative, which allows them to compare them. Rules that allow them to select a single alternative to expected utility, based on probabilistic calculations.

Some authors (Simon, 1955 and March and Simon, 1993, cit. by Ferreira *et al.*, 2001) criticize the rational model to be a normative model difficult to apply. It would only be possible to im-

plement this model, if the decision makers were in possession of all information, which does not happen in most cases.

To overcome this impossibility, authors present the theory of bounded rationality that advocates, not the search for the optimal decision, but a satisfactory decision. This means that the decision maker does not analyze all possible options before choosing some alternatives and analyze them to find one with a level of acceptability.

Other authors (Khaneman and Tversky, 1973, 1979 and 1982; Khaneman and Tversky, 1981, cit. by Ferreira *et al.*, 2001) argue that the theory of bounded rationality, although deviating from the classical rationality, does not allow diagnosing engaged embezzlement in biases, or explaining how these affect the judgments of decision makers.

Group decision making

The process of group decision may involve varying degrees of participation, taking into account, among other aspects, the nature of the problem and the organizational context of the decision. The degree of participation is dependent on the impact of the decision on productivity and satisfaction of decision makers, since the decision in group seeks a high level of organizational effectiveness.

Among the many existing models of collaborative decision making, Ferreira *et al* (2001) refer to the model of Vroom and Yetton (1973) as one that provides the clearest prescriptive indications about the conditions of effectiveness of such decision. Based on the perspective of the leader, he suggests, according to the situation, that the degree of participation will vary according to five levels that specify styles of collaborative decision making. The amplitude levels one located between the autocratic and democratic style or group decision, but have in the middle, on the way, three types of consultation with subordinates. The leader in search of a style to be adopted should take into account variables relating to the contingencies of the decision context and characteristics of the problem.

Thus, the leader must diagnose the situation and try to answer a set of closed questions relating to the following aspects: the importance of the quality of the decision, the degree of need for commitment and acceptance by their subordinates, the information known by the leader, the likelihood of conflict among subordinates in the decision about the preferences and time constraints for decision making (Ferreira *et al.*, 2001). The optimization of these issues by calculating a set of rules, allows to verify the effectiveness of different styles of participation.

However, the group decision, as with the individual decision, may have some biases and problems that hinder or prevent the group from using all their resources on maximizing the effectiveness of the decision. It is the group to obtain, interpret and select information relevant to the decision and integrate the diverse perspectives of different stakeholders.

According to the authors Gigon and Hastie (1993 & 1997, cit. by Ferreira *et al.*, 2001), the unknown information to the group where each element has, is an important contribution to the effectiveness of the decision. It turns out that, in their discussions the group doesn't always to be part or, sometimes has difficulty in integrating this unknown information. Behind this difficulty may be the effect of common knowledge: the opinions that group members have before the discussion are structured by the information known to all members and, in turn, the choices of the group are determined essentially by the previous opinions of the participants.

So, the leader must diagnose the situation and try to answer a set of closed questions relating to the following aspects: the importance of the quality of the decision, the degree of need for commitment and acceptance by the subordinates, the known information by the leader, the likelihood of conflict among subordinates in the decision about the preferences and time constraints for decision making (Ferreira *et al.*, 2001). The optimization of these issues by calculating a set of rules allows to verify the effectiveness of different styles of participation.

Organizational decision making

Although the theory of decision behavior focus on studying decision-making, both of an individual and organizational level, what one sees is that the influence of these developments have led to an increased focus on an individual level. The reason for this trend is that many decisions are taken by individual managers in organizations also and many of the concepts resulting from the research can be used to understand the processes of organizational decision.

However, the process of organizational decision is different from the individual decision making process. Ferreira, *et al* (2001) cite five aspects Shapira (1997 and 1998) that distinguish the two processes: there is ambiguity of available information and no clear preferences; decision makers are involved, on an ongoing basis, in previous decisions and is the consequences of the current decision, incentives and sanctions are permanently associated with the decision and its consequences in the long term; many decisions on similar issues are repeatedly made, and in the absence of previously established rules, decision-makers' beliefs about their decision-making powers and the possibility to control results tend to establish as informal rules of decision, and the prevalence of conflict: strategies of power and opportunities of the agenda determine, in fact, many decisions rather than analyzing the parameters of the decision. These factors reveal the great complexity which surrounds and affects the process of decision making in organizations. Thus, this process results in both the organizational context, the surroundings and behavior of organizational actors.

METHODOLOGY

Based on the literature review, we proceeded to prepare a Conceptual Model, which aims to reproduce the relationship between satisfaction, its antecedents and consequences able to assess in particular the perceived quality provided in the dynamics.

As such, the observation made in response to research questions, we turn to the descriptive research method, based on data collection, to answer questions relevant to the study objective.

The sampling technique is not probabilistic by convenience, and the type of cross-sectional study, since it gives us the possibility to study larger groups, taking into account that they have a moral development, with characteristics of certain age groups, shows difficulties derived from the large number of variables.

The target population is small (10 to 50 employees) and medium (50 to 250 employees) companies, always being possible to adapt to the existing population.

ANALYSIS AND DISCUSSION OF RESULTS

The presented results refer to the carried out statistical analysis based on the collected data. This is a descriptive presentation, performed by analyzing the frequency of the central tendency of the collected results through an observation grid designed specifically for this study.

Table 1 – Observable Component's Results

GROUP WORK

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	1	1	2	2	3	3	2
2	Mean	3	3	4	4	3	4	4	4
3	Mean	1	1	2	2	2	1	2	1
	Mean	1,67	1,67	2,33	2,67	2,33	2,67	3	2,33
Total	Stand. deviation	1,155	1,155	1,528	1,155	0,577	1,528	1	1,528

In the observable competence Group Work for each dynamic assessment, we can say that the denoted dynamics where more capacity to work was in the group were 1 and 2 dynamic with a mean of 1.67, followed by 3, 5, and 8 dynamic, with an average of $\bar{x} = 2.33$.

Number 7 dynamic is the one that presents a highly difficulty of group work by participants, it may be possible to say, by observing the group in achieving this, that there were some difficulties in the task perception, in its development as well as its organization.

In the first group dynamics, it is possible that the groups that stand out positively in the competence of the Working Group are Group 1 and 3. Demonstrating according to Adair

(1988, cit. by Vala and Monteiro, 1993), that there is a perception that the group definition as well as of their role within it.

Group 2 did not group present characteristics, since the social structure is minority defined as a relationship between its elements, leading to difficulty in implementing and complete the task (Collins and Raven, 1969, cit. by Vala and Monteiro, 1993).

Table 2 – Observable Component's Results
Interaction/Identification ability to the group

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	1	2	2	2	3	3	2
2	Mean	3	2	3	3	2	3	3	4
3	Mean	1	1	2	2	1	1	1	1
Total	Mean	1,67	1,33	2,33	2,33	1,67	2,33	2,33	2,33
	Stand. deviation	1,155	0,577	0,577	0,577	0,577	1,155	1,155	1,528

The second component Interacting / identification with the group, we found that the dynamic 2 was the one that responded more to assessing the capacity of interaction of individuals in the group presented an average of 1.33. Also with an average of 1.67 are also found.

The group that positively stood out in this component was Group 3, showing better results in most of the dynamics, showing they are a group with consistency, collective perception, awareness and common purpose (Adair, 1988, cit. by Vala and Monteiro, 1993).

Table 3 – Observable Component's Results
Ability to communicate among individuals

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	2	2	2	2	2	3	2
2	Mean	2	3	2	2	4	4	4	3
3	Mean	1	1	1	2	1	2	2	1
Total	Mean	1,33	2	1,67	2	2,33	2,67	3	2
	Stand. deviation	0,577	1	0,577	0	1,528	1,155	1	1

At the level of communication between group members, we found that along making the dynamics, both in Group 1 and 3, a high capacity for dialogue and understanding.

This was found more often in dynamic 1 and 3 since the members possessed a good capacity of communication / dialogue between them, acting as a group or a single body (Adair, 1988, cit. by Vala and Monteiro, 1993).

In this competency through on-site observation, the group that stood out less was than 2, demonstrating a high individuality.

Table 4 – Observable Component's Results**Ability to focus on the task**

Group	Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1 Mean	1	2	1	2	2	2	3	2
2 Mean	4	3	4	3	4	3	3	4
3 Mean	1	1	1	2	2	2	2	1
Mean	2	2	2	2,33	2,67	2,33	2,67	2,33
Total Stand. deviation	1,732	1	1,732	0,577	1,155	0,577	0,577	1,528

In this competence it is possible to say that neither group was able to focus on the task. Group 3 again highlights itself positively, showing they were a diverse group in their skills and abilities in order to achieve their goals (Kozlowski and Ilgen, 2006).

Group 2 showed lack of commitment to the proposed tasks, as well as achievability, which led to ineffective observed results, not existing a structure of roles and responsibilities (Salas, Dickinson, Converse & Tannenbaum, 1992).

Table 5 – Observable Component's Results**Ability to organize tasks with efficiency**

Group	Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1 Mean	1	2	1	2	1	2	3	2
2 Mean	3	2	4	4	4	4	2	3
3 Mean	1	1	1	2	2	2	2	1
Mean	1,67	1,67	2	2,67	2,33	2,67	2,33	2
Total Stand. deviation	1,155	0,577	1,732	1,155	1,528	1,155	0,577	1

In competence to ability to organize tasks with efficiency (Table 5) groups 1 and 3 stand out in the first two dynamic thus demonstrating a high capacity to structure themselves to achieve the proposed objective, with a fast and efficient organization, with interaction to achieve a common purpose (Kozlowski and Ilgen, 2006).

Table 6 – Observable Component's Results
Ability of achieve a quick decision

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	2	2	2	1	2	3	3
2	Mean	3	2	3	4	2	3	3	4
3	Mean	1	1	1	2	2	1	1	2
Total	Mean	1,67	1,67	2	2,67	1,67	2	2,33	3
	Stand. deviation	1,155	0,577	1	1,155	0,577	1	1,155	1

In this competence (Table 6), we observed a reduced ability to act in groups, especially by group 2, and there is a similarity between groups 1 and 3.

The groups have a difficult selection of information and unprecedented *adaptação* the same, thus showing that there is an inability of the leader and the group to integrate the diverse perspective of the various elements of the group (Ferreira, *et al*, 2001).

Table 7 – Observable Component's Results
Individual – Individual relationship

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	3	2	2	2	3	2	2
2	Mean	3	3	4	4	4	3	4	2
3	Mean	1	1	2	2	2	2	2	2
Total	Mean	1,67	2,33	2,67	2,67	2,67	2,67	2,67	2
	Stand. deviation	1,155	1,155	1,155	1,155	1,155	0,577	1,155	2

Based on Table 7, it was found that the total average Dynamics 3, 4, 5, 6 and 7 showed the same results, showing an ability to maintain a good relationship / interaction between group members. Each individual seeks to project its ideology in a conscious / unconscious in the interactions they have with others, so there is a social-interaction that can integrate both an individual and a group (Pierson, 1964).

In line with the above results and thought, is Table 8, which refers to the individual's relationship with the group, and one can see a similarity in the results. One can say that although there is capacity for teamwork, person-group interactions were not properly built, and this can be an indicator of cohesion median and ineffective.

Table 8 – Observable Component's Results
Individual – Group relationship

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	3	1	1	2	3	2	2
2	Mean	3	2	3	4	3	3	3	3
3	Mean	1	1	2	2	2	2	2	2
	Mean	1,67	2	2	2,33	2,33	2,67	2,33	2,33
Total	Stand. deviation	1,155	1	1	1,528	0,577	0,577	0,577	0,577

Table 9 – Observable Component's Results
Existence of one or more members that exert social influence

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	2	2	2	2	2	2	3	2
2	Mean	3	3	4	3	3	4	4	1
3	Mean	1	1	3	3	3	3	3	3
	Mean	2	2	3	2,67	2,67	3	3,33	2
Total	Stand. deviation	1	1	1	0,577	0,577	1	0,577	1

The ability to create influence in others is a characteristic of a leader. In Table 9, through the obtained results, group 1 is the one that stands out most in terms of existence of more than an influencer, compared to the other two groups. Thus, denoting the development of a capacity of inspiration and creation of values in order to stimulate feelings of determination and commitment. Thus, the ability of a good influence enables the integration of individuals as a team (McNeil and Clem, 1992).

Table 10 – Observable Component's Results
Ability to choose a leader

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	3	2	1	2	2	2	2
2	Mean	2		2	3	4	3	3	3
3	Mean	1	1	1	1	1	1	1	1
	Mean	1,33	2	2	2	2	2	2	2
Total	Stand deviation	0,577	1	1	1,732	1	1	1	1

Group 3 stands out for a greater capacity for leadership and choice of leader. Demonstrating that the individual chosen was a leader who could inspire ideas, instructions helping the other members of the group, always waiting commitment and effectiveness from them in the organization and development of the task (Caetano, 2005).

Table 11 – Observable Component's Results
Group productivity

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	2	1	2	1	2	3	2
2	Mean	4	2	4	3	3	2	4	1
3	Mean	1	1	1	2	2	1	1	1
	Mean	2	1,67	2	2,33	2	1,67	2,67	1,33
Total	Stand deviation	1,732	0,577	1,732	0,577	1	0,577	1,528	0,577

As it can be seen by the results obtained, group 3 is distinguished by its ability to achieve its goals, which is synonymous with a high cohesion thus resulting high productivity (Festinger, 1950, cit. by Vala and Monteiro, 1993).

In opposition is there group 2, showing during the activity a higher difficulty in achieving the group common goals (Arrow, McGrath, and Berdahl, 2000).

Table 12 – Observable Component's Results
Commitment of the group in tasks

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	2	1	1	1	3	3	2
2	Mean	3	3	3	4	2	3	3	2
3	Mean	2	1	1	3	1	1	1	1
	Mean	2	2	1,67	2,67	1,33	2,33	2,33	1,67
Total	Stand deviation	1	1	1,155	1,528	0,577	1,155	1,155	0,577

At the level of commitment of the group in tasks, where group 3 stands out, showing team spirit, in other words commitment by its members in carrying out the task (Goodman *et al*, 1987, cit. by Vala and Monteiro, 1993).

Group 2, by contrast, has a poor communication which influences the existence of a weak satisfaction in completing the task, and its members tend to run individually (Gross, 1954; Marquis, *et al*, 1951, cit. by Vala and Monteiro, 1993).

Table 13 – Observable Component's Results
Group cooperation

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	2	1	1	1	2	3	3
2	Mean	4	2	4	3	3	4	4	2
3	Mean	1	1	1	2	1	1	1	2
	Mean	2	1,67	2	2	1,67	2,33	2,67	2,33
Total	Stand. deviation	1,732	0,577	1,732	1	1,155	1,528	1,528	0,577

The existence of cooperation stems from the ability to act as a body and not as a unit (Adair, 1988, cit. by Vala, 1993), which is not the case in group 2 (Table 13 and 14), that throughout the proposed tasks, worked more individually than as a group.

Group 3 has a capacity to work together, performing its assigned tasks with great success, proving to be highly cohesive with the ability to develop friendly relations among themselves and cooperatives (Gross, 1954; Marquis, *et al*, 1951, cit. by Vala and Monteiro, 1993).

Table 14 – Observable Component's Results
Existence of group cohesion

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	2	1	1	2	2	2	3
2	Mean	3	2	3	4	4	3	3	3
3	Mean	2	1	1	2	2	1	1	2
	Mean	2	1,67	1,67	2,33	2,67	2	2	2,67
Total	Stand. deviation	1	0,577	1,155	1,528	1,155	1	1	0,577

Table 15 – Observable Component's Results
Ability of satisfaction during the tasks

Group		Dynamic 1	Dynamic 2	Dynamic 3	Dynamic 4	Dynamic 5	Dynamic 6	Dynamic 7	Dynamic 8
1	Mean	1	1	1	2	2	3	2	2
2	Mean	2	3	4	3	3	4	4	2
3	Mean	1	1	1	1	1	1	1	1
	Mean	1,33	1,67	2	2	2	2,67	2,33	1,67
Total	Stand. deviation	0,577	1,155	1,732	1	1	1,528	1,528	0,577

In short, taking into account all the conducted dynamics, it was observed that the degree of satisfaction in group 1 and 3 were very positive, in addition to possessing group working skills, they have proved capable to combine work with fun, enjoying what was provided in this.

CONCLUSIONS

Through data collection and presentation of results, it was concluded that a group that has a great capacity for interaction and communication, has a high capacity to carry out tasks, responding to great effect to what is proposed, showing the existence of a mutual influence. All these skills lead to a great commitment to the group and there is likewise a high level of cooperation and cohesion, which results in greater productivity and satisfaction in performing the proposed tasks.

All these features are more frequent in group 3, which shows a maturity by group members. In contrast, group 2 highlighted itself with major difficulties of concentration, interaction, cooperation, cohesion and a certain immaturity.

The participation of group 1 did not excel in the results, however, has shown possessing group characteristics.

In the organizational context, this activity program aims to include the surroundings and local culture by integrating most of the time both the Hospitality service such as catering, choosing idyllic and natural sites that are more conducive to the implementation of activities. It is not possible to combine to well-being that the entity intends to provide to the group, focusing on sustainable tourism, which is supported on the principles of sustainable use of natural resources, preservation of natural and cultural diversity, not forgetting the benefit of the integration of local communities.

In these activity programs, entities may benefit from increased cooperation between workers, as well as increasing the capacity of interaction between individuals, thus creating greater efficiency,

productivity, healthy competitiveness, satisfaction and belonging by having a common goal.

Objectively, the dynamics can match the needs of the company, which may be extended to a longer term perspective, aiming to provide a monitoring of the inter-personal and inter-group development.

Over the course of the activity, in the context of cooperation and observation of activities, there was the need of being indispensable, both an observer and as a monitor to attain the development of the attached grid, and to achieve a detailed and impartial assessment.

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Existence of one or more members that exert social influence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
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Group productivity	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Group commitment to tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
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Ability of satisfaction in the completion of the game	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

1 ☐ - Very Good; 2 ☐ - Good; 3 ☐ - Week; 4 ☐ - Unexistent

(Mark with na **X** the identified answer)