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Developing Group Work Life Skills Within The Music Industries

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Developing group work life skills

Dr Mark Pulman
University of Huddersfield
Developing group work life skills

Real world contexts

Music industries

Developing an awareness of ourselves and of others
Developing an awareness of our personal attributes in band rehearsals

- Willingness to help others?
- Verbal contribution?
- Creative input?
- Personal responsibility?
- Interpersonal skills?
- Able to listen to the others?
- Give and take?
- Patience?
- Able to accept feedback appropriately?
- Effective leadership - is he an Alpha Male?
- Open to ideas?
- Gives constructive feedback?
An action research approach

- Improvements to tutor practice
- Activities which might support the development of band members’ rehearsing awareness
- Action research cycle/rehearsing and performing cycle
- 120 bands, sixteen in-depth individual interviews and extensive peer marking data from 2000-2011
- A social constructivist context
'We can work it out…'

…‘with a little help from my friends’
How might we describe our personal attributes on display in the rehearsal?

- attributes that the group feel are important their band…?
- attributes that are important to each band member…?
- individuals’ personal ‘strengths’ in the rehearsal…?
- individuals’ personal ‘weaknesses’ in the rehearsal…?
Peer learning principles and training

Rational

Agreement

Transparency

Moderation
Please list three personal attributes or qualities (‘personal weaknesses’) that you believe can be developed/improved in your rehearsing:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Patience with others</em></td>
</tr>
<tr>
<td>2</td>
<td><em>More focus and concentration</em></td>
</tr>
<tr>
<td>3</td>
<td><em>Learning my part at home</em></td>
</tr>
</tbody>
</table>

Please list two personal attributes or qualities (‘personal weaknesses’) for each of your previous band members that you believe they can develop/improve:

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lady Gaga</td>
<td><em>Being a team member</em></td>
<td><em>Responsible for learning lyrics ahead of rehearsal</em></td>
</tr>
<tr>
<td>Eric Clapton</td>
<td><em>Being more open to feedback</em></td>
<td><em>Contributing more ideas</em></td>
</tr>
<tr>
<td>Bono</td>
<td><em>More willing to help band mates</em></td>
<td><em>Listening to others’ views</em></td>
</tr>
<tr>
<td>Chad Smith</td>
<td><em>Being enthusiastic</em></td>
<td><em>Confidence</em></td>
</tr>
</tbody>
</table>
## Peer feedback example

### ‘Personal weaknesses’ that you wish to improve

<table>
<thead>
<tr>
<th>Mark out of 5</th>
<th>Open to feedback</th>
<th>Willing to help others</th>
<th>Enthusiastic</th>
<th>Team member</th>
<th>Confident</th>
<th>Learns lyrics</th>
<th>Listening to others</th>
<th>Contributing ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = poor</td>
<td>Or Blinkered</td>
<td>Or Doesn’t help others</td>
<td>Or Lacking enthusiasm</td>
<td>Or Control freak</td>
<td>Or Lacking confidence</td>
<td>Or Leaving it until last minute</td>
<td>Or Ignores others</td>
<td>Or Too quiet</td>
</tr>
<tr>
<td>2 = below average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 = neutral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = above average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 = excellent</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>L Gaga</th>
<th>E Clapton</th>
<th>Bono</th>
<th>C Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3/5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>1/5</td>
<td>3/5</td>
<td>x</td>
<td>x</td>
<td>3/5</td>
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<tr>
<td>5/5</td>
<td>x</td>
<td>x</td>
<td>3/5</td>
<td>x</td>
</tr>
<tr>
<td>4/5</td>
<td>x</td>
<td>3/5</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5/5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
‘Band on the run…’

‘Personal weaknesses’ chosen by our previous band members…

• “band members should choose, because they are more honest at identifying your weaknesses” –SA

• “you have to listen and respect someone willing and brave enough to tell you your faults” –NL

• “they reveal your weaknesses and once you know these you are fine” –EJ

• “former band members who rehearsed … with you ….could choose these attributes for you, that you can work on…they know you…” –SA
Interviews

Semi-structured in-depth interviews conducted with sixteen band members. *Grounded Theory* was adapted to analyse the interview data.

Six substantive categories emerged:

- Self-knowledge
- Feedback
- Honesty
- Confidence
- Self-efficacy
- Tutor practice
‘I’ve got a feeling…’

Self knowledge

- “it made me look a lot more at myself” –YL
- “subconsciously, I was always thinking about them two things I needed to improve on” –TP
- “it lets people know what they think of you as well as what you think of yourself” –OD
‘Call me…’

Feedback

• “an exceptional way of getting feedback” – EJ
• “it enables you to understand how to improve” – EJ
• “it teaches you to try harder, do better” – OD, HA, NL, HS
• “I made a conscious effort to work on my attributes” – EN
• “hard to work with people who cannot accept criticism” – EJ
• “if criticism makes you take stock, then peer assessment is OK” – NL
• “my [self-selected] weaknesses – they’re not what the other people would perceive as my weaknesses” – SA
• “I need constructive criticism, not a stab in the back” – WK
Honesty

- “[it is] difficult to try to influence people to be impartial if they are determined to give low marks” – EJ
- “[there are] difficulties in telling the truth face-to-face, so written feedback is good” – SA, DS
- “written feedback avoids confrontations” – HA, SA
- “it’s tough assessing your friends” – OD
- “I try to be honest with my friends” – HA, MR
- “some give friends better marks… I’m more critical with strangers” – OD
- “personal feelings get in the way sometimes, and people will purposely mark low out of spite” – EJ
‘I still haven’t found what I’m looking for…’

Confidence

• “I suppose in the rehearsal process in the past, I’ve always been the one to kind of take a back seat and kind of just sit and do whatever I’m told to do, if you know what I mean. So, because they put me in the position of, you know, deciding this, that and other, I’ve learnt to be more assertive” –DS

• “It made me look a lot more at myself, and looking at their confidence like, with mine” –YL

• “You definitely notice people who are confident on their instruments, put forward, put their ideas forward more than people who tend to maybe not have had as much experience of playing with people; they like to sit back a little bit” – OM
‘Simply the best - better than all the rest…’

**Self efficacy judgements**

- ‘Free riders’ and weaker students consistently awarded themselves higher marks, compared with those that were awarded by their bands.
- ‘Shooting stars’ tended to under-estimate themselves when self-assessing, compared with those awarded to them by their band.
- Females tended to under-estimate themselves when self-assessing, compared with those awarded to them by their band.
‘R.E.S.P.E.C.T…’

Tutor practice

- Transparency
- Agreement
- Trust
- A moral dimension?
- Honesty
- Student ownership
- Training
‘Knowing me, knowing you…’

Developing group work life skills

- Awareness of yourself and of other musicians in the group
- Seeing yourself through the other’s eyes
- Knowing yourself through other’s thoughts
End of presentation

With thanks to:

Abba, Aretha Franklin, Billy Joel, Black Eyed Peas,
The Beatles, Tina Turner, U2, Blondie and Paul McCartney

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