



university of
 groningen

office of the university

student service centre
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Date 17-06-2011 | 1

Task Management Groups

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Characteristics

- > continuous
- > weekly sessions 1½ hrs
- > aim: studying regularly

- > weekly study plans

- > reward & punishment

- > self-help group ritual





Targets

- > Motivation maintenance
 - Reaching a distant goal step-by-step

- > Fighting temporal shortsightedness :
 - getting students to keep to the job at very short terms (week)

- > Habit formation:
 - allowing a very long period of controlled habit formation (year)



Rules

- Completing weekly study task
- Attending every week
- Being on time always
- Making telephone call to partner every week



Effective components

- > Allowing controlled behaviour for long period of time (→ habit)
- > Group support (→ self-acceptance)
- > Causing multiple small success experiences (→ self-efficacy)
- > Promoting social learning





Task management (1)

- > individual planning in weekly study tasks
- > SMART-rule for task characteristics
 - Specific
 - Measurable
 - Acceptable
 - Realistic
 - Timed



Task management (2)

- > rituals of self-help group
 - punctual attendance
 - strictly keeping to the rules
 - no excuses allowed
 - social rewards



Session details (1)

- > Personal study plans
- > Personal monitor forms
- > Schedule students-boosters



Session details (2)

- > First 15 minutes: students & boosters in pairs
- > Second 15 minutes: changing roles
- > Product: new weekly personal study plan
- > Next 5-10 minutes: completing monitor forms
 - Plenary
 - By group supervisor
 - No excuses; business-like
- > Next 30-35 minutes: presenting weekly plans
 - Plenary, by student, presentation & explanation
 - Group formally approves
- > After: coffee & cake (informal; reward group attendance)



Booster role

- > Assisting in drafting study plan
- > Evaluating completion previous plan
 - No prescription for size of the task
 - Student himself remains responsible
 - Every group member is booster in one planning round



Week	1	2	3	4	5	6	7	8	9
Samstag									
Op tijd									
Gehaald									
Toek af									

Week	10	11	12	13	14	15	16	17	18
Samstag									
Op tijd									
Gehaald									
Toek af									

Scriptieversnellingsgroep

Deborah Jacobien Braken
Vanaf 24 april 2016
Onderwerp: Studietoestand onderzoeken

Week	1	2	3	4	5	6	7	8	9	10	11	12	13
Samstag													
Op tijd													
Gehaald													
Toek af													

Week	14	15	16	17	18	19	20	21	22	23
Samstag										
Op tijd	+	+	+	+	+					
Gehaald										
Toek af										

Week	27	28	29	30	31	32	33	34	35	36
Samstag										
Op tijd	+									
Gehaald										
Toek af										

Week	37	38	39	40	41	42	43	44	45	46	47	48	49
Samstag													
Op tijd													
Gehaald													
Toek af													

Student in red top sitting at a desk, smiling and looking towards the right. She has short brown hair and is wearing a red sleeveless top. She is holding a red and black marker in her right hand.

Student in black top sitting at a desk, looking down at papers. She has blonde hair tied up and is wearing a black sleeveless top. She has her hand resting on her chin.

Student in grey top leaning over the desk, smiling. She has long dark hair and is wearing a grey t-shirt with the word "ELECTRIC" visible. She is holding a black marker.

Student in white shirt standing and looking at a whiteboard. He has short dark hair and is wearing a white t-shirt and khaki pants. He is holding a pen in his right hand.



Monitoring system

- > Personal monitor form in public
- > Check of every rule
- > Symbolic reward (+) and punishment (-)
- > Sanction by rule transgression
 - Transgression = 2 minuses in 3-week period
 - Warning: 3 plusses in next 3 session for rule transgressed
 - If minus in warning period: group member expelled



Group supervision

- > By relative outsider (e.g. student counsellor)
- > Role of "games master" or "host"
- > Business-like on monitoring
- > Helpful at study plan presentation
- > Informal during coffee



Results

- > popularity
- > enthusiastic testimonials of group members
- > good systematic process evaluation assessments



More information

Tuckman, B.W. & Schouwenburg, H.C. (2004). Behavioral interventions for conquering procrastination among university students. In H.C. Schouwenburg, C.H. Lay, T.A. Pynchyl & J.R. Ferrari (Eds.), *Counseling the Procrastinator in Academic Settings* (pp. 91-103). Washington, American Psychological Association.



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Thank you for your attention

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