Dynamics of Athletic Training Students Grouped by Personality Type for a Class Presentation

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**Context:** Purposefully grouping students based on personality type for a class presentation may hold pedagogical implications for teaching. The dynamics of student work groups may differ when students are grouped homogeneously versus heterogeneously based on personality type. Specific dominant personality attributes within a group may affect group dynamics. **Objective:** To evaluate group dynamics of athletic training students (ATSs) grouped homogeneously and heterogeneously based on personality type for a class presentation. Also to evaluate the influence of dominant personality characteristics on group dynamics. **Design:** Quasi-experimental with repeated measures. **Setting:** Classroom and college campus. **Participants:** 12 second-year ATS from a CAATE accredited pre-professional athletic training program enrolled in ATRN 200 and ATRN 202 for fall 2014 and spring 2015 semesters, respectively. **Interventions:** Participants took part in a True Colors Personal Success Seminar facilitated by the researcher. Participants completed the True Colors Word Sort to determine a personality profile. Participants were grouped homogeneously by personality type into four groups of three as part of ATRN 200 during the fall semester. The same twelve participants were re-grouped into four heterogeneous groups of three for ATRN 202 during the spring semester. For both ATRN 200 and ATRN 202, student groups were assigned the group task of delivering a 50-minute interactive presentation on pre-assigned human anatomy related content. **Data Collection & Analysis:** A qualitative approach was utilized to best understand how grouping students according to personality type affected group dynamics. Qualitative data were collected through questionnaire responses, field observations, and video analysis. A triangulation design was used to analyze data. Homogeneous and heterogeneous groups were analyzed separately using open and axial coding to determine emerging themes and categories. Comparative analysis was then performed using selective coding to evaluate patterns and differences. **Results:** Heterogeneous groups were identified to display more effective group dynamics overall than homogeneous groups. Primary elements conducive to effective group dynamics were identified for homogeneous groups (collaboration and independent work balance, communication, and leadership) and heterogeneous groups (collaboration and independent work balance, communication, leadership, and cooperation). Dominant personality attributes were found to influence group dynamics. **Conclusion:** Implications include the use of personality type theory as a pedagogical tool in higher education and athletic training education. **Word Count:** 388.