

Instructor's Manual and Test Bank

for

Small Group and Team Communication

Fifth Edition

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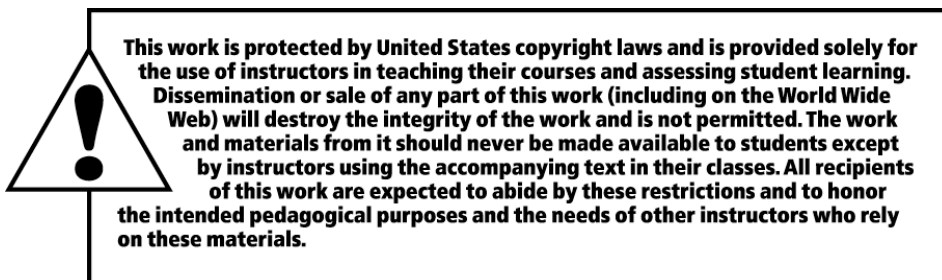
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Course Syllabus Schedule of Assignments

(Chapter Reading, Discussion Exercises, Exams, and Projects)

Instructor can add the additional exercises at the end of each chapter as appropriate.

Week	Day 1	Day 2	Day 3
1	Introduction	Chapter 1	Chapter 2
2	Chapter 2	Chapter 3	Chapter 3
3	Chapter 4	Chapter 4	Prep Day
4	<i>Group Presentations: Name, Logo, Slogan Projects (2 per day)</i>		
5	Chapter 5	Chapter 6	Exam One
6	Chapter 6	Chapter 7	Chapter 7
7	Chapter 8	Chapter 8	Chapter 9
8	Chapter 9	Chapter 10	Chapter 10
9	Chapter 11	Chapter 11	Exam Two
10	Chapter 12	Chapter 12	Chapter 13
11	<i>Group Presentations: Mediation Projects (2 per day)</i>		
12	Chapter 13	Chapter 14	Chapter 15
13	Chapter 15	Presentation Prep Day	Exam Three
14	<i>Group Presentations: Team Research Projects (1 per day)</i>		
15	<i>Group Presentations: Team Research Projects (1 per day)</i>		

***Final Exam if planned for final exam period**

The Syllabus Schedule outlines three 50 minute classes per week for 15 weeks, assuming highly interactive sessions that include a 30-35 minute lecture-discussion covering chapters each day followed by 10-15 minutes of group work on projects (allowing 5-10 minutes for class administration). Each chapter is covered in two days. Approximately two-thirds of the chapter content is covered the first day. The final third and the chapter exercises are completed on the second day. [Syllabus can be collapsed for two 75 minute classes or a 14 week semester.] The instructor can select appropriate in-class exercises from among the variety of exercises at the end of each chapter, and can choose others to be done outside of class to enhance the group process and make the best use of class time. In the sample syllabus, three **exams** are placed so they occur before the semester's completion. If the instructor decides to use finals week, the extra day can be used to review for the final, complete additional activities, or use the experiential learning activities included at the end of this manual.

Appendix-Placement on Syllabus: In completing the syllabus, the appendix – *Gathering, organizing, processing, and presenting information as a team*—can be added where it will be most beneficial to the learning process. Students will benefit from a systematic approach to the group and team process. If group membership will be semester long, then the appendix should be assigned early. In any case, it should be assigned before the middle of the semester.

Groups: Form 5 or 6 semester-long groups with 4 to 6 students in each group (20-36 students) with each group scheduled for two 20 minute presentations (each requiring a 5 to 8 page typed group paper) and one final 50-75 minute research presentation (10 page typed paper).

The **Skills Selection Form** (end of Chapter 8) can be used to form diversely skilled groups the first week of class. Ask participants to fill out the form individually. When complete, find out how many people identify (B) "Facilitating small group meetings, developing agendas" as their best skill. Ask these people to form groups composed equally of people having research skills (C, D, L); writing skills (E, F); technical skills (G, H, K); presentation skills (I, J); and speaking skills (A).

Alternative Group Formation: The text works equally well if there are no semester long groups. The large variety of activities after each chapter offer ample opportunities for group formation and the application of textbook principles. This allows participants to experience a highly diverse experience. It does not, however, fully explain the group process and its manifestations.

Exercises: Each chapter has a variety of exercises at the end. As mentioned earlier, consider assigning the exercises prior to the class period to allow for a stronger discussion. Where necessary, answers to the exercises are provided in this manual.

Projects: The Consulting Firm: Name, Logo and Slogan Project (end of Chapter 4); The Research Team (end of Chapter 8); Mediating Disputes (end of Chapter 12) can be used as exercises for semester-long groups.

Grades: The syllabus is designed so that students have individual responsibility for 60% of their semester grade (exams and attendance) with 40% obtained through group project participation. Grades for projects may be uniform for a group or varied by group member. [Class Attendance and Participation 10%; Exam One 15%; Exam Two 15%; Exam Three 20%; Name, Logo, Slogan Project 10%; Mediation Project 10%; Team Research Project 20%].

As an alternative, the instructor may choose to grade (bonus points, points for closest to correct, etc.) various exercises. In many cases, this gives the exercises greater importance. One technique would be to introduce competition between groups or teams where the best or most successful groups garner the most points. The instructor should read the exercises at the end of each chapter and choose ones that lend themselves to group challenge and competition. Although an excessive amount of competition can be counterproductive, student interest levels can be increased with the judicious use of friendly competition among groups. Instructors can use these opportunities to discuss how teams come together when there is a competitive goal.

Some issues that can be discussed after the competition include: *Clarity of purpose*—does competition make it clear how the team operates and who contributes? Do we function better when there is some immediate pressure? *Motivation*—does competition work better or worse than a simple discussion? *Leadership*—did someone take charge? Can the same type of leadership work for a semester long project? *Strategy*—should we have planned better? *Ethics*—were we tempted to cut corners or cheat? *Effect of losing*—how it feels to not be the winner? *Alternative courses of action*—is there another choice regarding how this group or team could have competed?

Peer Evaluations: The instructor will not be able to monitor all group processes at the same time; nor likely to be able to fully measure individual contributions to group or team work. Peer evaluations offer a viable alternative.

Peer Evaluations should consider the following issues:

- ✓ Did the member have regular attendance at class meetings and out-of-class meetings?
- ✓ Did the member follow through on commitments?
- ✓ Did the member utilize proactive communication processes as discussed in the textbook and class?
- ✓ Did the member spend sufficient time on the group project?
- ✓ Did the member accept a variety of roles both leadership and supportive?

Peer evaluations work best when the following issues are considered:

- ✓ Is the tool tailored to the specific assignment or the course goals?
- ✓ Do student understand that this not a popularity contest?
- ✓ Is the instructor available to discuss the peer evaluation process?
- ✓ Has the purpose of the peer evaluation been fully explained?

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- √ Do students understand how the evaluations work?
- √ Have students been given an ungraded “trial” mid-semester opportunity to practice peer evaluation process?
- √ Does the syllabus explain how the evaluations will be counted in the final course grade?

Individual Papers/Analysis for Semester Long Assignment – See Chapter 14 in this manual for guidelines for student reaction papers to the group/team experience.

Format: The content of each chapter is presented in this manual and this outline can be used along with the Powerpoint slides, to lecture and discuss the material. In addition, there are ample exercises provided for each chapter if the desired format is less formal with a high degree of class interaction.

CHAPTER 1— Small Groups: Power, Definition, Attraction

Chapter One Overview

Types of Small Groups
The Power of Groups
Defining Small Group Communication
 Transactional Process
 Symbolic Behavior
 Shared Meaning
Why We Join Groups
 Interpersonal Attraction
 Personal Need for Affiliation
 Commitment to Group Goals and Activities
 Assignment by Someone Else
Characteristics and Coordinating Mechanisms of Small Groups
 Interdependence and Interactivity
 Exponential Number of Interactions
 Synergy
 Coordinating Mechanisms
Characteristics of Small Group Communication
 Complex Transactions
 Interactive Complexities
Groups in Organizations
 Organizational Examples
 Meetings
Quality Decision Making through Group Diversity and Ethics
Discussion Questions
Exercises
Test Questions

Chapter One Teaching Objectives

- Introduce the types of groups.
- Describe the power of groups.
- Examine the reasons for joining groups.
- Explain the basis for interpersonal attraction.
- Outline the characteristics and coordination of small groups.
- Explain group synergy.
- Describe characteristics of the small group communication process.
- Demonstrate the role of small groups in organizations.

Chapter One Lecture Outline

Introduction

Wikipedia: = Ward Cunningham and Richard Stallman

Google: = Larry Page and Sergey Brin.

YouTube: Chad Hurley, Steve Chen, and Jawed Karim.

Few great ventures are started by a single individual alone; Created by people working together. A troupe of actors, a network of friends, a social group, a church congregation, a community, a village, professional colleagues, family relatives, acquaintances in a social networking site, and active blog participants, all form groups.

Show up on time. Know your lines. Respect your fellow actor, your director, and yourself. ... When your friends are up for a part, encourage them. When you're in a play, give the other actors the stage when it's theirs; when it's your turn take the stage with gusto—and then give it back to them.... Be yourself: be all the yous you are, but don't let them crowd out the smart one.

(Things I overheard while talking to myself, Alan Alda, 2007).

Alan Alda's comments apply to groups: Show up on time, be prepared, respect yourself and others, participate fully, take turns, and be all that you can be in the group.

Groups and teams are used in every aspect of human activity. Work groups and teams have become a cornerstone in the operation and success of many of today's organizations.

“Teamwork is an essential ingredient on and off the race track” for successful Formula One Racing

- After a near fatal car accident, Frank Williams, confined to a wheelchair, developed a racing team that has outperformed the other 11 Formula One teams.
- At Suburban Hospital in Bethesda, Maryland, teams reduce errors, shorten the time patients spend in its 12-bed ICU (intensive care unit) and improving communication between families and medical staff and keep team members up to date.
- Miniretek Systems uses teams counterterrorism, criminal justice and the environmental research
- Motorola, Ritz-Carlton Hotels, Boeing, Federal Express, and Texas Instruments all use teams.
-

Types of Small Groups

- Family
- Educational or learning groups.
- **Decision-making and problem-solving groups.**
- Work groups a type of problem-solving group: McDonald's crews to high-level executive retreats.
- Computer-mediated communication conference groups.

The Power of Groups

Disney, Honda, Marriott, Merck, Motorola, Nordstrom, Procter & Gamble, Sony, and Wal-Mart all use groups

“The wisdom of crowds” — collective intelligence, exists in groups of people in the ability “to act collectively to make decisions or solve problems. . . . Groups benefit from members talking to and learning from each other . . . [and can] come up with good solutions to a wide array of problems” (Surowiecki, 2004, p. 7).

Defining a Small Group and Small Group Communication

A collection of **3 to 20** individuals who:

- (a) Are Interdependent

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- (b) Influence each other over some period of time
- (c) Share a common goal or purpose
- (d) Assume specialized roles
- (e) Have sense of mutual belonging
- (f) Maintain norms and standards for group membership
- (g) Engage in interactive communication

Small groups best conceived of as network of individuals who interact with each other.

Focus time and attention on a common purpose, goal, and task.

Works together in a group that exists within a network of interacting groups

Network of groups may form a corporation; a civic organization; or a social movement.

Group's purpose and power participated in differentially by group members or egalitarian way

Group members interact with each other to accomplish the group's goals.

Small group communication is the transactional process of using symbolic behavior to achieve shared meaning among group members over time. There are three key concepts in this definition:

transactional, symbolic, and shared meaning.

Transactional—all group members simultaneously send and receive both verbal and nonverbal messages. No one can *not* communicate

Symbolic Behavior—the meanings of verbal and nonverbal communication exist in the symbolic significance we attribute to the words and the nonverbal behaviors. The meanings exist in individuals, not in the words themselves.

Shared Meaning—we each assign different symbolic significance to verbal & nonverbal expressions.

Arriving at common "shared" meanings can be difficult. The development of shared meaning is, however, an essential goal of small group communication, with everyone arriving at a more or less shared understanding of the communication.

Tell a Joke to Illustrate Transactional, Symbolic & Shared aspects:

A man was concerned about his communication with his wife of 34 years. When he told his physician that she was going deaf, the physician suggested that to find out just how deaf she was he should try talking to her when her back was turned. He went home and his wife was at the sink doing dishes. He stood in the kitchen doorway and said "What's for dinner?" but got no response. He took a few steps into the kitchen and repeated the question, "What's for dinner?" in a loud, firm voice, but still got no response. He moved half way across the kitchen and asked again: "What's for dinner?" but heard nothing. Finally, he walked right up behind his wife and said in a loud voice: "What's for dinner?" His wife turned around and said, "For the fourth time, pot roast!"

Finally, they had **transactional** communication (simultaneously sent & received); with **symbolic significance** and **shared meaning**.

Why Join a Group? —People join for different reasons:

Interpersonal Attraction: proximity, similarity, complementarity

Physical proximity—the group is close & convenient

Attitude similarity—group shares similar interests & views

Need complementarity—interpersonal-psychological fit

Need for Affiliation—social contact, meaning, & identity

Commitment to Group Goals & Activities—a cause or interest

Assignment by Someone Else—Supervisor assigns us to group

Characteristics of Small Groups

Interdependent and Interactive—members share common goal, purpose, and are engaged in interactive communication roles.

Exponential Number of **Interactions**—Adding group members exponentially increases number of interactions, creating a more complex decision-making process in number & diversity of relationships

Synergy—working together, sharing ideas with mutual respect, creates an interactive building process & a whole new outcome

Coordinating Mechanisms:

Team Leadership	Coordinate, plan, organize activities; develop team knowledge; assess team performance; build positive team atmosphere; motivate team members
Mutual performance Monitoring	Develop common understandings, identify mistakes, monitor team performance, provide feedback to facilitate correction
Backup Procedures	Anticipate team members' needs through accurate knowledge of responsibilities; recognize potential workload distribution problems; shift workload among members to achieve balance
Adaptability	Adjust strategies based on feedback information; identify cues that change has occurred; provide reallocation of resources; alter action in response to changing conditions; remain vigilant to changes in environment
Team Orientation	Take other's behavior into account during group interaction; belief in importance of team goal; consider alternative solutions provided by teammates
Shared Mental Models	A shared knowledge of the relationships among the task team members will engage in and how the team members will interact; anticipating each other's needs; identify changes in team or task and adjust strategies
Mutual trust	A shared belief that team members will perform their roles and protect the interests of their teammates; willingness to admit mistakes and accept feedback
Closed loop Communication	Exchanging messages and follow-up, acknowledging a message has been received and clarifying its meaning as intended

Characteristics of Small Group Communication

Complex Transactions of **Substance, Pattern, Process**

Substance: the content issues of group interaction

Pattern: the relationships, interactions of group members

Process: the action, catalyst for group interaction

Interactive Complexities—small groups depend on the interaction among people with different points of view and the ability of those people to hear and incorporate the multiplicity of ideas

Types of Small Groups—primary (family), social, casual, educational, decision-making and problem-solving, work groups such as Quality Circles and self-managing teams, computer mediated and videoconferencing groups.

Types of Groups in Organizations—brainstorming, committees, task forces, and other work groups
Ford and Saturn Examples from the Automotive Industry

Organizational Examples- Wholefoods, Seagate Technology, and Nucor

Meetings- Organizations hold a large number of meetings with carried success. Fig. 1.3 pokes fun at meetings and Fig. 1.4 provides a guide to meeting effectiveness. This guide is placed early in the text to increase group effectiveness.

Quality Decision Making through Group Diversity and Ethics

Diversity among the members of a group is important for the quality of the group's decisions. Standards of moral conduct underlie all group and team activities. The guidelines provide important opportunities to discuss the role of ethics in groups and teams.

Discussion Questions

1. What are the basic characteristics of a small group? How is a small group different from a group of friends gathering after a ball game or several members of an office getting together for lunch?
2. List three to five groups to which you have belonged in the past few years. Did you join because of
A. Interpersonal attraction? Was it primarily physical proximity, attitude similarity, or need complementarity?
B. A need for affiliation?
C. A commitment to group goals and activities?
D. Assignment by someone else?
Which group(s) did you enjoy the most? Which group(s) did you find most gratifying in terms of accomplishing goals? Which group(s) were least satisfying? Least successful?
3. Provide an example of the (a) transactional, (b) symbolic, and (c) shared meaning aspects of small group communication. How do these examples help you understand the communication process in small groups?
4. Discuss what is meant by the statement that the "whole of the group is greater than the sum of its parts"? Provide an example of this phenomenon from your own small group experiences.
5. There are numerous types of small groups, including primary, social, educational, therapeutic, problem-solving, work, conference, and computer-mediated communication groups. Have you participated in any such groups? Which ones? Which ones are you most familiar with? How do they differ from the ones you are least familiar with? When looking at the different types of groups, can you identify specific areas of interest to focus your study of small groups? What are they?
6. From your work experience, can you identify a small group success story? Do you have an example of when a small group was not successful on the job? What were the primary differences between the two groups?

Chapter One Exercise Instructions and Answers

1. Icebreaker: What interests other class members?
2. The value of groups: Increasing information and insights.
3. Learning about effective groups and teams: Are you lonely? Hold a meeting!
4. Horse trading: A test of individual versus group decision making.
5. Inventing the light bulb.

1. Exercise 1 is designed to break the ice.

The instructor can use this for the entire class and make the exercise an opportunity to get the class involved.

A second alternative is to make it a competitive event which increases the likelihood that people will mill around.

A third alternative is to break into groups and make it an intergroup competition. This increases the sense of groupness within the groups.

In debriefing, the point should be made that we cannot predict by first impressions the interests or motives of others. Groups help us take advantage of differences.

2. Exercise 2 allows the class to see that different individuals really do contribute unique insights. In most cases, no one answers all the questions correctly. If someone does have all the answers, the instructor can highlight the value of expertise and the importance of sharing.

1. If you had to take medication every 2 hours, how many hours elapse before you have taken four doses of medication? This statement is not a trick but it cannot be solved mathematically. **Answer:** It will take you **six hours** to take four doses of medication: one at the beginning, one at hour two, one at hour four, and one at hour six.
2. Two people are playing checkers. Each played seven games over a period of several days. Each won the same number of games, yet no game ended in a draw. How could this happen? **Answer:** They were not playing each other.
3. How far can a person run into the woods? **Answer:** Halfway—after that a person would be running out of the woods.
4. What does a leopard have that no other animal does? **Answer:** Two possible answers. The name “leopard” and baby leopards.
5. Some months have thirty days, some have thirty-one. Which months have twenty-eight days? _____ **Answer:** All months have 28 days.
6. A nurse takes care of a man in a hospital. The man is the nurse’s brother, but the nurse is not the man’s sister. How come? **Answer:** The nurse is a man.

3. The “Hold a Meeting” questions allow the instructor a wide range of opportunities to discuss effectiveness, perceived roles and responsibilities, and start a discussion about the important of learning about small groups and teams. For example, why did the individuals not take any action to make a meeting more effective? What is the cost of a poor meeting? Why are our traditional approaches to meetings likely to create disinterest?

4. Horse trading: The answer is \$20. The value of the exercise is the power of groups. In addition, the tendency to pick a quick answer and not reexamine the information can be highlighted. If the class cannot grasp the answer, simply put on the board:

Spent \$50	Received \$60		
	Spent \$70	Received \$80	
	\$120		\$140 = Difference of \$20

5. Inventing the Light Bulb

Read & discuss the invention of the light bulb. Were others involved? For people to be productive they must be interdependent. They can't work in isolation. Discuss other examples (such as personal computer).

Instructor's note: On his way to building the light bulb, Edison discovered 1,800 way *not to build one*. Understanding that diligence is required as we seek to find the answers to problems is a useful way to help students appreciate the importance of the group process.

Chapter One Exercises

1. Icebreaker: What Interests Other Class Members?

Directions

1. Put a checkmark to the left of your own favorites in each category. If none of the categories applies write in your preferred answer.
2. Then move around the room and guess what others in the group have picked. If you can guess on the first try what someone else has put for a category, have him or her initial next to the category. You may not get more than two initials from the same person. Your instructor will determine how much time you will have to get the most initials.

Favorite Food

Mexican
American (meat and potatoes)
Chinese
Italian

Favorite Vacation

Sightseeing (by car)
Beach
Mountains
World travel

Favorite Season

Winter
Spring
Summer
Fall

Favorite Animal

Dog
Cat
Bird
Fish

Favorite Time of the Day

Early morning

Afternoon
Evening
Late night

Favorite Color

Dark (brown, black, rust)
Light (white, gray, tan)
Pastel (yellow, pink, baby blue)
Bright (red, orange, blue)

2. The Value of Groups: Increasing Information and Insights

Directions:

First, answer the following questions individually.

A. If you had to take medication every two hours, how many hours will elapse before you have taken four doses of medication? _____

B. Two people are playing checkers. Each played seven games over a period of several days. Each won the same number of games, yet no game ended in a draw. How could this happen?

C. How far can a person run into the woods? _____

D. What does a leopard have that no other animal does? _____

E. Some months have thirty days, some have thirty-one. Which months have twenty-eight days?

F. A nurse takes care of a man in a hospital. The man is the nurse's brother, but the nurse is not the man's sister. How come? _____

Second, break into teams or groups and come to an agreement on the best answer. Finally, when your instructor provides the correct answers, reassemble your group and examine your decision-making process. Did you take enough time? Did you consider diverse opinions? What prevented you as individuals from seeing the correct answers?

3. Learning about Effective Groups and Teams: Are You Lonely? Hold a Meeting!

Directions

Turn to the chapter and look at the: Are You Lonely? Hold a Meeting! Figure

Answer the following questions. Be prepared to share your answers with other class members.

- Have you ever attended an ineffective meeting?
- What criteria are you using to judge ineffectiveness?
- Have you attended a meeting you consider very effective?
- What criteria are you using to judge the effectiveness?
- Return to the chapter and reread the "Why We Join Groups" discussion. Does this provide some additional reasons for considering a meeting effective or not?
- What is the role of "accomplishing" something in how we judge a meeting?
- If you believe a specific meeting was ineffective, did you take any actions to make the meeting more effective? If so, what actions did you take? If not, what prevented you from taking any action?

4. Horse Trading: A Test of Individual versus Group Decision Making

Directions

Write your answer at the end of the following story. This is an individual activity.

As part of a class assignment, you were asked by your instructor to waste \$50. This means that you cannot use the money for any purpose such as saving, spending on books or friends, or going out. Since this is early in the school year, you said OK. Your instructor asks you to promise to waste the money. With less than a half hour before class, you went outside the building to see if there was some quick way to waste the money.

As you look around, you see an older person with a horse carrying a For Sale sign. You are not certain if this is a setup by the instructor, but one thing you did not need to take to class today was a horse. So you approach the individual and ask how much the horse will cost. The answer: \$50! Perfect! You hand over the \$50 and take the reins of the horse. As the two of you walk toward the classroom building, you notice a lot of stares and you begin to wonder if you really did the right thing—too easy, perhaps. You turn around and catch up with the former owner of the horse. You explain that you have changed your mind, and the former owner tells you it is OK because there were two other buyers. Being a “horse trader” yourself, you say: “Great, I’ll let you have it for \$60.” The former owner agrees and you walk away with \$60 and no horse.

Approaching the building, your instructor stops you and asks if you are carrying out your promise. You smile meekly and hastily pursue the horse and owner. Since it is a \$50 horse, catching up with the two is not difficult. You explain your problem to the owner who remembers that you overcharged \$10 during the last negotiation. Fortunately, the owner agrees to sell the horse—but for \$70! Not wanting to break a promise, you agree and fork over the \$60 plus \$10 from your own pocket.

As you approach the classroom building, the janitor steps forward and explains in no uncertain terms that no horses will be entering the building. Disappointed, you turn around and catch up with the former owner again who seems to be getting tired of these transactions. You explain your new problem. The former owner, apparently taking pity on you and wanting to end this relationship, gives you \$80 for the horse and makes you promise not to return.

Now the question: Not counting the original \$50, did you make money, break even, or lose money? If you made or lost money, exactly how much did you make or lose?

Once you have reached your decision, your instructor will form groups or teams. Your job is to reach consensus on the amount of money involved in terms of making, breaking even, or losing money.

After you complete this activity, consider the following questions:

- A. Did you have any difficulty reaching consensus?
- B. What do you see as the major stumbling blocks?
- C. What helped you the most in reaching consensus?
- D. If you did not reach the right answer, why?

5. Inventing the Light Bulb

Even inventions credited to a particular individual are frequently the result of group enterprise. The electric light bulb, credited to Thomas Edison, was possible only because of the discovery of electricity and its many potential uses by a number of earlier scientists and inventors. A Dane was the intellectual source of much of electric theory. A Frenchman developed alternating current and the first spark maker. The Leyden jar and the vacuum pump were developed by Germans. The first electric-powered machine was invented by an Austrian. Professor Henry Rowland at Rensselaer Polytechnic Institute invented capacitors, alternators, generators, and filters. And, of course, Ben Franklin had much earlier demonstrated the connection between electricity and light with his kite and key. So when Thomas Edison sat alone in his workshop and “invented” the light bulb, he was hardly alone. He depended on the input of numerous individuals working on the same general problem. People acting in concert with others and working off the synergy of shared ideas can produce results far beyond those any one

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individual acting alone could produce. Even Einstein worked with a mathematician friend to resolve his theory of relativity.

Choose a recent invention (such as the evolution of personal computer operating systems and software), discovery (such as some of the recent drug therapies for managing AIDS or other diseases), idea (such as workfare instead of welfare), or theory (such as a specific communication theory) about which you already know something. Do some informal research; then trace and discuss the group effort that went into making the current accomplishment possible. Next, based on the accumulation of individual contributions to the discussion, itemize and describe the effect of synergy in developing group information, knowledge, and understanding that builds on but exceeds the contribution of any one individual.

Chapter One Test Questions

Multiple Choice Questions (Chose the Best Answer)

1. Small group communication involves three key concepts:
 - a. group power, diversity, synergy
 - * b. transactional process, symbolic behavior, shared meaning
 - c. communication, individual strengths, specialized roles
 - d. interdependence, common purpose, mutual belonging.
2. Communication can be best described as:
 - a. a sender designing a message for clarity and using a channel to send it to a receiver.
 - b. a sender using channels and checking feedback from a receiver
 - c. sharing information to achieve clarity and a single purpose
 - * d. a transaction where senders and receivers simultaneously send and receive messages
3. When we are drawn to someone because of some psychological fit, we are experiencing which type of interpersonal attraction?
 - a. physical proximity
 - b. attitude similarity
 - c. affirmation of meaning
 - * d. need complementarity
4. When we say a group working together as a whole is greater than the sum of the individual members abilities, we are referring to:
 - * a. synergy
 - b. groupness
 - c. interactivity
 - d. interaction capacity
5. Small groups are characterized by:
 - a. a stable or semi-permanent state of activity
 - * b. a continual defining and redefining of the group, individual roles, topics, and group norms
 - c. a set formula for operating that, once adopted, can be used over and over again
 - d. chaotic activities that cannot be predicted nor planned for in any fashion.

6. In complex transactions such as small groups, the action that gives "life" to the group interaction is:
 - a. substance
 - b. pattern
 - * c. process
 - d. interdependence
7. Small groups are different from public speaking activities because:
 - a. in public speaking activities, the audience is unimportant
 - * b. in public speaking activities, the audience is not expected to participate in developing the content
 - c. in small groups, interaction is not important
 - d. in small groups, no one makes a presentation
8. A basic social unit to which we belong is called a:
 - * a. primary group
 - b. work group
 - c. self-managing group
 - d. decision-making group
9. A desire to belong is called:
 - a. attitude similarity
 - b. need complementarity
 - * c. need for affiliation
 - d. synergy
10. Symbolic behavior, as a concept in small group communication, means all of the following except:
 - a. meanings of both verbal and nonverbal communication are symbolic
 - b. meanings exist in individuals, not the words themselves
 - c. the importance of a symbol to individuals themselves determines the symbol's significance
 - * d. meanings can be determined by the literal definition of a word

Fill in the Blank and Sentence Completion Questions

1. Communication is a _____ between and among people, whereby all parties are continually and simultaneously sending and receiving information.
2. The meanings of both verbal and nonverbal communication exist in the _____ we attribute to the words and nonverbal behaviors.
3. The interaction with other group members in the same physical location is called _____.
4. The physiological fit that draws us toward other individuals is _____.
5. The whole is greater than the sum of its parts is one way of describing _____.
6. Small groups share many of the communication characteristics that make interpersonal and public communication effective. However, small groups also experience _____ (2 words) meaning the small group process has more on-going changes and influences.
7. _____ communication groups are made possible through the use of electronic message carriers such as computers and teleconferencing equipment.
8. _____ are the cornerstones of many aspects of organizational behavior, operating at all levels and playing major roles in the informal and formal interactions in organizations.
[Answers: 1. transaction; 2. symbolic significance; 3. physical proximity; 4. need complementarity; 5. synergy; 6. interactive complexities; 7. mediated; 8. small groups]

Short Answer Essay Questions

1. Define small group communication.

2. List and explain the major influences that contribute to joining groups.
3. What are the three principle characteristics that define small groups? Explain each one and provide at least one example in your explanation.
4. Explain the similarities and differences between small groups, interpersonal and public communication.
5. Discuss the three elements in a complex transaction.
6. Identify and discuss four types of small groups. How and where are they used? How are they similar? How are they different?
7. What constitutes ethical behavior?
8. How can meetings be more effective?

C HAPTER 2—Small Group Communication: A System of Interaction

Chapter Two Overview

Understanding Small Group Success
Communication in Small Groups
A Systems Approach to Small Group Communication
 Systems Theory
 Open Systems
 Complex Systems
Discussion Questions
Exercises
Test Questions

Chapter Two Teaching Objectives

- Understand groups as systems of interaction.
- Distinguish the four types of problem-solving groups.
- Provide a systems theory for small group communication.
- Explain a systems perspective on small group communication.
- Define the importance of system properties including: wholeness, synergy, openness, transformation, interdependence, feedback, entropy, equifinality, and the environment.
- Describe complex systems, and the processes of change and learning.
- Apply the complex system concepts of: strange attractors, phase space, bifurcation points, and irreversibility.

Chapter Two Lecture Outline

The twenty-first century world of complex systems is no place for... disabling and dispiriting images. We are confronted daily by events and outcomes that shock us and for which we have no answers. The complexity of modern systems cannot be understood by our old ways of separating problems, or scapegoating individuals, or rearranging the boxes on an org chart. In a complex system, it is impossible to find simple causes that explain our problems or to know who to blame.

(Wheatley, 2007, *Finding our way*. p. 76)

"When people get together in groups there is a pull to communicate" (Pincus & Guastello, 2005). The communication among group members regulates the process of the group and a group coordination emerges. A pattern of speaking, listening, turn taking, silence, and participation develops in the group. Group behaviors, processes, and decisions take on qualities that cannot be attributed wholly to any particular group member. They may have a history and be a consequence of something agreed upon in the past, or they may be affected by multiple group influences.

Understanding Small Group Success—Four Ways

A Group (Group 1) may be Unsuccessful, but if members understand why, they are likely to Learn from their Failure, Not make the same mistake again, Apply their Knowledge and have the Potential to Achieve Success Next Time.

A Group (Group 2) may be Successful, and if members Understand the reasons for their Success, they are likely to be able to repeat that success next time and should achieve some new knowledge with each new success.

A Group (Group 3) may be Unsuccessful. If members do not understand why they are likely to be Unsuccessful next time.

Or, A Group (Group 4) may be Successful, but if members do not understand why, they were simply Lucky this time; but are "Clueless" and likely to be Unsuccessful next time

Understanding is More Important than Immediate Success.

The best groups are able to replicate their success (Group 2) and understand why they failed (Group 1).

Communication in Small Groups—Six Basic Elements

1. Communication is "meaning-making" behavior, meaningful to one or more participants.
2. Meaning is based on Symbolic Interpretation.
3. Communication and Meaning are Contextual.
4. Communication allows us to apply meaning to world: "Brings forth a world" through systems of interaction.
5. Our cognitive abilities are open systems: learning by responding to the world we face throughout our lives.
6. Communication simultaneously sent & received. Message can not be separated from messenger or group dynamics.

A Systems Approach to Small Group Communication

Systems Theory—A System is:

- (a) a collection of **interrelated** parts or elements,
- (b) that **function together**,
- (c) have **interdependent** relationships,
- (d) make a **whole** different from its parts—**magnitude or scale difference**

Systems are **Responsive, Interactive** within themselves and with environment; **Multi-layered**—each system part of a larger one; & **Complex**

Open Systems

Wholeness and Synergy—People's interaction working together produces a greater result than the additive sum of each working alone. The result is due to Synergy created by dynamic mixing and incorporating of each other's ideas during group process and this makes small groups effective at creative problem solving.

Openness—To assure effective small group process, groups must maintain an openness to their environment—the context of ideas & energy in which group operates; but also must self-regulate openness, evaluating relevance & integrity of ideas, suggestions, positions, & information.

Transformation—group's decision-making process is one of transforming ideas into new, creative decisions, solutions.

Interdependence—members depend on each other; must work together; share responsibility for group process. Group gains benefit from shared ideas & interactions.

Feedback—group must attend to feedback from environment (it's initial charge and any responses during process) & to the effect of feedback on its members. Positive feedback encourages creativity among members, a diversity in perspectives and opinions. Negative feedback reduces creativity, continues status quo, maintains sense of group order, goals, & direction.

Entropy—groups can lose focus & organization, or become stagnant & chaotic. If everyone talks at once, no one is listening; very little can be accomplished; But an over-dependence on rules & control limits new ideas, leads to stagnation & entropy. Increasing energy & information prevents entropy, but can create chaos, disorganization. Effective groups monitor internal dynamics through feedback to maintain a dynamic balance.

Equifinality—different routes to same destination. When groups balance competing forces, they can be successful in their process & goals.

Larger Environment taken into account—Groups must function within larger systems & with other groups. The best solution is worthless if no one outside a group will accept or implement it.

Complex Systems

Second-Order, Quantum Change—Groups transform themselves through communication: learning, making decisions, solving problems. First-order change is a change in content, topic of discussion, moving from one issue to another or to new phase of problem-solving or decision-making. Second-Order, Quantum Change, is change in group context or dynamic, a change in the quality of group interaction. If a group uses a member's angry outburst as an opportunity to reflect on process & establish new patterns of interaction the group has undergone transformation. Second-order change may result in new levels of trust, sincerity, openness. If an outburst triggers hidden hostilities in other members, it may irreparably harm group process, causing a group to lose cohesion. Effective groups recognize points of change & understand potential for positive transformation.

Double-Loop Learning—Single-loop learning is learning particular procedures for doing something. Double-loop learning is understanding principles that underlie the procedures & allow us to extrapolate, combine creatively, invent new procedures. A Cook [single-loop learning] can competently follow a recipe for preparing a dish. A Chef [double-loop learning] reads multiple recipes, learns basic ingredients & processes; And through a creative process creates a new dish not exactly like any of those recipes.

Sensitivity to Initial Conditions—(a) first impressions important although consequences may not become apparent for some time; (b) Timing and circumstances important in judgments of appropriateness of behaviors & contributions to group.

Strange Attractors—Groups take on communication patterns that are not created by any individual or influence; but recognizable as the group is repeatedly drawn into communication styles, topics, metaphors, turn-taking patterns, & energy levels

Phase Space—communication in groups moves through phases. Four common descriptive phases are forming, storming, norming, & performing. Phase space sees these as iterative & dynamic spiraling cycles that build on each other rather than allowing a group to return to earlier phases.

Bifurcation Points—decision thresholds. Group process is neither static, nor a stable, linear one of constant growth. Threshold points of decision are reached & crossed in time.

Irreversibility—Group communication processes appear cyclical, but once something is said, in anger, frustration, enthusiasm, or excitement; cannot be taken back & has an impact; contributing to effectiveness, deterioration, or transformational growth of group; Group cannot begin again. Process is irreversible.

Discussion Questions

1. What are the advantages to having a small group effectiveness theory to guide you in your small group activities?
2. If groups are conceived of as living systems based on interdependence and interrelationships, what happens to a small group when parts of the system do not function well? Provide two examples from your own small group experiences that show the importance of understanding interdependence and interrelationships.
3. Explain the concept of transformation. Has this happened to your small group class since meeting the first day? Describe this process. Apply this concept to one of the classroom group exercises or to an example from small groups outside the classroom.
4. Explain how entropy and equifinality affect small group processes.
5. Describe an example of second-order change created in a small group in which you have participated. How does it differ from first-order change? Did double-loop learning occur? Explain.
6. Everyone has been advised to dress well for a job interview. How does this relate to first impressions? Why are first impressions important to a small group? Can you find examples other than dress or your first words that show the importance of first impressions?
7. Groups can take on peculiar characteristics. Describe how strange attractors, phase space, bifurcation points, and irreversibility affect the characteristics of a group. Find a small group experience for one of these characteristics. Can you or your group identify a small group experience that includes all four of these characteristics? Explain.

Chapter Two Exercise Instructions and Solutions

1. Systems thinking.
2. Seeing the problem.
3. Ethics and systems: Part I.
4. Ethics and systems: Part II.
5. The zoo story.

1. Systems Thinking- Discovering a pattern helps us understand systems

- *Line 1*- all of the lines in the letters displayed are straight. So, the appropriate letters would be: T, V, W, X, Y, Z

Line 2- the letters have straight lines and curved lines so the appropriate letters would be: P, Q, R, U (could be argued for 3rd line).

Line 3 are curved so the appropriate letters would be: S and perhaps U depending on how individuals print or write the letter).

Emphasize the importance of taking in the entire system when we look for reasons or solutions. Also, you can ask how many students simply "gave up" since there was not an obvious answer or a clear cause and effect. This can lead to an important discussion on the complexity of living systems such as groups or teams.

2. Seeing the Problem- There is sufficient information to answer all three. Make certain the groups are not allowed to "give-up" too quickly.

Group socializing – **Baseball Game**

Dad People-Woods- **Airplane Crash**

Words Have in Common- **A Frame**

3. Ethics and systems: Part I. First, accepting that most problems do not have simple answers is one important lesson. Second, the importance of group or team work to solve problems can be underscored. Usually, the group will answer more correctly. Finally, a short discussion about the decision making process can provoke important questions.

4. Ethics and systems: Part II. You can refer back to Fig. 1.2- Ethical Behavior. For both 3 and 4, important discussions can be provoked. Often, students will have an interesting perspective on ethics. Depending on the needs of the course, a fuller analysis of ethics can be pursued.

5. The Zoo Story

Systems Principles at the Zoo

First, Individuals must be involved in decision-making for real change.

Second, groups do not operate in a vacuum; but within larger systems.

Third, theories are tested in practice. Deep seated beliefs can be challenged in a group environment (system), tested, re-thought.

Fourth, change is more complex & difficult than first imagined.

Fifth, careful analysis & group discussion, can solve problems.

Additional Systems Principles (Complex System Principles)

Real change in procedures requires second-order or quantum change

Change requires double-loop learning—new ways of doing things.

Change frequently happens at bifurcation points—a specific tragedy acts as a catalyst for the change.

Exercise: Applying the Zoo Story Principles and Systems Thinking to Other Experiences

Your group has two tasks.

1. Identify a Relevant Example

- ✓ Find another example of the principles explained in the Zoo story from your own experience.
- ✓ Explain how the principles apply to your example.
- ✓ Plan a 5-minute presentation explaining the concepts.
- ✓

2. Understanding Interdependence. Small group and teams tend toward being closed systems when there is no internal or external feedback regarding their process.

- ✓ To develop the critical skill of learning to assist other team members in understanding how well they contribute, you will be asked to rank the quality of participation for each group member based ON THEIR CONTENT INPUT.
- ✓ In other words, who in the group knew the most about the principles, second most, etc. There can be NO TIES.

Instructor's Debriefing.

1. Students are able to develop examples from changes in sports teams (i.e., new coaches, different players), living arrangements (i.e., coming to college, roommates), work (i.e., new job, changed tasks, different superior, colleagues, or subordinates) and other life experiences. To get the discussion on track, some campus event that demonstrates the systems concepts can be used.
2. Asking students to consider interdependence early in the semester supports the group approach. They begin to realize how their efforts impact on the other group members. This part of the assignment can be eliminated, but it has proven to be very useful in class settings.

Chapter Two Exercises

1. Systems Thinking

Identify the pattern and then write the remaining letters of the alphabet on the appropriate line.

Line 1. A E F H I K L M N

Line 2. B D G J

Line 3. C O

2. Seeing the Problem

Directions: Individually, decide if you have enough information or data to solve the following problems. If you do, provide the answer.

Your group has decided to get together this evening to socialize. When you arrive, you spot a man in a uniform running away. The man suddenly notices another man wearing a mask and holding a dreaded object. The first man turns around and runs back to the place he had come from. Can you tell where your group members are?

_____ Insufficient information to solve the problem.

_____ Sufficient information.

Answer: _____

You have just come across a cabin in the woods. Inside there are many dead people. They are seated in rows of chairs. What happened?

_____ Insufficient information to solve the problem.

_____ Sufficient information.

Answer: _____

What do each of these objects have in common? At least one person in your group might notice that all three words contain an "r." Good start. Now, return to the question. What else do they have in common?

Picture

Door

Car

Answer: _____

Now, form your group and reach consensus.

3. Ethics and Systems: Part I

Your group is to determine how your college or university should respond to a reported increase in cheating on campus. This seems to range from adapting papers from the Internet to sharing exams. There appear to be several important issues. First, what constitutes cheating? Second, what ethical rules come into play? Your group should feel free to develop additional issues. Third, think of ethics as a systems issue. What are the overriding forces that might step in between a student's ethical considerations and he or his actions. Be prepared to outline your group's response to cheating and how to curb it, explaining how your solution can overcome the systems issues.

4. Ethics and Systems: Part II

Cyber-slacking—or doing on-line shopping, vacation planning, job hunting, or just browsing the net while at work—is on a massive rise. In 2000, in response, 74% of companies did some form of electronic monitoring of employees—up from 35% in 1997 (Nathan, 2000). As a group, decide if there is any unethical behavior occurring. If so, what is it? Who is acting unethically? Finally, can you develop a

definition of ethics?

5. The Zoo Story

Elephant handling is a dangerous occupation, and elephant keepers are more likely to be killed on the job than workers in any other occupation except coal mining. Even firefighters and police officers do not face the same levels of danger. When a keeper was accidentally stepped on by an elephant in 1991 at the San Diego Wild Animal Park, pressure began to mount for a new means of handling elephants. This tragedy coincided with years of high staff turnover, external pressure to treat elephants differently, the promise of positive reinforcement behavioral training techniques for handling elephants, and an antiquated elephant management system. Given these reasons to change, the San Diego Zoo authorized the introduction of an entirely different approach to training the elephants—an animal behavioral approach (Priest, 1994).

The Trainers

In the past, trainers had controlled the elephants' behavior by establishing a dominance over the animals that could, when it was deemed necessary, include physical discipline. This approach was adapted from life in the wild. Elephant herds are led by a dominant cow, usually the oldest member of the herd, which operates as the matriarch. Deviants are dealt with quickly and severely by this single boss, so most members of the herd do what the matriarch demands. Elephant trainers adopted this form of control hundreds of years ago and have used it since with little change.

Since elephants are 50 times larger than the average trainer, this method requires individuals who exhibit a great deal of self-assurance. Showing fear to the animal might be tantamount to being disobeyed. In the extreme, the elephant could even turn on the trainer. The trainers' personality profiles, therefore, make them unlikely candidates for change. If you willingly spend your working days intimidating huge animals with the latent knowledge that you might be trampled to death, you probably do not show a great deal of self-doubt about your methods or a willingness to change them.

The Behaviorists

The animal behavioral approach is based on positive reinforcement, which gives an elephant a reward for cooperation. This reward is often an apple, a carrot, or verbal praise. If the elephant refuses to participate in the training, the only punishment is a loss of the reward. During the first year, the elephants caught on quickly, and only seven losses of rewards occurred during more than 1,500 training sessions. The elephants participated in the daily shows, exhibited no aggression toward the trainers, and no physical discipline was needed or administered. The zoo management then asked the remaining traditionalists to adopt the new training methods of the behavioral trainers. Since this new procedure contradicted more than 400 years of traditional elephant training practices and questioned the dominance premise on which these trainers had always operated, the traditionalists spent most of their time trying to circumvent the new approach and to disprove its efficacy.

How would you facilitate a change in attitude and behavior among this group?

The Outcome: Making It Work

Within a short period of time, the zoo's executive director assembled all the behaviorists, trainers, curators, keepers, and any other involved individuals and dictated that the behavioral positive reinforcement approach would be the only one used at the zoo. For the next year, the group tried every type of positive reinforcement technique to get the remaining traditionalist trainers to change. Ironically, the elephants had caught on very quickly and looked forward to the goodies being provided as a reward for doing what was expected, but the traditionalists' attitudes were uniformly hostile, and most interactions among the groups of trainers and with the management were confrontational. Finally, as one means of changing behavior, a quarterly performance review was instituted that involved the trainers and focused on specific activities needed to implement positive reinforcement training for

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the elephants. While these quarterly reviews were, at first, rarely positive experiences, by the third round the trainers were starting to do the right things. By the fourth reviews, the discussions were switching from arguments to positive goal setting. The group as a whole, traditionalists and behaviorists, began working well together.

Systems Principles at the Zoo

There are at least five systems principles evident in this story. Moreover, perhaps we have missed a few that you can uncover through group discussion.

First, when people work together, the interacting of the individuals and the processes and procedures by which they work together determine the outcome. Most individuals have their own ideas about how to deal with issues, and simply being provided information about a better alternative method does not mean they will change their minds or behaviors. They must become involved in the decision-making processes for real change to occur. The elephant trainers were being attacked, maimed, and killed. What they were doing was not working, but implementing a change was still difficult until they became involved in the process.

Second, groups do not operate in a vacuum but within larger systems, which in this case included the zoo administration, visitors, animal rights groups, and insurance companies concerned with the mortality of keepers, among others. These systems created the pressure for change within the group.

Third, theories about how something works, traditionalist or behaviorist, must be tested in practice. Individual deep-seated beliefs can be challenged in a group environment, tested, and rethought. This is one of the major assets of making decisions in groups rather than by individuals.

Fourth, change is always more complex and more difficult than we first imagine. Most problems are problems because there are no easy answers, and groups as systems within systems make arriving at solutions even more complex.

Fifth, with careful analysis and group discussions, serious problems can be solved. Being guided by theories is more useful for trying to solve problems than simply acting intuitively or out of habit and tradition. The traditionalists had trained elephants in the same manner for 400 years. They also had one of the highest mortality rates of any occupation. In the past, the response to this danger was that it was inherent in the job, but imposing a well-tested strategy—positive reinforcement—on the training of animals offered a new approach. Because the strategy could be tested and was not based just on tradition, it had a chance of being confirmed, refined, or rejected. In this case, the strategy worked.

Chapter Two Test Questions

Multiple Choice Questions (Chose the Best Answer)

1. Which of the following statements is not one of the values of learning small group theory is:
 - a. a group can replicate successes
 - b. a group can see pitfalls before we fall too deeply into them
 - * c. a group can guarantee success in every small group transaction
 - d. a group can analyze successes and strive to repeat them
2. The contextual nature of human communication involves:
 - a. a collection of interrelated elements
 - b. communication is abstract
 - * c. communication is understood and interpreted based on the various parts of the transaction
 - d. message dynamics based on language alone.

3. Small groups are:
 - a. basically the same as interpersonal dyads
 - * b. open, complex, dynamically changing systems of communication
 - c. easily understood based on past experiences
 - d. all of the above
4. Recognizing that we cannot be inside someone else's head to understand them is the basis for which communication concept?
 - a. application of meaning
 - b. open systems
 - c. simultaneously senders and receivers
 - * d. symbolic interpretation of another
5. Systems theory can best be described as:
 - * a. a way of thinking about the complexity of interactions between and within living systems
 - b. a how-to-do-it theory outlining each element in a system so control is possible
 - c. an emphasis on a systematic approach to small groups.
 - d. none of the above
6. The process where small groups take in information and energy, process it and create new forms is called:
 - a. wholeness
 - b. equifinality
 - * c. transformation
 - d. complexity
7. The tendency of living systems to move toward disorganization, stagnation and chaos is called:
 - a. equifinality
 - * b. entropy
 - c. negative feedback
 - d. synergy
8. You work out to maintain and develop your physical strength and feel better. However, you vary your workout in order to maintain your enthusiasm and prevent boredom. What two systems principles are you recognizing and using?
 - a. synergy and feedback
 - b. interdependence and openness
 - * c. entropy and equifinality
 - d. oneness and positive feedback
9. Groups, as open system, are constantly changing. When there is a change in the quality of the group interaction itself, it is considered
 - a. equifinality
 - b. loopless learning
 - c. first order change
 - * d. second order change

10. When someone carefully follows a recipe or does a task correctly, they engaged in
 - * a. single loop learning
 - b. double loop learning
 - c. first order change
 - d. second order change
11. The complex of influences that underlie recognizable patterns and forms as a group develops its working habits and activities is called
 - a. irreversibility
 - b. bifurcation points
 - c. phase space
 - * d. strange attractors
12. Points of decision, or thresholds, that are reached and crossed at times when the group is ready are
 - a. irreversibility
 - * b. bifurcation points
 - c. phase space
 - d. strange attractors
13. The zoo story includes important systems principles including all of the following except:
 - a. groups operate within larger systems
 - b. change is always more complex and more difficult than first imagined
 - * c. individual beliefs about how change occurs are generally correct
 - d. serious problems can be resolved through careful analysis and group discussions

Fill in the Blank and Sentence Completion Questions

1. One way to prevent groups from making serious mistakes in the problem-solving process is to have a _____ perspective.
2. Meaning is based on a _____ interpretation of another's communication.
3. Our cognitive abilities are _____ (2 words) that learn from and respond to the different encounters we face throughout our lives.
4. In the communication process, we are _____ senders and receivers of communication.
5. An overall explanation for the complexity of small groups is provided by _____ (2 words).
6. When people work in a group they find that the whole is greater than the sum of its parts. The fact that groups produce a result different from the result obtained by individuals working together is called _____ or _____.
7. The process of taking in information and energy and expressing it in new forms after the group process is called _____.
8. Disorganization, stagnation, and chaos are examples of the systems principle of _____.
9. Shared responsibility and goals among group members will lead group members to recognize the systems characteristic of _____.
10. When there is a change in the group dynamic, context, and quality of group interaction, we are seeing _____ change.
11. When you take a recipe and creatively add your own ingredients after learning how to make the original meal, you are engaged in _____ learning.
12. The influences in the group process itself, as opposed to a focus on individual styles, is made possible by recognizing the concept of _____ (2 words)

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13. A systems movement through time, particularly as it is affected by its sensitivity to initial conditions and strange attractors, is called _____ (2 words)

[Answers: 1.theoretical; 2.symbolic; 3.open systems; 4.simultaneously; 5.systems theory; 6.wholeness/synergy; 7.transformation; 8.entropy; 9.interdependence; 10. second-order or quantum (either answer); 11. double-loop; 12. strange attractors; 13. phase space]

Short Answer and Essay Questions

1. Discuss the four types of problem-solving abilities used by small groups in attempting to solve problems.
2. List and explain the six basic elements of human communication that underlie the study of small group communication.
3. Why would systems theory be a powerful way to study small groups?
4. Outline and discuss the elements of an open system.
5. From your own experiences, provide examples of entropy and equifinality in small group activities.
6. Distinguish between first order and quantum change.
7. Explain the values and importance of double-loop learning. How is it different from single-loop learning?
8. Discuss the concepts of strange attractors, phase space, and bifurcation points. Apply these concepts to small groups.