

**DYNAMICS OF GROUP BEHAVIOR**  
**STUDENT'S MANUAL PSY 371R 1.3**

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## **COURSE OVERVIEW**

The purpose of the course is to provide students with a thorough exposure to group dynamics, which includes the process of group development, effective communication skills within the framework of a group, leadership skills, conflict management, role identification, and working in teams. Working effectively in a group context can only be accomplished by actually identifying the roles each member assumes and working together for a stated purpose. Students will have ample opportunity to assess their own roles and responsibilities as it pertains to the group dynamic and apply the concepts through various assignments and exercises.

The course begins at a general level, examining the motivation for joining and leaving groups, group development and individual roles within a group. It moves into how groups gather, evaluate information, make decisions, lead, and sustain motivation over the long-term. The course also covers specific areas such as conflict management and diagnosing group effectiveness.

Student reading is enhanced by classroom discussions, activities, role plays, simulations, small group work, and personal reflection.

# COURSE SYLLABUS

## I. Course Description

### PSY 371R Dynamics of Group Behavior

Students will examine small group behavior and how it affects organizational effectiveness. The structure and function of groups within various types of organizations, including businesses and churches, will be considered. Group formation, teams, group roles, decision making, problem solving, conflict resolution, cohesion, and disintegration are explored. *Four credits.*

## II. Course Objectives

- A. Students will know each other both by name and by other basic facts.
- B. Students will develop confidence as a community of mature learners.
- C. Students will identify their typical role(s) in a group as well as the strengths and limitations of their role(s).
- D. Students will identify various types of groups and how these differ in purpose.
- E. Students will examine the process of group development.
- F. Students will work in teams to build a cooperative learning model.
- G. Students will identify their style of managing conflict and the positive and negative aspects of their particular style.
- H. Students will articulate and apply effective information gathering and processing techniques to groups in which they belong.
- I. Students will identify the major forms of non-verbal communication and recognize the power non-verbal behaviors have in groups.
- J. Students will employ sound listening skills in their group interaction.
- K. Students will be able to diagnose the development of individual roles within a group context.
- L. Students will be able to assess group decision-making skills as it pertains to planning an event.
- M. Students will identify problematic behaviors in groups and how to handle difficult behaviors during a group session.
- N. Students will examine the influence of culture and sub-cultures on group expectations and outcomes.

- O. Students will examine characteristics of good group leadership skills and their own leadership style in groups.
- P. Students will work cooperatively in teams to deliver a well planned and relevant group presentation on a topic of choice.
- Q. Students will explore ways to motivate groups to do their best work and remain cohesive.
- R. Students will critically assess their own cohort's group dynamics and their role in that developmental process.

### III. Texts and Materials

- A. Engleberg, Isa N. and Wynn, Dianna R., *Working in Groups*, Fifth edition (Houghton Mifflin), 2010, ISBN 0205658822
- B. Gardenswartz, Lee and Rowe, Anita., *Diverse Teams at Work*, (Society for Human Resource Management), 2003, ISBN 1-58644-036-5.
- C. Student Manual for PSY 371R, REACH. Available through [www.tiu.edu/REACH/manuals](http://www.tiu.edu/REACH/manuals).

### IV. Course Outline

- A. Session One
  - 1. Read: Chapters 1 and 2 in *Working in Groups*.
  - 2. Read: Chapters 1 and 8 in *Diverse Teams at Work*.
  - 3. List and bring to class three questions about group process that you would like to see dealt with in class. Examples:
    - a. How does my communication style in a group situation inhibit or enhance the group's effectiveness?
    - b. What about my communication style in a group inhibits or enhances the group's effectiveness?
    - c. How can I better manage conflict when it occurs in a group with which I am involved?
- B. Session Two
  - 1. Read: Chapters 3 and 14 in *Working in Groups*.

2. Read: Chapters 2 and 3 in *Diverse Teams at Work*.
3. Assignment: Analysis of Group Stages (instructions found in the Assignments and Activities section of this Student Manual)

C. Session Three

1. Read: *Working in Groups*, Chapters 7 and 8.
2. Read: *Diverse Teams at Work*, Chapters 4 and 5.
3. Written assignment: Team report on communication apprehension (see instructions in the Assignments and Activities section of this Student Manual).

D. Session Four

1. Read: *Working in Groups*, Chapters 10 and 13.
2. Read: *Diverse Teams at Work*, Chapter 7.
3. Bring calculator to class.

E. Session Five

1. Read: *Working in Groups*, Chapters 4 and 9.

Read the following in the *A&A* section of this manual:

2. “To Allow Conflict or Not To Allow Conflict”
3. “Biblical Principles for Confronting Others”
4. “Steps to Take When Confronting”
5. Written assignment: SYMLOG diagram and critique of cohort

F. Session Six

1. Read: *Working in Groups*, Chapter 5
2. Read: *Diverse Teams at Work*, Chapter 9

G. Session Seven

1. Read: *Working in Groups*, Chapter 6
2. Group Presentations will be given during class.

H. One Week After Session Seven

1. The Applied Learning Paper: Group Diagnosis is due to the instructor. See Assignments and Activities section (*A&A*) in this manual for details.

#### IV. Course Requirements

A. Complete all assignments listed in **Section IV** of this course syllabus.

1. Assignments

All written assignments as well as the guidelines for the group project are explained in detail in the assignment section of the Student Manual. The instructor will review each of these assignments prior to their due date. Ask any questions you have to ensure that you understand the requirements, format and deadline for each assignment.

2. Applied Learning Paper: Group Diagnosis

See the Assignments and Activities (*A&A*) section of this manual for general guidelines.

3. Class Participation

Class participation means more than just participating in class discussions. As an organizational leadership major, the quality of contributions will also be important. Specifically, whether a student applies the skills being learned, exhibits respect, and demonstrates teachability will be factored into the quality of that student's participation. Also considered will be the student's active participation in small group discussion and other course activities.

B. Attendance Policy

Because of the accelerated nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all REACH courses,**

**students missing one class session will be penalized between one-half and one full letter grade. Students missing more than one class period will receive no credit for the class and a grade of “F” will be recorded. The course must then be retaken in order to receive credit. In addition, students may miss no more than two class sessions in a given semester,** regardless of the circumstances. If a student misses more than two class sessions during a given semester, the student will be required to meet in person with the Director of REACH Student Services to discuss continuance in the Program. Students are responsible for monitoring their own attendance to make sure they do not exceed two classes per semester. The REACH Office will also monitor attendance and notify the REACH Director of Student Services when a student exceeds two absences for a given semester. Any student missing more than 30 minutes of a course session will be considered absent for the full course session. Participation points are earned and calculated in the final grade of a course based upon on-time attendance at each session. Students who miss three consecutive course sessions without prior notification to the REACH Office will be dropped from the program and will need to apply for readmission. See REACH Program Handbook for more information on attendance.

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor and the Dean grant the request.

### C. Academic Integrity

As a member of the Trinity community, we ask for you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another’s work or ideas without proper documentation, which requires citing the author or authors’ name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed book quizzes or exams, or copying from another’s student’s work
- Submitting Previous Work: submitting your work that was previously turned in for credit without the prior approval of the instructor
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, and failing to confront and, if necessary, report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. The student may receive an “F” for

the course for a deliberate violation. In such a case, the student may not drop the course. The faculty member will document all cases of academic dishonesty explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations could lead to a student's dismissal from the program.

## V. Grading Criteria

Analysis of Stages of a Group (due session 2)	7% of Grade
Team Discussion/Write-up on Communication Apprehension (due session 3)	10%
SYMLOG diagram and report on cohort group (due session 5)	10%
Team Presentation (due session 7)	23%
Applied Learning Paper (due one week after last class)	33%
Class Participation (expected all sessions)	17%

### A. Late Policy for Assignments and Major Papers

1. All weekly assignments are due as noted in the course outline and/or as required by the instructor. Students should bring assignments to class and be prepared to discuss them and/or submit them to the instructor. Students should make every attempt to complete assignments on time rather than requesting extensions.
2. Students who do not request an extension and who attempt to submit assignments late are subject to the following:
  - a. Failure to submit an assignment at the time due will result in an automatic "F" for the assignment unless prior arrangements are made with the instructor.
  - b. Assignments submitted late due to an absence will be reduced at least one full letter grade from the grade earned unless prior arrangements are made with the instructor. The instructor may or may not accept late assignments, at his or her discretion.
3. The final paper for the course is due one week following the last session of the course. If the student does complete the paper before this date, the student must consult with the instructor prior to the due date to see if an

extension may be granted. Course extensions are subject to the following:

- a. Extensions are granted by the Associate Dean in consultation with the instructor. If the extension is granted, the instructor will set a new completion date for the paper of up to four weeks. The instructor may reduce the final grade by certain amount for each week the extension is granted.
- b. Failure to request an extension will result in an automatic “F.”
- c. If the student has not completed the paper by the new completion date, the grade will become an “F.”

4. **Grading Scale**

Your final course grade will be based on the total number of points that you earn throughout the course:

<b>Percentage</b>	<b>Grade</b>
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

**Grading Sheet**  
*PSY 371R – Dynamics of Group Behavior*

Name: \_\_\_\_\_

<b>Analysis of Stages of a Group</b>	_____ /10 points
<b>Team Discussion/Write-up on Communication Apprehension</b>	_____ / 15 points
<b>SYMLOG diagram and report on cohort group</b>	_____ /15 points
<b>Team Presentation</b>	_____ /35 points
<b>Applied Learning Paper</b>	_____ /50 points
<b>Class Participation</b>	_____ / 25 points
<b>Total Points</b>	_____ / 150 points
<b>Course Grade</b>	_____

**Grading Scale**

- 146-150=A+
- 140-145=A
- 135-139=A-
- 131-134=B+
- 125-130=B
- 120-124=B-
- 116-119=C+
- 110-115=C
- 105-109=C-
- 101-104=D+
- 95-100=D
- 90-94=D-
- >90=F

## **ASSIGNMENTS AND ACTIVITIES**

Some materials in this section are assigned as homework while others are for use in classroom activities. See the Syllabus “Course Outline with Assignments” for details.

## *Applied Learning Paper – Guidelines*

The applied learning paper for this course is designed to help you further understand and apply a number of concepts related to group dynamics covered in the course. These concepts will specifically be applied to **your** cohort group.

- The paper should make numerous references to concepts and principles from the readings in the course.
- Use proper documentation skills in the paper – APA style (see *A Pocket Style Manual*).
- The paper should be 8-10 pages, double spaced with one-inch margins.
- The paper is worth 50 points.

Each of the following issues should be addressed and headings or numbers should be used to distinguish the five categories.

1. Discuss the various **task and maintenance roles** that were evidenced in your cohort group. Which members were strongest and weakest in task behaviors and which were strongest and weakest in maintenance roles. Give examples from class to substantiate your comments.
2. Describe the type of **leadership** that has emerged in your group. Who is/are the member(s) of the cohort who emerged as the primary leader(s) of the group? How would you characterize their leadership style(s) and their strongest and weakest characteristics? Use examples to illustrate your points. Did you think these leadership style(s) worked well for the group in terms of helping it become a cohesive unit with a purposed focus? If not, what changes would you have suggested to make it more cohesive and focused?
3. Discuss the **decision-making style** of your group. What decision-making methods were most often applied in the group activities? Choose between the three mentioned in the text *Working in Groups*: a) voting, b) consensus seeking, c) authority rule. Give examples to illustrate your conclusions.
4. Discuss your **personal progress** in the development of group skills since the course began. Identify at least one weakness related to group dynamics that was apparent to you at the beginning of the course. Describe how that has changed during the course. Also, identify one strength and give examples of how you have used that strength in the group dynamic in either a task or maintenance role to further the progress of the group.
5. Discuss the **strengths and weaknesses of your cohort group** to analyze effective group communication. Identify one area where the group needs to continue working to improve its group communication and one area where the communication seems to be strong. Use class examples to illustrate your points.

The paper is due the week after the course ends. The instructor will provide guidance about how to send your papers to him or her.

### *Applied Learning Paper – Grading Rubric*

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Task and maintenance roles</b>	Clearly identifies several cohort members that exemplified weak and strong task and maintenance behaviors and illustrated each with a classroom example.	Identifies at least four cohort members that exemplified weak and strong task and maintenance behaviors and gives some evidence of how these manifested in the classroom.	Identifies at least one cohort member that exemplified weak and one who was strong in task and maintenance behavior with at least one classroom example.	Does not identify at least two individuals (one for task, one for maintenance) and/or omits classroom example to illustrate the point.
<b>Leadership style</b>	Clearly described the leader(s) of the cohort, their leadership style, their strongest and weakest characteristics as leader and provided examples. Student will also comment on how this leadership style worked for group and give at least one suggestion if it did not work well.	Described the leader(s) of the cohort, their leadership style, their strongest and weakest characteristics as leader and provided examples. Student should also comment on how leadership style worked for group.	Described at least one leader of the cohort, their leadership style, at least one characteristics (either a strength or weakness) with at least one example.	Fails to described at least one leader of the cohort, mention their leadership style or omits mention of at least one strength or weakness of that leader.
<b>Decision-making approaches</b>	Clearly discusses and identifies the dominant decision-making approach most often applied in group activities with more than one example.	Discusses and identifies the dominant decision-making approach most often applied in group activities with at least one example.	Discusses and identifies the dominant decision-making approach most often applied in group activities with a weak or unclear example.	Fails to discuss and identify the dominant decision-making approach or omits example.
<b>Personal progress</b>	Clearly discusses and identifies at least one personal communication weakness pertaining to group dynamics and how it has changed during the course. Also identified one strength and shown how it has facilitated a task or maintenance function in the group. Use of at least two examples.	Discusses and identifies at least one personal communication weakness pertaining to group dynamics and how it has changed during the course. Also identified one strength and shown how it has facilitated a task or maintenance function in the group. Use of at least one example.	Discusses and identifies <i>either</i> one personal communication weakness pertaining to group dynamics and how it has changed during the course, or one strength and show how it has facilitated a task or maintenance function in the group. Use of at least one example.	Fails to identify either one personal communication weakness pertaining to group dynamics and how it has changed during course, or one strength and how it has facilitated a task or maintenance function in the group. Fails to use at least one example.
<b>Strengths and weakness of cohort communication</b>	Clearly discusses and identifies one area where group communication skills need improvement and one area where communication is currently strong. Use of at least two examples.	Discusses and identifies one area where group communication skills need improvement and one area where communication is currently strong. Use of at least one example.	Discusses and identifies <i>either</i> one area where group communication skills need improvement or one area where communication is currently strong. Use of at least one example.	Fails to identify <i>either</i> one area where group communication skills need improvement or one area where communication is currently strong. Fails to use at least one example.
<b>Total points =50</b>	50-45 points	45-38 points	37-25 points	24-0 points

**Session One**  
*Small to Large Group Communication*  
**Case Study: Group Transitions**

The six members of the management team at ABC Company are a close-knit group. They have worked together on a variety of major projects over the past five years. During that time no new team members have been added and none have left. There is a high degree of loyalty within the organization to both employees and toward the organization from employees.

But recently the company merged with a European competitor to make their respective positions stronger in Western Europe and the US. As a result of this merger, the ABC management team of six will be reduced to four members and four new members from the new company will be added to the ABC management team.

This means that two members of the ABC management team will have to step down and the remaining members must learn to work with four new members who potentially have very different management ideas and styles. Perhaps the most difficult part will be the loss of the close bond these six ABC team members had with one another and the challenge of building new relationships with the four new members of the team.

## Session One

### *Introduction to Teams*

What is the difference between a group exercise and a team exercise?

One of the first things you must recognize is the difference between an individual working as part of a *group* and an individual working as part of a *team*. Below is a list of the differences that exist between these categories.

<b>Groups</b>	<b>Teams</b>
Members work independently and they often are not working towards the same goal.	Members work interdependently and work towards both personal and team goals, and they understand these goals are accomplished best by mutual support.
Members focus mostly on themselves because they are not involved in the planning of their group's objectives and goals.	Members feel a sense of ownership towards their role in the group because they committed themselves to goals they helped create.
Members are given their tasks or told what their duty/job is, and suggestions are rarely welcomed.	Members collaborate together and use their talent and experience to contribute to the success of the team's objectives.
Members are very cautious about what they say and are afraid to ask questions. They may not fully understand what is taking place in their group.	Members base their success on trust and encourage all members to express their opinions, varying views, and questions.
Members do not trust each other's motives because they do not fully understand the role each member plays in their group.	Members make a conscious effort to be honest, respectful, and listen to every person's point of view.
Members may have a lot to contribute but are held back because of a closed relationship with each member.	Members are encouraged to offer their skills and knowledge, and in turn each member is able to contribute to the group's success.
Members are bothered by differing opinions or disagreements because they consider it a threat. There is not group support to help resolve problems.	Members see conflict as a part of human nature and they react to it by treating it as an opportunity to hear about new ideas and opinions. Everybody wants to resolve problems constructively.
Members may or may not participate in group decision-making, and conformity is valued more than positive results.	Members participate equally in decision-making, but each member understands that the leader might need to make the final decision if the team can not come to a consensus agreement.

## **Session Two**

### *Assignment: Analysis of Stages of a Group (Due Session 2)*

You are to choose a group to which you currently or have recently belonged and write a two-page analysis of that group. The analysis should include the following items:

1. Why the group exists/existed
2. How you became involved in the group
3. The type of group you consider this to be (learning, social, self-help, etc.)
4. A brief summary of each of the stages the group has achieved thus far along with behavioral examples that substantiate movement through each stage

Your analysis should be 2 pages in length, typed, and double spaced. Due Session Two.

**Session Two**  
*Analysis of Task, Maintenance, and Self-Centered Behaviors*  
 From *Working in Groups*

<b>Group Task Roles</b>							
1. Initiating							
2. Information Seeker							
3. Information Giver							
4. Opinion Seeker							
5. Opinion Giver							
6. Clarifier-Summarizer							
7. Evaluator-Critic							
8. Energizer							
9. Procedural Technician							
10. Recorder-Secretary							
<b>Group Maintenance Roles</b>							
1. Encourager-Supporter							
2. Harmonizer							
3. Compromiser							
4. Tension Releaser							
5. Gatekeeper							
6. Observer-Interpreter							
7. Follower							
<b>Self-Centered Roles</b>							
1. Aggressor							
2. Blocker							
3. Dominator							
4. Recognition Seeker							
5. Clown							
6. Deserter							
7. Confessor							
8. Special Interest Pleader							

## **Session Two: *Personal Role Analysis.***

Think of three groups you are currently in or have recently been in and answer the following questions.

1. What primary role(s) have you played in each (use the roles listed on the *Analysis of Task, Maintenance, and Self-Centered Behaviors* listed on the previous page).
2. Are the roles you assume in groups different depending on the type of group and people in the group, or do you seem to play the same roles regardless of the type or composition?
3. If you assume different roles, what factors cause you to change roles?
4. Sometimes the roles we end up playing are not the ones we want to assume. If this is the case, what roles would you like to see yourself play more on a regular basis to help the group process move forward in an effective manner?
5. What role(s) do you play that are potential self-centered roles?

## Session Two

### *Characteristics of Effective Teams*

The following are eight characteristics of effective teams. Adapted from, *Teamwork: What Must Go Right/What Can Go Wrong* (Sage Publications 1989).

1. **The team must have a clear goal.** Avoid fuzzy, vague statements. Team goals should be specific, concise and concrete so that an objective can be measured to determine if it has been met.
2. **The team must have a results-driven structure.** The team should operate with the intent to produce results.
3. **The team must have competent team members.** Everyone on the team must be an active participant, willing to do what is necessary to see the team attain its goals. One non-participating team member can derail the team's purpose.
4. **The team must have unified commitment.** This doesn't mean that team members must agree on everything. But they must be committed toward a common goal that benefits the whole team and not just individuals on the team.
5. **The team must have a collaborative climate.** This is a climate of trust produced by honest, open, consistent and respectful behavior. With this climate teams perform well...without it, they fail.
6. **The team must have high standards that are understood by all.** Team members must know what is expected of them individually and collectively. Vague statements such as "positive attitude" and "demonstrated effort" are not good enough. Be clear on expectations for team member participation, deliveries and behavior.
7. **The team must receive support and encouragement.** Support among team members is crucial to maintain motivation and focus. This is where maintenance tasks roles become especially vital in the team process.
8. **The team must have principled leadership.** Teams usually need someone to lead the effort. Team members must know that the team leader has the position because they have good leadership skills and are working for the good of the team. Sometimes leaders emerge from the team; other times the team members will elect a member to lead. But the team leader should be the person who possesses the skills to keep the group on task while also attending to the maintenance of relationships.

### **Session Three**

#### *Assignment: Team Discussion (Due Session 3)*

Using the results from the in-class exercise on Communication Apprehension from session two, discuss the following points with team members in your study group (you will probably need to meet outside of class):

1. Each team member should share which of the four areas of communication they were most apprehensive about?
2. Each team member should share what they think the source of this apprehension is for them?
3. Discuss the role of fear in communication and how perception plays such a key role.
4. What other types of communication issues are determined by the perception of real or anticipated fear?

**Each student is then to write a two-page paper that summarizes the following points:**

1. What area are you most apprehensive about when it comes to communication? Explain what you know about the origin of that fear.
2. How does your fear compare to those of your teammates?
3. What role does perception play in your and your teammate's fears?
4. Discuss one concrete goal you have in the next week to deliberately push against that identified communication fear. How will you know whether you have accomplished it?

Write a two-page report of your conclusions. It should be sent as an attached document to the instructor (via GroupWise) before the next class session.

## Session Four

### *SYMLOG Explained*

The following are the steps you should use to create a SYMLOG-like diagram of your own:

1. Pick a group you know well, such as your immediate family, to interpret. For the first person in the group, decide whether that person's behavior is usually positive or negative (this will tell you whether the person will be placed to the right or left of the vertical center line.) Then decide the *degree* (1 for slightly, 2 for moderately, or 3 for extremely). Make a small mark at the appropriate place on the appropriate arm.
2. For that same person, decide whether his/her typical behavior is task-oriented or emotionally expressive (this will tell you whether the person will be placed above or below the horizontal center line). Then determine the *degree* (1 for slightly, 2 for moderately, or 3 for extremely). Make a small mark at the appropriate place.
3. Draw faint lines from each of the marks you have made, and notice where they intersect. This intersection shows you where the center of that person's circle will be.
4. Now decide whether your person is mostly dominant or submissive (this indicates which set of circles, the smaller or larger ones, will be used). Then determine the *degree* (1 for slightly, 2 for moderately, or 3 for extremely). Select the appropriate size of circle and place its center at the intersection of the two faint lines you drew earlier.
5. Repeat steps A through D for each person in the group you have selected. Label each circle so you can tell which person it represents.

## **Session Four**

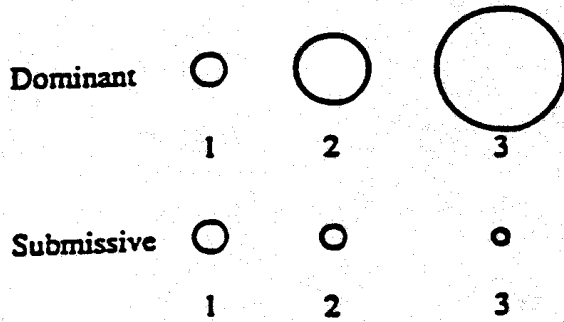
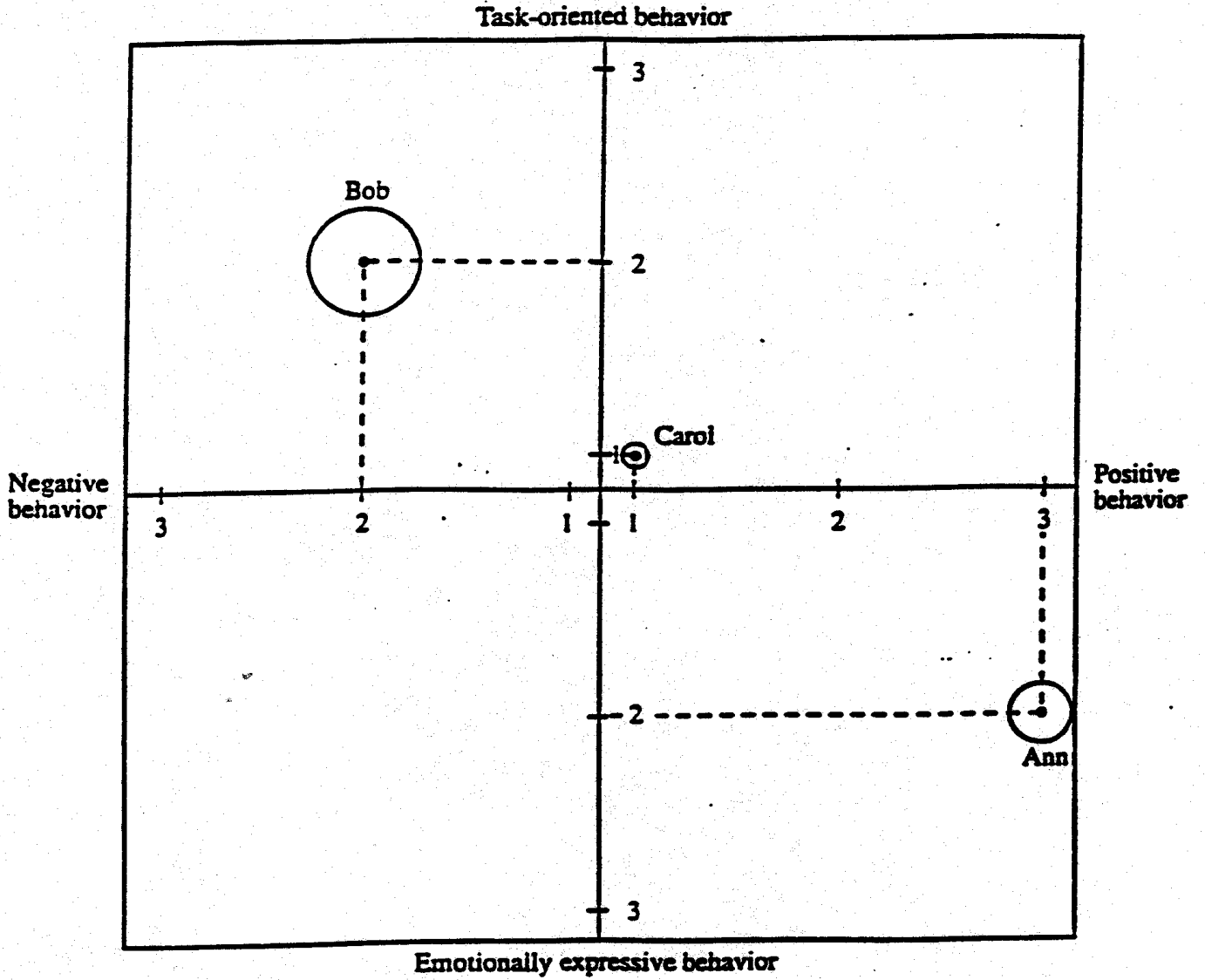
### **Assignment: SYMLOG diagram**

You will construct a SYMLOG diagram of your current REACH group for the next session. You should use the second blank SYMLOG sheet in the Student Manual to draw the diagram. Each person in the class should be represented in the diagram, including yourself. After completing the diagram, you should write a 2-3 page paper (typed, double-spaced) answering the six questions below. Both the diagram and the paper should be handed in as one assignment and are due session 5.

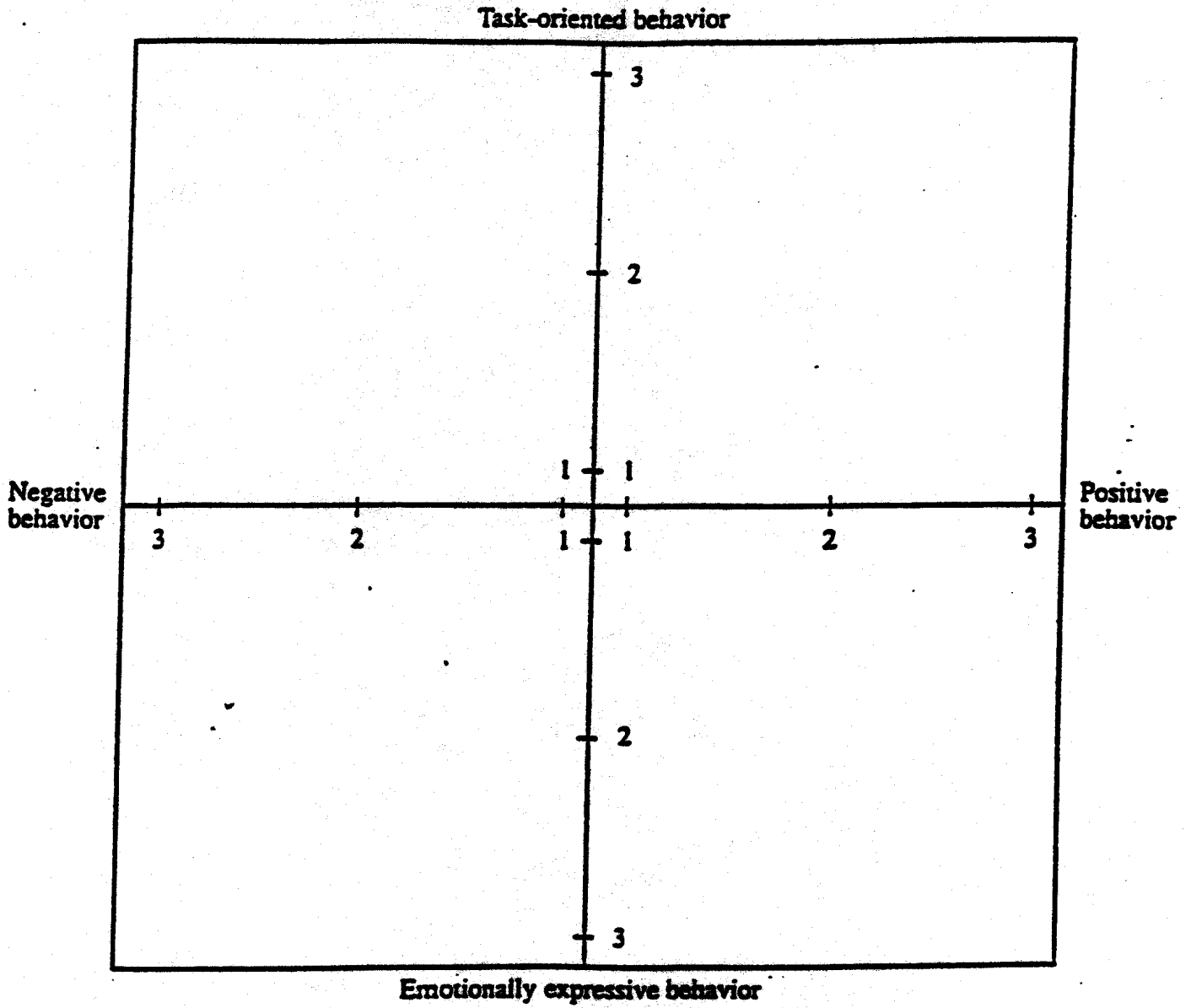
#### **Once the diagram is completed, complete the following questions:**

1. Is the group cohesive? Are members fairly close together on the diagram? Is there anyone who seems to be isolated?
2. Are there subgroups that appear to be competing with one another? If so, who are the members of these subgroups?
3. Is participation evenly distributed? Are there wide variations in the degree of dominance and submissiveness of the members?
4. Are members generally positive toward each other? Is there anyone who appears to be a scapegoat?
5. If this is a task-oriented group, are members generally task-oriented? Do members seem to complete the task with a minimum of effort, or does it appear that they have to struggle to stay on task?
6. Are there any apparent conflicts between members? What members are involved? Can you tell the source of any of the conflicts?

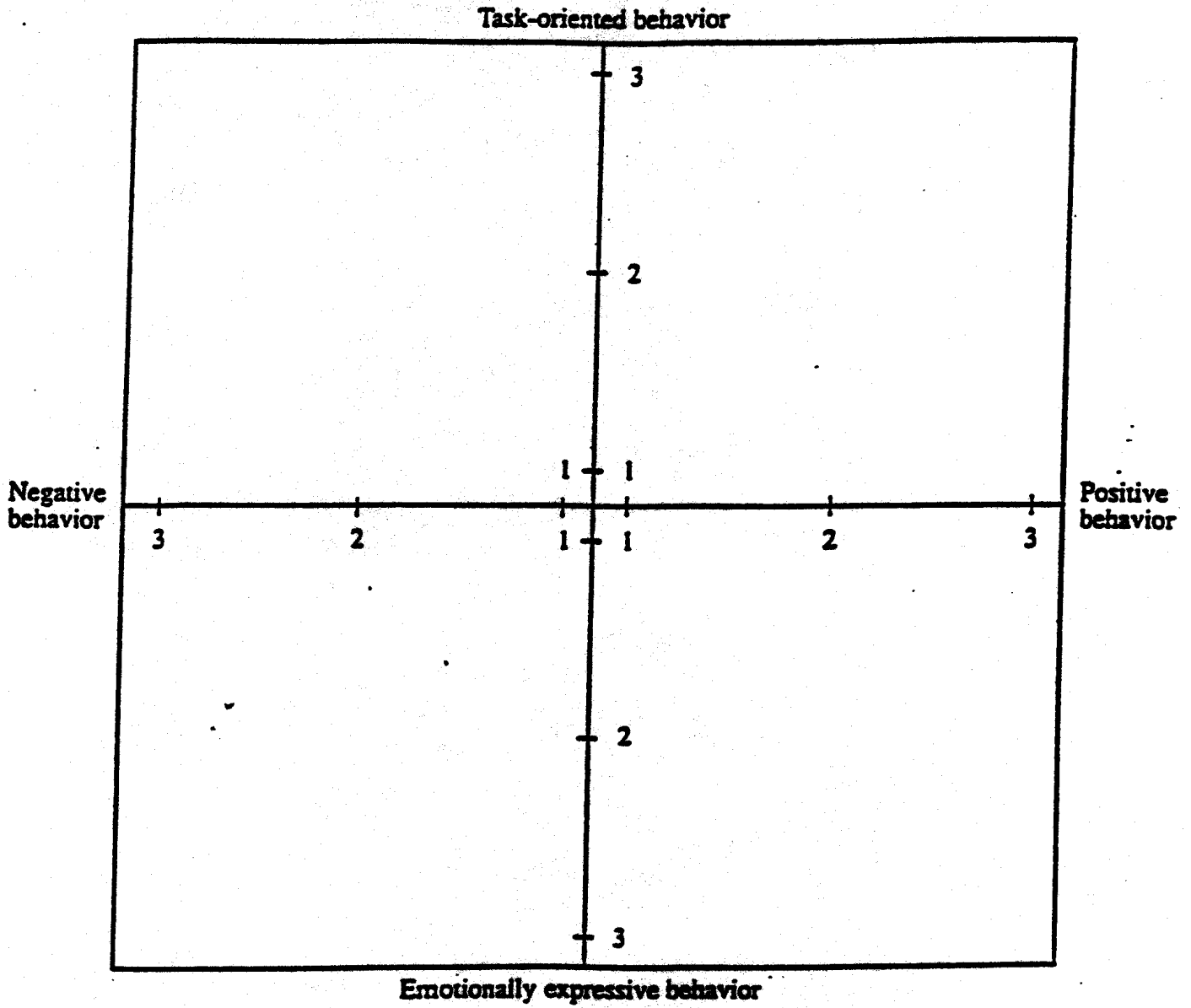
**Session Four**  
*SYMLOG-like Diagram*  
 Sample Simplified



Session Four  
SYMLOG-like Diagram  
Blank Simplified



Session Four  
SYMLOG-like Diagram  
Blank Simplified



**Session Four**  
*Group Behaviors*  
In-Class Activity

Based upon observation categories discussed in *Interaction Process Analysis*, by Robert F. Bales. Cambridge, Massachusetts: Addison-Wesley Press, 1950.

Member Number	1	2	3	4	5	6	7	8	9	10
1. Encourages										
2. Agrees, accepts										
3. Mediates										
4. Gives suggestions										
5. Seeks suggestions										
6. Gives opinions										
7. Asks for opinions										
8. Gives information										
9. Seeks information										
10. Poses problem										
11. Defines problem										
12. Gives own position										
13. Seeks out positions										
14. Gives direction										
15. Autocratic manner										
16. Disagrees										
17. Depreciates self										
18. Seems aggressive										
19. Shows tension										
20. Off-track comment										

**Session Four**  
*Group Process Questions*  
In-Class Activity

*Circle your response to the following questions:*

	<b>very little</b>	<b>little</b>	<b>some</b>	<b>quite a bit</b>	<b>very much</b>
1. To what extent did others pay attention to your ideas?					
2. How frustrated did you become while reaching the team decision?					
3. How responsible and committed do you feel for the decisions that were made?					
4. To what extent did you actively seek contributions from others?					
5. How good do you think the team's decisions were?					

*Write your responses to the questions below.*

6. What specific actions or statements were made that helped the group reach a consensus?
  
7. What specific actions or statements were made that hindered the group?
  
8. What would you do differently (as a group) next time?

## Session Five

### *To Allow Conflict or Not to Allow Conflict: That Is the Question!*

Conflict is a given in life. Whenever people draw close to one another, conflict is inevitable. People tend to view conflict as being negative. However, conflict actually promotes growth. In order to experience the benefits of conflict, it is important to (a) look for it and address it, as opposed to avoiding it, (b) know how to handle it once it's encountered. When people avoid conflict they cause unhealthy bias to develop in their relationships with the person(s) involved – they lose their honesty. Everything may appear fine on the surface, but underneath, there's unspoken frustration, hurt, anger, disappointment, questions, etc. Also, in the guise of protecting persons from conflict, people can actually be doing others a disservice by avoiding conflict, i.e., a bad habit, etc. can go unchecked.

As Christians, it's tempting to think that it's better not to share one's anger, etc. with others because it's sinful. In doing so, it's assumed that the theme of "forgiving and forgetting" is the best policy. However, it's difficult to forgive and forget something that a person has not clarified and shared with the person involved. In such instances, the unclarified anger, frustration, etc. stays within the person brewing, churning over and over so that it effects the way he/she relates to the individual in question in subtle, though powerful ways. Thus, the issue in question reappears, creating a conflict, but in a different way. It is far more difficult to work through issues at this stage than to process them before they've had a opportunity to take root in one's life.

The "forgiving and forgetting" method is an appropriate means of dealing with potential conflict. However, it is not to be taken as the norm. The crucial question that one needs to ask themselves when considering whether or not to raise an issue with someone is: "If I were to forgive and forget John Doe for having done. . . to me, would I really forgive him and forget what he did? Or, will I still feel upset inside?" If a person thinks that he can truly forgive and forget, it may make sense to do so without ever raising the issue at hand with the other person. This is especially true for minor misunderstandings, or a one time event, i.e., when someone says something while they're very tired and it upsets another person. However, a person may be doing another person a disservice by not letting them know how they felt when he/she did so and so. The key to keep in mind when deciding whether or not to enter into a conflict is to question whether or not something will go unresolved. When people deny the existence of conflict, they keep themselves and others from experiencing the benefits of conflict that are noted above.

There is a lot of comfort in knowing that people will let others know exactly what they think. At first, encountering someone that communicates what they really think regarding a situation and/or people can be threatening. However, a level of freedom evolves in such relationships that does not take place in relationships that do not allow for honesty. When a person in an "honest" relationship shares something positive, the person hearing it does not have to wonder if that person is just saying it to be nice, because they know that the other person will express any concerns or negative thoughts and feelings about the person.

## **Session Five**

### *Biblical Principles for Confronting Others*

1. The starting point in confronting others should always be love. As people truly love others they are able to absorb many of the mistakes other's make. By exercising love, people are able to see past a lot of things (1 Peter 4:8 and 1 Corinthians 13:4-7).
2. Speak the truth in love (Ephesians 4:15). If a person is unable to forgive a person without speaking to them, or if he/she sees something in the other's life that needs to be addressed, then it needs to be communicated to them in love.
3. Confront others for the purpose of exposing the truth; not as a means for revenge (Romans 12:19).
4. Do not sin in your anger (Ephesians 4:26). It is okay to be angry, but it is important to realize that there are healthy ways of expressing anger.
5. Just as God disciplines people, in love, for the purpose of restoration (Hebrews 12:4-8), so people should confront others for the purpose of their growth and restoration (Galatians 6:1-2, Matthew 18:15-17).
6. Before confronting something in another person's life, it is important to acknowledge one's own shortcomings (Matthew 7:3-5).
7. Try to resolve the issue privately. Only if the issue that needs confronting is severe enough, and the individual in question refuses to listen, should help from others be sought (Matthew 18:15-17).

## **Session Five**

### *Steps to Take When Confronting*

1. Pray and search your own heart. Ask yourself if this is something that is best left unaddressed. If not, then pray about how to confront the person involved.
2. Confront the person. Make sure that you keep your attitude in check. Also, choose your words carefully. It is very important to distinguish between how you feel and what you think about a person's behavior, and how you feel and think about a person. Let the person know that you do not accept their behavior, but that you do accept them as a person.
3. Avoid using ultimatums or absolutes. When appropriate, use phrases such as: "It appears to me. . .", "The way that I saw this was. . .", "It seems as though. . ." Remember that as people, we are limited in our perspective.
4. Listen. Allow the person to respond, let him/her explain themselves. It is important to listen with an open mind, knowing that you could have made a mistake.
5. Inform. Give the person guidelines for dealing with the situation differently in the future. Let them know what your expectations are.
6. Leave them with hope. Here it is important to affirm the person. Let him/her know that you believe in him/her as a person.

This information was summarized from *Interpersonal Conflict* by Joyce H. Wilmot and William W. Wilmot, (New York: William C. Brown Company, 1978), pp. 23-46.

**Session Five**  
*Dealing with Difficult Behaviors in Groups*

**Monopolizers:**

- Recognize the person's contribution then call on someone else.
- Intervene, thank the person for the answer, then say you want to give someone else a chance.
- Institute a practice of having people hold up their hands to respond then ignore the monopolizer's hand most of the time.
- Call on a specific individual.

**Quiet Ones:**

- Let it be known at the beginning that you appreciate and expect responses from everyone present.
- Call on the quiet ones, giving them advance warning that you will do so.
- Start with easy questions, and work into more difficult ones.

**Digressors:**

- Say that the question or comment is beyond the scope of the session, but you'll be happy to discuss it during a break or when the session is over.
- Keep reminding participants of the main topic so they won't lose sight of it.

**Incessant talkers:**

- Affirm their contributions but say that you also want to hear from others in the group.
- If the chatter continues between group members while others are speaking, politely interrupt and ask them to be considerate of those who are speaking by giving your full attention.

**Disrupters:**

- Stop and tell the person you understand his or her concern and will gladly discuss the matter after the session.
- Break into a new activity to cut off further disruption.
- Ask the person to participate in an exercise or assist in a training task.
- Sometimes direct confrontation is necessary, despite your best efforts to avoid it.

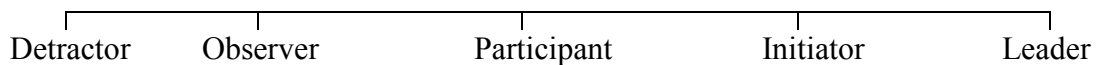
## Session Six

### *Leadership in a Group Context*

There are at least five different roles in which an individual can function in relationship to leadership within a group.

- |                    |   |
|--------------------|---|
| <i>Detractor</i>   | A person exhibiting detractor-like behaviors may yawn, seem preoccupied with something other than what's going on in the group, or make irrelevant comments, etc.                     |
| <i>Observer</i>    | Such a person is interested in what goes on in the group, but doesn't get involved all that much.   |
| <i>Participant</i> | This person makes contributions to the group when asked, or when he/she feels safe enough to do so.   |
| <i>Initiator</i>   | Will make the effort to begin discussions, bring up new issues, and address problems, etc.  |
| <i>Leader</i>      | When a person is functioning in the capacity of a leader, he/she has a good understanding of what is going on in the group, and is able to facilitate the group toward further group. |

The following depicts the detractor to leader continuum:



In terms of a given group, it is helpful to think through what category the different members would fall into. It is important to clarify exactly what individuals are and are not doing to foster their being seen as functioning at one role or another. Once this is done, it is helpful to think through what types of behavior the respective group members would need to exhibit in order to be seen as functioning at the next role level.

## **Session Seven**

### **Factors That Influence Team Motivation**

#### **I. Purpose**

Having a clearly stated purpose gives the team a natural direction and reason for meeting.

#### **II. Challenge**

In the workplace, challenges occur frequently, but most of them are not stimulating challenges. So the question becomes how to provide challenges to the team that are stimulating but not overly challenging and exceed available resources.

An additional criterion for challenge is the level of difficulty. If a challenge is too difficult, perhaps perceived as impossible, then team members may give up before they start. However, the same result may occur if the members perceive the challenge as too easy. Little energy is required to accomplish something so easily obtained.

#### **III. Camaraderie**

The most successful groups over the long haul tend to address both the technical needs (task) and human needs (maintenance). These groups are at the same time competent in the work they perform and highly functional in their interpersonal relationships. The group is well balanced in both technical and human skills.

Another factor that emerges from successful teams is camaraderie; meaning comradeship, fellowship, and loyalty. The people on these teams genuinely like each other and work hard to develop and maintain their relationships.

In other words, it's a lot easier to support your team member when you have a good relationship with them. To build this type of relationship requires open and direct communication, frequent praising of each other's contributions, and mutual support.

#### **IV. Responsibility**

In general, people and teams are stimulated by being given responsibility. Having ownership of an identifiable block of work is a long-held tenet of motivation in groups.

Responsibility can be tricky, however. Implied in this concept is the understanding that the responsibility comes along with authority to make the necessary changes. Teams that have both the responsibility and authority tend to maintain motivation over longer periods of time.

Responsibility can be demotivating if the consequences of error or failure are too great. If the organization, for example, has a history of punishing mistakes, then the giving of responsibility is viewed more as a negative.

#### **V. Growth**

Finally, personal and team growth can provide another basis for sustained motivation. When people feel they are moving forward, learning new concepts, adding to their skill base, and

stretching their minds, motivation tends to remain high. Personal growth adds value to the individual, enhancing self-esteem and self-worth.

Accordingly, team members and team leaders should look for opportunities that help add knowledge and skills. A good technique is to simply ask members what they would like to get from their association with the team, then listen for areas of possible growth.

## **VI. Leadership**

A good leader can be a catalyst for motivation in the short term, but the best leaders create the conditions for the team to motivate itself.

Great leaders have a knack for helping others see the best in themselves, providing the stimulus for self-actualizing behaviors.

But great leaders also understand the importance of team purpose, challenge, camaraderie, responsibility, and growth, and focus much of their time on creating the conditions for these to exist.

Great leaders understand that their team members have needs, and that for motivation to grow and continue, the activities of the team must help in some way to meet these needs.

## **Session Seven**

### *Group Presentation Guidelines*

During session 7 each team (assigned in session 2) will deliver a group presentation to the class. The group will select a topic that is relevant to group communication dynamics that it believes would be interesting and informative to the class. After choosing a broad topic, the group should divide the topic into subtopics that can be divided among the group members for individual oral presentations.

1. Develop a purpose statement for your presentation that addresses what you want the class to know, believe, or do as a result of the presentation.
2. The group should agree on a plan for collecting information. Each group member will be responsible for researching a different aspect of the topic. In addition, all group members should be informed about the broad topic. On the day of the presentation, each group member will turn in a bibliography with a minimum of three sources that pertain to their specific area of research.
3. The group must develop an outline for its oral presentation. The outline should be typed and copies distributed to the instructor and all group members.
4. All group members should use extemporaneous form of delivery (not written out or read). You may use index cards as prompts as long as you don't read it directly off the card.
5. The group presentation should include at least one visual aid for each presenter. The group will have a maximum of 30 minutes to complete the presentation.

The team presentation is worth 35 points. The grade will be assigned to the group.

#### **Grading criteria:**

- Clear presentation of purpose (5 points)
- Relevant topic choice (5 points)
- Use of effective material to support points (5 points)
- Organization of overall group presentation (5 points)
- Group presentation outline (5 points)
- Ability to deliver the content in a unified and coordinated way (5 points)
- Overall quality of the group presentation (5 points)

## Session Seven

### Group Presentation Rating Forms for Peer Assessment

Students' names \_\_\_\_\_

**Scoring:** Place a check in the category that fits your assessment

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal			
<b>Relevant topic choice:</b> to course content and of interest to listeners			
<b>Content:</b> adequately supports main points			
<b>Organization of overall group presentation:</b> easy to follow, effective introduction and conclusion			
<b>Group presentation outline:</b> clear, logical progression of ideas			
<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content			
<b>Overall quality of the group presentation</b>			
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			

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 Students' names \_\_\_\_\_

**Scoring:** Place a check in the category that fits your assessment

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal			
<b>Relevant topic choice:</b> to course content and of interest to listeners			
<b>Content:</b> adequately supports main points			
<b>Organization of overall group presentation:</b> easy to follow, effective introduction and conclusion			
<b>Group presentation outline:</b> clear, logical progression of ideas			
<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content			
<b>Overall quality of the group presentation</b>			
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			

## Session Seven

### *Group Presentation Rating Forms for Peer Assessment*

Students' names \_\_\_\_\_

**Scoring:** Place a check in the category that fits your assessment

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal			
<b>Relevant topic choice:</b> to course content and of interest to listeners			
<b>Content:</b> adequately supports main points			
<b>Organization of overall group presentation:</b> easy to follow, effective introduction and conclusion			
<b>Group presentation outline:</b> clear, logical progression of ideas			
<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content			
<b>Overall quality of the group presentation</b>			
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			

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 Students' names \_\_\_\_\_

**Scoring:** Place a check in the category that fits your assessment

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal			
<b>Relevant topic choice:</b> to course content and of interest to listeners			
<b>Content:</b> adequately supports main points			
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<b>Group presentation outline:</b> clear, logical progression of ideas			
<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content			
<b>Overall quality of the group presentation</b>			
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			

## Session Seven

### *Group Presentation Rating Forms for Peer Assessment*

Students' names \_\_\_\_\_

**Scoring:** Place a check in the category that fits your assessment

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal			
<b>Relevant topic choice:</b> to course content and of interest to listeners			
<b>Content:</b> adequately supports main points			
<b>Organization of overall group presentation:</b> easy to follow, effective introduction and conclusion			
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<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content			
<b>Overall quality of the group presentation</b>			
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			

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 Students' names \_\_\_\_\_

**Scoring:** Place a check in the category that fits your assessment

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal			
<b>Relevant topic choice:</b> to course content and of interest to listeners			
<b>Content:</b> adequately supports main points			
<b>Organization of overall group presentation:</b> easy to follow, effective introduction and conclusion			
<b>Group presentation outline:</b> clear, logical progression of ideas			
<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content			
<b>Overall quality of the group presentation</b>			
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			

## Instructor Grading Rubric for Group Presentation

Students' names \_\_\_\_\_

Presentation Guidelines	Superior	Satisfactory	Unsatisfactory
<b>Clear presentation of purpose:</b> established a clear and reasonable goal	Clearly stated topic and goal for chosen topic.	Topic and goal evident for chosen topic.	Topic and goal unclear for chosen topic.
<b>Relevant topic choice:</b> to course content and of interest to listeners	Topic is clearly relevant to course content and provides useful information to listeners.	Topic is somewhat relevant to course content and provides helpful information to listeners.	Topic is not relevant to course content or of little practical value to listeners.
<b>Content:</b> adequately supports main points	Content logically follows main points in outline.	Content is progressive but not completely logical according to main points in outline.	Content is not progressive or logical according to main points in outline.
<b>Organization of overall group presentation:</b> easy to follow, effective introduction and conclusion	Holds together well from beginning to end and is easy to follow.	Holds together fairly well from beginning to end but has minor gaps.	Doesn't hold together well nor is it easy to follow.
<b>Group presentation outline:</b> clear, logical progression of ideas	Written outline provided and is clear and logical.	Written outline provided but lacks clarity.	Written outline not provided or very unclear.
<b>Ability to deliver the content in a unified and coordinated way:</b> unity of content	Presenters seamlessly weave content so one point builds upon another.	Presenters have progressive content that is noticeably linked to previous points.	Presenter's content lacks unity and seems haphazard.
<b>Overall quality of the group presentation</b>	Presentation was well prepared and delivered.	Presentation was adequately prepared and delivered.	Presentation was poorly prepared and delivered.
<b>Comments:</b> Strengths			
<b>Comments:</b> Suggestions for Improvement			
<b>Total points = 35</b>	35-28 points	27-14 points	13-0 points

