

Understanding Groups

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Foreword

LIFEPAC Speech: Essentials of Communication **A Guide to Interacting Effectively in Today's World™**

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Speech: Essentials of Communication: A Guide to Interacting Effectively in Today's World is a five-unit elective for high school students, providing theoretical and practical knowledge and skills for truthful and effective communication. Students will learn about communication truths and theories, characteristics of language, interpersonal relationships, group dynamics, and public speaking.

This course contains information and activities that show students how to effectively express ideas and interact with others in the world around them. Studying the units and applying the communication principles in this course will help students discover ways in which their knowledge enables them to honor God, communicate truth, develop relationships, meet the needs of others, fulfill social obligations, exchange information, and reach personal goals.

This course also provides a special application of practical and effective communication skills to the business world, a destination towards which many career-minded students will be heading.

Speech: Essentials of Communication contains the following units. The unit for this student workbook is highlighted below.

Unit 1 — Communication Foundations

Unit 2 — Language Characteristics

Unit 3 — Interpersonal Relationships

Unit 4 — Understanding Groups

Unit 5 — Presenting and Interpreting Public Messages

Why is Communication Essential?

Welcome to *Speech: Essentials of Communication*. The development and proper use of communication skills is one of the most important goals we should strive to achieve in life. As beings that are created in the image of God, we have a God-given ability to communicate through spoken, written, and nonverbal means; however, because of the entrance of sin into the world through Adam, we often witness a distortion of the communication process that God originally provided. We have, as a result of the Fall, seen the breaking down of human relationships and communication.

In response to this situation, God has chosen to communicate to the world through His Son, Jesus Christ; the Bible; and His Creation. His communication to the world has been “essential” to restoring relationships and the communication process that people need.

Because of God’s communication with us, Christians have been provided with the spiritual resources they need in order to properly develop effective communication skills. Following the pattern of the “Master Communicator,” we have the responsibility and privilege to communicate the truths of God’s Word and His Creation to others throughout the world. As a part of this task, we must learn to make an accurate and efficient use of communication tools and procedures that are commonly found in society, whether at home, school, or in the business world.

For Christians, communication is crucial to not only receiving but also providing truth. Each day, you have the opportunity to interact with family, friends, teachers, co-workers, and any number of other people in a variety of settings. The effectiveness of your interactions with others influences your ability to communicate well for everyone’s benefit.

Speech: Essentials of Communication is intended to show you in a practical, hands-on way, how to be an effective communicator for God in the world. As you move through each of the five units, you will identify, analyze, and evaluate communication skills and processes that you will need for spiritual, moral, personal, social, and professional growth. Doing so will help you develop and demonstrate your own communication skills and thereby assist in building your ability and confidence when you are called upon to interact with others.

The course covers concepts and ideas that are widely-used in the field of communication. School, church, home, and work-world settings provide real-life scenarios that allow for consideration of how these communication principles can be applied in real-world situations. Interacting with the concepts and perspectives in *Speech: Essentials of Communication* gives you the opportunity to develop discernment and become better equipped to practice a Christian understanding of communication in the world around you.

Unit Four: Understanding Groups

Learning how to participate effectively in a group is an invaluable skill. Many of the skills that you've studied in previous units will enhance your communication competence in a group; however, there are some skills that are unique to group communication. In this unit, you'll be introduced to group communication, learn about group dynamics, and study the use of competent communication skills in group interactions.

Unlike a *dyad*, in which only two people interact, group communication can be a complex process. Numerous roles appear as people bring their own skills and talents to a group. Using those skills for the good of the group is the key to effective group communication. You'll learn that scheduling and organizing meetings for a group can sometimes be the most challenging aspect of group dynamics. You'll also see the ways in which selecting the right team members can contribute to the success of a group.

Section I covers the nature of group communication. As you make your way through the lessons, you'll learn to identify several types of groups and discuss their purposes. The section then introduces you to organizations and presents instruction in small group formats.

Section II portrays different factors that can affect group dynamics. You'll also study competent communication skills in groups and find out, very tangibly, how to problem-solve with people.

Section III offers you a look at different leadership styles and functions as well as teaches you how to evaluate group effectiveness.

The skills you acquire can assist you in your ability to communicate in personal, social, and professional groups.





Objectives

When you have completed Unit 4, you should be better prepared to:

- Identify and analyze types of group relationships and their purposes. (Section I)
- Identify and analyze appropriate channels of organizational communication. (Section I)
- Demonstrate group dynamics and processes for effective participation in groups. (Section II)
- Identify and demonstrate appropriate communication skills (verbal, nonverbal, listening) to encourage group effectiveness. (Section II)
- Analyze a problem given to a group and develop an effective means of solving the problem. (Section II)
- Identify and demonstrate leadership skills in group culture. (Section III)
- Demonstrate effective communication skills in group leadership. (Section III)
- Analyze the participation of group members and evaluate group effectiveness. (Section III)



I. Group Communication

People in groups can often accomplish more than they could alone. Yet within groups, problems in communication between people can more easily arise. In Section I, you'll examine different types of groups and how the members within them interact with one another. The lessons for this section are as follows:

The Small Group

In this lesson, you'll look at what it means to be a part of a group. You'll learn that groups are collections of individuals who work together over time toward a common goal. At the completion of this lesson, you should be better prepared to:

- **Identify and analyze types of group relationships and their purposes.**

Small Group Types and Formats

This lesson presents two different types of groups: social groups and task groups. You'll learn about the six different types of task groups and how each can contribute to professional life. You'll also study some of the formats in which small groups interact. At the completion of this lesson, you should be better prepared to:

- **Identify and analyze types of group relationships and their purposes.**
- **Identify and analyze appropriate channels of organizational communication.**

Organizations

In this lesson, you'll look at organizations and how they communicate. You'll see how groups are structured and learn about what makes a group successful. At the completion of this lesson, you should be better prepared to:

- **Identify and analyze types of group relationships and their purposes.**
- **Identify and analyze appropriate channels of organizational communication.**

Groups exist to achieve a common goal by bringing together the knowledge and skills of different individuals. Their success and productivity depends upon how each person fulfills his or her role and works together with others in the group.

The Small Group

Objective

- Identify and analyze types of group relationships and their purposes.

Vocabulary

group – an assembly of three or more individuals who relate or cooperate interdependently and in an orderly manner over time to reach a goal.

dyad – two people communicating

interdependent – mutual assistance, support, and interaction

norm – a standard of conduct or behavior

moderator – a person who presides over a group discussion

We have already noted one characteristic of small groups—that of size. But, what distinguishes a small group from a collection of individuals? Would five people playing basketball together constitute a group? What about five friends having dinner—are they a group? Is a large corporation a group? In a general sense, these examples might be considered groups. However, for our purposes, a group is more than a collection of individuals. A **group** is an assembly of three or more individuals who, over time, relate or cooperate interdependently and in an orderly manner to reach a goal.

The size of a small group generally consists of three to twelve people. This range distinguishes a small group from a **dyad** as well as an organization. When more than twelve people interact, intimacy is decreased and interaction becomes more time-consuming. It becomes more difficult for each member to have the opportunity to interact with every other member.

If we have a group of thirty people, it will take a great deal of time for each member to send a message and have an opportunity to respond to every message that was sent by each of the other twenty-nine members. The total number of messages could exceed 500. Smaller numbers allow more opportunities for mem-

bers to contribute in a smaller amount of time and at a greater level of familiarity.

To constitute a group, members should be **interdependent**—everyone working together for mutual assistance, support, and interaction. A basketball team, for instance, is considered a small group. The members rely on each other's efforts and diverse skills to achieve a common goal. Similarly, a support group, in order to accomplish its task, depends on each member to contribute advice or support.

All small groups interact according to rules or **norms**. In an informal setting, such as a social gathering, members obey general rules of conduct. Individuals take turns speaking according to the cooperative principle of conversation. In a more formal setting, such as a board meeting, members might follow parliamentary procedure, speaking only when officially recognized by the **moderator**.

The accepted rulebook for parliamentary procedure is *Robert's Rules of Order*, written in 1876. It has received numerous rewrites and is now in its tenth printing. The manual is accepted in most venues as the official policy for running formal meetings.

A collection of individuals who work together to rescue a child from drowning would not constitute a group. Although they are working toward a common goal, the amount of time that they interact is limited. To be a group, members must work together over a length of time. Groups need time in order to develop a sense of identity. Cohesion develops when members interact over time.

Finally, a group must have a goal. Members interact for the purpose of achieving a specific task. An athletic team works together in order to win; a group of architects pool their resources to plan the construction of buildings; and a social group interacts to foster contacts and develop relationships.



Answer each of the following questions in one to three sentences.

1.1 Define a *group*.

1.2 What is the basic difference between a dyad and a small group?

1.3 What can happen when more than twelve people interact?

1.4 Why would a group of strangers working together to rescue a child not be considered a group?

1.5 Why do members of a group interact?



Teacher check

Initial

Date

Small Group Types and Formats

Objectives

- Identify and analyze types of group relationships and their purposes.
- Identify and analyze appropriate channels of organizational communication.

Vocabulary

relational – involving or expressing a relationship

facilitator – a person who makes group interaction easier

freewheeling – the freedom to suggest unusual or unconventional ideas

feasible – achievable; possible

sampling – selection of a group of people or products to be used as representative; a random sample

conducive – favorable; helpful

morale – positive, determined attitude of an individual or group

consensus – collective opinion; general agreement of all members

Types of Small Groups

All small groups are goal-oriented, but not all groups have the same types of goals. Groups are divided into two different types: task and social. Task groups pursue definite objectives in a formal manner, whereas social groups are more **relational**. Task groups further divide into categories by different types of tasks, such as brainstorming, focus, learning, advising, quality circles, and problem-solving groups.

Social Groups. Social groups are primarily focused on the social or personal concerns of the members. For instance, a church member might join a weekly women's group for personal enrichment; or a victim of breast cancer might join a support group in order to interact with other victims and survivors of the disease. Such groups may be organized or informal. Organized social groups might abide by certain rules that keep them focused on their tasks. A choral group, for example, might require that members learn each song before coming to practice and that they avoid social conversation during practice. Whether formal or informal, social groups help members receive interpersonal support so that they can achieve their individual goals.

Task Groups. Task groups are a major part of professional and civic life. They are used to solve problems,

generate ideas, share information, and make decisions. We will discuss six different types of task groups.

Groups that interact to generate ideas are known as *brainstorming groups*. Brainstorming is a technique that involves coming up with as many ideas as possible with a minimum of evaluation. As opposed to individual brainstorming sessions, group brainstorming allows members to spark each other's imagination through interaction.

The leader of a brainstorming group acts as a **facilitator**, helping to keep the ideas flowing. This is primarily accomplished by maintaining a climate that encourages spontaneous participation by all members. Every person in the group can contribute ideas without fear of attack or negative responses to the ideas. If the group hits a dry spell before it has generated a sufficient amount of ideas, the facilitator might prompt interaction by combining previously suggested ideas and asking members to build on it: "Let's consider the results of distributing a survey and placing a suggestion box in front of the office." A brainstorming group has one rule in common: Every person's input is considered. Usually, ideas are written on large sheets of paper or chalk/whiteboards so that everyone can view the ideas and generate more ideas from them. A creative climate

“Task groups are a major part of professional and civic life.”

is maintained in the initial phase of idea generation. In a brainstorming group, members are permitted to “free-wheel.” **Freewheeling** is the freedom to suggest unusual or unconventional ideas.

After a sufficient number of ideas has been generated, the group must then evaluate which ideas are **feasible** and which are not. Ideas that are not feasible are discarded. Ideas that seem workable are developed further or combined with other workable ideas. Constructive criticism is encouraged at this stage. At this point, group members may be assigned to different groups to accomplish tasks, or the ideas may be assigned to others who aren’t members of the brainstorming group. Often, the work is divided among integrated work teams, which grow out of the brainstorming group or are formed at the request of the brainstorming group.

Integrated work teams consist of members representing various areas of expertise who meet in order to accomplish a common goal. For instance, a food com-

pany might assemble a group to develop a new product. Members might include persons from the marketing, advertising, production, and dietary departments. Persons from the marketing department might inform members from the dietary department about customer trends so that they can come up with a taste that will have widespread appeal. Members of the advertising department might coordinate their efforts with the production department to ensure that the product is packaged in an attractive manner. An integrated work team enables members to coordinate their efforts and draw from each other’s resources.

Focus groups are used to gather information about people’s opinions regarding a specific issue or product. They are made up of a small **sampling** of a larger audience. A focus group might be asked, “What do 20-to-30-year-olds think about the President’s proposed tax cuts?” “What computer programs are most popular among small business owners?” or “What do senior citizens think about assisted-living facilities?”

In a focus group, the leader or facilitator encourages members to make comments that are relevant to the group’s objectives. For example, if the purpose of a focus group is to determine the dining preferences of middle-aged people, the leader might encourage members to elaborate on their thoughts about different types of foods.

Focus groups are particularly essential to the success of advertising agencies and political candidates. Advertising agencies use the results of focus groups to determine customer trends. For example, if a focus group reports that teenagers prefer the color red to blue, an advertising agency might design a teen clothing ad using different shades of red. Political candidates might use focus groups to determine campaign strategies. If senior citizens are found to be primarily concerned about healthcare, and the candidate wants their votes, he or she might emphasize a stance on social security benefits in order to garner the group’s votes.



Learning or educational groups focus on increasing the knowledge or skills of each member. Examples of learning groups include a rock-climbing class, a book study group, or a chapter meeting of the D.A.R. (Daughters of the American Revolution). Leaders of learning or educational groups guide the interaction between members by asking questions or suggesting topics that focus on the group's goals.

Advisory groups provide information and advice on policies or decisions. Leaders in business and civic life depend on advisory groups to solve problems, implement policies, and accomplish objectives. The advisory group members are experts in the field related to the goals or objectives being addressed. For example, a U.S. Senator might establish an advisory committee on special education programs in order to form a policy that would permit federal funding for persons needing assistance. He or she might appoint special education professors, social service caseworkers, medical doctors, and psychiatrists to the group. Once the group has briefed him on various programs and financial needs, the senator might develop a policy and submit it to the Senate.

Advisory groups may also consist of a group of peers. Experts in a given field might pool their experience and knowledge to help each other make decisions and form policies. Health professionals and business leaders frequently form peer advisory groups to improve their effectiveness.

Problem-solving groups exist to solve problems or make decisions. For instance, most colleges or universities have budget committees that make decisions on the financial concerns of the institutions. Problem-solving groups may also be formed for only a short term to deal with a particular problem or issue. For example, a non-profit organization might form a committee to make a decision on which candidate to hire for the position of director.

The effectiveness of a problem-solving group depends upon its members' knowledge regarding the particular problem and the their ability to interact in a small-group setting. Members who have a thorough knowledge of the issue or problem and are competent communicators will be able to help the group identify solutions and make informed decisions.





Small Group Formats

- *Panel Discussion*
- *Parliamentary Procedure*
- *Symposium*
- *Forum*

Leaders or facilitators of problem-solving groups are responsible for creating and maintaining a climate that is **conducive** to the productive interaction of all the members. This is primarily accomplished by insisting that members adhere to procedural rules. For instance, if the procedural rules of a committee demand that no one speak unless granted the floor by the moderator, the leader must not allow members to speak out of turn or interrupt each other. Some groups adhere to Robert's Rules, mentioned earlier in the unit. Others apply less formal, personal rules, which are agreed upon by the group members. Whatever the method, it takes a leader proficient in communication skills to guide members who are willing to set aside personal issues and egos to promote an effective task group.

Quality circles are task groups, consisting of three to twelve members that make recommendations for improving the quality of an organization. Often, quality circles involving worker **morale** are made up of members from the suffering department. Members often feel they have a sense of power and influence over their circumstances by being allowed to participate in such a group. In Japan, quality circles have been effective toward improving productivity and bolstering worker morale.

The work of quality circles is accomplished in three phases:

1. First, the group meets to discuss problem areas. Each member, regardless of company status, is allowed to share his or her particular concerns. Open discussion permits members to notice concerns and frustrations that are common to all.
2. Second, the group identifies particular areas that need improvement and develops suggestions for solutions.
3. Third, the group makes its recommendations to those who have the power to implement changes.

With careful selection of group membership according to skills needed to achieve the goal, groups can be an effective means of making changes happen.

However, when members let their own selfish agendas get in the way of the group's objectives, groups can become bogged down. Teams, committees, or groups often get a reputation for ineffectiveness because of poor selection of group members. In reality, when team members are carefully chosen, groups have been able to

move at enormous paces to accomplish goals. For example, in 1996, a team at Arizona State University was given the task of creating a technology that would allow students to register for classes without coming to campus. They were given only six months to brainstorm, plan, develop, and implement the “technology.” Members were chosen by what skills they brought to the group and their willingness to work within a group setting. Six months later, the first students registered electronically through online and telephone registration. The same type of system is used today throughout the nation.

Small Group Formats

Small groups interact in a variety of formats. Some are more relaxed, while others follow a more structured set of rules. Some small groups even interact before an audience. We will discuss four of the most commonly used formats:

- panel discussion
- parliamentary procedure
- symposium
- forum

Panel Discussion. A panel discussion involves a moderator (leader) who regulates the informal interaction of the members by soliciting comments from some members while controlling the amount of time given to those members who are overly talkative. The moderator also seeks **consensus** when it is time to make a decision. Usually, members are selected because they

are experts on the particular issue that is being discussed. In some cases, panels may conduct business in front of an audience. Many government agencies are required to conduct meetings in public. Most states have “Open Meeting” laws that require that all major decisions be made in a forum that allows public access.

Parliamentary Procedure. Parliamentary procedure is another common small group format. It is a very formal means of interaction that facilitates the decision-making process by eliminating the possibility of frivolous discussion. A moderator who grants the floor to members upon request regulates the discussion. As mentioned earlier, the standard manual for parliamentary procedure is *Robert’s Rules of Order*, originally written in the 19th century, but updated approximately every ten years since the first publishing.

Symposium. In a symposium, each member delivers a formal address or speech on the topic of discussion. A leader introduces the members and then comments on each of the members’ presentations. After all the members have had an opportunity to speak, the leader moderates an open discussion among the members. As compared to a panel discussion, a symposium has very little interaction between members.

Forum. In civic life, a forum usually follows a symposium. Here, members of the audience are allowed to respond to the speakers. The leader regulates the question-and-answer session.



Answer each of the following questions in one to three sentences.

1.6 What is the primary purpose of social groups?

1.7 What is the purpose of task groups?

1.8 Explain *brainstorming*.

1.9 What is *freewheeling*?

1.10 What is the primary characteristic of an integrated work team?

1.11 What is the purpose of a learning group?

1.12 The effectiveness of a problem-solving group is dependent upon what?

1.13 How do quality circles improve worker morale?

1.14 In which small group format do members deliver a formal address?

1.15 Which small group format is more conducive to informal discussion?



Teacher check

Initial

Date



Skill-Building Activity: Brainstorming

I.16 Part 1

In this activity, you will discover the benefits of brainstorming. Ask two or more people to work with you to generate ideas for *one* of the problems listed below. They can be classmates, friends, or family members. (Participants should at least be your age or older.) Remember that the rules for brainstorming demand that members do not criticize each other's ideas. Encourage one another to offer as many ideas or solutions as possible. Build or expand on one another's ideas when possible. Write your ideas on a separate sheet of paper. If you can, also write the ideas on a board or a large piece of paper to help the other participants. It is helpful to ask a fourth person, whose only task is to write down all ideas, to be the "recorder." Spend five minutes just on the brainstorming session before looking at solutions.

- a. How could your community improve its road/transportation system?

Solutions:

- b. Choose a local charity, church group, or school activity that needs funding. How could the group generate funds?

Solutions:

- c. What are some ways to make learning in your school or learning group more exciting for students?

Solutions:

Part 2

Respond to the following questions about your brainstorming session by writing your answers on a separate sheet of paper.

- a. Which subject from above did you select?
- b. What solution do you think is the most workable/effective?
- c. Identify what types of group(s) might be needed to accomplish the goal.
- d. What skills would be needed in the group membership?
- e. How do you think the group(s) should proceed?



Teacher check _____

Initial _____

Date _____

Organizations

Objectives

- Identify and analyze types of group relationships and their purposes.
- Identify and analyze appropriate channels of organizational communication.

An organization is a group of people working toward a set of collective goals. Organizations tend to be larger than small groups, consisting of thirteen or more members. In an organization, members are organized into hierarchies that are interdependent. A board of directors is an example of a group within an organization. It usually consists of high-ranking members of an organization with individual assignments. Individual members of the board of directors might not interact with individual members of a project team, but the two groups rely on each other's efforts and diverse skills to achieve a collective goal.

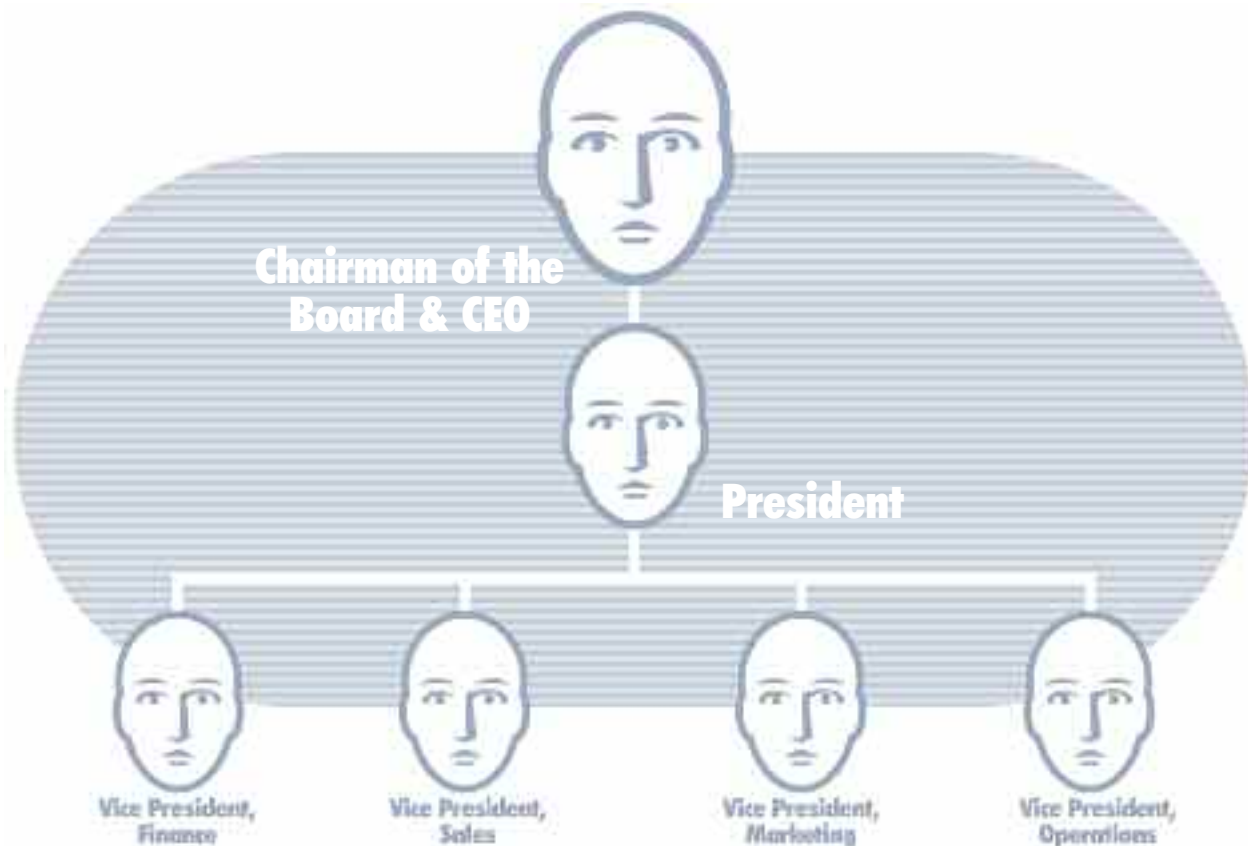
Similar to small groups, organizations can have a social or task orientation. Organizations such as the Rotary Club and college fraternities are social organizations. Both organizations bring people together for the purpose of social interaction. Groups like the Better Business Bureau and the Alliance of Minority Business Owners channel the combined energies of their members to effect changes in the business community, therefore making them task-oriented groups.

In order to communicate effectively in an organization, it is important to understand how to properly use communication channels. Communication channels are media through which messages pass from sender to receiver. Within an organization, certain means of

communication such as telephones, letters, and E-mail are communication channels. Types of interaction such as group meetings or seminars are also considered channels.

Organizational channels are classified as either formal or informal. Formal communication channels respect the hierarchy of the organization. For example, it would not be proper for an entry-level employee to contact the president of the company via telephone in order to suggest a new marketing plan. Whatever suggestions the employee might have would be communicated first to a supervisor. Then, if the supervisor thought it valuable, he or she might pass it on to a manager and so on. Failure to move through the proper channels might prevent a good idea from being carefully considered.

One scholar has observed that formal methods of communication should be used with formal communication channels. For instance, if a manager wants to communicate a policy change to subordinates, written documentation such as a memo or a letter should be used. Using E-mail, the telephone, or even face-to-face conversation might not be appropriate to communicate an official statement. The choice of method primarily depends upon the standards set by those who lead the organization. If in doubt, use the formal, standard approach discussed here.



Informal communication channels refer to unofficial or unauthorized communication. Using the telephone to inform someone of equal rank of an upcoming meeting or using E-mail to warn employees about a “virus” are other examples of informal communication channels.

Because organizational hierarchies differ, what is considered appropriate in one organization might not be considered appropriate in another. Company A might expect entry-level employees to register complaints with a manager by filling out a special form, whereas Company B might expect complaints to be registered face-to-face with the personnel director.

To know which channels are appropriate in an organization, we must know the organization’s culture.

Organizational culture consists of norms that guide appropriate behavior. Norms may or may not be officially stated. Official norms might be stated in an organization’s rule of conduct or policy manual. For example, an organization might prohibit the friendly interaction of superiors and subordinates, as is the case with the United States military. Officers are not allowed to fraternize with enlisted soldiers. Unstated norms might govern such behavior as dress, speech, and the development of on-the-job relationships. When starting a new job with an organization, it is good practice to ask if a policy manual or conduct guide exists. Unstated norms can be obtained through talking with a supervisor and through observation. It is a good practice to follow the lead of your supervisor.



Answer each of the following questions in one to three sentences.

I.17 What is an *organization*?

I.18 What must you know in order to effectively communicate in an organization?

I.19 List two examples of formal communication channels.

I.20 List two examples of informal communication channels.

I.21 What is *organizational culture*?



Teacher check

Initial

Date



Review for Self Test

Read the section review that follows and look over the objectives and problems in this section to prepare for Self Test I. If you did not complete the problems successfully or are not sure about the information that relates to each objective, review the material again.

When you are ready, take Self Test I. The Self Test will check your understanding of this section. Any items you miss on this test will show you what areas you need to restudy.

The Small Group

In this lesson, you looked at what it means to be a part of a group. You learned that groups are collections of individuals who work together over time toward a common goal. Having completed this lesson, you should be better prepared to:

- **Identify and analyze types of group relationships and their purposes.**

Small Group Types and Formats

This lesson presented two different types of groups: social groups and task groups. You learned about the six different types of task groups and how each can contribute to professional life. You also studied some of the formats in which small groups interact. Having completed this lesson, you should be better prepared to:

- **Identify and analyze types of group relationships and their purposes.**
- **Identify and analyze appropriate channels of organizational communication.**

Organizations

In this lesson, you looked at organizations and how they communicate. You saw how groups are structured and learned about what makes a group successful. Having completed this lesson, you should be better prepared to:

- **Identify and analyze types of group relationships and their purposes.**
- **Identify and analyze appropriate channels of organizational communication.**

Self Test 1

Fill in the blanks with the correct words from the word list below (3 points for each blank).

advisory groups	identity	intimacy	social groups
brainstorming	informal	norms	task groups
focus groups	interaction	orderly	three
goal	interdependently	problem-solving groups	

- I.01 A group is an assembly of _____ or more individuals who, over time, cooperate _____ and _____ to reach a goal.
- I.02 When more than twelve people interact in a group, _____ is decreased and _____ becomes more time-consuming.
- I.03 All small groups interact according to a set of _____ .
- I.04 A group develops a sense of _____ only after it has worked together over a significant length of time.
- I.05 Members of a group interact for the purpose of achieving a specific _____ .
- I.06 The primary purpose of _____ is to help members with personal concerns.
- I.07 _____ may be used to make decisions, share information, and generate ideas.
- I.08 When using the _____ technique, members should avoid criticism of ideas that are unconventional.
- I.09 _____ gather information about people's opinions regarding a specific issue or product.

- I.010 _____ are used by business leaders to provide information and advice on policies or decisions.
- I.011 Leaders of _____ are responsible for creating and maintaining a climate that is conducive to the productive interaction of all members.
- I.012 In an organization with a(n) _____ atmosphere, it would be appropriate for an entry-level employee to contact his manager using E-mail.

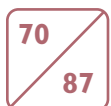
Match each statement to the corresponding letter of the correct word or phrase below
(3 points each).

- | | | |
|-------|--|-----------------------------------|
| I.013 | _____ primarily focused on the personal concerns of the members | a. advisory groups |
| I.014 | _____ a major part of professional and civic life | b. focus groups |
| I.015 | _____ members from various areas of expertise who meet to accomplish a common goal | c. integrated work teams |
| I.016 | _____ gather information about opinions on a specific issue or product | d. learning or educational groups |
| I.017 | _____ focus on increasing the knowledge or skill of each member | e. problem-solving groups |
| I.018 | _____ provide information and advice on policies or decisions | f. quality circles |
| I.019 | _____ task groups that provide recommendations for improving an organization's quality | g. social groups |
| | | h. task groups |

Circle the letter of the correct answer (3 points each).

- I.020 College fraternities and groups such as the Better Business Bureau® are examples of which kind of groups?
- a. learning groups
 - b. small groups
 - c. organizations
 - d. focus groups
- I.021 What is a medium or vehicle through which a message is transmitted from sender to receiver?
- a. freewheeling
 - b. symposium
 - c. norm
 - d. channel
- I.022 What method of communication should you use with formal communication channels?
- a. telephone call
 - b. memo or letter
 - c. face-to-face
 - d. E-mail
- I.023 To know whether or not a certain channel is appropriate to use in an organization, you must be familiar with what?
- a. the organization's informal channels
 - b. the organization's formal channels
 - c. *Robert's Rule of Order*
 - d. the organization's culture
- I.024 During a panel discussion, who is responsible for the regulation of informal interaction among members?
- a. supervisor
 - b. various members
 - c. moderator
 - d. audience

- I.025 Which small group format is regulated by a moderator who grants the floor to members upon request?
- a. symposium
 - b. panel discussion
 - c. parliamentary procedure
 - d. focus group
- I.026 Which small group format usually follows a symposium?
- a. parliamentary procedure
 - b. forum
 - c. panel discussion
 - d. focus group



Teacher check _____

Score

Initial

Date