

A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has.

Big Results from Small Groups

Instructors Guide



Agenda

Estimated Class Time: 3 hours

Time	Topic
20 minutes	
5 minutes	
20 minutes	
5 minutes	
15 minutes	
15 minutes	
15 minutes	
15 minutes	
15 minutes	
5 minutes	
5 minutes	
15 minutes	
5 minutes	
25 minutes	

Course Overview_

Researchers report that, regardless of the subject/ work matter; people working in small groups tend to learn more, retain it longer than working on the same goal alone. During this course you will understand the importance of small groups and the benefits from them. The course will enlighten you on the advantages and disadvantages, the different roles, problem solving, and importance of cohesion within a group.

COURSE TITLE: Big Results From Small Groups		
SESSION: Icebreaker and Housekeeping		
	IE: 20 minutes	DESCHIDES
Method	 CONTENT/NARRATIVE Welcome - Introduce yourself to the group and have members of the group introduce themselves, giving their position and county worked. Ensure all participants have signed the sign-in sheet and have a name tent. Ice Breaker Activity: Divide participants into groups of five members or their assigned learning groups for the semester. Ask participants to turn to Participant Manual page 3 handouts "Party of Five". Have the participants complete the worksheet 	Party of Five Handout Slide 1
	 individually. Upon completion, have participants share their responses with their group members. Once all members have shared their responses, the group should write a group biography (on a separate piece of paper) that identifies and incorporates 3-4 facts about each group member. Debriefing Questions: 	
	1. How easy or difficult was it to share personal information with your group members? Why? 2. At this point in your group's development, has your group developed trust among its members? If yes, how? If no, why? 3. To what extent were group members "socially polite" when listening to each member's responses? Did any response confirm or contradict your perceptions of any group member? Small group communication is defined as three or more people working interdependently for the purpose of accomplishing a task.	



Slide 2: Why do we Join Groups?

There are three main reasons why people join groups:

1. Attraction Theory:

• Think back to high school and college, some of you wanted to be a part of something whether it's the football or basketball team, student council, or some sort of sorority/fraternity. The need to belong to a group still follows you throughout adulthood as well. Depending on what you are interested in will determine what types of groups you want to be a part of. There are also times when people want to be in a group because they are attracted to members of the group.

2. Interpersonal Communication Motives:

- Focuses on why we communicate and the three primary needs for communication are to feel:
 - 1. **Included** a sense of belonging or affiliation with others.
 - 2. **Affection** involves the need of being liked by others; and,
 - 3. **Control** which deals with the idea of having power to manipulate the environments.
- Some other communication motives include trying to escape other activities/people, the sheer pleasure of communicating with others, and to relax or unwind and lower anxiety.

3. Lack of Volition or we have no choice:

 Sometimes the organization relies or requires you to work in small groups to accomplish DOH mission & goals.



Activity: Word Tangle

Directions: Place the students in groups. Have them work for 5 minutes individually no talking. After five minutes have them working in a group to come up with the answers below:

- BRAINSTORMING
- COMMUNICATION
- PARTICIPATION
- ENCOURAGEMENT
- TOLERANCE
- RESPECT
- CREATIVITY
- MOTIVATION
- INSPIRING
- COOPERATION

Debrief: How difficult was it to work alone? Did you

Slide 2

☐ Word Tangle

Handout

come up with the answers faster in a group vs.	
individual setting?	
Lead into Advantages/Disadvantages of Small groups.	

Slide 3: Group Socialization Group socialization basically comes down to how and employee or individual fits in and adjust to the group's culture, and activities. When you have a large group such as Highways, it is impossible to solve all the problems or make decisions by everyone in Highways. So a smaller number of Highway personnel make up the Administration to take on the responsibilities of process and practices of making the decisions which affects the way smaller groups within highways functions.	□ Slide 3
 Slide 4: Socialization Levels There are two different levels of socialization. The first is the individual level: Embrace the values, norms, and behavior of the group Gain the skills needed to fill certain roles Learn what is and isn't important Advance from non-contributing to a contributing member The Second Level is the Group: Recruit members that will fit in and contribute toward group goals. Initiate new members formally or in individual work groups Include new member in group activities Mentor the new member 	□ Slide 4

Slide 5: Advantages/Disadvantages of Small Groups Flipchart Activity: Have the students work in groups to determine what are the advantages and disadvantages of a small group. Give them a flipchart and have them divide it into two columns and write advantage and disadvantage as the header. As a group discuss the two and place them on the list.	Slide 5 Flip Chart Markers Computer Paper
Debrief: Discuss some of their ideas and have them explain why they felt that way about each. (Judge how much time you want to go over them)	
Activity: Team Totem	
Purpose – Help participants recognize their own strengths as well as the teams.	
Materials - Markers, Flip chart Paper	
Directions:	
Each member of the team will draw a picture that best represents them on a sheet of flipchart. They will then list the strengths and skills they have to contribute to the team. When each member has finished their part of the totem pole, tape them together on the wall one on top of the other	
Rules:	
Participants must respect each other. Honest and constructive is the key.	
Debrief:	
What did you learn about your group? How can you use this in the workplace?	

How important is diversity in a group?

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Slide 6: Types of Groups

- Primary group consists of members who are engaged in an intimate relationship. Examples Family, close Friends.
- **Social** group is composed of members who share a common interest or activity. Examples are Fraternity or Sorority, Honor Society etc..
- **Self-Help** group are composed of members who share a common problem or life situation. Examples are AA, or any group providing help for health, personal, relationship issues or any of the support groups online etc.
- Learning group consists of individuals enhancing their skills, abilities, or cognitive processes.
 Examples are yoga classes, obtaining a certification, CPR. Etc..
- Service group consists of volunteers who donate time, energy, and effort to help others who are in need of a certain type of service. Examples are: Meals on Wheels, Lions Club
- Public group members interact for the benefit of an audience. Examples Panel discussions, Symposium (presenting information on one topic)
- Work group occurs in an organization where members are assigned a task to complete on behalf of the organization. This group isn't voluntary but required and can be affected by three factors, mission statement, and culture and communication networks. Examples are ERP Committee, EERP Board etc...



Activity: Take Me Please

Objective: Allows the learners to examine how their personal qualities contribute/hinder group functioning. Increases awareness of other strengths and lets them practice influencing skills and it provides an opportunity for them to give each other feedback.

Instructions:

- Distribute 3 index cards and Role Description Handouts
- Ask them to read over handout and choose three roles that best describe them and put a star to the one closest to how they see themselves in a group.
- Have them write their selected qualities on the index card one per card. Have them rotate their primary (star) card to the left.
- Redistribute cards giving each person 3 new cards.

Group That

Handout
Slide 6

3 index cards

per person

Team Role
Description

Handout

Pencils

- Task is to get back their original three roles or end up with three they can live with. The key is to sell the role you don't want for the one you do want.
- Give them 10 mins. and then have them go back to their seats. Have them retrieve the handout again.

Debrief:

- How many of you got all three roles back? Who got most of them? Who gave up and kept whatever they ended up with?
- How successful were you at finding people who would accept the cards you held?
- What did you do or say to persuade someone who might have been hesitant?
- What insights to team roles did you learn? How will these insights change your appreciation of others?
- What was it like to reframe a role you might actually find annoying in a positive way?
- What do you wish people understood about your intentions at meetings?

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Slide 7: Group Roles

Slide 7 Bandanas

Formal roles:

Formal roles are assigned though an appointment or election process. All three types of formal roles are charged with making decisions or solving problems and are central for keeping the group on task/goal. The leader is the one in charge and responsible for making the decisions for reaching the target goal. The recorder usually takes the minutes and records any actions the group or individuals within the group will take. Finally the critical advisor challenges the group ideas constructively.

Informal roles

Emerge through group member interaction. Any group member who has the appropriate communicative and group skills often communicates in such a manner to fulfill the role function. The five informal roles are task leader whom has excellent technical and problem solving skills and takes responsibility for making sure the group moves along the task. Second socialemotional leader, who's concern is building and maintaining the group member's relationships. Third is the **information provider** summarizes statistics, examples and fact for the group. Fourth is the **central negative**, who challenges the group's decisions. This person has similar characteristics of the task leader. Finally, tension releaser, who uses humor strategically to ease tension within the group.

Deviant Roles

- These roles fall under the negative and disruptive to the group's productivity and success because the focus is on the individual wants and not what is best for the group.
- As you can see there are more deviant roles verses the more important ones.

Activity: Trust Me If there isn't enough space don't do it.

Objective: demonstrate teamwork, for support, leadership and cooperation.

Directions: Divide into groups of 4. One person is blindfolded and another is the leader who will instruct the blindfolded person to go from point A to B. The two others assist the leader and make certain the blindfolded person doesn't walk into anything. When complete switch roles if time allows.



	brief: How did you feel blindfolded? Did you Trust or leader? Co-workers? What did you need when you
wei	re blindfolded? Do you think new employees feel the new you when entering a new group/organization?



Slide 8: Problem Solving/Decision Making Steps

Slide 8

These are the four major steps in group decision making/problem solving:

- The group must first understand and recognize the problem so that you can make the correct decisions later. Then brainstorm for solutions to the problem individually or as a group.
- In the second step you must evaluate the different solutions the group has come up with. In this step the leader could decide to have each individual come up with their own solution and reconvene and go over them as a group or as a group effort.
- Start eliminating the solutions that least fit the problem and select the best solution and make a decision as a group.
- Once the decision is made the group must implement it or all the work they have done is a waste of time.



Activity: Leadership - Which Word is Common Objective: find out the word in common included in a series of cards to all members of a team.

Materials: pencils, index cards, word cards Directions:

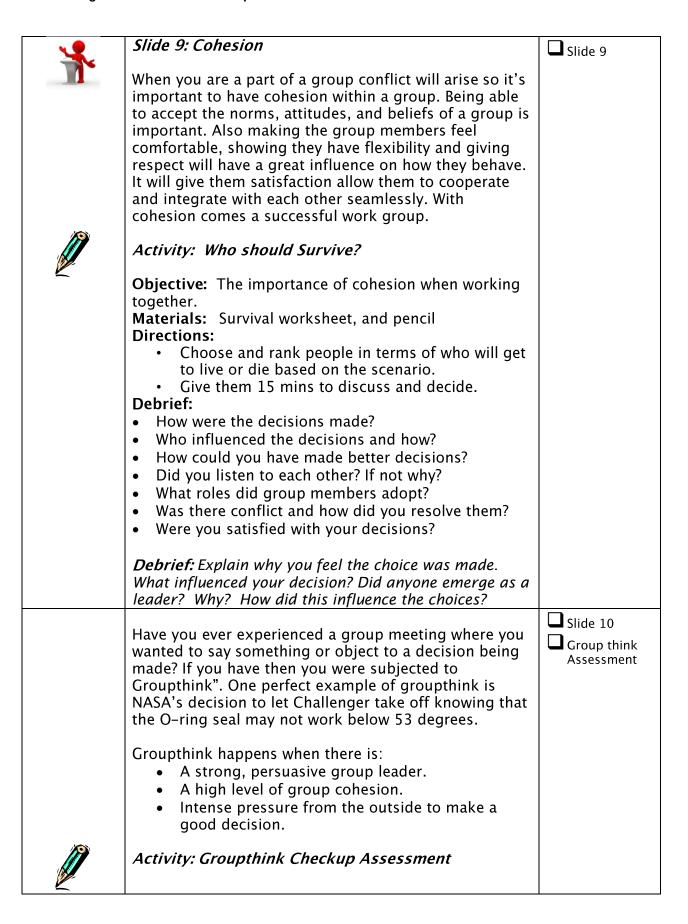
- Form a circle with you backs to the center of the circle
- Distribute word card, and several blank cards
- Explain there is one word in common between all cards and you have to find it.
 - You cannot show or pass your card, talk.
 - The only way to communicate is the send notes on the blank card to another person adjacent to them. With no more than three words on them
 - You have 10 mins.

Debrief:

How did you approach the problem? Did you pass messages to each other to nominate a leader so you could coordinate your activities? Did you organize information methodically? Did the task feel daunting?

Did you try to do it on your own or rely on others? How did you nominate a leader?

How many messaging was required to complete the task and were you happy?



Video	In fact, it is now widely recognized that Groupthink-like behavior is found in many situations and across many types of groups and team settings. So it's important to look out for the key symptoms. Play Video:	Video
	 The other four symptoms not described in this video are: Belief in inherent Morality of the Group: This is where members automatically assume the rightness of their cause. Collective Rationalization: Where members convince themselves despite evidence the decision presented si the right one. Out-group Stereotypes: Members of the group see outsiders as different and inferior from themselves and discredits their opinion. Self-Appointed Mindguards: a members' attempt to keep adverse information form the other group members. 	
	These are the top four decision making procedures to avoid groupthink: • Brainstorming: This procedure is where you would generate more ideas or solution to problems without being criticized • NGT: This procedure allows members to independently and silently generate ideas, and then review all at once. • Six Thinking Hats: Designed to simplify thinking by having a group member focus solely on one aspect of a decision at a time: By approaching the decision: • White: Neutral and objective manner • Red: legitimizing emotions and feelings • Black: centering on the negative aspects associated with the decision • Yellow: focusing on the positive aspects • Green: creative way • Blue: examining the decision making procedures used by the group. • Group Decision Support System: allows the team to contribute independently with the use of computer technology with no knowledge of the groups view and with little criticism or fear of rejection. Activity: Creative Brainstorming	Brainstorming Activity Sheet

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	 Overcoming Groupthink: Even with good group decision-making processes in place, be on the lookout for signs of Groupthink, so you can deal with them swiftly. Once acknowledged, the group as a whole can consciously free up its decision making. Assess the immediate risks of any decision, and the consequences for the group and its customers. Seek external validation, get more information from outside, and test assumptions. Introduce formal group techniques and decision-making tools to avoid Groupthink in the future 	
	Slide 10: How to be Effective?	☐ Slide 10
	 Groupthink can severely undermine the value of a group's work and, at its worst; it can cost people their lives. On a lesser scale, it can stifle teamwork, and leave all but the most vocal team members disillusioned and dissatisfied. By creating a healthy group-working environment, you can help ensure that the group makes good decisions, and manages any associated risks appropriately. Group techniques such as Brainstorming, the Nominal Group Technique and Six Thinking Hats can help with this, as can other decision making and thinking tools 	
	Slide 11: Benefits of Small Groups	☐ Slide 11
	 Discuss the importance of working together, how important diversity comes into the group's decisions. "Working with others you will learn the various methods/techniques the group members can use to solve problems. Group members relate to one another both on an individual level and as the group as a whole which creates a relational culture which also helps the members embrace to resolve group conflict. Also it gives a means through which the group members create a supportive communication climate". 	