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## Evaluate small group communication from functional perspective.

= The practical points of view are ordinary and basic ways to deal with depicting bunch execution that centers around the elements of correspondence and data sources. The point of hypothesis this viewpoint is to comprehend why a few gatherings are effective and others are most certainly not.

Small Group Decision Making and Functional Perspective Theory Randy Hirokawa and Dennis Gouran developed the Functional Perspective on Group Decision Making theory to “offer practical advice on how participants can act to ensure better group decisions” (Hirokawa, 1999, p. 170). They believe that as long as the members in a group care about the issue and are reasonably intelligent, the group interaction will have a positive effect on the final decision. In order for a group to reach a high-quality solution, Hirokawa and Gouran believe the group 's decision-making process needs to fulfill four task requirements they refer to as requisite functions of effective decision making. "Three core assumptions define the functional perspective: (1) groups are goal oriented; (2) group performance varies in quality and quantity, and can be evaluated; and (3) internal and external factors influence group performance via the interaction process.” (Wittenbaum, 2004 p. 19). In the problem analysis phase of effective decision making, group members should recognize any obstacle that may arise that needs to be improved or changed and determine the characteristics, magnitude, and possible cause(s) of that obstacle confronting them.

Little gatherings are aggregates, and incorporate components of associations, for example, various standards, atmospheres, standards, pioneers, and examples. Since bunches curve little assemblages, relational correspondence considers additionally come play. Components, for example, relational clash, gathering of two correspondence, singular contrasts, and influence can likewise be incorporated as a component of the riddle. Settling on choices is a focal action for little gatherings paying little heed to their particular purposes. The useful methodology 10 little gathering communi­cation is essentially worried about dynamic. Its center is limited, on practical requirements for viable cooperative choices. Truth be told, the thinness of its center can be contrasted with looking at just piece of an image, or analyzing something through a magnifying lens or telescope. There are fundamentally takes note of that emphasis on two advances of the useful methodology. First is it in-corporate the components of individual cognizance and exhibits how they impact communication, prompting an upgrade of the idea of "social informa­tion preparing." Second, and maybe generally significant, this methodology has a down to earth and important accentuation on results. Binds correspondence to adequacy and choice quality issues makes this an important methodology for the specialist. In any case, the qualities of this methodology can likewise be comprehended as shortcomings. To begin with, the useful way to deal with little gathering correspondence lays on the reason of levelheadedness. It contends straightforwardly that a normal way to deal with dynamic encourages the revelation of successful answers for issues and prompts quality choices. Second, correspondence is significant in this point of view..

## Define groupthink and discuss six (6) symptoms of groupthink.

=Groupthink is a term developed by social psychologistIrving Janis in 1972 to describe suboptimal decisions made by a group due to group social pressures. It is a phenomenon in which the ways of approaching problems or matters are dealt by the consensus of a group rather than by individuals acting independently. Essentially, groupthink occurs when a group makes faulty or ineffective decisions just for the sake of reaching an agreement.

The six symptoms of groupthink:

1. Invulnerability

Members of the group share an illusion of invulnerability that creates excessive optimism and encourages taking abnormal risks.

2. Rationale

Victims of this behavior ignore and discount warnings and negative feedback that may cause the group to reconsider their previous assumptions.

3. Morality

Victims ignore the ethical or moral consequences of their decisions and believe unquestionably in the morality of their in-group.

4. Stereotypes

Members of the group possess negative and/or stereotypical views of their “enemies”.

5. Pressure

Victims apply direct pressure to any individual who momentarily expresses concern or doubt about the group’s shared views. Members are not able to express their own individual arguments against the group.

6. Self-censorship

Victims avoid deviating from what the group consensus is and keep quiet. Doubts and concerns about the group are not expressed and victims of groupthink may undermine the importance or validity of their doubts.

 Expect them others are:

7. Illusion of Unanimity

Victims of groupthink share an illusion of unanimity – that the majority view and judgments of the group are unanimous.

8. Mind Guards

Victims of groupthink may appoint themselves to protect the group and the group leader from information that may be problematic or contradictory to the group’s views, decisions, or cohesiveness.

1. **Describe five stages of group formation.**

= Tuckman was responsible for coining the 5 main stages in the process of group discussion. They are also known as Tuckman’s 5 stages of group development. Moreover, these stages of group formation are meant to be followed in the exact sequence as they are below:

**Orientation (Forming Stage)**

The first stage of group development is the forming stage. This stage presents a time where the group is just starting to come together and is described with anxiety and uncertainty.

Members are discreet with their behavior, which is driven by their desire to be accepted by all members of the group. Conflict, controversy, misunderstanding and personal opinions are avoided even though members are starting to form impressions of each other and gain an understanding of what the group will do together.

Typical consequences of the forming stage include achieving an understanding of the group's purpose, determining how the team is going to be organized and who will be responsible for what, discussion of major milestones or phases of the group's goal that includes a rough project schedule, outlining general group rules that includes when they will meet and discovery of what resources will be available for the group to use.

At this stage, group members are learning what to do, how the group is going to operate, what is expected, and what is acceptable.

**Power Struggle (Storming Stage)**

The second stage of group development is the storming stage. The storming stage is where dispute and competition are at its greatest because now group members have an understanding of the work and a general feel of belongingness towards the group as well as the group members.

This is the stage where the dominating group members emerge, while the less confrontational members stay in their comfort zone.

Questions around leadership, authority, rules, policies, norms, responsibilities, structure, evaluation criteria and reward systems tend to arise during the storming stage. Such questions need to be answered so that the group can move further on to the next stage.

**Cooperation and Integration (Norming Stage)**

In this stage, the group becomes fun and enjoyable. Group interaction are lot more easier, more cooperative, and productive, with weighed give and take, open communication, bonding, and mutual respect.

If there is a dispute or disruption, it’s comparatively easy to be resolved and the group gets back on track.

Group leadership is very important, but the facilitator can step back a little and let group members take the initiative and move forward together.

**Synergy (Performing Stage)**

Once a group is clear about its needs, it can move forward to the third stage of group development, the norming stage. This is the time where the group becomes really united.

At this stage, the morale is high as group members actively acknowledge the talents, skills and experience that each member brings to the group. A sense of belongingness is established and the group remains focused on the group's purpose and goal.

Members are flexible, interdependent, and trust each other. Leadership is distributive and members are willing to adapt according to the needs of the group.

**Closure (Adjourning Stage)**

This stage of a group can be confusing and is usually reached when the task is successfully completed. At this stage, the project is coming to an end and the team members are moving off in different directions.

This stage looks at the team from the perspective of the well-being of the team instead of the perspective of handling a team through the original four stages of team growth.