

PPQ13: Goals and Roles: for Tue, Sep 23: word process responses to the following requests: Give credit to all sources that you use. Use APA Reference citations for sources used for the research questions.

Goals...

1. Research the types of **small-group goals**. Look at more than one source to determine if the researchers agree. Using complete sentences and up to 200 words, identify what you found about the types goals (group and individual) involved in small-group work.
2. In your experience with small groups, how do (or did) you verify the group's goal. Many students tell me that the goal for any class project is to get an A on the project, but when I ask how they confirmed that goal with the other group members, they often admit that they didn't even address goals. How do your groups – class groups, work groups, social groups – determine goals?
3. Beebe and Masterson (2004) identify two basic goals – individual and group. People bring their individual goals, which exist apart from any particular group membership, with them when they join groups. Group goals include the identifiable goals that transcend the group members' individual goals while at the same time serving the individual goal in a way that encourages the individual to contribute. A potential source of conflict exists when individuals perceive that their goals are incompatible with the group's goal.

Think about some of your individual goals when participating in small groups / teams to which you have either been assigned or which you have willingly joined. What did the group experience offer you personally? Provide one example of an individual goal that you have when you participate in a group.

Roles...

4. **Research group roles.** Use at least two sources and word-process one to three paragraphs about your findings related to the roles required and/or found in small groups. How do the sources agree or differ?
5. Take the Group Role-Type Indicator and reflect on the results. Write up to 100 words about how the Indicator does or does not reflect the real you in terms of the roles you assume in a group. Use specifics and examples to clarify.

GROUP ROLE-TYPE INDICATOR*

Instructions: Consider a situation in which you find yourself working with other people to accomplish a task. How do you usually respond to such situations?

Below, you find several pairs of statements describing possible behavioral responses. For each pair, circle A or B based on the statement most characteristic of your behavior.

If neither A nor B is typical of your response, select the response that is more characteristic of your behavior.

There are no right or wrong answers.

1. A. Others view me as having similar abilities as the leader.
B. Others view me as friendly and funny.
2. A. During group discussions, I usually contribute ideas.
B. During group discussions, I am sensitive to how others are feeling.
3. A. Others view me as having good problem-solving skills.
B. Others view me as having a good sense of humor.
4. A. Others view me as having an ability to prepare accurate information.
B. Others view me as friendly and funny.
5. A. I usually try to maintain a happy, friendly atmosphere.
B. I usually challenge for leadership.
6. A. I usually challenge what is going on in the group.
B. I usually set the procedures for what is going on in the group.
7. A. I usually evaluate ideas.
B. I usually contribute ideas.
8. A. I feel a sense of responsibility for the work the group does.
B. I feel a sense of responsibility for the group's well being.
9. A. I want personal recognition.
B. I am willing to make personal sacrifices for the group.
10. A. I am concerned about the work the group does.
B. I am concerned about having accurate information.
11. A. I try to maintain a friendly atmosphere by being sensitive to how others feel.
B. I try to maintain a friendly atmosphere by being humorous.
12. A. Others view me as having similar abilities as the leader.
B. Others view me as having good information-gathering skills.

13. A. Others view me as having an ability to prepare accurate information.
B. Others view me as having an ability to solve problems.
14. A. I feel responsible for the well being of the group.
B. I feel responsible for the work the group does.
15. A. I can use humor to make light of conflict and tension.
B. I usually challenge what is going on.
16. A. I use humor to keep the group atmosphere light and friendly.
B. I do more work than others to keep the group moving toward task completion.
17. A. I usually set procedures for task accomplishment.
B. I usually challenge for leadership of the group.
18. A. I usually tell humorous stories for the group's benefit.
B. I usually make sure we have accurate information.
19. A. I feel a sense of responsibility for individual relations in the group.
B. I feel a sense of responsibility to challenge individuals during group discussions.
20. A. I try to maintain a happy, friendly atmosphere.
B. I try to contribute ideas.
21. A. I maintain a happy, friendly atmosphere by telling jokes.
B. I maintain a happy, friendly atmosphere by being sensitive to others' feelings.
22. A. I contribute by generating ideas.
B. I contribute by doing more work than others.
23. A. I usually feel a sense of responsibility for the group's well being.
B. I usually evaluate ideas.
24. A. Others view me as friendly and funny.
B. Others view me as being able to prepare accurate information.
25. A. I feel responsible for the group.
B. I feel responsible for making light of conflict and tension.
26. A. During discussions, I am usually contributing ideas.
B. During discussions, I am usually sensitive to the group's well being.
27. A. I usually challenge group members during discussions.
B. I am sensitive to how individuals are feeling.
28. A. I feel a sense of responsibility for the work the group does.
B. I feel a sense of responsibility for the well being of the group.
29. A. I like to contribute ideas.
B. I like to evaluate ideas.

30. A. I try to maintain a friendly atmosphere by telling humorous stories.

B. I try to maintain a friendly atmosphere by being sensitive to others' feelings.

*From Cragan, John F., & Wright, David W. (1999). *Communication in small groups: Theory, process, skills* (fifth ed.). Belmont, CA: Wadsworth Publishing

Circle the letters below that you circled on each corresponding item on the questionnaire.

Question	I.	II.	III.	IV.	V.
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A

Total number of items circled for each column.

I
Task
Leader

II
Social-
Emotional
Leader

III
Information
Provider

IV
Central
Negative

V
Tension
Releaser

GROUP ROLE-TYPE INDICATOR ROLES:

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The goal is role flexibility. One should be able to play all roles depending on the task and the other members of the group.

I. Task Leader – Enjoys, for the most part, high group status

- Recognized by who he or she is and what he or she does or has the potential to do
- Recognized as mature person who has good problem-solving ability
- Perceived as having a firm grasp and usually expertise on discussion topic
- Feels responsible for the group members and the work done by the group
- Usually talks more in the group and typically does more work
- Deviant behavior possibility: attempts to block critical comments or seek sympathy from the group

II. Social-Emotional Leader – Must be well liked, not necessarily most popular

- most popular, but most are attracted to him or her
- Is extroverted and speaks frequently in the group
- Usually has experience in handling interpersonal problems
- Scores high on ability to empathize with other people
- Does not rival or compete with the task leader
- Remains acutely aware of the emotional heartbeat of the group
- Guards against any interpersonal damage taking place in achieving a task
- Responsible for group's well being and individual member's satisfaction

III. Information Provider – one of the most shared roles

- Researches and prepares accurate information
- Has research skills that exceed the group's norms
- Frequently performs leadership communication skill of contributing ideas
- Has group status for his or her ability to provide accurate and concise data
- Deviant behavior possibility: can feel abused by heavy workload

IV. Central Negative – an 8 or higher may suggest the role is overplayed

- Tends to have same abilities as task leader
- When not pleased with what is going on, continually challenges the task leader
- Evaluates ideas, makes agendas, and instigates conflicts
- Forces group to think and rethink its position carefully
- Makes task leader acutely aware of his or her group-productivity responsibilities

V. Tension Releaser – an 8 or higher may suggest that person is not taken seriously

- Has ability to be funny to all group members
- Aware of group sensibilities in work environment
- Can resolve interpersonal conflict with well-timed humorous barbs
- Breaks up debilitating interpersonal tension with humor