# Course Description

Introductory analysis of group interaction with focus on the theory and practice of group models in education and social psychology; survey of current trends in groups; opportunities for the student to examine personal behaviors in group interaction in an online format.

Prerequisite: ENG 101

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Understand group formation, roles, development, communication, conformity, conflict, and leadership.
* **CLO2:** Apply group theories and practices to small group interactions.
* **CLO3:** Analyze group theories through observation and practices in small group interactions.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

There is no required textbook for this course.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Where I’m From | 15 |  |
| Discussion: Hidden Influence of Social Networks | 10 |  |
| Journal: Live Observation | 25 |  |
| Discussion: Live Observation | 25 |  |
| Journal: How Shy Are You? | 10 |  |
| **Week 2** |  |  |
| Discussion: Leadership Styles | 15 |  |
| Discussion: Exercises to Build Group Cohesion | 15 |  |
| Discussion: Group Conflict Resolution | 15 |  |
| Discussion: Group Development | 15 |  |
| Journal: Fiedler’s LPC Scale | 20 |  |
| Everyday Leadership Poster | 40 |  |
| **Week 3** |  |  |
| Discussion: Power of Introverts | 15 |  |
| Discussion: Roles in Groups | 15 |  |
| Discussion: Gender Differences in Communication | 15 |  |
| Discussion: Normative and Informational Social Influence | 15 |  |
| Journal: Your Team Roles | 15 |  |
| Journal: What’s Your Personal Communication Style? | 15 |  |
| Group Curriculum Project: Sections A–M | 150 |  |
| **Week 4** |  |  |
| Discussion: Body Language | 15 |  |
| Discussion: 28 Days | 25 |  |
| Discussion: Johari Window | 15 |  |
| Discussion: Effects of Problem Behaviors | 15 |  |
| Group Curriculum Project: Group Sessions | 150 |  |
| **Week 5** |  |  |
| Discussion: Avalanche at Tunnel Creek | 20 |  |
| Discussion: Reaching Consensus | 15 |  |
| Journal: Reaching Consensus | 20 |  |
| Journal: Course Reflection | 30 |  |
| Group Curriculum Project: Final | 250 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Basic Principles of Group Theory** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize group theories in various forms of human interaction. | | CLO1, CLO3 | |
| * 1. Classify types of groups in various settings and interactions. | | CLO1, CLO3 | |
| * 1. Identify how personal characteristics affect group dynamics. | | CLO1 | |
| * 1. Classify behaviors and emotions displayed by groups. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A |  |
| **Readings**  **Read** the following:   * [What is a group?](http://infed.org/mobi/what-is-a-group/) This website describes the qualities of groups and the processes that occur when people get together. Visit this site to learn the settings and interactions that go into making individuals a group. * [Are We Born to Be Kind? Group Dynamics and Wellbeing](https://www.psychologytoday.com/blog/the-healing-crowd/201201/are-we-born-be-kind-group-dynamics-and-wellbeing): Explore whether our personalities are suited to be compassionate in groups. Is this an innate quality that assures our survival? * [Group Facilitation Types of Groups](http://www.sharedaction.org/pdf/Group_Facilitation_Types_of_Groups.pdf): Different types of people join groups for different reasons. They are motivated to get something out of being in that group; for example, they may want information, support, companionship, help in making decisions, or development of new skills. This reading gives information about how our personal characteristics and needs go into our choice of a group. | | 1.1, 1.2, 1.3, 1.4 |  |
| **Building Social Capital**  **Read** the following:   * [Social Capital Primer](http://bowlingalone.com/?page_id=13) * [150 THINGS YOU CAN DO TO BUILD SOCIAL CAPITAL?](https://sites.hks.harvard.edu/saguaro/whatyoucando.htm) | | 1.2, 1.3 |  |
| **Basic Social Psychology and Group Theories**  The following websites provide an overview of social psychology theories. Having an overview of these theories will give you a stronger understanding of the course materials as you move forward in this course.   * [Social Psychology](https://www.simplypsychology.org/social-psychology.html) * [Theories about groups](http://changingminds.org/explanations/theories/a_group.htm) | | 1.1 |  |
| **Videos**  **Watch** the following:   * [Milgram Obedience Study](https://youtu.be/W147ybOdgpE) (9:53) * [The hidden influence of social networks](https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks) (20:59)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.1, 1.3 1.4 | Video: 1 hour |
| **Group Curriculum Project**  **Resources:**   * Instructions for the Group Curriculum Project * Group Curriculum Examples:   + [Drug Counseling for Cocaine Addiction](https://archives.drugabuse.gov/TXManuals/DCCA/DCCA7.html)   + [Girl Power: Self-Esteem](http://www.csus.edu/indiv/b/brocks/workshops/casp/girl%20power.08.pdf)   Throughout the course, you will be creating a group curriculum with 2 or 3 of your classmates. Groups will be assigned in Week 1. Sections A–M are duein Week 3, the four group sessions will be due in Week 4, and the final project is due in Week 5. | | 1.2 | Guided & Group Project: 2 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| **Reading**  **Review** the [Group Dynamics Resource Page](https://donforsythgroups.wordpress.com/). | | 1.3, 1.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Where I’m From**  **Review** [Where Are You From?](http://www.swva.net/fred1st/wif.htm)  **Post** the *WHERE I'M FROM* Template with your responses into the discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least three students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.3, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Hidden Influence of Social Networks**  **Watch** [The hidden influence of social networks](https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks). We are all a part of vast social networks of friends, family, coworkers, and more. Physician and social scientist Nicholas Christakis demonstrates how a wide variety of traits—from happiness to obesity—can spread from person to person, showing how your location in a group might impact your life in ways you may not even know. He focuses on how our social networks affect our lives and how clusters of networks arise.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What networks have you formed outside of the classroom? * What personal characteristics do you share with people in your social network? * What drew you together as a group? * What do you gain from these associations from your group? * How are you similar to and different from the other members in your group?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.3 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Live Observation**  **Read** [Group Facilitation Types of Groups](http://www.sharedaction.org/pdf/Group_Facilitation_Types_of_Groups.pdf).  **Locate** and observe two groups that fall into one of the four types of group category according to the “Group Facilitation Types of Groups” article.   * Example groups to observe would be any sort of open substance abuse groups, parenting class, positive self-esteem groups for teens, or a neighborhood crime watch meeting. The groups must consist of at least three people, and you must observe them for at least 20 minutes. If the group you are observing ends their meeting before your 20 minutes are up, locate and observe another group for the remainder of the time. Take notes during the time you observe the group. * Try not to be obtrusive. Try not to stare at people. If people become aware of your watching them, how could this affect the group dynamics? You do not need to be close enough to the group to hear what they are saying; body language and facial expressions usually say more than words.     **Write** a 500-word journal reflection about what you observed in the groups.  **Include** at least 3 concepts and terms you have learned from your readings this week. When you include any term or concept from this course, be sure to underline it. For each group, also do the following:   * Begin the paper with a description of the group size, composition, where it is meeting (i.e., church, school, or library), its purpose, and any other information that gives a feel for how the group appears. Do not mention the names of the people in the group or any other information that might reveal who these people are. * Who appeared to be the leader of the group? How did you make this determination? * How did the setting affect the behavior of the group members? * What communication patterns did you observe in this group? Did all group members speak to and look at all other members? Did you observe subgroups within the bigger group? * What was the feel of the group? Was there obvious tension in the interactions between group members? Was there a relaxed feel to the group? What nonverbal cues told you about the feel of this group?   **Post** your reflection by Sunday. | | 1.1, 1.2, 1.4 | Journal: 1 hour |
| **Discussion: Live Observation**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Summarize your live observation reflection for your classmates. What were the 2 types of groups you observed? How did you feel observing them?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: How Shy Are You?**  **Complete** the [How Shy Are You?](http://academics.wellesley.edu/Psychology/Cheek/howshy.html)  **Reflect** on your score. and **post** a 250-word response to the following by Sunday, providing specific examples to support your answers:   * Is your comfort level in groups similar? How does shyness affect group interactions? How does your shyness level affect the online environment? How might your shyness level differ when taking a ground course? Include your test score in your post. | | 1.3, 1.4 | Journal Reflection: 1 hour |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Course Setup**

**Groups:** Throughout this course, students will work in groups. Create groups of 3 to 4 students using the learning team shells provided. Delete any learning team shells you do not use. Post an instructor announcement with group assignments by the middle of Week 1.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Week One:** This week introduces students to the foundations of group process by working through a diverse set of materials covering group theories, types of groups, and group behaviors. Discussions focus on the individual introductions, consideration of the membership in different types of groups, social capital, influence of social networks, and how we present of ourselves in group situations. Students complete journaling activities about group observations and shyness. Groups form to begin work on the group curriculum.

# Content Outline

Use this content outline to guide students through the course material.

1. Review of the weekly learning objectives
2. Key dimensions of groups
   1. Interdependence
   2. Interaction
   3. Structure
   4. Goals
   5. Cohesion
3. Basic group process theory
   1. Are people basically kind?
      1. Rousseau (yes), Smith (somewhat), and Freud (no) differ in philosophy.
   2. Nature of groups: synergy
   3. Needs met by groups
      1. Safety
      2. Positive emotional experiences
      3. Accomplishing tasks
      4. Emotional connections
      5. Sense of wellbeing
   4. Types of groups
      1. Learning
      2. Growth
      3. Problem-solving
      4. Social
   5. Common characteristics of groups
      1. Rules and norms
         1. Social
         2. Procedural
         3. Task
      2. Individual roles
         1. Formal
         2. Informal
         3. Task
         4. Maintenance
      3. Patterns of interaction
         1. All-channel
         2. Wheel
         3. Circle
         4. Chain
      4. Decision-making methods
   6. Effects of culture on groups
      1. Individualism versus collectivism
      2. Power distance
      3. Uncertainty avoidance
      4. Task versus maintenance
      5. Cultural differences (by country) of these four factors
4. Theories about conformity
   1. Group locomotion theory
   2. In-group bias
   3. Impression management
   4. Social impact theory
   5. Groupthink
   6. Group polarization
5. Decision making in groups
   1. Consensus
   2. Majority control
   3. Expert opinion
   4. Minority control
   5. Authority rule
6. Shyness and group processes
   1. Hidden influence of social networking
      1. Happiness can spread through establishing social networks for those struggling with obesity.
      2. We tend to be closer to people who are similar to us.
   2. Introverts have an important place in groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Elements of Group Cohesion | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the qualities of a cohesive small group. | | CLO1, CLO2 | |
| * 1. Classify the stages of small group development. | | CLO1, CLO3 | |
| * 1. Recognize methods of conflict resolution. | | CLO1, CLO3 | |
| * 1. Identify leadership styles in small groups. | | CLO1 | |
| * 1. Recognize the effects of leadership styles on small group interaction. | | CLO1, CLO3 | |
| * 1. Recognize ethical issues in conducting group sessions. | | CLO2 | |
| * 1. Analyze the effectiveness of exercises and activities in developing group cohesion. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Group Cohesion and Team Building](http://sites.psu.edu/mascsatest2/wp-content/uploads/sites/17619/2014/11/Group-Cohesion-and-Team-Building.doc) * [Team Cohesion: The Glue That Sticks](http://www.customerservicemanager.com/team-cohesion-the-glue-that-sticks/) * [Five](http://med.fsu.edu/uploads/files/FacultyDevelopment_GroupDevelopment.pdf) Stage Model of Group Development * [Tuckman’s Team Development Model](https://salvos.org.au/scribe/sites/2020/files/Resources/Transitions/HANDOUT_-_Tuckmans_Team_Development_Model.pdf) * [Learning effectively through Groupwork](http://www.eng.monash.edu.au/current-students/download/groupwork.pdf) * [Association for Specialists in Group Work: Best Practice Guidelines 2007 Revisions](https://static1.squarespace.com/static/55cea634e4b083e448c3dd50/t/55d3f792e4b08c827e15cb79/1439954834126/ASGW_Best_Practices.pdf) * [Group Projects: A Conflict Resolution Guide for Students](http://www.beyondintractability.org/educationtraining/group-projects) | | 2.1, 2.2, 2.3, 2.4, 2.6 |  |
| **Videos**  **Watch** the following:   * [Improv Comedy Icebreaker Games: Improv Comedy Games: Name Signals](https://youtu.be/N87Lbn4c3QQ) (3:11) * [Team Building Activity - Hula Hoop Pass](https://youtu.be/11LNy8IOg8Y) (1:53) * [Hall of Icebreakers: The Alphabet Game](https://youtu.be/JS1J-2QYB-Q) (2:20) * [Icebreakers Activity For Team Building - "Concentric Circles" - From Moving Beyond Icebreakers](https://youtu.be/8x5NlIeySp4) (4:55) * [Improvisational Warm Ups: Playing the "Yes, And?" Improv Game](https://youtu.be/Qe2a3ppacUk) (1:18) * [The Ball Game - A Creative Team Building Exercise](https://youtu.be/rva3wRvpS_4) (9:20) * [Improv Comedy Icebreaker Games: Improv Comedy Games: Knick Knack](https://youtu.be/iiS5pQ6PoBE) (3:08) * [Creation Of A Team Pt.1 (-Remember The Titans-)](https://youtu.be/6M6pAh-HhMc) (10.00) * [Creation Of A Team Pt.2 (-Remember The Titans-)](https://youtu.be/sgK-_r_nnkc) (9:54) * [Drew Dudley: Everyday Leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership) (6:14)   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 | Video: 1.75 hours |
| **Group Curriculum Project Preparation**  **Resources:**   * Instructions for the Group Curriculum Project. * Group Curriculum Examples:   + [Drug Counseling for Cocaine Addiction](https://archives.drugabuse.gov/TXManuals/DCCA/DCCA7.html)   + [Girl Power: Self-Esteem](http://www.csus.edu/indiv/b/brocks/workshops/casp/girl%20power.08.pdf)   *Note:* Work on Sections A–M are duenextweek. | | 2.1, 2.2, 2.6, 2.7 | Guided & Group Project: 2 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Leadership Styles**  **Review** [Leadership Styles](http://www.synergiseducation.com/academics/schools/Gwynedd-Mercy/psy321/leadership/presentation_html5.html). As you go through this lecture, pay attention to the different leadership styles such as transformational leaders and servant leaders. Consider famous leaders and the type of leadership style they exemplify.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What leadership style would you most like to be based on a leader you admire? How did this leader affect the group? What characteristics appealed to you about this leader?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.4, 2.5 | Lecture & Discussion: one post and replies to three other posts = **2 hour** |
| **Discussion: Exercises to Build Group Cohesion**  Communication patterns form in groups through verbal interactions and also through exercises and activities such as icebreakers. These activities help build cohesion and enhance communication among members of a group.  **Watch** the following:   * [Improv Comedy Icebreaker Games: Improv Comedy Games: Name Signals](https://youtu.be/N87Lbn4c3QQ) (3:11) * [Team Building Activity - Hula Hoop Pass](https://youtu.be/11LNy8IOg8Y) (1:53) * [Hall of Icebreakers: The Alphabet Game](https://youtu.be/JS1J-2QYB-Q) (2:20) * [Icebreakers Activity For Team Building - "Concentric Circles" - From Moving Beyond Icebreakers](https://youtu.be/8x5NlIeySp4) (4:55) * [Improvisational Warm Ups: Playing the "Yes, And?" Improv Game](https://youtu.be/Qe2a3ppacUk) (1:18) * [The Ball Game - A Creative Team Building Exercise](https://youtu.be/rva3wRvpS_4) (9:20) * [Improv Comedy Icebreaker Games: Improv Comedy Games: Knick Knack](https://youtu.be/iiS5pQ6PoBE) (3:08)   **Post** a clear and logical response in 150 to 200 words to the following based on the learning this week about group development and Tuckman's five stages, providing specific examples to support your answers:   * Which of the activities from the videos would be most appropriate for each of the five stages to build communication and cohesion? Describe the activity and in which stage it would be most effective. Explain your choices.   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.7 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Group Conflict Resolution**  **Read** [Group Projects: A Conflict Resolution Guide for Students](http://www.beyondintractability.org/educationtraining/group-projects).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What is your experience with conflict resolution in groups? If a conflict was resolved, what method of conflict resolution was used? If a conflict was not resolved, what do you think could have been done to create cohesion in the group? Now that you know steps to resolve group conflict, how would you have resolved the conflict you experienced in a group?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Group Development**  **Watch** the following:   * [Creation Of A Team Pt.1 (-Remember The Titans-)](https://youtu.be/6M6pAh-HhMc) (10.00) * [Creation Of A Team Pt.2 (-Remember The Titans-)](https://youtu.be/sgK-_r_nnkc) (9:54)   As you watch the videos, notice the examples provided for the stages of group development and how this scene demonstrates the particular stage.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What was the interaction and feel of the team in the forming stage? How was conflict resolved in the storming stage? How did the group reach cohesion? What behaviors and emotion are evident of cohesion?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2, 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Fiedler’s LPC Scale**  **Review** [Least Preferred Coworker (LPC) Measure](http://people.uncw.edu/nottinghamj/documents/slides6/Northouse6e%20Ch6%20ContingencyLPC%20Scale.pdf) for instructions and scoring interpretation of the LPC.  **Complete** [Fiedler’s Least Preferred Coworker Scale (LPC)](http://www.practical-management.com/Analytics/Fiedler-LPC.html).  **Post** a self-reflection in 250 words on your leadership focus and style from the results that addresses the following by Sunday:   * Your score and interpretation. * Whether or not you agree with the findings and why. * How your style affects a small group. * How the different leadership styles benefit a group: Provide examples from your own experiences in small group interactions. | | 2.4, 2.5 | Journal: 1 hour |
| **Everyday Leadership Poster**  **Watch** [Drew Dudley: Everyday Leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership) (6:14).  **Create** a poster based on the video lecture and this week’s readings using [Lucidpress](https://www.lucidpress.com/pages/examples/free-online-poster-maker) or [Microsoft Office templates](https://templates.office.com/en-us/Posters) in which you identify an example of a leader who exhibits a particular leadership style. In your poster, discuss the following:   * This person’s name * This person's style of leadership * Your experience with this leader, or what you have you observed about this leader * How this leader affected the group * What characteristics appealed to you about this leader   **Include** pictures or video.  **Submit** your poster by Sunday. | | 2.4, 2.5 |  |
| **Total** |  |  | **9.75 hours** |

# Faculty Notes

In Week Two, students learn about group cohesion and the qualities of a cohesive group. The steps of group development and a team development model are explored, as well as the role of leadership in group or team development. Discussions also explore conflict resolution and the benefits of group work in learning environments. Reflective experiences focus on leadership styles, characteristics of effective leaders, and how leadership affects group interactions.

# Content Outline

Use this content outline to guide students through the course material.

1. Review the weekly learning objectives.
2. Group cohesion
   1. Shared vision
   2. Pride in group membership
   3. Meaningful mission for a group
   4. Complementary roles and synergy
   5. Individual and mutual accountability
   6. Positive team culture
   7. Strong internal leadership
   8. Honest communication and trust
3. Leadership styles
   1. Who can be a leader?
      1. Dealer in hope; guides, directs, and motivates a group
      2. Available to everyone, depending on skills and group need
   2. Seven styles of leadership
      1. Democratic – Bill Clinton
      2. Autocratic – Kim Jung Il
      3. Laissez faire – Thomas Jefferson
      4. Bureaucratic – Adolph Hitler
      5. Servant – Martin Luther King Jr.
      6. Transactional – Dwight Eisenhower
      7. Transformational – Steve Jobs, Nelson Mandela, and Gandhi
4. Five stages of group development
   1. Forming
   2. Storming
   3. Norming
   4. Performing
   5. Adjourning
5. Group conflict resolution in groups
   1. Clarify the goals and tasks to be completed.
   2. Divide work into separate tasks.
   3. Keep in touch as work begins.
   4. Meet at the end of the project to put it all together.
   5. Separate people from problems.
   6. Do not deduce intent from your own fears.
   7. Avoid blaming others if work is not done.
   8. Discuss perceptions of all group members.
   9. Acknowledge strong emotions.
   10. Allow other side to express emotions without reacting.
   11. Focus on the other person when they are speaking.
   12. When it is your turn to respond, think for a minute before responding.
   13. Focus on interests, not positions.
   14. Look for creative solutions to problems.

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| Week Three: Norms and Roles in Groups | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze task and maintenance roles in groups. | | CLO1, CLO3 | |
| * 1. Recognize the effects of norms on group interaction. | | CLO1, CLO2 | |
| * 1. Analyze communication patterns and personal styles in groups. | | CLO1, CLO2 | |
| * 1. Explain the roles that introverts and extraverts take in groups. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Roles in Groups](http://www.speaking.pitt.edu/student/groups/smallgrouproles.html) * [Network Patterns and Analysis: Underused Sources to Improve Communication Effectiveness](http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C%20Network%20Patterns%20and%20Analysis%20NFEASJ%20V28%20N4%202011.pdf) * [Asch Experiment](https://www.simplypsychology.org/asch-conformity.html) * [1. Characteristics of a group](http://www.brookes.ac.uk/services/ocsld/resources/small-group/sgt108.html) | | 3.1, 3.2, 3.3 |  |
| **Videos**  **Watch** the following:   * [Asch Conformity Experiment (1/2)](https://youtu.be/VgDx5g9ql1g) (2:40) * [Susan Cain: The Power of Introverts](https://www.ted.com/talks/susan_cain_the_power_of_introverts) (19:04) * [The Power of Introverts - Ep 1.](https://youtu.be/h2GBKlgX3u8) (7:02) * [The Power of Introverts - Ep 2 - Susan Cain](https://youtu.be/S8GSljNVYEM) (5:47) * [Normative and Informational Social Influence](https://youtu.be/zCmeMpRlquI) (2:09)   **Post** any questions, comments, or observations to share with the class in the Week Three General Q & A discussion forum on Blackboard. | | 3.2 | Video: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Power of Introverts**  We live in a culture that prizes being social and outgoing above all else, and it can be difficult, even shameful, to be an introvert. But, as Susan Cain argues in this passionate talk, introverts bring extraordinary talents and abilities to the world and to groups, and they should be encouraged and celebrated.  **Watch** the following videos:   * [Susan Cain: The Power of Introverts](https://www.ted.com/talks/susan_cain_the_power_of_introverts) (19:04) * [The Power of Introverts - Ep 1.](https://youtu.be/h2GBKlgX3u8) (7:02) * [The Power of Introverts - Ep 2 - Susan Cain](https://youtu.be/S8GSljNVYEM) (5:47)   **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What did you learn about introverts from these videos? Do you believe what was presented to you? Did this change your perspectives of introverts?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Roles in Groups**  **Watch** [Roles in Groups](http://www.synergiseducation.com/academics/schools/Gwynedd-Mercy/psy321/roles_groups/presentation_html5.html). Every member of the group plays an important role, whether we are aware of it or not. Each member falls into certain roles based on personal characteristics. As you review this lecture, notice the roles member can play in a group and the potential interactions that may result.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Which role do you tend to take in a group? How might your role affect a group? Choose three different roles, and explain how each affect a group differently. Explain the benefits and challenges of each.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Lecture & Discussion: one post and replies to three other posts = **2 hour** |
| **Discussion: Gender Differences in Communication**  **Read** [Gender Differences in Communication](http://avconline.avc.edu/bbeyer/Bb_WIO_Articles/GenderComm_A/GenderDifferencesInComm_Vanfossen.pdf).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What effect does mixed gender have on group interactions? How does this differ from an all-male group?   How does this differ from an all-female group? If women communicated in a male style of communication or men communicated in a female style of communication, how would that change the group?  *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.2, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Normative and Informational Social Influence**  **Watch** [Normative and Informational Social Influence](https://youtu.be/zCmeMpRlquI) (2:09).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What is the difference between informational and normative influence? Describe a time when you conformed to group norms. Is this an example of informational influence or normative influence?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Your Team Roles**  **Complete** the [self-assessment on team roles](http://highered.mheducation.com/sites/007040187x/student_view0/chapter8/self-assessment_8_6.html).  **Click** the **Print Screen** link located in the bottom left corner and **Save as PDF**.  **Review** your score on the Understanding your Score on the Teams Roles Preferences Scale.  **Reflect** on your scores, and **post** a 250-word response to at least 3 of the following questions by Sunday:   * Do you enjoy these roles? * How do others react to you when you take these roles? * Is your communication style affected by the role you take on? * Have you ever had to take on a role that was not your usual role in a group? How did this change the group dynamics? * Think of a person in a movie, television show, or book who takes on one of these roles? How does their behavior affect the group?   **Attach** your assessment results to your post. | | 3.1, 3.3 | Journal Reflection: 1 hour |
| **Journal: What’s Your Personal Communication Style?**  **Complete** Communication Styles: A Self-Assessment Exercise.  **Score** your total for each style.  **Review** The Four Communication Styles, The Main Characteristics of Communication Styles, and Adjusting to Other Communication Styles in the self-assessment.  **Post** a 250-word self-reflection by Sunday discussing:   * How you help or hinder groups as a result of your communication style. * How people react to your communication style. * What you can change in your style to help your performance in groups.   **Include** your assessment score in your post. | | 3.3 | Journal Reflection: 1 hour |
| **Group Curriculum Project: Sections A–M**  **Resources:**   * Instructions for the Group Curriculum Project * Group Curriculum Examples:    + [Drug Counseling for Cocaine Addiction](https://archives.drugabuse.gov/TXManuals/DCCA/DCCA7.html)   + [Girl Power: Self-Esteem](http://www.csus.edu/indiv/b/brocks/workshops/casp/girl%20power.08.pdf)   **Write** Sections A–M. Do not refer to yourself in the first person; rather, refer to “the group leader.” Be sure to format your paper according to APA guidelines.  **Submit** Sections A–M by Sunday. | | 3.1, 3.3 | Guided & Group Project: 2 hour |
| **Total** |  |  | **10 hours** |

# Faculty Notes

Week Three presents an overview and study of behavior in groups through norms and roles. The discussions examine the effects of norms on interactions, communication patterns, conformity, and group characteristics. Students complete reflective assignments on their communication style, different roles within groups, and personal styles such as introverts and extraverts. Groups complete Sections A–M of their group curriculum project.

# Content Outline

Use this content outline to guide students through the course material.

1. Review the weekly learning objectives.
2. Roles in groups
   1. Task roles
   2. Maintenance roles
   3. Self-centered roles
3. Patterns of communication in groups
   1. Chain
   2. Wheel
   3. Circle
   4. All-channel
4. Norms in groups
5. Power of introverts
   1. Bring unique perspectives to group
   2. Do not always follow the group norm
   3. Should be encouraged and celebrated
6. Gender differences
   1. Enormous differences in communication styles between genders
   2. Men talk and initiate conversation most in groups.
   3. Men interrupt more often.
   4. Women interrupt other women more than they interrupt men.
   5. Women ask briefer and fewer questions.
   6. Women use more tag questions and disclaimers in speaking.
7. Exercises and activities to use as icebreakers in different stages of groups
8. Conformity influences
   1. Informational: “They must know something I don’t know.”
   2. Normative: “I don’t want to look bad to others.”

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| Week Four: Problems in Group Functioning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate problem behaviors and communication in groups. | | CLO1, CLO3 | |
| * 1. Assess dysfunctional roles in groups. | | CLO1, CLO3 | |
| * 1. Explain the effects of alliances and subgroups in small group interactions. | | CLO1, CLO3 | |
| * 1. Interpret the parts of the Johari window. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** [Dealing With Difficult Behavior](https://facilitatoru.com/meetings/dealing-with-difficult-behaviors/). | | 4.1 |  |
| **Videos**  **Watch** the following:   * [Communication Basics - Body Language](https://youtu.be/ZwiNFcghrks) (5:54) * [The Johari Window Model](https://youtu.be/BWii4Tx3GJk) (4:12) * [THE JOHARI WINDOW MODEL - explained with Sheldon Cooper](https://youtu.be/tektdO-Zfl8) (9:05)   **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 3.3, 4.1, 4.4 | Video: 1 hour |
| **Spot the Fake Smile Practice Activity**  **Read**[Can You Spot a Fake Smile in a Photograph?](https://petapixel.com/2014/09/14/can-spot-fake-smile-photograph/)  **Watch**[Can you spot a fake smile?](https://youtu.be/7SqlilB1w3g)  **Post**any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 3.3, 4.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Body Language**  **Review** the following lectures:   * [Body Language I](http://www.synergiseducation.com/academics/schools/Gwynedd-Mercy/psy321/bodylangI/presentation_html5.html) * [Body Language II](http://www.synergiseducation.com/academics/schools/Gwynedd-Mercy/psy321/bodylangII/presentation_html5.html) * [Body Language III](http://www.synergiseducation.com/academics/schools/Gwynedd-Mercy/psy321/bodylangIII/presentation_html5.html)   **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What are some examples of body language that you notice when communicating with your family versus with a new group? What are some examples of problem behaviors? How is that displayed in body language? * Briefly describe a time in which you were involved with a particular group of people. Describe two examples of problem behaviors and how they were displayed in body language. How did others in the group (or you) respond to this behavior?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.3, 4.1 | Lectures & Discussion: one post and replies to three other posts = **2 hour** |
| **Discussion: 28 Days**  *28 Days* is an excellent movie to use in analyzing the functioning of a group. The movie does a great job of showing dysfunctional behavior and how it affects group dynamics.  **Watch** *28 Days*. Find the movie online or rent it.  **Post** a clear and logical response in 150 to 200 words to at least 3 of the following, providing specific examples from the movie to illustrate what you have learned this week and to support your answers:   * What problem behaviors are evident? * How do specific problem behaviors affect the function of the group? * What conflicts arose? How were they resolved? * How is body language used to communicate attitudes and emotions in this movie? * What alliances and subgroups did you observe in the movie?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.3, 4.1, 4.2, 4.3 | Video & Discussion: one post and replies to three other posts = **3 hour** |
| **Discussion: Johari Window**  The Johari window is a grid designed to help group members see what is happening in the group as measured by the degree of self-disclosure and feedback the group displays. It is a good way to measure a group to see how it is developing cohesion.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * When have you encountered a problem behavior in a group as a result of the group or a group member being in the hidden (façade) or unknown areas of the Johari window? What effect did this behavior have on the group? What advice would you give to groups on how to get to the open area of the Johari window in their group interaction?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Effects of Problem Behaviors**  **Choose** one problem behavior that you notice while in a group. Identify a movie, book, or real-life person who exhibits this behavior.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What dysfunctional role are they playing in the group? What effect does this behavior have on the group? How could a group successfully deal with this behavior?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Group Curriculum Project: Group Sessions**  **Resources:**   * Instructions for the Group Curriculum Project * Sample Group Session 1 * Sample Group Session 2 * Group Curriculum Examples:    + [Drug Counseling for Cocaine Addiction](https://archives.drugabuse.gov/TXManuals/DCCA/DCCA7.html)   + [Girl Power: Self-Esteem](http://www.csus.edu/indiv/b/brocks/workshops/casp/girl%20power.08.pdf)   **Create** your four group sessions using the sample group sessions as your guide. Do not refer to yourself in the first person, rather, refer to “the group leader.” Be sure to format your paper according to APA guidelines.  **Submit** the four group sessions by Sunday. | | 2.2, 2.6, 2.7, 5.3 | Guided & Group Project: 2 hour |
| **Total** |  |  | **10 hours** |

# Faculty Notes

In Week Four, issues of group functioning are examined. These issues may be behavioral, communicative, or role-based within the group. Discussions focus on body language, problem behaviors, conflicts, alliances and sub-groups, and should use the Johari Window as an aid in resolving group dysfunction. Students complete a journaling activity on the effect of individual behaviors and emotions in group interactions. Groups submit their four group sessions.

# Content Outline

Use this content outline to guide students through the course material.

1. Review the weekly learning objectives.
2. Problem behaviors in groups
   1. Hostile aggressives
   2. Sherman tanks
   3. Snipers
   4. Exploders
   5. Complainers
   6. Clams
   7. Super-agreeables
   8. Negativists
   9. Know-it-alls
   10. Bulldozers
   11. Indecisives
   12. Talks too much
   13. Ramblers
3. How to deal with difficult behavior
   1. Identify the problem.
   2. Examine the relationships.
   3. Determine the costs.
   4. Seek a solution.
4. Johari window
   1. Open area
   2. Blind area
   3. Hidden area
   4. Unknown area
5. Body language
   1. Head, face, and torso
      1. Eye contact
      2. Eyebrow flash
      3. Eye blocking
      4. Personal space bubbles
      5. Head tilt
      6. Smile: closed and open; fake
   2. Legs and feet
      1. Crotch display
      2. Standing at attention
      3. Foot forward stance
      4. Scissors stance
      5. American figure 4 leg lock
      6. Figure 4 leg clamp
      7. Shielding
   3. Arms and legs
      1. Readiness gesture
      2. Catapult
      3. Arm cross
      4. Partial arm cross
      5. Crossed arms: thumbs up
      6. Double cross
      7. Dominant spider
      8. Split finger fastball
      9. Steepling
      10. Pointing
      11. Handshake

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| Week Five: Decision Making and Negotiation in Groups | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize the use of power in group interactions. | | CLO1 | |
| * 1. Analyze the decision-making styles and the elements of groupthink in small groups. | | CLO1, CLO2, CLO3 | |
| * 1. Perform proper methods of termination in a group. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Group Decision Making](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-decision-making) * [Power and Small Group Communication](http://www.mhhe.com/socscience/comm/group/students/power.htm) * [Group Dynamics in Negotiations](http://www.how-to-negotiate.com/group-dynamics-in-negotiations.html) * [Avoiding Groupthink](http://www.psysr.org/about/pubs_resources/groupthink%20overview.htm) * [Relationship Help – How to Say Goodbye to a Group](http://www.conflicttopeaceinrelationships.com/relationship-help-how-to-say-goodbye-to-a-group/) * [Snow Fall: The Avalanche at Tunnel Creek](http://www.nytimes.com/projects/2012/snow-fall/#/?part=tunnel-creek) | | 5.1, 5.2, 5.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Avalanche at Tunnel Creek**  **Read** [Snow Fall: The Avalanche at Tunnel Creek](http://www.nytimes.com/projects/2012/snow-fall/#/?part=tunnel-creek).  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * After reading the article on the avalanche at Tunnel Creek, analyze what went wrong in this situation. Who had power in this group? What evidence of groupthink did you see?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Reaching Consensus**  Any complex situation may present difficulties in reaching consensus. This activity is a way of experiencing the process of consensus building and the complexities involved.  **Read** The Baroness’s Dilemma.  **Post** your ranking of who you think may be most responsible for her death from 1 to 6, with 1 being the least responsible and 6 being the most responsible, by 11:59 p.m. (Eastern time) on Wednesday:   * Baron * Baroness * Lover * Friend * Madman * Boatman   **Review** the posts and try to reach a consensus amongst the group by 11:59 p.m. (Eastern time) on Friday.  **Provide** reasoning for your choices. As you try to reach consensus, try to see the viewpoint of the other students, and if someone changed their opinion, notice the reasoning or deciding factor made them change their mind. | | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Reaching Consensus**  **Post** a 250-word reflection after completing the Reaching Consensus discussion, about the process of reaching consensus and what makes it so difficult addressing the following by Sunday:   * If you changed your opinion, what made you change your mind? * Did you have an open mind in approaching another person’s opinion? * What do you notice about how people form opinions and how they hold to that opinion? * Did you notice consensus building or did you notice people resistant to that idea? * What did you learn about your own personal values and how they differ from those in your group? | | 5.2 | Journal: 1 hour |
| **Journal: Course Reflection**  **Post** a 250-word self-reflection on what you have learned about yourself and about groups in this course. What termination exercises do you think would be most effective for your online group? How do you properly end relations with your online group? | | 5.3 | Journal: 1 hour |
| **Group Curriculum Project: Final**  **Resources:**   * Instructions for the Group Curriculum Project * Sample Group Session 1 * Sample Group Session 2 * Group Curriculum Examples:   + [Drug Counseling for Cocaine Addiction](https://archives.drugabuse.gov/TXManuals/DCCA/DCCA7.html)   + [Girl Power: Self-Esteem](http://www.csus.edu/indiv/b/brocks/workshops/casp/girl%20power.08.pdf)   As a group, **develop** a four-session psychoeducational process group program.  **Submit** your group curriculum project by Sunday. | | 2.2, 2.6, 2.7, 5.3 | Guided & Group Project: 2 hour |
| **Total** |  |  | **6 hours** |

# Faculty Notes

Week Five concludes the course with the study of group decision making and negotiation. In this week, students examine power in groups, decision-making styles, groupthink, negotiation methods, and group termination. Discussions focus on negotiation and mediation techniques, power, groupthink and decision making, and reaching consensus. Reflective assignments encourage students to look at the behavior and interactions involved in reaching consensus and what they learned about themselves and their own behavior in groups. Students submit their final group curriculum project.

# Content Outline

Use this content outline to guide students through the course material.

1. Review the weekly learning objectives.
2. Group decision-making styles
   1. Unilateral
   2. Handclasp
   3. Clique
   4. Baiting
   5. Majority rule
   6. Consensus
3. Power and small group communication
   1. Forms of power in groups
   2. Identifying power
   3. Cultural indicators and power
4. Negotiations in groups
   1. Find the leader or negotiator in the group
   2. Divide and conquer
5. Groupthink
   1. Bay of Pigs invasion example; space shuttle *Challenger*
   2. Illusion of unanimity
   3. Self-censorship
   4. Illusion of invulnerability
   5. Mindguards
   6. Pressure to conform
   7. Belief of moral correctness of the group
   8. Ways to minimize groupthink
6. Saying goodbye to the group
   1. Share with an empathetic friend what you miss about the group.
   2. Get email addresses.
   3. Let them know you miss them.
   4. Let the group know you are leaving.
   5. Let yourself feel your feelings.
   6. Let the people in the group know how you miss them and are affected by them.
   7. Find ways to get new support system.

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 8 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 9.75 |
| Supplemental |  |
| **Week 3** |  |
| Required | 10 |
| Supplemental |  |
| **Week 4** |  |
| Required | 10 |
| Supplemental |  |
| **Week 5** |  |
| Required | 6 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 43.75 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 44.75 |