

## *Relating to Others in Groups and Teams, cont.*

2020-02-14

### **Course(s) Used:**

- Team and Small Group Communication

### **Goals and Objectives:**

- Students understand the variety of forms of power and situations involving power, including the societal fantasy of equal power.
- Students know the 5 bases of power described by French and Raven.
- Students are able to list examples of people with each form of power.
- Students gain experience with coding and rater reliability, which are common techniques in Communication research.

### **Rationale:**

Students bring a variety of misconceptions about power into communication classes. A more fine-grained understanding of power and its influences on people is helpful in a large number of real-world situations.

### *Materials Needed*

#### **Materials:**

- None

#### **Technology:**

- Classroom computer and projector

### *Outline of the Lesson*

1. Review of previous session's content
2. Power in groups and teams works differently than we think
  - A. Power is never equal
  - B. Power differences are not necessarily bad
  - C. Power is not constant: it depends on situation
  - D. Power is not monolithic, there are different forms
3. French and Raven created the most influential way of describing the bases of power<sup>1</sup>

<sup>1</sup> French, J. & Raven, B. H. (1959). The bases of social power. In D. Cartwright (Ed.) *Studies in social power* (pp. 150–167). Institute for Social Research.

- A. Legitimate power
- B. Expert power
- C. Reward power<sup>2</sup>
- D. Coercive power<sup>3</sup>
- E. Referent power

<sup>2</sup> Both reward power and coercive power represent classical conditioning in Psychology.

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#### 4. Hands on group work: "Power Bases in Tweets"

- A. Students are assigned to pairs or small groups of three
- B. Groups should all analyze tweets from the same person, but on different days
- C. Each group is assigned a day of tweets to look at (no more than 10 from that day)
- D. Students are instructed to include original tweets only, not retweets.
- E. For each tweet, the group should:
  - 2. Read the tweet as a group
  - 3. Decide individually what base of power they would categorize the tweet in
  - 4. Compare their categorizations
  - 5. Discuss and decide which categorization they believe is best
  - 6. Record their final determination as a group
- F. Discussion Questions:
  - 1. How many tweets did your group have in each category?
  - 2. How easy was it to categorize the tweets?
  - 3. What base of power do they use most often? Least? Why?

#### 5. Lesson closing

#### *Limitations*

Requires that students have access to a device capable of accessing Twitter.

#### *Variations and Accommodations*

Follow guidance from local accommodation authorities.