Role: set of expectations associated with particular responsibility..

Task goal: goal of getting job done

Social goal: GOAL OF BUILDING GOOD RELATIONSHIPS AMONG GROUP MEMBERS

Task roles: role that enable a group to get task done

Social roles: helps to maintain and build a cohesive team.

Task skills: distinctive skills that characterize each of six roles.

Social skills: that characterize each of six social roles

HELPFUL TASK ROLES:

* Idea sharer
* Idea seeker
* Comprehension checker
* Progress summarizer
* Direction suggestor
* Group motivator

HELPFUL SOCIAL ROLES:

* Participation encourager
* Participant supporter
* Communication facilitator
* Process observer
* Stress reliever
* Conflict mediator

HARMFUL GROUP MEMBER ROLES:

* Free rider
* Dominator
* Rescuer
* Distracter
* Cynic
* Aggressor

Leader responsibilities

* Providing direction
* Keeping records
* Reporting progress

Three styles of leadership:

* Autocratic leader: decides what to do and tell others to do it
* Democratic leader: work with others to decide and implement decisions
* Laissez faire leader: trust others to decide and implement decisions

Group maturity: includes group achievement orientation level of responsibility and collective expertise

Power: ability to influence a situation in desired direction.

Legitimate power: power that accomplish designated position within a group

Reward power: power to give benefits to members in order to influence their conduct

Coercive power: power to punish member in order to influence their conduct

Charismatic power: power resulting from personal qualities

Emergent leader: leader who assumes a temporary unofficial leadership role because of his or her special talents.

Expert power: power resulting from particular knowledge or skill

CHARACTERSTIC OF EFFETIVE LEADER:

* Knowledge
* Communication
* Task orientation
* Social orientation
* Flexibility

Norm: written or unwritten rule of a group

Sanction: punishment incurred if one breaks a rule

PRINCIPLES OF ETHICALL CONDUCT:

* Goodness
* Equality
* Fairness
* Truth
* freedom

Imposed norms: rules established by authority outside group

Developed norms : rules establish by group to govern behavior within group

DEVELOPING NORM WITHIN GROUP:

* Consistency
* Critical discussion
* Consensus
* Commitment

Norms: ensuring group success:

* Accountability
* Cooperation
* Communication
* Confrontation
* Support
* Evaluation
* Discussion
* Solution

CONSIDERATION WHILE SETTING GOALS:

* Include both task and social goals
* Address both individual and group needs
* Build in cooperation
* Set realistic goals
* State term goals in specific measurable term

BENEFITS OF EFFECTIVE GOALS:

* Direction
* Motivation
* Communication
* Conflict resolution
* Performance evaluation

Message : thought sand feelings communicated by sender

Cognitive dimensions: our thinking or intellectual side

Affective dimensions: our feelings and mood

One way communication: the sender sends the message and receiver receives it, without any feedback occurring.

Two way communication: when receiver becomes the sender of return message and sender become receiver of new message

Feedback message : return message send by receiver to original sender

RULES TO SPAEK EFFECTIVELY IN DIALOGUE

* Use first person pronouns in your message
* Conveys your frame of reference and know receivers frame of reference
* Present your ideas clearly and concisely
* Describe your feelings don’t express them
* Describe behavior don’t judge person
* Request feedback and don’t ignore it

LISTENEING EFFECTIVELY IN A DIALOGUE

* Communicate your intention to listen
* Listen with your whole person
* Paraphrase the feelings and ideas of sender

GIVING FEEDBACK EFFECTIVELY

* Don’t force feedback on others
* Target specifies not generalities
* Offer opinion not advice

Disputant : a person who conflicts with a person

Mediator: a person who interferes between the disputants in order to reach them to an agreement

* Conceptual conflict: beneficial conflicts that critiques ideas not people
* Ideational conflict: second name for conceptual conflict
* Constructive controversy: a third name for conceptual conflicts

DANGEROUS FORMS OF CONFLICTS:

Personality conflict: interpersonal dispute arising from differing personal traits

Resource conflicts: interpersonal dispute arising from unequal distribution of resources

Power conflict: desire to control a group

Status conflict: desire to be recognized in a group

RUES FOR DIPUTING CONSTRUCTIVELY IN GROUPS

* Be assertive
* Use your best speaking skills
* Use your best listening skills
* Jointly define conflict
* Encourage negotiation in good faith
* Confront in order to reach agreement

STAGES OF GROUP DEVELOPMENT:

* Forming
* Storming
* Norming
* Performing
* Adjourning

CHARACTERSTIC OF COHESIVE TEAM:

* Cohesion
* Cooperation
* Unity
* Identity

BENEFITS OF TEM MEMBERSHIP:

* Affiliation
* Influence
* Respect

Critical thinking: fact based logical thinking

Symptoms of group think

* Illusion of unity
* Illusion if invulnerability
* Illusion of superiority

Process of critical discussion:

* Research
* Presentation
* Discussion
* Reflection
* Reconsideration
* Decision

Rules of critical discussion:

1. Criticize ideas not people
2. Encourage win win approaches
3. Encourage everyone to contribute
4. Listen actively
5. Think critically
6. present clearly
7. Understand all points of view
8. Change your minds if facts dictate

Problem solving process

* Definition
* Research
* Alternatives
* Decisions
* Implementations
* Evaluation

Factors improve quality of group discussions

1. Participation
2. Cooperation
3. Heterogeneous make up
4. Critical discussion
5. Use of problem solving process
6. Use of 8 decision making methods

GROUP DISCUSSION MAKING METHODS:

1. Decision by consensus
2. Decision by majority vote
3. Decision by minority
4. Decision by leader without discussion’
5. Decision by leader after discussion
6. Decision by leader based on the most frequently expressed opinions
7. Decision by expert member
8. Decision by arbitrator

STEP FOR FORMAL EVALUATION:

Identify focus behavior

Evaluation instrument

Use instrument to observe and rate performance

Discuss observations and ratings

Set goals for improvement

Evaluating specific areas

1. Member roles
2. Leader roles
3. Norms
4. Goals
5. Dialogues
6. Conflicts
7. Cohesion
8. Critical discussion
9. Decision
10. Evaluation