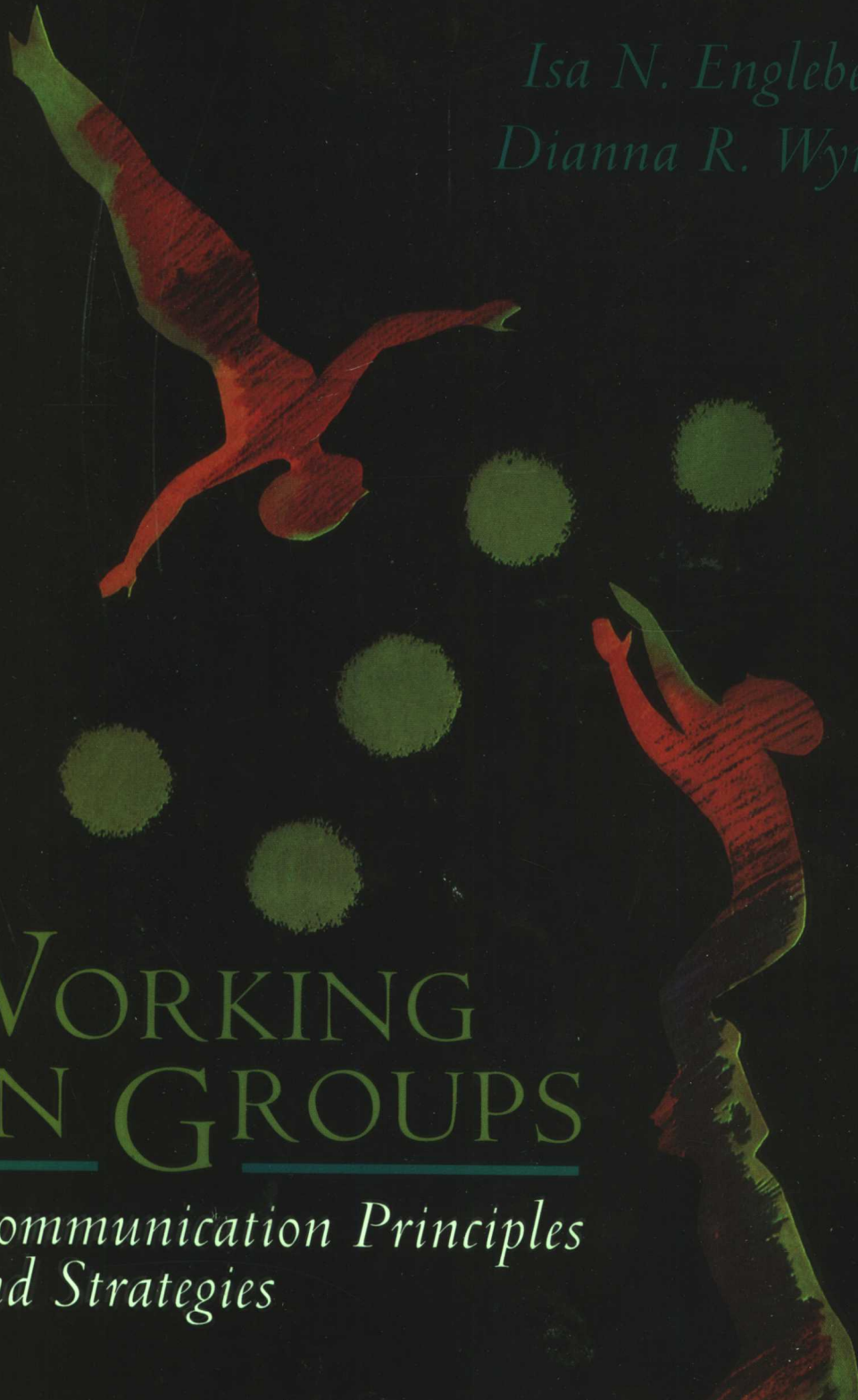


*Isa N. Engleberg*  
*Dianna R. Wynn*



# WORKING IN GROUPS

*Communication Principles  
and Strategies*

NWC Bookstore  
Used Book

\$ 32.25

# WORKING IN GROUPS

***Communication Principles and Strategies***

***Isa Engleberg***

*Prince George's Community College*

***Dianna Wynn***

*Prince George's Community College*

Houghton Mifflin Company    Boston    New York

Sponsoring Editor: George T. Hoffman  
Project Editor: Elizabeth Gale Napolitano  
Assistant Editor: Jeanne Herring  
Production/Design Coordinator: Jennifer Meyer  
Senior Manufacturing Coordinator: Florence Cadran  
Marketing Manager: Pamela Laskey

Cover Design: Diana Coe  
Cover Image: Art work from Wood River Gallery, Mill Valley, CA.

Acknowledgments for reprinted material appear beginning on page 375.

Copyright © 1997 by Houghton Mifflin Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Houghton Mifflin Company unless such copying is expressly permitted by the federal copyright law. Address inquiries to College Permissions, Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116-3764.

Printed in the U.S.A.

Library of Congress Catalog Card Number: 96-76896

ISBN: 0-395-75650-2

23456789-DH-00-99-98-97

# PREFACE

*Working in Groups* is a textbook that balances small group communication theory and practice in order to meet the needs of today's college students. Our research and writing have been guided by one overriding principle that asks, "What do students enrolled in an introductory small group communication course really need to know?" Two criteria helped us answer this question. The first was making sure that we included both classic and current theories of small group communication that focus on "how groups work." The second criterion was making sure that we included practical information on small group communication skills that emphasizes "how to work in groups." These criteria helped us select and balance the amount and types of theory and skills appropriate for an introductory college course in small group communication.

Many years of teaching small group communication units, courses, and training workshops have impressed us with the wealth of real-world experiences that our students bring to the classroom. Whether they are traditional college freshmen or adult learners, their varied backgrounds and cultural perspectives have taught us how important it is for all of us to respect and adapt to the different ideas, beliefs, and values expressed in groups. What is often missing, however, is an understanding of how to interpret and use these experiences to improve the group process. Such an understanding requires familiarity with the theories, research, methods, and skills found in the academic study of small group communication. To meet this goal, *Working in Groups* includes several new and inviting topic areas, methods, and features for the instructor and reader.

## Central Metaphor: Balance

As a way of integrating small group communication theory and research into the communication practices of successful groups, *Working in Groups* relies on a central metaphor: **Balance**. Effective groups and members learn to balance:

- Member Needs & Group Goals
- Participation & Leadership
- Task Functions & Maintenance Functions
- Verbal Communication & Nonverbal Communication
- Cohesiveness & Conflict
- Seeking Consensus & Offering Arguments
- Structured Procedures & Creative Thinking
- Shared Perceptions & Respect for Differences
- Speaking Skills & Listening Skills

Using the concept of balance to guide the writing of this textbook led us to emphasize strategic decision making and rhetorical choices. Effective groups

do not just happen; conscientious members use communication strategies and skills to make what happens in groups meaningful and productive. The key to successful group communication is achieving balance between the complex and even competing elements that occur any time there is interaction among three or more interdependent people working toward a common goal.

### Textbook Format and Chapters

*Working in Groups* is organized into four major sections:

**Part I: Basic Group Concepts**, provides an introduction to some of the most basic theories and principles of small group communication including the importance and nature of group communication, the formation and development of small groups, and the theories and practice of effective small group leadership and participation.

**Part II: Interaction Skills**, examines specific communication principles and competencies required of effective group members including communication confidence, listening ability, verbal and nonverbal communication skills, and strategies for expressing differences and managing conflict.

**Part III: Achieving Group Goals**, focuses on task-specific competencies common to most work groups including planning and conducting meetings, decision-making and problem-solving methods, argumentation in groups, and making presentations in, for, and by groups.

**Part IV: Resources and Tools**, serves as a “how to” section focusing on methods and tools essential for efficient and effective group action in specific settings and circumstances. Separate chapters cover how to gather and analyze researched information, how to write and use meeting agendas and minutes, how to follow and apply parliamentary procedure, and how to take advantage of communication technology in groups.

Although the chapters may be read and taught in sequence, the textbook is written so that chapters can be used in any order. Each chapter is self-contained. However, given that group communication is rarely as orderly as the chapters of a book, convenient **Toolboxes** are placed in each chapter to refer readers to other sections of the textbook for a more comprehensive treatment of related subjects.

### Special Topics and Features

In addition to the standard subjects found in most small group communication courses, we have included several topics that are neglected in or absent from many textbooks. These features evolved as we continued to ask ourselves, “What do our students really need to know about small group communication?” The answers to this question led to the inclusion or expansion of the following topics:

**Leadership** Leadership is introduced early in the textbook and treated as one of the most important variables in effective group communication. We emphasize that effective leaders are able to make strategic decisions and use communication skills to mobilize group members toward a shared goal.

**Participation** An entire chapter is devoted to the responsibilities and skills of effective members. In addition to including the standard functional roles of participants, we use personality theory to help readers understand and adapt to the different ways in which members perceive and make decisions about themselves and their groups. A major section is devoted to methods for dealing with the difficulties that often arise during the interaction among group members.

**Communication Apprehension in Groups** Because so many people experience speaking anxiety, the textbook devotes significant attention to the subject of communication apprehension and its relationship to group process and member confidence.

**Listening in Groups** An entire chapter is devoted to the difficult task of listening in a group setting, including ways to improve the listening behavior of a group by capitalizing on the relationship between listening abilities and member roles.

**Expressing Differences** Several approaches to dealing with differences in groups emphasize the necessity and value of constructive conflict. In addition to traditional methods of conflict management, we encourage the use of mediation as a process to help groups and their members express and resolve differences.

**Decision Making and Argumentation** In addition to a major chapter on group decision making and problem solving, the textbook includes a complete chapter on argumentation designed to help group members advance their own viewpoints and analyze the views of others.

**Planning and Conducting Meetings** A separate chapter is devoted to running effective meetings. In addition to highlighting the important role of chairpersons and responsible group members, we provide suggestions for dealing with many of the common duties and problems that arise before, during, and after meetings.

**Agendas and Meetings** The importance of using agendas and recording accurate minutes is emphasized in a chapter that also provides sample agendas and minutes from formal and informal group meetings.

**Parliamentary Procedure** Because many public and private organizations rely on parliamentary procedure to ensure civil and organized meetings, *Robert's Rules of Order, Newly Revised* is used to explain the basics of parliamentary procedure.

**Technology and Groups** In addition to face-to-face communication, contemporary groups must consider when and how to use advanced technology to help them achieve their goals. These technologies include teleconferences, videoconferences, decision-making software, computer-aided design, and other technological applications.

**Gender and Cultural Differences** Because every group member brings a unique background and perspective to the group process, we devote special attention to the ways in which gender and cultural differences affect the task and social dimensions of a group. We urge all group members to make a concerted effort to understand, respect, and adapt to the rich diversity found in most groups.

### **Instructional Features**

*Working in Groups* incorporates several features designed to help readers and instructors link the theories of small group communication (how groups work) with communication skills (how to work in groups). In some cases, theories suggest specific methods and practices; in other cases, experiential and collaborative learning exercises are used to demonstrate the value and applications of theories.

**Theories, Methods, and Tools** The textbook emphasizes that the best way to study groups is to balance an understanding of theories, methods, and tools with practical experience. Without theories, group members may not understand why methods and tools work in one situation and fail in others. Without underlying theories, they may not appreciate the experiences and consequences of group communication and action.

**TOOLBOXES** Toolboxes are cross-references to the theories, methods, and tools found in other chapters. Although the textbook's chapters follow a logical sequence, toolboxes help readers use other sections of the book to supplement their understanding and further develop their skills.

**Graphics as Learning Guides** Every chapter contains graphics (checklists and/or figures) that summarize and illustrate small group communication concepts. Checklists may be used to help readers chair a meeting, test the validity of evidence, or illustrate the steps in a problem-solving sequence. In many cases, the figures serve as previews or summaries of major sections in a chapter. In all cases, graphics have been designed to function as supplementary learning guides.

**Summary Study Guides** At the end of every chapter, a summary study guide helps students review the major concepts covered in that chapter. Any

reader able to explain and provide examples of the summary statements in each guide should have an excellent understanding of the chapter and its content.

**GroupWork** The GroupWork in every chapter provides a group-based exercise designed to demonstrate, illustrate, or practice a principle in the chapter. Although the *Instructor's Resource Manual* includes additional class exercises, GroupWork provides a way for classroom groups to interact and to function in a collaborative learning environment.

**Assessment** The end of every chapter provides an assessment instrument or checklist that can be used to evaluate student and group understanding of concepts or mastery of skills. Other assessment instruments are provided in the *Instructor's Resource Manual*.

**Recommended Readings** Preceding the reference notes at the end of each chapter, a short, recommended reading list offers selections that an interested reader can consult for more information on topics discussed in the chapter. We have selected readings that are accessible and can be found in most libraries and in many comprehensive bookstores.

**Glossary** A large glossary at the back of the book includes every term or phrase defined in the textbook. Words, phrases, and the names of theories printed in **bold** are defined within chapters as well as in the glossary.

***Instructor's Resource Manual*** We have written an *Instructor's Resource Manual* that contains a variety of items that can be adapted to different types of students and different course objectives. The manual features sample syllabi, chapter-by-chapter exercises, and photo-ready graphics for use as transparencies or handouts, additional GroupWork exercises and Assessment instruments, textbook-specific test questions, and instructional guides and teaching tips. A special feature of the *Instructor's Resource Manual* for instructors adopting the textbook is a computer disk containing selected items that can be adapted and printed for classroom use.

### Coverage and Writing Style

We have tried to make this textbook realistic and readable. When selecting which theories and topic areas to include, we applied our overriding principle: What does a reader need to know about small group communication in order to understand how groups work as well as how to work in groups? When theory or research helped us answer this question, we included it. When a theory or topic area was more appropriate for an advanced or graduate course, we left it to the students and professors in those courses.



Throughout the writing and reviewing process, we placed special emphasis on making this textbook highly readable and user-friendly. This is a how-to textbook grounded in classic and current theory. The writing style is conversational and clear. The authors' voices are also clear. Although it would have been possible for us to write a textbook that lacked any personality, our ideas, feelings, and opinions are evident throughout.

### Acknowledgments

This textbook has become a way of expressing our appreciation and admiration for our colleagues and students at Prince George's Community College who continually demonstrate the value of working in groups.

We thank our acquisitions editor Margaret Seawell, who welcomed us to Houghton Mifflin before she moved to another publishing company. We thank Houghton Mifflin for its wisdom in hiring George Hoffman as our subsequent editor. The good humor, professionalism, and common sense of our development editor, Elisa Adams, provided the guidance that transformed a too-large manuscript into a just-right textbook. We also extend special thanks to Jeanne Herring and Liz Napolitano at Houghton Mifflin, who provided the efficient and helping hand that guided our manuscript from prospectus to textbook. Closer to home, we thank Susan Proels, proofreader extraordinaire at PGCC who never let us second-guess our student readers.

As always, and above all, we are indebted to Brian Holland and Allan Kennedy. Their advice, support, and patience left us free to devote what must have seemed like endless days and nights to this textbook. We offer special thanks to Brian whose role as technology consultant helped us make Chapter 16 a state-of-the-art contribution to the study of small group communication.

We are particularly grateful to the following conscientious reviewers whose excellent suggestions and comments helped shape the final form of this textbook:

Andrea M. Bodtker, Santa Barbara City College  
Mary E. Bozik, University of Northern Iowa  
Jon Burlew, Colby Community College  
Robert Dixon, St. Louis Community College at Maramec  
Henrik Eger, Delaware County Community College  
James L. Laux, Slippery Rock University  
William K. Loftus, Austin Community College  
Mary McComb, Marist College  
Bruce C. McKinney, University of North Carolina at Wilmington  
Judy Nelson, Itasca Community College  
Daniel J. O'Neill, Youngstown State University

Susan B. Poulsen, Portland State University  
Richard L. Quianthy, Broward Community College  
Thomas M. Rapone, Northern Virginia Community College at Annandale  
Karen L. Rudick, Eastern Kentucky University  
Gary L. Ruud, Wright State University  
Brant C. Short, Northern Arizona University  
Susan A. Stearns, Eastern Washington University  
Glynis Holm Strause, Bee County College

**Isa Engleberg and Dianna Wynn**

**PART I**

**BASIC GROUP CONCEPTS 1**

**Chapter 1**

**Introduction to Small Group Communication 5**

Inescapable Groups 4

Defining Small Group Communication 5

Three or More People 5

Interaction 6

Common Goal 7

Interdependence 7

Working 7

Synergy 8

Advantages and Disadvantages of Working in Groups 9

Advantages 10

Disadvantages 11

Types of Groups 13

Primary Groups 13

Social Groups 14

Self-Help Groups 14

Learning Groups 14

Service Groups 14

Work Groups 14

Public Groups 16

How to Learn About Groups 18

Theories, Methods, and Tools 18

Experiential Learning 20

Balance: The Guiding Principle 21

Summary Study Guide 23

GroupWork: **Getting Acquainted** 24

Assessment: **Basic Group Element** 25

**Chapter 2**

**Group Formation and Development 28**

Why People Need Groups 29

Maslow's Hierarchy of Needs 29

Schutz's Theory of Interpersonal Behavior 31

Task and Social Dimensions 35

How Groups Develop 35

Tuckman's Stages 36

Fisher's Phases	36
Implications	34
Group Norms	38
Identifying Norms	39
Conformity and Norms	41
Constructive Deviation	42
Dealing with Change	43
Changing Goals	43
Changing Membership	44
Changing Norms	44
Balancing Needs and Norms	45
<i>Summary Study Guide</i>	46
<i>GroupWork: Classroom Norms</i>	47
<i>Assessment: Group Attraction Survey</i>	47

### **Chapter 3 Leadership in Groups 50**

What Is Leadership?	51
Leadership and Power	51
Reward Power	52
Coercive Power	52
Legitimate Power	53
Expert Power	53
Referent Power	53
Becoming a Leader	54
Designated Leaders	54
Emergent Leaders	56
Strategies for Becoming a Leader	56
Leadership Theories	59
Trait Theory: You Have It or You Don't	59
Styles Theory: Are Democracies Always Best?	60
Situational Theory: Matching Leaders and Jobs	63
Functional Theory: Leadership by All	66
Gender and Leadership	67
Balanced Leadership	69
<i>Summary Study Guide</i>	70
<i>GroupWork: What Constitutes Effective Leadership</i>	71
<i>Assessment: The Least-Preferred Coworker Scale</i>	72

### **Chapter 4 Participation in Groups 75**

Who Wants to Be a Follower?	76
Theories of Participation	76
Functional Theory	77

Personality Type Theory	81
Implications of Participation Theories	84
Guidelines for Participation	84
Readiness	84
Willingness	85
Ability	86
Dealing with Difficulties	87
Apathy	88
Deviant Members	89
Hidden Agendas	91
Balanced Participation	93
<i>Summary Study Guide</i>	93
<i>GroupWork: Type Talk in Groups</i>	94
<i>Assessment: Discussant Assessment Instrument</i>	94

## PART 2

## INTERACTION SKILLS 99

### Chapter 5

#### Confidence in Groups 101

You Must Talk	102
Self-Concept	103
Receptivity to Feedback	104
Give Feedback	104
Communication Apprehension	105
Quantity of Talk	106
Quality of Talk	106
Perception of Others	107
Coping with Communication Apprehension	108
Guidelines for High Apprehensives	108
Guidelines for Low Apprehensives	109
Social Tensions	111
Primary Tension	111
Secondary Tension	112
Balancing Confidence and Tension	114
<i>Summary Study Guide</i>	115
<i>GroupWork: Sorting the Symptoms</i>	115
<i>Assessment: Personal Report of Communication Apprehension (PRCA)</i>	116

### Chapter 6

#### Listening in Groups 119

Speaking and Listening	120
The Need for Effective Listening	120

Types of Listening	122
Comprehensive Listening	122
Empathic Listening	122
Critical Listening	124
Appreciative Listening	124
Group Roles and Listening	125
Task Roles and Listening	125
Maintenance Roles and Listening	126
Self-Centered Roles and Listening	126
Leadership Functions and Listening	127
Group Listening Skills	127
Use Your Extra Thought Speed	127
Apply the Golden Listening Rule	128
Listening Strategies	128
Taking Notes in Groups	131
Self-Listening in Groups	132
Adapting to Different Listeners	135
Balanced Listening	136
<i>Summary Study Guide</i>	137
<i>GroupWork: Listening Triads</i>	138
<i>Assessment: Group Listening</i>	139

## **Chapter 7    Verbal and Nonverbal Communication in Groups    142**

Two Essential Tools	143
Principles of Language	143
Meanings and People	143
Language and Rules	144
Words and Meaning	145
Language Difficulties	146
Abstract Words	146
Sexist Language	146
Jargon	147
Adapting to Language Differences	147
Language and Gender	148
Language and Culture	148
Importance of Nonverbal Communication	150
Individual Nonverbal Behavior	151
Personal Appearance	151
Facial Expression	151
Vocal Expression	152
Physical Expression	152
The Nonverbal Environment	153
Arrangement of Space	153

Perceptions of Personal Space	155
Perceptions and Use of Time	156
Nonverbal Communication and Culture	157
Creating a Communication Climate	158
Evaluation Versus Description	159
Control Versus Problem Orientation	159
Strategy Versus Spontaneity	159
Neutrality Versus Empathy	160
Superiority Versus Equality	160
Certainty Versus Provisionalism	160
Balancing Language and Nonverbal Behavior	160
<i>Summary Study Guide</i>	161
<i>GroupWork: Context, Context, Context</i>	162
<i>Assessment: Evaluation of Group Climate</i>	163

## **Chapter 8    Conflict and Cohesion in Groups    165**

Conflict in Groups	166
Substantive Conflict: Differences About Ideas	166
Procedural Conflict: Differences About Methods	167
Affective Conflict: Differences About Members	167
Constructive and Destructive Conflict	167
Conflict Styles	168
Avoidance	169
Accommodation	169
Competition	170
Compromise	170
Collaboration	171
Working Toward Collaboration	172
Approaches to Conflict Management	173
The 4Rs Method	173
Managing Anger	174
The A-E-I-O-U Model	174
Negotiation	175
Mediation	176
Arbitration	178
Group Cohesion	178
Enhancing Cohesion	179
Groupthink	180
Adapting to Differences	182
Balancing Conflict and Cohesion	183
<i>Summary Study Guide</i>	183
<i>GroupWork: Win as Much as You Can</i>	185
<i>Assessment: Ross-DeWine Conflict Management Message Styles Instrument</i>	186

**PART 3****ACHIEVING GROUP GOALS 193****Chapter 9 Planning and Conducting Meetings 195**

- Meetings, Meetings, Meetings 196
- To Meet or Not to Meet 196
- What Is a Meeting? 197
- Planning the Meeting 199
  - Why Are We Meeting? 199
  - Who Should Attend the Meeting? 200
  - When Should We Meet? 200
  - Where Should We Meet? 201
  - What Materials Do We Need? 202
- The Chairperson's Responsibilities 202
  - Pre-Meeting Tasks 203
  - Tasks During the Meeting 203
  - Post-Meeting Tasks 204
- Participation in Meetings 205
- Dealing with Difficulties 205
  - Nonparticipant 205
  - Loudmouth 206
  - Interrupter 206
  - Whisperer 206
  - Latecomers and Early Leavers 207
- Adapting to Differences 207
- Evaluating the Meeting 208
- Balanced Meetings 209
- Summary Study Guide* 210
- GroupWork: Meet the People Problems* 211
- Assessment: Post-Meeting Reaction (PMR) Form* 212

**Chapter 10 Decision Making in Groups 214**

- Group Decision Making 215
  - Decision Making and Problem Solving 215
  - Costs and Benefits of Group Decision Making 215
- Decision-Making Methods 217
  - Voting 217
  - Consensus Seeking 218
  - Authority Rule 218
- Understanding the Discussion Question 219
  - Questions of Fact 220
  - Questions of Value 220



Questions of Policy	220
Combining All Three	220
The Need for Procedures	221
Decision-Making and Problem-Solving Procedures	221
The Standard Agenda	222
The Functional Approach	226
Brainstorming	228
Nominal Group Technique	229
PERT	230
Buzz Groups	232
Ideal-Solution Format	232
Match the Tool to the Task	232
Decision-Making Realities	233
Politics	234
Preexisting Preferences	234
Power	234
Balanced Decision Making	235
<i>Summary Study Guide</i>	236
<i>GroupWork: Lost on the Moon</i>	238
<i>Assessment: Decision-Making Competencies</i>	239

## **Chapter 11    Argumentation in Groups    242**

Why Argue?	243
Arguments and Argumentation	243
The Value of Argumentation in Groups	244
Argumentativeness	246
Argumentativeness and Group Decision Making	246
Learning to Be Argumentative	247
The Structure of an Argument	247
Components of the Toulmin Model	247
Applying the Toulmin Model	248
Presenting Your Arguments	249
State the Claim	250
Support the Claim with Evidence	250
Provide Reasons for the Claim	250
Summarize Your Argument	251
Refuting Arguments	251
Listen to the Argument	252
State the Claim You Oppose	252
Overview Your Objections	253
Assess the Evidence	253
Assess the Reasoning	253
Summarize Your Refutation	254