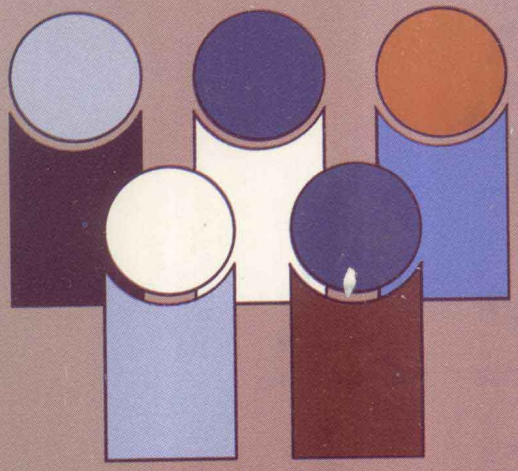
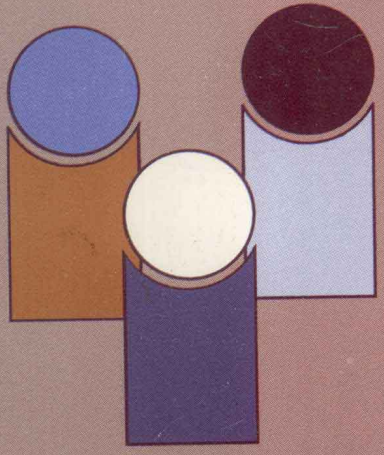
98/223/4
$31.75

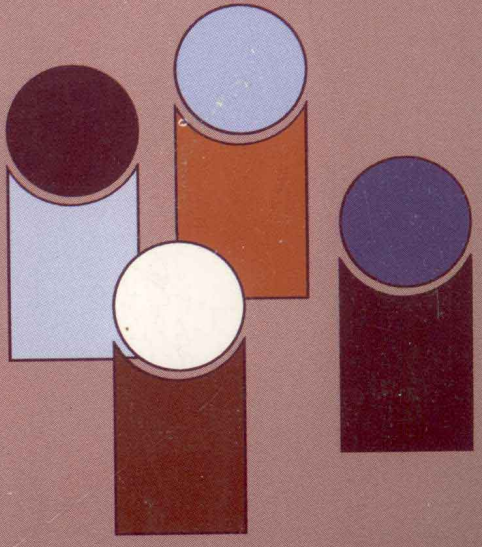


COMMUNICATING IN GROUPS: APPLICATIONS AND SKILLS

SECOND EDITION

GLORIA J. GALANES
JOHN K. BRILHART





COMMUNICATING IN GROUPS: APPLICATIONS AND SKILLS

SECOND EDITION

GLORIA J. GALANES
Southwest Missouri State University

JOHN K. BRILHART
Southwest Missouri State University

WCB Brown & Benchmark
PUBLISHERS
Madison, Wisconsin • Dubuque, Iowa • Indianapolis, Indiana
Melbourne, Australia • Oxford, England

Book Team

Executive Editor *Stan Stoga*
Developmental Editor *Kassi Radomski*
Production Editor *Peggy Selle*
Photo Editor *Karen Hostert*
Permissions Coordinator *Gail I. Wheatley*
Visuals/Design Developmental Consultant *Marilyn A. Phelps*
Visuals/Design Freelance Specialist *Mary L. Christianson*
Publishing Services Specialist *Sherry Padden*
Marketing Manager *Carla J. Aspelmeier*
Advertising Manager *Jodi Rymer*

WCB Brown & Benchmark
A Division of Wm. C. Brown Communications, Inc.

Executive Vice President/General Manager *Thomas E. Doran*
Vice President/Editor in Chief *Edgar J. Laube*
Vice President/Sales and Marketing *Eric Ziegler*
Director of Production *Vickie Putman Caughron*
Director of Custom and Electronic Publishing *Chris Rogers*

Wm. C. Brown Communications, Inc.

President and Chief Executive Officer *G. Franklin Lewis*
Corporate Senior Vice President and Chief Financial Officer *Robert Chesterman*
Corporate Senior Vice President and President of Manufacturing *Roger Meyer*

Cover design and illustration by Julie Anderson.

Opener 1: © Alan Carey/The Image Works; Opener 2: Michael J. Okoniewski/ The Image Works; Opener 3: © Jean-Claude Lejeune; Fig. 4.1, Opener 4: © James Shaffer; Opener 5: © Nita Winter/The Image Works; Opener 6, 7, 8: © James Shaffer; Opener 9: © Steve Takatsuno; Opener 10: © James Shaffer; Opener 11: © Alan Carey/The Image Works; p. 260, Opener 12: © James Shaffer.

Copyright © 1991, 1994 by Wm. C. Brown Communications, Inc.
All rights reserved

A Times Mirror Company

Library of Congress Catalog Card Number: 92–82987

ISBN 0–697–17126–4

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Printed in the United States of America by Wm. C. Brown Communications, Inc., 2460 Kerper Boulevard, Dubuque, IA 52001

10 9 8 7 6 5 4 3

PREFACE

"People can be motivated to be good not by telling them that hell is a place where they will burn, but by telling them it is an unending committee meeting. On judgment day, the Lord will divide people by telling those on His right hand to enter His kingdom and those on His left to break into small groups."

Rev. Robert Kennedy

This quote was given to us by one of our students. It expresses precisely how many people feel about participating in groups. In fact, Gloria's original interest in small groups came about because she found herself frequently asking, "Why do group meetings have to be such torture?" On the other hand, Jack's experience with small groups had been a positive one. Accustomed to making decisions on his own, Jack's initial group experiences showed him that the small group experience can be rewarding and group decisions can be better than individual ones. Eventually, Gloria participated in some "good" groups and Jack participated in some "bad" ones. Both of us have had considerable experience with a wide variety of groups. Our academic study of small groups has been enriched by our participation in these numerous groups. We have *seen* the theories in operation. We have made our own mistakes, but we also have used what we know about groups to improve the process of small group problem solving. We share a philosophy of participatory democracy as an ideal model for organized human society. For both of us, "to lead" is to serve, not to use. "To follow" does not mean subservience to other individuals but cooperative work for the common good.

One of our friends, who recently returned from a camping and white-water rafting trip down the Colorado River, described her group experience as "life-changing." Members of her team learned to rely on each other in a healthy way, to pull their own fair share of the load, and to be responsible to and for the group. Although this book deals primarily with the kinds of problem-solving groups found in business and industry, education, nonprofit organizations, and government, these everyday groups can achieve that same bonding and transcendence as our friend's outdoor group. This process starts with members who are productive and leaders who are effective. The skills and behaviors needed to have an effective group can be learned, and both of us are strong advocates for

education and training in this area. We hope this book will teach you what usually happens when people join to form a small group and to anticipate what can go wrong and why. We hope to take you from theoretical understanding to application of the information. We hope you will use the information we provide to change your own behavior when you are part of a small group, whether you are the leader or a member. That is why we have included numerous principles, suggestions, and guidelines for effective group communication. These guidelines are a type of "operator's manual" for group participants.

The theme that runs through all the chapters of *Communicating in Groups* is that solving problems in groups is too important to be left to chance. Group members must learn to apply critical thinking skills to the vital business of group problem solving. This highly *practical* orientation most clearly differentiates *Communicating in Groups* from our other small group text, *Effective Group Discussion*, which is designed to meet the academic needs of undergraduate students, most of whom are communication majors. Such students are interested not only in practical applications but also in the summaries of research by small group communication scholars. *Communicating in Groups* has the same research *foundation* as *Effective Group Discussion*, but we report the research in much less detail, with more synthesis and distillation of the findings, fewer footnotes, and less evaluation of competing theories. This allows the readers to focus on what is usually most important to them—practical applications of the research.

We think *Communicating in Groups* is an appropriate textbook for freshman-level small group courses in departments of communication. We think it is the most appropriate textbook available for small group courses in community colleges and technical institutes, and for practical small group courses in departments of business, education, engineering, health sciences, political science, psychology, sociology and social sciences, and urban affairs. In addition, we think the book will be a helpful guide to nonstudent practitioners. Whether you belong to a quality control circle at your factory, chair a government or military task force, serve on a school board, or participate in a study group at church, you need to know how to operate effectively as a small group participant/leader.

We have done a number of things in the book to make it useful to a variety of readers. First, each chapter begins with a story that illustrates the main theme in the chapter. Some of the stories will be familiar to you, such as the ill-fated group decision to launch the space shuttle *Challenger* in 1986. These introductory stories come from examples our students have shared with us, from personal experiences, and from materials we have read. Second, numerous actual examples throughout the book illustrate the theoretical points we present and demonstrate that small groups have relevance to *you*. These examples are not meant to limit you but to remind you of your *own* examples and experiences.

Third, the major points of the chapters are summarized in figures provided in the text so they will be easy to understand and retain. We have tried to make our points visually as well as verbally. Finally, we use an informal writing style that comes close to the kind of speech you are likely to hear in many small groups.

此为试读,需要完整PDF请访问: www.ertongbook.com

For example, we have referred to ourselves—Gloria and Jack—throughout the book. We think this illustrates a major point about small group communication, which is that members of groups usually do not call each other "Mr." or "Dr." or "Mrs." Likewise, we think of you, our readers, as individuals with whom we are on a first-name basis and we encourage you to think of us in the same way.

We have arranged the chapters of *Communicating in Groups* so that many chapters build on information presented in earlier ones. However, after Part One you can change the sequence in which you study them without loss of understanding because the order in which instructors prefer to study the topics in small group communication varies widely.

This second edition has been reorganized according to suggestions provided by teachers who have used the text. We have tried to add key information without increasing the length of the book by removing redundant or less useful material. Information about communication theory is presented earlier. Material from the previous chapter on group members has been distributed elsewhere or consolidated with related information. The section about nonverbal communication has been expanded, and material on intercultural communication as it affects small groups has been included. We have also updated the stories that begin each chapter and added important information about how various group techniques have been used successfully by numerous organizations. And we have retained the focus on critical thinking.

Part One provides basic information you need to understand how groups function. Chapter 1 introduces you to some of the basic terms you will encounter throughout the book and shows you how to classify groups according to their major purpose. In chapter 1, you will learn to identify the types of problems for which groups are best suited. Chapter 2 presents general systems theory as a framework for understanding the complexity of group communication. We view the group as an open living system that receives inputs from the environment, transforms them via throughput processes, and produces outputs. We provide specific illustrations of these concepts throughout the rest of the book.

Part Two provides the foundation for understanding communication in groups. Chapter 3, which may present review material for some readers, discusses basic communication theory. You will learn what communication is, what constitutes effective listening and how people interpret what they see and hear. Chapter 4 discusses the specifics of verbal and nonverbal communication. You will also learn how to create messages that are clear and helpful, and how to evaluate nonverbal messages in a group. Chapter 5 discusses critical thinking skills. We see critical thinking as the heart of the group problem-solving process, so we show you how to gather information, evaluate it, and check for errors in reasoning. No matter how committed and conscientious the group, decision making will be flawed if members fail to do this.

Part Three focuses on the group's throughput processes. Chapter 6 explains how a group develops into a team from an initial collection of individuals. Knowing what is natural and appropriate in the development of a group can prevent

you from becoming too impatient with a process that should not be cut short. You will learn how norms develop in a group and what you can do to change ineffective norms, how roles form, and how each group creates its own culture and climate. Chapters 7 and 8 discuss leadership. In chapter 7 we present theoretical principles that serve as the foundation for the practical guidelines and suggestions we supply in chapter 8. Chapter 9 discusses group problem-solving. We show you how to analyze a problem and give you an all-purpose problem-solving model you can adapt to virtually any problem. Chapter 10 explains why group conflicts occur and how they can be managed so that the group benefits instead of suffers. Without some conflict, it is possible that the group has fallen into *groupthink,* a state that prevents a group from using critical thinking skills. We explain how to help prevent this.

In Part Four we discuss special techniques that you can use for a variety of purposes. Chapter 11 focuses on group techniques that are useful to small groups in larger organizations. We provide detailed guidelines for employing such procedures as brainstorming, the problem census, the nominal group technique, quality circles, and PERT. These procedures can be modified to fit hundreds of different organizational needs. Chapter 12 gives you a number of tools you can use to observe problem-solving groups, help them diagnose problems, and provide suggestions for solving those problems. We explain in detail such techniques as verbal interaction analysis, content analysis procedures, SYMLOG, postmeeting reaction forms, and rating scales.

Additionally, we have provided numerous pedagogical aids to help readers get maximum benefit from their study. There is a detailed outline at the beginning of each chapter, a list of key terms and concepts, and several questions to guide and focus your reading. Each chapter concludes with a summary of the major points, a list of review questions, and references to guide further study.

Also, we have augmented the pedagogical aids for instructors who use the text. We have expanded the *Instructor's Manual* by updating and adding to the suggested exercises and learning activities for each of the chapters. In addition, we have added a new section about using the videotape ancillaries available for this text, along with other video materials. We ourselves are quite excited about this aspect of the *Instructor's Manual.* We have been using video case studies in our classes for several semesters and have been pleased with the way students have responded. We think teachers who are looking for updated and vivid ways of teaching small group concepts will particularly appreciate this section.

We have designed this book to be of practical use to you. The suggestions and information we have provided are backed by scholarly research, but we have chosen to emphasize the practical application, not the academic research. We hope the reading of this book will give you all the tools you need to become a more productive group member and an effective leader when you next have the opportunity.

Acknowledgments

We wish to thank the reviewers, all of whom did a conscientious job of reading the manuscript and providing helpful suggestions. We have incorporated many of the suggestions in this second edition:

Dale Basler
Western New Mexico University

Madeline Keaveney
California State University-Chico

Robert E. Nofsinger
Washington State University

Nancy L. Ruda
Columbus State Community College

Brant Short
Idaho State University

CONTENTS

PREFACE xi

PART ONE

Orientation to Small Group Systems

CHAPTER ONE

Small Groups as the Heart of Society 2

Groups in Your Life 6

Groups as Problem Solvers 6

Participating in Groups 7

Groups versus Individuals as Problem Solvers 8

When a Group Is a Good Choice 9

When a Group Is Not a Good Choice 10

Groups, Small Groups, and Small Group Theory 11

Group 11

Small Group 12

Group Dynamics 13

Communication 13

Small Group Communication 14

Classifying Groups by Their Major Purpose 14

Primary or Secondary Groups 14

Primary Groups 15

Secondary Groups 15

Types of Secondary Groups 16

Learning Groups 16

Organizational Groups 16

The Participant-Observer Perspective 19

Summary 20

Review Questions 21

Bibliography 21

References 21

CHAPTER TWO

Groups as Structured Open Systems 24

Overview of General Systems Theory 26

The Small Group as a System 27

Definition of a System 28

Concepts Vital to Understanding Systems 28

Inputs 28

Throughput Processes 31

Outputs 32

Environment 33

Characteristics of Systems 33

Open and Closed Systems 33

Interdependence 35

Feedback 36

Multiple Causes, Multiple Paths 36

Life Cycles in the System 37

Organizations as Systems of Groups 38

Summary 40
Review Questions 41
Bibliography 42
Reference 42

PART TWO

Foundations of Small Group Communicating

CHAPTER THREE

Interpersonal Communication Principles for Group Members 44

Communication: What's That? 47
Myths about Communicating 51
Listening: Receiving, Interpreting, and Responding to Messages from Other Group Members 52
Listening Defined 53
The Effects of Culture on the Communication Process 54
Habits of Poor Listeners 58
Listening Actively 61
Focused Listening 63
Summary 64
Review Questions 65
Bibliography 65
References 66

CHAPTER FOUR

Verbal and Nonverbal Messages 68

Creating Messages in a Small Group 70
Levels of Meaning 71
Using Language to Help the Group Progress 71
Follow the Rules 72
Adjust to the Symbolic Nature of Language 73
Use Emotive Words Cautiously 75
Organize Remarks 77
Make Sure the Discussion Question is Clear and Appropriate 80
Nonverbal Signals in Small Group Communication 84
Principles of Nonverbal Communication 84
Functions of Nonverbal Signals 86
Categories of Nonverbal Signals 87
Appearance 87
Space and Seating 88
Facial Expressions and Eye Contact 89
Movements 90
Voice 90
Timing 91
Summary 92
Review Questions 93
Bibliography 93
References 93

CHAPTER FIVE

Critical Thinking in the Small Group 94

What Makes Thinking "Critical"? 96
Attitudes 98
Gathering Information 100
Assessing Information Needs 101
Collecting Needed Resources 102
Evaluating Information 103
Determining the Meaning of What Is Being Said 104
Distinguishing Fact from Opinion and Inference 106
Identifying and Clarifying Ambiguous Terms 106
Evaluating Opinions by Determining the Credibility of the Source 107
Assessing the Accuracy and Worth of the Information 108

Checking for Errors in Reasoning 110
Overgeneralizing 110
Attacking a Person Instead of the Argument 111
Confusing Causal Relationships 112
Either-Or Thinking 112
Incomplete Comparisons 113
Asking Probing Questions 114

Behaviors Counterproductive to Critical Thinking 115
Impulsiveness 116
Overdependence on Authority Figures 116
Lack of Confidence 116
Dogmatic, Inflexible Behavior 117
Unwillingness to Make the Effort to Think Critically 118

Summary 118
Review Questions 119
Bibliography 119
References 120

PART THREE

Understanding and Improving Group Throughput Processes

CHAPTER SIX

Becoming a Group 122

Primary, Secondary, and Tertiary Tensions 124
Managing Tensions 126

Phases in the Development of a Group 128
Rules and Norms 129
Development of Group Norms 130
Enforcement of Group Norms 132
Dealing with Deviants 133
Changing a Group Norm 135

Group Roles 136
Types of Roles 136
Role Functions in a Small Group 137
Individual Roles and the Hidden Agenda 139
The Emergence of Roles in a Group 140

Development of the Group's Culture 141
Fantasy Themes 142
Group Climate 144
Trust 144
Cohesiveness 145
Supportiveness 146

Summary 147
Review Questions 148
Bibliography 149
References 149

CHAPTER SEVEN

Perspectives on Leading Small Groups 152

Leadership and Leaders 155
Leadership 155
Sources of Power in the Small Group 156
Leaders 158
Designated Leader 158
Emergent Leader 161

Myths about Leadership 162
Current Ideas about Leadership 166
The Functional Concept of Group Leadership 166
Leader as Completer 167
The Contingency Concept of Group Leadership 168
Leadership Adaptability as the Key to Effectiveness 170

Summary 172
Review Questions 173
Bibliography 174
References 174

CHAPTER EIGHT

Applying Leadership Principles 176

此为试读,需要完整PDF请访问: www.ertongbook.com

What Groups Expect Leaders to Do 178
Administrative Duties 179
Planning for Meetings 179
Following Up on Meetings 181
Leading Group Discussions 181
Initiating Discussions 183
Structuring Discussions 183
Equalizing Opportunity to Participate 185
Stimulating Creative Thinking 187
Stimulating Critical Thinking 187
Fostering Meeting-to-Meeting Improvement 188
Developing the Group 189
Establishing a Climate of Trust 189
Developing Teamwork and Promoting Cooperation 190
Managing the Group's Written Communication 191
Personal Notes 192
Group Records 193
Written Notices and Visuals 195
Reports and Resolutions 195
Group-Centered Democratic Leadership: A Special Case 197
Summary 201
Review Questions 201
Bibliography 201
References 202

CHAPTER NINE

Procedures for a Problem-Solving Group 204

Scientific Method as the Basis for Problem Solving 208
Characteristics of Problems 209
Definition of *Problem* 209
Problem Solving versus Decision Making 210
Problem Characteristics 210
Task Difficulty 211
Solution Multiplicity 211
Intrinsic Interest 211
Member Familiarity 211
Acceptance Level 211
Area of Freedom 212
The General Procedural Model for Problem Solving 213
1. Describing and Analyzing the Problem 214
2. Generating and Explaining Possible Solutions 216
3. Evaluating Possible Solutions 217
Criteria for Evaluating Solutions 217
Narrowing a Long List of Proposed Solutions 218
Charting the Pros and Cons 219
4. Deciding on a Solution 219
Different Ways to Make Decisions in Groups 220
5. Planning How to Implement the Solution 221

Applications of the General Procedural Model for Problem Solving 223
Summary 223
Review Questions 226
Bibliography 226
References 226

CHAPTER TEN

Managing Conflicts Productively 228

What Is Conflict? 231
Myths about Conflict 231
Groupthink 234
Symptoms of Groupthink 235
Preventing Groupthink 237
Managing Conflict in the Group 240
Conflict Management Styles 240
Avoidance 240
Accommodation 241
Competition 242
Collaboration 243
Compromise 243
Expressing Disagreement 245
Steps in Principled Negotiation 247
Breaking a Deadlock 249
Mediation by the Leader 249
Third Party Arbitration 252

Summary 252
Review Questions 253
Bibliography 254
References 254

PART FOUR

Special Techniques for Small Groups

CHAPTER ELEVEN

Group Techniques in Organizations 256

Generating Information and Ideas 259
Brainstorming 259
Focus Groups 262
Buzz Groups 263

Identifying Problems 265
Problem Census 265
RISK Technique 267

Solving Problems and Making Decisions Effectively 268
Nominal Group Technique 269

Implementing Group Solutions 272
PERT 272

Improving Organizational Effectiveness 273
Quality Circles 273
Self-Managed Work Teams 276

When Members Cannot Meet Face-to-Face 277
Delphi Technique 277
Teleconferencing 279

Summary 280
Review Questions 281
Bibliography 281
References 282

CHAPTER TWELVE

Techniques for Observing Problem-Solving Groups 284

The Role of the Observer 287

Observation Instruments and Techniques 290
Verbal Interaction Analysis 290
Content Analysis Procedures 290
SYMLOG 292
Member/Observer Rating Scales 296
Rating Scales for General Evaluation 298
Postmeeting Reaction Forms 298
Evaluating Individual Participants 301
Evaluating Group Leadership 301

Summary 308
Review Questions 308
References 309

INDEX 311

PART ONE

Orientation to Small Group Systems

Part One introduces you to the study of small groups. In chapter 1 we define many of the terms you will need in your study of small groups. We discuss the types of small groups you are likely to experience and we explain the participant-observer perspective used throughout the book. Chapter 2 presents you with a framework, general systems theory, to help organize the many concepts important to understanding how groups function.

CHAPTER ONE

Small Groups as the Heart of Society

CHAPTER OUTLINE

Groups in Your Life
Groups as Problem Solvers
Participating in Groups

Groups versus Individuals as Problem Solvers
When a Group Is a Good Choice
When a Group Is Not a Good Choice

Groups, Small Groups, and Small Group Theory
Group
Small Group
Group Dynamics
Communication
Small Group Communication

Classifying Groups by Their Major Purpose
Primary or Secondary Groups
- *Primary Groups*
- *Secondary Groups*

Types of Secondary Groups
- *Learning Groups*
- *Organizational Groups*
  - *Committees*
  - *Quality Control Circles*
  - *Self-Managed Work Teams*

The Participant-Observer Perspective

KEY TERMS AND CONCEPTS

Committee
Communication
Group
Group Dynamics
Learning Groups
Organizational Groups
Participant-Observer (Perspective)
Primary Groups
Quality Control Circle
Secondary Groups
Self-Managed Work Team
Small Group
Small Group Communication
Work Team

STUDY QUESTIONS

1. Why is it important for everyone to have a working knowledge of how problem-solving groups develop and function?
2. How do small groups compare with individuals as solvers of various types of problems?
3. Why do groups produce superior solutions when they function at their best?
4. How are the terms *group, small group, group dynamics,* and *small group communication* used in *Communicating in Groups?*
5. How do the basic purposes of primary and secondary groups differ?

Things looked grim for General Motors in the 1980s.[1] Not only had GM's share of the U.S. car market dropped from 46 percent to 32 percent, but in 1989 the automaker's North American operations barely broke even. Competition from Japanese cars had really hurt. Furthermore, several embarrassing fiascos involving poorly designed, defective and underpowered cars, and an unflattering quasi-documentary (*Roger & Me*) about GM chairman Roger Smith, had nearly destroyed GM's image with the public. The company needed to do something drastic to improve its performance and regain public trust.

GM executives decided to place their hopes on the Saturn, a small car designed to compete directly against Japanese imports. But GM couldn't afford to make the kinds of mistakes with the Saturn that had been made with its other cars, so executives decided to use a revolutionary (for GM) design and manufacturing procedure for the Saturn: the company would use teamwork at all stages of the manufacturing process. In addition to using the best of available technology and manufacturing/operations systems, the Saturn division was established as the mutual responsibility of labor and management to run as they jointly saw fit.

A team of 99 people, including representatives from the United Auto Workers and GM, traveled the world to find the best processes and procedures for use in the new Saturn company. This team designed the new company. One of the most significant decisions was to organize the Saturn Corporation as a set of interdependent small groups—work teams—with authority to control their work procedures. Saturn employees receive an annual salary rather than an hourly wage, but a part of the salary is contingent on the success and profitability of the company.

The company is run by 165 work teams, averaging ten members each, which decide how to run their own areas. The teams have the authority to screen applications, interview applicants, and hire new members for the team. They also determine their own budgets, choose suppliers, and even selected the advertising agency handling Saturn—all team decisions are made by consensus. Team members must be committed to decisions that affect them before the decisions are implemented. The teams have the responsibility for ensuring that the quality of the automobiles produced will stand up to Japanese competition, and they also have the authority they need to carry out their work.

The company represents participatory democracy at its finest. At Saturn, everyone believes that workers know best how their jobs can be done most effectively. Even design decisions are made collaboratively. The Saturn car was developed using simultaneous engineering, where teams of marketers, engineers, suppliers, production workers, accountants, and salespeople contributed their expertise to the design. To make all this collaboration work, GM invests considerable time and money training employees. New workers receive five days of training on how to work in teams and build consensus. This is followed by anywhere from 100 to 750 hours of training in all aspects of the business, including conflict resolution and finance. The Saturn labor agreement calls for workers to spend 12 or 13 days each year in class.

此为试读,需要完整PDF请访问: www.ertongbook.com