

Objectives:

1. *Define and explain different types of groups.*
2. *Describe the interactive patterns within groups.*

I. What Are Groups?

- A. A _____ is a collection of people who interact, share common goals, and influence how members think and act.
- B. In general, the features that distinguish a group from a _____ (a non-group) are interdependence, shared goals, and communication.
- C. People who _____ but do not _____ are not considered a group but rather a social aggregate.
- D. _____ is the key factor in forming a group; several people who interact form a group.
- E. To be classified as a group, a collection of people must demonstrate _____. Interdependence occurs when any action by one member will affect or influence the other members.
- F. In small groups, members usually have a _____ influence on one another: one member _____ directly with another. Examples: teacher communicating with students or a band director leading a band.
- G. In larger groups, the influence may be _____. Example: the president leads all Americans even though direct communication may not be possible.
- H. _____ is crucial to the functions of a group.

-In some cases, the communication is directed outward, or external, as a declaration of group membership. (Example: clothing or uniform)

-In other instances, the communication is internal, intended primarily for group members to announce group activities.

Direct communication aids members' feelings of _____.

- I. Group members become interdependent because they share _____ . Groups are usually created to perform _____ or to organize _____ that no individual could handle alone.

Purposes of Groups:

_____ - activities directed toward getting a task done

_____ - interactions intended to meet the emotional needs of the group members (example: parties, walking partners, etc.)

- J. In most groups, task and social functions are _____ naturally and cannot be _____ easily, although one dominates in any given group.

II. How Groups Are Held Together

- A. The factors that work to hold groups together—that increase the group’s _____ - include:

-the _____ and _____ they share

-their _____ to them including _____ and participation

- B. _____ rules that govern the behavior and attitudes of group members are called _____. They include rules—shared beliefs about the correct way to behave and what to believe.

These rules may be more like tendencies or _____. Group members are _____ to act in accordance with group norms and are _____ in some way if they do not.

If the norm is very important to the group, a member who violates it may endure a more severe social reaction or may be _____ from the group.

- C. For a group to be cohesive, members must share the same values. In some cases, people are drawn together because they discover they have common ideas, attitudes, and goals—that is, a common _____.

- D. Another factor that creates cohesiveness is _____. One factor that increases individual commitment is the requirement of _____.

For Example: If a person is willing to pay money, endure hardship, or undergo humiliation to join a group, he or she is likely to continue with it.

III. Types of Groups

- A. Groups can be _____ by **in-groups** and **out-groups** and **primary groups** and **secondary groups**.
- B. When a group's members identify with their group, they are referred to as the _____.
- C. The _____ includes everyone who is not a member of the in-group.
- D. A _____ is a group of people who interact daily face-to-face.
- E. A _____ is a larger group of people with whom you might have more impersonal relationships.

IV. Social Facilitation vs. Social Inhibition

- A. _____ (also called the audience effect) refers to the tendency to perform better in the presence of a group. At times, however, you may perform poorly in front of crowds. This is an example of _____.
- B. Social facilitation and social inhibition may occur because the presence of a _____ increases one's _____ or arousal.
- C. Psychologist Robert Zajonc (1965) noticed that social facilitation seemed to occur when participants performed _____ or _____ tasks.
- D. Social inhibition occurred when participants performed more complex tasks or tasks that involved _____ factors to the participants.
- E. The effect of a crowd on your _____ may also be a reflection of your concern about being _____.

V. Interactions Within Groups

- A. Providing an individual with _____ and a sense of _____ is only one aspect of the group's meaning to an individual.
- B. The particular _____ he or she plays in the group's activities is also important. Each person has unique _____ and _____ that allow group tasks to be completed.
- C. The study of the roles various members play in the group and how these roles are interrelated is the study of _____.

D. There are many aspects to group structure, including:

1. the personal _____ between individual members, such as liking relationships and trusting relationships
2. the _____ of each member on a particular dimension, such as power, popularity, status, or amount of resources
3. the _____ various members play

E. A _____ is behavior expected of an individual because of his or her membership in a particular group. Each of us has _____ that shift as we merge with different groups.

F. Occasionally, we may find ourselves in _____, such as if you switch schools and your old school plays your new school in football.

VI. Decision Making

- A. Most groups must make _____. Group polarization and groupthink are two processes of group decision making.
- B. According to _____ the majority's point of view is reinforced through group discussion. This discussion typically pushes the majority to a more extreme view than they held before the discussion.
- C. When groups emphasize sticking together and fail to adequately appraise alternative courses of action, they are guilty of _____.
- D. Group members may refrain from _____ one another, and they may not discuss opposing viewpoints or critically _____ the situation.

VII. Ways to Improve Group Decision Making

- A. Leaders should avoid strongly advocating their own _____ and, instead, encourage group _____.
- B. During discussion, group members should hear all _____ and challenge one another's views.
- C. Also, group members should focus on the _____—the issue to be discussed or the problem to be resolved.
- D. Group members should not focus on group _____ when making decisions.
- E. They should focus on keeping the lines of _____ open and gathering enough information to make an _____ decision.

VIII. Communication Patterns

- A. When studying groups, social psychologists use a technique called the _____ to analyze group structure. Sociograms can help psychologists _____ how that individual is likely to communicate with other group members.
- B. Another way to discover the structure of a group is to examine the _____ patterns in the group—who says what to whom and how often.
- C. A _____ organization seems more useful for _____ - _____ groups, whereas a _____ network is more useful in _____ oriented groups.

IX. Leadership

- A. All groups have _____. (Examples: businesses, organizations, workers, etc.)
- B. A leader embodies the _____ and _____ of the group and represents the group to _____.
- C. Within the group, a leader initiates _____, gives _____, makes _____, and settles _____.
- D. Most of us think of leadership as a _____.
- E. One psychologist (Stogdill, 1974) identified leadership as being an aspect of personality—the ability to get people to _____.
- F. Other researchers (Blake & Mouton, 1985) argue that leaders are concerned to some degree with both _____ (that is, the task) and the _____ of the people.
- G. Another way to think of leadership is as the _____ of the _____ of the group being led (Berry & Houston, 1993). In this way, leadership is simply the center or focus of group action, an instrument for achieving the group's goal or a result of group interaction (Stogdill, 1974).

X. Leadership Styles

- A. Different _____ call for different kinds of leaders.
- B. One kind of leadership is called _____. This leadership produces large-scale organizational change by changing the goals of group members and deepening their commitment.
- C. Transformational leaders are _____, they provide individualized attention to group members, and they are able to _____ and intellectually _____ group members.
- D. The three leadership styles are authoritarian, laissez-faire, and democratic.
1. An _____ leader makes all the decisions and assigns tasks to group members.
 2. A _____ leader is only minimally involved in a group's decision making.
 3. A _____ leader encourages group members to come to decisions through consensus.