

Instructor's Manual and Test Bank

for

Beebe/Masterson

Communicating in Small Groups: Principles and Practices

Eleventh Edition

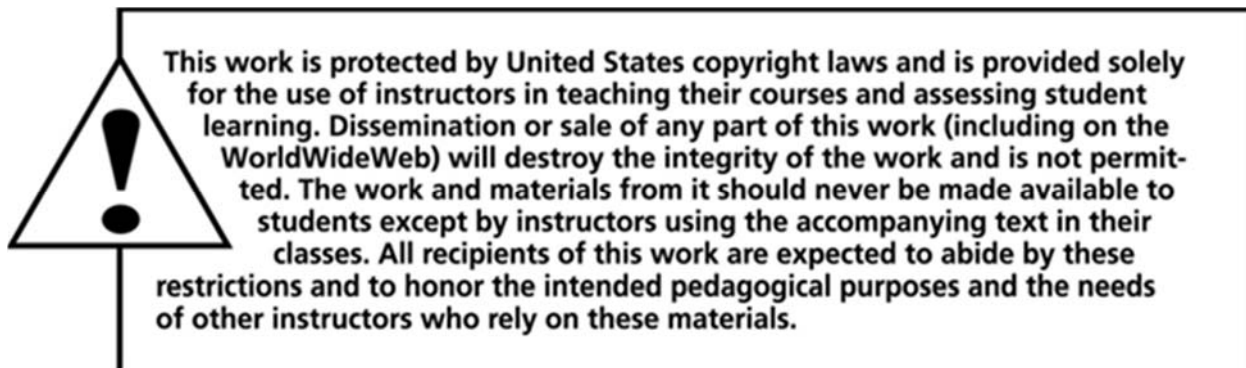
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INTRODUCTION

About the Book

Teaching small group communication can be an exciting, rewarding, and challenging experience for both the professor and the students. So much of the college classroom is filled with theory; students memorize and spew back what professors and researchers in the field deem absolutely imperative to the communication scholar's education. On the contrary, this is a course, which lends itself to hands-on activities that make theories come alive.

Communicating in Small Groups involves the student in the learning experience through activation. This is not a passive, note taking, lecture-filled course. Through experiential exercises, students reach the "ah-ha" stage we so desperately seek for them in every course. Understanding, not memorizing, is the authors' goal and having fun while doing so is an added advantage.

This course is a great deal of work for the students. From forming to storming to norming to performing and to adjourning (Tuckman, 1965), each stage is difficult, yet vibrant. They begin with the seed, the definition of small group, and germinate throughout the semester from groups to teams, to eventually becoming successful participants in an experience that launches a complete comprehension of what it means to meet the challenge of working in a small group.

This accompanying Instructor's Manual will assist the educators in preparing a course that will be as memorable to them each semester as it is to the students who participate in it. It is the type of course that will help them get and keep jobs. As corporations downsize and structures flatten, work teams become inevitable.

Working in teams and knowing how to organize and meet effectively translate into transformational leadership. What better way to send our students off to work than with the power of cooperative communication skills. *Communicating in Small Groups* takes the students on a journey into the small group concepts wherein they experience their complexity. The authors have included theories from the 1960s to present day, all the while incorporating the influence of technology. Each chapter explores the impact of computer-mediated groups through social media, teleconferencing, and electronic mail on the concepts of small group.

This course will challenge students to examine themselves. They will think about the groups to which they belong, determine why they are in each of these groups, and examine what needs or wants are being met. They will consider the roles that they play in each group. They will examine their own communication styles and the effects these have on small groups. In addition to verbal dynamics, they will consider their listening skills and the power of nonverbal communication in the group setting. They will come to understand the concept of group cohesiveness and the role they play in creating an open climate. Throughout the text, the effect of varied cultures on the group is examined. It addresses the critical issues that might arise in a group with diverse cultures. Most notably, the students will come to understand the nature of conflict. At this point in the course, the book becomes a resource for the students, helping them realize the various strategies available for problem solving and decision making. The topics in each chapter are not merely subjects to be studied and written about; they are invaluable tools necessary to the very practical experience of working in a small group structure, enhancing their knowledge of the concepts and theories of small group through the reality of hands-on experience.

About the Ancillary Package

This manual acts as a tour guide, as the professor and students embark upon studying small group communication throughout the chapters of *Communicating in Small Groups* by providing an exciting approach to teaching the course and facilitating student comprehension of the material through chapter summaries, objectives, outlines, discussion questions, and experiential exercises and a fully reviewed test bank. Also included in this ancillary package is a PowerPoint™ Presentation package available for download at www.pearsonhighered.com/irc (access code required).

SAMPLE COURSE SYLLABUS

<<SCHOOL/DEPARTMENT INFORMATION>>

COURSE NUMBER:
COURSE TITLE: SMALL GROUP COMMUNICATION
COURSE SECTION:
TERM:
INSTRUCTOR:
OFFICE: TELEPHONE:
E-MAIL:
OFFICE HOURS:
COURSE WEB SITE

SYLLABUS

COURSE DESCRIPTION: Techniques of discussion applied to goal oriented small group situations. Consideration is given to research methods, leadership, and conflict resolution. Theory applied to active classroom participation.

COURSE OBJECTIVES

- To explore the functions of communication in small group settings.
- To examine theory and research in small group/ team communication as it relates to the enhancement of communication skills.
- To demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- To think critically, creatively and independently.
- To provide the opportunity to examine one's own participation in groups and teams and to experiment and improve upon those behaviors.
- To provide observational and evaluative skills in small group behavior.

MAJOR ASSIGNMENTS

ALL WRITTEN WORK SUBMITTED MUST BE TYPED AND TIMELY!

GROUP PROJECT: This is your semester project. You may handle it as creatively as possible. You must produce a 30 minute presentation for the class on the day assigned to your group. You may generate a video, a slide presentation, a play, a symposium, a television game or reality show, etc. Whatever format and topic you choose, it should be a cohesive group decision in which everyone participates. The topic must be an innovative presentation of a concept, theory or

practice of small group communication. This is a group grade; every member must function positively and equally for the final project. 25 points

TEAM PROGRESS REPORT: Written and oral progress report will be due according to the date indicated in the class schedule. This portfolio should include an analysis of your goals and objectives, a time line to accomplish these goals, specific activities performed to achieve these goals, resources needed for project, time required, person(s) responsible for each task, group minutes, and agendas. **A bulleted list will be provided.** This is a group project and will be presented to the class. If a group member does not fulfill his/her responsibilities or is absent on the presentation day, his/her grade will be reduced by 10% from the group grade. 10 points

QUIZZES: Students will take four (4) quizzes throughout the semester on the following chapters 3, 5, 8, and 12. These are indicated on the class schedule. **There will be no make-up quizzes.** 10 points

TEAM ASSESSMENT INSTRUMENT: As a group, make a list of the elements that should create a good team experience. Then create an assessment instrument that you can use to evaluate your group experience. This questionnaire includes a short answer quantitative Likert scale and a qualitative questionnaire that analyzes each member's group experience. When your work is complete, use your instrument to individually assess your team experience. Submit this in a group packet along with the minutes and agendas from each of your meetings subsequent and in addition to those submitted in the progress report from the planning to the production stages. The assessments are done individually while the minutes and agendas are submitted as a group and initialed by each member. 10 points

CHAPTER EXAMINATIONS: There will be three chapter examinations which are a combination of multiple choice and true-false questions. They will cover Chapters 1-4; 5-8; 9-12. (15 points each)

REQUIRED MATERIALS:

TEXT: Beebe, S & Masterson, J. (2014) *COMMUNICATING IN SMALL GROUPS*
ELEVENTH EDITION New York: Allyn & Bacon.

COURSE WEB SITE: The Blackboard web site www.courses.miami.edu provides students with many alternatives for communication. There is a virtual chat room available for groups to meet. There is a discussion thread wherein students may ask questions or initiate ideas. In addition, the lecture power points will be made available under the "Course documents" label. E-mail for individual class members is posted in the class roster.

CLASS ATTENDANCE:

ATTENDANCE IS MANDATORY! This course and one's grade rely upon class room

participation. Lectures will provide theoretical information which will appear on the three examinations and classroom exercises are designed to build team identity and unity. **There will be no makeup quizzes.** If one is absent on a quiz day, s/he will earn a 0 on that quiz.

ATTENDANCE ON TEAM PROGRESS REPORT AND GROUP PRESENTATION DAY IS CRITICAL. As this occurs at the end of the semester, there is no time to make up the grade. If one is absent on that day for any reason, his/her grade will be reduced by one full letter grade from that of the entire group.

NO ABSENCES ON QUIZ OR TEST DAYS AND NO LATE ASSIGNMENTS WILL BE ACCEPTED. If you read the syllabus carefully, you can plan for the entire semester. Every student is entitled to one excused absence. After that, **each absence will result in two points subtracted from one's final grade.** Obtain telephone numbers of the members of your group so that if you are absent or late, you can procure notes and announcements. Slight variations may occur in the syllabus due to unforeseen circumstances, in which case, the instructor will make the necessary changes.

GRADING/EVALUATION: Grades for the course will be based on the following:

ASSIGNMENTS	PERCENTAGE
Group project	25
Progress report	10
4 quizzes	10
Team assessment instrument	10
3 Chapter examinations (15 points each)	45
	Total 100

GRADING SCALE

A	100-95	A-	94-90			SUPERIOR
B+	89-88	B	87-85	B-	84-80	VERY GOOD
C+	79-78	C	77-75	C-	74-70	AVERAGE
D+	69-68	D	67-65			POOR
F	64-0					FAILURE

TENTATIVE CLASS SCHEDULE
COS 316 FALL 2014

PROFESSOR VALERIE MANNO GIROUX
305 284-2424

CLASS MEETINGS

Day 1 ORIENTATION/ SYLLABUS/ SCHEDULE/
 INTRODUCTIONS/ HIGH POINTS
 Discuss Chapter 1.

Assignment: Read Chapter 1: Introducing Groups: Principles and Practices
 Chapter 2: Understanding Small Group Theory.

LABOR DAY

Day 2 Discuss Chapter 2.
 Groups design a theoretical model and present to class.
Assignment: Read Chapter 3: Facilitating Group Development
 Chapter 4: Preparing to Collaborate
 Complete ANIMODES and Roles and Conflict questionnaires

Day 3 Discuss Chapter 3.
 QUIZ CHAPTER 3.
 Complete FIRO-B and discuss results.
 Discuss Chapter 4 and meeting management techniques.
 Discuss ANIMODES and Roles and Conflict results

Day 4 Groups established based on FIRO, ANIMODES, Roles and
 Conflict questionnaires.
 Discuss Meeting agendas/minutes Appendix A.
 Ice breaker exercise
 Meet in groups
 Review for Examination Chapters 1-4 in groups.

Day 5 **EXAMINATION #1 CHAPTERS 1-4.**
 Groups meet to discuss and plan team assessment instrument &
 design group name & logo.
Assignment: Read Chapter 5 Relating to Others in Groups
 Chapter 6 Improving Group Climate

Day 6 **QUIZ CHAPTER 5**
 Discuss Chapters 5 Relating to Others & 6 Improving Group
 Climate
Assignment: Read Chapter 7 Enhancing Communication
 Skills and Chapter 8 Managing Conflict

Day 7 **QUIZ CHAPTER 8**
 Discuss Chapters 7 & 8
 Mediation exercise

Review for Examination #2

Assignment: Read Chapter 10: Problem Solving Strategies

- Day 8 **EXAMINATION #2 CHAPTERS 5-8**
Class time to discuss preparation of
PROGRESS REPORT.
Assignment: Prepare **PROGRESS REPORT**
Read Chapter 9 Leadership
Chapter 10 Decision Making and Problem-Solving
- Day 9 **PROGRESS REPORT** to be presented by each group orally and in
writing
Discuss Chapters 9 Leading Groups & 10 Decision Making and
Problem Solving
Assignment: Read Chapter 11 Making Decisions and Solving
Problems
Chapter 12 Enhancing Creativity in
Groups and Teams
- Day 10 **QUIZ CHAPTER 12**
Discuss Chapters 11 Using Problem-Solving & 12 Creativity
Return Progress Reports
- Day 11 **EXAMINATION # 3 CHAPTERS 9-12**
Work in groups after exam
- Day 12 **PRESENTATION OF PROJECT GROUPS 1 & 2.**
Team assessments and minutes from
GROUPS 1 & 2 due.
Discuss/evaluate group presentation.
View from the stands/View from the goals.
- THANKSGIVING BREAK**
- Day 13 **PRESENTATION OF PROJECT GROUPS 3 & 4.**
Team assessments and minutes from
GROUPS 3 & 4 due.
Discuss/evaluate group presentation.
View from the stands/View from the goals.
- Day 14 **PRESENTATION OF PROJECT GROUP 5**
Team assessments and minutes from
GROUP 5 due.
Discuss/evaluate group presentation.
View from the stands/View from the goals.
- Day 15 Discuss Highlights of group experiences
Return Presentation Portfolios and discuss projects

Chapter One: Introducing Group Principles and Practices

Chapter Summary

Chapter 1 provides an introduction to communication in small groups and teams. After defining **small group communication**, this chapter then explores the meaning of **human communication**. The importance of teams and the characteristics of an effective team and team members are discussed; strategies to enhance team effectiveness are also addressed.

The chapter outlines several advantages and disadvantages of working in small groups and teams. The students should identify the problems they may have encountered in the group to which they belong. On the other hand, they should also discuss the benefits. This discussion gives students a realistic assessment of small group work—the virtues of small groups and teams as well as some of the pitfalls. The chapter includes a section on differences in varying cultures' approach to group work, comparing collectivistic and individualistic assumptions. It continues with a discussion of primary and secondary groups and introduces the concept of collaboration in groups and teams.

Virtual small group communication gives rise to discussion about having meetings that are electronically mediated as opposed to face to face. The competencies of members of small groups and teams are also listed and discussed as well as a brief view of problem-solving criteria. You may want to note to students that a small group communication course is designed to build their small group communicator motivation, knowledge, skills, and, thus, competence.

Chapter Objectives

After studying this chapter, the students will be able to:

- Define small group communication.
- Discuss characteristics of a team.
- List and describe the advantages and disadvantages of working with others in groups and teams.
- Compare and contrast primary and secondary groups.
- Describe five virtual communication methods.
- Identify nine group communication competencies.

Chapter Outline

I. What is **Small Group Communication**?

A. **Communication**

B. **Human Communication**

1. Making sense
2. Sharing sense
3. Creating meaning
4. Verbal and nonverbal messages

C. Human communication is **transactional**

D. Human communication can be mediated through different channels

1. Face to face
 2. **Mediated settings:** phone, fiber optic, and wireless signal
 - E. Human communication: essential for effective group outcomes
 - F. A small group of people
 - G. Meeting with a common purpose
 - H. Feeling a sense of belonging
 - I. Exerting influence
- II. What is Team Communication?
- A. Highly effective teams usually have at least four attributes that give the term *team* distinct meaning
 1. Clear, well-defined team goal
 2. Clearly defined responsibilities for members
 3. The rules for and expectations about how the team operates are spelled out
 4. Have a developed a clear way of coordinating their efforts
 - B. Characteristics of an effective team
 1. Clear, elevating goal
 2. Results-driven structure
 3. Competent members
 4. Unified commitment
 5. Collaborative climate
 6. Standards or excellence
 7. External support and recognition
 8. Principled leadership
 - C. Characteristics of effective team members
 1. Experience
 2. problem-solving ability
 3. Openness
 4. Supportiveness
 5. Action oriented
 6. Positive personal style
 7. Positive overall team perceptions
 8. Team learning and adapting
- III. Communicating Collaboratively: Advantages and Disadvantages
- A. Advantages of working in groups and teams
 1. More information than individuals
 2. Stimulates creativity
 3. Remember what you discuss
 4. More satisfied with decision
 5. Better understanding of yourself
 - B. Disadvantages of working in small groups and teams
 1. Pressure to conform to majority opinion
 2. Individual may dominate discussion
 3. Members rely on others to get job done
 4. Takes more time
 - C. When not to collaborate
 1. group/team has limited time

2. Expert has the answer
 3. Information is readily available
 4. Unmanageable conflict and contention present
- D. Me vs. We
1. A focus on individual concerns (me) can be a major challenge to collaborating with others (we)
 2. *Self-actualization*— the achievement of one’s potential *as an individual*
 3. Individualistic vs. collectivistic cultures
- IV. Communicating in Different Types of Groups
- A. **Primary groups**—fulfill basic need to associate with others
1. Family groups
 2. Social groups
- B. **Secondary groups**—to accomplish a task or achieve a goal
1. Problem solving
 2. Decision making
 3. Study groups
 4. Therapy groups
 5. Committees
 6. Focus groups
- V. Communicating in **Virtual Groups** and Teams
- A. Channels of virtual communication
1. Telephone conferences
 2. Text
 3. Video conferences
 4. Electronic meeting systems
 - a. group decision support systems GDSS
 - b. web page
- B. Differences between virtual communication and non-virtual collaboration
1. Time
 - a. same time/same place
 - b. same time/different place
 - c. different time /same place
 - d. different time/different place
 - e. asynchronous-not at the same time
 - f. synchronous-occurs instantly
 2. Varying degrees of anonymity
 3. Potential for deception
 4. Nonverbal messages
 5. Written messages
 6. Distance
- C. Virtual Group and Team Theory
1. cues-filtered-out theory
 2. Media richness theory
 3. Social information processing theory
- VI. How can you become a competent small group communicator?
- A. The essence of communication competence
1. **Motivation**

2. **Knowledge**

3. **Skill**

VII. The Nine Core Communication Competencies

A. **Problem-oriented competencies**

1. Define problem
2. Analyze problem

B. **Solution-oriented competencies**

1. Identify criteria
2. Generate solutions
3. Evaluate solutions

C. **Discussion-management competencies**

1. Maintain task focus
2. Manage interaction

D. **Relational competencies**

1. Manage conflict
2. Maintain climate

Discussion Questions

1. Ask students the differences between a small group and a team. List on board or flip chart.
2. Discuss students' use of virtual communication. Which channel do they use most often? What are the benefits and disadvantages of virtual communication? How does this apply to small groups?
3. Discuss the continuum of media-rich and media-lean methods of communication.
4. One-minute paper: Students submit a sheet of paper completing the following thoughts:
 - a. What do I like about working in groups?
 - b. What do I dislike about working in groups?
 - c. What specifically would I like to learn about group/team work?

Experiential Exercises

ICE BREAKER ACTIVITY: TALK TO ME

Goal

The Talk to Me exercise has the primary purpose of students getting to know one another in a small group environment.

Time

Students should be given fifteen minutes for their conversation.

Procedure

Break the class down into small groups of five. Give out a snack, for example, pretzels. Have the

students take as many as they would like; however, they should be cautioned not to eat any of them. Then they should reveal a fact about themselves for each pretzel they took. Group members can then discuss how they form first impressions. They can also share important facts that they learned about their group members.

IMPRESSION FORMATION: HIGH POINT

Goal

The High Point activity has a twofold purpose. The students will get to know one another and the instructor will be able to use this activity to help place the students in complementary personality/lifestyle/culture groups through this analysis.

Time Varies

The instructor may choose to limit the amount of time for each participant to two to three minutes.

Procedure

A High Point in a team/group situation is defined as any positive experience one remembers while working in a team. Include the number of participants in the group and the result of this project. The project can be recent, past, high school related, work related, family related or university related.

This exercise can be repeated once a week or at the beginning of each session, and the topic can be related to the chapter topic. The instructor should take notes as to the order in which each student participates (who speaks first, last, etc.). The topic chosen should also be noted.

ELEVATOR EXERCISE

Goal

To demonstrate the definition of small group.

Group Size

Five

Time Required

Ten to fifteen minutes

Procedure

A group of five students is chosen for this role-play. The instructor sets the scenario—they are waiting for an elevator; the door opens and the instructor says, “Please enter. Watch your step. The elevator continues going up 2nd, 3rd, and 4th floor until it suddenly stops between floors.” The students must now decide what to do. Let them talk up to five minutes as to how to resolve this dilemma. (Cell phone coverage is blocked).

Follow-up Discussion

The class observes the group experience wherein they go from a group of individuals to a group who share a common goal or purpose. They determine who exerts influence over whom. They decide what form of leadership has evolved. Has a leader emerged or have the students proceeded to solve this common problem democratically?