Effective Group Discussion 15th edition Galanes Solutions Manual

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Chapter 2
Human Communication Processes in the Small Group Context

Central Message

Communication is a complex, symbolic process that group members must both observe and understand so they can coordinate their efforts to achieve the group goal.

Sample Lecture Notes

The Animal Overpopulation Group Case Study

- One member, Tyler, was consistently late or absent from meetings and the other members became angry.
- The example illustrates a variety of communication concepts.
- Our focus in studying small groups is members' interaction and what you can do to make your own communication productive.
    - Groups are a phenomenon that emerges from communication. No communication, no group!
- Small group communication refers to the study of interaction among group members as well as to related communication theory.

I. The Small Group Context

- Communication occurs within specific situations under particular constraints that occur in a particular context.
- The small group is a particular context on its own.
    - The number of people interacting with each other has the most impact on your communication.
        - Think about the changes in communication when you are speaking with one person as opposed to two people.
    - Feedback is immediate.
        - It becomes much more psychologically complex owing to the number of people involved.
    - Roles are more formalized.

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        - As the number of people involved in a communicative episode increases, so does the need for formality to coordinate communication.
    - Goals are more defined along with the pressure to manage individual and group goals.
        - Because members in a group mutually influence one another and are interdependent in reaching their goal, the amount of stress related to obtaining that goal will increase.

II. Small Group Communication

- Communication is the transactional process by which people simultaneously create, interpret, and negotiate shared meaning through their interaction.

A. Principles of Communication

Human Communication Is Symbolic

- Meaning is not transferred directly from one person to another; rather, people send messages to each other that must be interpreted.
- Symbols: Arbitrarily created by people to represent experiences, objects, or concepts
    - Examples include the *okay* gesture or words such as *dog, pen,* or *tree*, which have an arbitrary relationship to what they represent.

Communication Is Personal

- The same word can have different meanings to different people.
    - Many of the concepts we use in everyday conversation are abstract: *windows, ram, log on,* and *backup.*
    - Your backgrounds, experiences, and the culture from which you identify affect the meanings you give to the words you and others use.

Communication Is a Transactional Process

- Transactional implies that participants in communication must cooperate and negotiate shared meaning and understanding.
- The sender–receiver roles occur simultaneously, not alternately.
- As such, communication is a sender *and* receiver phenomenon, both must work together to for mutual understanding.

Communication Is Not Always Intentional

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- "One cannot NOT communicate."
- The way symbols are interpreted may not be the way they were intended; symbols vary in degree of arbitrariness, abstractness, and ambiguity.
- People do not always know what they intend and may have multiple intentions for their words or actions.

Communication Involves Content and Relationship Dimensions

- The content or denotative dimension of the message is the subject, idea, or topic of the message.
- The relationship dimension of the message refers to what the message reveals about how the speaker views his or her relationship to the other participants.
    - The relationship dimension is often conveyed nonverbally and can show that the speaker considers himself or herself to be dominant, subservient, or equal to the other members.
    - Relationship dimensions of messages
        - Responsiveness: Showing others how much or how little we are interested in their communication through eye contact, posture, and facial expressions
        - Liking (or disliking): Expressed with smiles, friendly touching, and frowns
        - Power: We negotiate our status and influence with others.
    - Relationship-level meanings contribute to many of the misunderstandings in small groups.
- I understand communication. I've been communicating all my life!
- Communication processes are complicated; just because you engage in them every day does not mean you understand the underlying principles at play.
- Good communication is aided by understanding the communication process, taking stock of personal attitudes toward that process and other people and improving the ability to listen.

III. Listening and Responding During Discussions

- Listening involves hearing and interpreting.
- Hearing is a physiological process that involves the reception of sound waves by the ear.
- person with acute hearing may be a poor listener who does not interpret others' statements accurately or respond appropriately.
- In the corporate world, listening is highly valued.
- Most of us think we are good listeners, but evidence suggests otherwise.

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Listening Preferences

- Your strengths or weaknesses as a listener may be tied to your preferences.
- People-oriented listeners
  - Concerned about how their listening behavior affects relationships.
  - Appear attentive and nonjudgmental; these listeners are the ones people go to when they want someone to listen to them
  - Behaviors indicative of this preference are the use of "we" more than "I" and the use of emotional appeals in discussion.
  - May also become distracted by others' problems, may avoid conflicts to maintain a sense of harmony, and may engage in too many side conversations during meetings
- Action-oriented listeners are focused on the job at hand
  - They help the group stay on task by remembering details and providing feedback about the goal.
  - They enjoy listening to well-organized material.
  - They can appear overly critical, may interrupt too much if they believe the group is getting off track, and may lose interest if the discussion appears to be going nowhere.
- Content-oriented listeners
  - They really enjoy analyzing the things they hear and are drawn to highly credible sources.
  - They may use graphs, quote sources, bring research to the group, and dissect the information and arguments of others.
  - Can be seen as overly critical and maybe even intimidating to other members
  - Their analytical skills may also slow the group down and can even serve to devalue information they do not see as important, such as anecdotes.
- Time-oriented listeners
  - Identified by their attempts to schedule group meeting and activity times, their sensitivity to nonverbal cues that may indicate impatience, and their focus on moving the group along in a timely manner
  - The creative and spontaneous discussions so necessary to problem solving can pose difficulties for these listeners.
  - They also discourage additional discussion as the group nears the end of its scheduled meeting time.

Effective Listening in the Small Group

- Effective listening is *active* listening, which is the choice to listen.

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- Good listeners keep in mind four important things:
  - Pay attention to the context of what is said.
  - Pay close attention to the feelings of the speaker.
    - This involves reading between the lines.
  - Good listeners help facilitate understanding in a group.
  - Interpret silence carefully.
    - Silence could mean misunderstanding, disagreement, apathy, etc.
- One of the best techniques for listening is active listening.
  - Forces the listener to understand a speaker before replying or adding to the discussion
  - Must paraphrase, repeat in your own words, what the speaker said.
  - Only when the original speaker is convinced you have adequately captured her or his message can you contribute to the conversation.
  - Evaluation only comes after full understanding.
  - Active listening slows the pace of interaction.

Computer-Mediated Communication and Face-to-Face Communication in Small Groups

- Computer-mediated communication (CMC):
  - Refers to the use of computers to interact with others
  - Forms include e-mail, chat rooms, electronic bulletin boards, Listservs, videoconferencing, texting, and instant messaging
- Net conferencing is one kind of computer-mediated communication.
  - Refers to a conference electronically mediated by networked computers
  - Videoconferences involve both audio and video communication, which allows members to observe more nonverbal communication in real time.
  - Computer conferences occur when group members actually sit in front of their computers and send messages to each other that appear on their computer terminals.
- Do computer-mediated meetings have disadvantages in comparison to face-to-face group meetings?
  - Participant nonverbal messages like facial expressions and body language may be missing or exaggerated.
  - Turn-taking is easier in face-to-face because in net conferencing there is often a delay of half a second.
  - Participants are tied to their computers in CMC and this can restrict their gestures.
  - The sense of sharing, involvement, and team spirit can be low.
- Social presence: The extent to which group members perceive that a particular

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communication medium is socially and emotionally similar to face-to-face interaction.
    - Asynchronous communication, or communication where there is a delay between messages (e.g., e-mail), promotes less social presence than synchronous or simultaneous communication.
    - Complexity of the group's task influences social presence. Tougher tasks are harder to complete with CMC.
- Although CMC may appear to be a different kind of communication, the communicative processes involved are still symbolic, personal, transactional, and not always intentional, and they involve content as well as relationship dimensions.

IV. Nonverbal Behaviors in Small Group Communication

- Verbal and nonverbal messages operate together to create meaning: They are indivisible.
- Nonverbal behavior include all behavior except the actual words themselves.
    - Nonverbals are always being sent and also very ambiguous.
    - Nonverbals can contradict and supplement verbal messages.
        - Nonverbals express emotion and regulate interaction.
        - Emoticons, which are typographical emotional symbols, are used in CMC to convey emotion.
        - Regulators direct the flow of interaction, like eye contact and body motions.

A. Types of Nonverbal Behaviors

- Physical appearance
    - Members of a new group react to each other's appearances long before they begin to judge each other's expertise and competencies.
    - We attribute factors such as intelligence and likeability to people on the basis of what we initially observe of them.
    - Sex, body shape, and ethnicity particularly affect how group members interact with each other initially.
    - Cultural factors influence our responses to physical appearances as well.
        - We tend to be prejudiced against endomorphs.
        - Ectomorphs are perceived as frail, studious, and intelligent.
        - Mesomorphs are more likely than others to be perceived as leaders.
        - The appearance of group members matters not only to the group but also to outsiders.
- Space and seating
    - Proxemics is the study of uses of space and territory between and among people.
    - We signal our need to be included by how we orient our bodies to the group.

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- What is a comfortable distance varies from one individual or culture to another.
- In small groups, individuals usually try to place themselves at a comfortable conversational distance according to the norms of their own cultures.
  - Females tend to sit closer than males and tolerate crowding better.
  - People of the same age and the same social status sit closer together than people of different ages and statuses.
  - The better acquainted people are, the closer they tend to sit.
- Humans are highly adaptable, so when a room or other constraint violates our preferred distances, we adjust, at least for a short time.
- A member's status affects how others react to violations of space norms.
- Leadership emergence in a group is related to space. Dominant people and designated leaders usually choose central positions in the group.
  - Seating preferences have been found to vary across cultures.
  - Seating and spatial features of the group's environment, such as fixed-space, permanent features like walls and doors, and movable features like furniture, influence the group's interactions.
- CMC and space/seating
  - Para-proxemics refers to the illusion of proximity.
  - Being tied to your computer can limit the space you have to gesture or move.
  - While proximity can be simulated in net conferencing, it cannot be duplicated.

- Eye contact
  - Eye movements can signal disgust, dislike, superiority, or inferiority, as well as liking; the rules for eye contact are highly culturally dependent.
    - Americans prefer direct eye contact with their conversational partners.
    - Native American cultures perceive direct eye contact as rude.
    - In Arabic cultures intense staring is the norm.
    - Hispanic children are taught to lower their gaze to indicate respect.
- Facial expressions
  - Facial expressions indicate feelings and moods. Without a word being spoken, you can perceive anger, support, disagreement, and other sentiments.
  - Be careful assuming that facial expressions, such as smiling, mean the same inall cultures.
- Movements
  - The study of how we communicate by movement is called kinesics. We reveal our feelings with bodily movements and gestures.
  - Leaning toward others indicates a sense of belonging, whereas leaning away signals a sense of rejection.
  - Group members change their body orientation significantly from one meeting to

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the next.
    - When members are tuned in to each other, they tend to imitate each other's posture and movements. This behavior is called body synchrony.
    - In discussion groups, body movements often regulate the flow of discussion.
- Vocal cues
    - Paralanguage refers to the characteristics of voice and utterance other than the words themselves. It includes variables such as pitch, rate, fluency, pronunciation variations, force, tonal quality, and pauses.
    - In both movement and voice, animation tends to increase status within the group.
    - You are advised to vary your vocal tone and use vocal cues to emphasize the verbal content of your remarks.
    - Cultural differences have been observed in the use of the backchannel, which refers to vocalizations such as mm-hmmm, uh-huh, and yeah-yeah-yeah that are uttered while another is speaking to indicate interest and active listening.
    - Dialect, which entails regional and social variations in pronunciation, vocabulary, and grammar of a language
- Time cues
    - Perceptions of time are highly culturally dependent.
        - Americans think of time as a commodity to be spent or saved.
        - Spanish cultures are polychromic—they do several things at once; Anglo cultures are monochromic—they tend to do one thing at a time.
    - Time is also a commodity in the group's interaction.
        - People can abuse this resource by talking too much or too little.
        - Derber refers to excessive talking as conversational narcissism.
- Touch
    - The study of touch is known as haptics.
    - It is vital to group maintenance in most primary groups and athletic teams, but may be nonexistent in many American work groups and committees.
    - The kind of touching people expect and enjoy depends on their acculturationand the type of relationship they share with others.
    - Touch among group members can strengthen unity and teamwork.
    - As with other nonverbal behaviors, people vary widely in the extent to which they accept and give touches.

Readings

1. King, S. W. (1988). The nature of communication. In R. S. Cathcart & L. A. Samovar (Eds.), *Small group communication: A* reader (5th ed., pp. 250–259). Dubuque, IA: Wm. C. Brown. This article explains clearly, and with humor, what does and does not constitute communication.

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5. Andersen, P. A. (1992). Nonverbal communication in the small group. In R. S. Cathcart & L. A. Samovar (Eds.), *Small group communication: A reader* (6th ed., pp. 272–286). Dubuque, IA: Wm. C. Brown.

6. Hall, E. (1959). *The silent language.* New York: Fawcett.

7. Mehrabian, A. (1971). *Silent messages*. Belmont, CA: Wadsworth.

Media Resources

1. *I Told 'Em Exactly How to Do It*

   An animated short film that presents a humorous approach showing someone who knows how to do his job, but not how to communicate with others above or below him. Covers active listening. (CRM Films)

2. *Listening beyond Words*, 20 minutes

   It dramatizes the concept and benefits of active listening. 1973 (Brigham Young University)

3. *The Power of Listening*, 23 minutes

   It discusses the elements of effective listening and common deterrents to good listening and shows examples of good and poor listening. An excellent video! CRM Films.

4. *Listening: A Key to Problem Solving*, 22 minutes

   It shows the importance of listening to what a person does and does not say and emphasizes the importance of effective listening in the business world. 1979. (AIMS

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Media)

5. *Listening to Others,* 13minutes

   This video shows how a competent, caring listener can greatly contribute to the communication process (Films for the Humanities and Sciences).

6. *Listening Skills: The Art of Active Listening*, parts 1, 2, and 3, filmstrip/cassette, 18 minutes each

   Part 1 explains the differences between listening and hearing and helps students analyze their own listening behaviors. Part 2 presents techniques to improve listening habits, including using thinking "spare time," paraphrasing, and summarizing. Part 3 presents special learning situations and ways to improve listening in each. 1981. (Human Relations Media)

7. *Short Takes*

   It contains a segment that illustrates active listening as group leader Lauren helps Lynn clarify and explain what she means. Questions to consider:
   - How would you paraphrase Lynn's remarks?
   - What information is contained in Lynn's second try that was not apparent in the first?
   - What might have happened to the group if Lauren had not taken the time to listen actively to Lynn?

8. *Children of a Lesser God*

   While all films involve both verbal and nonverbal behavior, this video is an excellent for depicting how meanings can be conveyed with spoken language. This is a story of a deaf-mute woman who initially rejects the hearing world, then falls in love with a hearing teacher. Actress Marlee Maitlin, who is deaf, does a superb job of using her face and body to communicate.

9. *He Said, She Said*

   A delightful film that helps address gender difference. It shows how a man and a woman perceive the same events differently.

10. *Nonverbal Communication*, 22 minutes

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It features interviews with several outstanding authorities (e.g., Hall, Rosenthal) about various areas of nonverbal communication. Well illustrated. (CRM Films)

11. *Communication: The Nonverbal Agenda*, 30 minutes

    This film emphasizes how nonverbals can contradict verbal messages, and what to do when that occurs. Taken from a supervisory perspective on nonverbal communication. (CRM Films)

12. *Nonverbal Communication,* 45 minutes

    Provides a general overview of the components and importance of nonverbal communication (Insight Media)

13. *Paralanguage and Proxemics*, 28 minutes, 1986 (Insight Media)

14. *Eye Contact and Kinesics*, 28 minutes, 1986 (Insight Media)

15. *Ai!*, 4 minutes

    In this animated film about a man–woman relationship, the only word spoken is "ai," the Japanese word for "love." A good stimulus for initiating discussion about paralanguage. (Pyramid Films)

16. *Communication: The Name of the Game*

    It covers 15 communication competencies that focus on how to prevent communication malfunctions. 1982. (CRM Films)

17. *Communicating Nondefensively: Don't Take It Personally*. 1982. (CRM Films)

18. *Verbal Communication: The Power of Words*

    This training video presents five critical elements of verbal communication, updated to be consistent with today's work environment. (CRM Films)

19. *Short Takes*

    It contains a segment that depicts clarifying an abstract word, as Suzanne, a college administrator, tries to clarify the word *retention* used by Shawn, the admissions director. Questions to consider:

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- What did Suzanne understand the word *retention* to mean?
- What would you have thought the word *retention* meant?
- What might have happened if the group had not clarified retention and a later abstraction, *not very good*?

Take-Home Quiz Questions

1. What does it mean when we say "communication is personal"? How does this principle affect communication in small groups?
2. What does "communication is transactional" mean? Give a specific small group an example of the transactional aspects of communication.
3. Describe a communicative transaction, including all the components discussed in the text.
4. What is *paraphrasing* and why is it more effective than word-for-word repetition during active listening?
5. What does the phrase "you cannot *not* communicate" mean in the context of small group communication?
6. How do nonverbal signals contradict verbal signals? Give one example of how this happens in small groups.

Freewrite Topics

1. Who is the most effective communicator you know, and why is that person so effective?
2. Who is the most ineffective communicator you know, and why is that person so ineffective?
3. What principles do you think people should follow to be effective communicators?
4. What factors (characteristics of the speaker, contextual factors, characteristics of your own personality, etc.) interfere with your ability to listen?
5. What techniques do you personally use when you are trying to remember what someone tells you?
6. How do you handle it when someone's abstract or highly technical language confuses you? Are you satisfied with your way of handling this? If not, what else could you do?
7. How does someone's physical appearance (i.e., clothing, hairstyle, body shape and size, and posture) affect your perception of and feelings about that person?
8. What physical and other nonverbal characteristics indicate to you that someone will be a valuable group member?
9. When a member's verbal and nonverbal signals are inconsistent, what do you usually do, and why?

Learning Activities

1. Focusing and Summarizing

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This exercise helps students develop their skills in focusing and summarizing group discussions.

a. First, ask for five to seven volunteers to discuss a case problem in a fishbowl arrangement. The rest of the class should sit around the discussion group. Only participants are given copies of the case problems to read; all are told that they are to be the most active, focused listeners possible. Everyone will be required to summarize the content of the discussion. After a minute or two to study the case, ask the discussants to begin.
b. After 10–15 minutes of discussion, ask each student to write out the best possible summary of the content of the discussion. Allow five minutes for this writing.
c. Call on one person to read his or her summary to the class. Ask others to add anything left out in the summary as read, delete anything that was not germane to the group's purpose, modify inappropriate emphases, or otherwise improve the initial summary. Ask the rest of the class how many students think they did an outstanding, adequate, or inadequate job of summarizing the content of the discussion.
d. The class should then discuss the following procedural question: "What can we do to improve our listening, recall, and summarizing during discussions?" List on the board all ideas that are agreed upon. We sometimes have one student write these on a sheet of paper, then duplicate it for the entire class.

As an alternative to the previous exercise, you may want to keep a written record of all ideas raised during case discussion, interpretations agreed upon, criteria accepted, ideas proposed, and decisions made. Then, allow each student one point for each of these in his/her summary. Scores (each student scores his/her own or trades with a neighbor) can then be recorded (without names) on a sheet of paper, tallied, and recorded on the board as feedback to each person about how well his or her summary did in comparison to the summaries of other students.

This exercise can be repeated with a different case problem to give students practice in applying the guidelines they have formulated.

2. Listening for Recall

Select five volunteers and ask four of them to leave the room. Read the following story to the remaining volunteer and tell that person to try to remember as much of the story as possible so as to be able to pass it along to the next volunteer. After you have read the story, bring in a second volunteer and ask the first volunteer to relate as much of the story as possible. The second volunteer should pass the story on to the third volunteer, and so forth, with the last volunteer relating to the whole class whatever s/he remembers of the

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story.

You may want to give the rest of the class members a handout with the story at the top and ask them to keep track on the bottom of the sheet what information was omitted, what was added, and what was distorted. The class should then discuss how members could improve their recall of details and other information during oral discussions.

The Roommates

Terry and Sandy have been roommates for one year. They rent a two-bedroom apartment about a mile from campus and walk to school during pleasant weather and take the bus at other times. Last Thursday morning, Terry woke up, took a shower, made scrambled eggs and toast for both of them, and went to wake up Sandy.

Sandy was feeling awful, with a high fever, stomach cramps, and allover aches. Terry, a premed student, thought Sandy probably had the flu, but Sandy thought it was more serious. Terry called the doctor, who said that Sandy should be brought to the emergency room as soon as possible. Terry began to panic, since there was no way to get Sandy on a bus. Terry called their neighbor, Mrs. Green, who was getting ready to go to work, an accounting firm, but said she'd drop them at the emergency room.

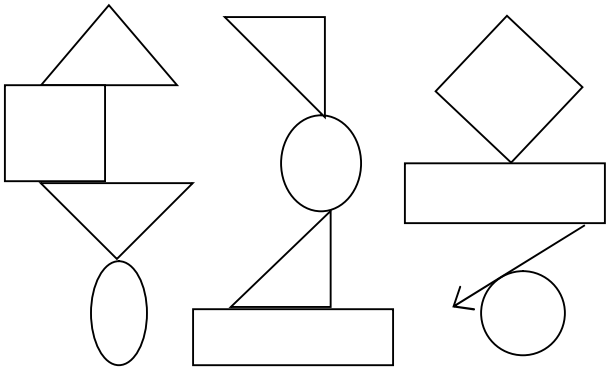
The emergency room doctor said that Sandy probably had appendicitis and needed to be operated immediately. The doctor had Sandy sign the appropriate release forms and arranged for the operation. Terry waited at the hospital all day until Sandy was finally taken out of the recovery room. After visiting with Sandy for half an hour, Terry took the bus home, flopped down on the couch, and fell asleep.

3. Feedback

This exercise shows students how much easier it is to communicate clearly when people give each other feedback (in other words, engage in complete communication transactions with each other). Find three simple line drawings that are easy for students to draw and approximately equal in difficulty. You may use the ones provided in the figures below or make your own arrangement of geometric figures.

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a. Ask one student to step up to the front of the room and turn his/her back to the room so the class cannot provide visual or verbal feedback. Instruct the student to give the class instructions about how to draw the first set of figures. At the conclusion, show the class the drawing and see how many of them came close to completing the figures.
b. Ask a second student to come to the front of the room, but this time have the student face the class and give instructions about how to draw the second figure. The class members may not say a word, but the student volunteer can read their visual signals. See how well the class did.
c. Ask a third student to give the class instructions about how to draw the third figure. This time, the student can face the class and the class members may ask any questions they want about the instructions. See how well the class did.
d. The ensuing discussion should focus on why feedback was helpful, what that has to do with everyday communication, and how the information learned can be useful to small group discussion.

4. Ask students to recall three conversations in which they have recently participated. For each conversation, students should indicate with whom they spoke, what was the topic of conversation, how well they listened to the other person, and what factors they recall as having an effect on their listening behavior.

   This and the following activity were provided by Janna Storey Martin. The objective is to help students understand nonverbal communication in a practical setting and to get "hands-on" experience with nonverbal signals. Students should be given copies of the experiment several class sessions before you plan to discuss nonverbal communication. For example, if you plan to discuss the assignment on a Friday, students should be given the experiments the previous Friday. When students come to class on the day scheduled for discussion, they

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should have the experiments completed and be ready to discuss their personal experiences.

Instruct students to meet in their groups or in trios to perform the experiments. Some people should be "actors" in the experiments while the rest of the group members observe and take notes. The observers should note carefully what happens during each experiment. Roles should be rotated so all students have the chance to "act" and "observe." Possible experiments include the following:

a. Approaching a group of strangers who are talking and standing with them as if you want to be included
b. Getting in an elevator and facing the other people in the elevator rather than the elevator door.
c. Approaching a friend, but slowly getting closer and closer during the conversation
d. Touching someone when talking to them more than you normally would do
e. Entering a quiet place speaking loudly
f. Going to a public place (campus union, movie theater, etc.) with many empty chairs and sitting directly next to a stranger
g. Staring into the eyes of people who approach you as you walk down a sidewalk—don't glance away; maintain steady eye contact
h. Entering a classroom or someplace you normally would go and putting your books and belongings on someone else's desk or territory
i. During one of your classes, collaborating with other students to perform leave-taking behaviors (e.g., fidgeting, putting books away, and putting your coat on) before the class ends

5. Magazine Analysis of Verbal and Nonverbal Communication

This exercise is designed to help students understand verbal and nonverbal elements of communication by applying them in a "real-life" example. It also promotes a discussion of the use of verbal and nonverbal communication in today's society.

You will need to bring a variety of magazine clippings or newspapers. Ask students to form groups of four to six, and give each group a newspaper or several clippings. Instruct students to examine the verbal and nonverbal elements of the advertisements carefully and to select at least three verbal characteristics and at least five nonverbal characteristics for analysis. You may use any of the verbal or nonverbal characteristics discussed in the text (e.g., nonverbal principles, proxemics, bypassing, and emotive words).

Students should divide their analyses into two categories: verbal and nonverbal. Ask them to list briefly and discuss their analyses of the components under each category. Examples are shown below.

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- *Verbal*: In an advertisement, two women saying the same word, but with two clearly different meanings, are passing by. They use the word bread in two ways, one to mean *money* and the other to mean *something you eat*.
- *Nonverbal*: A man and a child sitting close together and touching illustrate proxemic norms of intimate space.

After students have completed their analyses, they should share them with the class as a whole.

6. To make the point that words evoke different meanings in different people, ask students, working individually, to develop a list of words that may have either positive or negative connotations. You may choose to put the following words on the board to stimulate thinking: *communist, Republican, police, drugs, liberal*. After the students have worked for two or three minutes, generate a master list on the board and discuss the feelings each word evokes.

   As a variation of this, compile a list of words or phrases that are abstract, such as *love, democracy, beauty, hate, ethics, good student, effective discussion, happy marriage*, and so forth, and ask students to describe what these words or phrases mean to them. Have students share their definitions and conceptions in class, and discuss what might be done during group discussions to improve mutual understanding.

7. Give each student a copy of the following sentences. Tell them that there is a much simpler version of each sentence that is a proverb in American culture. They are to revise these sentences into the more familiar language shared by most Americans.
   a. Defunct males are rendered incapable of narrative testimony. (Dead men tell no tales.)
   b. Intraspecific avian units of identical genotypical plumage demonstrate a distinct tendency to congregate. (Birds of a feather flock together.)
   c. Vacate negative sanctions and nullify the F1 generation. (Spare the rod and spoil the children.)
   d. Visual surveillance is permissible, but palpation is excluded. (Look but don't touch.)
   e. Pedagogical accomplishment is precluded when transactive exchange involves a superannuated constituent of *canis familiaris*. (You can't teach an old dog new tricks.)
   f. An individual who engages in rapid personal transit subsequent to a pugilistic engagement maintains the state of minimal metabolic homeostasis essential as a precondition for competitive interchange during alternative periods of axial rotation by the earth. (He who fights and runs away lives to fight another day.)

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8. Ask students to bring to class a newspaper or magazine advertisement, preferably one with a significant verbal message. Each student should describe the audience to which he or she believes the advertisement is being addressed and how the language is designed to reach the target audience.

9. Nonverbal Partners

   The objective is to give each student some feedback/insight into his or her nonverbal signals during a small group discussion.

   a. Divide the class into paired small groups of five to seven members each (i.e., groups A and B are paired and member 1 in A is paired with member 1 in B, and so forth). The groups will take turns being the discussants and observers.
   b. The group of people with the first letter of each pair (e.g., all the As) begins discussing some case problem provided by the instructor, while students with other letter (e.g., all the Bs) observe in fishbowl fashion. Observer 1 should sit directly across and facing discussant 1, observer 2 faces discussant 2, and so forth. After approximately 15 minutes of discussion, the number partners (e.g., discussant 1 and observer 1) sit together for a feedback period. The observer reports observation and interpretations of discussant's nonverbal signals during the discussion. You can prepare an observer guide to focus observation and feedback with such questions as the following:
      - What attitudes toward the group, individual members, and the subject did your partner seem to manifest nonverbally? What specific nonverbal signals did you notice that contributed to your interpretation?
      - Seating and space?
      - Eye signals?
      - Facial expressions?
      - Movements (body orientations, postures, gestures)?
      - Vocal cues?
      - Touch?
      - Keep notes of each time our partner speaks. Did the nonverbal signals appear complementary or contradictory to what your partner was saying?
      - Overall, how nonverbally expressive does your partner seem to be?
   c. The groups of observers now become the discussion groups, with the former discussants now acting as observers and paired with the same individuals as before.
   d. If time permits, ask the entire class:
      - How many people were surprised that their partners rated them as relatively inexpressive nonverbally?
      - How many people were told by their observer-partner that at times their nonverbal signals seem to contradict their words? *When* did this happen?

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- To what degree do our attitudes toward a group and other people show?

10. Name that Meaning

This game heightens awareness of nonverbal signals.

a. A. Divide the class into groups of six or seven people. Hand each group an envelope containing a set of seven slips, and ask each student to pick a slip from the envelope. No one is to look at any slip except his or her own. Each slip contains one of the instructions given below:
   - Saying nothing, nonverbally signal that you are bored and feel very unconcerned about what is going on and being discussed by your group.
   - Without uttering a word, indicate, "I want the floor—give me a chance to speak!"
   - Indicate nonverbally (saying nothing) that you are frustrated with the slow pace of the group. You are tired of listening to members who contribute nothing of substance to the work of the group but seem to want attention from others.
   - Signal nonverbally (speak no words) that you think one of your fellow group members is very wise and has a lot to offer the group in what he or she says.
   - You see one particular member of the group (choose anyone you want) as a threat to your status. You try to put him or her down by nonverbal one-up signals. You are out to win, to dominate, to beat that person. But you can only show it nonverbally.
   - Ask a question in such a way that your vocal cues, facial expression, movements, and eyes all signal that you are fearful, embarrassed, and afraid of appearing foolish and not being liked.
   - You are really ANGRY at the group and don't want anything more to do with it. Indicate this without saying anything.

b. Point out one person to lead off by doing as instructed on the slip. As soon as that person has finished his or her nonverbal "acting," each of the others in the group should write down what the person probably meant or felt. The "actor" then reads his or her slip, and each observer decides whether or not he or she interpreted correctly.

c. Go around the group in the same way. As the exercise proceeds, each person should keep two scores: as sender, how many people correctly interpreted my nonverbal signals; as receiver, how many others did I interpret correctly? Find out who in each group had the highest sender score, receiver score, and overall (combined) score.

d. Finally, ask the entire class, "What did you discover or learn from this exercise?" As an alternative, ask each group to come up with an answer to that question within five minutes, then to report in less than one minute to the rest of the class through a chosen spokesperson.

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11. Ask the students to indicate how close they usually sit to the following people and what that says about the relationship with the person in question: mother, teacher, close friend, stranger at a bus stop, roommate, someone the student dislikes, salesperson at a clothing store.

12. Ask students to bring photographs of family groups to class. See whether class members can guess at family relationships and dynamics using only nonverbal clues contained in the photos.

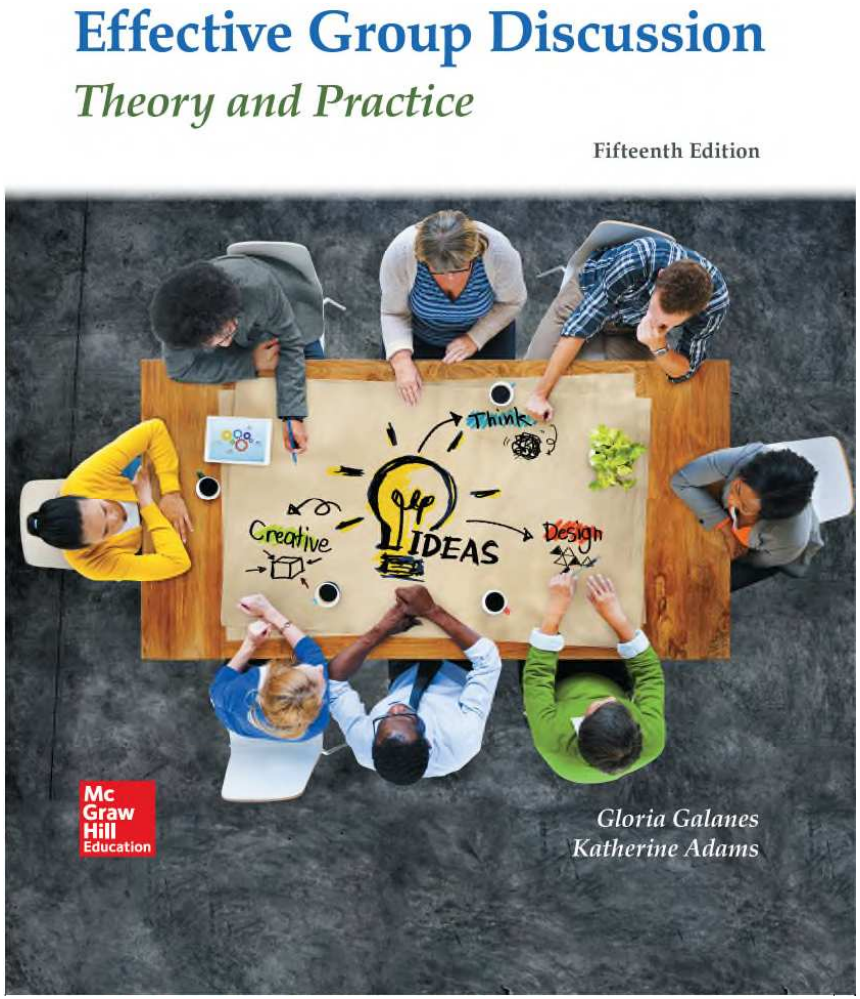
13. Ask students to clip newspaper or magazine advertisements with strong nonverbal messages and bring them to class. Discuss what advertising message is being sent and what nonverbal elements contribute to that message.

14. Secure a play script. Choose a scene at random and ask students to practice changing the meaning of the scene by varying the vocal qualities (pitch, rate, volume, expression, and so forth). Next, ask students to practice reading the scene by keeping the vocal qualities constant but changing the gestures, distances between the characters, facial expression, and so forth. Ask students to discuss what they discovered.

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CHAPTER TWO: Human Communication Processes in the Small Group Context



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Small Group Context

Communication takes places in specific situations, which are called *contexts*

- number of communicators involved
- feedback is psychologically complex
- member pressure to conform to role expectations
- roles between participants are formalized

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Small Group Communication Principles, 1

Communication is the transactional process by which people simultaneously create, interpret, and negotiate shared meaning through interaction

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Small Group Communication Principles, 2

Principles of Communication:

- Human Communication is symbolic
- Communication is personal
- Communication is a transactional process

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Small Group Communication Principles, 3

- Communication is not always intentional
- Communication involves content and relationship dimensions

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Listening

Listening involves hearing and interpreting

- Few people listen well

Listening Preferences

- People-Oriented
- Action-Oriented
- Content-Oriented
- Time-Oriented

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Listening Effectively, 1

Good Listeners:

- Pay attention to context
- Recognize feelings
- Help facilitate clarity
- Interpret silence carefully

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Listening Effectively, 2

Active Listening

- Listening with the intent of understanding a speaker the way the speaker wishes to be understood and paraphrasing your understanding so the speaker can confirm or correct the paraphrase

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Computer-Mediated Communication, 1

Computer-mediated communication, or C M C, refers to the use of computers to communicate with one another

- e-mail or electronic mail, chat rooms, electronic bulletin boards, Listservs, net conferencing (audio-, video-, or computer conferencing), texting, instant messaging, wikis, discussion boards, and decision-making software

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Computer-Mediated Communication, 2

Social Presence

- The extent to which group members perceive that a particular communication medium is socially and emotionally similar to face-to-face interaction

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Nonverbal Behaviors, 1

Verbal and Nonverbal messages cannot be considered separately

Nonverbal behavior includes all behavior except the actual words themselves

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Nonverbal Behaviors, 2

Nonverbal behaviors:

- Are Ambiguous
- Can Contradict Verbal behaviors
- Can Supplement Verbal behaviors
- Regulate Interaction
- Include emoticons that convey relational messages and social presence to C M C

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Nonverbal Behaviors, 3

Types of Nonverbal behaviors

- Physical Appearance
- Space and Seating
  - Proxemics
- Eye Contact
- Facial Expression

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Nonverbal Behaviors, 4

- Movements
  - Kinesics
  - Body Synchrony
- Vocal Cues
  - Paralanguage
  - Backchannel
- Time Cues
- Touch/Haptics

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SUMMARY, 1

Small Group Context

Small Group Communication Principles

Listening

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SUMMARY, 2

Computer-Mediated Communication

Nonverbal Behavior

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