

## **Chapter 2**

### **Group Dynamics**

#### **Learner Objectives**

1. The learner will demonstrate an understanding of Group Dynamics
2. The learner will define and give examples of:  
Group Content  
Group Process
3. The learner will be able to describe and illustrate the Balance Between Content and Process
4. The learner will describe the group as a system as a way of explaining group dynamics.
5. The learner will describe and give examples of factors influencing group dynamics including:  
Preplanning  
Group Structure  
Group Exercises and Activities  
Group Interaction  
Members' Roles
6. The learner will identify and describe possible effects of positive and negative variables on group dynamics.
7. The learner will describe the use of these tools for learning group dynamics  
Videotaping  
Journaling  
Outdoor Experiences  
Simulation Games for Team Building  
Sociometrics and Learning Integration
8. The learner will identify, compare and contrast group, individual, and family dynamics in relationship to these factors  
Person  
Processing  
Consequences

#### **Chapter Overview**

The focus of this chapter is on group dynamics. Both members and leaders should be aware of group dynamics as they can have either a positive or negative impact on the development of the group. Group structure, the purpose of the group and members' roles are all-important areas to be considered under the broad umbrella of group dynamics.

## Key Terms & Concepts

altruism  
anxiety  
avoiding conflict  
awareness  
blocking role  
catharsis  
chain  
circle  
clarity of purpose  
conflict  
consensual validation  
contagion  
corrective recapitulation of the primary family group  
curative (therapeutic) factors within the group  
development of socializing techniques  
existential factors  
facilitative/building role  
family reenactment  
group cohesiveness  
group content  
group dynamics  
group exercises  
group interaction  
group process  
group setting  
group structure  
Hawthorne effect  
heterogeneous groups  
homogeneous groups  
imitative behavior  
imparting of information  
instillation of hope  
interpersonal learning  
Law of Triviality  
linear  
maintenance role  
narcissistic groups  
negative group variables  
nonverbal behaviors  
nonverbal interpersonal  
nonverbal intrapersonal  
PARS Model  
physical structure  
positive group variables  
primary affiliation groups  
processing  
psychic numbing  
role  
role ambiguity  
role collision  
role confusion  
role incompatibility  
role transition  
secondary affiliation groups  
social influence  
Sociogram  
Sociometry  
subgrouping  
system  
systemically  
systems theory  
theater style  
universality  
verbal behaviors  
verbal interpersonal  
verbal intrapersonal  
Wheel  
"Y"

## Multiple Choice Questions

1. The first site for research on "group dynamics" occurred in \_\_\_\_\_ settings.
  - a. family
  - b. hospital
  - c. work
  - d. laboratory
2. The "interaction of group members with one another" is often referred to as \_\_\_\_\_.
  - a. process
  - b. universality
  - c. content
  - d. conflict
3. In regards to group content, "good decision making involves interaction with others in the pursuit of a \_\_\_\_\_."
  - a. process
  - b. career
  - c. chain
  - d. purpose
4. Members who believe that their environments control them and that they are at the mercy of that environment may benefit in group counseling from the process function called \_\_\_\_\_.
  - a. universality
  - b. family reenactment
  - c. installation of hope
  - d. contagion
5. According to Hulse-Killackey, Schumacher, and Kraus, the "balance" between content and process is \_\_\_\_\_.
  - a. inevitable
  - b. ideal
  - c. irrelevant
  - d. impossible
6. "Each element (in productive group dynamics) is affected by whatever happens to any other element" conceptualizes the group as a \_\_\_\_\_.
  - a. thread
  - b. strategy
  - c. structure
  - d. system
7. The physical structure of a group is often dependent upon that group's intended purpose. Which structure below is more likely to be employed as a command structure (e.g., military)?
  - a. "Y "
  - b. circle
  - c. chain
  - d. wheel
8. Yalom's curative factors within a group often affect the interactions of members and the group as a whole in complex ways. As members accept responsibility for their own lives, Yalom would assert that \_\_\_\_\_ is the curative factor.
  - a. catharsis
  - b. altruism
  - c. interpersonal learning
  - d. existential factor

9. Glass and Benshoff's *PARS model*, to conceptualize "processing" in group work, is an acronym where "A" stands for \_\_\_\_\_.
- acrimony
  - assimilation
  - activity
  - appreciation
10. A social \_\_\_\_\_ emerges in a group that manifests itself by altering actions, attitudes, and feelings.
- role
  - influence
  - dynamic
  - circle
11. Group \_\_\_\_\_ involves the actual words, ideas, and information exchanged within a group.
- process
  - content
  - work
  - action
12. \_\_\_\_\_ refers to both the physical setup of a group as well as the interaction of each group member in relation to the group as a whole.
- Group alliance
  - Group structure
  - Group content
  - Group harmony
13. \_\_\_\_\_ behaviors make up more than 50% of interaction and are perceived as more honest and less subject to manipulation.
- Nonverbal
  - Covert
  - Verbal
  - Grandiose
14. A sociogram can be used as a tool of \_\_\_\_\_ to plot out group interactions.
- socioplot
  - sociometry
  - verbal behavior
  - sociochart
15. The "Law of \_\_\_\_\_" states that the time a group spends discussing any issue is in inverse proportion to the consequences of the issue.
- personality
  - individuality
  - triviality
  - verbosity
16. Which one of the following is **not** a type of role in a group setting?
- facilitative/building role
  - individualizing
  - maintenance
  - blocking

17. \_\_\_\_\_ refers to the phenomenon in which group members are given roles within the group that they do not want or are uncomfortable exercising
- Narcissism
  - Role Incompatibility
  - Role refusal
  - Psychic numbing
18. \_\_\_\_\_ is experiencing and expressing feelings.
- Emotion
  - Release
  - Catharsis
  - Catatonic
19. Marcia is very encouraging of her fellow group members and positively contributes to the social-emotional bonding of the group. What role is Marcia playing in the group?
- blocking
  - maintenance
  - facilitative/building
  - monopolizing
20. John, a counseling group facilitator, notices that a group member gives a great deal of advice to other group members, usually in a self-righteous moralistic tone. The group facilitator believes this behavior is affecting the development of the group. Which of the following actions are appropriate?
- John should ignore the behavior to avoid the possibility of the problematic group member not returning to the group next week.
  - John should ask to meet with the problematic group member one-on-one to discuss the concerning behaviors. If the behaviors continue after the one-on-one talk, John should consider removing the group member from the group.
  - John should automatically remove the problematic group member from the group and refer him/her immediately to a psychoeducational group.
  - John should indirectly address the issue by reminding all group members to be courteous toward each other.

### Short Answer Questions

- The \_\_\_\_\_ refers to changes in behavior as a result of observation and manipulation of conditions in an environment.
- Group \_\_\_\_\_ is the interaction of group members with one another.
- Looking at a group as an organism and acknowledging "the group is greater than the sum of its parts" is using \_\_\_\_\_ to explain the group.
- The first factor that must be addressed in the preplanning stage is labeled \_\_\_\_\_ or what the group is meant to do.
- \_\_\_\_\_ groups are composed of persons with dissimilar backgrounds.
- In a \_\_\_\_\_ activity, members may line up in rank of how they feel about a topic and then get a chance to compare where they stand in regard to other group members.

## Essay Questions

1. Discuss both positive and negative group variables in therapy groups. Include specific examples and describe their impact on group dynamics.
2. Draw the "Process First, Content After" Model presented by Hulse-Killacky, Schumacher, and Kraus at the 1994 American Counseling Association Conference. Describe each element (e.g., lines) of this model. What does it attempt to explain?
3. Describe the development of group dynamics as a system. Include the three "crucial parts" identified by Dongian and Malnati (1997)
4. Identify five benefits of completing activities/exercises in group counseling.

## Chapter 2 Answer Key

### Multiple Choice Questions

1. c. work
2. a. process
3. d. purpose
4. c. installation of hope
5. b. ideal
6. d. system
7. c. chain
8. d. existential factor
9. c. activity
10. b. influence
11. b. content
12. b. group structure
13. a. nonverbal
14. b. sociometry
15. c. triviality
16. b. individualizing
17. b. role incompatibility
18. c. catharsis
19. b. maintenance
20. b. one-on-one meeting; possible removal

### Short Answers

1. Hawthorne Effect
2. Process
3. Systems theory
4. Clarity of purpose
5. Heterogeneous
6. Nonverbal Interpersonal

### Essay Questions

Answers will vary.