# 1

# Introduction to Group Dynamics

*The tendency to join with others in groups is perhaps the single most important characteristic of humans, and the processes that unfold within these groups leave an indelible imprint on their members and on society. Group dynamics are the influential processes that take place in groups as well as the discipline devoted to the scientific analysis of those dynamics.*

## Learning Objectives

1. Define the term group, specifying size and necessary conditions, and contrast groups to networks.
2. List and explain five basic characteristics of groups.
3. Define task interaction and relationship interaction.
4. Use the McGrath model of group tasks to classify a range of group tasks.
5. Diagram the following types of interdependence: symmetrical (mutual), hierarchical, and sequential.
6. Compare and contrast these four basic types of groups: primary groups, social groups, collectives, and categories.
7. Summarize Campbell’s theory of entitativity and apply the theory to draw distinctions between a series of common, everyday groups and aggregations.
8. Identify the implications of the Thomas Theorem for understanding group dynamics and the group fallacy.
9. Compare cultures’ in terms of readiness to perceive and endorse group-level explanations.
10. Compare and contrast an individual and group level analysis of the concepts groupmind and norm.
11. Describe Durkheim’s position on the concept of collective conscious (or group mind), and compare it to Allport’s view.
12. Summarize Lewin’s B = *f*(P, E) formula of interactionism.
13. Explain the significance of Sherif’s study of norms for resolving issues of the reality of groups raised by Allport.
14. Describe the typical course of a group’s development.
15. Use Hackman’s multilevel approach to explain the performance and cohesiveness of orchestras.
16. Illustrate the application of group dynamics research in such disciplines as clinical psychology, education, sociology, and sports/recreation.
17. Provide examples of the impact of groups on (a) individuals and (b) society.
18. Critique the statement “Humans would do better without groups.”
19. Distinguish between topics that are studied by group dynamics researchers and topics that aren’t studied by them.

## Key Terms

action research

B = f(P,E)

collective

entitativity

essentialism

group

group cohesion

group development

group dynamics

group fallacy

group mind (or collective conscious)

group structure

interdependence

level of analysis

membership

multilevel perspective

norm

offline group

online group (or e-group)

paradigm

primary group

relationship interaction (socioemotional interaction)

role

social category

social group

social identity

social network

stereotype

task interaction

Thomas Theorem

## Activities

***1-1. Identifying Groups.*** Help students answer the question, “What is a group?” by splitting the class up into groups and giving them examples of aggregates that vary in “groupness.” After they rank order them from the most to least “grouplike,” review the list and identify the ways groups differ and their common properties (e.g., size, duration, cohesiveness, identity, and so on). You can also compare the students’ reactions to the distinctions noted in the text’s Table 1-2.

Instructions. Humans are social animals, for we naturally gravitate away from isolated circumstances into groups. But what, precisely, is a group?

Which collections of people listed below are groups, and which ones are not? For each group, enter G for Group, C for Collective, CAT for Category, or **?** if you aren’t certain. Also, rank the aggregates from 1 (the most group-like) to 25 (the least group-like).

|  |  |  |
| --- | --- | --- |
| Group? | Rank | Aggregate |
|  |  | 1. The spectators at a college football game. |
|  |  | 1. Two people flirting with each other, having met for the first time at a club |
|  |  | 1. All the students in a class |
|  |  | 1. All the students at this school |
|  |  | 1. A mob of rioters burning stores in the inner city |
|  |  | 1. Individuals in a queue waiting to pay for items in a grocery store |
|  |  | 1. The Smith family (husband, wife, 3 children, 1 grandparent) |
|  |  | 1. People who enjoy classical music |
|  |  | 1. The faculty in the Math Dept., on a holiday when classes are not in session |
|  |  | 1. All the people who are friends with the same person in Facebook |
|  |  | 1. All the members of the American Group Psychologists Association |
|  |  | 1. A crowd watching a street musician on a sidewalk |
|  |  | 1. A secretary talking to the boss by telephone |
|  |  | 1. 6 employees wearing sound-muffling earplugs working on an assembly line |
|  |  | 1. The Dave Matthews Band |
|  |  | 1. People who drive Saturns automobiles |
|  |  | 1. People who live in the same neighborhood |
|  |  | 1. All people who think of themselves as Canadian |
|  |  | 1. Four individuals writing and editing a Google Document |
|  |  | 1. Roommates |
|  |  | 1. People in the U.S. who are opposed to capital punishment and write their senator expressing their views |
|  |  | 1. Friends who do things together |
|  |  | 1. Members of sports team |
|  |  | 1. Women citizens of the U.S. |
|  |  | 1. People in the audience at a movie |

***1-2. Kinds of Groups.*** Introduce students to the study of groups by asking them to review the groups to which they belong and the way these groups influence them.

Instructions. Almost all of our time is spent interacting in groups. We are educated in groups, we work in groups, we worship in groups, and we play in groups. But even though we live our lives in groups, we often take them for granted. Consider their influence on you by naming the groups to which you belong, as well as those that influence you.

1. Make a list of all the groups you belong to now. List as many as possible, including primary groups, social groups, collectives, and categories. Be sure to include dyads in your list.
2. What general conclusions can you draw about the groups you listed in item #1?
3. Which group has changed the most over time? Describe this change briefly.
4. Which group is highest in cohesiveness, and which is highest in entitativity?
5. Which group has influenced you, personally, the most? Explain the group’s influence on you briefly.
6. Identify five groups that you do not belong to, but that influence you in some way. Of these groups, which one influences you—your behaviors, emotions, or outcomes—the most?

***1-3. The Ubiquity of Groups****.*Ask students to state how many groups that they interact with, during the course of a week. Then, ask them to keep a running list, for 5 days, of every group they join in. Spend time in class reviewing the types of groups they should consider listing, and remind them to include groups they might overlook, including dyads and online groups.

A second way to help students “see” groups is to spend time, in class, listing the groups to which group members belong. Using a nominal group method, ask the students to list all the groups they belong to on a sheet of paper. Then pool their responses in a collective session, identifying unique groups, similarities, and noting their classifications.

***1-4.*** ***Understanding Multilevel Analysis***. Review multilevel concepts, focusing first on the individual, and the systems that are networked within the person. Then, ask students to identify the levels of organization for their group dynamics class (e.g., individuals, dyads, group class, department, college, university, region, nation). Continue the analysis by leading the class through examples of groups, communities, or organizations that can be examined at multiple levels (using Figure 1-6 may help, but also Figure 15.1). Raise questions relevant to students that require a multi-level analysis, such as

* Why do students, when they first come to the University to study, often feel lonely?
* Why do college students drink so much alcohol?
* Why do some students perform so poorly on tests in classes?
* Why do some students join the ROTC program on campus?

You can supplement activity 1-2 by asking students to describe increasingly inclusive groups to which they belong. Just add this item to Activity 1-2, as item 7:

As Figure 1-6 suggests, groups are often embedded in other groups. Select at least two groups that you belong to and identify the larger groups and organizations of which they are a part. If, for example, you noted that you are a member of a class, indicate increasingly larger units above (and below) that unit. Summarize your multilevel analysis by drawing a graph like the one in Figure 1-6 for at least 2 of your groups.

***1-5. Goal Setting****.*Use a modified nominal group method to identify your goals and students’ goals. Distribute index cards to students and have them provide their names, majors, and so on. Ask them to list 5 groups they belong to and 3 questions about groups they want answered. Pool their questions during class, asking each student to read a question from his or her list. Continue, in round-robin fashion, soliciting questions and note them in abbreviated form on a flip-chart or the board. Summarize the session by reviewing the topics to be examined during the semester, and relate the topics back to their questions.

***1-6. Demonstrating Group Characteristics and Dynamics****.*Give students a “welcome to groups” quiz as individuals, and then as groups. Include items from the test bank, but also a few more obscure items like those listed below. Compare the group score to individual scores, and use the experience to discuss the basic elements of groups, including interaction, interdependence, group tasks, and cohesion. You can also use the activity to foreshadow topics, including group composition, performance, and so on. The answers on the following items are D.

1. How many groups exist at this time?

a. 100,000

b. approximately 1 million

c. approximately 1 billion

d. more than 6 billion

e. between 10 and 20 million

2. Which statement about juries is true?

a. The single juror who disagrees with the verdict favored by the 11 other jurors manages to change the jury’s verdict about 25% of the time.

b. Because juries are made up of people who don’t know each other, each juror’s has an equal influence on the group’s deliberations.

c. About one third of all juries end in a deadlock.

d. Men jurors tend to talk more than women jurors.

3. Which is false?

a. Lewin is pronounced to rhyme with “shoe in.”

b. Some early experts on crowds believed groups had “minds”.

c. People in groups are less helpful in emergencies than lone individuals.

d. Synergy (dramatic increases in motivation and creativity) is common in groups.

e. Freud believed group bonds were libidinal in source.

4. Who wrote the following: “There is nothing so practical as a good theory.”

a. Sigmund Freud

b. Floyd Allport

c. Émile Durkheim

d. Kurt Lewin

e. Gustave Le Bon

5. A man bought a horse for $60 and sold it for $70. Then he bought it back for $80 and again sold it for $90. How much money did he make in the horse-trading business?

a. $40

b. $10

c. none

d. $20

e. $30

***1-6. Motives and Goals in Class.*** Before giving your students a syllabus, ask them to meet in groups and develop one themselves. You can structure this task using the worksheet that follows, but note that this exercise tends to be extremely dynamic. Group members often have very different views on these issues, which they resolve through discussion only partially. Then, if the class contains several groups that meet to describe their decisions, intergroup conflict can occur. Remind students that the exercise is informational only, and will not have a binding impact on their final course design.

|  |  |
| --- | --- |
| **Syllabus in Group Dynamics** | |
| Instructions. For this exercise you are role-playing a team of professors who are teaching a course on groups. You are planning the syllabus and general structure of the class: goals, format, activities, tests, and general policies. Begin by introducing yourselves to one another. Also, pick someone who will act as the spokesperson for the group. Note: this activity is a role-play only, and will not necessarily influence the design of this course. | |
| *What Are the Goals for this Course?* What do you want students in the class to learn? How should this course contribute to their overall educational goals? What should they know about groups when the course ends? Rate each goal below: 3 stars for high priority goals (\*\*\*), 2 for lower priority goals (\*\*), and 1 for low priority goals (\*). Give ones you are uncertain of a “?” | |
| \_\_\_ Ability to observe a group and understand its dynamics  \_\_\_ Competence in working with other people in a group context  \_\_\_ Comprehensive knowledge of major research studies of group processes  \_\_\_ Firm grasp of theories that explain group processes  \_\_\_ Improved proficiency in leading a group successfully  \_\_\_ Knowledge of how to do research that will lead to improvement of groups  \_\_\_ Knowledge of ways group dynamics can be applied to improve groups  \_\_\_ Understanding of basic processes that occur in groups (e.g., leadership, conformity)  \_\_\_ Understanding of ways groups can be used to help people (therapeutic groups)  Note any other goals not listed above. | |
| *What Topics Will Be Covered in this Class?* What do you want to teach students about groups? Rate each topic: 3 stars for the topics that are most important to teach (\*\*\*), 2 for important topics (\*\*), and 1 for low priority topics (\*). Give ones you are uncertain of a “?”. | |
| \_\_\_ Cohesion in groups  \_\_\_ Conformity  \_\_\_ Collectivism and individualism  \_\_\_ Conflict between group members  \_\_\_ Conflict between groups  \_\_\_ Crowds, mobs, and collectives  \_\_\_ Decision making in groups  \_\_\_ Ecology of groups: group settings  \_\_\_ Formation of groups  \_\_\_ Group development  \_\_\_ History of research on groups | \_\_\_ Identity and the influence of groups on identity  \_\_\_ Improving the effectiveness of groups  \_*\_\_* Influence in groups  \_\_\_ Leadership  \_\_\_ Obedience and power  \_\_\_ Research methods  \_\_\_ Structure of groups (norms, roles)  \_\_\_ Teams and teamwork  \_\_\_ Theoretical explanations of groups  \_\_\_ Therapeutic, self-help groups |
| What other topics should you examine in the course? | |

|  |
| --- |
| *What Learning/Teaching Methods Should We Use in the Class*? What methods will be used to teach this material? Again, rate each possible activity using one to three stars (more stars, the more you like the method). |
| \_\_\_ Assign students to a group to carry out a semester-long project dealing with groups.  \_\_\_ Class reads and discusses articles from primary sources, such as journal articles.  \_\_\_ Professor and guest lecturers present information about groups.  \_\_\_ Professor leads class in class-as-whole discussion of topics.  \_\_\_ Students spend a portion of the class in subgroups carrying out activities (such as this one).  \_\_\_ Students work in teams using online communication systems  \_\_\_ Students will do individual work, such as term paper, book reviews, etc. |
| *What Types of Assignments Will Be Made*? What methods should be used to evaluate our progress toward our goals? Again, rate each possible method using one to three stars (more stars, the more you like the method). |
| \_\_\_ Cumulative objective final exam  \_\_\_ Classroom participation grades  \_\_\_ Essay examinations (how many? \_\_\_)  \_\_\_ Grades assigned by other class members to individuals in groups/class  \_\_\_ Group project completed by semester’s end (all group members get same grade)  \_\_\_ Individual projects completed by semester’s end  \_\_\_ Keep a journal of ideas/observations related to groups  \_\_\_ Multiple choice examinations covering text/lecture/activity material (how many?\_\_\_)  \_\_\_ Oral examinations (how many? \_\_\_)  \_\_\_ Pop quizzes (how many? \_\_\_)  \_\_\_ Short papers giving analysis of group’s activities written after each classroom activity  \_\_\_ Students lead the class in a discussion of a topic, and review of assigned articles  \_\_\_ Students make one or more presentations to class (short, say 15 minutes)  \_\_\_ Take-home essay exams (how many? \_\_\_)  \_\_\_ Term paper  \_\_\_ Writing assignments (literature review, book reviews)  \_\_\_ Other |

## Essay

1. Are six people waiting at a bus stop in silence a group? Does this aggregate possess the key features associated with groups?
2. Explain why you agree or disagree with this thesis: Dyads (two people) are not groups.
3. What is the difference between a group and a network?
4. You are observing a group of men installing a heating system in a building. What key characteristics should you describe in your case study of this group? Define these qualities and give an example of each for the imaginary work group.
5. Define and give examples of the following group properties: interaction, interdependence, structure, unity, and goals.
6. A group of young men and women meet regularly via the internet to play an online game together. Do they qualify as a group?
7. What two classes of interaction did Bales find to be the most common in group situations? Provide examples of two groups that differ on these classes of interaction.
8. Members can influence each other in many ways. Describe and demonstrate the difference between unilateral, sequential, reciprocal, and multilevel interdependence (a diagram may help).
9. Use McGrath’s taxonomy of tasks to compare these four groups: an assembly line, a political committee deciding to invade Cuba, a company whose members are debating about which project to pursue, and a ballet troupe.
10. Will a passerby who sees six people sitting outside the library think these six people are a group? Use the concept of entitativity to offer an answer.
11. Lewin used the word *dynamic* when describing groups. Why did he select this word? What is the definition of *group dynamics*?
12. Apply the concept of “level of analysis” to answer the question “Why do college students drink so much alcohol?”
13. How did Triplett study groups, and why is his study so significant in the history of the field?
14. A friend of yours says that groups aren’t real, because if we understand the people in the group then we understand the group itself. Give at least three reasons why your friend is mistaken.
15. What does it mean to say that a group is “more than the sum of its parts?”
16. If this class develops like most groups do, what processes and changes do you expect to see take place during the course of the semester?
17. Jacob recently joined a selective group. To become a member of the group, Jacob had to go through a series of initiations with other potential members. Jacob’s old friends begin to notice that he is doing things he normally would not (e.g., stealing, excessive drinking). Use Lewin’s field theory to explain Jacob’s behavior.
18. Why do psychologists, sociologists, anthropologists, and political scientists study groups?
19. Group dynamics, like any science, is guided by a paradigm. What are the assumptions of this paradigm?
20. Compare and contrast basic research, applied research, and action research.

## True/False

1. Most groups contain between 4 and 6 members; the average group size is 5.2. (F)
2. A group is two or more individuals who are connected to one another by and within social relationships. (T)
3. Although there is a minimum size of groups (4 people), there is no limit to the maximum number within a group. (F)
4. A primary group is the always the first group an individual experiences and belongs to. (F)
5. Individuals often identify with a group they belong to, but they do not identify with social categories to which they belong. (F)
6. Theory and research (e.g., by Lickel and colleagues) suggests that people differentiate between four types of groups: primary groups, social groups, collectives, and categories.(T)
7. Groups, by definition, involve face-to-face interaction, so online gatherings are not true groups. (F)
8. Roles, norms, and intermember relations make up a group’s task interaction. (F)
9. Group members’ actions are guided by both their role within the group as well as consensual standards called norms. (T)
10. According to the McGrath’s circumplex model of group tasks, the four basic group goals are generating, choosing, negotiating, and executing. (T)
11. In a true group, interdependence must be mutual: A influences B as much as B influences A. (F)
12. Campbell theorized that entitativity is determined by common fate, similarity, and proximity. (T)
13. The term *group dynamics* refers to psychology’s resolution to strengthen the power of groups in therapy. (F)
14. Durkheim believed that groups are not real therefore researchers should only study the behavior of individuals, not groups. (F)
15. Field theory, B = *f* (P, E) (**B**onding in a group is a ***f***unction of **p**eople who are **e**xtroverted), was developed by Lewin to describe how groups are formed. (F)
16. The psychologist Floyd Allport questioned the value of a group-level analysis of behavior. (T)
17. Storming is the final stage in group development that entails individuals “storming” out of the group. (F)
18. Psychology and sociology have a monopoly on the study of groups since they were the first branches of science to identify and classify group dynamics. (F)

1.20. Action research is the term coined by Lewin to emphasize the need to study groups for the purpose of not only expanding theoretical knowledge, but applying the theories to social and global dilemmas. (T)

## Multiple Choice

1. According to the text, which one is NOT a key element in the definition of a group?
   1. two or more members
   2. members share some characteristic, such as eye color or gender
   3. interpersonal connections among members
   4. boundaried (connections enclose members within the group)

Answer: B (The Nature of Groups)

1. James’ studies of naturally forming groups indicated
   1. most groups include a leader.
   2. the most common group size was 2 members.
   3. groups are small if deliberately formed, but larger if they form spontaneously.
   4. groups include, on average, 4.2 members.

Answer: B (The Nature of Groups)

1. When researchers carefully recorded the size of groups in public places, such as parks, sidewalks, cafeterias, and offices, they discovered that most of these groups were
   1. small in size, including only 2 or 3 members.
   2. large in size, ranging from 10 to 20 members.
   3. short-lived, lasting for less than 30 seconds on average.
   4. crowded together rather than well-spaced.

Answer: A (The Nature of Groups)

1. How many bidirectional relationships would be needed to link all members of a 20-person group?
   1. almost 200
   2. 20 if reciprocal, but 40 if directed (one-way)
   3. it depends on the group’s overall cohesiveness
   4. 105

Answer: A (The Nature of Groups)

1. Granovetter’s concept of the “strength of weak ties” accounts for the
   1. strength of groups relative to social networks.
   2. tendency for relationships to deteriorate over time.
   3. tendency for weak ties to become stronger the longer their duration.
   4. the unique value of weak social ties.

Answer: D (The Nature of Groups)

1. Taylor, when registering for classes in college, is searching for an interesting elective taught by an easy grader. His roommates and close friends all recommend the same small set of possible courses, but one of Taylor’s more casual acquaintances tells him about a great course taught in a small, little-known department. This process illustrates
   1. the rule of the few.
   2. the strength of weak ties.
   3. the value-added effect.
   4. collective dynamism.
   5. the distinction between structure and process.

Answer: B (The Nature of Groups)

1. What word is critically important to remember when distinguishing between a group and a network?
   1. interaction
   2. boundary
   3. relations
   4. ties
   5. communication

Answer: B (The Nature of Groups)

1. Network is to relational ties as group is to
   1. interaction.
   2. boundary.
   3. task.
   4. cohesion.

Answer: B (The Nature of Groups)

1. Which is true?
   1. People who communicate with one only using computers and the Internet are not a true group.
   2. Networks establish membership, but groups usually do not.
   3. Group interaction generally takes one of two forms: social interaction and task interaction.
   4. Dyads, because they include only two individuals, are not groups.

Answer: C (The Nature of Groups)

1. Which one is task-focused rather than relationship-focused?
   1. feeling anger toward a coworker
   2. complimenting a group member after a presentation
   3. asking the group members if they are happy with the decision
   4. offering a good solution to the problem the group faces

Answer: D (The Nature of Groups)

1. Which one is NOT one of the four basic group goals identified by McGrath’s model of group tasks?
   1. discussing
   2. generating
   3. choosing
   4. negotiating
   5. executing

Answer: A (The Nature of Groups)

1. In McGrath’s theory of group tasks, a group of electricians installing the wiring of building under construction is engaged in a(n) \_\_\_ task.
   1. discussion
   2. generating
   3. choosing
   4. negotiating
   5. executing

Answer: E (The Nature of Groups)

1. Interdependence, a key quality of groups, requires
   1. all members of the group influence each other equally.
   2. members’ outcomes depend, in part, on the actions of others in the group.
   3. influence is reciprocal, in the sense that if A influences B, then B influences A.
   4. group members share a common goal.

Answer: B (The Nature of Groups)

1. You note that Don is the leader, LaDelle complies with the group’s norms, and Don is well-liked by LaDelle but not by Gregory. You are describing the group’s
   1. structure.
   2. entitativity.
   3. interaction.
   4. goals.
   5. cohesiveness.

Answer: A (The Nature of Groups)

1. Which is NOT one of the key characteristics of a group?
   1. interaction among members
   2. a degree of unity
   3. group structure
   4. a leader is present
   5. group-level goals

Answer: D (The Nature of Groups)

1. Which is a key characteristic of most groups?
   1. The group possesses a groupmind.
   2. Members respect one another.
   3. The group does not change over time.
   4. Members are pursuing common goals.
   5. The role of leader has been assigned.

Answer: D (The Nature of Groups)

1. According to the text, if you had to choose only one aspect of a group to study, you would probably learn the most by studying its
   1. structure
   2. goals
   3. cohesiveness
   4. interdependencies
   5. communication

Answer: A (The Nature of Groups)

1. Who developed the concept of the primary group?
   1. Charles H. Cooley
   2. Émile Durkheim
   3. Norman Triplett
   4. Floyd A. Allport
   5. Gustave Le Bon

Answer: A (The Nature of Groups)

1. Shannon takes her family to church on Sunday. She makes sure that her family sits quietly during mass. She believes that religion will teach her children strong moral values. Shannon’s family is a(n)
   1. primary group.
   2. social group.
   3. self-organizing group.
   4. essential group.
   5. category.

Answer: A (The Nature of Groups)

1. Audiences, bystanders and crowds are to \_\_ as coworkers, sports teams, and study groups are to \_\_.
   1. primary groups; collectives
   2. collectives; categories
   3. collectives; social groups
   4. social groups; personal groups
   5. secondary groups; primary groups

Answer: C (The Nature of Groups)

1. Which is NOT one of the four basic types of groups identified in the text and verified by studies of laypersons’ perceptions of groups (Lickel et al., 2000)?
   1. primary groups
   2. collectives
   3. personal groups
   4. categories
   5. social groups

Answer: C (The Nature of Groups)

1. A line of people waiting to get into the movies is an example of a
   1. primary group.
   2. collective.
   3. personal group.
   4. category.
   5. social group.

Answer: B (The Nature of Groups)

1. Individuals who live in New York are called New Yorkers. New Yorkers are
   1. a norm.
   2. a planned group.
   3. a category.
   4. an emergent group.
   5. an interaction.

Answer: C (The Nature of Groups)

1. Which one was NOT identified by Campbell in his analysis of entitativity?
   1. common fate
   2. groupmind
   3. similarity
   4. proximity

Answer: B (The Nature of Groups)

1. Which is true?
   1. Studies of entitativity find that crowds are viewed as more group-like than teams.
   2. Primary groups tend to larger but less cohesive than social groups.
   3. Groups influence members’ social identities, but social categories do not.
   4. Interdependence in groups is mutual rather than unilateral.
   5. People generally consider categories to be higher than collectives in entitativity.

Answer: E (The Nature of Groups)

1. Which statement is true?
   1. Aggregations can be easily classified into two categories—group and nongroup.
   2. Two-person groups have so many unique characteristics that they are not considered to be groups.
   3. Very large collectives, such as mobs, crowds, or congregations, have so many unique qualities that they are not considered to be groups.
   4. As groups increase in size, they tend to become more structured.
   5. Groups, by definition, must include at least three members but they cannot have more than 20 members.

Answer: D (The Nature of Groups)

1. Some aggregates have relatively few of the basic features of a group, whereas others have many. Which one of the following has the FEWEST group characteristics?
   1. four people playing bridge
   2. two people talking
   3. a mob
   4. all males who have blue eyes
   5. students dining at the same table in the cafeteria

Answer: D (The Nature of Groups)

1. Which one is highest in entitativity?
   1. the class of 2013
   2. cheerleaders cheering
   3. African Americans in Virginia
   4. lawyers
   5. a network of “friends” on Facebook

Answer: B (The Nature of Groups)

1. The idea of entitativity suggests a people will be referred to as a “group” if the aggregate
   1. is structured in some way.
   2. is passive rather than dynamic.
   3. has very few members.
   4. has only one goal.
   5. is perceived to be a single, unified whole.

Answer: E (p. 10)

1. Which of the following best summarizes the basic idea behind the Thomas Theorem?
   1. A group that is thought to be real will have real effects on its members.
   2. Seeing a process increases the likelihood of believing in the process.
   3. For every individual action there is an equal, and correlative, group-level action.
   4. All groups are created equal in the mind’s eye.
   5. Principles aren’t principles until they are tested in the context of group interaction.

Answer: A (p. 11)

1. Individuals raised in Western cultures, compared to those from Eastern cultures, tend to
   1. Draw more fine-grained distinctions between different types of groups.
   2. Stress group-level processes more than individual level processes.
   3. Attribute individual’s actions to personal qualities rather than group-level processes.
   4. Stress collective, group-level identity more so than individualize sources of identity.

Answer: C (The Nature of Groups Dynamics)

1. The study of group behavior is called group dynamics because
   1. the term underscores the importance of psychological processes.
   2. the impact of the leader is a major topic of study.
   3. the term notes the interdependency of people in evolving groups.
   4. groups, once formed, rarely change.

Answer: C (The Nature of Group Dynamics)

1. The \_\_\_ for group dynamics includes certain beliefs, often held only implicitly, that define researchers’ assumptions about group phenomena and the methods they should use to study these phenomena.
   1. paradigm
   2. hypothesis
   3. interaction
   4. level of analysis

Answer: A (The Nature of Group Dynamics)

1. Who wrote the book *Psychology of Crowds* (published in 1895)?
   1. Charles Horton Cooley
   2. Émile Durkheim
   3. Norman Triplett
   4. Floyd A. Allport
   5. Gustave Le Bon

Answer: E (The Nature of Group Dynamics)

1. The individualistic perspective is to the group perspective as \_\_\_ is to \_\_\_.
   1. sociology; psychology
   2. group dynamics; sociology
   3. psychology; sociology
   4. sociology; group dynamics
   5. social psychology; political science

Answer: C (The Nature of Group Dynamics)

1. Which theorist argued that people in groups are sometimes linked by a unifying groupmind or collective consciousness?
   1. Charles H. Cooley
   2. Émile Durkheim
   3. Norman Triplett
   4. Floyd A. Allport
   5. Kurt Lewin

Answer: B (The Nature of Group Dynamics)

1. When Allport wrote, “The actions of all are nothing more than the sum of the actions of each taken separately,” he was championing the \_\_\_ approach to groups.
   1. multi-level
   2. individual-level
   3. sociological
   4. group-level
   5. collective consciousness

Answer: B (The Nature of Group Dynamics)

1. Allport’s psychological perspective in the “reality of groups” debate argued that
   1. people join groups so rarely that their influence on behavior is minimal.
   2. groups can be understood in terms of the psychology of the individual members.
   3. groups possess a collective conscious in some cases.
   4. suicide is caused by anomie rather than group processes.
   5. only primary groups are important to study.

Answer: B (The Nature of Group Dynamics)

1. The person who says \_\_\_ is committing the “group fallacy.”
   1. I don’t believe in groups.
   2. Groups substantially influence individual members.
   3. The group became so upset that it turned against its own leader.
   4. Membership in a collective can influence individual members’ sense of identity.
   5. The actions of all are equivalent to the action of each one.

Answer: C (The Nature of Group Dynamics )

1. A psychological perspective on groups, as proposed by such researchers as Allport, argues
   1. the whole is greater than the sum of its parts.
   2. groups sometimes undergo such dramatic experiences that they develop a unified, collective conscious.
   3. to understand a group you must understand the individuals in that group.
   4. it is easier, in many cases, to change people who are in a group rather than each individual separately.
   5. psychological problems are caused, in most cases, by social problems.

Answer: C (The Nature of Group Dynamics)

1. Sherif demonstrated that norms
   1. disappear when the individual leaves the group.
   2. are social standards that exist apart from each member.
   3. rarely develop in groups.
   4. follow no systematic pattern of development.
   5. are not real, for they exist only in the eye of the beholder.

Answer: B (The Nature of Group Dynamics)

1. In Lewin’s formula B = *f*(P,E), P stands for \_\_\_ and E stands for \_\_\_.
   1. person; environment
   2. personality; external factors
   3. past; environment
   4. person; evolution
   5. personality; entitativity

Answer: A (The Nature of Group Dynamics)

1. Lewin’s concept of interactionism assumes that
   1. group behavior depends on the interaction among members.
   2. personal characteristics interact with environmental factors to determine behavior.
   3. problems are best solved through mutual interaction.
   4. groups are not real, but individuals are.

Answer: B (The Nature of Group Dynamics)

1. The stages in Tuckman’s group development model are, in order,
   1. storming, forming, norming, conforming, adjourning.
   2. forming, storming, norming, performing, adjourning.
   3. forming, norming, storming, performing, adjourning.
   4. forming, storming, conforming, performing, adjourning.

Answer: B (The Nature of Group Dynamics)

1. From the multilevel perspective, studies of group-level processes, such as group cohesion or structure, focus on \_\_\_ -level factors.
   1. major
   2. macro
   3. micro
   4. meso
   5. minor

Answer: D (The Nature of Group Dynamics)

1. Which is the best example of a multi-level analysis?
   1. Studying not only the members of the group but also the group’s leader.
   2. Examining how different roles in the groups affect performance.
   3. Studying how a norm influences the group as a whole as well as each member.
   4. A study that examines an individual’s thoughts, feelings, and actions.

Answer: C (The Nature of Group Dynamics)

1. According to a “multi-levels” approach to groups
   1. it is more important to understand group-level processes than individual-level processes.
   2. most processes that seem to be group-level processes are actually determined by psychological mechanisms.
   3. researchers should pinpoint the source of the process at its most basic level.
   4. group processes depend on individual, group, and cultural factors.

Answer: D (The Nature of Group Dynamics)

1. Which of the following supports the idea that groups shape society?
   1. Students learning in a classroom instead of at home.
   2. Individuals reaffirming their morals in organized religious groups.
   3. A collection of individuals deciding on a criminal sentence.
   4. Congress discussing, developing, and voting on federal funding.
   5. All of the above.

Answer: E (The Nature of Group Dynamics)

1. Which statement is true?
   1. Researchers study individuals in groups, but not groups themselves.
   2. Group researchers do only basic, theory-testing research.
   3. Group dynamics is relevant to all the social sciences except anthropology.
   4. Groups are more perceptually prominent in Eastern, rather than Western, cultures.

Answer: D (The Nature of Group Dynamics)

1. Which is NOT a question currently studied by groups researchers?
   1. When does a groupmind develop and what impact does it have on members?
   2. Why are some groups more productive than others?
   3. How does the physical environment shape the group’s dynamics?
   4. When is an aggregate of individuals perceived to be a group?

Answer: A (The Nature of Group Dynamics)