

## **COURSE GUIDE**

### **CRD 401 GROUP DYNAMICS**

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## INTRODUCTION

This course guide is designed to help you have an adequate understanding of the nature of groups in relation to the psychological and social forces associated with groups. This is relevant in effective administration and management of co-operatives which is a sociological group in nature.

The course guide should always be handy with you at all times. Your success in the course depends largely on your constant references and understanding of the guide.

The time table scheduling your activities in the course such as studying the course, writing and submission of assignments, allocation of continuous assessment scores, final examination and other relevant information are contained in this course guide. All have been carefully packaged to enable you achieve the aims and objectives of this course.

## COURSE OBJECTIVES

At the end of this course, you should be able to:

- have an in-depth knowledge of the structure and content of the course – group dynamics.
- explain the relevance of the knowledge of group dynamics in effective administration and management of cooperative organizations as one of the requirements leading to the award of b.sc in cooperative management.
- apply the knowledge of group dynamics in the administration and management of co-operative societies in relation to members' group actions.

## COURSE AIMS

The course primarily aims at equipping you with an in-depth knowledge of Group Dynamics in relation to the nature of groups, the laws of their development and their interrelations with other groups and larger institutions.

The specific objectives of this course are to:

- i. Explain the meaning of Group.
- ii. Explain the meaning of Group Dynamics.
- iii. Discuss the assumptions in Group Dynamics.
- iv. Explain the meaning of Co-operatives.
- v. Explain the importance of Group Dynamics in Co-operatives.
- vi. Describe the place of the individual in the group.

- vii. Explain motivation and blocks to participations in groups.
- viii. Discuss adjustments to frustration and blocks in groups.
- ix. Describe group development and phases of group growth.
- x. Discuss internal and external dynamics of groups.
- xi. Explain selection features and uses of some group techniques.
- xii. Discuss group evaluation.
- xiii. Identify some studies in Group Dynamics and
- xiv. Analyze group characteristics relevant to cooperatives.

## **COURSE MATERIALS**

The course materials that will guide you to successfully complete this course are:

- i. Course guide
- ii. Study units
- iii. Assignment file
- iv. Relevant textbooks

## **STUDY UNITS**

The study units are fifteen in number organized in modules as follows:

### **Module 1**

- Unit 1 The Definition and Concept of Group
- Unit 2 The Definition and Concept of Group Dynamics
- Unit 3 Types of Groups
- Unit 4 Size of Group
- Unit 5 Assumptions in Group Dynamics

### **Module 2**

- Unit 1 The Definition and Concept of Co-operatives
- Unit 2 The Values of Co-operatives
- Unit 3 Co-operatives as a Sociological Group
- Unit 4 Types of groups in Co-operatives
- Unit 5 Importance of Group Dynamics in Co-operatives

### **Module 3**

- Unit 1 The Place of the Individual in the Group
- Unit 2 The Definition and Concept of Motivation
- Unit 3 Motivation and Blocks to Participation in Groups
- Unit 4 Adjustments to Frustration and Blocks in Groups
- Unit 5 Group Development and Phases of Group Growth

## Module 4

Unit 1	Internal and External Dynamics of Groups
Unit 2	Selection Features and Uses of Some Group Techniques
Unit 3	Group Evaluation
Unit 4	Empirical Studies in Group Dynamics
Unit 5	Group Characteristics Relevant to Co-operatives

You should note that each of the units under each module as shown has self-assessment exercises and assignments which will be scored by the Course Tutor. Practice the exercises seriously and assess yourself if you adequately understand the content and objectives of each unit. This will prepare you for a good performance in the Teacher Marked Assignments (TMA) and final examinations.

References of all the information provided in this course are provided for further readings if required. This will broaden your idea of the content of the course.

## TEXTBOOKS AND REFERENCES

Dorwin, C. & Alvin, Z. Ed. (1997). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## ASSIGNMENT AND MARKING SCHEME

Assignment	Marks
Assignment 1-5	Five assignments. Select the best four and around 12.52 each, $12.5 \times 4 = 50\%$
Final examination	50% of the overall course marks
<b>Total</b>	<b>100% of course marks</b>

## COURSE OVERVIEW

Unit	Title of work	Weeks activity	Assessment
	Course guide	1	

## MODULE 1

1	The definition and concept of Group	2	
2	The definition and concept of Group Dynamics	2	Assignment 1
3	Types of groups	2	
4	Size of groups	2	
5	Assumptions in Group Dynamics	2	Assignment 2

**MODULE 2**

1	The definition and concept of Co-operatives	2	
2	The values of Co-operatives	2	Assignment 1
3	Co-operatives as a sociological group	2	
4	Types of groups in Co-operatives	2	
5	Importance of group dynamics in Co-operatives	2	Assignment 2

**MODULE 3**

1.	The place of the individual in the group	2	
2.	The definition and concept of motivation	2	
3.	Motivation and blocks to participation in groups	2	Assignment 3
4.	Adjustments to frustration and blocks in group	2	
5.	Group development and phases of group growth	2	

**MODULE 4**

1.	Internal and external dynamics of groups.	2	
2.	Selection features and uses of some group techniques	2	Assignment 4
3.	Meaning of evaluation and method of group evaluation	2	
4.	Empirical studies in Group Dynamics	2	
5.	Group characteristics relevant to Co-operatives	2	Assignment 5
	<b>Revision</b>	<b>1</b>	
	<b>Total</b>	<b>42</b>	

The above table gives an overview of the course Group Dynamics – the units, the numbers of weeks devoted to each unit and the assignments to be written by you.

**HOW TO GET THE MOST FROM THIS COURSE**

In the National Open University of Nigeria (NOUN), there is no lecturer physically present unlike the Conventional University. It counts on your maturity and initiatives. Your drive is the force that propels you and you are the major determinant on when and how to complete the B.Sc Programme in Co-operative Studies successfully.

You should regard the reading of the study materials as if you are listening to lectures. Indeed you are listening to the lecturer indirectly.

Every study unit has the same pattern. There is the introduction, followed by the learning outcomes/objectives after which, you are given the course content. Conclusion is made followed by the Self-Assessment exercises. You have to carefully go through the exercises as they assist you to recapitulate what you have learnt in the unit.

There are also Tutor-Marked Assignments which you are to answer. They all form the question bank for this Course. Your final examination question come from these ones. Also see the references and further reading.

As a strategy to go through the course, the followings are suggested:

- Read the Course Guide carefully
- Work out your private time table based on the most convenient time to study the materials
- Stick to your time-table. However, allow flexibility when and where necessary
- Start unit one and go through it before Unit 2 and finally unit 20
- You have been told never to leap frog jump any unit
- As you work through the units you will be instructed on what to do. You may be asked to go to a previous course you have done before for more information and/or reminder of some facts
- Compare the objectives of each unit with the content of your total assimilation of it. If there is a deviation, go back to the study material and re-read it
- When a submitted assignment is returned to go through it and observe comments made. If there is doubt, see your tutor
- Your completion of the last unit is an indication that you are ready for the final examination.

## **FACILITATORS/TUTOR AND TUTORIAL**

During tutorials, your tutor will grade you, comment on your assignment and monitor your progress. Try your best to attend the tutorials .This is the only way to have face to face with your tutor and questions and answers are handled during this session. Do not hesitate to contact your tutor by phone or by email if you need help.

The tutor will be willing to:

- Provide answers to your questions
- Co-ordinate discussions based on the unit
- Provide feedback on tutor marked assignments
- Get feedback from students on their understanding of the unit(s);  
Tutorials will take place in the study centre nearest to you. You have to arrange the time and other details with your facilitator.

## **SUMMARY**

In this Course Guide, you have been provided with robust information designed to make your study of Course CRD 401 successful. You need to have these pieces of information at the back of your mind.



This course guide has discussed the course objectives, course aims, course materials, the study units as well as textbooks and references. Also discussed includes assignment and marking scheme, course overview, how to get the best from the course, facilitators/tutor and tutorials as well as the conclusion.





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**MODULE 1**

Unit 1	The Definition and Concept of Group
Unit 2	The Definition and Concept of Group Dynamics
Unit 3	Types of Groups
Unit 4	Sizes of Group
Unit 5	Assumptions in Group Dynamics

**UNIT 1 THE DEFINITION AND CONCEPT OF GROUP****CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	The Meaning of Group
3.2	Sociological Concept of Group
3.3	Objective Criterion of Group
3.4	Importance of Group
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

**1.0 INTRODUCTION**

This is the first unit in module 1 of course CRD 401. The unit will take a broad look at the general concept of Group in relation to the meaning of group, the sociological concept of group, objective criterion of group and the importance of group.

**2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of group
- differentiate between sociological concept of group and objective criterion of group
- discuss the importance of group.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Group**

Brodbeck and Lewin cited in Dorwin and Alvin (1997) defined a group as a collection of individuals who have relations to one another that make them interdependent to some significant degree. As so defined by the authors, the term group refers to a class of social entities having in common the property interdependence among their constituent members.

A group, according to Olanrewaju (2010), is an aggregate of individuals standing in certain descriptive (i.e. observable) relations to each other. The kinds of relations exemplified will of course, depend upon or determine the kind of group, whether it be a family, an audience, a committee, a labour union or a crowd. Certain features of this definition should be noted. The elements of a group are individuals; the membership of a group is a set of people. But it is not true that any arbitrary collection of people such as all students, whose last names begin with a given letter, constitute a group. For a set of people to qualify as a group, they must be related to one another in some definite ways.

Similarly, Dorwin and Alvin, (1997), explain group to be a collection of people who are striving to achieve a common goal also constitutes a group, since goal-relevant behavior on the part of each person affects the other and likelihood of goal attainment. And if a set of people are treated in a homogeneous way by society because of race or religion or for some other reason, they may come to identify with one another and thereby become an interdependent group. Finally, the members of a family ordinarily compose an especially strong group because of their high degree of interdependence with respect to a variety of matters of great importance to them all.

New technology has broadened the definition of groups to include those who interact electronically. Not all the “people with whom we converse online are real, at some websites, chatterbots-fictitious correspondents created by artificial intelligence programs-respond to questions as if a human were replying. While answering product or service-related questions, the chatterbot may begin ‘chatting’ with an online consumer about family or the weather. Ultimately, such conversations may develop into a chat group that includes other online correspondents, both real and artificial (Slambrouck, 1999 cited in Richards, 2006).

### **3.2 Sociological Concept of Group**

In the sociological concept according to Anthony (1997), a group refers to a number of people who interact with one another in accordance with established patterns. This is sometimes phrased as a number of people having established and characteristic social relations. The two statements are however equivalent since “social relations” are themselves patterned forms of social interaction, enduring sufficiently to become identifiable parts of a social structure.

In sociological terms, Richards, (2006) sees a group as any number of people with similar norms, values, and expectations who interact with one another on a regular basis. The members of a women’s basketball team, a hospital’s business office, a synagogue, or a symphony orchestra constitute a group. However, the residents of a suburb would not be considered a group, since they rarely interact with one another at one time.

### **3.3 Objective Criterion of Group**

According to Anthony (1997), one objective criterion of a group is “frequency of interaction”. A second criterion of a group is that the interacting persons define themselves as “members,” i.e., that they have patterned expectations of forms of interaction which are morally binding on them, and on other “members,” but not on those regarded as ‘outside’ the group.

The correlative and third criterion is that the persons in interaction be defined by others as belonging to the group; these others including fellow-members and non-members. For social psychological purposes, the distinctive thing about a group is that its members share norms about something. The range covered by the shared norms may be great or small, but at the very least, they include whatever it is that is distinctive about the common interests of the group members. They also include norms concerning the roles of the group members. Other psychologists have focused attention upon the gratification that members derive from belonging to a group. They argue that unless a collection of people, in their relationships, provides some degree of satisfaction to each member, the collection will not remain a distinctive social entity.

It follows from the definitions of group that anyone who belongs to a particular group is affected in some way by the fact of membership. We should expect the effects of membership on a person to be greater than the effect of the person on the set of individuals constituting the group.

### **3.4 Importance of Group**

Every society is composed of many groups in which daily social interaction takes place. We seek out groups to establish friendships, to accomplish certain goals, and to fulfill the social roles we have acquired. In Kuwait, men gather in groups called diwanias, which means “little guest house” in Arabic. Hundreds of these gatherings take place every night. Diwanias may be centered around a family, but are just as likely to be organized around a business, specific occupation, or politics. Men gather to exchange gossip or ideas in these groups, which range in size from 5 or 6 members to well over 100. Meetings can last an hour in the early evening or stretch well into the night. Diwanias have a rich history in Kuwait, going back over 200 years. Recently a handful of Diwanias has begun to allow women to attend a major departure from custom for this type of social group (Marshall 2003 cited in Richards, 2006).

Groups play a vital part in a society’s social structure. Much of our social interaction takes place within groups and is influenced by their norms and sanctions. Being a teenager or a retired person takes on special meanings when we interact within groups designed for people with that particular status. The expectations associated with many social roles, including those accompanying the statuses of brother, sister, and student, become more clearly defined in the context of a group.

#### **SELF-ASSESSMENT EXERCISE**

- i. Explain the meaning of group.
- ii. Analyze the sociological conceptualization of group.

### **4.0 CONCLUSION**

The concept of group could be understood from angles. In other words, experts have defined and explained group in different ways. Whatever the definition and explanation however, groups have importance for the members and perhaps non-members. Groups play a vital role in a society’s social structure.

### **5.0 SUMMARY**

In this unit, topics discussed include the meaning of group, sociological concept of group, objective criterion of group and the importance of group. In the next unit, the discussion will center on the definition and concept of group dynamics.



## 6.0 TUTOR-MARKED ASSIGNMENT

1. Compare and contrast the sociological concept of group and objective criterion of group.
2. Discuss the benefits derivable from forming or joining a group.

## 7.0 REFERENCES/FURTHER READINGS

Anthony, G. (1997). *Sociology*. Oxford, UK: Blackwell Publishers Ltd.

Dorwin, C. & Alvin, Z. Ed. (1997). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

Schein, E. H. (1988). *Organizational psychology*. 3<sup>rd</sup> Ed. New Jersey: Prentice-Hall.

## **UNIT 2 THE DEFINITION AND CONCEPT OF GROUP DYNAMICS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The definition of group dynamics
  - 3.2 Properties in group dynamics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

This is the second unit in module 1 of course CRD 401. The unit will take a broad look at Group Dynamics in relation to the definition of group dynamics and elements in group dynamics.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- define group dynamics;
- discuss the properties in group dynamics.

### **3.0 MAIN CONTENT**

#### **3.1 The Definition of Group Dynamics**

According to Dorwin and Alvin, (1997), group dynamics is a field of inquiry dedicated to advancing knowledge about the nature of groups, the laws of their development, and their interrelations with individuals, other groups, and larger institutions. The student of Group Dynamics is interested in acquiring knowledge about the nature of groups and especially about the psychological and social forces associated with groups. It is evident that the modern student of group dynamics is not essentially different in his interests from scholars writing at various times over the centuries.

According to one rather frequent usage, Dorwin and Alvin, (1997) explain group dynamics to refer to a sort of political ideology concerning the ways in which groups should be organized and managed. This ideology emphasizes the importance of democratic leadership, the

participation of members in decisions, and the gains both to society and to individuals to be obtained through co-operative activities in groups.

A second popular usage of the term Group Dynamics refers to a set of techniques, such as role playing, buzz-sessions, observation and feedback of group process, and group decision, which have been employed widely during the past decade or two in training programs designed to improve skill in human relations and in the management of conferences and committees.

According to the third usage of the term Group Dynamics, it refers to a field of inquiry dedicated to achieving knowledge about the nature of groups, the laws of their development, and their interrelations with individuals (Dorwin & Alvin, 1997).

### **3.2 The Properties of Group Dynamics**

According to Jacobson cited in Dorwin and Alvin (1997), a group convenes, thinks, decides, solves problems, achieves solidarity, becomes organized and has a role structure, a culture or a system of values. Cattell cited in Dorwin and Alvin (1997) argues that the properties of groups may refer to any three 'panels of group description' namely:

- i) Characteristics of the individuals who constitute its membership (population variables);
- ii) Attributes of the collection of members considered as a whole (syntality variables) and
- iii) Relationship existing among the members of the group (structural variables).

### **SELF-ASSESSMENT EXERCISE**

1. What do you understand by group dynamics?.
2. Discuss the properties in group dynamics.

### **4.0 CONCLUSION**

In any situation, an individual's group behaviour will vary from his behaviour outside the group. The group's operations, growth and relationships will be more influential on the individual than the individual's influence on the group.

### **5.0 SUMMARY**

In this unit, we have discussed the meaning of group dynamics and elements in group dynamics. We have noted that there are different

usages of the term group dynamics. In the next unit, types of groups will be discussed.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify the properties in group dynamics and discuss their effects on members' behaviour.
2. Explain the various usages of group dynamics and identify which appeals to you most and why?

## **7.0 REFERENCES/FURTHER READINGS**

Anthony, G. (1997). *Sociology*. Oxford, UK: Blackwell Publishers Ltd.

Dorwin, C. & Alvin, Z. Ed. (1997). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

## **UNIT 3    TYPES OF GROUPS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Types of groups
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the third unit in module 1 of course CRD 401. The unit will take a broad look at types of groups.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify the types of groups

### **3.0 MAIN CONTENT**

#### **3.1 Types of Groups**

Sociologists have made a number of useful distinctions between types of groups. For instance, Richards (2006) listed and explained types of groups as primary and secondary groups, in-groups and out-groups, focus group and reference groups.

#### **Primary and secondary groups**

Cooley (1999) cited in Richards (2006) coined the term primary group to refer to a small group characterized by intimate, face-to-face association and cooperation. The members of a street gang constitute a primary group, so do members of a family living in the same household, as do a group of “sisters” in a college sorority. Primary groups play a pivotal role both in the socialization process and in the development of roles and statuses. Indeed, primary groups can be instrumental in a person’s day-to-day existence. When we find ourselves identifying closely with a group, it is probably a primary group.

We also participate in many groups that are not characterized by close bonds of friendship, such as large college classes and business associations. The term secondary group refers to a formal, impersonal group in which there is little social intimacy or mutual understanding. The distinction between primary and secondary groups is not always clear-cut. Some social clubs may become so large and impersonal that they no longer function as primary groups.

Secondary groups often emerge in the workplace among those who share special understandings about their occupation. Almost all of us have come into contact with people who deliver pizzas. Using observation research, two sociologists have given us a new understanding of the secondary groups that emerge in this occupation.

### **In-groups and out-groups**

A group can hold special meaning for members because of its relationship to other groups. For example, people in one group sometimes feel antagonistic to or threatened by another group, especially if that group is perceived as being different either culturally or racially. To identify these “we” and “they” feelings, sociologists use two terms: in-group and out-group. An in-group can be defined as any group or category to which people feel they belong. Simply put, it comprises everyone who is regarded as “we” or “us”. The in-group may be as narrow as a teenage clique or as broad as an entire society. The very existence of an in-group implies that there is an out-group that is viewed as “they” or “them.” An out-group is a group or category to which people feel they do not belong.

In-group members typically feel distinct and superior, seeing themselves as better than people in the out-group. Proper behavior for the in-group is simultaneously viewed as unacceptable behavior for the out-group. This double standard enhances the sense of superiority. Sociologist Merton (1968) cited in Richards (2006) described this process as the conversion of “in-group virtues” into “out-group vices. We can see this differential standard operating in worldwide discussions of terrorism. When a group or a nation takes aggressive actions, it usually justifies them as necessary, even if civilians are hurt and killed. Opponents are quick to label such actions with the emotion-laden term of terrorist and appeal to the world community for condemnation. Yet these same people may themselves retaliate with actions that hurt civilians, which the first group will then condemn. Conflict between in-groups and out-groups can turn violent on a personal as well as on political level.

## **Focus group**

A focus group is composed of 10 to 15 people assembled by a researcher to discuss a predetermined topic, such as a new consumer product or community needs. Guided by a moderator, the members, who are selected to be representative of the general public, offer their own opinions on the topic and react to other members' views. Focus group members are usually paid for their participation and realize that their views are being recorded.

Focus groups were first developed by Merton (1987) cited in Richards (2006) and his colleagues at Columbia University in the early 1940s, to evaluate the relative effectiveness of radio advertising. Today, advertisers and corporations rely heavily on this research method, which Merton called the focused interview. While the corporate world has been the principal user of focus groups over the last six decades, sociologists have recently returned to the method to investigate community opinion and workplace morale. They use the information they receive from the groups to design more extensive qualitative or quantitative research.

## **Reference groups**

Both in-groups and primary groups can dramatically influence the way an individual thinks and behaves. Sociologists call any group that individuals use as a standard for evaluating themselves and their own behavior as reference group. For example, a high school student who aspires to join a social circle of hip-hop music devotees will pattern his or her behavior after that of the group. The student will begin dressing like these peers, listening to the same tapes and CDs, and hanging out at the same stores and clubs.

Reference groups have two basic purposes. They serve a normative function by setting and enforcing standards of conduct and belief. The high school student who wants the approval of the hip-hop crowd will have to follow the group's dictates at least to some extent. Reference groups also perform a comparison function by serving as a standard against which people can measure themselves and others. An actor will evaluate himself or herself against a reference group composed of others in the acting profession (Schein, 1988).

Reference groups may help the process of anticipatory socialization. For example, a college student majoring in finance may read the Wall Street Journal, study the annual reports of corporations, and listen to midday stock market news on the radio. Such a student is using financial experts as a reference group to which he or she aspires.

Often, two or more reference groups influence us at the same time. Our family members, neighbors, and co-workers will shape different aspects of our self-evaluation. In addition, reference group attachments change during life cycle. A corporate executive who quits the rat race at age 45 to become a social worker will find new reference groups to use as standards for evaluation. We shift reference groups as we take on different statuses during our lives (Mullins, 2000).

### **SELF-ASSESSMENT EXERCISE**

- i. Identify and explain any three types of groups known to you.
- ii. Reference group serves a normative function and a comparison function. Discuss.

## **4.0 CONCLUSION**

As a result of the complex nature of any society, different groups exist to pursue different purposes. While some are large, others are small in numerical size. Some are adhoc in nature and others are relatively permanent in their life span.

## **5.0 SUMMARY**

In this unit, types of groups have been discussed. It was noted that the types of groups that commonly exist include primary and secondary groups, in-groups and out-groups, focus group and reference groups. In the next unit, sizes of groups will be discussed.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Compare and contrast focus group and reference group and justify why it could be said that focus group is academic in nature.
2. Describe a situation in your community and identify an appropriate type of group to establish to address the situation.

## **7.0 REFERENCES/FURTHER READINGS**

- Mullins, L. J. (2000). *Management and organizational behaviour*. 4<sup>th</sup> Ed. London: Pitman Publishing.
- Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.



Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

Schein, E. H. (1988). *Organizational psychology*. 3<sup>rd</sup> Ed. New Jersey: Prentice-Hall.

## **UNIT 4     SIZES OF GROUP**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Sizes of group.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fourth unit in module 1 of course CRD 401. The unit will take a broad look at the sizes of group.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify and analyze sizes of group

### **3.0 MAIN CONTENT**

#### **3.1 Sizes of a Group**

At what point does a collection of people become too large to be called a small group? That is not clear. In a group with more than 20 members, it is difficult for individuals to interact regularly in a direct and intimate manner. But even within a range of 2 to 10 people, group size can substantially alter the quality of social relationships. For example, as the number of group participants increases, the most active common factors become even more active relative to others. Therefore, a person who dominates a group of 3 or 4 members will be relatively more dominant in a 15-person group.

Group size also has noticeable social implications for members who do not assume leadership roles. In a larger group, each member has less time to speak, more points of view to absorb, and a more elaborate structure to function in. At the same time, an individual has greater freedom to ignore certain members or viewpoints than he or she would in a smaller group. It is harder to disregard someone in a 4-person workforce than someone in an office with 30 employees. It is harder to

disregard someone in a string quartet than someone in a college band with 50 members.

### **Dyad**

The simplest of all social groups or relationships is the dyad, or two-member group. A wife and a husband constitute a dyad, as does a business partnership or a singing duo. The dyad offers a special level of intimacy that cannot be duplicated in larger groups. However, as Richards (2006) noted, a dyad, unlike any other group, can be destroyed by the loss of a single member. Therefore, the threat of termination hangs over a dyadic relationship perhaps more than over any other.

### **Triad**

Obviously, the introduction of one additional person to a dyad dramatically transforms the character of the small group. The dyad becomes a three-member group, or triad. The third member has many ways of interacting with and influencing the dynamics of the group. The new person may play a leading role in the triad. When a married couple has their first child, the baby may serve to bind the group closer together. A new comer may also play a mediating role in a three-person group. Finally, a member of a triad can choose to employ a divide-and-rule strategy. Such is the case, for example, with a coach who tries to get a greater control over two assistants by making them rivals (Nixon, 1979 cited in Richards, 2006).

### **Coalitions**

As groups grow to the size of triads or larger, coalitions begin to develop. A coalition is a temporary or permanent alliance geared toward a common goal. Coalitions can be broad-based or narrow and can take on many different objectives. Sociologist Wilson (1999b) cited in Richards (2006) has described community-based organizations in Texas that include Whites and Latinos, working class and affluent, who have banded together to work for improved sidewalks, better drainage systems, and comprehensive street paving. Out of this type of coalition building, Wilson hopes, will emerge better interracial understanding. Some coalitions are intentionally short lived.

The effects of group size and coalitions on group dynamics are but two of the many aspects of the small group that sociologists have studied. Although it is clear that small-group encounters have a considerable influence on our lives, we are also deeply affected by much larger groups of people.

## SELF-ASSESSMENT EXERCISE

- i. List and explain the various sizes of group known to you.
- ii. In your understanding, what conditions lead to the formation of coalition?

## 4.0 CONCLUSION

Like humans themselves, groups are in different numerical sizes. They develop to perform different functions. Some group size names reflect the number of members in the group. Group size has noticeable social implications for members who do not assume leadership roles. Group size can substantially alter the quality of social relationships

## 5.0 SUMMARY

In this unit, topics discussed sizes of groups. Such sizes discussed include dyad, triad and coalitions. In the next unit, the discussion will center on assumptions in group dynamics.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Group size has noticeable social implications for members who do not assume leadership roles. Explain.
2. Group size can substantially alter the quality of social relationships. Discuss.

## 7.0 REFERENCES/FURTHER READINGS

Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

Schein, E. H. (1988). *Organizational psychology*. 3<sup>rd</sup> Ed. New Jersey: Prentice-Hall.

## **UNIT 5      ASSUMPTIONS IN GROUP DYNAMICS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Formation of groups
  - 3.2 Properties of groups
  - 3.3 Assumptions in Group Dynamics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Any one responsible for the management of group life must make some working assumptions about the values that will be gained or lost as a result of any particular kind of group activity. Consequently, this unit takes a cursory look at the assumptions in group dynamics.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the formation of groups.
- critically analyze the assumptions in group dynamics.

### **3.0 MAIN CONTENT**

#### **3.1 The Formation of Groups**

Any group in society originated at a particular time and its formation was determined by a particular set of conditions. The question is why do groups form? How does it happen that a certain collection of individuals comes to constitute a group? According to Jacobson (1981) cited in Dorwin and Alvin (1997), in view of the tremendous diversity of groups, it seems unlikely that there is a simple answer to these questions. The reasons for the formation of a family, a committee, an adolescent gang, a business association, a church and an ethnic group would appear to have little in common. Jacobson (1981) cited in Dorwin and Alvin (1997) identified three different kinds of circumstances under which groups come into existence:

- i) A group may be created deliberately by one or more people in order to accomplish some objectives;
- ii) A group may be formed spontaneously by the people who come to participate in it;
- iii) A collection of individuals may become a group because they are treated in a homogeneous way by the other people.

Given the above circumstances under which groups come into existence, the following types of group formation are known:

- Deliberate formation
- Spontaneous formation
- External designation

### **Deliberate formation**

The basic condition for the deliberate formation of group is the judgment by one or more people that a collection of individuals can accomplish some purpose (or do so at a level of efficiency) not otherwise possible. This gives rise to group types like work groups, problem-solving groups, social-action groups, mediating groups, legislative groups and client groups.

### **Spontaneous formation**

Many groups arise not because someone has deliberately formed them to accomplish some objectives but because people expect to derive some satisfaction for associating together. Groups such as friendship cliques, informal clustering within a formal organization, social clubs and juvenile gangs usually have this sort of origin.

### **External designation**

For some groups, the original impetus for their formation derives neither from the desire to accomplish some objectives nor from the needs of those who become members but from the fact that certain people are treated in a homogeneous manner by others.

## **3.2 Assumptions in Group Dynamics**

The basic assumptions held by most Group dynamists according to Dorwin and Alvin (1997) may be summarized by means of the following four propositions:

### **1. Groups are inevitable and ubiquitous**

This is not to say that groups must maintain the properties they display at any given time in a particular society nor that every group that exists should perpetuate itself, but one can hardly conceive of a collection of human beings living in geographical proximity under conditions such that it would be correct to assert that no groups exist and that there is no such thing as group membership. Even the most extreme individualists form groups that have their own language, heroes, hangouts, and distinctive dress. In fact, it is clear to social scientists that conformity is as extreme among such groups of nonconformists as anywhere in society.

### **2. Groups mobilize powerful forces that produce effects of utmost importance to individuals**

A person's very sense of identity is shaped by the groups of significance to him, his family, his church, his profession or occupation. A person's position in a group, moreover, may affect the way others behave toward him and such personal qualities as his level of aspiration and self-esteem. Group membership itself may be a prized possession or an oppressive burden; tragedies of major proportions have resulted from the exclusion of individuals from groups and from enforced membership in groups.

### **3. Groups may produce both good and bad consequences**

The view that groups are completely good or completely bad are both based on convincing evidence. The only fault with either is its one-sidedness. An exclusive focus on pathologies or on constructive features leads to a seriously distorted picture of reality.

### **4. A correct understanding of group dynamics permits the possibility that desirable consequences from groups can be deliberately enhanced**

Through the knowledge of group dynamics, groups can be made to serve better ends, for knowledge gives power to modify human behavior and social institutions. The group dynamist who starts with these assumptions agrees with the individualist that groups do exert powerful influences on people and that these influences may be harmful to individuals, to the group itself, and to society at large. But he maintains that co-operative action is essential for the attainment of important objectives and that group can be beneficial to individuals and to society. Instead of concentrating exclusively on the restrictive and inhibiting features of groups, the group dynamist advocates the scientific study of

groups and the individual's relations to groups with the belief that a better understanding of the nature of these will make it possible to devise groups and procedures better able to attain the legitimate goals of groups, to enhance the best values of society, and to enrich the personal resources of individuals.

5. Another assumption of Group Dynamics has been that general laws concerning group life can be discovered that will hold for such apparently different groups as a juvenile gang, the executive board of a YMCA, a jury, and a railroad maintenance crew. The essential feature of this point of view is its insistence that the various criteria that have been used to identify types of groups should be conceived as variables that may enter into a single general theory of groups.

### **SELF-ASSESSMENT EXERCISE**

- i. Why would people want to form or join any group?
- ii. Identify any five reasons why people may not participate in a group.

## **4.0 CONCLUSION**

The reasons for the formation of groups are varied and there are different properties of groups. Assumptions in group dynamics is crucial in order to determine the workings of any given group especially as people strive to effect changes and perform tasks that are difficult on individual basis and strive to perform them as a group. So for effective management of group life, there should be some working assumptions about the values that will be gained or lost as a result of any particular kind of group activity.

## **5.0 SUMMARY**

In this unit, the topics discussed are the formation of groups, the properties of groups and assumptions in group dynamics. The next unit will focus on cooperatives as a sociological group.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify and discuss three different kinds of circumstances under which groups come into existence.
2. List and discuss the basic assumptions in group dynamics that are of relevance to the manager of any work group.



## **7.0 REFERENCES/FURTHER READINGS**

Anthony, G. (1997). *Sociology*. Oxford, UK: Blackwell Publishers Ltd.

Dorwin, C. & Alvin, Z. Ed. (1997). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

## MODULE 2

Unit 1	The Definition and Concept of Co-operatives
Unit 2	The values of Co-operatives
Unit 3	Co-operatives as a sociological group
Unit 4	Types of Sociological Groups in Co-Operatives
Unit 5	Sociological Motives for Forming or Joining Existing Co-Operatives
Unit 6	Importance of Group Dynamics in Co-operatives

### UNIT 1 THE DEFINITION AND CONCEPT CO-OPERATIVES

#### CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
	3.1 The definition of Co-operatives
	3.2 Types of Co-operatives
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

#### 1.0 INTRODUCTION

This is the third unit in course CRD 401. The unit will take a cursory look at what co-operative is all about in terms of its definition and types of cooperatives commonly available.

#### 2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define cooperatives according to the international cooperative alliance ICA (1995).
- identify various types of co-operatives.

### **3.0 MAIN CONTENT**

#### **3.1 The Definition of Co-operatives by ICA (1995)**

There are so many definitions of cooperatives by different cooperative experts but the most widely accepted definition was given by the International Cooperative Alliance. According to the International Cooperative Alliance ICA (1995) cited in Chukwu (1990), a cooperative is “an autonomous association of persons united voluntarily for the purpose of meeting their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise”.

By the definition given, the following salient points are deduced:

- i) A cooperative is an association of persons not of money like in other businesses.
- ii) The persons involved come together without being forced and they have the freedom to leave at any point in time.
- iii) They are bound together in unity.
- iv) The reason why they have come together is to find solutions to socio-economic challenges affecting them as well as to satisfy their cultural needs and individual aspirations.
- v) Their objectives are to be achieved through a business venture.
- vi) The business venture is owned by all the members and not just an individual or two.
- vii) The administration of the business will adopt democratic principles where one member has one vote and all are equal before the cooperative law.

#### **3.2 Various types of Co-operatives**

The various types of cooperatives societies commonly available according to Onoh (2007) are:

- i) Consumer Co-operatives
- ii) Thrift and Credit Co-operatives
- iii) Marketing Co-operative Societies
- iv) Agricultural Co-operative Societies
- v) Multi-purpose Co-operative Societies
- vi) Building and Housing Co-operatives
- vii) Artisan Co-operative Societies.
- viii) Transport co-operative societies.

## **SELF-ASSESSMENT EXERCISE**

- i. Define co-operatives by ICA (1995) and explain the lessons learnt from the definition.
- ii. Which type of co-operative society would you want to establish for your community members and why?

### **4.0 CONCLUSION**

A cooperative society is made up of individuals who pull their resources together to solve a common problem. To ensure that they achieve their purpose, they meet, interact, have laws that guide them and do business which binds them together as a group.

### **5.0 SUMMARY**

In this unit, we have featured the definition of co-operatives by the International Co-operative Alliance ICA (1995) which is the most widely accepted definition. We have also discussed the various types of co-operatives. In the next unit, focus will be on the values of co-operatives.

### **6.0 TUTOR-MARKED ASSIGNMENT**

1. With reference to the definition of co-operatives by the International Co-operative Alliance (1995), why is co-operative business distinct from other businesses?
2. Why can it be said that a co-operative society is not made up of a crowd of people but a group of people?

### **7.0 REFERENCES/FURTHER READINGS**

- Chukwu, S.C. (1990). *Economics of the cooperative business enterprise*. Germany: Margurg.
- Onoh, F. A. (2007). *Co-operative administration and management*. Enugu: Amazing Grace

## **UNIT 2 THE VALUES OF CO-OPERATIVES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The values of Co-operatives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the second unit in course CRD 401. The unit will take a cursory look at the values of co-operatives in order to see why it is worthwhile.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify and explain the values of co-operatives.

### **3.0 MAIN CONTENT**

#### **3.1 The Values of Cooperatives**

Co-operatives did not arise overnight, without roots, without ancestry or without historical and intellectual antecedents. The cooperative movement is deeply rooted in social ideologies and religious belief systems which have nurtured it for the past two centuries. Co-operatives have some values which make them stand out among other businesses. These values, according to Chukwu, (1990) are as follows:

#### **Self-help**

Here, it is believed that one does not have to wait for government or other external bodies to solve his immediate problems. It is better for one to use one's own power and initiatives to solve the said problems. Cooperative is organized by people so that they can solve their common problems and also that of their environment.

**Equality**

The value believes in human equality as the cooperative treats all members as equal in the conduct of their affairs without discrimination of; sex, race, religion, politics, class or financial position/power.

**Equity**

This is the manner in which members are rewarded for their participation in the co-operative business. Each member benefits according to his level of contribution to the co-operative business. In other words, no one gains at the expense of another. Equity also pertains to the treatment of employees, suppliers, creditors and even non-member, customers - each one must be given his or her due in the society.

**Democracy**

This value is opposed to autocracy and dictatorship. The Rochdale pioneers brought the “one member, one vote” system of decision-making from political arena into the economic field. Co-operatives regard themselves as associations of persons, not of capitalists.

**Solidarity**

This means unity resulting from common interests and feeling, mutuality independence, community and love. It anchored on the spirit of “All for each” and “Each for all”. Co-operatives are not just a group of selfish individual or like passengers in bus. It is more than a partnership because members are collective and binded by a common purpose and possess common assets which are called “ours”. Solidarity is the secret of the power and success of any co-operative organization.

**Honesty**

Co-operatives are morally bound to avoid dishonesty, secrecy, anti-social behaviours and self-dealings. Co-operators must be straight forward in their relationship with one another and even non-members. Perhaps, that is why the Rochdale Pioneers insisted on correct /actual weight and measures, unadulterated goods and fair price.

**Openness**

Co-operatives are public organizations which regularly reveal considerable information on their operations to their members, public and the government. There is no secrecy in a co-operative and because

of this; it retains the confidence of the members. “Wherever there is darkness, there is falsehood”.

### **Caring for others**

Co-operatives assist the poor and the handicapped, but within their financial capacity. A part of net surplus is earmarked for this annually. Though they are not charitable organizations like the Red Cross, they care with compassion for the suffering humanity all over the world and also assist in the development and growth of co-operatives in other developing countries.

### **Social responsibility**

Co-operators aspire to be good corporate citizens of their countries and local communities. They protect the environment and encourage their members to make good use of the scarce human and natural resources. Co-operators are not egocentric. They willingly accept group and social obligation for the benefit of their wider population. They take action and make sacrifices in order to improve the living standard of their people. People join co-operatives in order to take responsibility for their own condition and for the community at large.

### **SELF-ASSESSMENT EXERCISE**

- i. What do you understand by co-operative values?
- ii. List and explain the values of co-operatives known to you.

## **4.0 CONCLUSION**

A cooperative society is made up of individuals who pull their resources together to solve a common problem. To ensure that the co-operative business is worthwhile, certain values stand out in the operations of the business. These values contribute in making co-operatives distinct from other businesses.

## **5.0 SUMMARY**

In this unit, we have featured the values of cooperatives. These values include self-help, equality, equity, democracy, solidarity, openness, caring for others and social responsibility. In the next unit, we will discuss co-operatives as a sociological group.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. People join co-operatives in order to take responsibility for their own condition and for the community at large. Discuss this as a value in co-operatives.
2. Which co-operative value appeals to you most and why?

## **7.0 REFERENCES/FURTHER READINGS**

Chukwu, S.C. (1990). *Economics of the cooperative business enterprise*. Germany: Margurg.

Onoh, F. A. (2007). *Co-operative administration and management*. Enugu: Amazing Grace



## **UNIT 3 CO-OPERATIVES AS A SOCIOLOGICAL GROUP**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Meaning of Group
  - 3.2 Characteristics of Co-Operatives as a Sociological Group
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the third unit in course CRD 401. The unit will take a cursory look at co-operatives as a sociological group in terms of its characteristics.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of group.
- analyze the characteristics of co-operatives as a sociological group.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Group**

According to Brodheck and Lewin cited in Dorwin and Alvin (1997), a group is a collection of individuals who have relations to one another that make them interdependent to some significant degree. As so defined by the authors, the term group refers to a class of social entities having in common the property interdependence among their constituent members.

A group, according to Olanrewaju (2010), is an aggregate of individuals standing in certain descriptive (i.e. observable) relations to each other. The kinds of relations exemplified will of course, depend upon or determine the kind of group, whether it be a family, an audience, a committee, a labour union or a crowd. Certain features of this definition should be noted. The elements of a group are individuals; the

membership of a group is a set of people. But it is not true that any arbitrary collection of people such as all students whose last names begin with a given letter, constitute a group. For a set of people to qualify as a group, they must be related to one another in some definite ways.

Similarly, Dorwin and Alvin, (1997), explain group to be a collection of people who are striving to achieve a common goal also constitutes a group, since goal-relevant behavior on the part of each person affects the other and likelihood of goal attainment. And if a set of people are treated in a homogeneous way by society because of race or religion or for some other reason, they may come to identify with one another and thereby become an interdependent group. Finally, the members of a family ordinarily compose an especially strong group because of their high degree of interdependence with respect to a variety of matters of great importance to them all.

New technology has broadened the definition of groups to include those who interact electronically. Not all the “people with whom we converse online are real, at some websites, chatterbots-fictitious correspondents created by artificial intelligence programs-respond to questions as if a human were replying. While answering product or service-related questions, the chatterbot may begin ‘chatting’ with an online consumer about family or the weather. Ultimately, such conversations may develop into a chat group that includes other online correspondents, both real and artificial (Slambrouck, 1999 cited in Richards, 2006).

### **3.2 Characteristics of a Co-operative as a Sociological Group**

As itemized by Chukwu (1990), the following are the characteristics of a Co-operative as a sociological group:

- i) Members have identical purpose.
- ii) Different roles which are performed by members exist (President, Secretary, Treasurer e.t.c)
- iii) Members have common values including the DOs and DON'Ts that guide the activities of the group.
- iv) There is regular communication among the members.
- v) There is an internal structure for the administration of the cooperative society.
- vi) There is a common identity that gives the Cooperative society its recognition (name, address, line of business).
- vii) The Cooperative society is relatively operated on a permanent basis.

## SELF-ASSESSMENT EXERCISE

- i. In relation to the definition of group, what properties make co-operatives a group?
- ii. List and explain the characteristics of a co-operative as a sociological group.

## 4.0 CONCLUSION

A cooperative society is made up of individuals who pull their resources together to solve a common problem. To ensure that they achieve their purpose, they meet, interact, and have laws that guide them, do business which binds them together as a group.

## 5.0 SUMMARY

In this unit, we have featured the definition and concept of group and the characteristics of co-operatives that make it a sociological group. In the next unit, the various types of sociological groups in cooperatives will be discussed.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Differentiate group from crowd to show why co-operatives is not a crowd of people.
2. The dual nature of co-operatives is that it is a business enterprise and a sociological group. Discuss.

## 7.0 REFERENCES/FURTHER READINGS

- Chukwu, S.C. (1990). *Economics of the cooperative business enterprise*. Germany: Margurg.
- Dorwin, C. & Alvin, Z. Ed. (1997). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.
- Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.
- Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 4    TYPES OF SOCIOLOGICAL GROUPS IN CO-OPERATIVES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Definition of a sociological group
  - 3.2 Various types of sociological groups in co-operatives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fourth unit in course CRD 401. The unit will provide the definition of sociological group and also discuss the various types of sociological groups in co-operatives.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- define a sociological group
- explain various types of sociological groups co-operatives.

### **3.0 MAIN CONTENT**

#### **3.1 The Definition of Sociological Group**

A sociological group is defined by Harambos and Holborn, (2004) as a unit consisting of a plural number of separate organisms (persons) who have a collective perception of their unity and who have the ability or tendency to act and/or are acting in a unitary manner toward their purpose.

#### **3.2 Various Types of Sociological Groups in Co-operatives**

Since there are different motives for people establishing or joining Co-operatives, no doubt cooperative members exhibit different behavioural dispositions within the cooperative complex. This culminates in the existence of the following sociological groups as pointed out by Amahalu (2006):

- i. Active group (Builders)
- ii. Centrifugal/Indifferent group (Destroyers)
- iii. Oppositional group (Critics)
- v. Passive group (Followers)

### **3.3 Characteristics of the Various Sociological Groups Centrifugal Group (Destroyers)**

Characteristics of centrifugal group:

- i. They exhibit extreme individualism
- ii. They are difficult to please
- iii. They act on personal interest
- iv. They do not pay attention to the society
- v. They leave the society at the shortest opportunity

Roles of centrifugal group

- i. They are the destroyers of the society
- ii. They do not make any meaningful contribution in the majority
- iii. They are more interested in what they can gain
- iv. They lead to the failure of the society, if they are in the majority

#### **Oppositional group (Critics)**

Characteristics of oppositional group:

- i. They act the same way as the centrifugal, but not to the Extreme
- ii. Their negative attitudes are not purely directed to cooperative but to the active group.
- iii. They believe they are better than other.
- iv. Other negative behaviors like inability to win an election in then co-operative society

Roles of oppositional group:

- i. They are the critics
- ii. They do not see anything in the initiative of others
- iii. They do not give encouragement to their leaders
- iv. The reaction of their attitude may tear the society apart by dispute
- v. They act as checks and balances to the activities of their leaders.

- vi. They make the active group to be very prudent in running the affairs of the society.

### **Passive group (Follower)**

Characteristics of passive group:

- i. They show high sense of discipline and loyalty to the society.
- ii. They always abide by the decision of the majority.
- iii. They always take co-operative as “ours” i.e. our co-operative.
- iv. They save the society from negative attitude.

Roles of passive group:

- i. They are followers/dependents
- ii. They accept any situation
- iii. They do not criticize or contribute to the affairs of the cooperative society
- iv. Their loyalty is the sources of encouragement to the leaders.

### **The active group (Builders)**

Characteristics of active group:

- i. They are strong individual personalities
- ii. They show high sense of belonging to the society i.e. loyalty
- iii. They work together with others
- iv. They bring initiatives
- v. They hold office and participate in the society’s affairs
- vi. They are described as builders
- vii. They have the enlightenment and knowledge of co-operative

Roles of Active Group:

They are builders of the society  
 They are the backbone of every society  
 They act as power house  
 With this group, the sky is the limit for the society  
 They make personal sacrifice.

### **SELF-ASSESSMENT EXERCISE**

- i. Define group and explain the definition.
- ii. List and discuss the types of sociological groups in co-operatives.

## 4.0 CONCLUSION

A cooperative society is a sociological group made up of individuals who have a collective perception of their unity geared towards achieving a common goal.

## 5.0 SUMMARY

In this unit, we have featured the definition of sociological group and the types of sociological groups that exist in co-operatives. In the next unit, sociological motives for forming or joining existing co-operatives will be discussed.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Define co-operatives according to the International Cooperative Alliance (1995) and explain from the definition that co-operatives is a sociological group.
2. Identify the various sociological groups in co-operatives and explain their characteristics and roles.

## 7.0 REFERENCES/FURTHER READINGS

- Chukwu, S.C. (1990). *Economics of the cooperative business enterprise*. Germany: Margurg.
- Onoh, F. A. (2007). *Co-operative administration and management*. Enugu: Amazing Grace
- Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

## **UNIT 5      SOCIOLOGICAL MOTIVES FOR FORMING OR JOINING EXISTING CO-OPERATIVES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of Motives
  - 3.2 Sociological Motives for establishing or joining co-operatives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fourth unit in course CRD 401. The unit will discuss what motivates people to form or join cooperatives. The unit explains the meaning of motives and sociological motives for forming or joining co-operatives.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- define motives
- discuss the sociological motives for forming or joining existing Co-operatives.

### **3.0 MAIN CONTENT**

#### **3.1 The Definition of Motive**

Motive, according to Baron (1989) refers to that which activates or incites to motion or action. It is that drive which initiates, increases or reduces the vigour or the enthusiasm of an individual's level of activity. It is the push or drive that spurs one into action. Motive provides the necessary force or impetus for doing something that an individual considers worthwhile.



### **3.2 Sociological Motives for Forming or Joining Existing Co-Operatives**

The sociological motives for forming or joining existing co-operative societies as explained by Amahalu (2006) are as follows:

- i) To avoid isolation and loneliness;
- ii) To get security during occurrence of uncertainties;
- iii) To get protection during especially in situations that need team effort;
- iv) Out of personal admiration of some persons who are already members of the Co-operative Society.
- v) The desire to belong to a particular class of people.
- vi) To avoid being the odd man out particularly when everybody in the area has already joined.
- vii) Not to miss out in any unspecified benefits accruing to members of Co-operative Societies.

#### **SELF-ASSESSMENT EXERCISE**

1. Define motivation and explain the meaning of the definition.
2. Explain the sociological reasons why the people of your locality may decide to form or join cooperatives.

### **4.0 CONCLUSION**

In any activity that one engages in, there must be particular reasons that have moved one to do so. No doubt, there is no action without a cause, so in cooperatives, members have their various sociological reasons why they formed or joined cooperatives. The motivational factors could either be intrinsic or extrinsic.

### **5.0 SUMMARY**

In this unit, we have explained the meaning of motivation, types of motivation and sociological motives why people form or join existing cooperatives.

### **6.0 TUTOR-MARKED ASSIGNMENT**

1. Define the term motivation and explain why it could be said that everybody needs either intrinsic or extrinsic motivation in one way or the other to perform tasks.
2. Explain some activities of some cooperative societies that apart from economic motives, people form or join cooperatives for some sociological motives.

## 7.0 REFERENCES/FURTHER READINGS

Amahalu, A.C. (2006). *Understanding some aspects of cooperatives*. Enugu: Don-Ell Publishers.

Baron, R.A. (1989). *Psychology* (4<sup>th</sup> Ed). USA: Allyn and Bacon

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## **UNIT 6      IMPORTANCE OF GROUP DYNAMICS IN CO-OPERATIVES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of Group Dynamics
  - 3.2 The importance of Group Dynamics to Co-operatives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fifth unit in course CRD 401. The unit will first refresh our memory on the meaning of group dynamics and the importance of group dynamics to Co-operatives.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of group dynamics in simple terms
- vividly explain the importance of Group Dynamics to Co-operatives.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Group Dynamics**

As defined by Malinovsky and Barry (2002), Group Dynamics is the study of human behaviour within groups and the interaction of individuals in the group. It is a field of inquiry dedicated to advancing knowledge about the nature of groups, the laws of their development, and their interrelations with individuals, other groups, and larger institutions. In other words, Group Dynamics is concerned with the nature of groups and especially about the psychological and social forces associated with groups. It explains an individual's behavior in a group situation different from when the individual is in isolation.

### 3.2 Importance of Group Dynamics to Co-operatives

Group Dynamics is important to Co-operatives especially for the fact that Co-operatives itself is a sociological group in nature. Given the characteristics of the various sociological groups in co-operatives, the importance of Group Dynamics is summarized as follows:

- i) Group Dynamics gives co-operative managers insight into how co-operative members are likely to behave in a group situation thereby helping them to devise adequate measures to contend with them in such a manner that the co-operative society will not be affected.
- ii) Group Dynamics instills in co-operative managers the knowledge to quickly diagnose and tackle the onset of a member's behaviour that is likely to grow and become detrimental to the life of the cooperative society.
- iii) The discipline enlightens cooperative managers about the possible interrelationships among the various sociological groups common in cooperatives and how they could affect the co-operative business.
- iv) The discipline gives co-operative managers the understanding of the laws of the development of groups in cooperatives and how they could guide against the emergence of the destructive ones.
- v) Extensive exposure to the study of Group Dynamics will equip co-operative managers with the knowledge of efficient exercise of democratic leadership style that will accommodate all the members with varying attitude under different groups.
- vi) The co-operative members will use the knowledge of Group Dynamics to see the importance of mutual positive attitudes among themselves and form groups that will promote the development of their co-operatives.
- vii) From the study of Group Dynamics, all stakeholders in co-operatives will recognize and appreciate the fact that in any human organization including co-operatives, the existence of social groups is normal. Whether active, centrifugal, oppositional or passive, all can contribute in one way or the other to co-operative development only if they are recognized, understood and well managed in the co-operative arena.

#### SELF-ASSESSMENT EXERCISE

- i. Define group dynamics and explain the basic concepts in the definition.
- ii. Discuss the importance of Group Dynamics to the development of primary co-operative societies in Nigeria.

## 4.0 CONCLUSION

Group dynamics is very important in any co-operative society. Co-operative managers, members, and non-members have a lot to benefit from group dynamics.

## 5.0 SUMMARY

In this unit, we have explained the meaning of group dynamics as well as their characteristics and the importance of Group Dynamics to cooperatives.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. What is the impact of group dynamics on the activities of the various sociological groups in cooperatives?
2. Assuming you were the Director of Cooperatives in your State, give convincing reasons why you should insist on the inclusion of the course Group Dynamics in Co-operative Education in your State.

## 7.0 REFERENCES/FURTHER READINGS

Amahalu, A.C. (2006). *Understanding some aspects of cooperatives*. Enugu: Don-Ell Publishers.

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## MODULE 3

Unit 1	The place of the individual in the group
Unit 2	Motivation and Blocks to Participation in Groups
Unit 3	Adjustments to Frustrations and Blocks to Participation in Groups
Unit 4	Group Development
Unit 5	Phases of Group Growth

### UNIT 1 THE PLACE OF THE INDIVIDUAL IN THE GROUP

#### CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Meaning of Group
3.2	Elements of Group
3.3	The place of the individual in the group.
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

#### 1.0 INTRODUCTION

This is the first unit in module 2 in course CRD 401. In any group, there are certain sociological elements that generally characterize the group. Besides, there is always a beneficial relationship between the individual and the group. In other words, there are expectations of the individual from the group and of the group from the individual. The satisfaction of these expectations binds the individual and the group together. The unit discusses such elements of group and the place of individual in the group.

#### 2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define group
- explain the elements of group
- discuss the place of the individual in the group.

### **3.0 MAIN CONTENT**

#### **3.1 Meaning of Group**

There are different definitions of group. Whatever the definition, one essential element of group is that its members identify and accept themselves as belonging to the group. Allcorn, (1989) defined group as any number of people who interact with one another and are psychologically aware of one another and perceive themselves to be a group. Adair (1986) cited in Mullins (2000) defined group as a collection of people who share most, if not all, of the characteristics such as a definable membership, group consciousness, a sense of shared purpose, independence, interaction and ability to act in a unitary manner.

#### **3.2 Elements of Group**

The following are the elements of group according to Allcorn, (1989):

- i) Trust
- ii) Information sharing
- iii) Training
- iv) Union Involvement
- v) Management Commitment.

##### **Trust**

To build an effective group, the management must trust the members chosen. Where there is mutual trust between the management and the members, there is a psychological motivation to work as expected. Also, between the members of the group, there must be firm trust. Where suspicion is the order of the day, the group is likely to fail.

##### **Information sharing**

Information is the life wire of a group. It is the bond between them. Whenever members gather together, the only thing they share and deliberate on is information. Members therefore must be willing to disclose important information and tips to each other.

##### **Training**

The kind of training required in a group may not necessary be a formal training. It could just be something organized among the members themselves, so that, they can develop new habits, rapport well with each other, gather data more easily, communicate better with each other, etc.

## **Union involvement**

A powerful force in any organization of people is the union. The union of employees is influential on matters that affect the welfare of the general workforce. The management must be able to integrate the union members/leaders in the group formation. This will help to stem the tide of troubled waters in the organization and enhance co-operation and smooth operation.

## **Management commitment**

Management role in the group building does not end at members' selection. They should be committed to making the group work. They must help the group to understand and adapt to the needs of the assignment given to them. They must assist in the transition stage of the group. They also motivate the group so that effective performance of duties is ensured.

### **3.3 The Place of the Individual in the Group**

Although such factors as physical environment, population, technology, and social inequality serve as forces of change, it is the collective effort of each individual organized in social movements that ultimately leads to the functioning of the group. In considering any given individual and a particular group, it is evident that there are many possible relationships between them. The individual may be a member or not.

The following explains the place of each individual in a group as pointed out by Mullins, (2000):

- i) He may depend on the group the group to some degree to provide the things he values.
- ii) He may find the prospect of membership attractive or repulsive and the group in turn, may accept or reject him.
- iii) His membership or non-membership may be voluntary or involuntary.
- iv) He may belong simultaneously to several groups and this membership may be more or less compatible with one another.
- v) He may use the group as a reference in forming his beliefs or attitudes, in steering his behavior and in evaluating himself, the treatment he receives and other people.
- vi) The particular parts of a person that are engaged by membership may affect both the function of the group and its significance for members.
- vii) A person who is a member of a group is said to be "in" the group, to be located within its boundaries, communicating



- effectively with other members and keeping confidential matters of the group.
- viii) The individual contributes his quota towards achieving the goals of the group. This he does either willingly or unwillingly performing his assigned roles.
  - ix) An individual's membership in a group may have a profound significance for him. The groups to which an individual belongs - a fraternity, a work group, a recreation club, a religious body, an ethnic group, a political party, or even a therapy group basically affect the kind of person he is.
  - x) Membership of a group sometimes, does not necessarily engage the entire person. It may have significance for only certain segments of his life.

### **SELF-ASSESSMENT EXERCISE**

- i. Define group and explain the elements of group.
- ii. Identify the place of the individual in the group.

## **4.0 CONCLUSION**

In any given group, each member has a place in the group. There is a symbiotic relationship between each individual and the group. The individual benefits from the group and the group benefits from the individual. It is the combined activities of each member of the group that produces results. Certain actions or inactions of the individual can make or mar the cohesiveness of the group.

## **5.0 SUMMARY**

In this unit, topics covered include the definition of group, elements of group and the place of the individual in the group. In the next unit, the discussion will center on motivation and blocks to participation in group.

## **6.0 TUTOR-MARKED ASSIGNMENT**

- 1. Revisit any broad definition of group and explain the salient features of the definition.
- 2. Discuss the symbiotic relationship between the individual and the group and justify that each individual member of a group is relevant.

## 7.0 REFERENCES/FURTHER READINGS

Allcorn, S. (1989). 'Understanding groups at work'. *Personnel*. Vol. 66, No. 8 August.

Argyle, M. (1989). *The social psychology of work*. 2<sup>nd</sup> Ed., London: Pnguin.

Mullins, L. J. (2000). *Management and organizational behavior*. 4<sup>th</sup> Ed. London: Pitman Publishing.

## **UNIT 2      MOTIVATION      AND      BLOCKS      TO PARTICIPATION IN GROUPS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Characteristics underlying Motivation
  - 3.2 Psychological Contract of Motivation
  - 3.3 Motivational factors to participation in groups.
  - 3.4 Identify the blocks to participation in groups
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the second unit in module 2 in course CRD 401. The unit discusses motivation and blocks to participation in group. The premise of motivation has to do with the description of the direction and persistence of action by individuals. It determines why people behave the way they do and how they are likely to behave under certain conditions. The unit explains why people are moved to become members of a given group and what factors could prevent them from doing so.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the characteristics underlying motivation
- discuss the psychological contract of motivation
- explain the motivational factors to participation in groups
- identify the blocks to participation in groups.

### **3.0 MAIN CONTENT**

#### **3.1 Characteristics Underlying Motivation**

According to Richard (2006), the following are the common characteristics which underlie the nature of motivation:

**Motivation is an individual phenomenon**

Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or the other.

**Motivation is intentional**

Motivation is assumed to be under the control of the individual and behaviours resulting from motivation are seen as choices of action.

**Motivation is multifaceted**

Motivational techniques are hinged on two questions: what gets people activated for task performance (arousal)? What is the force of action of an individual to engage in a desired behaviour (direction of choice of behaviour)?

**Motivation is action directed**

Motivation is not the behaviour itself and it is not the performance. Motivation concerns action, and the internal and external forces which influence a person's choice of action.

**3.2 Psychological Contract of Motivation**

Motivation to work or behave in a particular way is influenced by the concept of 'psychological contract'. As explained by Schein (1988), the psychological contract involves a series of between the individual member and the organization or group. Although the individual member and the organization may not be conscious of the expectations since such expectations are not defined formally, their relationship is still affected by these expectations. These expectations, according to Schein include:

- i) Provision of safe and hygienic working conditions;
- ii) Provision of job security;
- iii) Reduction of alienating aspect of work;
- iv) Adopting equitable personnel policies;
- v) Allowing staff genuine participation in decision making;
- vi) Implementing reasonable equal opportunities for personnel development;
- vii) Treat members of staff with respect;
- viii) Considerate attitude towards personnel problems.

According to Schein, the expectations of the organization or group from the workers or members include:

- i) Acceptance of the culture and ideology of the organization or group;
- ii) Working diligently in pursuit of the organizational or group objectives;
- iii) Avoidance of abusing the goodwill shown by the organization or group;
- iv) Showing loyalty at all times;
- v) Not betraying position of trust;
- vi) Observing reasonable and acceptable standards of dress and appearance.

### **3.3 Motivational Factors to Participation in Groups**

Why do certain individuals join a social movement while others who are in similar situations don't? Motivational factors to participation in groups according to Mullins (2000) include:

- i) Feeling of security and protection by belonging to a group is a motivational factor.
- ii) Feeling of relative deprivation which could be tackled only by belonging to a relevant group is a motivational factor.
- iii) Feelings of right to one's goal. For example, the struggle against European colonialism in Africa intensified when growing numbers of Africans decided that it was legitimate for them to have political and economic independence.
- iv) Awareness that one's goals cannot be achieved through conventional means/alone without joining a group. The disadvantaged group must perceive that it cannot attain its goals through conventional means. This belief may or may not be correct.
- v) Perceived successful performance of a given group over time is a motivational factor.
- vi) Attraction to certain members of a group and the desire to identify with them is a motivational factor.
- vii) Expected gratification such as money, political influence, access to the media, and personnel from belonging to a group is a motivational factor.
- viii) Popularity of a certain group in certain matters is a motivational factor.

### **3.4 Blocks to Participation in Groups**

Blocks to participation in groups as argued by Mullins (2000) could be as a result of the following factors:

- i) Poor and unsatisfactory verifiable records of an individual over time which are not in congruence with the ethics and values of a group could be a block to his participation.
- ii) Record of dismal task performance of a group over time is a block to participation by others.
- iii) Derogatory statements or public apathy against a group could also be a block to participation in the group by others.
- iv) Stated objectives of a group which are against ones' ethics of conduct could be a block to ones' participation in the group.
- v) Expensive, complicated and/or questionable membership requirements of a group could be a block to participation.

### **SELF-ASSESSMENT EXERCISE**

- i. Why would people want to form or join any group?
- ii. Identify any five reasons why people may not participate in a group.

## **4.0 CONCLUSION**

In any given situation, the action or inaction of people is a function of motivation. In participation in any group, the individual must have motivational drives to do so. There must be reasons for developing the desire to be a member of a group. Each member has a place in the group. There are usually individual expectations of what the group could offer him or her by being a member of the group, so he/she is motivated to join. In most cases, even if a group is in existence, there could be some blocks that could hinder potential individuals from participating in the group. These blocks could be outside the control of the individual.

## **5.0 SUMMARY**

In this unit, topics discussed include characteristics underlying motivation, the psychological contract of motivation, motivational factors of participation in groups as well as blocks to participation in groups. In the next unit, the discussion will center on adjustments to frustrations and blocks to participation in group.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Discuss the factors that could motivate people to become members of a group.
2. Identify any group of your choice and discuss with relevant examples, possible factors that could thwart the membership of people in the group.

## 7.0 REFERENCES/FURTHER READINGS

Mullins, L. J. (2000). *Management and organizational behaviour*. 4<sup>th</sup> Ed. London: Pitman Publishing.

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## **UNIT 3     ADJUSTMENTS TO FRUSTRATIONS AND BLOCKS TO PARTICIPATION IN GROUPS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of frustration
  - 3.2 Frustration-induced behaviour
  - 3.3 The meaning of adjustment
  - 3.4 Adjustment methods to frustrations and blocks to participation in groups
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

It is normal for an individual to make efforts to adjust to frustrating situations. After failing to achieve an objective, one gets frustrated and dejected. However, this state of mind does not, or is not expected to continue endlessly. The individual tries to adjust to the situation after a while. How this is done varies from person to person and depends on the problem. The previous unit discussed the blocks to participation in groups. Such blocks could result to frustrations. Consequently, this unit discusses how individuals who have been blocked to participation adjust to their frustrations.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of frustration.
- discuss frustration-induced behaviour
- explain the meaning of adjustment.
- identify adjustment methods to frustrations and blocks to participation in groups.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Frustration**

Frustration according to Lazarus and Folkman (1984) is a feeling of anguish or emotional imbalance resulting from a situation that is beyond



the control of an individual. In other words, it is an emotionally disturbing feeling occasioned by a helpless, unrewarding situation. It could be as a result of inability to attain desired goals, financial poverty, disappointments, sickness, lack or loss of job, deprivations e.t.c.

### **3.2 Frustration-induced Behaviour**

According to Mullins (2000), there are two possible outcomes in a situation where a person's motivational driving force is blocked. This includes constructive behaviour or frustration. The constructive behaviour is a positive reaction to the blockage and can be in form of problem-solving or restructuring. Problem-solving is the process of removing the blockage while restructuring is the substitution of an alternative goal even though such a goal may be of a lower cadre.

Frustration according to Mullins is a negative response to the blockage of the individual's desired goal. This results in a negative defensive form of behaviour which could be destructive.

### **3.3 The Meaning of Adjustment**

According to Ali (2009), adjustment is the process of managing external or internal demands that are perceived as tasking and exceeding a person's resources. This definition suggests that a frustrating experience is moderated by two basic appraisals. The first is an appraisal of the level of frustration and the second is an appraisal of the person's own resources for dealing with it.

Olanrewaju (2010) explains that adjustment to frustrations and participation in groups relates to how individuals tend to react when for any reason, they are disallowed from becoming members of a group. It relates to how an individual overtly or covertly adapts in behavior and activities.

### **3.4 Adjustment Methods to Frustrations and Blocks to Participation in Groups**

According to Lazarus and Folkman (1984), adjustments could be peaceful or destructive. It could include:

- i) Looking for and joining an alternative group with even stronger and more powerful motives.
- ii) Forming a similar group with more influential people in society and setting more superior aims and objectives that supercedes the other group.

- iii) Joining forces and spreading outright negative propaganda against the group that blocked the individual's membership.
- iv) Total withdrawal from participating in any similar group.
- v) They may seek to reduce the frustration in a very constructive manner, for example, a lecturer who has not been successful in his attempt to become a Head of Department in a University may seek a leader's position in a Senior Staff Club.
- vi) The goal-frustrated individual may evoke one or more defense mechanisms instead of adopting constructive behavior to solve the problem.

In his contribution, Mullins (2000) adjustments to frustrations could be in the following ways:

- i) Aggression which is a physical or verbal attack on some persons or objects considered to be the cause of the frustration. This aggression could be transferred on innocent persons or objects.
- ii) Regression which is reverting to a childish or more primitive form of behaviour such as sulking, crying e.t.c.
- iii) Fixation which is persisting in a form of behaviour that has no adaptive value and continuing to repeat actions which have no positive results, for example refusing to accept good suggestions, insisting on a solution that cannot work, trying making phone calls when there is no network.

### **SELF-ASSESSMENT EXERCISE**

- i. Differentiate between frustration and adjustment.
- ii. Differentiate between peaceful adjustment and destructive adjustment to frustration.

## **4.0 CONCLUSION**

Since individuals and situations vary, adjustments to frustrations and blocks to groups also vary. While some persons have the ability to adjust in a mild, peaceful and friendly manner, others adopt violent and destructive methods of adjustments to frustrations and blocks. This is a functioning of individual psychological differences.

## **5.0 SUMMARY**

This unit has discussed the meaning of frustration, frustration-induced behaviour, the meaning of adjustment and methods of adjustments to frustrations and blocks to participation in groups. The next unit will focus on group development.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the meaning of adjustment and justify why it is necessary to adjust to situations in life.
2. Discuss different methods of adjustments. Why are there varying methods adopted by individuals?

## 7.0 REFERENCES/FURTHER READINGS

- Ali, O.O. (2009). *Psychology of adjustment and career development for all educational levels*. Zaria: The Ahmadu Bello University Press Ltd
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## **UNIT 4 GROUP DEVELOPMENT**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of group
  - 3.2 Types of work group
  - 3.3 Reasons for the formation of groups
  - 3.4 Group cohesiveness and group performance.
  - 3.5 Steps in Group development.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In human society, work organizations inevitably exist. Individuals work in such organizations and they must work together with others to achieve organizational objectives. This gives rise to group which is a deliberate structural design. Workers are organized into groups in form of departments, units or divisions. Every member of the organization, by design, is a member of one group or the other who work in unity, following organizational rules and regulations that bring them together as one group.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of group.
- discuss types of work group
- explain the reasons for the formation of groups.
- discuss group cohesiveness and group performance.
- steps in group development.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Group**

There are different definitions of group. Whatever the definition, one essential element of group is that its members identify and accept themselves as belonging to the group. Schein (1988) defined group as any number of people who interact with one another and are

psychologically aware of one another and perceive themselves to be a group. Adair (1986) cited in Mullins (2000) defined group as a collection of people who share most, if not all, of the characteristics such as a definable membership, group consciousness, a sense of shared purpose, independence, interaction and ability to act in a unitary manner.

### **3.2 Types of Work Group**

The type of production system determines what type of work group that could exist and the manner in which they conduct themselves in the organization. According to Mullins (2000), the following work groups are obtainable in an organization:

- i) Apathetic group
- ii) Erratic group
- iii) Strategic group and
- iv) Conservative group

#### **Apathetic groups**

This group tends to be relatively low skilled and poorly paid. Members of this group perform a range of functions with little task interdependence. There is lack of enthusiasm among members and they have little sense of internal unity. They have no clearly defined leader and have individual rather than group problems.

#### **Erratic group**

This group also tends to be low skilled and low statuses. Members perform identical or similar tasks that require frequent interactions among themselves. Job tasks here are physically demanding and unpredictable. Members have mixed relationship with management but are easily inflamed in handling grievances. Members have leadership that is authoritarian.

#### **Strategic group**

This group in the work organization is made up of relatively skilled members with a good production records. Members perform individual jobs but with a high degree of interactions among themselves with internal group unity. They are active and influential with continual union participation and pressure on management.

### **Conservative group**

The members of this group are skilled workers with high statuses and mainly on individual operations. There is a wide dispersion among members and low level of interaction but strong sense of identity and a reasonable degree of internal unity. The group is conservative in negotiations but exert strong pressure for specific objectives. It is often associated with professional bodies.

### **3.3 The Reasons for the Formation of Groups**

In any society, whether developed or underdeveloped, whether democratic or not, either formal or informal groups develop. Some groups develop in reaction to exploitation, dissatisfaction with leaders or managers. Others groups develop to pursue a common goal, to checkmate, to protect members, to support or to deliberately disrupt. Richard (2006) gives the following reasons why individuals form groups both formal and informal, for both work performance and social processes:

- i) Certain tasks can only be performed through the combined efforts of a number of individuals working together who bring their different experiences and, in most cases, physical strength to tackle the problem.
- ii) Groups may encourage collusion among members by sharing and rotating unpopular tasks among themselves where each member contributes his initiatives and creativity.
- iii) Groups provide companionship and a source of mutual understanding and support from colleagues. This enhances effective solutions to work problems and eases stressful or demanding job tasks.
- iv) Membership of the group provides the individual with a sense of belonging, having a feeling of identity and the chance to acquire role recognition and status.
- v) The group provides guidelines on generally acceptable behaviour. For example, it helps to clarify ambiguous situations such as the extent to which official rules and regulations are expected to be adhered to in practice, the rules of the game and what is seen as the correct actual behaviour.
- vi) The group may provide protection for its members, perhaps from outside pressure or threats. This is especially so when some workers work under harsh and poor conditions. This was what triggered the emergence of modern cooperatives in Europe in 1844.

- vii) Source of motivation to members to work harder. Working with others is really motivating and having a feeling of job satisfaction than working all alone. This enhances efficient job performance.

### **3.4 Group Cohesiveness and Group Performance**

A cohesive group can among others attain the following according to Argyle (1989):

- i) Greater interaction between members;
- ii) Mutual help and social satisfaction;
- iii) Lower absenteeism;
- iv) Higher level of production and
- v) Greater co-operation among members.

According to Mullins (2000), the factors that affect group cohesiveness and performance are as follows:

- i. Membership
  - Size
  - Compatibility
  - Permanence.
- ii. Work environment
  - Nature of task
  - Physical setting
  - Communication
  - Technology.
- iii. Organizational profile
  - Management and leadership
  - Personnel policies and procedures
  - Success
  - External threat.
- iv. Group development and maturity
  - Forming
  - Storming
  - Norming
  - Performing.

### **3.5 Steps in Group Development**

Richard (2006) itemized four basic stages in group development namely:

- i) Mutual acceptance and membership;
- ii) Communication and decision making;
- iii) Motivation and productivity and
- iv) Control and organization.

#### **Mutual acceptance and membership**

At the initial stage, members have mistrust of one another and a feeling of inadequacies which makes them to remain defensive and limiting their behavior through conformity and ritual. Interpersonal affection among members is limited at this stage.

#### **Communication and decision making**

At this stage, the group members have started having a feeling of oneness, acceptance and freedom where they freely express their feelings and anger. Rules and regulations governing the group are established and accepted by the members of the group.

#### **Motivation and productivity**

At this stage, the group members have developed some feelings of motivation in relation to expected rewards from the group. They have accepted the worth and potentials of the group. They exhibit the spirit of cooperation with other members of the group to support the group in its drives.

#### **Control and organization**

This is the last stage of group development where there is allocation of responsibilities based on mutual agreement and abilities of the members. Performance of responsibilities is carried out willingly towards achievement of the objectives of the group.

#### **SELF-ASSESSMENT EXERCISE**

- i. identify and explain any three types of work group.
- ii. explain any four stages of group development.

### **4.0 CONCLUSION**



In the quest to achieve organizational objectives, individuals come together to work in the organization. As they work, they interact and interrelate with one another based on the demands of the job tasks. This leads to group formation which passes through some stages of development. The group could come in different types. There are several reasons why such groups are formed. All this have been discussed in this unit.

## **5.0 SUMMARY**

In this unit, the topics that have been discussed include; the meaning of group, types of work group and the reasons for the formation of groups. Other topics discussed include group cohesiveness and group performance as well as steps in group development.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify types of groups known to you. Explain why the emergence of various groups is inevitable in any human organization.
2. If you are to establish a pressure group, identify and explain the stages your group is likely to pass through in its developmental process and how you could manage each of these stages.

## **7.0 REFERENCES/FURTHER READINGS**

- Argyle, M. (1989). *The social psychology of work*. 2<sup>nd</sup> Ed. London: Penguin.
- Mullins, L. J. (2000). *Management and organizational behaviour*. 4<sup>th</sup> Ed. London: Pitman Publishing.
- Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.
- Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.
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## **UNIT 5 PHASES OF GROUP GROWTH**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of phases of group growth
  - 3.2 Group values and norms.
  - 3.3 Factors that affect group growth.
  - 3.4 Phases of Group growth.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

As human organizations thrive, groups are formed, goals and objectives are set, and growth is expected in order to keep the group alive and result-oriented. This quest sees the group passing through a number of phases. Each phase has its challenges and demands which the group has to contend with in order to grow. This is the focus of this unit.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of phases of group growth.
- group values and norms
- factors that affect group growth.
- phases of group growth.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Phases of Group Growth**

It is expected that when a group is formed, it strives to grow from strength to strength and achieve its stated objectives. This is not a day's job. Thus, the group will pass through different phases. These phases of growth entail the thick and thin, the experiences, the occurrences or the stages that the group will unavoidably pass through in its growth process.

### 3.2 Group Values and Norms

Any group develops its pattern of informal social relations, codes of conduct and practices which are called 'norms' which regulate group behavior. Such norms, in most cases, constitute sanctions against violators. The group values and norms according to Roethlisberger (1939) cited in Mullins (2000) are as follows:

- i) Not to be a 'rate buster'. This means not to produce at too high a rate of output compared with other members or to exceed the production restriction of the group.
- ii) Not to be a 'chiseller'. This means not to produce at a low rate of output compared with other members of the group.
- iii) Not to be a 'squealer' meaning not to say anything to the supervisor or management that can injure the consciences of other members or influence their actions negatively against the group.
- iv) Not to be 'officious' meaning that members with authority over the other members of the group should not take advantage of them for their own selfish interest or keep distance from them.

### 3.2 Factors that Affect Group Growth

According to Mullins (2000), factors that affect group growth include the following:

#### i) Increase in the size of the group.

This means that problems arise with communication and coordination as the increases in size. Large groups are more difficult to control and require a higher level of supervision. This affects further group growth.

#### ii) Duration of formation of the group

Group spirit and membership take time to develop. Growth becomes easier when the members of the group have been together for a considerable length of time. A frequent change of members can adversely affect the group growth.

#### iii) Compatibility of the members

This entails that the more homogeneous the group in terms of shared backgrounds, interests, attitudes and values, the easier it is to promote growth and inversely, the more heterogeneous the group, the more difficult it is to promote group growth.

**iv) The Nature of the Task**

When members of a group are involved in a similar focus, share a common task or face the same problems, this could enhance group growth since all the members make combined efforts to attain heights in the group.

**v) Technology**

The nature of technology and its effective usage in any group will promote group development. When members perform their assigned tasks with the use of technological innovations, growth is faster.

**vi) Management and Leadership.**

The form of management and leadership style adopted could make or mar the growth of the group. The relationship between the management and the members will be cordial, friendly and growth-supportive based on the nature and style of leadership.

**vii) Personnel Policies and procedures**

The group is more likely to grow if personnel policies and procedures are well developed and perceived to be equitable with fair treatment for all members. Appraisal systems, discipline, promotion, rewards and opportunities for staff development can affect group growth.

**viii) External threat**

Group growth is possible if members cope and co-operate among themselves with common threats such as changes in methods of work, appointment of a new manager, sudden removal of some benefits, deteriorating job conditions and the likes.

**ix) Level of achievement motivation**

The level and strength of achievement motivation of the management and members of the group will, to a large extent, determine the rate of growth change.

**3.4 Phases of Group Growth**

The formation and growth of a group will depend on the assignment to be performed. A group constituted to investigate a fraud clearly will operate and grow differently from that which is to fight social inequality. No matter the assignment however, experts have postulated

that there are five phases involved in group growth. Olanrewaju (2010) identified the following five phases:

**i. Forming**

The first phase is a familiarization stage where members get to know each other, understand each others' background and attitude, and establish informal relationships.

**ii. Storming**

This phase requires brainstorming and reasoning together. This could be a very difficult stage and conflicts could erupt because of the different perspectives from which individuals see things and the different approaches by which they hope to solve the same problem. However, the group focus and assignment could help in shaping reasoning and to achieve cohesion.

**iii. Norming**

A norm is necessary in a group because it will define the behavior, beliefs, policies, rules and regulations of the group. When a group norm is created, quite a number of questions would have been answered without asking. The leaders would have been chosen and each participant's task defined.

**iv. Performing**

When a group has been successfully formed, nothing should stop them from achieving the purpose for their formation. This stage is that at which, the basic assignment is carried out and the purpose for formation accomplished.

**v. Adjourning**

In our earlier discussion on committee, we had established that, a committee could either be a standing or Ad-hoc committee. When an assignment is completed, an Ad-hoc group is disbanded, but a standing group will take time to reflect on the task and get ready for the next one.

**SELF-ASSESSMENT EXERCISE**

- i. Identify and explain any four group values and norms.
- ii. Explain the factors that could make or mar group growth.

## 4.0 CONCLUSION

Groups whether formal or informal desire to grow and attain heights especially formal groups. In the growth process, different phases come into play with different demands and challenges for the leaders and members of the group. This culminates in group values and norms. Different factors affect the rate of any group growth. All this are the premise of this unit.

## 5.0 SUMMARY

This unit has discussed the meaning of phases of group growth, group values and norms, factors that affect group growth and phases of group growth.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Differentiate between group development and group growth.
2. Discuss different phases of group growth and explain how you intend to manage and control the challenges inherent in each phase.

## 7.0 REFERENCES/FURTHER READINGS

- Chukuma, G. (2011). *Treatment of behaviour problems in schools: The teacher –parent cooperation approach*. Kaduna: Raph Printing Productions.
- Mullins, L. J. (2000). *Management and organizational behaviour*. 4<sup>th</sup> Ed. London: Pitman Publishing.
- Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books.

**MODULE 4**

Unit 1	Internal and external dynamics of group
Unit 2	Selection features and uses of some group techniques
Unit 3	Group evaluation
Unit 4	Empirical studies in Group Dynamics Empirical Study 1
Unit 5	Empirical Study 2
Unit 6	Empirical Study 3
Unit 7	Empirical Study 4
Unit 8	Analysis of Group Characteristics Relevant to Co-Operatives

**UNIT 1 INTERNAL AND EXTERNAL DYNAMICS OF GROUP****CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
	3.1 Internal dynamics of group.
	3.2 External dynamics of group.
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

**1.0 INTRODUCTION**

As groups are inevitable to be formed, the nature of the goals and objectives of a particular group determine selection features of the group as well as the group techniques to achieve results. These aspects of group are discussed in this unit.

**2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- discuss internal dynamics of group
- discuss external dynamics of group.

### **3.0 MAIN CONTENT**

#### **3.1 External Dynamics of Group**

There are a number of factors both internal and external which affect group functioning. Any change in these factors necessitates change in a group or organization. The most important factors are as follows:

##### **Internal factors**

Internal forces are too many and it is very difficult to list them comprehensively. However, major internal causes are explained as follows:

##### **1. Nature of the Group Members or Work Force**

The nature of the group members or work force could change over the passage of time. In organizations, different work values have been expressed by different generations. For instance, workers who are in the age group of 50 plus value loyalty to their employers. Workers in their mid-thirties to mid-forties are loyal to themselves only. The youngest generation of workers is loyal to their careers. This could affect dynamism of group.

The profile of the workforce is also changing fast. The new generation of workers has better educational qualifications. They place greater emphasis on human values and question authority of managers. Their behaviour has also become very complex and leading them towards organizational goals is a challenge for the managers. The employee turnover is also very high which again puts strain on the management. The work force is changing, with a rapid increase in the percentage of women employees, which in turn means more dual career couples. Organizations have to modify transfer and promotion policies as well as make child care and elder care available in order to respond to the needs of two career couple.

##### **2. Change in Managerial Personnel**

Change in managerial personnel is another force which brings about change in organization. Old managers are replaced by new managers which are necessitated because of promotion, retirement, transfer or dismissal. Each manager brings his own ideas and way of working in the organization. The informal relationships change because of changes in managerial personnel. Sometimes, even though there is no change in personnel, but their attitudes change. As a result, the organization has to change accordingly.



### **3. Deficiencies in Existing Management Structure**

Sometimes change is necessary because of some deficiencies in the existing organizational structure, arrangement and processes. These deficiencies may be in the form of unmanageable span of management, larger number of managerial levels, lack of co-ordination among various departments, obstacles in communication, multiplicity of committees, lack of uniformity in policy decisions, lack of cooperation between line and staff and so on. However, the need for change in such cases goes unrecognized until some major crisis occurs.

### **4. To Avoid Developing Inertia**

In many cases, organizational changes take place just to avoid developing inertia or inflexibility. Conscious managers take into account this view that organization should be dynamic because any single method is not the best tool of management every time. Thus, changes are incorporated so that the personnel develops liking for change and there is no unnecessary resistance when major changes in the organization are brought about.

## **3.2 External Factors**

External environment affects a group dynamics both directly or indirectly especially work group in an organization. The organizations do not have any control over the variables in such an environment. Accordingly, the organization cannot change the environment but must change themselves to align with the environment. A few of these factors are:

### **1. Technology**

Technology is the major external force which calls for change. The adoption of a new technology such as computers, telecommunication systems and flexible manufacturing operations have profound impact on the organizations that adopt them.

The substitution of computer control for direct supervision is resulting in wider spans of control for managers and flatter organizations. Sophisticated information technology is also making organizations more responsive. Both the organizations and their employees will have to become more adaptable. Many jobs will be reshaped. Individuals who do routine, specialized and narrow jobs will be replaced by workers who can perform multiple tasks and actively participate in decision making. Managements will have to increase their investment in training and

education of the employees because employees' skills are becoming obsolete more quickly.

## **2. Marketing Conditions**

Marketing conditions are no more static. They are in the process of rapid change as the needs, desires and expectations of the customers change rapidly and frequently. Moreover, there is tough competition in the market as the market is flooded with new products and innovations every day. New methods of advertising are used to influence the customers. Today the concept of consumerism has gained considerable importance and thus, the consumers are treated as the kings.

## **3. Social Changes**

Social and cultural environment also suggest some changes that the organizations have to adjust for. There are a lot of social changes due to spread of education, knowledge and a lot of government efforts. Social equality, e.g. equal opportunities to women, equal pay for equal work has posed new challenges for the management. The management has to follow certain social norms in shaping its employment, marketing and other policies.

## **4. Political Forces**

Political environment within and outside the country have an important impact on organizations especially the transnational corporations. The interference of the government in business has increased tremendously in most of the countries. The corporate sector is regulated by a lot of laws and regulations. The organizations do not have any control over the political and legal forces, but they have to adapt to meet the pressure of these forces. An organizations is also affected by the world politics. Some of the changes in the world politics which have affected business all over the world include the reunification of Germany, Iraq's invasion of Kuwait and the break of Soviet Union.

### **SELF-ASSESSMENT EXERCISE**

- i. List and discuss five internal factors that could affect group functioning.
2. List and discuss five external factors that could affect group functioning.

## 4.0 CONCLUSION

Both internal and external factors could affect the performance of any group. In this unit, reference is made to internal and external dynamics of work organization in relation to internal and external factors that could influence the operational activities of organizations.

## 5.0 SUMMARY

This unit has discussed internal dynamics of group and external dynamics of group so that group managers/leaders would take cognizance of both internal and external factors that could affect operational activities of their organizations.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Identify five internal factors that affect group functioning and suggest measures to control them.
2. Identify five external factors that affect group functioning and suggest measures to control them.

## 7.0 REFERENCES/FURTHER READINGS

- Mullins, L. J. (2000). *Management and organizational behaviour*. 4<sup>th</sup> Ed. London: Pitman Publishing.
- Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books
- Schein, E. H. (1988). *Organizational psychology*. 3<sup>rd</sup> Ed. New Jersey: Prentice-Hall.

## UNIT 2 SELECTION FEATURES AND USES OF SOME GROUP TECHNIQUES

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Selection features of group.
  - 3.2 Some group techniques.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

### 1.0 INTRODUCTION

As groups are inevitable to be formed, the nature of the goals and objectives of a particular group determine selection features of the group as well as the group techniques to achieve results. These aspects of group are discussed in this unit.

### 2.0 OBJECTIVES

At the end of this unit, you should be able to:

- identify and discuss selection features of group
- explain some group techniques.

### 3.0 MAIN CONTENT

#### 3.1 Selection Features of a Group

The need for group cannot be over emphasized. This however does not imply that the use of team is always preferable to the use of individuals on assignments or tasks. As mentioned by Chukuma (2011), some assignment would be better preformed by individuals while some others by a group. Schein (1988) emphasized that where a group is necessarily used therefore, the following hints or guidelines will be useful:

**First**, it is important to select members whose records show that they are responsible or capable enough to undertake the tasks of the team. This recruitment may place the recruiter and the members of the organization at loggerheads, but, what else does he expect? It will not be a smooth sail or easy task, but it has to be done.

**Second**, the responsibilities of the members of the team must be spelt out and authority given to them to accomplish those responsibilities. The authority must include financial empowerment. Where there is role ambiguity or role conflict, it is pragmatically difficult to achieve the desired results and where one is assigned a task without commensurate authority, suffice to say that one is like a dumb dog. How will it bark?

**Third**, the membership and size of the team is important. Where a team is too large, there will be complexity of interrelationship and of course, this greatly increases with the size of the group. Also, the members of the team must be compatible. It must be easy to integrate their efforts. If members are not compatible, frustration instead of achievement of results will be the outcome of the process.

**Fourth**, when the team is selected and the terms of reference is made available to them, they should be left to do the job without undue interference from any quarters except it is inevitable. A team enjoys it more when they are left to use their initiative on the assignment given to them. Of course they were considered capable before being selected.

**Fifth**, Leadership. Some people believe that it is better that the chairperson of the team is selected by the organization management, while some others believe that the team members should choose their leaders themselves. Whichever way, the leaders must be carefully selected, they must be people who can attract followership and command the attention of their members. The duties of the leaders too must be guided by the terms of reference so that, abuse of position and authority can be checked before it commences.

**Sixth**, the terms of reference should place time limits on when the job is expected to have been completed and recommendations submitted,

**Lastly**, the members of the team should not just be given an empty hand shake (presidential handshake). A wise saying is that, "thank you" must be tangible, not just words of mouth. They should be appreciated, promoted, etc. as the most appropriate requirement will be.

### 3.2 Some Group Techniques

The following are some group techniques according to Schein (1988):

- i) Violence
- ii) Peaceful Demonstrations
- iii) Negative Propaganda
- iv) Intimidation
- v) Threats

- vi) Affiliation with stronger groups.

### **SELF-ASSESSMENT EXERCISE**

- i. Discuss five selection features of group
- ii. What is the relevance of seeking for some features in selecting members of a group?

## **4.0 CONCLUSION**

Different individuals fit into different groups depending on the goals and objectives of the group, its mode of operation and job tasks. As a result of this selection features and group techniques differ. This is what this unit discusses.

## **5.0 SUMMARY**

This unit has discussed the selection features of group and some group techniques.

## **6.0 TUTOR-MARKED ASSIGNMENT**

- 1. Enumerate and critically discuss the selection features of a group.
- 2. List different group techniques known to you and explain how you can utilize those techniques to manage any group of your choice.

## **7.0 REFERENCES/FURTHER READINGS**

- Chukuma, G. (2011). *Treatment of behaviour problems in schools: The teacher –parent cooperation approach*. Kaduna: Raph Printing Productions.
- Mullins, L. J. (2000). *Management and organizational behaviour*. 4<sup>th</sup> Ed. London: Pitman Publishing.
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## **UNIT 3      GROUP EVALUATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of evaluation.
  - 3.2 Types of evaluation.
  - 3.3 Importance of group evaluation.
  - 3.4 Checklist of group evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

At every stage of every activity, a group assesses the job performance to determine if all is going well. At the end of the entire exercise, a general assessment is made to determine if the stated objectives have been achieved or not. This helps the group in deciding the next line of action to be taken.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- explain the meaning of evaluation.
- identify types of evaluation.
- explain the importance of group evaluation.
- provide a checklist of group evaluation.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Evaluation**

According to Brown (2005), evaluation is the process of determining the extent to which the goals of the group have been achieved. In other words, it is the process of taking stock to determine whether stated objectives of the groups have been achieved and how well or not. In other words, it is a periodic process of gathering data and then analyzing the data or ordering it in such a way that the resulting information can be used to determine whether an organization or programme is effectively carrying out planned activities and the extent to which it is achieving stated objectives.

### 3.2 Types of Evaluation

There are different types of evaluation but for the purpose of this course, two types of group evaluation will be discussed namely:

- i) Formative evaluation;
- ii) Summative evaluation.

Formative evaluation of group, according to Brown (2005), is an ongoing evaluation as the group performs its functions or carries out its activities. Regularly, members check to see if their day to day activities are done well. As planned activities are being implemented, routine checks equally go on.

Summative evaluation is end-of-programme evaluation. It is a final evaluation carried out at the end of it all to determine whether overall goals have been achieved or not. If the result of summative evaluation shows that the overall goals of the group have not been achieved, the members revisit the stages of their action plan. Depending on the nature of the result of the evaluation, the members may decide to revisit the entire stages one or any of the stages as the case may be.

### 3.3 Importance of Group Evaluation

According to Brown (2005), the following are the basic importance of group evaluation:

- i) Results are derived from good management, good management is based on good decision-making, good decision-making depends on good information, good information requires good data and careful analysis of data. These are critical elements of evaluation.
- ii) Regular evaluation can greatly improve the management and effectiveness of the organization and its programme.
- iii) A programme's long-term impact can only be determined through evaluation.
- iv) Results of evaluation are used for making critical programme improvement.
- v) Evaluation helps to determine the next line of action.

### 3.4 Checklist of Group Evaluation

In group evaluation, the followings are considered as identified by Davidson (2001):

- i) What are the group goals?
- ii) Which goals have been achieved and how well?



- iii) What could possibly be done to heighten and sustain the achieved goals?
- iv) Which goals have not been achieved and to what extent?
- v) What possible factors militated against the achievement of the goals?
- vi) What could possibly be done to achieve the unachieved goals?
- vii) What quality and quantity of human and material resources are required at this point?
- viii) Are there internal or external factors to be considered?

### **SELF-ASSESSMENT EXERCISE**

- i. Define evaluation.
- ii. Why should groups be evaluated?

## **4.0 CONCLUSION**

Evaluation is quite necessary to assess the extent of achievement of stated objectives. It helps the group in deciding what should be done next and how it should be done.

## **5.0 SUMMARY**

This unit has discussed the meaning of evaluation, types of evaluation and checklist of group evaluation.

## **6.0 TUTOR-MARKED ASSIGNMENT**

- 1. Explain the meaning of evaluation and justify its relevance in group development.
- 2. What questions will help you in effectively evaluating a cooperative society?

## **7.0 REFERENCES/FURTHER READINGS**

Brown, F. (2005). *Principles of Educational measurement and psychological testing*. New York: Holt, Reinhart & Winston.

Davidson, D. (2001). *Organizational evaluation*. London: Pitman Publishing.

Olanrewaju, B. (2010). *Fundamentals of management and administration*. Abuja; Sanjane Management Books

## **UNIT 4      EMPIRICAL STUDIES IN GROUP DYNAMICS**

### **EMPIRICAL STUDY 1**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Empirical study1in Group Dynamics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

#### **1.0 INTRODUCTION**

Different empirical studies have been conducted in the area of Group Dynamics. Although foreign, the results of the study reviewed here will be of relevance to organizations where groups exist, whether public or private and of course other researchers interested in the study of group dynamics. The study gives a direction to researchers who may want to replicate the study locally.

#### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify the problem of the study
- explain the methodology of the study.
- discuss the results of the study
- explain the relevance of the study to human development.
- suggest further studies in the area.

#### **3.0 MAIN CONTENT**

In his study, Newcomb (1953) examined the operation of social norms and social influence processes. He selected a “natural” rather than a “laboratory” setting in which to study and he relied primarily upon techniques of attitude measurement, sociometry, and interviewing to obtain his data. Bennington College was the site of his study. The entire student bodies were his subjects and attitudes toward political affairs provided the content of the social norms.

It was first established that the prevailing political atmosphere of the campus was “liberal” and that entering students, who came predominantly from “conservative” homes, brought with them attitudes

that deviated from the college culture. The power of the college community to change attitudes of students was demonstrated by the fact that each year, senior students were more liberal than fresh students. The most significant feature of this study, however, was its careful documentation of the ways in which these influences operated. Newcomb showed, for example, how the community “rewarded” students for adopting the approved attitudes. Thus, a sociometric like test in which students chose those “most worthy to represent the College at an intercollegiate gathering,” revealed that the students thus chosen in each class were distinctly less conservative than those not so chosen. And, those students enjoying a reputation or having a close identification with the college, for being “good citizens,” were also relatively more liberal in their political attitudes. By means of several ingenious devices, Newcomb was able to discover the student’s “subjective role,” or self-view of his own relationship to the student community. Analysis of these data revealed several different ways in which students accommodated to the social pressures of the community. Of particular interest in this analysis was the evidence of conflicting group loyalties between membership in the college community and membership in the family group and some of the conditions determining the relative influence of each of the aforementioned.

Newcomb’s study show that the attitudes of individuals are strongly rooted in the groups to which people belong, that the influence of a group upon an individual’s attitudes depends upon the nature of the relationship between the individual and the group and that groups evaluate members, partially at least, on the basis of their conformity to group norms. Although most of these points had been made in one form or another by writers in the speculative era of social science, this study was especially significant because it provided detailed, objective, and quantitative evidence.

#### **4.0 CONCLUSION**

The result of this experiment shows that an individual’s attitude is shaped by the group to which he belongs, that the influence such group exert on an individual’s attitude depends on the nature of relationship between the individual and the group and that groups evaluate members, partially at least, on the basis of their conformity to group norms.

#### **5.0 SUMMARY**

This unit has analyzed the study of Newcomb (1953) who examined the operation of social norms and social influence processes.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What practical lessons have you learnt in the study conducted by Newcomb on the operation of social norms and social influence processes?
2. Identify and explain the gaps inherent in the study of Newcomb which you would fill if you were to replicate his study locally.

## **7.0 REFERENCE/FURTHER READING**

Dorwin, C. & Alvin, Z. Ed. (1968). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

## **UNIT 5      EMPIRICAL STUDY 2**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Empirical study2 in Group Dynamics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Different empirical studies have been conducted in the area of Group Dynamics. Although foreign, the results of the study reviewed here will be of relevance to organizations where groups exist, whether public or private and of course other researchers interested in the study of group dynamics. The study gives a direction to researchers who may want to replicate the study locally.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify the problem of the study
- explain the methodology of the study.
- discuss the results of the study
- explain the relevance of the study to human development.
- suggest further studies in the area.

### **3.0 MAIN CONTENT**

In his own study in Group Dynamics, Whyte (1937) studied the influences upon the group as a whole and upon individual members of certain experimentally induced “group atmospheres” or “styles of leadership.” To do this, Whyte moved into one of the slums of Boston and began a three and one-half year study of social clubs, political organizations, and racketeering. His method was that of “the participant observer,” which had been most highly developed in anthropological research. In various ways he gained admittance to the social and political life of the community and faithfully kept notes of the various happenings that he observed or heard about. In setting up his theoretical problem, he drew explicitly on the previous work in social, clinical, and child psychology, sociology, cultural anthropology, and political

science. And in designing his research, he made use, with important modifications, of the available techniques of experimental psychology, controlled observation, and sociometry. This work, then, relied heavily upon previous advances in social science and the professions, but it had an originality and significance which immediately produced a marked impact on all these fields.

In the interpretation and systematization of his findings, Whyte was greatly influenced by the “interactionist” point of view that was then being developed by prolific writers like Arensberg and Chapple. Although he made no effort to quantify the interactions he observed, Whyte’s great care for details lent a strong flavor of objectivity to his account of the interactions among the people he observed. His “higher order” concepts, like social structure, cohesion, leadership, and status, were clearly related to the more directly observable interactions among people, thus giving them a close tie with empirical reality.

The major importance of this study for subsequent work in Group Dynamics was threefold:

- a) It dramatized and described in painstaking details, the significance of group in the lives of individuals and in the functioning of larger social systems.
- b) It gave impetus to the interpretation of group properties and processes in terms of interactions among individuals.
- c) It generated a number of hypotheses concerning the relations among such variables as initiation of interaction, leadership, status, mutual obligations, and group cohesion.

#### **4.0 CONCLUSION**

The result of this experiment shows how significant groups are in the lives of individuals and in the functioning of larger social systems. It also lends credence to the interpretation of group properties and processes in terms of interactions among individuals.

#### **5.0 SUMMARY**

This unit has analyzed the study of Whyte (1937) who studied the influences upon the group as a whole and upon individual members of certain experimentally induced “group atmospheres” or “styles of leadership.”

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What practical lessons have you learnt in the study conducted by Whyte on the significance of groups in the lives of individuals and in the functioning of larger social systems?
2. Identify and explain the gaps inherent in the study of Whyte which you would fill if you were to replicate his study locally.

## **7.0 REFERENCE/FURTHER READING**

Dorwin, C. & Alvin, Z. Ed. (1968). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publicati

## **UNIT 6      EMPIRICAL STUDY 3**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Empirical study3 in Group Dynamics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Different empirical studies have been conducted in the area of Group Dynamics. Although foreign, the results of the study reviewed here will be of relevance to organizations where group exist, whether public or private and of course other researchers interested in the study of group dynamics. The study gives a direction to researchers who may want to replicate the study locally.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify the problem of the study
- explain the methodology of the study.
- discuss the results of the study
- explain the relevance of the study to human development.
- suggest further studies in the area.

### **3.0 MAIN CONTENT**

The experiment reported by Coch and French (1960) is another example of a notable research work in Group Dynamics. The research problem was stimulated by difficulties experienced rather commonly in industry when technical changes are introduced. The practice usually followed in the clothing factory where this experiment was done had been to introduce the new technical procedure, explain it to the employees, provide a “retraining allowance” on the piece rate, and train employees in the new method. The usual response from employees was one of suspicion, resistance, and hostility.

The researchers developed the hypothesis that introduction of new methods made the employees feel insecure, worry about whether the



new piece rates would be fair, and resent the interference by management. These, in turn, resulted in the establishment of informal group standards to restrict production. The researchers reasoned further that if workers were allowed to participate in the design of new methods, they would resist less these new methods when introduced.

Several groups were selected to participate in the experiment. These groups were matched on the level of performance they had prior to the experiment and on the magnitude of change in the job that would be introduced. Three experimental conditions were established. The first, no participation, consisted of the usual procedure employed by the company. In the second, participation by representation, the employees were called together, told about the need for the change, and asked to select representatives from their group to work with the engineer in designing the new procedures. In the third, full participation, all members of the group were asked to work with the engineer in designing the new procedure.

Before the experimental treatment, all groups displayed an average rate of production that fluctuated slightly around 60 units per hour. After the new procedure was introduced, the no-participation group dropped in productivity to slightly less than 50 units and remained at this level for six weeks without any significant improvement. The group that experienced participation by representation dropped to about 45 units but returned to 60 units by the end of three weeks and leveled off at around 65 units thereafter. The group with full participation showed an initial drop to about 55 units and by the end of three weeks achieved a level slightly above 70 units, which it maintained indefinitely. At a later time, the people who had been in the no-participation group were changed to another new method by means of the full-participation procedure. These people showed this time the rapid increase in production displayed by those in the full-participation group initially. Since the experimental manipulations were designed to test the hypothesis about participation and since it was administered so as to rule out spurious influences, it was concluded with reasonable confidence that the experimental treatments were in fact determinants of the observed changes in production.

#### **4.0 CONCLUSION**

The results of this experiment showed that there was a significant difference in the units of production of textile materials between the treatment group and the control group. The treatment group where the new technical procedure of production was introduced to and explained maintained higher units of production than the controlled group that it was not introduced to and explained.

## **5.0 SUMMARY**

This unit has analyzed the study of Coch and French which hypothesized that the introduction of new methods made the employees feel insecure, worry about whether the new piece rates would be fair, and resent the interference by management. These, in turn, resulted in the establishment of informal group standards to restrict production.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What practical lessons have you learnt in the study conducted by Coch and French on the attitude of employees towards the introduction of new methods of production in work organization?
2. Identify and explain the gaps inherent in the study of Coch and French which you would fill if you were to replicate their study locally.

## **7.0 REFERENCE/FURTHER READING**

Dorwin, C. & Alvin, Z. Ed. (1968). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

## **UNIT 7      EMPIRICAL STUDY 4**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Empirical study in Group Dynamics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Different empirical studies have been conducted in the area of Group Dynamics. Although foreign, the results of the study reviewed here will be of relevance to organizations, whether public or private and of course other researchers interested in the study of group dynamics. The study gives a direction to researchers who may want to replicate the study locally.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify the problem of the study
- explain the methodology of the study.
- discuss the results of the study
- explain the relevance of the study to human development.
- suggest further studies in the area.

### **3.0 MAIN CONTENT**

A study conducted by French and Snyder (1959) focused on maintenance crews in the Air Force. The broad objective of the study was to determine some of the factors that affect how much influence a noncommissioned officer actually has on the performance of his men. The factor of concern here was the degree to which the officer was liked by his men. The members of several crews at an Air Force base were administered questionnaires on which they were asked to indicate their personal feelings toward their officers. These replies provided information about the degree of liking for his officer that each man had developed in the normal course of living at the base. Somewhat later, each officer and three of his subordinates participated in an experiment in which they worked together on two tasks under controlled conditions.

The first task was designed so that the noncommissioned officer would initially disagree with his men concerning the solution that the group should give to a problem. By carefully recording the interactions in the discussion and by measuring the changes brought about by the discussion, it was possible to determine how much influence the noncommissioned officer attempted and how successful he was in influencing his men. The results showed that well-liked officers, in comparison to those less well liked attempted more to influence their men and succeeded more in doing so.

The second task was fashioned so that it would be possible to hold constant from group to group the amount of influence attempted by the noncommissioned officer. Would the better- liked officer be more successful in his influence even if he made precisely the same number and kind of influence attempts as the less well- liked officer? In order to answer this question, every officer left the room but communicated to his men through written notes asking his men to modify their behavior in certain ways. Although his men were not aware of it, the notes sent by the officer were identical in all groups. The results of this portion of the experiment revealed that a standard influence attempt coming from a better-liked officer resulted in greater actual influence than the same one coming from a less-liked officer.

This expectation has been confirmed by the results of a laboratory experiment conducted by Zander, Scotland, and Wolfe (1949). These investigators created two kinds of groups differing in their degree of unity, each group being composed of female college students who were unacquainted with one another prior to the experimental session, In one kind of group, to generate high unity, the subjects were seated facing one another around a small circular table so that the configuration of the group was clear. The experimenter gave a short speech on the importance of group in daily living and on the properties usually required for a collection of persons to be considered a group. He informed the participants that they would be competing against other groups and asked them to select a name for their group. In the other kind of group, in the low-unity condition, the subjects were asked to sit “just anywhere,” the chairs and tables being scattered around the room in a haphazard fashion. The experimenter did not use the word “group” but referred to the subjects simply as “you girls.” He made no mention of the importance of group or of the properties which group may have. He gave the assemblage a number instead of asking them to choose a group name, and he told them that they would be competing with persons in other experimental sessions.

All groups were given the same task, which was concerned with good taste in dressing. The girls were to select color schemes for a number of

complete outfits appropriate to various occasions and to assign specific colors to the various items of clothing making up each outfit. Each girl worked on the task alone in a separate cubicle. After the task was completed the experimenter scored the products and combined the scores to yield a single group score. Half of the group were told that they had succeeded, that their score was “second from the top so far,” The other half of the group were informed that they “didn’t do too well, since they were third from the bottom.” A questionnaire was then distributed to each member asking, among other things, that she rate herself on a number of characteristics or abilities.

The results of this experiment show clearly that the degree of group unity affects members’ reactions to group success or failure. In the high-unity group, members of group that failed rated themselves significantly lower than members of groups that succeeded, while in the low-unity group, members of group that failed and members of group that succeeded were not significantly different in their self- evaluations. It is interesting to note further that the number of self-ratings affected by group failure was greater for subjects in the high-unity group.

#### **4.0 CONCLUSION**

The results of this experiment showed that the degree of group unity affects members’ reactions to group success or failure. In the high-unity group, members of group that failed rated themselves significantly lower than members of the group that succeeded, while in the low-unity groups, members of groups that failed and members of the group that succeeded were not significantly different in their self- evaluations.

#### **5.0 SUMMARY**

This unit has analyzed the study of French and Snyder (1959) which focused on maintenance crews in the Air Force. The broad objective of the study was to determine some of the factors that affect how much influence a noncommissioned officer actually has on the performance of his men.

#### **6.0 TUTOR-MARKED ASSIGNMENT**

1. What practical lessons have you learnt in the study conducted by French and Snyder on the factors that affect how much influence a noncommissioned officer actually has on the performance of his men?
2. Identify and explain the gaps inherent in the study of French and Snyder which you would fill if you were to replicate their study locally.

## **7.0 REFERENCES/FURTHER READING**

Dorwin, C. & Alvin, Z. Ed. (1968). *Group dynamics: Research and Theory*. Great Britain: Tavistock Publications.

## **UNIT 8 ANALYSIS OF GROUP CHARACTERISTICS RELEVANT TO CO-OPERATIVES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Group characteristics
  - 3.2 The meaning of cooperatives
  - 3.3 Relevance of group characteristics to cooperatives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Since a co-operative venture is a sociological group, it then holds that there are group characteristics that are relevant to the management and administration of co-operative societies. So it is important that these group characteristics are identified in order to establish the relevance of such characteristics to co-operatives. This is necessary because if such group characteristics are lacking among the members of co-operatives who constitute the group, it may be difficult for co-operatives to achieve desired objectives and attain growth.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- identify group characteristics
- explain the meaning of cooperatives
- discuss the relevance of group characteristics to cooperatives

### **3.0 MAIN CONTENT**

#### **3.1 Characteristics of a Group**

According to Berkowitz (1998), the following are characteristics of a group:

- i) The members engage in frequent interaction.
- ii) The members define themselves as members.
- iii) The members of the group are defined by others as belonging to the group.

- iv) The members share norms concerning matters of common interest.
- v) The members participate in a system of interlocking roles.
- vi) The members identify with one another as a result of having set up the same model-object or ideals in their superego.
- vii) The members see the group to be rewarding.
- viii) The members pursue interdependent goals and promote such goals.
- ix) The members have a collective perception of their unity and do their best to promote the unity.
- x) The members tend to act in a unitary manner toward the environment in which the group is located.

### **3.2 The Meaning of Co-operatives**

According to Chukwu (1990) Co-operation is a very generic term. It means any form of two or more persons working together to achieve some aims. He said that such working together may be on a formal or informal basis, economic and non-economic in nature. Management making approximately equal or proportional contribution to capital, driving proportionate services and benefiting from it.

According to Okonkwo (2001), a Co-operative society is an association of individuals who have willingly come together for the purpose of working together toward achieving a common goal and the association is voluntary and not by compulsion.

The International Cooperative Alliance I.C.A (1995) cited in Onoh (2007) defined a cooperative as an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. Cooperative is a group-based and member- owned business that can be formed for economic and social development in any sector. By the I.C.A. definition, Cooperative has four main characteristics: First, they are formed by groups of people who have a specified need or problems. Secondly, the organization is formed freely by members after contributing to its assets. Thirdly, the organization is formed, governed democratically in order to achieve desired objectives on equitable norms, and lastly, it is an independent enterprise promoted, owned and controlled by people who are members to meet their needs.

### **3.3 The Relevance of Group Characteristics to Co-operatives**

Different group characteristics have been identified in 3.1 of this unit. A critical view of the characteristics of group shows that such



characteristics could be relevant to co-operatives. If applied, group characteristics are relevant to co-operatives in the following ways:

- i) If group characteristics are applied in cooperatives, the members will be helped to improve in their interaction among themselves which is important in group development.
- ii) If group characteristics are inherent in co-operatives, the members will be helped to see themselves as belonging to one group and treat each other as one big family. This will enhance cohesiveness.
- iii) Knowledge and application of group characteristics will position the co-operative members to be seen by outsiders as belonging to the co-operative society and be treated as such which promotes dignity and security of members.
- iv) If group characteristics are applied in co-operatives, the members will learn to share norms concerning matters of common interest which helps to achieve stated objectives at the end.
- v) Effective application of group characteristics in cooperatives will help members to effectively participate in a system of interlocking roles which will enhance cooperative growth.
- vi) Knowledge and application of group characteristics to cooperatives will help the members to identify with one another as a result of having set up the same model-object or ideals in their superego. This is quite important in the cohesiveness of the cooperative enterprise. .
- vii) Effective application of group characteristics in cooperatives will help members to pursue interdependent goals and promote such goals. This is indispensable in the success of any cooperative society.
- viii) The cooperative members will have a collective perception of their unity and do their best to promote the unity if group characteristics are applied in co-operatives.
- ix) The members will act in a unitary manner toward the environment in which the group is located if group characteristics are applied in cooperatives. This is necessary in order to create a favourable public opinion about co-operatives.

### **SELF-ASSESSMENT EXERCISE**

Is co-operatives a crowd of persons who have come together to pull their resources together to solve a common problem? Discuss.

## **4.0 CONCLUSION**

For any group to actually be termed group, it must possess definite characteristics which distinguish it from a crowd. A cooperative society

being an association of persons is a sociological group. The recognition and application of group characteristics to cooperatives definitely have a lot of contributions to make to cooperative growth and development. Consequently, the importance of group characteristics to cooperatives is the main premise of this unit.

## **5.0 SUMMARY**

This unit has analyzed group characteristics, the meaning of co-operatives and the importance of group characteristics to cooperatives so that managers and all stakeholders in co-operatives will understand and appreciate the presence of such group characteristics among cooperative members.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify group characteristics that differentiate group from crowd.
2. Discuss, with practical examples, the importance of group characteristics to cooperative development.
3. Identify and explain the gaps inherent in the study of French and Snyder which you would fill if you were to replicate their study locally.

## **7.0 REFERENCES/FURTHER READINGS**

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- Onoh, F. A. (2007). *Cooperative administration and management*. Enugu: Amazing Grace.