

<b>COURSE CODE:</b>	ARD 501
<b>COURSE TITLE:</b>	Group Dynamics ion Extension
<b>NUMBER OF UNITS:</b>	3 Units
<b>COURSE DURATION:</b>	Three hours per week

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### COURSE DETAILS:

<b>Course Coordinator:</b>	<b>Dr. Ashimolowo, R.O.,</b> <i>B.Sc., M.Sc., PhD</i>
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<b>Office Location:</b>	<b>AERD, COLAMRUD</b>
<b>Other Lecturers:</b>	<b>Prof. S.O. Apantaku</b>

### COURSE CONTENT:

What is group dynamics, the distinguishing characteristics of group dynamics, assumptions of group dynamics, importance of group dynamics in agricultural extension, the place of individual in the group, motivation, blocks to participation in groups and adjustments to blocks, group development, phases of group growth, internal dynamics of group, external dynamics of group, selection, features and use of some group techniques, group evaluation, some studies in group dynamics, analysis of some groups relevant to agricultural extension

### COURSE REQUIREMENTS:

This is a compulsory course for students in the Department of Agricultural Extension Department of the University. Students in the departments of Agricultural Economics and Farm Management and Home Science and Management do take part in this course too.

### READING LIST:

1. Ekong E Ekong (2006): Introduction to rural sociology, Hillmark Publishers, Port Harcourt

### LECTURE NOTES

#### ARD 501: GROUP DYNAMICS IN EXTENSION

##### Section A

Note: This section of the course is essentially participatory, hence attendance is very paramount. Students are expected to discuss, respond to questions, ask questions, take impromptu and announced summative/diagnostic tests and embark on class projects/assignments.

Prof. Segun Apantaku

- A. Some Terminologies Important in the Study of Group Dynamics in Extension
  1. Social system
  2. Social Structure
  3. Social interaction

4. Social Processes
5. Group (small and large)
6. Plurel (class and aggregate)
7. Group dynamics
8. Group participation
9. Inequality

B. Properties of Organization in a Social Group

C. Distinguishing Characteristics of Group Dynamics

D. Assumptions in Group Dynamics

E. Importance of Group Dynamics

F. Typology (types) of Groups

Primary, secondary, formal, informal, horizontal, vertical, in-groups, out-groups, small and large groups, reference, expressive, instrumental groups, etc.

G. Internal Dynamics of Groups

Meaning:

Group size, means, definition of roles, leadership patterns, social control, roles of group productivity, group evaluation, participation, human relation skills, communication pattern, ends, group atmosphere, heterogeneity and homogeneity, group identity, etc.

F. External Dynamics of Groups

Meaning:

Community values

Community expectations

Institutional values

Parent group affiliation and control

Inter-group competition

Prestige and status

G. Group Evaluation

Meaning; Internal evaluation, External evaluation; Barriers to effective Evaluation; Methods of Group Evaluation, etc

H. Some Groups Relevant to Agricultural Extension and Rural Community Development

I. Group Development: Growth, Maturity and Productivity

Introduction:

Group Productivity:

Phases of Group Development and Growth: Establishing positions in group hierarchy, an initial momentum of frustration and conflict, a period of developing cohesiveness among group members, a stage of flexible process and a stage of consolidation and stabilization.

Group Maturity: Immaturity to maturity, mature to more mature, unproductive to productive, productive to more productive, etc.

Specific characteristics of mature groups: intercommunication, understanding of group purposes and goals, consistent means with ends, provision for the diffusion and sharing of leadership responsibilities, objective analysis and evaluation of group's functioning, members' readiness to accept responsibilities, group cohesion, etc.

J. Characteristics of an Effective Group Leader/Coordinator

## Section B

### THE PLACE OF INDIVIDUAL IN A SOCIAL GROUP.

#### Two (2) approaches would be discussed

1. social group consists of persons who interact more with members than non-members when operating to attain the objectives of the social system.
2. Social groups have pattern of relationships among its members, hence there are lots of social groups. They also interact with members than non-members.

#### Other characteristics and function of a group.

The class would consider:

1. Individual
2. Peer group
3. Organization
4. Public.

### CASE STUDY ON GOOSE PROCESS

The class would study a practical V-formation from of the goose. Lessons would be learnt from this case study by discussing its practical applications.

## MOTIVATION

#### Meaning of motivation:

Motivation comes from the word 'MOTIVE' which comes from the Latin word 'to move'.

**Motivation** is anything that moves people to perform regardless of the reason such as fear, money, recognition, peer pressure, self esteem etc

Qualities of a good manager would be treated during lectures. Ways manager can motivate their employees would also be discussed such as

- **Recognition**
- **Affection**
- **Security**

#### Summary

At the end of this section, there would be a brief summary as to how personal needs are powerful motivators. Group members must feel comfortable in expressing their needs as well as their interest and talents.

## **Blocks to participation in groups and adjustments to blocks**

Thing to discuss:

- a. Stages involved in group development
- b. Roles of group members
- c. Blocks to participation

### **Stages of group development**

Tuckman forming storming norming, performing model which was established in 1965 would be discussed. The addition of the fifth stage, i.e. adjourning (1970's) would also be looked into. The forming storming norming performing theory is quite helpful in understanding team development and behaviours in group. Tuckman's model emphasises that part of team building is maturity and ability with the establishment of relationships, with leaders changing leadership styles as situation demands. It starts with the style of directing, moving through nurturing, participating, delegating

### **Roles of group members**

Class session would entail discussing

#### **A. A task roles of group members**

1. defining problems
2. seeking information
3. giving information
4. seeking opinion
5. giving opinions
6. testing feasibility

#### **B. Group building/maintenance roles**

1. co-ordinating
2. mediating -harmonising
3. orienting-facilitating
4. supporting-encouraging
5. following

## **Blocks to participation in groups activities and adjustment to blocks**

Conflict that brings about blocks to participation in group activities would be examined. Why conflict and what are its signs? Deliberations would further include the positive and negative effects of conflict. What are the adjustments to blocks constituted by conflicts. This would be linked with conflict resolution.

Conflict occurs between people in all kinds of human relationships and in all social settings. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive. Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Fisher, 1990)

### **Conflict has both positive and negative effects**

#### **Negative effect**

1. destruction of social unity
2. generation of bitterness which could lead to destruction of properties and blood she
3. generation of inter group tension
4. destruction of normal channel of cooperation
5. diversion of members activities from group goal

#### **positive effect**

1. it leads to a clear definition of issues. When such issues have been identified, they can be amicably resolved.
2. with conflict, group cohesion and solidarity increases and this has positive effect which can be directed for a more efficient attainment of group goals
3. conflict keeps the group alert to members' interest while such awareness helps to prevent future conflict

### **Causes of blocks to group activities**

1. lack of knowledge of group goals
2. disapproving the means with which the goals and objectives are attained
3. inability to afford membership conditions
4. having a feeling of insecurity about groups, a concern as to whether or not the group will accept the causing concern
5. having inferiority complex for reasons such as persons, status, educational background, clothing
6. lack of human relation skills to get along with the other members
7. personal dislike of some group members
8. being not sure of the groups expectation and its members
9. oppression and suppression for instance as a result of unwillingness of the mates to allow females to participate.

### **Methods of Conflict Resolution:**

Methods to be reviewed include

The **win-lose approach**

The **lose-lose strategy**

The **win-win approach**

### **Conclusion:**

Conflict is an inevitable fact of human existence. If we work to understand and manage it effectively, we can improve both the satisfaction and productivity of our social relationships.

### **Selection, features and use of some group techniques**

#### **Class would deliberate on**

- characteristics of small group
- Why the use of small group technique
- What are the strategies offered by small group techniques?
- Examples of small group technique
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#### **What characterises small group exercises?**

1. active participation and interaction;
2. run by a group leader or facilitator;
3. a task, theme, or goal;
4. help reach consensus or develop priorities;
5. help gather a range of ideas, opinions, and concerns;
6. applied to either planning or project development;
7. In a breakout group, a small group task reflects the larger group agenda; and
8. Breakout groups report back to the larger group.

Why use them?

1. **Small group techniques foster interaction between participants.**
2. **They make a larger meeting more efficient and productive.**

3. **Small group techniques foster dissemination of information**

4. **Techniques make meetings more interesting.**

#### **Examples of small group techniques**

1. Breakout groups
2. Study circles
3. Round
4. Stations
5. Fishbowl.
6. Line
7. Snowball
8. Brainstorming
9. Buzz Groups
10. One-Minute Paper
11. Think/Write/Pair/Discuss
12. Jigsaw
13. Word Webbing
14. Roving Reporter
15. Two-Box (or Two-Column) Induction

#### **Group evaluation**

Why Group evaluation? What is the importance of group evaluation? What can be established in group situations? Other important discussions on group evaluation would also be initiated such as 5 key evaluation questions, steps involved in evaluation, what does evaluation involves? Evaluation of peer group discussion would also be assessed. Steps in carrying out a listening survey would be deliberated upon.

There is need to assess the degree to which a group is achieving or has achieved its set goals. The process of assessing this constitutes evaluation. The group need to assess itself in-order to be as productive as possible. Evaluation can be useful, exciting and an important knowledge development tool. A good evaluation provides a useful tool for managing on-going activities within the group, identify successes and weaknesses in group activities and help make effective planning for the development of new initiatives.

hiring of outside evaluator. Roles and responsibilities should be clarified.

#### **What can be evaluated in group situation?**

1. The group and the dynamics (internal and external dynamics)
  - i. atmosphere or climate of the group
  - ii. communication pattern
  - iii. involvement or participation pattern of the group
  - iv. level of performance as compared to standard
  - v. degree of social conformity: social control, values
  - vi. degree of identification of members
  - vii. general role definition of members and sub groups
  - viii. specific roles performed by members
  - ix. individual human relation skill
  - x. quality resolution of individual differences
  - xi. group size
  - xii. use made of evaluation
  - xiii. conformity of community values and goals
  - xiv. status of a group as related to others
  - xv. community expectations and group goals

- xvi. identification with institutional values
2. Goals and objectives
  - i. effectiveness of goal consideration
  - ii. degree of consensus in objective formulation
  - iii. understanding and acceptance of goals
  - iv. clarity of statement of objectives
  - v. the dynamic qualities of group goals
  - vi. the achievability of goal with community value
  - vii. the developmental aspect of goal
  - viii. co-operative determinants of goals
  - ix. the compatibility of goal with community values
  - x. evaluating potential of goals
3. Techniques
  - i. appropriateness in relations to members abilities and skills
  - ii. appropriateness in relation to internal dynamics
  - iii. appropriateness in relations to external dynamics
  - iv. compatibility with stated objectives
  - v. creativity as expressed by adoption and invention

**The five evaluation process step**

1. Define the project work:
2. Develop success indicators and their measures
3. Collect the evaluation data
4. Analyse and interpret the data.
5. Use the evaluation results

**Factors to consider include:**

- Degree of interdependence or “objectivity” required: This means whom the evaluation is for and its purpose.
- Time, cost and logistics

Expertise: will the project team be able make effective use of the data gathering, analysis and reporting technique.