**Chapter 4: Understanding the Basic Team Processes**

**Class Activities**

**ACTIVITY 1: SOCIAL LOAFING**

Objective: To demonstrate social loafing

Activity: Divide students into several groups (depending on class size), ensuring that there is at least one student working alone, one dyad, and other groups of various sizes. Using a timer (allow for 1-2 minutes) have students (individually if so assigned or as a group) come up with as many words as possible that have the letter “K” in the middle. After time is up, tabulate results on the board, by dividing number of words generated by number of students in each group. This activity generally suggests a trend of social loafing.

**ACTIVITY 2: MEASURING COHESION**

Objective: To experience a measure of sport team cohesion.

Activity: Have students who are on sports teams take the Group Environment Questionnaire found [here](http://larnet.org/2006-04.html). Responses should be calculated as four individual subscales and not as one total GEQ score. Each of the 18 questions on the GEQ has a 9-point Likert-type scale, ranging from 1 to 9, with 1 being “strongly disagree” and 9 being “strongly agree”. Twelve of the questions are worded in the negative and five are worded in the positive. For students who are not on sports teams, ask them to try to complete the questionnaire regarding another team to which they belong.

Discussion: Do you agree responses should be scored as subscales or should there be an overall score of cohesion? Does there appear to a be a relationship between certain subscales with each other, and with overall cohesion? Which dimension of cohesion is most important? Why?

Source: Altman, Estes, Tittle (http://larnet.org/2006-04.html)

**ACTIVITY 3: task and social behaviors**

Objective: Differentiate between task and social behaviors.

Activity: Divide the class into groups of 4-5, with one person assigned as an observer. Provide groups with a specific task (e.g., come up with a new logo for the university, develop a plan to reduce tuition or increase parking, etc.). Using Activity Worksheet 4.1 (Levi 4e), observer should check behaviors of group members as task and/or social. Give time after group task for observer to share his/her observations.