

**Chapter 6 – Groups and Organizations: Faculty Lesson Plan**

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| **Step 1** | **Before Class:**   * Review the **SociologicalYOU** **Chapter 6: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 6 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 6: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During Class:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 6: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**Group Perspective**

* Groups, Aggregates, and Categories
* Types of Groups
* Group Conformity
* Groupthink

**Learning Objectives**

6.1.1: Compare and contrast social groups, aggregates, and categories.

6.1.2: Define and provide examples of primary, secondary, in-group, out-group, and reference groups.

6.1.3: Compare and contrast examples of conformity and nonconformity.

6.1.4: Evaluate a historical and contemporary application of groupthink.

**Video**: “The Asch Experiment” — Cooolway, 2008, 1:57 — <https://www.youtube.com/watch?v=iRh5qy09nNw>

* **Discussion Questions – 6.1.1: The New Groupthink**

Can you think of specific examples of how working in teams within offices without walls might limit workers’ creativity that require privacy and freedom from interruptions? Briefly describe your examples.

**Module 2:**

**Organizations within Structures**

* Types of Formal Organizations
* Bureaucracies

**Learning Objectives**

6.2.1: Explain the differences between normative, utilitarian, and coercive types of formal organizations.

6.2.2: Identify characteristics and examples of contemporary bureaucracies.

**Video**: “Introduction to Sociology: Organizations and Bureaucracies” — Brooke Miller, 2014, 4:57 — <https://www.youtube.com/watch?v=YS2IvKSWas4>

* **Discussion Questions – 6.2.1 Total Institutions**

Review the definition and features of a total institution. Can you think of ways in which the features of a total institution like a prison could be different yet still accomplish the goals of the definition?

**Module 3:**

**The Problem with Bureaucracy and Leadership**

* Bureaucracies: Incompetence and Rigidity within the System
* McDonaldization
* Leadership Roles and Styles

**Learning Objective**

6.3.1: Describe problems associated with the Peter Principle, the spoils system, oligarchy and inflexibility in organizations.

6.3.2: Explain the key elements and unintended consequences of McDonaldization.

6.3.3: Identify the different types of leadership roles, leadership styles and their impact on groups.

**Video:** ““McDonaldization” — Sociology Live!, 2015, 3:49 —

<https://youtu.be/gCj_VhLgcmY2s>

* **Discussion Question – 6.3.1: Social Problems and Bureaucracies**

Can you think of examples in which the rules of a bureaucratic organizations clash with the needs of the individual?

* **More Than a Theory Discussion Questions**

Functionalist Theory: Can you identify one example of how dysfunction can manifest within the family, corporations, and political parties?

Conflict Theory: How might the introduction of McDonaldization negatively impact the employee? What can organizations do to reduce the negative effects of McDonaldization on both employees and customers?

Symbolic Interactionism Theory: How and why would the relationship between elementary school students and their classroom teacher be different than the relationship between a military sergeant and her troops?

**Module 4:**

**Privilege and Power in Groups and Organizations**

* The Perpetuation of Inequality in Leadership
* The Voice of the People

**Learning Objective**

6.4.1: Analyze the impact of nepotism and social capital on women and minorities in organizations.

6.4.2: Understand the personal and public nature of social pressures on LGBT issues.

**Video:** “Meritocracy” — *The School of Life*, 2015, 5:52 — <https://www.youtube.com/watch?v=bTDGdKaMDhQ>

* **Discussion Questions – 6.4.1: Groups and Social Pressure**

Can you think of other examples in which the sociological imagination can help explain how pressure applied by a group can mold the social landscape?

**Module 5:**

**The Workplace and a Changing Social World**

* Productivity and Surveillance at Work
* The Impact of Technology

**Learning Objective**

6.5.1: Evaluate the impact of technology on employee behavior in the workplace.

6.5.2: Examine how technology will change where or if we work.

**Video:** “We Can Work from Anywhere, but Telecommuting Carries its Own Risks” — CBC News: The National, 2019, 3:40 — <https://www.youtube.com/watch?v=DiH_74Z64xs>

* **Discussion Questions – 6.5.1: Cyberslacking and Surveillance**

Should employees be allowed to visit social media sites like Facebook, Twitter and Pinterest while they are at work? Should employers use surveillance equipment to monitor employee cyberslacking?

**Class Survey Questions**

**Title:** Organizational Loyalty

**Overview:** This two-question survey designed to be used with the Opener for Chapter 6. The goal is to cause students to begin thinking critically about organizational loyalty and the type of organization that they to work for in the future.

1. Would you dye your hair blue or shave your head to demonstrate your loyalty to your employer?

☐ Yes ☐ No ☐ Not Sure

2. Does working for an organization like Zappos appeal to you?

☐ Yes ☐ No ☐ Not Sure

**Title:** Group Conformity

**Overview:** This two-question survey is designed to be used with Chapter 6. The goal is to cause students to begin thinking critically about group conformity.

1. Have you ever conformed to a group even though you didn’t want to?

☐ Yes ☐ No ☐ Not Sure

2. Have you ever not conformed to a group just to be different?

☐ Yes ☐ No ☐ Not Sure

3. Have you experienced groupthink?

☐ Yes ☐ No ☐ Not Sure

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

* 1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
  2. ***Minute Paper***: Ask students to write a brief response to the following questions:
* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?
  1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 6 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. True or False: An example of a social aggregate is people eating in a restaurant.

2. Which of the following includes the characteristics of shared interest or activity, weak personal bonds and emotional ties, limited contact between members, and limited concern for other members?

a. secondary groups

b. reference groups

c. primary groups

d. in-groups

3. The Solomon Asch experiment emphasizes which of the following concepts?

a. in-groups

b. out-group

c. groupthink

d. conformity

4. Which of the following is a characteristic of groupthink?

a. lack of group cohesiveness

b. no threats to the group

c. group insulation

d. absence of charismatic leader

**Module 2**

1. \_\_\_ organizations normally involve a contractual obligation and the flow of

membership is limited.

a. normative

b. utilitarian

c. coercive

d. bureaucratic

2.True or False: Many of the sustainable corporations blend formal and informal

organizational characteristics.

3.Which of the following represents the traditional modes of thinking being replaced

with end/means analysis?

a. ideal type

b. red tape

c. hierarchy

d. rationalization

4. True or False: The ideal type of bureaucracy includes few written rules of conduct and

lacks a hierarchy.

**Module 3**

1. True or False: The spoils system is the practice of politicians awarding jobs to friends

and supporters based on liking and not ability is known as.

2. The case of Alexis Hutchinson was used to illustrate \_\_\_.

a. telecommuting in modern America

b. the difficulty bureaucracies have in responding to personal troubles

c. the concept of reference groups

d. the impact of goal displacement

3. \_\_\_ are defined as individuals or groups who help facilitate, guide and be the representative voice it its members.

a. transformational leaders

b. democratic leaders

c. leaders

d. primary group leaders

4. Military leaders are usually \_\_\_ in nature because to operate effectively they must

rely on orders and directives.

a. authoritarian

b. secondary group

c. laissez-faire

d. utilitarian

**Module 4**

1. True or False: Combined the number of women and minorities leading Fortune 500

companies equal that of white male leaders.

2. Which of the following is a characteristic of nepotism?

a. non-interference

b. incompetence

c. groupthink

d. favoritism

3. \_\_\_ is defined as the network of links that develop between people, which may

result in personal, social and professional advantage.

a. informal organization

b. social capital

c. in-groups

d. reference groups

4. The Indian religious freedom law was used to illustrate which point?

a. How social pressure from groups and organizations can shape the society.

b. The impact of leadership styles on state governance.

c. The growth of bureaucracies in the United States.

d. The role of reference groups in establishing legislative policy.

**Module 5**

1. True or False: Cyberslacking occurs when employees spend their work time checking

their Facebook page, shopping online and texting or twittering their friends.

2. \_\_\_ is used by employers to monitor the behavior of their employees at work.

a. Alienation

b. Networking

c. Surveillance

d. Normative behavior

3. Some employers allow their workers to work from home. This is known as \_\_\_.

a. transactional leadership

b. out groups

c. triad

d. telecommuting

**Module 1**

1. True (LO 6.1.1)

2. A (LO 6.1.2)

3. D (LO 6.1.3)

4. C (LO 6.1.4)

**Module 2**

1. B (LO 6.2.1)

2. True (LO 6.2.1)

3. D (LO 6.2.2)

4. False (LO 6.2.2)

**Module 3**

1. True (LO 6.3.1)

2. B (LO 6.3.1)

3. C (LO 6.3.3)

4. A (LO 6.3.3)

**Module 4**

1. False (LO 6.4.1)

2. D (LO 6.4.1)

3. B (LO 6.4.1)

4. A (LO 6.4.2)

**Module 5**

1. True (LO 6.5.1)

2. C (LO 6.5.1)

3. D (LO 6.5.2)