

## **Group Dynamics - Part 3**

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### Introduction.

#### A. Recommended books.

1. Bonner *Group Dynamics* deals with theory of group dynamics.
2. Malcolm and Olga Knowles' *Introduction to Group Dynamics* is a good introduction.
3. Donald Bell *How to Get Along with the People in the Church*.
4. Margaret Coombs *You Can't be Human Alone* is liberal in theology but good for basic concepts on groups.
5. Malcolm Knowles *How to Develop Better Leaders*.

#### B. What is a group?

1. People with a purpose.
2. A purpose that is understood and embraced.

#### C. Today we want to look at participation.

1. People working toward a goal.
2. Between purpose and goal is a path of participation.

### I. Lets look at a principle, then the phases of training, and then a technique for getting participation.

#### A. Learning is most effective when the person is active and meaningfully involved in the process.

1. He needs to be active, not passive.
2. He needs to be inside the group looking out.
3. Note taking with application is empty.
  - a. Cramming for exams does not teach.
  - b. The process is as important as the product.

#### B. There are three major phases of a training experience.

1. Telling the facts.

2. Showing what's involved in personal work.

3. Doing.

a. Give a contrived experience that is controlled and safe.

1. My girl is learning violin from a master.

2. He never plays, she does.

3. A good teacher gets excited about what his students do.

b. Give a real life experience where failure can be costly.

1. The contrived experiences have given a reasonable assurance of success.

2. I took five evangelism classes and none had me share my faith.

3. I have never heard of a correspondence course on swimming.

4. We learn to do something by doing it under supervision of someone with proven ability.

5. I've seen students break out in a rash sharing but he learned.

6. One cocky student wanted a challenge so I sent him to a juvenile detention center to see a teen with 27 major counts against him and he lost it.

7. Telling only goes so far but doing teaches us.

C. Technique for getting people involved.

1. Use audio visual more often.

a. Tape your meetings then have your people listen to it at home.

1. We need to think about how we want to communicate.

2. Stumbling over words and vague words just does not communicate.

3. Listening to myself teaches me my errors.

b. The overhead projector encourages people to take notes.

1. A man taught Ephesians in a liberal church and the overhead helped people to open their Bibles and take notes.

2. One elder actually noticed that the he needed a Bible when to learn Ephesians.

2. Use buzz groups.

- a. Break groups into small units of 5-6.
- b. Teach the big picture and let the small groups discuss the ideas.
- c. Use this especially with groups you're not familiar with.

3. Neighbor nudging.

- a. Encourage each person to talk to his neighbor for two minutes and then switch.
- b. This keeps the talkative one from dominating the group.

4. Brainstorming.

- a. This helps with application.
- b. For example, how do you communicate love to a child?
  - 1. No idea is bad; wash and iron, go to work, feed them, fix bicycle tires.
  - 2. Then evaluate; kids don't appreciate washing and ironing, but they appreciate fixing their bicycle tires.
  - 3. My kids are not impressed that I'm a seminary professor, their friends think I work at a cemetery.
  - 4. Kids are not impressed with our Bible reading but when they see us play with them they respond.
- c. We brainstormed about why people are happy and compared our list with Paul in Philippians chapter 1 and saw not one of our ideas were there.
- d. We brainstormed on how to determine the will of God for your life.
  - 1. The value was for them and the people they were sharing with.
  - 2. Don't forget to use a reaction panel.

5. Role play.

- a. This is effective with problems in the family, etc.
- b. Some gain new insights on the perspective of others.
- c. Don't use this technique with a new group.

6. Case studies.

- a. We have predictable behavior so we can identify with others.
- b. We studied one case and after a time of thinking the man we were studying entered our room to tell us his real experience.

7. Use listening teams.

- a. Do you have a passion to communicate?
- b. I'd rather have my students drink from a fresh stream than from a stagnant pool.
- c. From what will your students drink?

II. Conclusion.

A. You cannot impart what you do not possess.

B. Technique and method and process of communicating is helpful but if you don't implement these ideas you will stay the same and not communicate.

- 1. I used to pray for the Lord to change my children.
- 2. Finally when I prayed the Lord to change me my kids began to grow.
- 3. The same experience happened with me and my students.
- 4. We will not be change elements in the livers of others until God changes us.
- 5. Pray that God overhaul you so you can overhaul others.
- 6. I can only bring truth to your ears