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PG DEPARTMENT OF

SOCIAL WORK

SUBJECT NAME: WORK WITH GROUPS (GROUP WORK)

SUBJECT CODE: HBWXB

SEMESTER: I

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Objectives
- To understand Group Work as a method of Social Work and develop skills in practice
- To understand models and apply them in practice with groups
- To become aware of the scope of using the method in various settings

Unit   1

Introduction to Working with Groups (Social Group Work)

Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.

Unit   2

Types of Groups

Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

Unit   3

Phases of Group Work Process

Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment; Beginning Phase: introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment; Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process; Ending Phase: preparing for termination; evaluation and feedback

Unit   4

Group Processes and Dynamics

Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry

Unit   5

Group Work Models and Practice in different settings

Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work

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Breaking of the Syllabus

Sl. No.	Details	Pg. No.	Sl. No	Details	Pg. No.
1	Introduction to Working with Groups	4	4.4	Group-bond	20
1.1	Historical development of Social Group Work	4	4.5	Sub groups	20
1.2	Social Group Work as a Method	6	4.6	Clique	20
1.3	Definition	7	4.7	Gang	21
1.4	Meaning	8	4.8	Dyad	21
1.5	Purpose	8	4.9	Triad	21
1.6	Objectives	9	4.10	Group Norms	22
1.7	Values	9	4.11	Membership	21
1.8	Skills	9	4.12	Cohesiveness	22
1.9	Principles	10	4.13	Group Pressure	23
1.10	Use of groups in practice.	10	4.14	Group Morale	23
2	Types of Groups	11	4.15	Leadership	24
2.1	Definition of Groups	11	4.16	Team building	26
2.2	Characteristics of groups	11	4.17	Decision Making	29
2.3	Importance of groups in human life	12	4.18	Problem solving	29
2.4	Primary Groups	13	4.19	Conflict Management	29
2.5	Secondary groups	14	4.20	Communication in a group	33
2.6	Formal Groups	14	4.21	Role clarity	34
2.7	Informal Groups	14	4.22	Use of sociometry	35
2.8	Open Groups	15	5	Group Work Models and Practice in different settings	36
2.9	Closed groups	15	5.1.	Group Work Models	36
2.10	Reference groups	16	5.1.a	Social goals model	36
2.11	Treatment groups	17	5.1.b	Remedial model	36
2.12	Task groups	17	5.1.c	Reciprocal model	36
2.13	Developmental Groups.	17	5.2	Practice in different settings	36
3	Phases of Group Work Process	18	5.2.a	Hospital	36
3.1	Planning Phase: Establishing purpose, Assessing, Recruiting, Orienting, Contracting, Preparing group environment	18	5.2.b	School	37
3.2	Beginning Phase: Introduction, Motivation, Member feedback, Defining purpose, Objectives, Goal Setting, Assessment	18	5.2.c	Community	37
3.3	Middle Phase: Preparing for meetings, Structuring the group work, Intervention strategies in groups-programme planning and implementation meaning and principles of programme planning, Monitoring and evaluating group process;	19	5.2.d	Industry and institutional setting	38
3.4	Ending Phase: preparing for termination, Evaluation, Feedback	19	5.2.e	Recording	39
4	Group Processes and Dynamics Stages in a group development	20	5.2.e.i	Importance of recording	40
4.1	New comers	20	5.2.e.ii	Skills required for recording in group work	41
4.2	Isolation	20	5.2.e.iii	Types of recording in group work	42
4.3	Rejection	20			

Unit-1
Introduction to Working with Groups (Social Group Work)

1. *Historical development of Social Group Work*

Group work was seen as a movement before it became a field. From a field, it became a method, and back to a field (Papell in Middleman and Goldberg, 1988). Group work played an important role in dealing with a number of shifts happening in the U.S. in the late-19th century and early-20th century: The industrialization of the U.S. Large population shifts from rural to urban centers The enormous wave of immigration, mainly to U.S. urban areas (Konopka, 1972; Garvin, 1997).

Developments occurring between 1910 and 1920, those who were concerned with adult education, recreation, and community work began to realise the full potential of group work. The organizations that built the foundation of group work were by nature self-help, informal and recreational ones; they were present in the form of settlement houses, neighborhood centres, Y's, the Scouts, Camp Fire Girls, Jewish Centers Camps and for that matter even in labour union organising in industries.

Early in 1920, Mary Richmond realised the potentials of working with groups and wrote on the importance of small group psychology. Mary P Follett, a political scientist in 1926 wrote in the book "The New State", that solutions to social problems would 'emerge from the creation of groups in neighbourhood and around social interest'. Follett strongly believed in the power of the small groups formed in communities to solve social problems that neighbours had in common John Dewey, who proposed and developed the idea of progressive education also found the usefulness of small groups as early as 1933. Dewey perceived social group work method as an application of the principles of progressive education to small informal groups in leisure time settings.

The first form of group setting could be traced back to Sir George Williams, who organized the hard working labourers of Bridgewater draper shops, towards the Christian way of living. The success of such groups inspired the extension of such group setting to other draper shops or other young men, thereby giving birth to London's Young Men's Christian Association in 1844. In England, similar movements, having less association with the church, originated in 1855 simultaneously in two places. These were directly led by women - Emma Roberts, who started a prayer union among her friends, and Mrs. Arthur Kennard, who started the General Female Training Institute in London for the nurses returning from Crimean war.

Formation of clubs

The settlement movement
The settlement movement owes its origin to Jane Addams, the founder of the Hull House in Chicago in 1889. The movement focused on the causes of poverty and functioned through three thrust areas ("three R's").

Research, Reform and Residence.
Jane and the other pioneers, who believed in the group approach, set the objectives of the movement as follows:- 1) The residents of the area could share their learning of cultural and religious among the needy. 2) The identification of settlement workers with the local area 3) The responsibility of the group for social reform.

The Playground and Recreation Movement
In 1868, the first church of Boston came up with a vacation play ground, while the Washington Park in Chicago was opened for team games in 1876. But it was in 1885, with

the beginning of a sand park in Boston by Marie Zakrzewska, that the play ground was chosen as a movement in the history of social group work. Soon playgrounds and summer camps mushroomed under the initiative of settlements, churches and schools. It is the success of play ground movements and the need for more tax supported play grounds that resulted in the beginning of the Playground and Recreation Association of America in 1906.

Schools and other social agencies supported the movement highlighting the importance of such a group experience in the social and emotional growth of a child. Post World War I, social scientists also began to focus on groups operating in the community. One of the earliest to do so was Frederic Thrasher (1927) who studied gangs of delinquents in the Chicago area. He studied groups by befriending gang members and observing the internal operations of gangs. Thrasher observed that every member of a gang had a status within the group connected to the functional role that the member played for the gang

Thrasher also highlighted the role of culture that developed within a gang, suggesting there was a common code that may be followed by all members. The code was enforced by group opinion, coercion and physical punishment. Social scientists also learned more about people's behavioural in groups from studies done in industry and in the United States Army. Characteristically, workers in industries knit themselves into informal organizations in and about work, develop expectations that their jobs and work relations be limited to persons of a kind – gender, age, ethnic qualities, education and social class (Jose, 2008; Warner, 1947).

The World Wars and after
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Theoretical Bases
The 1930s witnessed the influence of small group theory especially the differentiation done by Cooley with regard to the Primary and Secondary groups. The proposition by TONNIES to differentiate between GESSELSCHAFT and GEMEINSCHAFT also aided a better understanding about groups. The 1950s witnessed an explosion of knowledge and development of theory concerning small groups. The major themes that developed in the first half of the twentieth century include conformity, communication and interaction patterns, leadership, interpersonal preference and social perception that are important components while dealing with group process in social work. It is also important to mention the contribution of psychoanalytic theory, learning theory, field theory, social exchange theory and the system theory that explains group functioning.

A Glimpse of Professionalization and the Development on Literature in Social Group
Work Although it is often believed that group work is considerably younger than casework, group work agencies actually started only a few years after casework agencies established their forte. The first course of group work was offered by Clara Kaiser, in the School of Social Work at Western Reserve University in Cleveland. When she left for New York in 1935, Grace Coyle continued to develop the course. Group Work was taught partially as a method and partially as a field of practice. Schwartz points out, that the real historical differences between the two is that casework soon became identified with social work

profession, where as group work did not begin to become formally linked with the profession, until much later during the National Conference of Social Work in 1935. In 1936, the American Association for the Study of Group Work. The late seventies saw the re-emergence of a professional journal, Social Work with Groups in 1978. "The Association for the Advancement of Social Work with Groups" was formed. Group workers throughout the US and Canada came together and held the first Annual Symposium for the Advancement of Group Work in 1979. Each year since then, the annual symposium on group work as a practice method has been convened religiously without fail. Group work has also made inroads into the south-east Asia, especially India (to be discussed later) and China. Top Chinese leaders have advocated strongly for social work and in 2006, the government launched a series of new social policy initiatives aimed at professionalizing social work.

Social Group Work in India

Group work as a method of social work came to India with the introduction of professional social work education in 1936, a decade after it was acknowledged as formal method of practice in the West. Even though there is evidence of the group approach being used in various contexts – in delivering charity services, imparting religious education through oral tradition, in mobilizing people for the freedom struggle against the British, in social reform strategies as in the Sarvodaya and Bhoodan movements. However, there is very little documentation or hardly any theorization based on it.The Association of Schools of Social Work jointly with the Technical Cooperative Mission (USA) laid down minimum standards for group work practice acted a benchmark to the developments in India. V.D. Mehta (1987) and Helen Joseph (1997), two social workers who attempted to trace the historical development of group work in India, agree that the theoretical perspective taught in the schools of social work in India and the practice models are primarily American as in the case of social work itself. All the schools of social work in India teach a course/paper in social group work (alternatively titled as "social work with groups") at both the graduate and the postgraduate levels. The practice of social group work in India is generally limited to correctional and other residential institutional setting, hospitals and so on in the urban areas. The general activities undertaken were recreational, educational and cultural in character. Group work method was also practiced in community work, as in the case of mahila mandals and yuvak mandals, but it was primarily recognized as community work. Practice of group work is also given emphasis through the fieldwork programme in some schools. Students placed in agencies and open communities work with groups of children, youth, adults and elderly who are either 'sick' or healthy in urban and rural areas.

2. *Social Group Work as a Method*

Social group work is a method of social work which develops the ability of establishing constructive relationship in individuals through group activities. Group experiences are the essential needs of human being. The reciprocal and dynamic interactions and transactions between persons and environment are inherent in social group work practice. Sometimes due to his/her own fault or weakness and sometimes due to unfavourable environment, one fails to perform his/ her activities of the group life. Here group work helps the individual in removing weakness and strengthening internal power to perform his/her job satisfactorily. The social group worker must have the theoretical knowledge of social group work, its principles, its skills, its models, its assumption so that he/she may be able to perform his/her jobs most satisfactorily. All these concepts have been discussed in this chapter.

Group work is one of the methods used predominantly in the context of the face-to-face group and which uses the group also as a medium of action. It is a unique, exciting, dynamic way to help people make changes in their lives that they themselves desire. Groups are used

effectively by social workers today to help people of all ages and all walks of life, enhance their social functioning and to cope more effectively with their problems. Group workers are involved in all fields of social work practice and are to be found in mental health, family counselling, child welfare, substance abuse, disability, correctional and many other settings. They are critically important to members of clinical teams attempting to respond to serious mental and emotional social problems.

They also work in nonclinical settings in which they seek to foster social growth and enhance social integration. They work among children, youth and in community settings and are integral to community based programmes that seek to facilitate community cohesion and more effective community based response to social needs. Today small groups are considered as a useful instrument for community change and development especially for the welfare and development of weaker sections, marginalized population. For instance, self help groups, micro credit and savings have become an integral programme in the field of women's empowerment and organisation of poor and marginalized people for socio-economic development.

3. *Definition*

- Social group work is a method of social work that helps persons to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems (Marjorie Murphy, 1959).

- Group Work maybe defined as an educational process emphasising the development and social adjustment of an individual through voluntary association and the use of this association as a means of furthering socially desirable ends. (Newsletter -1935)

- Social Group Work aims at the development of persons through the interplay of personalities in group situations, and at the creation of such group situations to provide for integrated, co operative group action for common (Coyle 1937)

- In Indian context) Social Group Work will refer to working with a small group (membersranging from 7-10) to a medium size group (members ranging from 10-20) for a variety of purposes beginning from recreation to behaviour modification on the one hand and accomplishing tasks including social change and development on the other, with a variety of clients ranging from children to elderly. The worker makes use of the expertise in human relationships to help these groups to achieve the group goals in a participatory manner while paying adequate attention to individual needs and social norms. (H.Y.Siddiqui -2008)

- Social Group Work is a method of social work which helps individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems (Konapka -1963)

- Social Group work is a psychosocial process which is concerned no less than with developing leadership ability and co operation than with building on the interests of the group for asocial purpose (Hamilton -1949)

- Group Work as a social process and a method through which group life is affected by a worker who consciously direct the interacting process toward the accomplishment of goals which are conceived in a democratic frame of reference (Wilson & Ryland -1949)

- Group work is method by which the group worker enables various types of groups to function in such a way that both group interaction and programme activities contribute to the growth of the individual and the achievement of desirable social goals. (Association for the Advancement of Group Work-1948)

4. *Meaning*

Social group work, is a primary modality of social work in bringing about positive change, it is defined as an educational process emphasizing the development and social adjustment of an individual through voluntary association and use of this association as a means of furthering socially desirable end.

It is a psycho social process which is concerned in developing leadership and cooperation with building on the interests of the group for a social purpose. Social group work is a method through which individuals in groups in social agency setting are helped by a worker who guides their interaction through group activities so that they may relate to others and experience growth opportunities in accordance with their needs and capacities to the individual, group and community development.

It aims at the development of persons through the interplay of personalities in group situation and at the creation of such group situation as provide for integrated, cooperative group action for common ends. It is also a process and a method through which group life is affected by worker who consciously directs the interacting process towards the accomplishment of goals which are conceived in a democratic frame of reference.

Its distinct characteristics lies in the fact that group work is used with group experience as a means of individual growth and development, and that the group worker is concerned in developing social responsibility and active citizenship for the improvement of democratic society. Group work is a way to serving individual within and through small face to face group in order to bring about the desired change among the client participants.

5. *Purpose*

purpose of group work
1. To teach the individuals to live, to work together and to participate in the activities of a group for their intellectual, emotional and spiritual growth
2. To solve problems of adjustment by development of individual's personality through the group process
3. To prepare the individual to learn to share responsibility
4. To develop one's inherent leadership qualities
5. To make creative use of people's leisure time
6. To teach division of labor and specialization of roles
7. To teach democratic functioning
8. To provide substitute for family in a industrial and urban settings
9. To help people to develop physical, mental and emotional adjustment
10. To increase people's social consciousness
11. To educate people in social action and social change
12. To provide opportunity for individual empowerment, and growth in self-esteem and self-confidence
13. To provide resources for learning
14. To develop consistency and predictability of individual's behavior

15. To obtain integration between individual and group
16. To motivate the group members to develop attitude me service...

6. *Objectives*

1. intellectual understanding, abilities and skills
2. communication, cooperative and teamwork skills such as planning, management, leadership and peer support
3. personal growth (increased self esteem and self confidence)
4. professional growth (development of professional standards, values and ethics)
5. independence and increased responsibility for own learning
6. reflective practices (reviewing and reflecting, planning for the future).

7. *Values*

The following humanistic values have been highlighted by social work educators, such as Gisela Konopka, as integral to social work practice with groups:

1. "individuals are of inherent worth";
2. "people are mutually responsible for each other; and
3. "people have the fundamental right to experience mental health brought about by social and political conditions that support their fulfillment" .

8. *Skills*

List of Life Skills Identified by UNICEF

1. **Communication & Interpersonal Skills Interpersonal communication skills**
   Verbal/Nonverbal communication # Active listening # Expressing feelings; giving feedback (without blaming) and receiving feedback

Negotiation/refusal skills
Negotiation and conflict management # Assertiveness skills # Refusal skills

Empathy
Ability to understand another's needs & circumstances

Cooperation and Teamwork
Expressing respect for others' contributions and different styles #Assessing one's own abilities and contributing to the group

Advocacy Skills
Influencing skills & persuasion #Networking and motivation skills

2. **Decision-Making & Critical Thinking Skills**

Decision making / problem solving skills
Information gathering skills # Evaluating future consequences of present actions for self and others # Determining alternative solutions to problems # Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical thinking skills
Analyzing peer and media influences # Analyzing attitudes, values, social norms and beliefs and factors affecting these # Identifying relevant information and information sources

3. Coping & Self-Management Skills Skills for increasing internal locus of control

Self esteem/confidence building skills # Self awareness skills about rights, influences, values, attitudes, strengths and weaknesses # Goal setting skills # Self evaluation / Self assessment / Self-monitoring skills

Skills for managing feelings
Anger management # Dealing with grief and anxiety Coping skills for dealing with loss, abuse, trauma

Skills for managing stress
Time management # Positive thinking # Relaxation techniques

9. *Principles*

1. **Principles of planned group formation:** It is not a informal group. Proper planning should be done before the group is formed.
2. **Principles of Specific objectives:** There should be specific reasons and objectives why the group was formed. The group should function to satisfy the objectives.
3. **Principles of purposeful worker-group relationship:** A professional relationship to be maintained between the group and the worker.
4. **Principles of continuous individualization**: Even though the worker is working with a group, he should continuously analyze each and every member separately as a unique individual.
5. **Principles of guided group interaction**: The group worker should the interaction in the group. The entire member should be guided to participate in the activities.
6. **Principles of democratic group self-determination:** The functioning of group should be democratic in nature. The member should be given ample freedom to decide and determine. They have right to participate or to refuse participation.
7. **Principles of Flexible functional organization**: The group should be flexible enough to encourage the participants when they succeed and support when they fail. The group should accept the failures of the members too.
8. **Principles of progressive program experience**: The group should not remain stagnant. There should be some programmes for growth and development. The members should get maximum experience so to be effective in their social functioning.
9. **Principle of resource utilization**: Members should be guided to utilize their internal and external resources to implement the programmes. The agency resources can also be used.
10. **Principle of evaluation**: Analyze the whole group as well as the member individually. Evaluation is not judging them but assessing them and giving valuable suggestions for their growth and development.

10. *Use of groups in practice.*

1. Group works mainly sees the situation & the needs of all the individuals & try to solve the problems of the individuals. For every individual the group is the main source of strength & renders everybody helping hand.
2. A group fulfils the social desires and need of each individual in the group
3. Group work is carried on with voluntary group in the setting of social agency
4. Group workers tale care of social agencies in many fields as education, religious & recreational field.
5. It"s a helping process with dual purpose of individual & group growth.

6. The function of the group work is always for the betterment of the individual as well as for the growth of the entire group. • Group worker plays role of enabler & helping person, by earning an effective group. The group worker is a main person who by her/his better knowledge try to make the group better.

Unit-2
Types of Groups

1. *Definition of Groups*

A collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals.

- According to **Merrill:** "Two or more persons are in communication over an appreciable period of time and who act in accordance with common function or purpose".

- **A.W. Green** says "An aggregate of individuals which persists in time, which has one or more interests or activities in common and which is organized".

- **Emory S. Bogardus:** "a number of persons, two or more who have common objects of attention, who are stimulating to each other, who have common loyalty and participate in related activities are called as group".

A **social group** consists of two or more people who regularly interact and share a sense of unity and common identity. In other words, it's a group of people who see each other frequently and consider themselves a part of the group. Except in rare cases, we all typically belong to many different types of social groups. For example, you could be a member of a sports team, club, church group, college class, workplace, and more.

2. *Characteristics of groups*
The basis of grouping may be numerous but the division of population on the basis of age, sex, income, profession and other gave them various types of social groups. Following are the

1. Given number of Individual two or more
2. Reciprocal Relations exists among the its members
3. These are formed for Common Goals and Objectives
4. Having Sense of unity and solidarity which results loyalty and sympathy
5. A strong sense of awe-feeling which develop cooperation
6. Group Norms and regulations (written or unwritten) must be followed for group control
7. Similar Behavior to achieve common goals
8. Awareness about its membership to differentiate them from other groups
9. These are dynamic instead static
10. Group Control (direct or indirect control) for members activitie

1. **Group work is practiced by group itself**
   With the help of group workers, development of the individual changes and personality growth are happen. The group practiced and take steps by his own worth and dignity by the help of its workers.
2. **Based on humanitarian philosophy:**

Group work is based on humanitarian philosophy. A group get its inspiration from the happiness, joy and prosperity of the member of that particular group within a community. A group must have a belongingness and group philosophy.

3. **It gives aspiration to help each other**:
   Because of living together, sharing problem and emotion of each other they get a aspiration to help each other. The group help the individual when she/he is in problem.

4. **It provides more skill and information:**
   After formation of a group by a worker the group member get more information and skill. Because of belongingness and helping mind the member can share their knowledge among themselves. They get more information about science, resources and techniques.

5. **It develops human personality:**
   After making a group their networking with other groups, workers and agency develop their personality.
   1. Group is a collection of individual
   2. It has a common interest
   3. It involves reciprocal relationship
   4. It contains a sense of unity and solidarity
   5. Members of a group develop mutual awareness of one another
   6. There is we-feeling among the members of a group
   7. The members have similarity of behavior
   8. There would be some group norms in a group
   9. The group would have greater stability than a ordinary collection of people

3. *Importance of groups in human life*
Groups play an important part in human life. An individual's bringing up, care. personality building, education, social. economic and psychological needs fulfillment, sense of security, love, satisfaction of emotions and culture transmission-all of these are possible through group life which tells its importance.

I. Enhancement in Individual's capacity :
In social life, many jobs cannot be done by an individual and he needs the help of others. The bringing up of children and their care, agriculture, construction etc. cannot be done by an individual alone. We need support of family / groups.

2. Fulfillment of Basic Needs :
A lonely person is helpless and this obliged him to lead a group life. A man not only is a living creature or has biological needs for his satisfaction but also he has social and psychological needs. Therefore, needs can be divided into three kinds:
i. Biological needs: Hunger, thirst, sleep and sexual satisfaction.
ii. Sociological needs: Desire for wealth, honour and social status.
iii. Psychogenic or Psychological needs: Love, friendship and ego passions.
The completion of all of these needs is not possible individually and only group life plays an important role for these achievement.

3. Personality Development :
A man is a clot of blood at the time of his birth. It is group life that teaches him language and

tells him the ways of living. The primary group (Family) and the secondary group (school, college, workplace etc.) develops his personality

4. Transmission of Culture :

Groups play a part in transmitting culture from one race to another race. Primary group as family, friends and neighbors make the individual learn norms of life, customs, traditions, values and habits. Similarly, language, dress transmits knowledge; experience through formal and informal education to a new race. In-group and Informal Group transmit recreation, games and stories of wars to a new race which are adopted by the new race to harmonies with the culture and also to guarantee the security of the culture.

5. Social Control :

The most important function is social action in the group dynamics. Primary group is an informal manner that manages for social control. Good manners and informal sanctions make the character of an individual according to the expectation of the society and traditions. Secondary Group makes the individual abide by the rules and regulations. Formal Group produces some prestige in interaction through status degree. Formal Group also helps in adopting sanctions for achieve of specific objectives.

6. Possibility of Achievement of Collective Aims :

In social life, some human needs are such which cannot be got by individual efforts. For example, construction of houses, festivals of grief and happiness, building of places of worships are collective aims and their achievement is only possible through different groups. Recreation is a collective aim and it needs the participation of primary and secondary group.

4. Primary Groups

Meaning of Primary Group

Primary groups are primary in the sense that the members within are emotionally attached together sharing their basic ways of life with one another. In the basic affairs of life which are most essential for a social life those who fall into mutual sharing of one another form a group prime in importance called Primary group. Emotions, attitude, ideas and habits of individuals develop within this.

Characteristics of Primary Group

Following are the important characteristics of primary group:

1. **Face-to-face interaction:** Primary groups are characterized by close intimate and face to face interaction.
2. **Intimacy:** Here everyone knows everyone else and there is strong intimacy among the members. They are even known to nick names of their members.
3. **Mutual Aid & Help:** Mutual aid assistance among the members of the groups always found. They cooperate with each other at the time of help.
4. **Consciousness of kind:** Consciousness of kind exists. If means they recognize one another and express it whenever needed.
5. **We – Feeling:** we – feeling (sense of unity and commonality) is found among the members of the group. It means they live together as one body.
6. **Small in Size:** Primary groups are smaller in size. Large number decreases intimacy and loose the bond of the group.
7. **Physical proximity or nearness:** face-to-face relation can be found only when members live in a particular area more or less on permanent basis.
8. **Frequent Interaction:** Interaction among members of the group is frequent and it can be many times in a day.

9. **Personal relation:** In this, interest of each is centered in others as persons. They interact with each other on the basis of personal relation.
10. **Similarity of background:** Members must have more or less similar background.

5. *Secondary groups*

Secondary groups are another type of social group. They have the opposite characteristics of primary groups. They can be small or large and are mostly impersonal and usually short term. These groups are typically found at work and school. An example of a secondary group is a committee organized to plan a holiday party at work. Members of the committee meet infrequently and for only a short period of time. Although group members may have some similar interests, the purpose of the group is about the task instead of the relationships. Sometimes, secondary groups become pretty informal, and the members get to know each other fairly well. Even so, their friendships exist in a limited context; they won't necessarily remain close beyond the holiday party.

6. *Formal Groups*

A formal group is a collection of persons, who came together for achieving a specified goal. They are always created with intent to fulfil some official requirement. Formation of the group is done by the management. It possesses a systematic structure, in hierarchical form.

In general, the employees of the organisation are divided into groups, and a task is a hand over to each group. In this way, the task of the group is accomplished along with the fulfilment of organisational goals. The given are the types of formal groups:

- **Command groups**: The groups that consist of managers and their subordinates.
- **Committees**: The group of people who are appointed by an organisation, to resolve the matters, referred to them are known as Committee. For example Advisory Committee, Standing Committee, etc.
- **Task Forces**: The group form to carry out a particular task is known as Task Forces.

7. *Informal Groups*

The groups that are created naturally, within the organisation, due to social and psychological forces are known as Informal groups. Under this group, the employees of the organisation, themselves enter into groups, without the approval of the management to satisfy their social needs on the job.

Nobody wants to live in isolation; people generally create a circle around themselves so that they can interact and share their feelings, opinions, experiences, information, etc. These circles are known as informal groups at the workplace. These groups are formed on the basis of common likes, dislikes, prejudices, contacts, language, interests, attitudes of the members. It includes interest group and friendship group. The communication is faster in such groups, as they follow grapevine chain.

There are no defined rules; that applies to the informal group. Moreover, the group possesses a loose structure. The bond between the members of the group is quite strong, which can be seen when one of the employees is kicked out of the job and all co-members his group goes on strike just to support him.

Difference between Formal Group and Informal Group

BASIS FOR COMPARISON	FORMAL GROUP	INFORMAL GROUP

BASIS FOR COMPARISON	FORMAL GROUP	INFORMAL GROUP
Meaning	Groups created by the organization, for the purpose of accomplishing a specific task are known as Formal Groups.	Groups created by the employees themselves, for their own sake are known as Informal Groups.
Formation	Deliberately	Voluntarily
Size	Large	Comparatively small.
Life	Depends on the type of group.	Depends on the members.
Structure	Well Defined	Ill Defined
Importance is given to	Position	Person
Relationship	Professional	Personal
Communication	Moves in a defined direction.	Stretches in all the directions.

8. *Open Groups*

An open group has an undefined number of group members with new people coming and going on a regular basis.

Example of ongoing open group A support group for single parents operates on a weekly basis. As an open group, members are able to attend the group as much as they wish. When participants face a more difficult phase of their life, they attend the group more. When participants are feeling more independent, they attend the group less. The group is available whenever they need it.

9. *Closed groups*

A closed group has a fixed number of group members and has a set duration.

Example of ongoing closed group A weekly 1½ hour counselling group operates on a weekly basis. This is followed by a 1hour psychoeducational session that is attended by the same participants. The combination of these formats allows the participants to be exposed to the structured development of new skills and knowledge about family relationships and parenting and address personal issues affecting their life. The same participants attend both of these sessions and new participants cannot attend the group after week three of each group.

Difference between Open Groups and Closed Groups

advantages	
Open groups	**Closed Groups**
• Constant modification of group culture • Greater variety of resource and skill • Can be more creative and imaginative • Good for working on initiating, and terminating relationships • Issues of separation, termination, inclusion • Issues around change adaptability	• Consistent and predictable • Can be more cohesive and intimate • Easier to balance immediate needs of the group members
Disadvantages	
• Can be more unstable, less predictable • Lacks depth and intimacy • Sub-grouping, cliques, alliances may develop • Hard to balance immediate needs of the group	• Tendency to get into conformity and 'group think' • Lacks the range and variety of the open group • Less able to deal with change and adaptability

members	• Limited opportunity to deal with termination issues

10. *Reference groups*

A **reference group** is a group to which an individual or another group is compared.

Sociologists call any group that individuals use as a standard for evaluating themselves and their own behavior a reference group.

Reference groups are used in order to evaluate and determine the nature of a given individual or other group's characteristics and sociological attributes. It is the group to which the individual relates or aspires to relate himself or herself psychologically. It becomes the individual's frame of reference and source for ordering his or her experiences, perceptions, cognition, and ideas of self. It is important for determining a person's self-identity, attitudes, and social ties. It becomes the basis of reference in making comparisons or contrasts and in evaluating one's appearance and performance.

Reference groups provide the benchmarks and contrast needed for comparison and evaluation of group and personal characteristics. Robert K. Merton hypothesized that individuals compare themselves with reference groups of people who occupy the social role to which the individual aspires

Reference groups are groups that people refer to when evaluating their [own] qualities, circumstances, attitudes, values and behaviors.

— *William Thompson & Joseph Hickey, Society in Focus, 2005.*

Reference groups act as a frame of reference to which people always refer to evaluate their achievements, their role performance, aspirations and ambitions. A reference group can be either from a membership group or non-membership group. An example of a reference group being used would be the determination of affluence. An individual in the U.S. with an annual income of $80,000, may consider himself affluent if he compares himself to those in the middle of the income strata, who earn roughly $32,000 a year. If, however, the same person considers the relevant reference group to be those in the top 0.1% of households in the US, those making $1.6 million or more, then the individual's income of $80,000 would make him or her seem rather poor.

Types of Reference Group

i) Positive Reference Groups:
These are the ones we want to be accepted by. Thus, if we want to be a film actor, we might carefully observe and imitate the behaviour of film actors. These are the groups, collectivities or persons that provide the person with a guide to action by explicitly setting norms and espousing values.

(ii) Negative Reference Groups:
These groups we do not want to be identified with, also serve as sources of self-evaluation. A person might, for example, try to avoid resembling members of a particular religious group or a circus group. A group rejected by or in opposition to ego's own group, it is 'the enemy' or the negative group.

Importance and Functions:
The concept of reference group is important for understanding socialisation, conformity, and how people perceive and evaluate themselves, especially in relation to the self.

Reference groups perform three basic functions:
(1) They serve a normative function by setting and enforcing standards of conduct and belief.
 (2) They also perform a comparison function by serving as a standard against which people can measure themselves and others.

(3) They serve not only as sources of current evaluation but also as sources of aspiration and goal attainment (as a means of anticipatory socialisation). A person who chooses to become a professor or a lawyer begins to identify with that group and becomes socialised to have certain goals and expectations

11. *Treatment groups*

A Treatment group is a group that receives a treatment in an experiment. The "group" is made up of test subjects (people, animals, plants, cells etc.) and the "treatment" is the variable you are studying. For example, a human experimental group could receive a new medication, a different form of counseling, or some vitamin supplements. A plant treatment group could receive a new plant fertilizer, more sunlight, or distilled water. The group that does not receive the treatment is called the *control group*.

Treatment Group Examples

1. You are testing to see if a new plant fertilizer increases sunflower size.
2. You are testing to see if a new drug works for asthma.
3. You want to prove that covering meat prevents maggots from hatching

12. *Task groups*

Task groups are groups of individuals brought together to accomplish a specific action or produce a product. If you have participated in an educational planning meeting, been a member of a committee, attended a treatment team meeting, been elected to student government, or joined a social movement group, you have already experienced a task group in action. For some, the experience may not have been a positive one, because running an effective task group takes many different skills. Many social work students will be in the position of leading task groups while they are in school or very shortly afterward. Developing an awareness of the ingredients that go into a successful task group, with satisfied members, is crucial.

Five areas that are frequently cited by the experts on task groups are the five C's: Control, Conflict, Communication, Consensus, and Cohesion. The five C' can make or break a task group experience.

Groups are dynamic and fluid, which often means that the five C's will be interrelated and interconnected. All can influence member satisfaction and ultimately the level of success the group will have attaining its goals. Thinking about some of the pitfalls that task groups can experience, and some strategies that may help you avoid them, may help you prepare for your own task group experience.

13. *Developmental Groups.*

Developmental Groups: Such groups are formed for the growth and development of its members. There is as such no problem existing. But the group worker can pool in all the member's resources to help each other and make them equipped and developed.
Eg: Self Help groups.

Unit-3
Phases of Group Work Process

1. ***Planning Phase: Establishing purpose, Assessing, Recruiting, Orienting, Contracting, Preparing group environment***

The Planning phase occurs before the group commences. It is the period of time when a group leader prepares for the commencement of a group session. It encompasses the basic preparations that leaders complete before the onset of the group. It also involves the leader's warm-up to the subtle cues and life experiences and type of language that may be used by a particular target group. As the group leader warms up to the group members he or she develops empathy for understanding about the needs of the participants. A similar process occurs in the group members as they prepare themselves for the start of the group. In any event, the group leader tunes in by using their prior knowledge to anticipate clues about issues that group members' life experience.

2. ***Beginning Phase: Introduction, Motivation, Member feedback, Defining purpose, Objectives, Goal Setting, Assessment***

The beginning phase commences at the onset of the group. Emotionally the group members are usually cautious, tentative and dependent on the leader. The group leader needs to provide guidance, boundaries, a clear purpose for the group experience and supports the members in embarking on a learning and change process together

The key tasks for the leader in this phase are to:
• clarify the purpose of the group and the expectations that are held by the organisation that employs/contracts the group leader (if relevant)
• clarify their own role as the leader of the group
• obtain feedback from the group members to clarify their expectations
• clarify the group contract. This is a combination of the initial group purpose, the organisational expectations for the group and the group members' own individual interest and purpose
• outline the learning materials, session plans and house-keeping issues
• develop a shared set of rules for the effective operation of the group. This is usually called the group rules or group values. In groups with young people, however, it may be more useful to use the term 'group values', instead of rules, to avoid an anti-authoritarian reaction.
• commence a process where group members learn about similarities and differences between them and other group members.

If applying this phase to a single session of a multiple session group, the beginning phase will involve the period of time when the group series commences initially or the start of each group session.

Like a child on the first day at school, group members and leaders tend to:

• feel inadequate (but may not show it)
• feel tentative, but often need to appear fairly certain
• be watchful
• feel a lack of control over the new group environment
• act superficially and reveal attitudes and opinions that are socially acceptable
• scan the environment for clues about what is appropriate, for example clothes, tone of voice, vocabulary, who speaks to whom, an exit strategy
• be nice, certainly not hostile

• try to place other participants in pigeon holes so that they become comfortable with them
• desire structure and order to reduce their own pressure to perform
• wonder what price it will take to be accepted and whether the rewards are worth the effort
• find it difficult to listen and look beyond their own immediate needs.

3. ***Middle Phase, Preparing for meetings, Structuring the group work, Intervention strategies in groups-programme planning and implementation meaning and principles of programme planning, Monitoring and evaluating group process;***

Middle (working) phase The middle phase is the workhorse of the group experience. It is the period of time when the group works on achieving its purpose. It occurs when the group is operating best or dealing with difficulties. The group makes a deliberate choice to achieve a certain purpose. At this point the leader has to make "accurate judgements in identifying when work is going on, what it is about, when it is being avoided, where it runs into obstacles, and when the group is remobilising itself" (Schwartz, 1971, p.16).

Key tasks for the middle phase include:
• balancing the collective needs of the group with the individual needs of the group members
• detecting and challenging obstacles that block a group from achieving its purpose
• providing group members with an opportunity for receiving feedback about how the group is progressing
• giving appropriate self-disclosure, as the leader
• contributing ideas, facts and values from their own perspective that help the group to deal with obstacles
• acknowledging the limitations faced by group members when dealing with problems or issues
• ensuring that the group has adequate time to achieve its work, and also enough time to meet the overall requirements (and/or course material) for the group.

The skills used by a group leader are similar to the set of skills used for individual counselling, except the group environment involves a much broader system. There are multiple relationships within a group, with each member bringing along their own family system. It is likely that a group leader will see a mirror image of group members' family relationships as they examine the relationship system that members adopt within the group. Sometimes group leadership is like being a chef, where 10-12 pots are all boiling (or not boiling at all!) at different temperatures on the stove.

4. ***Ending Phase: preparing for termination, Evaluation, Feedback***
Termination phase The final phase of work is termination, separation or ending. Often it is the beginnings and endings of a group that are the most difficult times for members. At termination, two reactions may occur amongst the participants:

• Last minute therapy - is where a group member discloses significant material about themselves just before the end of the session or before the group ends completely.
• Anger exit – a group member leaves the group before the final session as the ending is too difficult or they introduce conflict to make that ending more justified.

Key tasks for the group leader in the termination phase:
• acknowledging the ending of the group, prior to the final session, in order to help the group members prepare for the group's completion

• appreciating the achievements of the group members

• recognising the challenges for group members as they face the completion of the group

• having the group members provide some feedback about the group experience that evaluates the effectiveness of the group

• identifying future resources and supports for group members.

Unit-4
Group Processes and Dynamics
Stages in a group development

1. New comers
New Comers: When new members join the group, or when the groups are formed for the first time such members are called as new comers. The new comers need more attention, as they are fresh into the group and are unaware of the processes going in the group. They need time for adjustment.

2. Isolation
Isolation: Those members are part of the group but are not totally accepted remain as isolates. There is no emotional attachment among the members. These members are just physical entities in the group.

3. Rejection
Rejection: When there is a weakness in the bonding, acceptance among the members then either the member rejects the group or the group rejects the member. The group tolerates such rejected members.

4. Group-bond
Bonding: It is the affinity, affection that every group member has towards every other member. It brings in a sense of belongingness. Bonding makes the member stay together. Too much bonding can be destructive.

5. Sub groups
Sub-Groups: It is found in all groups. A group with in a group is called as subgroup. Sub groups are formed because because of the common likeness among 2 or 3 members. They associate more clearly than others

6. Clique
A **clique** in the social sciences, is a group of individuals who interact with one another and share similar interests.[1]Interacting with cliques is part of normative social development regardless of gender, ethnicity or popularity. Although cliques are most commonly studied during adolescence and middle childhood development, they exist in all age groups. Typically, people in a clique will not have a complete open friend group, and can therefore "ban" members of the clique if they do something that is considered unacceptable, such as talking to someone generally disliked by the clique. People who are part of a clique are bonded together through shared and similar social characteristics such as race, ethnicity, economic status and physical appearance.

Being part of a clique is usually seen as a norm in society regardless of status. Cliques are most likely prevalent during teenage years, but are found in other age groups. Cliques may be formed among, for example, athletes, nerds, workmates, fraternities, sororities, and cheerleaders. Cohesive factors may include ethnicity, similar interest, and physical

appearance. Members of a clique often isolate themselves as a group and tend to view the clique as superior to anyone outside the clique.

7. *Gang*

A gang is a combination of people who regard themselves as a family therefore, who are committed as one unit. In addition there is all kind of gang to intend to break the law regularly using their inacceptable behavior and also there are other gangs who hang around in the streets, the park or even at the shopping centre. Furthermore, Youth gangs are variously defined in the social science and criminal justice literature. Youth gangs are bound by a common ethnicity, race, social class, or other determinant and employ distinctive symbols, including style and color of dress, hand signs, tattoos, and graffiti. Loyal gang members follow a gang-defined system of rules, rituals, and codes of behavior. Gangs serve some individuals as a substitute family structure. Membership imparts a sense of empowerment as members act together to defend territory and provide mutual protection. Youth gangs typically engage in delinquent, criminal, and violent activities, often for financial gain.

8. *Dyad*

Dyad means two things of similar kind or nature or group and dyadic communication means the inter-relationship between the two. In practice, this relationship refers to dialogic relations or face-to-face verbal communication between two people involving their mutual ideas, thought, behaviour, ideals, liking, disliking, and the queries and answers concerning life and living in nature. A sudden communication between two strangers in the street and not continued afterwards or not having lasting aftereffect on each other cannot be termed as dyadic communication. Examples of dyadic communication occur between Jesus and Peter or between Socrates and Plato, where dialog is not only outward, superficial, or mechanical, but instead brings the two people into a sphere where each person influences the other.

A lasting communication of ideas between two people for long duration of time or of any intensive duration of deeper impact may be called dyadic communication.

9. *Triad*

Triad refers to a group of three people in sociology. It is one of the simplest human groups that can be studied and is mostly looked at by microsociology. The study of triads and dyads was pioneered by German sociologist Georg Simmelat the end of the nineteenth century.

A triad can be viewed as a group of three people that can create different group interactions. This specific grouping is common yet overlooked in society for many reasons. Those being that it is compared to the lives of others, how they shape society, and how communication plays a role in different relationships scenarios.

It was derived in the late 1800s to early 1900s and evolved throughout time to shape group interactions in the present. Simmel also hypothesized between dyads and triads and how they may differ. A dyad is a group of two people that interact while a triad is another person added on to create more communicational interactions. For example: adding an extra person, therefore creating a triad, this can result in different language barriers, personal connection, and an overall impression of the third person.

Simmel wanted to convey to his audience that a triad is not a basic group with positive interactions, but how these interactions can differ depending on person to person.

10. *Group Norms*

1) Performance norms (how to act, how to achieve goals)
2) Resources norms (how to raise fund, keep account, how to spend)
3) Appearance norms (dress code, Time table)

4) Social arrangement norms (Gatherings, Dinner out)

11. *Membership*
Types of group members
Each member of a group will make a contribution to the group's work according to his/her personality. Obviously, it is possible to identify a great many different types of group members. These are some of the individuals who often crop up.

Harmonizer: This person will keep things going smoothly, reducing misunderstanding and reconciling those who have conflicts. A typical statement: "Wait a minute, we've made some progress, let's not lose it, perhaps we can resolve this issue as we go on."

Encourager: Attempts to achieve the full participation of all group members and is generally able to do this by using outstanding interpersonal communications skills. A typical statement: "Joan, we haven't heard from you yet. What do you think about … "

Clarifier: S/he uses descriptive listening skills to help the group by restating or paraphrasing important points. A typical statement: "That's a good point Jim. Let me be certain that I've got it right. You said …."

Questioner: The questioner often brings up issues that the group has overlooked and seeks information that might prove useful in achieving group goals. Typical statements: "Has anyone any information on this that might help?" "Ought we also to think about …."

Listener: The larger the group, the more likely it is that it will contain one or more people who are really interested in what the group is doing but who make few verbal contributions. Such people are often viewed negatively. However, we've all been in groups where a few listeners would have been appreciated!

Opinion giver: Is extremely well-prepared and adept at making meaningful comments that have a sound basis. A typical statement: "Considering that 95% of …. We probably ought to …." (However, there is a difference between this and the person who is voicing their own agenda and has not considered all the relevant facts.)

12. *Cohesiveness*
Cohesion refers to the attraction the members have for one another, the worker and the group as an entity. The more cohesive the group the greater is its influence on the members. The following attributes are signs of group cohesion.
1. Regularity-of attendance and punctuality predominate, especially in groups in which membership is voluntary
2. Members feel that they belong, as evidenced by knowing who are members and differentiating themselves from nonmembers.
3. Members increase their expressions of "we" feelings, symbolizing identification of members with each other and with the group entity.
4. Relationships among members become accepting, interdependent, and intimate. 5. Members become highly invested in their participation in the content of the group experience.
6. Members express verbally their satisfaction with being a member of the group and with the way it operates.
7. The social climate is characterized by spontaneity, informality, and appropriate self-disclosure.

13. *Group Pressure*

Group pressure (or **social pressure**) is the direct influence on people by group members, or the effect on an individual who gets encouraged to follow their members by changing their attitudes, values or behaviours to conform to those of the influencing group or individual. This type of pressure differs from general social pressure because it causes an individual to change in response to a feeling of being pressured or influenced from a member or peer group. Social groups affected include both *membership groups*, in which individuals are "formally" members (such as political parties and trade unions), and cliques, in which membership is not clearly defined. However, a person does not need to be a member or be seeking membership of a group to be affected by peer pressure.

14. *Group Morale*

Meaning and Definition of Morale:

Group cohesiveness is one of the most important factor which unites together the members of group. Group morale equally is a major factor to bind the group members together. Morale refers to team spirit or unity of the group.

Each and every group has a social structure. It develops when people lead a social life, make friends and enemies, meet socially after working hours, exchange ideas and confidences. By doing this they consciously or unconsciously form groups.

These groups atleast become the central point of morale formation. The difference between the organisation or group that cooperates and the one that does not, is surely due to the difference in morale. According to A.L. Kress morale deals with how the members of the group regard their jobs, their supervisor, the company, their loyalty and affection towards it etc.

Morale is a group phenomena, it functions at the level at which the group functions. According to Blum, morale is a byproduct of the group and is generated by the group. Morale can be said to be the individuals acceptance of the goals of the group.

Allport has defined morale as an individuals attitude in a group endeavour. Morale, thus, involves both social and personal features. The importance of morale in team work, in community action, in group behaviour, in class room situation, in management association, in trade union and in military and army etc. is observed.

Morale is the possession of a feeling on the part of the members of a big or small group of being accepted or belonging to that group through adherence to common goals and confidence in the desirability of these goals.

A group morale, thus, consists of four different aspects:

(i) Feeling of being accepted by one's own group
(ii) Feeling of belongingness
(iii) Showing common motivation or common goals with group in which one works
(iv) Having confidence and faith that these goals are actually needed and desirable.
A sense of belongingness and the feeling of oneness develop when the group morale is high.

According to Guien (1958) morale indicates:

(a) Absence of conflict
(b) Feeling of happiness
(c) Good personal adjustment
(d) Ego involvement in one's job

(e) Group cohesiveness

(f) Combination of group related attitudes.

15. *Leadership*

SKILLS INTRODUCTION

• A leader as the word stands is someone who leads others. He should have a vision, commitment and drive to achieve the goal of the group. The leader must motivate and inspire confidence in the members of the group.

• The leader must be flexible, adaptable and should be capable to face all types of situations including setbacks, challenges and failures in a calm and cool manner.

• He must be able to extract work from each member of the group after assigning a particular task according to the individual's capacity as it may differ from person to person.

WHAT ARE CHARACTERISTICS OF A GROUP LEADER?CHARACTERISTICS OF A GROUP LEADER

Some are born leaders; others are groomed as leaders. The leadership qualities can be developed and improved through proper training and practice. The important qualities of a leader are:

• Effective communication: The leader should have the capacity to communicated effectively to other team members. The skill should be both in speaking and writing modes.

• Motivation: The leader should be able to inculcate a sense of motivation in the members. Only then can the full capacity of each member of the group be extracted. To create personal rapport, he should address each member by their names.

• Proper Planning: At the start of the work, a detailed study should be undertaken to assess the various implications and systematic planning should be done. For this, a suitable software can be used and assistance of experts in different domains sought.

• Energetic: The leader must be energetic and physically and mentally fit for the task. His energy level should always be high.CHARACTERISTICS OF A GROUP

LEADER

• Experience and Knowledge: The leader should have theoretical knowledge in the particular field/domain and also enough practical experience.

• Self Confidence: This is a very important characteristic of a good leader. Only a confident leader will be able to generate confidence in others. For completing a task successfully, each member of the group should work confidently.

• Assertive: The leader should assert himself and give necessary instructions to his team members.

• Domination: This is another face of assertiveness.

• Honesty: The old proverb 'Honesty is the best policy' is perfectly apt in this case also. There is no need to overemphasize the importance of honesty for a leader.

• Charismatic: This is the ability to influence the thinking and attitude of others.

• Integrity: Should be beyond doubt.TEAM WORKWhile the team leader should have the capabilities to lead the other members of the team, the individual members should have an environment suitable to work efficiently and effectively.

• Equal opportunity to all members

• Safe environment to work

• Respect each member of the group

• Resolve conflicts amicably

• Regular meetings to solve problems and to monitor progress

• Analyze failures if and when occurs

• Celebrate success

• Get feedback from members

• Analyze the feedback and then take corrective steps CONCLUSIONSA leader should have a vision.

• He should lead the group with single-minded determination and take necessary steps to achieve the vision.

True leader - accepts responsibility/ has courage to express his /her communication/shows expressions

Serve humanity/leadership skills (it can be learned)

1) Understanding self
2) Communicating
3) Getting along with others
4) Managing
5) Working with groups

Approaches

1) Good leaders are born , the group has to find the good leader
2) One best style, situation makes particular style most effective

- Autocratic (The authoritarian leadership style or autocratic leader keeps strict, close control over followers by keeping close regulation of policies and procedures given to followers)
- Democratic (The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality.)
- Laissez – faire (The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the group members)
- Abdecratic – no one with group exercises leadership ,the group disintegrated and autocratic leads takes up to the lead

3) Contextual - leaders to some extend born with traits bit situation , group members , presence of the group, group makes him so

Responsibilities

safety	Deal with expectation of others
Honesty	Role
Establishment trust,	Listener
Teaching skills	Confident
Role model	Initiator
Provide balance	Decision maker
Adopt situation	Mediator
Make decision	Observer
Provide motivation	Authority
Facilitate group interaction	Advisor
Be sensitive to needs	Communicator

a) Functions (task)

Information/opinion giver	Diagnoser
Starter direction giver	Energizer
Summarize	Reality faster
Coordinator	Evaluator

b) Function (relationships)

Encourages participations	Communication helper
Harmonizer and compromiser	Evaluator or emotional climate
Tension reliever	Process observer

Standard setter	Trust builders
Active listener	Inter personal problem solving

16. *Team building*

Too often, teams are formed merely by gathering some people together and then hoping that those people somehow find a way to work together. Teams are most effective when carefully designed. To design, develop and support a highly effective team, use the following guidelines:

1. Set clear goals for the results to be produced by the team.
The goals should be designed to be "SMART." This is an acronym for:
- Specific
- Measurable
- Achievable
- Relevant and
- Time-bound.

As much as possible, include input from other members of the organization when designing and wording these goals. Goals might be, for example, "to produce a project report that includes a project plan, schedule and budget to develop and test a complete employee performance management system within the next year." Write these goals down for eventual communication to and discussion with all team members.

2. Set clear objectives for measuring the ongoing effectiveness of the team.
The objectives, that together achieve the overall goals, should also be designed to be "SMART." Objectives might be, for example, to a) to produce a draft of a project report during the first four weeks of team activities, and b) achieve Board-approval of the proposed performance management system during the next four weeks. Also, write these objectives down for eventual communication to and discussion with all team members.

3. Define a mechanism for clear and consistent communications among team members.
New leaders often assume that all group members know what the leaders know. Consistent communication is the most important trait of a successful group. Without communication, none of the other traits can occur. Successful groups even over-communicate, such that:
- All members regularly receive and understand similar information about the group, for example, about the group's purpose, membership, status and accomplishments.
- These communications might be delivered through regular newsletters, status reports, meetings, emails and collaboration tools.

4. Define a procedure for members to make decisions and solve problems.
Successful groups regularly encounter situations where they must make decisions and solve problems in a highly effective manner. Too often, the group resorts to extended discussion until members become tired and frustrated and eventually just opt for any action at all, or they count on the same person who seems to voice the strongest opinions. Instead, successful groups:
- Document a procedure whereby the group can make decisions and ensure that all members are aware of the procedure.
- The procedure might specify that decisions are made, first by aiming for consensus within a certain time frame and if consensus is not achieved, then the group resorts to a majority vote.

5. Develop staffing procedures (recruiting, training, organizing, replacing).

Too often, group members are asked to join the group and somehow to "chip in." Unfortunately, that approach creates "chips," rather than valuable group members. Instead, if group members go through a somewhat organized, systematic process, then new members often believe that the group is well organized and that their role is very valuable in the group. Successful groups:

- Identify what roles and expertise are needed on the group in order to achieve the group's purpose and plans – they staff according to plans, not personalities.
- New group members go through a systematic process to join the group – they understand the group's purpose, their role, their next steps and where to get help.

6. Determine the membership of the group.

Consider the extent of expertise needed to achieve the goals, including areas of knowledge and skills. Include at least one person who has skills in facilitation and meeting management. Attempt to include sufficient diversity of values and perspectives to ensure robust ideas and discussion. A critical consideration is availability – members should have the time to attend every meeting and perform required tasks between meetings.

7. Determine time frames for starting and terminating the team, if applicable.

Now consider the expertise needed to achieve the goals of the team, and how long it might take to recruit and organize those resources. Write these times down for eventual communication to and discussion with all team members.

8. Determine the membership of the team.

What expertise might the team need to achieve the goals of the group? For example, an official authority to gather and allocate resources, or an expert in a certain technology. Always consider if the members will have the time and energy to actively participate in the team.

9. Assign the role of leader – to ensure systems and practices are followed.

The leader focuses on the systems and practices in the team, not on personalities of its members. For example, the leader makes sure that all team members: a) are successfully staffed, b) understand the purpose of the group and their role in it, c) are active toward meeting that purpose and role, and d) utilize procedures for making decisions and solving problems. (Note that the leader does not always have to be a strong, charismatic personality – while that type of personality can often be very successful at developing teams, it often can create passivity or frustration in other members over time, thereby crippling the group.)

10. Assign role of communicator – communication is the life's blood of teams!

Communication is the most important trait of a successful team. It cannot be left to chance. Someone should be designated to ensure that all members receive regular communications about purpose, membership, roles and status. Communications should also be with people outside the team, especially those who make decisions or determine if the team is successful or not.

11. Identify needs for resources (training, materials, supplies, etc.).

Start from analysis of the purpose and goals. What is needed to achieve them? For example, members might benefit from a training that provides a brief overview of the typical stages of team development and includes packets of materials about the team's goals, structure and process to make decisions. Consider costs, such as trainers, consultants, room rental and office supplies. How will those funds be obtained and maintained?

12. Identify the costs to provide necessary resources for the team.

Consider costs, such as paying employees to attend the meeting, trainers, consultants, room rental and office supplies. Develop a budget that itemizes the costs associated with obtaining and supporting each of the resources. Get management approval of the budget.

13. Contact each team member.
Before the first meeting, invite each potential team member to be a part of the team. First, send him or her a memo, and then meet with each person individually. Communicate the goals of the project, why the person was selected, the benefit of the goals to the organization, the time frame for the team effort, and who will lead the team (at least initially). Invite the team member to the first meeting.

14. Early on, plan team building activities to support trust and working relationships.
Team building activities can include, for example, a retreat in which members introduce themselves, exercises in which members help each other solve a short problem or meet a specific and achievable goal, or an extended period in which members can voice their concerns and frustrations about their team assignments.

15. Carefully plan the first team meeting.
In the first meeting, review the goals of the team, why each member was selected, the benefit of the goals to the organization, the time frame for the team effort, who will lead the team (at least, initially), when the team might meet and where, and any changes that have occurred since the individual meetings. Have this information written down to hand out to each member. At the end of the meeting, ask each person to make a public commitment to the team effort.

16. Regularly monitor and report on status of team members toward achieving the goal.
It is amazing how often a team starts out with a carefully designed plan, but then abandons the plan once the initial implementation of the plan is underway. Sometimes if the plan is behind schedule, team members conclude that the project is not successful. Plans can change – just change them systematically with new dates and approval of the changes.

17. Support team meetings and the members' processes in the team.
At this point, it is critical that supervisors of team members remain available to provide support and resources as needed. The supervisor should regularly monitor team members' progress on achieving their goals. Provide ongoing encouragement and visibility to members. One of the most important forms of support a supervisor can provide is coordination with other supervisors to ensure that team members are freed up enough to attend meetings.

18. Regularly celebrate team members' accomplishments!
One of the best ways to avoid burnout is to regularly celebrate accomplishments. Otherwise, members can feel as if they are on treadmill that has no end. Keep your eye on small and recurring successes, not just the gold at the end of the rainbow.

17. Decision Making
Decision-making in groups is sometimes examined separately as process and outcome. Process refers to the group interactions. Some relevant ideas include coalitions among participants as well as influence and persuasion. The use of politics is often judged negatively, but it is a useful way to approach problems when preferences among actors are in conflict, when dependencies exist that cannot be avoided, when there are no super-ordinate authorities, and when the technical or scientific merit of the options is ambiguous.

In addition to the different processes involved in making decisions, group decision support systems (GDSSs) may have different decision rules. A decision rule is the GDSS protocol a group uses to choose among scenario planning alternatives.

Gathering

Involves all participants acknowledging each other's needs and opinions and tends towards a problem solving approach in which as many needs and opinions as possible can be satisfied. It allows for multiple outcomes and does not require agreement from some for others to act

Sub-committee

Involves assigning responsibility for evaluation of a decision to a sub-set of a larger group, which then comes back to the larger group with recommendations for action. Using a sub-committee is more common in larger governance groups, such as a legislature. Sometimes a sub-committee includes those individuals most affected by a decision, although at other times it is useful for the larger group to have a sub-committee that involves more neutral participants.

Participatory

Each participant has a say that is directly proportional to the degree that particular decision would affect the individual. Those not affected by a decision would have no say and those exclusively affected by a decision would have full say. Likewise, those most affected would have the most say while those least affected would have the least say.

Plurality and dictatorship are less desirable as decision rules because they do not require the involvement of the broader group to determine a choice. Thus, they do not engender commitment to the course of action chosen. An absence of commitment from individuals in the group can be problematic during the implementation phase of a decision.

There are no perfect decision-making rules. Depending on how the rules are implemented in practice and the situation, all of these can lead to situations where either no decision is made, or to situations where decisions made are inconsistent with one another over time.

18. *Problem solving*

1) List down the problems, define and clarify the problems
2) Gather facts and understand the causes of the problems
3) Prioritize the problems
4) Brain storm possible options and solutions
5) Compare the solutions to see the positive and negatives of the solutions
6) Select the best solution
7) Make decision in consultation with group members
8) Execute the decision made
9) Make all the members to participate in the execution process
10) Share the outcome / fruit of the program with all the members equally

19. *Conflict Management*

Conflict can be defined as a mental struggle resulting from incompatible or opposing needs, drives, wishes, and external or internal demands. Where there are people, there is conflict.

They are usually taken in a negative association. However, this is inaccurate as conflicts are necessary for healthy relationships. It all depends on the approach we use to resolve the conflict.

Classification of Conflict

When we think of the different types of conflict, we might instantly think of the ones referred to in literature, especially in fiction. They can be applied to real life, of course. However, in contemporary times, types of conflict which are easily identifiable are classified into four different types −

- Intrapersonal
- Intragroup
- Interpersonal

- Intergroup

Intrapersonal Conflict

Intrapersonal conflict takes place within an individual. The person experiences it in his own mind. Thus, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions. Intrapersonal conflict may come in different forms, from the simple mundane ones like deciding whether or not to go vegan for lunch to ones that can affect major decisions such as choosing a career path.

However, this type of conflict can be quite difficult to handle, if you find it hard to decipher your inner struggles. It results in restlessness and uneasiness, or can even cause depression. On such occasions, it is advised to seek a way to let go of the anxiety by communicating with other people. Eventually, when the person finds himself/herself out of the situation, he/she can become more empowered as a person. Thus, the experience invokes a positive change which helps in personal growth.

Intragroup Conflict

Intragroup conflict occurs among individuals within a team. The incompatibilities and misunderstandings between team members leads to intragroup conflict. It starts from interpersonal disagreements like team members have different personalities which may lead to tension or differences in views and ideas. Say for example, during a presentation, members of the team might find the notions presented by the one presiding to be erroneous due to their differences in opinion.

Within a team, conflict can be helpful in coming up with decisions, which will eventually allow them to achieve their objectives as a team. But, if the degree of conflict disrupts harmony among the members, then some serious guidance from a different party will be needed for it to be settled.

Interpersonal Conflict

Interpersonal conflict means a conflict between two individuals. Basically, this occurs because of some differences in people. We have varied personalities which usually lead to incompatible choices and opinions. So, it is a natural occurrence which can eventually help in personal growth or developing our relationships with others.

In addition, adjustments are necessary for managing this type of conflict. However, when interpersonal conflict becomes too destructive, calling in a mediator helps so as to have the issue resolved.

Intergroup Conflict

Intergroup conflict occurs when a misunderstanding arises among different teams within an organization. For example, the marketing department of an organization can come in conflict with the customer support department. This is because of the varied sets of goals and interests of these different groups. In addition to this, competition also contributes to intergroup conflict. There are other factors which increase this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which forms their own identity as a team.

Conflict should not always be perceived as a problem rather at times it is a chance for growth and can be an effective means of opening up among groups or individuals. However, when conflict begins to suppress or disrupt productivity and gives way to more conflicts, then conflict management is what is needed for problem resolution.

Conflict Resolution

Conflict resolution is a method by which two or more parties find a peaceful solution to a disagreement among them. The disagreement can be personal, financial, political, or emotional. When a disagreement arises, often the best course of action is negotiation to resolve the disagreement. We all know that when people gather for a discussion, it is not necessary that what one thinks is right the other thinks the same way, this difference in thinking or mentality leads to conflict.

"I'm doing my best at work and you expect me to do more! Why don't you ask the other team members?" This is the start of a conflict! Let us know about some of the conflict management techniques.

Conflict Management Techniques

We get into a conflict when the person opposite to us has a different mindset. It is very common in a workplace to get into differences of opinion. Sometimes there is a conflict between two or more employees, sometimes employees have a conflict with their managers and so on. Now the question is, how can we manage disagreements in ways that build personal and collegial relationships?

Here are five strategies from conflict management theory for managing stressful situations. None of them is a "one-size-fits-all" answer. Which one is the best in a given situation depends on variety of factors, including an appraisal of the levels of conflict.

- **Collaborating** − win/win
- **Compromising** − win some/lose some
- **Accommodating** − lose/win
- **Competing** − win/lose
- **Avoiding** − no winners/no losers

Collaborating

This technique follows the rule "I win, you win". Collaborating means working together by integrating ideas set out by multiple people. The objective here is to find a creative solution acceptable to everyone. It calls for a significant time commitment but is not appropriate for all conflicts.

This technique is used in situations where −

- There is a high level of trust
- We don't want to take complete responsibility
- We want others to also have "ownership" of solutions
- People involved are willing to change their thinking
- We need to work through animosity and hard feelings

However, this process takes a lot of time and energy and some may take advantage of other people's trust and openness.

Example − A businessman should work collaboratively with the manager to establish policies, but collaborative decision-making regarding office supplies wastes time better spent on other activities.

Compromising

This technique follows the rule "You bend, I bend". Compromising means adjusting with each other's opinions and ideas, and thinking of a solution where some points of both the parties can be entertained. Similarly, both the parties need to give up on some of their ideas and should agree with the other.

This technique can be used in situations where −

- People of equal levels are equally committed to goals

- Time can be saved by reaching intermediate settlements on individual parts of complex matters
- Goals are moderately important

Important values and long-term objectives can be derailed using this technique. This process may not work if initial demands are high and mainly if there's no commitment to honor the compromise solutions.

Example − Two friends had a fight and they decide to compromise with each other through mutual understanding.

Accommodating

This technique follows the rule "I lose, you win". Accommodating means giving up of ideas and thoughts so that the other party wins and the conflict ends. This technique can be used when −

- An issue is not that important to us as it is to the other person
- We realize we are wrong
- We are willing to let others learn by mistake
- We know we cannot win
- It is not the right time and we would prefer to simply build credit for the future
- Harmony is extremely important
- What the parties have in common is a good deal more important than their differences

However, using this technique, one's own ideas don't get attention and credibility, and influence can be lost.

Example − When we fight with someone we love we choose to let them win.

Competing

This technique follows the rule "I win, you lose". Competing means when there is a dispute a person or a group is not willing to collaborate or adjust but it simply wants the opposite party to lose. This technique can be used when −

- We know you are right.
- Time is short and a quick decision is to be made.
- A strong personality is trying to steamroll us and we don't want to be taken advantage of.
- We need to stand up for our rights.

This technique can further escalate conflict or losers may retaliate.

Example − When in a debate the party with more facts wins.

Avoiding

This technique follows the rule "No winners, no losers". Avoiding means the ideas suggested by both the parties are rejected and a third person is involved who takes a decision without favoring any of the parties. This technique can be used when −

- The conflict is small and relationships are at stake
- We are counting to ten to cool off
- More important issues are pressing and we feel we don't have time to deal with this particular one
- We have no power and we see no chance of getting our concerns met
- We are too emotionally involved and others around us can solve the conflict more successfully

Using this technique may lead to postponing the conflict, that may make matters worse.

Example − Rahul and Rohit had a fight, their mother came and punished both of them.

20. *Communication in a group*

It is two way process exchanging messages between the sender and the receiver. Only through communication people socialize. Inadequate communication may cause problems in individuals or groups.

Types of communication

1.Verbal Communication

2.Non-Verbal Communication

Verbal Communication-Includes the oral and written form of communication**.**

Non-Verbal Communication

1.signs and symbols

2.gestures and postures

3.facial expressions

Forms of communications

1.Upward communication

2.Downward communication

3.Horizontal communication

Types of communications

1.Formal

2.Informal

Uses of communication

1.It enables the individual to express

2. It lays the foundation for personality developments

3.Through effective communication the individual is able to express his problems

4.Through effective communication the case worker is able to provide solution to the client

5.By opening the channels of communication the case worker solves the present problems and prevents the unseen problems also

Barriers to communication

1.Language barriers

2.Cultural barriers

3.Distraction

21. *Role clarity*

Group work roles define tasks for group members in collaborative pedagogy. Educational strategies and tactics can define roles for participants, both for presential and online activities. These are also called *roles for group work* or *collaboration rules*. The rational is that students groups function more efficiently and effectively when members have specific roles. Roles can be designed to trigger specific socio-cognitive processes, e.g. cognitive conflicts that will make people question their assumptions. Roles can be given out for shorter activities or longer ones that can span over several weeks. In the latter case, roles also can be rotated among group members.

Strategic division of roles also exists in other contexts, e.g. management models, and also can inspire education.

Most common roles for groups of three to four

Role name	Alternative names	Function
Facilitator:	Leader, Manager	• Makes sure that objectives are met

		• Manages discussion • Coordinates work or discussion of coordination • Ensures that work is done and deadlines met
Scribe:	Secretary	• Takes notes of decisions taken • Prepares report or coordinates report writing • (In groups of three) presents work
Presenter:	Summarizer, spokesperson	• Presents results to other groups / class • Prepares to answer questions
Reseacher:	Librarian, resource collector	• Monitors time and planing • Tracks achievement of objectives

Most common roles for larger groups
(one person can combine more than one role in smaller groups)

Role name	Alternative names	Function
Facilitator:	Leader, Manager	Makes sure that objectives are met Manages discussion Coordinates work or discussion of coordination Ensures that work is done etc.
Scribe:	Secretary	Takes notes of decisions taken Prepares report or coordinates report writing
Presenter:	Summarizer, spokesperson	Presents results to other groups / class
Critic:	Sceptic, thinker, challenger	Raises objections, counter-propositions Identifies what could go wrong
Resource collector:	Librarian, researcher	Finds and collects (appropriate) resources
Time keeper:	Time/objective keeper	Monitors time and planing (Optionally) also monitors if the project is on track
Specialist:		This role (or several) are defined according to specific needs E.g. "lead developer", "analyst", art director.

In addition to the roles above, work itself must insured. It can be distributed among the group members and/or given to specialists, e.g. makers, data analysts, technicians,....

22. *Use of sociometry*

Sociometry is the social science of relationships. Sociometry enables us to measure, map and develop relationships so that the invisible forces within an organisation are made visible and can be explored. Sociometry is an essential tool for people to build mature group networks and positive relationship behaviours.

The Sociometrist uses a range of action-tools to display group dynamics — the socio-emotional and psychosocial network of relationships in groups. There is power for group members in making the invisible, visible, so everyone can see what is happening within the group. Groups and individuals can choose whether to make changes to function as a more dynamic and successful group as they go about their work.

Formal structures together with informal networks
Every group has at least two structures; the formal and an informal structure. You can see formal structures displayed with the hierarchy of positions and the key functions within the group. In a community group there is a chairperson, secretary, treasurer and committee members . In an organisation there is the CEO, general managers, team leaders, and staff. The formal structure of the family includes grandparents, parents, children, aunts and uncles. The **informal structure** relates to
• who gets on with whom
• who listens to whom

- who influences whom
- who trusts whom
- who avoids whom
- who confides in whom

Relationships in the informal structure look like friendships where people really get on with one another. However they are not friendships. They are not based on 'liking'. There are finer distinctions to these connections. Informal relationships are two-way relationships based on specific criterion: expertise, information, ideas, concerns and shared interests. These networks of informal relationships form the power of networks and therefore, the source of action or inaction.

This means that organisation change which is well led, can be exhilarating. Or, it can tear at the very fabric of interpersonal networks. When the formal managerial structure is emphasised ahead of interpersonal connections based on mutual purpose, cohesion and trust, the informal networks of relationships break down and new initiatives are more likely to fail. Sociometric interventions enable organisations to tap into, explore and build the informal networks of relationships to achieve successful and relevant organisation change

Why sociometry?

Jacob Levy Moreno (1889 – 1974) developed sociometry as a social measure, a new science. He wanted to create a society where everyone achieved their potential to love, to share and to face the truth. By making choices of who to be with or not, overt and active, Moreno hoped individuals would be more spontaneous and authentic and that organisations and group structures would become fresh clear and lively. Moreno noticed that groups and communities function with people being attracted to or draw away from one another and the subsequent networks and patterns of interaction these created. He discovered that when people chose whom they interacted with, there was satisfaction in being together. The greater sense of belonging increased the likelihood of the group achieving its purpose.

The Corporate Leadership Council of USA undertook research in 59 organisations from 27 countries with a total of 50,000 employees across 10 industry groupings. They examined the factors driving performance and employee engagement. They wanted to know what encourages the rational and emotional commitment of employees? They found it was by:
- focussing on achieving business targets
- focussing on key contributors who create value — the informal leaders
- knowing what is really going on — enhancing the informal networks
- focussing on culture — providing connection, contribution and credibility

How sociometry works?

Within a group, people are positive ("attracted") to one another, or negative to others as in magnetic or chemical attractions and repulsions, e.g. oil and water. This two-way flow of feeling is called tele. The flow of feeling relates to behaviour. Telemay be positive, negative or neutral and has intensity. It can be subjectively measured along a continuum of weak to strong.

The flow of feeling may be mutual and reciprocated, or non-mutual and therefore, conflicted. These emotional connections between people create informal networks of relationships. Positive mutual relationships are the life blood of organisations, where ideas, experiences, feeling and response to what is happening are shared.

Unit-5
Group Work Models and Practice in different settings
1. *Group Work Models*
a. *Social goals model*

Social goals model (Gisela Konopka & Weince, 1964) - A model based on 'programming' social consciousness, social responsibility, and social change. It suggests that democratic participation with others in a group situation can promote enhancement of personal function in individuals, which in-turn can affect social change. It results in heightened self-esteem and an increase in social power for the members of the group collectively and as individuals.

b. *Remedial model*
Remedial model (Vinter, R. D., 1967) – Remedial model focuses on the individuals dysfunction and utilizes the group as a context and means for altering deviant behaviour.

c. *Reciprocal model*
Reciprocal or Mediating model (W. Schwartz, 1961) - A model based on open systems theory, humanistic psychology and existential perspective. Relationship rooted in reciprocal transactions and intensive commitment is considered critical in this model.

2. *Practice in different settings*
a. *Hospital*

In the hospitals and clinics, the social group worker becomes a member of a team composed of the medical doctor, psychiatrist, psychologist, therapist, nurse, and social caseworker. In such settings with a defined treatment goal, the purpose of the service becomes much more specific than in the community setting. As service is more "pinpointed," the methods and role of group worker also become more specific.

Social workers in medical setting extend direct services by using group work and casework methods. In the medical setting the social worker carry out group work and performs various roles:

i)   enable patients with similar problems to come together and so feel less isolated and alone in facing their problems
ii)   bring about a feeling of belongingness and bring a part of a community which would give them the courage and confidence to adjust to the larger community outside
iii)   work through problems in an atmosphere of mutual acceptance
iv)   use the group as a therapeutic agent for emotional growth and attitudinal change through the process of mutual sharing.

b. *School*
The school setting is definitely a group setting, and teachers work with groups. Schools employ social worker on their staff in order to help children whose problems in the school have their genesis in social and emotional factors in the child, in his family, or in his social environment. Many schools in India are recognizing the importance of school social worker's role as caseworker, counselor and group worker. The school social worker works with four parties: the child, the family, the school staff and the community. While working with them he/ she uses his knowledge and skills of casework and group work.

The school social worker has to perform a variety of functions in the educational setting. While doing this one of the roles he perform is social group worker.

In the role of social group worker he promotes group adjustment through group work activities. He organises group work activities in the form of recreation, roleplays, story telling, group exercises, etc. to increase the capacity of social participation and constructive group interaction in the school children. Through guided group interaction the worker

promote relatedness, belongingness and the feeling of identification among children. This also helps in the improvement of their social adjustment and the development of their personality.

Working with special student groups, the school social worker expand practice with specially formed groups of children and teen-agers experiencing difficulties in social and academic adjustment. He gives special attention to students who underachieve, disrupt, drop out, or are withdrawn from meaningful peer involvement. He ensures that lonely, isolated, and handicapped children have an opportunity for constructive participation in special interest or recreational groups.

Another important function of the school social worker is to conduct value education classes and leadership development programmes. Through the group work activities he orient the children about cooperation, teamwork, role taking, etc. The school social worker uses the group work method while assisting or leading special interest groups in activities such as dramatics, puppet-making, other hobbies, or community service projects. He performs important role in motivating students to participate in varied activities that broaden horizons and expand relationships with peers and adults.

c. *Community*
Social Group Worker in Community Development Setting

Certain features of the social group work in community settings have to be borne in mind when considering the role of social group worker. The primary objectives of social group work in community setting include: social integration of the community on a local neighbourhood basis through participation in self-help and mutual-aid programmes; motivating people to improve their living conditions especially those adversely affecting their physical and social development; creation of opportunities for undertaking programmes of economic betterment based on the maximum use of community resources and local initiative; identification and development of local leaders with emphasis on providing them organisational skills and enabling them to locate and fully utilize various technical, social and welfare services; and development of a sense of belonging to the community. The group work in community setting is in the form of self-help groups, recreational groups, action groups, etc.

The social group worker in the role of organiser needs all her skills in organising the various sections of a community into well-knit groups. She organises the group members to develop their personality through participation in recreational, cultural and other activities. In this role one of her primary tasks includes the development of responsible leadership from the groups organised by her. For the worker operating on a macro level, one of the major tasks is to work at an inter-group level. This includes the ensuring that intergroup rivalries are kept at the minimal level, fostering of inter-group cooperation, matching the objectives of each group and the objectives of the community as a whole, facilitating communication, etc. Another crucial role for the group worker is that of a 'resource person'. It requires her to be aware of various avenues within and outside the community, which could be utilized for enhancing the functioning of the group members. The group worker also has to become a vital link between the civic administration and the people, especially during the initial stages of his work. Subsequently, however, this role of a 'liaison functionary' has to be transferred to the group members.

In the performance of the above stated role, the social group worker in community setting also needs to play the role of a 'management expert'. In this role, she needs to impart skills to the group leaders and other members in the area of office management with special emphasis

on skills in letter writing, filing procedures, basic accounting, writing records of meetings, and elementary public relations and fund raising.

d. *Industry and institutional setting*

In the institutional setting the social group worker makes a contribution through providing opportunities for constructive use of free time. Besides this her contribution includes the understanding of the group, nature of institutional living and makes it possible for many of the institutional residents to make a constructive use of the institution's services. Institutional living is group living. It consists of living groups, school groups, work groups, leisure-time groups, friendship groups, age groups, and a wide variety of other groups. The group worker's skills required in making constructive use of these group relations for the success of institutions. Some of the institutions that make use of the group worker's skill are correctional institutions, institutions for the mentally retarded and the handicapped, homes for the aged, and children's homes. The group worker perform different role according to the different function of the institution as well as to the personnel who are employed.

As said earlier, the group worker's role in an institution is not limited only to recreational aspects. Her knowledge and skills are helpful for the whole group living situation; she helps the institution in understanding the dynamics of group behaviour just as the caseworker brings to the institution their basic understanding of individual treatment. The social group worker in institutional setting takes on a specially helping role towards the other staff members like houseparent or counselor, since they are directly related to the group living process.

Another important role of the social group worker in any institutional setting is related to his direct work on some specific problem of the group, as for instance, discharge from the institution, intake into the institution, special behaviour problems, or problems around emotional needs that cannot be handled in the day-to-day group living situation. In this context the group worker's role is to supervise and coordinate special services which are not carried by the houseparent but which relate to the group living experience. It is important that the group worker coordinate these services from the point of view of social relationships as well as of treatment for the individual, so that in them the treatment focus is maintained.

The group workers in institutional setting carry out his role for referral to recreational and group association resources in the community. She also maintain liaison with volunteers, if the institution uses them and work with groups of relatives of institutional residents. For further understanding we will discuss here social group worker's role in some of the institutional settings

e. *Recording*

What is recording?

A record literally means 'a formal writing of any fact or proceeding' and when used as a verb means 'to set down in writing or other permanent form'. The Social Work Dictionary (2014) defines recording as "the process of putting in writing and keeping on file relevant information about the client; the problem; the prognosis; the intervention plan; the progress of treatment; the social, economic, and health factors that contribute to the situation.

A social work record refers to a written or electronic document that contains client information, professional observations, clinical decisions, intervention strategies, and outcomes generated throughout the delivery of social work services.

Recording/reporting/documentation is the written operationalisation of the social worker's intervention. The quality of the written report is often seen as a reflection of the social worker's intervention. The policy and procedures of the agency, as well as the purpose of the report usually determine the format and nature of the reports that are written.

The process of recording involves writing down the work, noting the progress people make towards their desired outcomes of the practice, viewpoints of the stakeholders, analysis and assessment; and the life history of the person and its interpretation.

It creates interest in the worker as well as in the client and help in building worker-client relationship. It also helps social worker to evaluate his own work and improve his/her methods which improve his professional skills and techniques, learn by own errors and make his help more effective and systematic.

Thus, Recording/reporting/documentation not only supports the delivery of services to individuals, families, couples, and small groups, hut it increasingly has new applications in keeping with the changing environment in which social workers operate. Traditionally, documentation helped practitioners coordinate and evaluate service needs and delivery. More social workers, however, realize the significance of documentation as a liability shield and risk-management tool. This warrants a fresh look at documentation so that practitioners, supervisors, and agencies can apprise themselves of proper documentation techniques, related ethical standards, and the potential pitfalls social workers may face as they shift their practices.

Rationale of Social work Recording
Social work is a regulated profession with a high degree of legal and ethical accountability. Social workers adhere to a Code of Ethics, legislative mandates, and organizational policies. Federal and provincial legislation has also been created and amended to address issues pertaining to personal health information and privacy. It is therefore imperative that social workers are familiar with best practice standards and legislative requirements impacting on all aspects of practice including documentation.

i. *Importance of recording*

"If you didn't write it down, it didn't happen."
The statement shows the power of documentation or recording or reporting in any field. And especially in social work, where we deal with individuals, families, groups and communities, they all are different from previous case that might be in nature, cause, process and so on. And the recording of each and every event with clients can be used for the future reference in sorting out the problems of client.

Purpose and Functions of Social Work Recording
a. **Documentation of social work activity:** Social Worker records each and every activity of the process of solving the problems of client. The record starts from the very first day of meeting clients till the problem sort out. It provides an ongoing picture of the nature of social work involvement with the client, progress in achieving social work goals and outcome.
b. **Continuity of Services:** Social worker might be an employee for an agency. S/he is might not be there for entire process of problem solving with client or agency. In this situation, agency must be able to pick up where s/he left up. This would be possible with the help of record only.
c. **Quality control:** The quality and quantity of services being provided could be known by reviewing written records that present a picture of social work activity. Record review is also a means of assessing the kind and quality of services being provided by the caseworker

identifies the areas of strength and weaknesses where staff needs in service training to upgrade their skills.

d.   **Statistical reporting:** Social workers maintain Records periodically. They maintain various data and sources while dealing with individuals, families, groups and communities. Those data and sources is being used by social work agencies to justify agency's activities and progress, these justification is a way to maintain funding for ongoing programs and projects or to formulate or plan another programs and projects.

e.   **Organizing the worker's thought:** Social work used various skills and methods to mobilize clients to solve individuals, families, groups and community problems. They develop their analytical skills and those analysis is also includes in recording. They record factual data and observations which could lead to more in-depth diagnostic assessment and treatment planning.

f.   **Inter disciplinary Communication:** Generally it beliefs that social worker do not refer any case. But, sometimes, social worker themselves cannot sort out the problem by himself. While seeking help with other discipline or professional, recording used to communicate social diagnostic information and recommendations for consideration by other professionals who may be involved with the client in a team approach to treatment. For example, social workers employed in hospital, school, and correctional settings often need to share their observations and coordinate services with professionals in other disciplines, such as doctors, nurses, counselors, teachers, and administrators.

g.   **Teaching and research:** Social Worker records each and every activities, observation, limitation and learning. While doing so, social worker linked those processes with theoretical application which provide them insights of theoretical aspects of social work. There they might face various challenges and identify opportunities and might get topic for in depth study. Social work records could be a mechanism for mutual assessment of practice skills and the teaching of new techniques. For example: I have identified various challenges in field and classrooms while studying BASW in Nepal and got opportunity to compare it with opportunity which I have got while studying MSW in India in my research "*Opportunities and Challenges of Social work Trainees in Nepal*" and now as being mentor of social work, I am able to compare and link the status and gap of social work theory and professional practice.

h.   **A therapeutic tool:** Recording can be used as a therapeutic tool with the client to help him to respond to treatment.

i.   **Assessment and Planning:** Social worker records clear and comprehensive facts and circumstances of cases. Records help social worker to plan for target and client systems to sort out the issues faced by clients in proper path. Records give feedback and seek forecast for intervention plan.

j.   **Accountability:** Recordings as written or audio-visual document can be used to make the workers, agency and community accountable to the actions taken by them.

k.   **Supervisory review**: Review of case records is used by most supervisors as a mends of keeping track of social work activity. Records review is also a means of assessing the kind and quality of services being provided by an individual supervisor.

ii.   *Skills required for recording in group work*

Skills of Social Group Work
In a general sense skill means the capacity to perform activities. The Webster Dictionary defines it as "knowledge of and expertness in execution and performance". **Virginia Robinson** refers to skill as "the capacity to set in motion and control a process of change in specific material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the quality and capacity of the material".
Trecker defines methods and skill as "Methods means the purposeful use of

insights and understanding based upon a body of knowledge and principles. Skill is the capacity to apply knowledge and understanding to a given situation.

Jekins has listed certain skills that are essential for a social group worker to become more productive in-group situation.

1. Exchanging ideas among the members freely and clearly, using language understood by everyone and with no fears of starting arguments or hurting feelings.
2. Examining objectively how well the group and its members are working.
3. Sharing the leadership jobs among the group members and show sensitivity to the feelings of all.
4. Accepting new ideas and new members into the group without irreparable conflict, and to disciplining the group to work toward long range objectives and profit from failures.
5. Thinking clearly about group problems, findings, causes and working for solutions.
6. Adjusting group procedures and plans to meet the feelings and the desires of the members.
7. Creating new jobs or committees as needed and to terminate them or the group itself, when the need is fulfill.

Trecker has listed the following basic skills of social group work.

1. **Skill in Establishing Purposeful Relationship**
   a. The group worker must be skilful in gaining the acceptance of the group and in relating himself to the group on a positive professional basis.
   b. The group worker must be skillful in helping individuals in the group to accept one another and to join with the group in common pursuits.

2. **Skill in Analysing the Group Situation**
   a. The worker must be skillful in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups on a basis of analysis and judgement.
   b. The group worker must be skillful in helping the group to express ideas, work out objectives, clarify immediate goals and see both its potentialities and limitations as a group.

3. **Skill in Participation with the Group**

   a. The group worker must be skillful in determining, interpreting, assuming and modifying his own roles with the group.

   b. The group worker must be skillful in helping, group members to participate, to locate leadership among themselves and to take responsibility for their own activities

4. **Skill in Dealing with Group Feeling**
   a. The group worker must be skilful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity.

b. The group worker must be skillful in helping groups to release their own feelings, both positive and negative. He must be skillful in helping groups to analyze situations as part of

iii. *Types of recording in group work*

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Types of Record
1. Process Record
2. Problem Oriented Record
3. Summative Record
4. Diagnostic Summary
5. Goal Oriented Recording
6. Narrative Recording
7. Role Recording

1. PROCESS RECORD

Process record is one method by which you can record the content of an interview. It involves a written record of all communication both verbal and nonverbal (based on the worker's best recollections), and a record of the worker's feelings and reflection throughout the interview. Audio or video recordings can also be used, for the case worker to (a) identify client's feelings during the interview, (b) assess client's feelings, or (c) present summary comments.

Process is continuous development involving many changes. It is a series of actions, changes or functions that bring about an end result. Process recording tries to record these development and actions. These developments are directly or meaningfully related to understanding of the person in situation and the intervention process. It is selective in its recording. Interactions, which have directed bearing or meaning for intervention are recorded and the rest of the details of interactions are discarded. The focus is not on the development of the events as such but on the development related to understanding of and intervening in the person's psycho social life. In process recording the process of helping is recorded which includes the relevant conversations, observations and reaction of the worker in the developmental sequence. It gives an idea to the supervisor if the case worker has used his knowledge of human behavior and social situations, if his reactions to the client's verbal and non verbal communications are appropriate and if planning for future is consistent with the presenting situation. The usefulness of the process recording depends to a considerable extent to the ability of the worker to recall exactly what had happened, and in what order and to look at the facts in an objective manner in order to get at underlying feelings and meanings. Process recording is time consuming, so should be used carefully.

Process recording is a form of recording used frequently by the caseworker. It is one method by which the caseworker can record the content of an interview. It involves a written record of all communication both verbal and nonverbal based on the worker's best recollections, and a record of the worker's feelings and reflection throughout the interview. In this type, the process of interview is reported and is a rather detailed description of what transpired with

considerable paraphrasing. It preserves a sequence in which the various matters were discussed. It includes not only what both the worker and the client said but also significant reaction of the client and changes in mood and response. In this method, the interview and observation go hand-in-hand. It may be verbatim or non-verbatim reproduction.

2. PROBLEM ORIENTED RECORD

Problem-oriented record (POR) a method of client case record keeping that focuses on specific problems The components of the POR are: (a)data base, which contains information required for each client regardless of diagnosis or presenting problems i.e., all history, physical findings etc; (b)problem list, which contains the major problems currently needing attention; (c)plan, which specifies what is to be done with regard to each problem; (d)progress notes, which document the observations, assessments, future plans.

It is a specialized form of documentation used to delineate problems identified and treatment goals in interdisciplinary settings. This system requires the recorder to identify the problem areas, assess them and then state what he plans to do about each problem. The ideal use of problem oriented recording is for all disciplines to record on the same form in the same interdisciplinary record. One of the primary purposes of recording in the interdisciplinary settings is for documentation, but it is also intended to provide a means of exchanging information.

Problem-oriented recording is a method that focuses on specific problems. The components of this method are (a) data base, which contains information required for each client regardless of assessment or presenting problems, (b) problem list, which contains the major problems currently needing attention, (c) plan, which specifies what is to be done with regard to each problem, (d) progress notes, which document the observations, assessments, and future plans.

3. SUMMATIVE RECORD

Summative assessment is a summary of all the formative assessment carried out over a long period and makes statements about the client's progress. Effective assessment involves evaluation or decisions about the client's progress and their gives us the information we need to plan for the next steps. This is called assessment for learning: it is the formative assessment, based on observations and other forms of evidence, which informs or guides everyday planning.

It is an entirely different style of writing and is preferred for intake, transfer closing and other special aspects of official agency records. Summary recording is the preferred method for ongoing social work practice because it is much briefer than process recording, hence much less time consuming to write and to record. However, summary recording requires more thought and planning on the worker's part because he must decide what to record and what to omit. Regular progress notes, periodic summaries (i.e. intake or transfer report) and special reports are usually written in summary style.

Summery records are short and easy to use when considering the total service process. It tries to summarize the main events and avoid the details of all events. It include entry data , social history, a plan of action, periodic summaries of significant information, action taken by the worker and a statement of what was accomplished as the case gets closed. Summery recordings save time and labor when process recording comparatively is very time consuming.

Summary recording is a good device for organizing and analyzing facts. It points to the meaning and the relative importance of the materials gathered. A careful summary made at appropriate intervals reduces any bulk writing, clarifies direction and saves the worker's time.

Summative recording is a summary of all the formative assessment carried out over a long period and makes statements about the client's progress. It is commonly assumed to be a review or recapitulation of material that has already appeared in the record. It may be either topically arranged or may appear as condensed chronological narrative. Mrs. Sheffield has defined summary in social casework recording as "A digest of significant facts in the client's history which has previously been recorded". A summary can be an assessment, a periodic summary or closing summary. The closing summary is a summary made at the time the process of casework is terminated. To be most effective, it should be written by the worker who was responsible for the intervention at the time of termination. The periodic summary is simply the summary of information previously recorded and is made at more or less regular intervals or at the end of more or less definite episodes in the family history.

Contents of summary recordings are as follows:
a)   Full name of the client
b)   Identification number
c)   Date of the interview
d)   Date of the recording was done
e)   Name of the worker
f)   Purpose of the interview
g)   The content – what occurred during the interview?
h)   A description of any problem areas identifies by the social worker and / or the client
i)   A description of the services provided by the social worker
j)   The practitioners professional, analytical assessment of the meaning of what has occurred during the interview usually under the diagnostic summary.
k)   Plans (Goals and treatment) for future contacts or follow up.

4. Diagnostic Summary

It is a special analytical statement that assesses what is known about a client and sets forth a specific treatment plan. The diagnostic summary provides an opportunity for the worker to set down his/hers professional impressions, reactions and concerns about his/her client. Put into writing, these ideas can be helpful to other staff who work with that individual at a later date as well as to the person making the entry. A diagnostic summary enables a supervisor to learn quickly about the needs of the clients his/her staff are serving.

It should include:

1. The problems and needs as seen by Client
2. The problems and needs as seen by the worker
3. The member's feelings about the Client situation
4. The appropriateness of the clients' feelings and behavior
5. Efforts initiated by the clients to solve the problem.

5. Goal Oriented Recording

Under this type of recording basic social history and background information is gathered and recorded. However there is considerable emphasis on including the client in the assessment process and in setting goals and developing specific plans for reaching the identified goals. This approach leads to uniformity in recording and statistical reporting practices among social workers and forces staff to include the client as an active participant in the planning phases.

6. Narrative recording:

In narrative recording everything that has happened is recorded as it has happened whether it is positive or negative. It consists of all the statements, observations and comments of the worker. It is the narration of all the happenings and detailed accounts of all the events which go in the narrative recording. The attempt of narrative recording is to reproduce all the situations.

7. Role recording:

It is the refined version of process recording. It is highly selective in its approach and focuses on the role of the case worker in his interaction with client from time to time.