ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC]

KARAIKUDI – 630 003
DIRECTORATE OF DISTANCE EDUCATION

Master of Social Work
349 21
SOCIAL GROUP WORK
II - Semester
ALAGAPPA UNIVERSITY

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(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003

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Master of Social Work

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SOCIAL GROUP WORK
### SYLLABI-BOOK MAPPING TABLE

**Social Group Work**

<table>
<thead>
<tr>
<th>Syllabi</th>
<th>Mapping in Book</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BLOCK I: SOCIAL GROUPWORK: CONCEPT AND DEFINITION, PHASES OF GROUP INFORMATION</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1: Social group: concept, definition, meaning, objectives, purpose, characteristics, nature and scope - types of groups-social group and social group work group - functions of a group.</td>
<td>Unit 1: Dynamics of social Group (Pages 1-30)</td>
</tr>
<tr>
<td>Unit 2: Phases of group formation: forming, storming, norming, performing, adjourning, mourning/grieving - basic human needs met by groups at different stages of group development - group goals.</td>
<td>Unit 2: Understanding the Stages of Group Development (Pages 31-42)</td>
</tr>
<tr>
<td><strong>BLOCK II: GROUP PROCESS AND INTRODUCTION TO SOCIAL GROUP WORK</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 3: Group process: bond, acceptance, isolation and rejection - sub-group formation - newcomers in the group, expectation, withdrawal, behavior contagion, conflict and control - classification of group process: basic, structural, locomotive, and molar - Group dynamics: meaning, definition, functions, and basic assumptions of group dynamics.</td>
<td>Unit 3: Understanding Group Process (Pages 43-57)</td>
</tr>
<tr>
<td>Unit 4: Social group work: concepts, definition, assumptions, purpose, goals, principles, and values of group work - historical development of group work - group work as a method of social work - group work relation to other methods of social work.</td>
<td>Unit 4: Methodologies of Social Group Work (Pages 58-90)</td>
</tr>
<tr>
<td><strong>BLOCK III: GROUP WORK PROCESS, ASSESSMENT, INTERVENTION, SUPERVISION</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 5: Group work process: Intake and study - selection of members, composing group, orienting the members, preparing the environment, goal setting, motivation, use of home visits, and collateral contacts.</td>
<td>Unit 5: Group Work Process (Pages 91-109);</td>
</tr>
<tr>
<td>Unit 6: Assessment: preparing for group work, first meetings - interviewing - ground rules for group work meetings - group roles and responsibilities - group meetings.</td>
<td>Unit 6: Assessment in Social Group Work (Pages 110-115)</td>
</tr>
<tr>
<td>Unit 7: Intervention/treatment: problem identification - making them work - dealing with difficulties within the group - group presentations - group work evaluation - meaning and its place in group work - Evaluation: steps in group work evaluation - criteria for good group work - checklist for group work evaluation - Termination - reaction to termination - Follow up.</td>
<td>Unit 7: Intervention/Treatment in Social Group Work (Pages 116-124)</td>
</tr>
<tr>
<td>Unit 8: Group work supervision: concepts, need, tasks, types, purpose, and functions, techniques - conditions for good supervision.</td>
<td>Unit 8: Group Work Supervision (Pages 125-131)</td>
</tr>
<tr>
<td><strong>BLOCK IV: LEADERSHIP IN GROUP, MODELS AND APPROACHES AND GROUP WORK RECORDING</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 9: Leadership in group: concepts, definition, characteristics, functions, qualities of leader - types and theories of leadership - training for leadership - sociometry and sociogram - Group work for team building: meaning, purpose, situational leadership in team building.</td>
<td>Unit 9: Leadership in Group (Pages 132-160)</td>
</tr>
<tr>
<td>Unit 10: Models and approaches: social goal model, remedial and reciprocal model - group therapy -group psychotherapy - therapeutic - social treatment - development group - task-oriented group, etc.</td>
<td>Unit 10: Models/Approaches of Social Group Work (Pages 161-168)</td>
</tr>
<tr>
<td>Unit 11: Group work recording: meaning, purpose, types - principles of group work recording - scope, problems, and limitations of group work practice in Indian settings - role of group worker in various settings.</td>
<td>Unit 11: Group Work Recording (Pages 169-184)</td>
</tr>
</tbody>
</table>
Unit 12: Programme Planning: meaning and definition of programme - principles and process of programme planning - place of agency in programme planning.

Unit 13: Programme Laboratory: values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping - planning and conducting camps - stages of group development - use of programme for group development: orientation stage, working stage, termination stage, programme planning, implementation, and evaluation.

Unit 14: Group Work Settings and Practice: application of group work method in different settings; community settings - medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged - family and child welfare settings - the aged homes, schools, correctional institutions, and industries - skills of a group worker.
UNIT 4 METHODOLOGIES OF SOCIAL GROUP WORK  58-90

4.0 Introduction
4.1 Objectives
4.2 Social Group Work: Definition, Purpose, Assumption, Functions and Goals
   4.2.1 Definition of Social Group Work
   4.2.2 Characteristics of Social Group Work
   4.2.3 Function of Group Work
   4.2.4 Purpose of Group Work
   4.2.5 Goals of Group Work
   4.2.6 Assumptions of Group Work
4.3 Principles and Values of Group Work
4.4 Historical Development of Group Work
4.5 Group Work as a Method of Social Work
   4.5.1 Group Work Relation to Other Methods of Social Work
4.6 Answers to Check Your Progress Questions
4.7 Summary
4.8 Key Words
4.9 Self Assessment Questions and Exercises
4.10 Further Readings

BLOCK III: GROUP WORK PROCESS, ASSESSMENT, INTERVENTION, SUPERVISION

UNIT 5 GROUP WORK PROCESS  91-109

5.0 Introduction
5.1 Objectives
5.2 Stages of Group Work Process
   5.2.1 Stage I: Planning The Group - Intake and Study, Selection and Composition
   5.2.2 Stage II: Exploration - Orientation, Preparation of Environment, Goal Setting and Motivation
   5.2.3 Stage III: Performing
   5.2.4 Stage IV: Evaluation
   5.2.5 Stage V: Termination
5.3 Use of Home Visits and Collateral Contacts
5.4 Answers to Check Your Progress Questions
5.5 Summary
5.6 Key Words
5.7 Self Assessment Questions and Exercises
5.8 Further Readings

UNIT 6 ASSESSMENT IN SOCIAL GROUP WORK  110-115

6.0 Introduction
6.1 Objectives
6.2 Preparing for Group Work
   6.2.1 Interviewing the Prospective Group Members
   6.2.2 First Meeting/Initial Meeting (Group Meetings)
6.3 Ground Rules for Group Work
   6.3.1 Group Roles and Responsibility
UNIT 7 INTERVENTION/TREATMENT IN SOCIAL GROUP WORK

7.0 Introduction
7.1 Objectives
7.2 Problem Identification and Making Solutions Work
7.3 Group Presentation
7.4 Group Work Evaluation
  7.4.1 Meaning of Evaluation and its Place in Group Work
  7.4.2 Steps and Checklist in Evaluation Process
7.5 Termination of the Group
  7.5.1 Reactions of the Members to the Termination
7.6 Answers to Check Your Progress Questions
7.7 Summary
7.8 Key Words
7.9 Self Assessment Questions and Exercises
7.10 Further Readings

UNIT 8 GROUP WORK SUPERVISION

8.0 Introduction
8.1 Objectives
8.2 Group Work Supervision: Concept, Need, Tasks, Purpose and Functions
8.3 Types of Group Supervision
8.4 Conditions for Good and Effective Supervision
8.5 Answers to Check Your Progress Questions
8.6 Summary
8.7 Key Words
8.8 Self Assessment Questions and Exercises
8.9 Further Readings

BLOCK IV: LEADERSHIP IN GROUP, MODELS AND APPROACHES AND GROUP WORK RECORDING

UNIT 9 LEADERSHIP IN GROUP

9.0 Introduction
9.1 Objectives
9.2 Leadership: Concepts, Definition, Characteristics and Qualities of Leader
9.3 Functions of a Leader
9.4 Types and Theories of Leadership
  9.4.1 Training for Leadership
  9.4.2 Sociometry and Sociogram
9.5 Group Work for Team Building and Situational Leadership in Team Building
9.6 Answers to Check Your Progress Questions
9.7 Summary
9.8 Key Words
9.9 Self Assessment Questions and Exercises
9.10 Further Readings
UNIT 13  PROGRAMME LABORATORY  
13.0 Introduction  
13.1 Objectives  
13.2 Programme Laboratory: Values and Techniques  
13.3 Stages of Group Development: Formation, Orientation, Working Stage and Termination Stage  
13.4 Programme Planning & Use of Programme for Group Development  
13.5 Answers to Check Your Progress Questions  
13.6 Summary  
13.7 Key Words  
13.8 Self Assessment Questions and Exercises  
13.9 Further Readings  

UNIT 14  GROUP WORK SETTINGS AND PRACTICE  
14.0 Introduction  
14.1 Objectives  
14.2 Application of Group Work Method in Different Settings  
14.2.1 Institutions Providing Mental Health Care  
14.2.2 Working with the Chronically/Terminally-ill  
14.2.3 Schools  
14.2.4 Residential Institutions  
14.2.5 De-addiction and Detoxification Centres  
14.2.6 Hospitals  
14.3 Group Work in Medical and Psychiatric Setting  
14.3.1 Group Work in Medical Setting  
14.4 Group Work Setting for Physical and Visual and Mentally Challenged  
14.5 Skills of a Group Worker  
14.6 Answers to Check Your Progress Questions  
14.7 Summary  
14.8 Key Words  
14.9 Self Assessment Questions and Exercises  
14.10 Further Readings
We interact with groups, in one form or another, on a regular basis. We are born into and dwell in a group (family), we learn in groups (classrooms), we work in groups (office, project teams), we interact with friends in groups, and we spend much time in leisure groups. An individual’s personal identity is moulded in the way he or she is perceived and treated by members of his/her group(s). Man has always been interested in the facts and events that have been taking place around him. He has been exploring different sources of evidence concerning the facts to acquire reliable knowledge about the various aspects of human experience. However, it was observed that personal bias influenced the selection of sources of evidences and that care was not exercised to examine the authenticity of the evidence provided by these sources. The result was inconsistency in the explanation of the same facts and events repeatedly.

This book, *Social Group Work* introduces you to the multifunctional domain of ‘groups’ as dynamic entities meant to accomplish scores of personal as well as professional goals. This book has been designed keeping in mind the self-instruction mode (SIM) format and follows a simple pattern, wherein each unit of the book begins with the Introduction followed by the Objectives for the topic. The content is then presented in a simple and easy-to-understand manner, and is interspersed with Check Your Progress questions to reinforce the student’s understanding of the topic. A list of Self Assessment Questions and Exercises is also provided at the end of each unit. The Summary and Key Words further act as useful tools for students and are meant for effective recapitulation of the text.
UNIT 1 DYNAMICS OF SOCIAL GROUP

Structure
1.0 Introduction
1.1 Objectives
1.2 Social Group: An Overview
1.3 Social Groups: Objectives, Characteristics, Nature and Scope
1.4 Types of Social Group
1.5 Functions of a Social Group
1.6 Answers to Check Your Progress Questions
1.7 Summary
1.8 Key Words
1.9 Self Assessment Questions and Exercises
1.10 Further Readings

1.0 INTRODUCTION

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 an essential need of human beings. 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 due to unfavourable environmental factors one fails to perform his/her activities of 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, skills, models and assumption so that he/she may be able to perform his/her jobs most satisfactorily.

In this unit, we briefly see how social group work became a part of social work and how it established itself as a method. We will discuss the concept, definition, objectives, purpose, characteristics along with nature and scope of social work and group. The unit onwards, we will also discuss the types of social groups and functions of a group in detail.
1.1 OBJECTIVES

After going through this unit, you will be able to:

- Define social work groups
- Discuss the various concept of social work and social group work
- Analyse the objectives, purpose, characteristics of social groups
- Understand the nature and scope of social group
- Examine the types of social work groups
- Explain the concept of self-help groups and development groups

1.2 SOCIAL GROUP: AN OVERVIEW

Let us understand the concept of social group.

**Concept**

A group is a collection of individuals but all collectivities do not constitute a social group. A group is distinct from an aggregate (people waiting at railway station or bus stand) number of people in which members do not interact with one another (Allan Brown, 1986). The essence of the social group is not physical closeness or contact between the individuals but a consciousness of joint interaction. This consciousness of interaction may be present even there is no personal contact between individuals. For example, we are members of a national group and think ourselves as nationals even though we are acquainted with only few people. “A social group, remarks Williams, “is a given aggregate of people playing interrelated roles and recognized by themselves or others as a unit of interaction”.

A group become social when interaction interplays among its participants. Social interaction is its basic condition. People walking in markets, in fairs, travelling in train are not social groups. Because the social interactions among them does not exist. Two persons, in Delhi and New York, having interaction on telephone forms a group although they are far away from each other. Therefore social interaction is the basic condition of social groups.

Thus, a social group consists of such members which have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behavior is similar. They are bound by the common consciousness of interaction. Considering these views, a family, a village, a nation, a political party or a trade union can be seen as the examples of social group.

**Definition**

The social group has been defined by many scholars. Some of the major definitions of social group are followed.
According to Merrill (2000): “Two or more persons are in communication over an appreciable period of time and who acts in accordance with common function or purpose is called group”

A.W.Green (1956) says “An aggregate of individuals which persists in time, which has one or more interests or activities in common and which is organized”

According to R. M. Maelver, Charles H. Page (1965) “Any collection of human beings who are brought into social relationship with one another” is called social group. Here the social relationships involve some degree of reciprocity and mutual awareness among the members of the group.

According to Robert K. Merton (1967) “A social group is a number of people who define themselves as members of a group, who expect certain behavior from members that they do not expect from outsiders and whom others define as belonging to a group.”

Meaning

Social group is the foundation of society and culture. Man is also a product of group life. Most of the anthropologists believe that man started his life on this earth by living together. Man has always been dependent upon his fellow beings for defence, food and shelter. The satisfaction of various needs could be done only by cooperation among various people in society. These reciprocal help brought them into social contact with one another and here the social group was founded. It was the real foundation of human society. Imam Ghazali is also of the view that for the satisfaction of various needs the people formed social groups. Shah Wali Ullah Mohaddis Dehlvi said that for continuity of human race and satisfaction of other needs such as food, house and clothes, security and protections etc. the human society or social group was founded.

Two or more persons in interaction constitute a social group. It has common aim. In its strict sense, group is a collection of people interacting together in an orderly way on the basis of shared expectations about each other’s behavior. As a result of this interaction, the members of a group feel a common sense of belongingness. In short, a group means a group of associated members, reciprocally interacting on one another. For example, all old men between fifty and sixty or men belonging to a particular income level are regarded as ‘aggregates’ or ‘quasi-groups’. They may become groups when they are in interaction with one another and have a common purpose. People belonging to a particular income level may constitute a social group when they consider themselves to be a distinct unit with special interest.
1.3 SOCIAL GROUPS: OBJECTIVES, CHARACTERISTICS, NATURE AND SCOPE

Let us begin our discussion by understanding the objectives of social groups.

Objectives

Group helps to achieve the overall objectives of social work through its own specific objectives which are to assist individuals in their maturation; provide supplemental emotional and social nourishment; promote democratic participation and citizenship; and remedy individual and social disorganization or maladjustment through group intervention strategies. Followings are the major objectives of social group has been given by S. Rengasamy (2007).

- To teach the individual to live & work together and participate in the group activities for their intellectual emotion& physical growth
- To live a good life within the group and family. The individual is also taught to work together with other people & participate in different activities.
- To develop individual personality & behaviour by using different group work process
- To prepare the individual to learn how to fulfill responsibility in a democratic manner.
- To give opportunity to every member who have potential, worth and dignity of leadership.
- To make best use of leisure time
- To learn division of labour & specialization of role just to indicate to play individual role in the group
- To provide suitable task to the individual according to her/his skill, knowledge and interest
- To widen ones’ social horizon.
- To prepare people for social change.
- To apply group therapy in need of physical, mental and emotional adjustment.

Purpose

Social group has many purposes. It may be individual or social purposes. Broadly the purposes of social groups can be categorized into the following heads (John D. Greenwood, 2003)

- Corrective or curative: Where there is or has been social/personal dysfunction or breakdown within individual members, or within their social functioning the group may help in correcting or curing such dysfunctions.
• **Preventive**: Where the individual or group may exist in circumstances where there is danger of deterioration in personal and social functioning. For example, if the group or community facing the challenge of sanitation and there is a threat of epidemic in that locality. The social group will be instrumental in preventing such threats.

• **Normal Social Growth**: To facilitate normal social growth process and the extension of effective social functioning, particularly for people in stressful periods.

• **Personal Enhancement**: The individual develops skills, expresses latent talent, fulfils potential for growth and finds enrichment which could not have been achieved through individual experiences.

• **Citizenship Responsibility and Participation**: To incorporate democratic values through participation in the group life.

**Characteristics**

Social groups have certain characteristics which are essential for the functioning of the groups. It distinguishes social group from other institutions. Followings are some of the basic characteristics of social group given by S. Rengasamy (2007).

1. **Mutual Awareness**: The members of a social group must be mutually related to one another. A more aggregate of individuals cannot constitute a social group unless reciprocal awareness exists among them. Mutual attachment, is therefore, regarded as its important and distinctive feature. It forms an essential feature of a group.

2. **One or more Common Interests**: Groups are mostly formed for the fulfillment of certain interests. The individuals who form a group should possess one or more than one common interests and ideals. It is for the realization of common interests that they meet together. Groups always originate starts and proceed with common interests.

3. **Sense of Unity**: Each social group requires sense of unity and a feeling of sympathy for the development of a feeling or sense of belongingness. The members of a social group develop common loyalty or feeling of sympathy among themselves in all matters because of this sense of unity.

4. **We-feeling**: A sense of We-feeling refers to the tendency on the part of the members to identify themselves with the group. They treat the members of their own group as friends and the members belonging to other groups as outsiders. They cooperate with those who belong to their groups and all of them protect their interests unitedly. We-feeling generates sympathy, loyalty and fosters cooperation among members.

5. **Similarity of Behaviour**: For the fulfillment of common interest, the members of a group behave in a similar way. Social group represents collective behaviour. The modes of behaviour of the members on a group are more or less similar.
6. **Group Norms**: Each and every group has its own ideals and norms and the members are supposed to follow these. He who deviates from the existing group-norms is severely punished. These norms may be in the form of customs, folk ways, mores, traditions, laws etc. They may be written or unwritten. The group exercises some control over its members through the prevailing rules or norms.

Summing up the characteristics of a social group can be inferred as the following:

- A group has a given number of individuals e.g. two or more members.
- There should have reciprocal relationship among its members.
- Group is formed for common goals and objectives.
- Members possess a sense of unity and solidarity which results loyalty and sympathy.
- A group is characterized with a strong sense of We-feelings.
- Group has a proper structure and division of roles/works.
- Group has a degree of cooperation among its members.
- Group Norms and regulations (written or unwritten) must be followed by each of the member. It ensures the group control and functioning of the group.
- Group members possess similar set of behavior to achieve common goals.
- Group members have the awareness about its membership which differentiate them from other groups.
- Groups are dynamic instead static.
- A social group has the group control (direct or indirect control) over member’s activities.

**Nature and Scope**

Group work recognizes the strength of social forces that are generated within small groups and seeks to mobilize them for change in the client system. The group worker consciously guides the composition, development and processes of the group for accomplishing his goals for each individual member and the group as a whole. The scopes of social group can be sum up into the followings as mentioned by Ray Wechsler (1936).

- 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.
- Group process can be used as a method which can be used in developmental programs related to health, family welfare, education, community development and housing etc.
• A group fulfills the social desires and need of each individual in the group.
• Group process can be used in group psychoanalysis, group psychotherapy, ego strengthening, sensitivity training, self-awareness training etc.
• With the breakdown of the caste system and the joint family and the resulting in security in a fast changing society, group approaches are most invaluable’ in providing the sense of belonging and the accelerated learning that occurs within the group. Problems of poverty and lack of resources, combined with interpersonal and intrapersonal tensions can be so overwhelming that sharing these with others and seeking solutions jointly in groups is can be an effective method of problem-solving
• Group workers take care of social agencies in many fields as education, religious & recreational field.
• It’s a helping process with dual purpose of individual & group growth.
• The function of the group work is always for the betterment of the individual as well as for the growth of the entire group.

Check Your Progress
1. What is the basic condition of social groups and why?
2. List some characteristics of the members of a social group.
3. What do you mean by social groups?
4. What is the nature and scope of social group work?

1.4 TYPES OF SOCIAL GROUP

All of us are simultaneously members of various types of groups. We are members of the family, members of friendship groups, members of work organizations and members of fan club or a religious group. Sociologists have attempted to classify/differentiate the various types of groups as follows:

• Voluntary and involuntary groups

Voluntary groups are those we join through our own choice and effort. We may join a political party or a particular occupation. In contrast involuntary groups are those that we are forced to join or those that we are automatically members of without choice. For example, everyone is without a choice, automatically a member of sex, age and racial groups.

• Open and closed groups

An open group is one in which virtually anyone can become a member. For instance, all can join a Clint Eastwood fan club. A closed group, however, is much more difficult to join. Some exclusive clubs restrict membership so that all cannot join.
Only a few elite manage to get memberships in such clubs. Similarly, the mafia (underworld) is a closed group.

*Open groups* are characterized by changing membership. As certain members are ready to leave, new members are admitted and the group continues. *Closed groups* typically have some time limitation, with the group meeting for a predetermined number of sessions.

Generally, members are expected to remain in the group until it ends, and new members are not added.

There are some advantages to open groups that incorporate new members as others leave, one of which is an increased opportunity for members to interact with a greater variety of people. A potential disadvantage of open groups is that rapid changing of members can result in a lack of cohesion, particularly if too many clients leave or too many new ones are introduced at once. Therefore, it will be better to bring in new members one at a time as and when opening occurs.

- **Vertical and horizontal groups**

  A vertical group consists of members from all walks of life, while a horizontal group consists predominantly of members from one social class. Occupational groups—of doctors or electricians for instance—are composed largely of members from the same social class. On the other hand, religious groups may have members from all classes.

- **Primary and secondary groups**

  Primary group is one where members develop close, personal, intimate and enduring relationships. Family, neighbours and work associates are examples of such groups. Members know one another well, greatly influence each other and feel closely related. On the other hand, in secondary groups individuals act towards one another in rather impersonal, superficial and utilitarian ways.

- **Natural and formed groups**

  Natural groups consist of members who come together in a spontaneous fashion, on the basis of naturally occurring events, interpersonal attraction or the mutually perceived needs of members. Family, peer groups and street gangs are examples of natural groups.

  On the other hand formed group consists of members who come together through some outside influence or intervention. These are groups that are formed for a particular purpose. Therapy groups, encounter groups, committees and teams are examples of formed groups.

  The type of group that we discussed last – formed group – is of great interest to group work as the groups that we come across in group work predominantly belong to this type of groups.
The social work groups can be classified on the basis of the purpose for which the group is conceptualized. The purposes may be to meet the socio-emotional needs of individual members or to accomplish a specific or a set of tasks of an individual member or group as a whole for its growth and development. Konapka (1983) classified social work groups as development groups and social action groups. Another classification is treatment and task groups as discussed by Toseland and Rivas (1984).

They further divided treatment groups as remedial, educational, growth, and socialization groups; and task groups into committees, teams, delegate councils, treatment conference and social action groups. This classification of groups into different types is not rigid, as they tend to overlap. Therefore, for our discussion various types of groups that can be formed by social group workers are classified as follows:

- Remedial groups
- Growth groups
- Task groups

Remedial groups are mostly formed in order to enable members to sustain their changed behaviour and to cope with new situations in life. The focus is more on the socio-emotional needs. This type of group is formed with those people who have undergone some treatment for a pathological condition. For example, a group of people who have been discharged from a drug de-addiction centre have to be helped to continue their changed behaviour and the treatment.

Growth groups create awareness about the opportunities to grow and develop in professional and other life positions. These groups focus both on the social and emotional needs of the members as well as achievement of a tangible target. For example, a group of youth is brought together to enhance their entrepreneurial abilities so as to improve income-generating capacities in order to make them feel they are worthy members of the society; also teaching children to acquire social skills and social etiquettes, so that they perform their social responsibilities properly and grow as useful adults.

Task groups focus on certain work or activity the group is to achieve for its own development. The task could be development-oriented, problem solving or crisis management. Some examples include the following:

- A committee formed by an organization to deliberate on certain strategies to improve the service delivery;
- An administrative group of heads of different units of an agency to work out ways and means to improve the performance of the staff and bring about coordination among the different units;
- A group formed to tackle water shortage, poor civic amenities and reservation of jobs for women. These groups are formed in residential
settings, daycare service centers, community settings and even an open or general public platform as well as in formal organizations.

Types of Group Work Groups

Groups for the purpose of group work are generally classified into two types: treatment and task groups. They are classified according to their primary purpose.

Social treatment groups

Five primary purposes of treatment groups include support, education, growth, therapy and socialization.

Support groups

Support groups may be distinguished from other groups using supportive intervention strategies by their primary goals: providing mutual help, aiding members in coping with stress and enhancing members’ ability to effectually adjust and manage difficult situations.

Support groups may constitute the following:
- A group of people affected by a traumatic disease
- A group of people diagnosed with substance abuse
- A group of recently discharged psychiatric patients

Leadership of support groups is characterized by a facilitative approach that emphasizes helping members share their collective experiences in coping with a stressful event. The group worker helps members share their experiences and empathically respond to each other. Simply recounting events, ventilating feelings, and reflecting on efforts to cope can promote self-understanding and help overcome loneliness, isolation and despair. A major role of the worker is to facilitate hope in the future and motivate members to improve coping skills through self-help and mutual aid. Strong emotional bonds often develop quickly in support groups because of member’s shared experiences. Emotional bonding may also occur because members are stigmatized by the larger community and find comfort and power in their association with each other.

Educational groups

The primary purpose of educational groups is to help members learn new information and skills. Educational groups are used in a variety of settings, including treatment agencies, schools, nursing homes, correctional institutions and hospitals. Examples of educational groups include the following:
- A group of women in slums who want to know about reproductive and child healthcare
- A group of parents who are going to adopt children
- A group of NGO members who want to be more effective
All educational groups are aimed at increasing members’ information or skills. Most groups routinely involve presentations of information and knowledge by experts. They also often include opportunities for group discussion to foster learning. When leading educational groups, workers concentrate on both the individual learner and the group as a whole as vehicles for learning, reinforcement and discussion. Further, workers consider each member’s knowledge of the subject matter and level of skills and experience so that members derive the most benefit from the learning process.

**Growth groups**

Growth-oriented groups aid the members in becoming aware, expanding and modifying their behavioural patterns towards themselves and others. The group functions as a medium to build individual skills to their maximum potential. Examples of growth groups include the following:

- A group for newly married couples
- A value clarification group for youth
- A consciousness raising group for Rotary club members

Growth groups generally stress on self-improvement and the potential of human beings to live a full and rewarding life, especially through an improved relationship with others. They provide a supportive atmosphere in which individuals can gain insights, experiment with new behaviours, get feedback and grow as human beings. The bond in growth groups stem from members’ commitment to help one another develop and maximize their potentials. When composing growth groups, workers often select members who have diverse backgrounds and the potential to enrich and broaden each others’ experiences. Communication in growth groups is members centered and highly interactive.

**Therapeutic group**

Therapy groups help members change their behaviour, cope with personal problems or rehabilitate themselves after physical, psychological or social trauma. Examples of therapy groups include the following:

- A psychotherapy group for outpatients at a community mental health centre.
- A group sponsored by an NGO for people who want to stop smoking.
- A group for children who are first time offenders.

In therapy groups, members come together to solve their problems. The group leader is often viewed as an expert, an authority figure and a change agent. Members’ problems are assessed and treatment goals are developed with the help of the worker. Although the group has a common purpose, each member may have a different problem with different symptoms. Therefore, to achieve
individual goals, the worker often focuses on one member at a time. The level of member’s self-disclosure is usually quite high.

**Re-socialization Groups**

Re-socialization groups help members learn social skills and socially accepted behavior patterns so that they can function effectively in the community. Socialization groups frequently use program activities such as games, role plays or outings to help members accomplish individual goals. Examples of socialization groups include the following:

- A youth group in Nehru Yuvak Kendra
- A social club for outpatients of a psychiatry center
- A group for children from poor and disadvantaged neighborhoods

There are at least three common forms of socialization groups: social skills groups, governance groups and recreation groups. Some social skills groups such as assertiveness training groups are formed for adults who wish to improve their existing skills. Social skills groups can be particularly useful for individuals who are unable or unwilling to communicate effectively and for those who have difficulty engaging in satisfying social relationships. Young children, shy adolescents and mildly retarded adults are examples of people who can benefit from such groups. Program activities can help draw out these types of group members by helping them form meaningful relationships and learn social skills. Governance groups are often found in residential settings such as nursing homes, psychiatric hospitals, correctional facilities and residential treatment centers.

The purpose of these groups is to involve residents in the daily governance of the institution. Through their participation in the governance process, members learn advocacy, communication, and conflict resolution and empowerment skills. They also learn to share with others, take responsibility for their actions, and participate in decision making processes. Recreational groups are particularly important for working with children, adolescents and older adults in neighborhood centers. They can help members learn community values and accepted forms of behavior develop interpersonal skills and feel a sense of belonging. In addition recreational group’s help members develop confidence in their ability to function as a part of a group and to function in other social situations.

**T-group**

The concept of a **t-group** or a **training group**, also known as a ‘sensitivity-training group’, ‘human relations training group’ or ‘encounter group’ was first developed by Kurt Lewin and his colleagues. A t-group was established as a technique of gaining an insight into human behavior. It was initially a research technique, which evolved into a significant tool for studying group behavior. Members of the T-group interact and get an insight about each other through various levels of communication.
There is no distinct objective of a t-group. A facilitator supervises the group and helps the members relate emotional responses culminating from actions and statements of other members. The main effort is directed towards venting out emotions, in contrast to judgments or conclusions. Thus, t-group members can see the effect of their actions and words on people. There have been various categories of t-groups including the initial t-groups, which emphasized on small group dynamics and t-groups that develop self-understanding and interpersonal communication. Carl Rogers reportedly described the T-group as ‘...the most significant social invention of the century.’

**Task-Oriented Group (Forum, Committees and Work Team)**

Task groups are common in most agencies and organizations. They are used to find solutions to organizational problems, to generate new ideas and to make decisions. Task groups can have three primary purposes: meeting client needs, meeting organizational needs and meeting community needs.

**Work teams**

Team members coordinate their efforts and work together on behalf of a particular client group. Example of teams includes the following:

- A group of workers in charge of a particular department in a company
- A group of professionals who work in psychiatric hospitals

The functioning of the team is the responsibility of the team leader. Team leaders are often appointed by an administrator in the organization. A team leader is a facilitator and coordinator for the group and is accountable to the organization for the actions of the team. The team leader is responsible for conducting meetings, motivating team members, coordinating individual efforts and ensuring team functioning. Members are bonded by a team spirit that assists them in their work as a group rather than being a collection of individuals representing different concerns and professional agendas.

**Committees**

The most universal form of task group is the committee. A committee constitutes people who are appointed or elected to the group. Their task is to accomplish a task delegated to the committee from a higher authority.

Examples of committees include the following:

- A group of students in charge of a rural camp for the college
- A group of employees assigned the task of studying and recommending changes in the agency’s personnel policies.

Although members are expected to share their personal views during deliberations, the level of self-disclosure in committees is low. Most committees tend to follow a standard set of procedures. It is useful for each meeting to have an
agenda so that committee members can follow the activity of the group and know what to expect during the rest of the meeting. The chairperson is responsible for seeing that the agenda and the formalized procedures are carried out.

**Forum/social action groups**

Social action groups empower members to engage in collective action and planned change efforts to alter some aspect of the social or physical environment. Social action groups serve the common good of both members and non-members. Examples of social action groups include the following:

- A tenant’s group seeking support for a playground in their housing complex.
- A group of women in poor neighborhoods working to improve water supply in their locality.

A worker involved in a social action group can assume one of many leadership roles, depending on the nature of the change effort and the needs of the group. A worker assumes an enabler role to help the group acquire information or resources, determine priorities and procedures and plan a strategy for action. The bond that holds members of action groups together is a shared perception of injustice, inequity, and a need for a change in the current social structure. Communication patterns vary with the circumstances of the group. The worker helps the group develop open communication patterns so that all members have a chance to become involved.

The worker also helps the group establish communication links with its environment.

**Self Help Groups and Developmental Groups**

Self-help and mutual aid are the foundational principles of social work. Professional social work evolved in the West where self-help groups were mainly used for addressing psycho-social issues. It was used to mainly to provide emotional support and train people through groups.

However in developing countries SHGs began to be used for empowerment and economic development. Here we focus on those SHGs, which are used for these purposes. SHGs are being increasingly used developmental programmes of government and NGOs. A number of strategies were used to alleviate the problem of poverty by both governmental and non-governmental organizations.

Some of them were partially successful and others were failures. Community based approaches, family based approaches and individual based approaches were used.

However each of these strategies had its limitations. For example, in the community development programmes the elite and already well off gained at the expense of the poor thereby reducing the effectiveness of the programmes.
Similarly individual based programmes imposed conditions on the beneficiaries that could not be regulated by the department and banks. Institutional constraints like the corruption and red tape in the government also remained which prevented the effective implementation of the programmes. Group based approaches like Development of Women and Children in Rural Areas (DWCRA) were also used occasionally, but they did not have the wide spread recognition that they have today. SHGs have now become an integral part of development strategy of governmental as well as non-governmental organizations.

SHGs grew out of the developmental experiences of the various stakeholders concerned in the process— the beneficiaries, banks (creditors) and the government. We will see in the sections below the advantages of using SHGs for all these stakeholders. The wide spread use of SHGs for empowering people especially women, has up to a large extent proved its worth. But there are also criticisms of SHGs as a tool for development and we will look at them too.

A self-help support group is fully organized and managed by its members, who are commonly volunteers and have personal experience in the subject of the group’s focus. These groups may also be referred to as fellowships, peer support groups, lay organizations, mutual help groups, or mutual aid self-help groups. In a support group, members provide each other with various types of help, usually nonprofessional and nonmaterial, for a particular shared, usually burdensome, characteristic. The help may take the form of providing and evaluating relevant information, relating personal experiences, listening to and accepting others’ experiences, providing sympathetic understanding and establishing social networks. A support group may also work to inform the public or engage in advocacy.

According to the Reserve Bank of India Self-Help Group (SHG) is a registered or unregistered group of micro entrepreneurs having homogeneous social and economic background voluntarily, coming together to save small amounts regularly, to mutually agree to contribute to a common fund and to meet their emergency needs on mutual help basis. The group members use collective wisdom and peer pressure to ensure proper end-use of credit and timely repayment thereof. In fact, peer pressure has been recognized as an effective substitute for collateral. Malcolm Harper has defined SHGs as groups of women whose primary purpose is to save and then to take loans, initially from their own funds but eventually from a bank.

Advantages

An economically poor individual gains strength as part of a group. Besides, financing through SHGs reduces transaction costs for both lenders and borrowers. While lenders have to handle only a single SHG account instead of a large number of small-sized individual accounts, borrowers as part of a SHG cut down expenses on travel (to and from the branch and other places) for completing paper work and on the loss of workdays in canvassing for loans (RBI, FAQ). But this definition is rather limited in as it views SHGs merely as an instrument of providing credit to
the poor. SHGs are now viewed as having a role in empowering the whole community through the efforts of the members. SHGs members are credited with organizing successfully the community to ban arrack in AP, fighting against child marriage and protecting forests. Supporters of SHGs attribute the success of many community initiatives to the leadership provided by conscious members of the SHGs. Therefore the definition though useful does not fully satisfy our purpose.

In order to promote a community based approach, action was initiated to decentralize women and child development programmes involving Panchayati Raj institution and local women’s self-help groups which are now coming up, in a big way under the umbrella of the Indira Mahila Yojna (IMY). Besides setting up of the National Commission for Women to safeguard women’s rights, Indira Mahila Yojana was launched to encourage an integrated approach to women’s empowerment through Self-Help Groups (SHGs).

Characteristics of SHGs

SHGs consist of group members, male or female who come together and form a group. Often it is an outside agency, a government agency or a NGO that encourage the individuals to form this group. The group has to be formed carefully as an unplanned group will face problem and in all probability will terminate leading to frustration in the members.

Ideal characteristics of SHGs

1. Number of group members is between 8–15. Ideally the number is up to 12.
2. Homogeneity or similarity in social background
   - Group members are mostly women though there exist men’s groups also.
   - Same sub caste or caste group. Members existing solidarity helps increase group unity and prevent factions in the group
   - Economically they belonging to the same class and do not have major difference in income levels
   - Living close by; preferably within walking distance
   - The group has an advantage if all members belong to Below Poverty Line (BPL) Category. The government gives subsidy to the groups, which increases the amount of revolving capital of the group and the morale of the group.
3. Members get along in a group and are ready to take instructions from group leaders.
4. Members are able to contribute the fixed amount of money to the SHGs.
5. Decisions regarding the group are made through democratic and participatory methods by the members.
6. After a period of time the SHG can be registered (many SHGs remain unregistered) and a bank account started which will formalize the functioning of the SHGs. Bye laws and rules are framed which regulates the functioning of the SHGs

7. The group also elects a group president, secretary and treasurer with prescribed roles for each post.

**Process of Forming SHGs**

Any group goes through certain stages of development from the beginning to the end. According to the widely applied theory of group development advocated by Tucker the stages that group are (1) Forming (2) Storming (3) Norming (4) Performing and (5) Adjourning. The pace at which the group moves from one stage to another is based on number of factors that exist in the group. Hence homogeneous groups are preferred over heterogeneous groups; member who is previously known to each other is preferred over persons who are unknown; difficult persons are avoided.

The length and effectiveness of the group will depend largely on qualities of the members. Often government and NGOs have set targets for their staff to initiate SHGs which results in poor quality of groups which either break into smaller groups or simply close.

**First stage**

Government, NGOs or Banks, forms SHGs. Often employees or volunteers from any one organization go to the rural community or to urban slum community. They interact with the community women and explain to them the advantages of forming SHGs. It is pointed out to the women they often have to borrow money for emergencies or for investing in their economic activities. They usually approach the local moneylenders for their requirements who charge exorbitant rates for their loans. A 10 percent per month interest rate, which works out to 120 percent per year, is common. Further, the first month interest is deducted from the principle itself. In course of time the principle and the interest become a large amount, which the debtor is unable to repay.

Consequently she has to part a precious asset like land or jewellery or take another loan to settle the previous loan. Either way he has been pushed further into debt and poverty. People are very familiar with the pattern and understand the situation very easily. A skilled communicator will often ask questions regarding their financial situation to the community members who would then tell her of their problems regarding money. Then the group worker will present the formation of SHGs as a solution to the problems. She will list the advantages of forming SHGs which are to promote savings, access cheaper credit and ensure better returns on the investment. The group worker will also tell how the SHGs can be linked to the bank and if all members are BPL can get subsidy (need not be returned).
Dynamics of Social Group

People will generally have their doubts. Doubts can be related to the functioning of SHGs- Who will keep the money collected from the members? Who will prepare the accounts? Who will deposit the money in the bank? Who will decide who should be given the loan? Who will settle disputes between the members? Is there a danger of losing money? What if the person who has taken loan does not return the amount? What options will the SHGs have to recover the amount? Can the members perform the functions needed for SHGs? Will all members cooperate? Will they attend the meetings and deposit the contributions regularly? What if due to genuine reasons members are unable to attend or deposit the amount?

The animator will answer the questions by saying that the group members can perform the required tasks by themselves. If needed they will be trained to conduct meetings, maintain accounts and deposit money in the bank. Attendance and deposit money is compulsory and fines will be imposed on members who are absent for the meetings or do not deposit their contributions on time. The animator will explain that these rules and regulations are needed for the proper functioning of the groups and they are applicable for all. Instances of successful functioning of SHGs and their benefits to the members are cited to boost the confidence of the members. If the community’s members are convinced and agree, one or more, groups are formed in the village. Usually it will take one to two months with regular weekly visits to the community to form the SHGs. If the animator is known to the community or is introduced by an influential person, the formation of SHGs may be quicker and easier. In some communities people might have had a bitter experience with savings and credit programme in which many of them losing their money to unscrupulous persons. The animator would have to work harder to persuade people to trust her.

Selection of members is based on the criteria, which has been mentioned before. Homogeneity in caste, class and social background; proximity; financial conditions are some of the criteria used. Close relatives cannot be members of the same group- mothers and daughters and mother in laws and daughters and sister-in laws are not allowed to be part of the same group.

Usually once groups are formed, members are encouraged to name it. The name can be of a flower like rose or name of the place or even a name of the member. Members are then shown how to perform these tasks- begin the meetings, take attendance, conduct the proceedings, maintain accounts, write the minutes of the meetings, get signatures/thumb impressions of the members, take decisions regarding the group functioning and close the meetings. Thereafter the members are ready to take responsibility of the group’s meetings. Meetings are held every week or at least every month.

The following documents are needed
1. Minutes book in which the proceedings of the meeting are recorded.
2. Savings and loan register where the amount is recorded.
3. Weekly registers
4. Members passbook where the individual’s saving and loans are recorded.

Some of the rules and regulations that will have to be agreed upon are the following:
1. Venue and time of meeting are fixed which is convenient to all members
2. Penalties for non-attendance and late coming
3. Agreement on amount of saving for each member
4. Procedure for giving small loans to each other, interest rates and repayment schedule
5. Methods to take decisions regarding loans from banks and repayment
6. Procedure for taking other decisions regarding the group

A typical group meeting will start at the appointed time of the week. The place of the meeting can be the house of the members, the school building or the office of the NGO or any other place, which is convenient to the members. At the appointed time the meeting begins. Members are expected to come themselves not send their children or anybody else. Anyone coming late is usually fined a nominal fee, which is added to the common pool. However individuals with valid reasons are exempted- sickness to self, children or close relatives and being out of station are examples. But the group members decide whether the reason is genuine or not.

Once the members are all present, a song may be sung especially if a guest is present. Attendance is taken in the attendance register and then the contributions are taken from all members. The amounts are recorded in their personal passbook and in the accounts register. The secretary writes down the minutes and treasurer updates the accounts register. Then matters of common interest may be discussed. A member may want a loan for personal reason or for making investments in a new enterprise. She may request for a loan of 1000 from the common fund. Members have to decide whether the loan can be given or be refused. They will have to be taken into consideration the genuineness of the reason for requesting the loan, the capacity of the member to return the loan, past performance of the member in repaying loans, amount available with group and other factors. At times there may be more than one member demanding loan and the group has to decide to whom the loan will be given. Group members are also encouraged to discuss common problems facing the community and steps needed to address the problem. For example, the anganwadi needs a new worker and group may decide to present a petition to the panchayat. Different responsibilities may be distributed to the group members. All these discussions are recorded in the minute’s book. If no group member can write then an outsider is requested to write the minutes of the meetings.
There are number of sources for conflict at this stage members don’t understand why they have to pay fine when they break the group rules especially when it is said that it their group; members are offended by the actions and comments of others; members are offended when their demand for loans are rejected by the group; factions; members feel that they are investing too much time for too little. There have been also instances where conflicts outside the group have adversely affected the functioning of the group.

The group worker usually settles these conflicts by speaking to the members and convincing them of the importance of the following the rules and staying in the group. The degree of the success of these efforts depends on the nature of rapport between the group worker and the members.

Second stage
If the group survives the earlier phase then it goes to the next phase. Meetings are held regularly and members would accept the rules and regulations and agree that it is in advantageous for them. Loans should be taken and repayments done on time. The account books and passbooks are updated regularly. Conflicts are settled without outside help.

After two to three meetings the group can start a saving bank account with the bank. But usually it takes more time than that as the members must get used to the functioning of the SHG and build their confidence. Starting the account in the bank, which forms the first step towards accessing loans, is called SHG- Bank Linkage. The group members have to collectively pass a resolution to link their SHG with the Bank and apply for opening of the account. Three members should be authorized to operate the account and two of them can operate the account. A copy of the rules and regulations of the SHGs has to be submitted to the bank. Usually the secretary and treasurer operate the group account and from then on the periodic collections of the group are deposited with bank within two days of the meeting. The updated passbook is presented to the group members in the next meeting.

The amount deposited with the Bank grows with the increase in group deposits and also the interests on the loans that the members have taken. Once the SHG has been in existence for a period of time banks decide whether they are ready to get loans. The time period differ from bank to bank. For example Andhra Bank stipulates that the group should have been in active existence for at least a period of six months. The bank will provide loans to the group as a whole not to individuals. The SHG is taken as entity and members serve as ‘guarantors’. The amount of the first loan can be up to four times the amount of saving done by the group. The loan amount becomes part of the revolving fund from which members can take loan on an individual basis. Alternatively, the group can collectively start an income generation programme. After the loan is returned by the members they can take another loan which is six times the saving of the SHG and the after its repayment the loan amount can be up to eight times the savings.
But first the health of the SHG is assessed and seen whether it meets the criteria set by the bank to avail loan facilities. Fulfilling the criteria mean that the SHGs enjoys good health and will repay the loans—the main concern of the lender.

The suggested criteria is given as follows:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Factors to be checked</th>
<th>Very good</th>
<th>Good</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group Size</td>
<td>15 to 20</td>
<td>10 to 15</td>
<td>Less than 10</td>
</tr>
<tr>
<td>2</td>
<td>Type of members</td>
<td>Only very poor members</td>
<td>2 or 3 poor members</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Many not poor members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Number of meeting</td>
<td>Four meetings a month</td>
<td>Two meetings in a month</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less than two meetings in a month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Timings of meeting</td>
<td>Night or after 6 pm</td>
<td>Morning between 7 to 9 am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other timings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Attendance of members</td>
<td>More than 90%</td>
<td>70 to 90%</td>
<td>Less than 70%</td>
</tr>
<tr>
<td>6</td>
<td>Participation of members</td>
<td>Very high level</td>
<td>Medium level</td>
<td>Low level</td>
</tr>
<tr>
<td>7</td>
<td>Savings collection within the group every month</td>
<td>Four times</td>
<td>Three times</td>
<td>Less than three times</td>
</tr>
<tr>
<td>8</td>
<td>Amount to be saved</td>
<td>Fixed amount</td>
<td>Varying amount</td>
<td>——</td>
</tr>
<tr>
<td>9</td>
<td>Interest on internal loan</td>
<td>Depending upon purpose</td>
<td>24 to 36%</td>
<td>More than 36%</td>
</tr>
<tr>
<td>10</td>
<td>Utilisation of savings</td>
<td>Fully used for lending to members</td>
<td>Partially used for lending to members</td>
<td>Poor utilisation</td>
</tr>
<tr>
<td>11</td>
<td>Loan recoveries</td>
<td>More than 90%</td>
<td>70 to 90%</td>
<td>Less than 70%</td>
</tr>
<tr>
<td>12</td>
<td>Maintenance of books</td>
<td>All books are regularly</td>
<td>Most important registers maintained minutes, savings, loans, etc. are maintained</td>
<td>Irregular in maintaining and recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Accumulated savings</td>
<td>More than Rs. 5000/-</td>
<td>Rs.3000/- to Rs.5000/-</td>
<td>Less than Rs.3000/-</td>
</tr>
<tr>
<td>14</td>
<td>Knowledge of the rules of the SHGs</td>
<td>Known to all</td>
<td>——</td>
<td>Not known to all</td>
</tr>
<tr>
<td>15</td>
<td>Education level</td>
<td>More than 20% of members can read and write</td>
<td>Less than 20 per cent know to read and write</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Knowledge of Govt.</td>
<td>All are aware of Govt.</td>
<td>Most of the members know</td>
<td>No one knows program</td>
</tr>
</tbody>
</table>

Source: A Handbook on forming self-help groups, NABARD

Another facility for groups who meet the criteria and are formed by BPL members is subsidy. Subsidy by the government, which need not be repaid, ranges from ₹20,000 to ₹1,00,000.
The savings of the members, subsidies if any received from the government, the interest on loans and bank loan are the financial assets of the SHG. The growth of the deposit and growth of lending is the growth of the Self Help Group.

As the amount grows so will the loans which can be given to the members. The objective would reach if the process continues.

Third stage

Once the group has stabilized itself then it should ideally become a people’s institution. However, even though activities other than collection and giving loans to members are encouraged, many SHG limit themselves to doing only that. There are examples of NGOs initiated SHGs that encourage training programmes for members like literacy classes, hygiene classes, etc.

There have been instances when SHGs members have come together and demanded action from the authorities and succeeded in persuading them to do so. Example SHG members led a movement demanding the implementation of prohibition in the state, which was accepted by the government. Creating federation of SHGs is a strategy to strengthen SHGs that is practiced in some places. SHGs are grouped into clusters and cluster level associations. CLAs form a federation, thus it enables the SHG members of a small group to become a part of the larger group and function as a pressure group.

Advantages of SHGs

The evolution of SHGs in India can be traced to the efforts of NGOs and governmental organizations to provide credit to the poor. SHGs proved to be very useful for all stakeholders.

Advantages for people

SHGs provide cheap credit to the poor. Credit plays an important role in the lives of the poor as it does in the lives of others. Credit is accessed for investing in any enterprise however large or small it may be. Rarely does even the biggest entrepreneur have enough money to start her business.

Credit can be accessed in different ways from any of the following sources: identify partners to invest, borrow money from banks and other lending institutions, borrow from non-institutional lenders like money lenders, and raise money from the public directly in form of shares and debentures. Each of them has weakness and strengths. However, the source of credit for the poor is limited. The poor hesitate to go to institutional lenders. They prefer to go to the moneylenders and pawn brokers who charge them very high interest rate. However, SHGs are preferred as the credit they provide is quick and transaction costs low. Studies show that the poor often pay higher interest rates than the rich. Unfortunately, they do not have many options and are forced to pay higher costs.
SHGs are promoted as sources for timely, cheap and viable credit. SHGs encourage regular savings as every member has to contribute an agreed upon amount of money every week. SHGs encourage disciplined borrowing and repayments. Groups make decisions, such as whom to lend money and its repayment. Defaulters are pressurized by group members to return the loans with interests.

Group pressure is the key to the success of SHGs. Thus, repayment rates in SHGs are comparatively better than in banks. The transaction costs are low and no necessary documents for loan are required. The group members will assess the need of the member and provide the loan with minimal formalities.

SHGs charge interest, which is below that of the moneylenders thus becoming more accessible to the poor. The interest paid is also returned to the common fund of the group, which ensures that no outside agency benefits. Bank-SHG linkages enable the group to take loans from the bank with the group as collateral, which means increased volume of credit available to the members. SHGs also start new group business ventures that can increase their incomes, participation in SHGs with regular meetings, maintaining accounts, interacting with bank officials. Often participation in the SHG elated activities provides the only opportunity for many rural women to work without male interference and domination.

Increased income and participation leads to improved status in the family and the community. It is observed that awareness levels of the SHGs members are found to be higher than non-SHG members.

Advantages to the institutional lenders

Lending to the poor has been part of the government policy for many years. In fact, this was an important reason for bank nationalization in 1969 and again in 1980. However, banks are reluctant to advance credit to the poor. Some of the important reasons are as follows:

- The poor have minimal assets, which often cannot be used as security or a guarantee against a loan from the lending institutions. Hence, they are not considered credit worthy and there is great reluctance to extend credit to the poor. Poor people including hawkers and micro entrepreneurs need credit but numerous problems making it difficult for them to access credit. The non-availability of credit is major barrier in the development of the poor in India.
- Secondly, bankers and institutional lenders are not trained to deal with small and marginal depositors. Many of them are illiterate or semi literate and require a lot of assistance for successful interaction.
- Thirdly, transactions costs are high for the bank if it has to deal individually with small and marginal depositors and borrowers. These depositors deposit small amounts, which involves a lot of paper work.
Fourthly, recovery rates are poor as many borrowers default on their payments and it is too costly for the bank to take efforts to recover small loans through the legal and other options available. All these conditions lead to a number of problems for the lenders leading to reduction of profitability, reduced viability, administered interests and lending costs leading to reduced margins.

SHGs resolve many of the problems of the credit:
1. Repayment rates are high and cheaper as group pressure ensures most loans are repaid.
2. Many small deposits are accumulated so the numbers of depositors grow without increased burden on the services of the bank.
3. The social function of the Bank is fulfilled.

Advantages to the Government

Decades of government-sponsored poverty alleviation programmes have not been very successful. The credit-based programmes of the government have not been very successful. These programmes have had major problems identification of beneficiaries and subsequent recovery of loans. Beneficiaries default on their repayment and misuse the credit for non-productive purposes. The use of SHGs has become a part of the government strategy for women’s empowerment and poverty alleviation. States governments promote SHGs.

Criticism of SHGs

SHGs have been criticized as being one more fad in the field of development, which while not addressing the core issue of oppression and discrimination tries to solve the problem by providing credit to the poor. One commentator calls the strategy of using SHGs for development as the last resort of the development planner. All other reformist strategies having failed the success of the Grameen Bank and other NGOs enabled the government and the funding agencies to grasp on to the concept of SHGs. At the first look, SHGs are ideal as it follows the participatory approach and emphasizes on self and mutual aid. However, the strategy is meant to avoid radical measures that will hurt the interests of the powerful and the rich.

Secondly, SHGs suit well in the strategy of international institutions like the World Bank and other western based aid agencies to make people part of the market as consumers and producers. Critics who are suspicious of the motives of these institutions attribute the growth of SHGs to the furthering of this strategy by these institutions.

Thirdly, the entry of private micro finance institutions (MFIs) into the rural areas has created confusion in the minds of the people. The aim of MFIs is to create profit for them by providing micro-credit without any security. Unscrupulous characters intending to cheat people run some of these MFIs. To increase the
volume of credit they encourage poor women to form groups and assess easy credit. Many of them do not assess the financial health of the group before the providing credit nor do they prepare the members for handling money. Sometimes they provide more than one loan to the same group while the first has not been repaid. People fall easy prey to these schemes as getting loans from them is easier and faster. They soon fall into the debt trap. People often mistakenly associate all types of SHGs with MFIs that projects a negative image of the latter.

1.5 FUNCTIONS OF A SOCIAL GROUP

Social groups have following major functions as per the view of David Lane.

1. **Defining Boundaries**: Social groups are defined and separated by boundaries. Such boundaries are symbolic boundaries. Sociologists have defined symbolic boundaries as “conceptual distinctions made by social actors that separate people into groups and generate feelings of similarity and group membership.” These boundaries are necessary for the existence of in-groups and out-groups.

2. **Choosing Leaders**: Leadership is the ability to organize a group of people to achieve the common purposes. Therefore, choosing appropriate leadership is the key function of social group. Without the proper system of leadership a social group cannot function at its full capacity. A leader’s main job is to see whatever is necessary to group needs and taken care of it.

3. **Making Decisions**: Decision-making is the mental process resulting in the selection of a course of action among several alternative scenarios. Groups face unique challenges in decision-making, and as a result there are various decision-making strategies used by groups. Consensus decision-making requires that a majority approves a given course of action, but also that the minority agrees to go along with that course of action. When a consensus is impossible or impractical, voting can be used to come to a decision.

4. **Setting Goals**: Goal setting involves establishing specific, measurable, achievable, realistic, and time-targeted (S.M.A.R.T) goals. Setting goals affects outcomes in four ways: choice, effort, persistence, and cognition. Individuals tend to exhibit more of these positive qualities when they are working toward a set goal. The enhancement of performance through goals also requires feedback. Group members provides that feedbacks.

5. **Controlling the behaviour of group members**: The behavior of group members can be controlled directly or indirectly through group polarization, groupthink, and herd behavior. Group polarization is the phenomenon that when placed in group situations, people will make decisions and form opinions that are more extreme than when they are in individual situations. Groupthink is a psychological phenomenon that occurs within groups of people. It is the mode of thinking that happens when the desire for harmony...
in a decision-making group overrides a realistic appraisal of alternatives. Hard behavior describes how individuals in a group can act together without planned direction.

**Check Your Progress**

5. What are open and closed groups?
6. How do natural groups differ from formed groups? Identify examples of each.
7. What is the primary purpose of educational groups?
8. Who developed the concept of T group and why?

**1.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS**

1. Social interaction is the basic condition of social groups because a group become social when interaction interplays among its participants.

2. The members of a social group have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behavior is similar. They are bound by the common consciousness of interaction. Considering these views, a family, a village, a nation, a political party or a trade union can be seen as the examples of social group.

3. Social group is the foundation of society and culture. A group is a collection of people interacting together in an orderly way on the basis of shared expectations about each other’s behaviour. As a result of this interaction, the members of a group feel a common sense of belongingness.

4. Group work recognizes the strength of social forces that are generated within small groups and seeks to mobilize them for change in the client system. The group worker consciously guides the composition, development and processes of the group for accomplishing his goals for each individual member and the group as a whole.

5. An open group is one in which virtually anyone can become a member. A closed group, however, is much more difficult to join. Some exclusive clubs restrict membership so that all cannot join. Only a few elite manage can get memberships in such clubs. Similarly, the mafia (underworld) is a closed group. Open groups are characterized by changing membership. As certain members are ready to leave, new members are admitted and the group continues. Closed groups typically have some time limitation, with the group meeting for a predetermined number of sessions.

6. Natural groups consist of members who come together in a spontaneous fashion, on the basis of naturally occurring events, interpersonal attraction
or the mutually perceived needs of members. Family, peer groups and street gangs are examples of natural groups. On the other hand, formed group consists of members who come together through some outside influence or intervention. These are groups that are formed for a particular purpose. Therapy groups, encounter groups, committees and teams are examples of formed groups.

7. The primary purpose of educational groups is to help members learn new information and skills. Educational groups are used in a variety of settings, including treatment agencies, schools, nursing homes, correctional institutions and hospitals.

8. The concept of T-group or a training group was first developed by Kurt Lewin and his colleagues. At-group was established as a technique of gaining an insight into human behaviour. It was initially a research technique, which evolved into a significant tool for studying group behaviour.

1.7 SUMMARY

- A group is a collection of individuals but all collectivities do not constitute a social group. A group is distinct from an aggregate (people waiting at railway station or bus stand) number of people in which members do not interact with one another (Allan Brown, 1986).
- A social group consists of such members which have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behavior is similar. They are bound by the common consciousness of interaction. Considering these views, a family, a village, a nation, a political party or a trade union can be seen as the examples of social group.
- According to Merrill (2000) “Two or more persons are in communication over an appreciable period of time and who acts in accordance with common function or purpose is called group.”
- According to Robert K. Merton (1967) “A social group is a number of people who define themselves as members of a group; who expect certain behavior from members that they do not expect from outsiders and whom others define as belonging to a group.”
- Group helps to achieve the overall objectives of social work through its own specific objectives which are to assist individuals in their maturation; provide supplemental emotional and social nourishment; promote democratic participation and citizenship; and remedy individual and social disorganization or maladjustment through group intervention strategies.
- Social group has many purposes. It may be individual or social purposes. Some of the purposes are corrective, preventive, normal social growth, personal enhancement, citizenship responsibility and participation.
• Social groups have certain characteristics which are essential for the functioning of the groups, such as mutual awareness, sense of unity, similarity of behaviour, group norms, we-feeling etc.

• Voluntary groups are those we join through our own choice and effort. We may join a political party or a particular occupation. In contrast involuntary groups are those that we are forced to join or those that we are automatically members of without choice.

• An open group is one in which virtually anyone can become a member. A closed group, however, is much more difficult to join. Some exclusive clubs restrict membership so that all cannot join.

• A vertical group consists of members from all walks of life, while a horizontal group consists predominantly of members from one social class.

• Primary group is one where members develop close, personal, intimate and enduring relationships. On the other hand, in secondary groups individuals act towards one another in rather impersonal, superficial and utilitarian ways.

• The various types of groups that can be formed by social group workers are classified as: remedial groups, growth groups, and task groups.

• Remedial groups are mostly formed in order to enable members to sustain their changed behaviour and to cope with new situations in life.

• Growth groups create awareness about the opportunities to grow and develop in professional and other life positions.

• Task groups focus on certain work or activity the group is to achieve for its own development.

• Groups for the purpose of group work are generally classified into two types: treatment and task groups.

• Support groups may be distinguished from other groups using supportive intervention strategies by their primary goals: providing mutual help, aiding members in coping with stress and enhancing members’ ability to effectively adjust and manage difficult situations.

• The primary purpose of educational groups is to help members learn new information and skills. Educational groups are used in a variety of settings, including treatment agencies, schools, nursing homes, correctional institutions and hospitals.

• Growth-oriented groups aid the members in becoming aware, expanding and modifying their behavioural patterns towards themselves and others.

• Therapy groups help members change their behaviour, cope with personal problems or rehabilitate themselves after physical, psychological or social trauma.
The concept of a t-group or a training group, also known as a ‘sensitivity-training group’, ‘human relations training group’ or ‘encounter group’ was first developed by Kurt Lewin and his colleagues.

Task groups are common in most agencies and organizations. They are used to find solutions to organizational problems, to generate new ideas and to make decisions. Task groups can have three primary purposes: meeting client needs, meeting organizational needs and meeting community needs.

Social action groups empower members to engage in collective action and planned change efforts to alter some aspect of the social or physical environment. Social action groups serve the common good of both members and non-members.

Self Help Groups or SHGs are being increasingly used developmental programmes of government and NGOs. A number of strategies were used to alleviate the problem of poverty by both governmental and non-governmental organizations.

A self-help support group is fully organized and managed by its members, who are commonly volunteers and have personal experience in the subject of the group’s focus. These groups may also be referred to as fellowships, peer support groups, lay organizations, mutual help groups, or mutual aid self-help groups.

As per the view of David Lane, social groups have following major functions such as defining boundaries, choosing leaders, making decisions, setting goals, and controlling the behavior of group members.

1.8 KEY WORDS

- **Social groups**: It can be defined as two or more people who interact with one another, share similar characteristics, and collectively have a sense of unity.

- **Group norms**: It refers to the informal guidelines of behaviour and a code of conduct that provides some order and conformity to group activities and operations.

- **Task groups**: These are the groups of individuals brought together to accomplish a specific action or produce a product.

- **Therapeutic group**: It refers to any group of patients meeting together for mutual psychotherapeutic, personal development, and life change goals.

- **Self-help groups**: It refers to a small voluntary association of poor people, preferably from the same socio-economic background. They come together for the purpose of solving their common problems through self-help and mutual help.
1.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer questions
1. Briefly mention when does a group become social?
2. Write a short note on the purpose of social groups.
3. Name the types of social work groups.
4. What are the types of group work groups?
5. What are self help groups and how do they work?
6. What are the advantages of SHGs?

Long Answer questions
1. Discuss the objectives of social groups as given by S. Rengasamy.
2. Describe the various characteristics of social groups.
3. Analyse the different types of social groups.
4. What are the characteristics of SHGs?
5. Examine the process of forming SHGs.
6. Explore the major functions of a social group.

1.10 FURTHER READINGS


UNIT 2 UNDERSTANDING THE STAGES OF GROUP DEVELOPMENT

Structure
2.0 Introduction
2.1 Objectives
2.2 Phases of Group Formation
   2.2.1 Forming Stage
   2.2.2 Storming Stage
   2.2.3 Norming Stage
   2.2.4 Performing Stage
   2.2.5 Adjourning or Mourning or Grieving Stage
2.3 Basic Human Needs met by the Group at Different Stages of Group Development
2.4 Answers to Check Your Progress Questions
2.5 Summary
2.6 Key Words
2.7 Self Assessment Questions and Exercises
2.8 Further Readings

2.0 INTRODUCTION

Human beings cooperate and interact with each other to survive and nurture. They are inclined to form social groups to sustain themselves, like family, friends group, romantic relationships, religious circle, neighbourhoods, communities, and organizational structures. The ability of humans to work effectively in a group shows their emotional intelligence skills of social awareness, self-awareness, and ability to manage relationships (Saylor Academy).

A group is a collection of human beings who come together for a specific purpose, interact with each other and work towards attaining common and individual objectives and goals. Groups are dynamic systems in constant change. Groups grow together and eventually come apart. People join groups and others leave. This transforms the very nature of the group. Group socialization involves how the group members interact with one another and form relationships. Just as you were once born and changed your family, they changed you. You came to know a language and culture, a value system, and set of beliefs that influence you to this day. You came to be socialized, to experience the process of learning to associate, communicate, or interact within a group. A group you belong to this year—perhaps a soccer team or the cast of a play—may not be part of your life next year. And those who are in leadership positions may ascend or descend the
Understanding the Stages of Group Development

leadership hierarchy as the needs of the group, and other circumstances, change over time. (Saylor Academy)

"Group communication may be defined as the exchange of information with those who are alike culturally, linguistically, and/or geographically… Regardless of how the group defines itself, and regardless of the extent to which its borders are porous or permeable, a group recognizes itself as a group. Humans naturally make groups a part of their context or environment." (Saylor Academy)

During the life of human live in different types of groups and most of our activities involves engaging with groups. "Groups have functional value for individuals as well as community and society. People form groups, parties, associations with certain goals. Today, groups as a mode of pursuing our goals, has become a common feature of our social life. In this way groups provides the foundation of our shared human nature."

Groups are critical for humans’ survival and wellbeing. Maslow (1943) proposed that after the physiological and security needs are met, humans have a need for belongingness i.e. a sense of belonging to the group and being accepted is important to deal with problems(Ribeiro, 2014). “Social support can considerably minimize the impact of a stressor (Sapolsky, 2004), such as a change of jobs, school, or city. Not surprisingly, humans, the social animals described by Aristotle(Gleitman, Gross, & Reisberg, 2011), also face the same stressors while trying to find their place in a group” (Ribeiro, 2014). The social nature of human is shaped majorly by the contributions from various kinds of groups. Groups influence the behaviour of human beings by leading to a number of changes in our behaviour or social functioning. Individuals want to experience a feeling of belonging to some group and participate in the group activities with an aim of attainment of different goals.

Humans join a group because of the following reasons:

1. Groups help us to satisfy important psychological and social needs. For instance they fulfill the need for giving and receiving attention and affection, or for a sense of belonging.
2. Groups help us to achieve goals that we could not attain by working alone. By working with others, we can often perform tasks, we could not accomplish ourselves.
3. Group members often provide us with knowledge and information that we could not otherwise attain, or could gain only with difficulty.
4. Groups help meet our needs for security; in many cases, there is safety in numbers, especially if we happen to live in a dangerous urban environment.
5. Group membership also contributes to a positive social identity – it becomes part of our self-concept.
Understanding the Stages of Group Development

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the different stages of group formation
- Discuss the forming, storming, norming, performing and adjourning model which helps to build a highly productive team or group
- Describe the basic human needs met by groups at different stages of group development

2.2 PHASES OF GROUP FORMATION

A study by London and Sessa (2007) reported that due to the importance of group work within organizations, “group development and facilitation are an important part of human resource development” (Raes, Kyndt, Decuyper, Bosche, & Dochy, 2015). Tuckman defined group development as changes that occur in groups over time (Tuckman, 1965).

Some group development models have been designed at the level of the group, implying that groups pass through a series of phases or stages over time. “Some of these models assume that the stages of group development are sequential, but the patterns of changes in groups may not always be that well organized, and acknowledging this, other models suggest that different groups reach different stages in different orders, that some stages may be skipped, and that groups may also return to earlier stages over time.

Some researchers who favour sequential models of group development have compared the stages of group functioning to stages in the development of human beings. Just as a human being progresses from birth, through childhood, adolescence, adulthood, old age, and eventual death, so a social group, such as a musical group, a club, or a business, may also pass through a series of sequential stages.” (Stangor, Group Processes: Oxford Research Encyclopedias, 2017).

Bruce Tuckman (1965) suggested four phases of group development i.e. forming, storming, norming, and performing and later he added a fifth stage, adjourning (which is sometimes known as ‘mourning’) (Tuckman, 1965; Tuckman & Jensen, 1977). A description of the stages as per Bruce Tuckman is as follows in the Table 2.1.
## Understanding the Stages of Group Development

Table 2.1 Stages of Group Development

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Stage of Group Development</th>
<th>Characteristics</th>
<th>Basic Human Needs met by the Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Forming</td>
<td>The group members come together and share information, learn about each other, and determine the purpose of the group.</td>
<td>Need of affiliation, friendship, love and belonging needs i.e. being liked by the other group members, being accepted and respected in the group, and clarity of roles.</td>
</tr>
<tr>
<td>2</td>
<td>Storming</td>
<td>Group members engage in more direct communication and get to know each other. Conflicts between group members will often arise during this stage.</td>
<td>Safety needs in a sense that opinions of individuals are being heard in the group, esteem needs i.e. being respected in the group for holding a particular opinion.</td>
</tr>
<tr>
<td>3</td>
<td>Norming</td>
<td>The group members establish spoken or unspoken rules about how they communicate and work. Status, rank and roles in the group are established.</td>
<td>Showing trust, being respected for opinions, willingness to endure relationship, and creativity and problem solving techniques to arrive at common norms.</td>
</tr>
<tr>
<td>4</td>
<td>Performing</td>
<td>Members fulfill their purpose and reach their goal.</td>
<td>Development of self-awareness, self-actualization (creativity, spontaneity, problem solving); security of resources required for tasks; trust; and need of being appreciated for achievement, and being encouraged by the group to perform in roles assigned.</td>
</tr>
<tr>
<td>5</td>
<td>Adjourning or Mourning or Grieving</td>
<td>The group completes its assigned tasks and group members leave the group.</td>
<td>Love and friendship from the group members, problem solving to cope with the approaching end and completion of task, self-awareness in terms of individual and group achievements.</td>
</tr>
</tbody>
</table>

Bruce Tuckman’s five stages of group development are discussed below in detail:

### 2.2.1 Forming Stage

According to Tuckman “orientation, testing, and dependence constitute the group process of forming” (Tuckman, 1965). This is the first stage of group development process. Forming is the initial phase where the group starts to come together and is characterized with nervousness, anxiety and uncertainty. The members share
the personal information about themselves like the family background, educational background, interests, likes/dislikes, etc. In this stage the members start to form an understanding of each other and the group as a whole. The members are “feeling each other out” and searching their way to work together (Abudi, 2010). The members at this stage have the need to be accepted and respected by the group members, and clarity of their position and role in the group. “Each individual will need to learn about the group and determine how he or she is going to fit in.” (Stangor, Jhangiani, & Tarry, 2014)

In this stage the members make a sense of the purpose of the group creation and the objectives of the group and individual goals of the members. During this initial stage of group growth, it is critical that the team leader should be clear about the structure, group goals, roles, and provides clear direction regarding the purpose of the group. It is the team leader’s duty to ensure that all of the members are involved in determining objectives, roles and responsibilities (Abudi, 2010). The group together also decides the rules to be followed by all the members like the ground rules for the group, individual roles, timing and duration of the sessions, place of meeting, etc. “Defining group boundaries and ground rules in terms of the set of expectations among the members” is important at this level of group formation (Heinen & Jacobson, 1976). This is also a learning stage for the members where they try to understand what to do, how to do it, how the operations of the group be taken, what is expected from them, and what is acceptable in the group.

Some groups are formed on the basis of difficult situation like loss of a loved one, sexual abuse, domestic violence, after a disaster, etc. The group members of such homogenous group come together in a situation of grief or mourning state and support each other to deal with the situation.

2.2.2 Storming Stage

The second stage of group development is the storming stage, where dispute and competition occurs. The dominating group members emerge, while the less confrontational members stay in their comfort zone at this stage. It incorporates questions around leadership, authority, rules, policies, responsibilities, structure, evaluation criteria and reward systems.

The storming stage is “characterized by conflict and polarization around interpersonal issues, with concomitant emotional responding in the task sphere. These behaviours serve as resistance to group influence and task requirements…” (Tuckman, 1965). This stage is referred to as a time of struggles as the members sort out their differences on the solution method of the problem and the uncertainty about the members’ skills, competence, and role identification. The members compete with each other for status and for acceptance of their ideas as they differ in opinions on solution of the problem, which leads to conflict within the group (Abudi, 2010). This stage is a “period of high emotionality, especially in therapy and sensitivity groups, with overt expressions of hostility and infighting” (Heinen & Jacobson, 1976). During the storming stage “group roles, relationships and values
are contested and negotiated, including issues of leadership and control” (Frances, 2008). “A clear definition of the purpose and mission of the group can help the members focus their energies” (Venditti & McLean, 2014) and clearly defined roles may take away the overload from the member. Also with the support and guidance of the group leader, members learn to solve problems together, function both independently and together as a group, and settle into roles and responsibilities (Abudi, 2010).

A possibility of mourning can arise for some members in cases where the experience conflict with others or might be misunderstood. It may also be caused due to the unfair or unaccepted division of roles of the members.

### 2.2.3 Norming Stage

“Resistance is overcome in the third stage in which ingroup feeling and cohesiveness develops, new standards evolve, and new roles are adopted. In the task realm, intimate, personal opinions are expressed.” (Tuckman, 1965). In this stage the group establishes the norms or rules for the member’s behaviour and interaction; and is marked by less division and more collaboration; (Venditti & McLean, 2014). “The level of anxiety associated with interaction is generally reduced, making for a more positive work climate that promotes listening” (Venditti & McLean, 2014). During this stage group roles, shared norms and values develop, and a degree of cohesiveness is established (Frances, 2008).

During this stage the group regulates the behaviour of members very closely and the relations among members is characterized by strong; the group shares “a communication system that ties together differentiated roles into a task unit; and standardization of behaviour to protect the group from possible disintegration” (Heinen & Jacobson, 1976). In this stage, the group interaction are easier, more cooperation exists, with give and take, bonding, good communication, and mutual respect. If a dispute or conflict occurs, it is easily resolved and the group gets back to normal functioning.

The group members respect each other’s outlook, perspectives, and value the differences amongst them. The group agrees on the group rules for working together, process of share information and resolving conflicts, and the programs and activities they will undertake to meet the group’s purpose. “The team members begin to trust each other and actively seek each other out for assistance and input. Rather than competing against each other, they are now helping each other to work toward a common goal.” (Abudi, 2010).

### 2.2.4 Performing Stage

In the performing stage “interpersonal structure becomes the tool of task activities, roles become flexible and functional, and group energy is channelled into the task. Structural issues have been resolved, and structure can now become supportive of task performance” (Tuckman, 1965). During the performing stage “the group processes are established and the group is able to work within these constraints in
During this stage, the group moves towards productivity, and it is critical to ensure that the group has the resources that it needs to perform (Venditti & McLean, 2014).

During this stage, the group is functioning at a very high level and it aims to reach the goal as a group. At this stage, the members become interdependent; they make decisions and problem-solving processes quick and effective. The group leader continues to monitor the progress and celebrate the milestone achievements (Abudi, 2010).

In cases where the group is unable to achieve or complete the group goals, the members experience a feeling of grief or mourning. This requires the group leader’s support and analysis of what went wrong and based on the learning, different activities should be executed to attain the group goals.

### 2.2.5 Adjourning or Mourning or Grieving Stage

Tuckman and Jenson in 1977 stated that when groups dismantle themselves, participants often go through a stage of mourning or grieving. This stage in the life of a group can be referred to as adjourning or mourning or grieving stage. The adjourning stage is reached on the successful completion of the program and marks the end of the group process. It provides the group an opportunity to bid goodbye to each other and prepare them for their future (Abudi, 2010).

Team members may feel a variety of concerns about the team’s impending dissolution. Group members may feel a sense of loss and their motivation may decline when the group comes to an end. Some scholars have called this the mourning or grieving stage of group development. Some might feel anxiety because of uncertainty about their individual role or future responsibilities; some may feel sadness or a sense of loss about the changes coming to their group’s relationships; some might feel a sense of satisfaction at the successful accomplishment of the group goals. At this stage, the individuals of the group might experience different emotions. For instance, when a person passes out from school, he/she may feel a combination of success, grief, and uncertainty. For those who like routine and bond closely with fellow group members, this transition stage can be particularly challenging. Group leaders and other members should handle these endings sensitively, respectfully, and compassionately. An ideal way to close a group is to set aside time to debrief, acknowledge each other, and celebrate the achievements.

During this stage, it is crucial for the group to focus on three tasks:

1. Completion of any deliverables and closure on any remaining team work
2. Evaluation of the team’s process and product, with a particular focus on identifying “lessons learned” and passing these on to the sponsor for future teams to use
3. Creating a closing celebration that acknowledges the contributions of individuals and the accomplishments of the team and that formally ends this particular team’s existence (Stein)
2.3 BASIC HUMAN NEEDS MET BY THE GROUP AT DIFFERENT STAGES OF GROUP DEVELOPMENT

The basic human needs met by the group at different stages of group development are the following:

1. **Basic Human Needs met by the Group at Forming Stage**
   
The humans engage in group for fulfilling some basic needs and each stage of group development helps in the attainment of the needs of the group members. In the forming stage the need of affiliation, friendship, love and belonging needs i.e. being liked by the other group members. The humans have a need of belonging to a particular sections, group, community, and when they come together to constitute a group they fulfil this need. By being a part of the group human beings want to be accepted and respected in the group. In a group all the members regardless of their situation, problem, caste, class, gender, etc are respected despite the differences between them. The members also want clarity of roles they will perform in the group.

2. **Basic Human Needs met by the Group at Storming Stage**
   
   At storming stage, the safety needs are met by the group as the members can freely express their opinions and agreement or disagreement. The group members experience freedom of speech and choice; and opinions of individuals are being heard in the group. The esteem needs being respected in the group for holding a particular opinion and choosing a suitable role in the tasks of group.

3. **Basic Human Needs met by the Group at Norming Stage**
   
   In this stage the members are able to trust each other and develop an understanding of the set of rules and roles in the group. The members are respected for their opinions and self-esteem need is met, whereas willingness to endure relationship and nurturing relations helps in attaining the belonging, love and friendship need. The creativity and problem solving techniques which are the self-actualization needs are used to arrive at common norms.

4. **Basic Human Needs met by the Group at Performing Stage**
   
   While achieving the goals of the group, members develop of self-awareness an understanding of the self. The self-actualization (creativity, spontaneity, problem solving); security of resources required for tasks; trust; and need of being appreciated for achievement, being encouraged by the group to perform in roles assigned are attained, and problem solving during performance of group tasks.

5. **Basic Human Needs met by the Group at Adjourning or Mourning or Grieving Stage**
   
   At this stage of group life, the group members come very close to each other. The love and friendship among group members helps the individuals attain the love and
belonging need. Some individuals also experience grief or mourning and with the support of the group leader and other members may devise ways to stay connected, probable future plan and goals for the individuals. This enables the group members to attain the safety, belonging and self-actualization needs. The members utilize the problem solving skills to cope with the approaching end and completion of task. The group obtains a complete picture of the self in terms of individual and group achievements, which is linked with self-actualization need.

Check Your Progress
1. Name the five stages of group formation.
2. What is the definition of forming stage?
3. What happens in the storming stage of group development?
4. In which stage the feeling of cohesiveness develops among group members?
5. Why did Tuckman add adjourning stage in his group development model?
6. What do group members experience during norming stage?

2.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The five stages or phases of group formation or development are as follows:
   (a) Forming Stage
   (b) Storming Stage
   (c) Norming Stage
   (d) Performing Stage
   (e) Adjourning/ Mourning/ Grieving Stage

2. Forming stage is the first stage of Bruce Tuckman’s five stages of group development. According to Tuckman “orientation, testing, and dependence constitute the group process of forming” (Tuckman, 1965).

3. In the storming stage of group development dispute and competition among the members occur. The dominating group members emerge, while the less confrontational members stay in their comfort zone at this stage. It incorporates questions around leadership, authority, rules, policies, responsibilities, structure, evaluation criteria and reward systems.

4. The feeling of cohesiveness and ingroup feeling develops in the third stage of group development which is termed as norming stage.

5. Psychologist Bruce Tuckman later added a fifth stage ‘adjourning stage’ in his Forming, Storming, Norming, and Performing model as many groups or teams reach this stage eventually owing to project discontinuation or organizational restructuring.
During norming stage which is the third stage of the group formation process, the members are respected for their opinions and self-esteem need is met, whereas willingness to endure relationship and nurturing relations helps in attaining the belonging, love and friendship need.

2.5 SUMMARY

- A group is a collection of human beings who come together for a specific purpose, interact with each other and work towards attaining common and individual objectives and goals. Groups are dynamic systems in constant change. Groups grow together and eventually come apart.
- Group socialization involves how the group members interact with one another and form relationships.
- People join a group because it help them to satisfy important psychological and social needs. For instance they fulfill the need for giving and receiving attention and affection, or for a sense of belonging.
- Groups also help individuals us to achieve goals that we could not attain by working alone.
- Some group development models have been designed at the level of the group, implying that groups pass through a series of phases or stages over time.
- Bruce Tuckman (1965) suggested four phases of group development i.e. forming, storming, norming, and performing and later he added a fifth stage, adjourning (which is sometimes known as ‘mourning’ or ‘grieving’) (Tuckman, 1965; Tuckman & Jensen, 1977).
- Forming is the initial phase where the group starts to come together and is characterized with nervousness, anxiety and uncertainty. The members share the personal information about themselves like the family background, educational background, interests, likes/dislikes, etc. In this stage the members start to form an understanding of each other and the group as a whole.
- Forming stage is also a learning stage for the members where they try to understand what to do, how to do it, how the operations of the group be taken, what is expected from them, and what is acceptable in the group.
- In the forming stage the need of affiliation, friendship, love and belonging needs i.e. being liked by the other group members.
- The second stage of group development is the storming stage, where dispute and competition occurs. The dominating group members emerge, while the less confrontational members stay in their comfort zone at this stage. It incorporates questions around leadership, authority, rules, policies, responsibilities, structure, evaluation criteria and reward systems.
• In storming stage, the group members experience freedom of speech and choice; and opinions of individuals are being heard in the group.

• In norming stage the group establishes the norms or rules for the member’s behaviour and interaction; and is marked by less division and more collaboration. During this stage the group regulates the behaviour of members very closely and the relations among members is characterized by strong.

• At norming stage, the members are respected for their opinions and self-esteem need is met, whereas willingness to endure relationship and nurturing relations helps in attaining the belonging, love and friendship need.

In the performing stage “interpersonal structure becomes the tool of task activities, roles become flexible and functional, and group energy is channelled into the task. Structural issues have been resolved, and structure can now become supportive of task performance” (Tuckman, 1965).

• The self-actualization (creativity, spontaneity, problem solving); security of resources required for tasks; trust; and need of being appreciated for achievement, being encouraged by the group to perform in roles assigned are attained, and problem solving during performance of group tasks.

Tuckman and Jenson in 1977 stated that when groups dismantle themselves, participants often go through a stage of mourning or grieving. This stage in the life of a group can be referred to as adjourning or mourning or grieving stage. The adjourning stage is reached on the successful completion of the program and marks the end of the group process. It provides the group an opportunity to bid goodbye to each other and prepare them for their future (Abudi, 2010).

• At adjourning stage, the group members come very close to each other. The love and friendship among group members helps the individuals attain the love and belonging need. Some individuals also experience grief or mourning and with the support of the group leader and other members may devise ways to stay connected, probable future plan and goals for the individuals.

2.6 KEY WORDS

• Dominant Group: It refers to a group with power, privileges, and social status.

• Self-actualization: It refers to the realization or fulfillment of one’s talents and potentialities, especially considered as a drive or need present in everyone.

• Group cohesiveness: It refers to the ability to think and act ‘as one’ if one group is physically together or not.
2.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions
2. What basic human needs are met by the group at performing stage?
3. Write short notes on storming, norming and performing stages of group formation.
4. What are the crucial tasks involved in adjourning stage?

Long Answer Questions
1. Discuss Tuckman’s stages of group formation.
2. What happens during the adjourning stage of group formation process? Analyse.
3. Examine the basic human needs met by groups at different stages of group development.

2.8 FURTHER READINGS

UNIT 3 UNDERSTANDING GROUP PROCESS

3.0 INTRODUCTION
The way the members of an organization work together to get things done is termed as group process. Some of the group process skills include active listening, decision making, conflict resolution and direct communication. Efficient organizations give an in-depth examination at how members work together, which roles they fill and about the ratio of their contribution in the company. With the help of group process, the companies can identify the problems early and as a result it eases the need for major renovation and improvement.

"People are in many respects individuals seeking their personal, private objectives, yet they are also members of social collectives that bind members to one another" (Forsyth & Burnette, 2010). Existence of human beings can never be imagined in isolation. Ever since humans have existed on earth, they have shown the tendency of forming groups developing a dependency on fellow beings for its varied physical, social and emotional needs. With co-existence only, various civilizations in the past have thrived and human potentials have been realised to its fullest capacity. Had it been existed in isolation, we could never have been able to...
see the modern form of our society. As reiterated numerous times, social groups are fundamental to human existence. Driven by basic tendency, humans create bonds and links with fellow members of the society to form social groups and interconnection between groups form a society as a whole.

The unit looks into the basics of group work and suggests ways to achieve productive group work. The unit also examines the group process and how it can best be facilitated. The unit stresses on the importance of group and tries to explain that the group should be viewed as an important resource which should be managed significantly. In addition to this, you will also study the meaning, functions and basic assumptions of group dynamics.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning of group process
- Understand the key concept of group process
- Analyse the concept of group dynamics
- Assess the functions and basic assumptions of group dynamics

3.2 GROUP PROCESS: AN OVERVIEW

The interdependence between various social groups and within members of social groups keep the society functional. To understand its importance, imagine the birth of a child in a family. All the needs of the child are well-taken care by the family. At this stage, the primary care giving to the child is provided by the social group named family. The educational needs of the child are provided by the school where affiliation to a class/standard as a social group takes cares of such needs.

Interaction between members largely determines ones’ association with particular social groups. Groups can be of formal or informal in nature.

Affiliation of an individual to any social group is generally determined by two means. Affiliation to a social group can be established by chance or by virtue of being born into a particular group. For example, association to a religious group at birth, affiliation with a casted based group, affiliation with a particular family as a social group are all forms of affiliations that happen without any control of the person. On the other hand, a person can make conscious efforts to be part of a particular group. A person can make informed decision to be part of a playgroup, drama club, fishing association etc. The personal objectives of the person are key determinants of persons’ association with any particular group. Having joined a group, the norms of the group regulates the behaviour of every individual in any group. Assigned roles determine the status of an individual in any social group.
Following are the basic concepts that must be considered in order to develop a greater understanding of the group process.

**Definitions of Social Group**

“*When two or more individuals come together and influence one another, they may be called a social group*” – William Ogburn

“*A plurality of people as actors involved in a pattern of social interaction, conscious of sharing common understanding and of accepting some rights and obligations that accrue only to members be called a social group*” – James B Mckee

“*A social group is an aggregate of individuals in which (a) definite relations exist between individuals comprising it, (b) each individual is conscious of the group itself and its symbols*” – Thomas Burton Bottomore

Above mentioned definitions give us a general understanding of the social groups. Social groups are largely determined by the association of two or more than individuals who come together with certain objectives be it of personal or professional nature. Interaction is a key to the establishment of affiliation between group members and sustaining it for a fairly long period or till the achievement of the planned objectives in case of consciously entered social group. The definitions also direct our attention towards the sharing of common understanding. Every group provides individuals with certain roles and responsibilities and behaviour of each individual is governed by the established norms of the group. Each individual in a group is entitled to a certain set of rights and also obligated to respect the rights of others within the group. Relationship between members exist in the group but the degree of connectedness varies in primary groups compared to secondary groups. Closer relationships exist among primary group members whereas there is the limited or professionally established relationship among secondary group members. The members of the group are well aware of their association with any particular group as it allows them to identify themselves as part of any particular setting them apart from members of other groups.

**3.2.1 Process of Social Group Work: Bond, Acceptance, Isolation and Rejection**

**Bond**

For a purposefully created social group, development of bonding and cohesiveness is directly proportional to the achievement of the shared group goals. “One of the primary factors in group performance involves group cohesion” (Johns, 1996). Until and unless the group stabilizes with laid down norms it cannot proceed towards performance. Bonding or cohesiveness simply refers to the degree of connectedness of the members within a group, recognition of ones’ own responsibilities towards the group as a whole and motivation to contribute to meet the requisites of planned objectives. Bonding or cohesiveness within a group is the determinant of a variety
of factors consisting of internal support, external threats, immense opportunities for self-growth etc. Group size also plays a critical role in influencing the group bond or cohesion. Larger the size, the greater number of sub-groups within a group and the greater possibility of weak cohesion.

Acceptance

Members in the group need to hold tightly on one another in order to maintain the group bond following the norms and respecting others’ individuality. Views and opinions are free-flowing in a group yet guided, especially where key decisions are to be taken in line with the fulfilment of tasks directed towards goal achievement. Members in the group need to be accepted as they are allowing them to have their say in group decisions. Disinterest or disillusionment might creep in the absence of acceptance of any member in the group and can have detrimental effects with respect to achievement of decided goals.

Isolation and Rejection

“Human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and impactful interpersonal relationships” (Baumeister & Leary, 1995). People make efforts to maintain a close association with groups. It is a basic human tendency to stay affiliated in fear that isolation may lead to exclusion and deprivation from meeting basic socio-emotional needs. With slightest of fear about getting isolated in any group, influence human behaviour drastically as it results in the development of stress, aggression, risk-taking, carelessness etc. Cohesion must be maintained throughout making every member feel equally respected and valuable asset of the group.

Jacob Moreno (1995) developed a method of measuring social relationships in a group called it Sociometry. Studies show that “popular individuals are singled out by most of the others to be the target of much affection, isolates are neglected by most of the group, and outcasts are rejected by the majority of the group, whereas the average members are liked by several others in the group” (Forsyth & Burnette, 2010).

3.2.2 Sub-Group Formation, Newcomers in the Group, Expectation, Withdrawal, Behaviour Contagion, Conflict and Control

Sub-group Formation

Interpersonal attractions between like-minded members develop stronger bonds between them compared to other members of the group. Subgroups can be of various forms like dyads, triads, or cliques (Toseland, Jones, & Gellis, 2004). Isolates and scapegoats within group are those who rarely attach themselves to any subgroups. Polarization in groups is a very common feature, especially with larger group size. Considering persuasive-argument theory, a discussion on possible choices by a person who is liked by a large number of group members will receive
supportive arguments of other members favouring his/her opinion hence polarizing the whole group. This leads to sub-group formation, wherein a few individuals within the larger group always stand in support of one another neglecting the views of others and making that idea adopted as majoritarian view whereas it may not be in reality.

**Newcomers in the Group**

Nothing in this world is constant, similarly, groups also undergo many changes in its life. Groups come into existence when like-minded people with common objectives make the resolution to form one and proceed towards goal achievement through coordinated efforts. This can be marked as the starting point of any group, except if it is a closed group, membership to group remains open to new joiners. Every time a new member joins the group, the group need to make certain adjustments accordingly and few adaptive measures are expected from the new joiner as well. Proper assimilation only happens when every group member adheres to laid down norms which are relatively stable rules that govern the conduct of group members.

**Expectation**

Expectation states theory, developed by Joseph Berger and colleagues argues that members in group acquire power and hold prestigious positions through their expected contributions to problem solutions (Stryker, 2001). Group interaction in such events is influenced by conforming to the expectations and ultimately stabilizing the ordering of members in the group. Even in cases where no formal leaders are appointed in a group mere perceptions about one’s personal qualities are indicative of ability, skill and prestige (Forsyth & Burnette, 2010).

**Withdrawal**

The last stage in Tuckman’s model of stages of group development i.e. *adjourning*, brings the group to a point where group goals have been achieved and the group no more serves the purpose. Gradual withdrawal is administered by the assumed or appointed leaders once objectives are met. In certain cases, *storming* is the stage which is likely to see members’ withdrawal since a lot of confusion persists during that stage of group development.

**Behaviour Contagion**

Social learning theory propounded by Albert Bandura in 1977 argues that learning occurs in a social context as people learn from each other byways of observing, imitating or modelling (Bandura, 1977). Similarly, behaviour contagion is the tendency for people to repeat behaviour after others have performed it. People very often do what others do. Sometimes we choose to imitate others, for example, by wearing the same type of clothes as our friends (Chartrand & Bargh, 1999). Emotional contagion has a ripple effect on the group behaviour as it leads to transfer
of moods among group members and it influences group dynamics. A study showed that emotional contagion does occur in groups and in as much as emotional contagion changes people’s moods and serves as affective information, people are ‘walking mood inductors,’ continuously influencing the moods and then the judgments and behaviours of others (Barsade, 2002).

Conflict

‘Flexing their muscles’ in search of one’s own identity in a group, members are found at loggerheads with one another at the storming stage of group development according to Bruce Tuckman’s model. Conflict with group arises to an extent that people start withdrawing the group if their roles, responsibilities are not assigned norms for group behaviour are not laid down and recognition needs of individual’s skills and abilities are not addressed. To address all these conflicts, group leaders or moderators need to actively respond to them and stabilize the group in the shortest time possible. Norming stage is where all these issues are resolved and the group set its pace towards goal achievement.

Control

A reasonable amount of control is exerted on the group members in order to make them adhere to the group norms. If too much control is exercised the group members may feel constricted in such environment and this may lead to their untimely exit from the group. Also, if no control is exercised at all, the group may get misguided or lose sight of the track of goal achievement. Greater possibility in such case is the persistence of disillusionment that would make members of group refrain from focused on agreed goals and shared norms.

3.2.3 Classification of Group Process: Basic, Structural, Locomotive and Molar

A book titled ‘Group Communication’ by Peter Hartley mentions that there exist difference in opinions about the size of the group. A set of authors propose that even union of two members can be called a group whereas other authors including Hartley believe that union of two people cannot be called a group or rather be known as dyad only. It is because there is absence of a few group processes in dyad compared to group of more than two people. Certain factors existing in ‘dyad’ differentiate it from a ‘group’ like different interaction pattern, absence of any possibility of sub-group formation, no such need for effective leadership as it is required in group size generally consisting more than two people. A group can be identified by ‘group content’ and ‘group processes’ involved in it. Group content contains everything related to the group interacts about like jobs, tasks and activities. “Group process refers to how the group operates, defining the relationship between members and how they deal with one another” (Hartley, 1997). Tom Douglas has classified the group processes in four different categories each them have its own importance in making a group move from simple formation to achieve its planned objectives. They are as following:
A. **Basic** – without which group cannot exist
   - Interaction

B. **Structure** – it assists the group building process
   - Group Development
   - Social Structure
   - Sub-group Formation

C. **Locomotive/Movement** - entails all those processes which move the group towards its objectives
   - Decision Making
   - Purpose
   - Goal Formation

D. **Molar**- are overall and less specific processes which are crucial and recognisable but group members may not easily define it
   - Formation of Norms
   - Development of Cohesion
   - Influence and Group Pressure
   - Development of Climate

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**Check Your Progress**

1. What do you mean by group process and group process skills?
2. What is cohesiveness or bonding in social work group?
3. Why acceptance is an important principle in a group?
4. How can isolation affect an individual in a group?
5. What is the most common feature of a group?

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**3.3 GROUP DYNAMICS: MEANING AND DEFINITION**

The informal organization can be viewed as a shadow organization. It arises naturally, spontaneously from the interactions of people. It refers to unofficial and unauthorized relationships which inevitably occur between individuals and groups within the formal organization. It exists within the confines of the formal authority structure. However, the interactions that occur informally are not prescribed by the formal structure nor can they be completely controlled by the formal structure. It is a by-product of human nature and is affected by the formal structure. Now let us understand the meaning of Group Dynamics before we talk about the dynamics of group formation.
A group is any number of people who:

- have a common purpose or objective,
- interact with each other to accomplish their objectives,
- are aware of one another, and
- perceive them to be part of the group.

**Group Dynamics** is concerned with the interactions and the forces operating among group members in any situation. In the 1930s Kurt Lewin had popularized this term. You are already familiar with the three styles of leadership, i.e., Authoritarian, Democratic and Laissez-faire, which Lewin (1939) and his associates had developed by creating three different social situations for the three styles of leadership. In course of time, various meanings were attached to the term ‘group dynamics’ (Kelly 1974). One of the meanings suggests how a group should be organized and conducted. In democratic leadership, member participation and overall cooperation are emphasized. Another meaning of Group Dynamics is that it is a set of techniques which through various group exercises tries to make the leader as well as the member effective. An attempt is made to make the members play their roles in a management situation of group discussions, team building, finding out various solutions to problems by brainstorming and understanding oneself in relation to others while transacting or interacting with others. Such exercises are also provided in situations where only members are present and no leader exists to direct or control the group. All these exercises are techniques to develop both the individual as well as the organization in which he or she works. The last meaning of the term Group Dynamics is closest to Lewin’s use of the term suggesting internal nature of the groups as to how they are formed, what are their structures and processes, and how they function and affect individual members, other groups and the organization.

**Reasons for the Emergence of Informal Groups**

Basically, the informal organization emerges because the formal structure does not satisfy all employee and organizational needs. Formal organizations fail to describe the dynamic relationships between members in the organization. Informal relationships develop within any formal structure and managers do not have a choice. It is important for the managers to understand the informal organization and channel its energies towards organizational goals. The informal organization presents many opportunities for motivating employees, resolving conflicts and creating worker satisfaction.

1. **Psychological fatigue of routine tasks:** Simple and routine tasks in the office and in the factory can have an undesirable influence on the workers. Under such conditions, personnel can become bored by their tasks and remain indifferent to their work and may experience psychological fatigue. Unable to relate their jobs to final output, workers suffer from feelings of meaninglessness; workers also feel powerless to control factors within the
environment. Under such distasteful conditions, informal relations in the organizations serve to preserve the organization from self-destruction that would result from literal obedience to formal policies, rules, regulations and procedures. Informal organizations fill the psychological void/vacuum created by dull, boring and monotonous jobs. It has the capacity to overcome deficiencies built into the formal structure.

2. **Desire to socialize with others:** Most people like to socialize in order to satisfy more of their social and ego needs on the jobs. Formal organizations are systems of medieval torture which suppress and subjugate their victim—the individual. He lives in helpless conformity, stripped of his self-esteem in a phony and artificial environment. There is no challenge and chance for psychological fulfillment. Informal organizations provide social satisfactions. Affiliation with the informal groups is more than just friendship, it is a sense of belonging. It gives a man recognition, status and future opportunity to relate to others. Informal organization acts like a ‘safety valve’ to release daily tensions and frustrations on their jobs. The informal organizations will lend a sympathetic ear to their troubles and will give an opportunity to ventilate their grievances.

3. **Source of protection:** Informal organization offers a powerful protection against threatening and oppressive forces. Informal organization increases the feeling of security; it restores some internal and external human values lost because of efforts to achieve efficiency by oversimplifying work. Informal organization serves as a balancing function by giving satisfaction to individual members that the formal structure cannot give. It also assures members, a reasonable degree of stability in their interpersonal relationships. In an informal organization, the rules for behaviour are set by the members and not by the management.

### 3.3.1 Functions and Basic Assumptions of Group Dynamics

According to Toseland, Jones, & Gellis, 2004, group dynamics can be conceptualized as falling within the following five domains:

1. Communication processes and interaction patterns,
2. Interpersonal attraction and cohesion,
3. Social integration and influence,
4. Power and control, and
5. Culture

Importance of group dynamics is to such extent that if one fails to pay careful attention to changing scenarios within a group, it would result in unproductive meetings and dissatisfied members. In a multicultural society, a group is more prone to get influenced by diversities brought to a group by members belonging to different ethnic, racial, religious, cultural group. To guide interaction in a group
means monitoring the interaction taking place within group members, to assess emerging dynamics that has potential to bring disastrous effect on the functioning of the group. Group dynamics majorly operate within following dimensions that can be taken as its key functions (Toseland, Jones, & Gellis, 2004).

I. Communication Processes and Interaction Patterns

Communication process is one of the most essential functions of group dynamics. Within group, the key process that happens throughout group’s life is communication, wherein members encode their ideas, thoughts, perceptions and feelings into a message and send them to others who decode them and interpret the conveyed meaning. Communication process is not limited to verbal communication only, non-verbal communication also have influence on the functioning of the group. Any barrier in communication between members can lead to confusion, obscurity and distortion of the intended message. For communication to be productive, there is need for a set pattern of interaction that facilitate the group in goal achievement. Common interaction patterns such as maypole, round-robin, hot-seat, and free-floating pattern guide and maintain smooth flow of communication within a group.

II. Interpersonal Attractions and Cohesion

Toseland recognizes that proximity between members just because of physical act of meeting one another more often can lead to attraction to a particular person and more likely to develop closeness towards that person compared to others. Therefore, developing stronger bonds leading to formation of sub-groups. This could be one of the reasons for cohesiveness between group members but not alone. As interpersonal relations are fostered by similarity between people where two or more people are more likeminded than others (Newcomb, 1963). Also, if one receives complements for personal qualities from somebody who are dissimilar they may develop stronger bond(Forsyth D. , 1999). Interpersonal attraction fosters group cohesion which is the force exerted on members and motivate them to continue being part of the group. And, it is said that interpersonal attraction is one of the building blocks of group cohesion.

III. Social Integration and Influence

The *norming* stage of group development helps group establish norms, roles and status which has potential to promote social integration by regulating members’ behaviour in a group. Social integration also allows members to predict the others’ behaviour and comfortable in proceeding towards goal achievement. In absence of clear goals, assigned roles, laid down norms and defined statuses of members in a group; everything turns to be excessively confusing and unpredictable, leading to disintegration with group. Once social integration is achieved in a group, two forms of influence in likely to be exerted on group members productive for goal
IV. Power and Control

Goal achievement necessitates a certain degree of control exerted on group members for the sake of maintaining order and to keep the group on its planned course of action. Constructive use of power can be helpful in managing internal affairs of the group such as arranging timely meetings and monitoring the accomplishment of tasks ultimately serving the greater goal of the group. Also, power and control can deal with motivational issues of members wherein members due to social loafing, sucker effect, or free riding lose interest due to diminished level of motivation to contribute further towards goal achievement.

V. Culture

One of the important functions of the group dynamics is the maintenance of a particular culture that consists of values, beliefs, customs, traditions, and accepted ways of behaviour that are implicitly understood and shared by all group members. A common group culture overrides the multicultural differences and develops a stronger interpersonal bond within members of a group.

3.3.2 Basic Assumptions of Group Dynamics

As set out in the book ‘Experiences in Groups and other papers’ published in the year 1961 pioneered by Wilfred R. Bion, who has extensively observed about the role of group processes in group dynamics. He argues that within every group there are actually two groups operating at the same time. One of them being, the work group and another as basic assumption group. Bion specifically identified three basic assumptions (Bion, 1961):

I. Dependency – the essential aim of the group is to attain security through, and have its members protected by, one individual.

II. Fight/Flight – the group behaves as though it has met to preserve itself at all costs, and that this can only be done by running away from someone or fighting someone or something.

III. Pairing – the assumption that the group has met for the purpose of reproduction only.

Check Your Progress

6. What are the key dynamics of group formation?
7. How does informal groups emerge?
8. List the five domains of group dynamics.
3.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The way the members of an organization work together to get things done is termed as group process. Some of the group process skills include active listening, decision making, conflict resolution and direct communication.

2. Bonding or cohesiveness simply refers to the degree of connectedness of the members within a group, recognition of one’s own responsibilities towards the group as a whole and motivation to contribute to meet the requisites of planned objectives. Bonding or cohesiveness within a group is the determinant of a variety of factors consisting of internal support, external threats, immense opportunities for self-growth etc.

3. Members in the group need to hold tightly on one another in order to maintain the group bond. Members in the group need to be accepted as they are allowing them to have their say in group decisions. Disinterest or disillusionment might creep in the absence of acceptance of any member in the group and can have detrimental effects with respect to achievement of decided goals.

4. The feeling of isolation and rejection can influence human behaviour drastically as it results in the development of stress, aggression, risk-taking, carelessness etc. Cohesion must be maintained throughout making every member feel equally respected and valuable asset of the group.

5. Polarization in groups is a very common feature, especially with larger group size.

6. The key dynamics of a group formation are: the number of people have a common purpose or objective, two or more people interact with each other to accomplish their objectives, people are aware of one another, and perceive them to be part of the group.

7. Informal groups emerge because the formal structure does not satisfy all employee and organizational needs. Formal organizations fail to describe the dynamic relationships between members in the organization. Informal relationships develop within any formal structure and managers do not have a choice. It is important for the managers to understand the informal organization and channel its energies towards organizational goals.

8. Group dynamics can be conceptualized as falling within the following five domains:
   (a) communication processes and interaction patterns,
   (b) interpersonal attraction and cohesion,
   (c) social integration and influence,
(d) power and control, and
(e) culture

3.5 SUMMARY

- The way the members of an organization work together to get things done is termed as group process. Some of the group process skills include active listening, decision making, conflict resolution and direct communication.
- The interdependence between various social groups and within members of social groups keep the society functional.
- Affiliation to a social group can be established by chance or by virtue of being born into a particular group.
- Interaction is a key to the establishment of affiliation between group members and sustaining it for a fairly long period or till the achievement of the planned objectives in case of consciously entered social group.
- Relationship between members exist in the group but the degree of connectedness varies in primary groups compared to secondary groups. Closer relationships exist among primary group members whereas there is the limited or professionally established relationship among secondary group members.
- The members of the group are well aware of their association with any particular group as it allows them to identify themselves as part of any particular setting them apart from members of other groups.
- Bonding or cohesiveness simply refers to the degree of connectedness of the members within a group, recognition of ones’ own responsibilities towards the group as a whole and motivation to contribute to meet the requisites of planned objectives. Bonding or cohesiveness within a group is the determinant of a variety of factors consisting of internal support, external threats, immense opportunities for self-growth etc.
- Members in the group need to be accepted as they are allowing them to have their say in group decisions. Disinterest or disillusionment might creep in the absence of acceptance of any member in the group and can have detrimental effects with respect to achievement of decided goals.
- People make efforts to maintain a close association with groups. It is a basic human tendency to stay affiliated in fear that isolation may lead to exclusion and deprivation from meeting basic socio-emotional needs. With slightest of fear about getting isolated in any group, influence human behaviour drastically as it results in the development of stress, aggression, risk-taking, carelessness etc.
Subgroups can be of various forms like dyads, triads, or cliques (Toseland, Jones, & Gellis, 2004). Isolates and scapegoats within group are those who rarely attach themselves to any subgroups. Polarization in groups is a very common feature, especially with larger group size.

- Every time a new member joins the group, the group need to make certain adjustments accordingly and few adaptive measures are expected from the new joiner as well. Proper assimilation only happens when every group member adheres to laid down norms which are relatively stable rules that govern the conduct of group members.
- Group interaction in such events is influenced by conforming to the expectations and ultimately stabilizing the ordering of members in the group. Even in cases where no formal leaders are appointed in a group mere perceptions about one’s personal qualities are indicative of ability, skill and prestige.

Behaviour contagion is the tendency for people to repeat behaviour after others have performed it. People very often do what others do. Sometimes we choose to imitate others, for example, by wearing the same type of clothes as our friends (Chartrand & Bargh, 1999).

- Conflict with group arises to an extent that people start withdrawing the group if their roles, responsibilities are not assigned norms for group behaviour are not laid down and recognition needs of individual’s skills and abilities are not addressed.
- Group Dynamics is concerned with the interactions and the forces operating among group members in any situation. In the 1930s Kurt Lewin had popularized this term.
- Informal relationships develop within any formal structure and managers do not have a choice. It is important for the managers to understand the informal organization and channel its energies towards organizational goals.

### 3.6 KEY WORDS

- **Behaviour Contagion**: It refers to the tendency for people to repeat behaviour after others have performed it.
- **Group Dynamics**: It refers to a system of behaviours and psychological processes occurring within a social group, or between social groups.
- **Group Interaction**: It refers to the dynamics of the team and the way individuals in the group interact with one another.
- **Polarization**: It refers to the state how people think, especially when two views emerge that drive people apart like two opposing magnets.
3.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Give any two definitions of social group.
2. What kind of relationship exist among primary group members and secondary group members?
3. What factors lead to sub-group formation?
4. What is Expectation-states theory and who developed it?
5. What does behaviour contagion mean?
6. Prepare a note on the basic assumptions of group dynamics.

Long Answer Questions

1. Analyse the key factors of group process.
2. Describe the concept of ‘group dynamics’ in different social situations.
3. Discuss the reasons of the emergence of informal groups.
4. What are the functions of group dynamics? Explain.
5. Discuss the classification of group process.

3.8 FURTHER READINGS

UNIT 4 METHODOLOGIES OF SOCIAL GROUP WORK

Structure
4.0 Introduction
4.1 Objectives
4.2 Social Group Work: Definition, Purpose, Assumption, Functions and Goals
   4.2.1 Definition of Social Group Work
   4.2.2 Characteristics of Social Group Work
   4.2.3 Function of Group Work
   4.2.4 Purpose of Group Work
   4.2.5 Goals of Group Work
   4.2.6 Assumptions of Group Work
4.3 Principles and Values of Group Work
4.4 Historical Development of Group Work
4.5 Group Work as a Method of Social Work
   4.5.1 Group Work Relation to Other Methods of Social Work
4.6 Answers to Check Your Progress Questions
4.7 Summary
4.8 Key Words
4.9 Self Assessment Questions and Exercises
4.10 Further Readings

4.0 INTRODUCTION
Social group work is developed on the basic assumption that human beings are social animal having a tendency to form groups with interdependence on one another to meet support needs, socio-emotional needs etc. In this unit you will study the concept, definition, assumptions, purpose and goals of social group work. The unit goes on discussing the principles and values of group work along with the historical development of group work. The last section of the unit also explains about the role of group work as a method of social work and group work relation to other methods of social work.

4.1 OBJECTIVES
After going through this unit, you will be able to:

- Discuss the concept, definition, assumptions, purpose and goals of social group work
- Describe the values of group work
- Examine the historical development of group work
4.2 SOCIAL GROUP WORK: DEFINITION, PURPOSE, ASSUMPTION, FUNCTIONS AND GOALS

According to Johnson & Johnson;

A group is two or more individuals in face to face interaction, each aware of positive interdependence as they strive to achieve mutual goals, each aware of his or her membership in the group, and each aware of the others who belong to the group.

Contrary to the conventional understanding, not every collection of people can be regarded a group. From the sociological perspective, a group can be defined as two or more humans that interact with one another, accept expectations and obligations as members of the group, as well as share a common identity. Going by this definition, society can be perceived at the macro-level as a large group, while a social group, (e.g. family, club, and team), which is considerably small may be viewed as small at the micro-level.

The Oxford English Dictionary defines group as a number of persons or things regarded as forming a unit on account of any kind of mutual or common relation or classified together on account of a common degree of similarity. There are three criteria suggested by this definition to call a group as a group:
(a) Number of persons – more than one
(b) Mutual or common relation
(c) Similarity

Groups may be contrasted with aggregates. An aggregate is a collection of individuals who are present at the same time and place but do not form a unit or have a common degree of similarity. Individuals standing on a street corner, the members of an audience at a music programme are aggregates, not groups.

While the Oxford definition has captured the basic essence of a group, different social scientists have put forward their own views on what is a group with emphasis on the various aspects of a group.

4.2.1 Definition of Social Group Work

Muzafer Sherif (1916-1982) formulated a more technical definition of a group. According to Sherif a group is a ‘social unit consisting of a number of individuals interacting with each other based on certain elements:
• common motives and goals;
• an accepted division of labour, i.e. roles,
• established status (social rank, dominance) relationships;
• accepted norms and values with reference to matters relevant to the group;
• development of accepted sanctions (praise and punishment) if and when
  norms were respected or violated.’

Based on the above definitions one may consider a few criteria to call a

group a group:

• number of persons – more than one
• interdependence
• acceptance of roles and status
• similarity of goals, motives
• shared norms and values

Group work is a modality for bringing about change either in the environment
or in the member’s intrapersonal or interpersonal relationships. According to Garvin,
social group work uses the group approach to accomplish the goals common to
all social work activities:

(1) to prevent members from developing dysfunctional ways of coping
  with their situation;
(2) enhance member’s engagement in and use of artistic, social, intellectual
  and other endeavours; and
(3) to rehabilitate members who have developed handicaps in their social
  and personal functioning.

One way of understanding what group work is about is by looking at what
the group worker does. This is clearly explained in the report, ‘Definition of the
Functions of Group Worker’ (1949) of the American Association of Group
Workers. The report states,

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 the desirable social goal.

According to Staub-Bernasconi (1991),
social work with groups have at least three meanings; (a) work within the group
because it is the richest resource system for problem solving and help for its
members; (b) work with a group, whose structure and process are the main
subjective or objective problem area; and (c) work with groups as an instrument
to reach goals outside the group in another social system.

Further, group work need not be confined to helping clients, but could also
be used to help the individual group worker to become more effective in his/her
work with the clients. It could even be used to help organizations reduce, mitigate
and manage intra and inter-organizational conflict. Thus, group work methodology
can be helpful not only the clients, but also the organizations to become more
effective in helping its client groups to change the social environment. Thus,
networking and collaboration with other helping agencies/agents, planning and social change can also be effectively accomplished through the use of group work techniques.

Let us now look at how social group work is defined by different people.

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.

Social group work is a method through which individuals in groups in social agency settings are helped by a worker who guides their interactions in programme activities so that they may relate themselves to others and experiences growth opportunities in accordance with their needs and capacities to the end of individual, group and community development.

—Trecker, 1955.

Group work is a broad professional practice that refers to the group setting. It involves the application of group theory and process by a capable professional practitioner to assist an interdependent collection of people to reach their mutual goals, which may be personal, interpersonal or task-related in nature.

—Association for Specialists in Group Work, 1990.

4.2.2 Characteristics of Social Group Work

We are born into a group called the family, and we would not survive the first few minutes, the first few weeks, or even the first few years of our lives without membership in this group. It is within our family and peer groups that we are socialized into ways of behaving and thinking, educated, and taught to have certain perspectives on ourselves and our world.

Our personal identity is derived from the way in which we are perceived and treated by other members of our groups. We learn, work, and play in groups. As humans we have an inherent social nature. All these make groups one of the most important factors in our lives.

Following are the characteristics of a group:

- **Interpersonal interaction:** A group may be defined as a collection of individuals who are interacting with one another. According to this definition, the individuals are not a group unless they are interacting with one another. Three psychologists who have defined group in this way are Bonner, Stogdill, and Homans. They stress that the primary defining characteristic of a group is interpersonal interaction. It is questionable that a group can exist without its members interacting with one another.

- **Perceptions of membership:** A group may be defined as a social unit consisting of two or more persons who perceive themselves as belonging to a group. According to this definition, people are not a group unless they perceive themselves to be part of a group. Two psychologists who have defined group in this way are Bales and Smith. They stress that the
primary defining characteristic of a group, is that the members perceive themselves to be part of a group. It is questionable that a group could exist without its members being aware that they are members of a group.

- **Interdependency**: Group may be defined as a collection of individuals who are interdependent. According to this definition, individuals are not a group unless an event that affects one of them affects them all. Four psychologists who have defined group in this way are Cartright and Zander, Fiedler, and Lewin. These authors stress that the primary defining characteristic of a group is that the members are interdependent in some way. It is questionable that a group could exist without its members being interdependent.

- **Goals**: Group may be defined as a collection of individuals who join together to achieve a goal. According to this definition, individuals are not a group unless they are trying to achieve a mutual goal. Two psychologists who have defined group this way are Deutsch and Freeman. They stress that the primary defining characteristic of a group is the craving of its members to achieve a mutual goal. It is questionable whether a group would exist unless there was a mutual goal that its members were trying to achieve.

- **Motivation**: Group may be defined as a collection of individuals who are all trying to satisfy some personal need through their joint association. According to this definition, individuals are not a group unless they are motivated by some personal reason to be part of a group. Two psychologists who have defined group in this way are Bass and Cattell. They stress that the primary defining characteristic of a group is that its members belong to the group in order to obtain needed rewards or to satisfy other personal needs. It is questionable that a group could exist without the needs of its member being satisfied by their membership.

- **Structured relationships**: A group may be defined as a collection of individuals whose interactions are structured by a set of roles and norms. According to this definition, individuals are not a group unless their interactions are structured by a set of role definitions and norms. Psychologists who have defined group in this way are McDavid, Harari, Shel and Sherif. They say that the primary defining characteristic of a group is that the interaction of its members is structured by role definitions and norms. It is doubtful whether a group could exist unless role definitions and norms structure the interaction of its members.

- **Mutual influence**: A group may be defined as a collection of individuals who influence each other. According to this definition, individuals are
not a group unless they are affecting and being affected by each other and therefore, the primary defining characteristic of a group is interpersonal influence. Shaw defined group in this way. One solution to the profusion of definitions is to combine them all into one definition. A group constitutes two or more individuals who:

(a) aim at mutual objectives
(b) are mutually dependent
(c) communicate
(d) have common benchmarks and interest as well as interconnected roles
(e) influence each other
(f) find the group rewarding and
(g) define themselves and are defined by others as belonging to the group

Not all these characteristics are equally important, although it is impossible to gain consensus among social scientists as to which characteristics are most important.

4.2.3 Function of Group Work
Following are the functions of group work:

- Groups are primarily formed for the benefit of the individual as well as the group.
- Members play the role of enabler and a helper, through an effective group. It is the members of a group who are the most essential characteristic of the group and through they skills and capabilities enhance the group.
- Group work is responsible for fulfilling the needs and wants of every member.
- Group work is carried on with voluntary group in the setting of social agency
- Group work mostly involves reviewing a situation and the needs of members and trying to arrive at possible solutions. Each group member sees the group as the primary source of strength.
- Group workers take charge of social agencies in various domains of education, religion and social issues.
- Group work is a helpful process focusing on both individual and group development.

4.2.4 Purpose of Group Work
Following is the purpose of group work:

- **Education:** Teaching people how to live and work in tandem through participation in group activities for their personal development.
Methodologies of Social Group Work

NOTES

- **Values**: Establishing values like cooperation, mutual trust and understanding through various activities.
- **Personality development**: Developing individual personality and behaviour by the use of different group work processes.
- **Responsibility**: Preparing group members to learn responsibility in a democratic style of working.
- **Leadership**: Providing an avenue to those who have potentiality of leadership.
- **Division of labour**: Encouraging specialization of role in order to identify individual skills and capabilities in order to match them to the appropriate job.
- **Group therapy**: Applying group therapy in need of physical, mental and emotional adjustment.

Rationale for Group Work

Mutual aid process helps the group achieve the following:

- Experience their concerns and life issues as universal.
- Reduce isolation and stigma.
- Offer and receive help from each other.
- Learn from each other’s views, suggestions and challenges.

“As members become involved with one another, they develop helping relationships and take interest in each other and participate in the group activities” – Alex Gitterman

4.2.6 Goals of Group Work

A. Purpose of Social Group Work (Committee on Practice of the Group Work Section of the National Association of Social Workers – 1964)

- Corrective/Treatment
- Prevention
- Normal Social Growth and Development
- Personal Enhancement and Citizenship Indocritnation

B. Common needs addressed by social group work

- Coping with major life transitions
- Need to acquire information or skills
- Need to improve social relationships
- Need to cope with illness
- Need to cope with feelings of loss or loneliness
4.2.7 Assumptions of Group Work

A. Basic Assumptions

- Man is a group animal.
- Social interaction is the result of group life.
- Man’s achievement can be increased, changed and developed through group experience.
- The capacity to solve problems may be increased through group experiences.
- Group experiences change the level of individual aspirations and desires.
- Group recreational activities are beneficial to both individual and society.
- Group experience has permanent impact on individuals.
- Group work always focuses its attention on two types of activities – programme and social relationships in group.
- Professional knowledge and skills are essential for working with group.
- Knowledge of social science is required to deal with group.

B. Tom Douglas (1979)

- Group experience is universal and an essential part of human existence.
- Group can be used to effect changes in the attitudes and behaviour of individuals.
- Group provides experiences which can be monitored or selected in some way for beneficial ends. Life outside the group is no way neglected, it tends to be put out of focus.
- Group offers experience shared with others so that all can come to have something common with the sense of belonging and of growing together.
- Groups produce change which is more permanent than can be achieved by other methods and the change is obtained more quickly also.
- Groups assist in the removal or diminution of difficulties created by previous exposure to the process of learning.
- Groups as instruments of helping others may be economical in the use of scarce resources e.g. skilled workers, time etc.
- Group can examine its own behaviour and in so doing learn about the general patterns of group behaviour.

4.3 Principles and Values of Group Work

In this section, you will learn about the values of social work and their application. Any professional activity is guided by a set of values. The body of knowledge of social work has certain core values, evolved over a period of professional practice, that are common to all social work practice situations, irrespective of the methods.
As a member of society, a social worker also adheres to these social values. Sometimes the social worker may get into a dilemma whenever he has to deal with a client who has violated social values, which the social worker upholds in high esteem. For example, a social worker strongly subscribing to the value of honesty and earning by rightful means, may find it difficult to work with an open mind with the client who is an offender and who has caused damage to society. The values of the profession come to the rescue of the social worker in these types of value conflicts and dilemmas. Social work values focus on three general areas: values about people, values about social work in relation to society and values that inform professional behaviour (Dubois & Miley, 1999). Some of the functional values of social work are as follows.

Group work values are the same as the generic values of social work. Gisela Konopka describes the three humanistic concerns of group work. They are (i) individuals are of inherent worth; (ii) people are mutually responsible for each other; and (iii) people have the fundamental right to experience mental health brought about by social and political conditions that support their fulfilment.

These values find its expression in the practice of group work. Group work emphasizes on voluntary participation by the members. Group workers sometimes work with involuntary groups due to statutory or agency demands. However, this is not the norm. Further, the social worker values the decisions made by the group (the principle of self-determination). Group members are encouraged by group workers to participate in the planning and implementation of group activities, even if there are disagreements between the group and the worker regarding the effectiveness of the activity, the worker will not impose her decision on the group. Negotiation and discussion are the means that the worker uses to help the group understand his or her point of view. Similarly, decisions regarding the group have to be made by the group using democratic methods. Participation by all members is stressed. Everybody has equal right to contribute to the discussions in the group. Also, the group has to maintain the principle of confidentiality; members’ opinion and feelings which are shared in the group should be kept confidential and should not be revealed outside the group. However, the group worker unlike the caseworker has to depend also on other group members to achieve this aim. Therefore, often a confidential clause is attached in the contract. Social workers take special care to ensure confidentiality when working with children.

The values of social work are rooted in democratic and humanitarian principles. The inherent value of the human being and his dignity regardless of his status, position and his actions are recognized. Social work believes in equality, justice and freedom. Social challenges structures, institutions and practices prevent individuals, groups and communities from realizing these goals.

Therefore, it can be said that human rights values are an important part of social work values. Another important value is the recognition that everyone has the inherent capacity to resolve his or her problems. Thus, given the right conditions
Values of social work are codified as professional ethics, which are implemented by a professional body. The principles of social work, such as principles of acceptance, individualization, self-determination, confidentiality, non-judgmental attitude and controlled emotional involvement are derived from these values.

Value is the conviction in the inherent worth, integrity and dignity of the individual (Friedlander, 1977); A person failing to perform or follow the social functioning prescribed to him is considered an unworthy and undesirable element by society. He is denied dignity and considered a person with no integrity and is degraded the society. People are not much concerned about why a person is failing in performing his social responsibilities. This value reminds the social worker that every client that comes (with a problem) to him is not to be considered as a person having no value and no virtue because he is in a disadvantageous situation.

Method means ‘a way of doing things’, ‘a set of skills and techniques’. However, everybody has a way of doing things, which is based on his/her theory of action. A person’s assumptions regarding the situation guide his/her actions. The use of a method distinguishes itself from the spontaneous actions of a non-professional in the following way:

1. It is informed by the value system of the profession, which has been arrived at by consensus of the members.
2. The method is used deliberately and purposefully by the profession to attain the treatment goals.
3. Its practice is supported by the knowledge base, which constantly increases by research and sharing of knowledge by professionals.
4. It is recognized as a method by competent authorities.
5. The practice of the method helps the clients and through it the society.

According to Schwartz, profession should have three attributes:

1. A function to perform in society to which it is held accountable.
2. Performance of this function involves certain modes of activity-a certain pattern of actions.
3. These actions are performed within the systems in which it takes place.

Further, Schwartz says that ‘method is function in action’. Now what are the tasks of social work in our society? Schwartz identifies the following tasks:

1. Search for common ground between the client’s perception of his own need and the aspects of social demands with which he is perceived.
2. Identify the obstacles which prevent people from harmonizing their own self-interests and the needs of others.
3. Provide data-ideas, facts, value concepts which are not available to the client who will help him resolve the problems.
NOTES

4. Give the client a new vision (hope) and confidence about the future.
5. Maintain a professional relationship with the client.

Distinctive principles of group work

The group worker benefits the conscious understanding of the basic principles of social group work because this knowledge provides him/her a frame work to work with the group. Sometimes the word 'concept' and 'principles' are used interchangeably but there is difference between the two. Concepts are ideas regarding individuals, groups and communities emerged from social and biological sciences as well as from the humanities disciplines. Such concepts are for example social distance, problem, role, ego, etc. They are basic to all social work methods.

A principle is a verbalized statement, general rules or laws, fundamental truths by which we proceed from one situation to another. A principle must be understood to mean a hypothesis so adequately tested by observation and experiment that it may be put forward as a guide to action. Social group work principles are guiding assertions of statements that have come from experience and research. The basic principles of working with people in groups to help them grow and change have emerged from the practice of social group work. The objectives of social group work can be fulfilled only within the framework of principles.

Therefore, it seems necessary to deal with the basic principles, which are the guiding force for group work practice.

Tom Douglas has described fourteen principles of social group work.

1. Recognition and subsequent action in relation to the unique difference of each individual.
2. Recognition and subsequent action in relation to the wide variety of groups.
3. Genuine acceptance of each individual with his unique strengths and weaknesses.
4. Establishment of a purposeful relationship between group worker and group members.
5. Encouragement and enabling of help and cooperative relationship between members.
6. Appropriate modification of the group process.
7. Encouragement of each member to participate according to the stage of his capacity and enabling him to become more capable.
8. Enabling members to involve themselves in the process of problem-solving.
9. Enabling group members to experience increasingly satisfactory forms of working through conflicts.
11. Judicious use of limitations related to the diagnostic assessment of each individual and total situation.

12. Purposeful and differential use of programme according to diagnostic evaluation of individual members’ group purpose and appropriate social goals.

13. Ongoing evaluation of individual and group progress.

14. Humane and disciplined use of self on the part of the group worker.

Gisela Konopka has described certain principles to work with groups. A summary of these principles has been described as follows.

1. The social worker’s goal is to enable clients or group members as a whole to move toward greater independence and capacity for help.

2. The social worker must use the scientific method to prepare for action fact-finding analysis and diagnosis in relation to the individual, group and the social environment.

3. The social worker must form purposeful relationship.
   It means a conscious focusing on the needs of the group members and attempts to fulfill them.

4. The social worker must use himself consciously.
   This includes self-knowledge and discipline in relationship but without the loss of warmth and spontaneity.

5. The social worker must accept members as they are, without condemning their behaviour. This involves deep understanding of group members as well as knowledge and identification of values regulating human beings.

6. The social worker must understand the origins of his own value system and be able to handle it in relation to the value system of others.

7. He must allow members to develop their own behaviour without much interference and to choose their own point of departure without imposing outside demands. But the worker has responsibility for stimulating change.

Cohen has also discussed certain principles, which may be significant in working with the groups. According to him:

1. The group members must be encouraged to help themselves by the social worker playing an indirect or enabling role rather than a manipulative one. It means the group members be given the right of self-direction and self-determination.

2. The work with the group should start at the level of group members. It means that proper knowledge of educational, economic, social and other characteristics are essential while working with the group. If the work or programmes are above the mental level of members, they will lose their interest.
3. Social worker must focus not merely on the immediate problem as seen by the group but on relation to the total situation.

4. Social worker must keep in mind that individual differences exist while dealing with the group members.

5. It should be kept in mind that the welfare of the individual is inextricably interwoven with the welfare of the group. Therefore, a social worker must be concerned with the development of material, human and social resources to meet all the needs of all the members of the group.

W.A. Friedlander has mentioned the following basic principles of social group work:

1. The function of the social group worker is a helping or enabling one. This means that his goal is to help the members of the group and the group as a whole to move toward greater independence and capacity for self-help.

2. In determining his/her way of life, the group worker uses the scientific method, i.e., fact-finding, analysis and diagnosis in relation to the individual and the group of the social environment.

3. The group work method requires the worker to form a purposeful relationship with group members and the group.

4. One of the main tools in achieving such a relationship is the conscious use of self.

5. A basic respect and love for people without considering his weakness.

6. The work should begin from the group.

7. There should be constructive use of limitations. The group worker will mainly use himself, programme materials, interaction of the group and awaking of insight in the group members.

8. Every member of the group should be understood separately. It means individualization is essential.

9. Interaction is a process through which group members develop their strengths and power.

Therefore, social group worker should properly monitor this process.

10. It is also necessary that non-verbal activities and programmes should be understood and used along with the verbal material.

H. Trecker has explained the following principles of social group work:

1. The principle of planned group formation

2. The principle of specific objectives

3. The principle of purposeful worker-group relationship

4. The principle of continuous individualization

5. The principle of guided group interaction
6. The principle of democratic group self determination
7. The principle of flexible functional organization
8. The principle of progressive programme experience
9. The principle of resource utilization
10. The principle of evaluation

On the basis of different principles discussed by different social work authors, the primary principles are as follows:

1. Principle of planned organization of the group
2. Principle of understanding each individual as a member of a group and as an individual
3. Principle of equality
4. Principle of understanding relationship as tool for solving group problems as well as individual problems and also for development of the group
5. Principle of encouragement of each member of the group
6. Principle of recognition of variety of groups with different objectives
7. Principle of self-development, i.e., full opportunity to the group to organize its programmes according to its needs
8. Principle of self problem solving. Members should be involved in understating and solving problems themselves.
9. Principle of use of programme according to diagnosis of the group. Different types of programmes are needed according to the problems of the group.
10. Principle of experience development. Each member of the group should get an opportunity to act and express his feelings in the group.
11. Principle of understanding and the importance of group life in shaping and moulding one’s character and personality. The group worker should believe the importance of group experience.
12. Principle of understanding the group process and its different elements, for example, group structure, role and status, division of responsibility, etc.
13. Principle of understanding familiarity with the process of cooperation, conflict, accommodation, resistance and ambivalence in the group. This knowledge is essential to handle different group situations.
14. Principle of modification in the group process. The group worker always keeps in mind the result of group activities. If it is not as required, he suggests the group members to modify their activities and programmes.
15. Principle of providing new opportunities. It is the job of a group worker to make aware the group about the opportunities of work in different fields and also the ways and means to avail these opportunities.
16. Principle of use of constructive limitations. Nobody is perfect. This is also applicable to the group members. Whatever the capacity and ability, they have should be used properly by the group and whatever the limitations, they should fully understand and attempts should be made to work within these limitations.

17. Principle of conscious use of himself/herself. The role of a group worker is to guide the interaction process of the group. He/She should interfere in the group activities only when group members should demand for his/her help. Members of the group should not feel that the worker unnecessary interferes in their affairs.

18. Principle of use of scientific action plan. It means that the social group worker first identifies the problem of the group or collects data and on the basis of these facts, the diagnosis is done. After this, an action plan should be prepared for the solution of the problem and the development of the group.

19. Principle of acceptance. It means that the group worker should accept the members as they are, without condemning any weakness. At the group level, it must accept the services of the group worker.

20. Principle of understanding values. Values are the guiding force for behaviour expression and must be kept in mind while dealing with group problems.

21. Principle of determination of specific objectives. Objectives should be clear for the group as well as the group worker.

22. Principle of resource utilization. The group may have different kind of needs and these needs cannot be fulfilled by one agency and therefore the worker should tap the resources of the community.

23. Principle of evaluation, continuous examination and assessment of group activities.

Principles of community organization, in the context of group behaviour, imply standardized regulations for impeccable performances. Principles primarily express value judgments. The principles of community organization presented here occur in the framework of reference and in congruence with the objectives of social work in a democracy. Dunham (1958) has presented a statement of 28 suggested principles of community organization. He grouped those under seven headings.

i) Democracy and social welfare,

ii) Community roots for community programmes,

iii) Citizen understanding, support, and participation and professional service,

iv) Cooperation,

v) Social Welfare Programmes,

vi) Adequacy, distribution, and organization of social welfare services, and

vii) Prevention.
Check Your Progress

1. What do you understand by micro and macro levels of society?
2. What is the difference between a social group and an aggregate?
3. How did Marjorie Murphy defined social group work?
4. What are the key values of group work?
5. What is the difference between ‘concepts’ and ‘principles’?

4.4 HISTORICAL DEVELOPMENT OF GROUP WORK

Social group work is of recent origin in the West as well as in India. Though social work and social welfare has been part of Indian history from time immemorial, professional social work emerged much later. Group work as a method of social work started gaining recognition only after social work attained a professional status. Group approach has been used in charity in ancient and medieval India, though it differed in its form, nature and methods. This unit concentrates on the historical development of social group work in India in two different eras—the pre-independent and post-independent India.

In order to develop a broad perspective concerning the potential uses of groups in social work practice, it is helpful to understand the developments that have occurred in the study of groups and in the practice of group work over the years. This historical perspective will also give you a firm foundation on which a knowledge base can be built upon for effective group work practice.

Two types of inquiries have enhanced our understanding of groups. One type of inquiry has come from social scientists who have studied groups by experimenting with them in laboratories or observations of group’s functioning in community setting. The other type has come from group work practitioners who have examined how groups function in practice settings like social work, psychology, education and recreation. The results of both enquiries have led to improved methods of working with a variety of different types of groups.

A basic research question that was asked by social scientist concerns the extent to which being a part of a group influences the individual group member. The early findings suggest that the presence of others has a significant influence on an individual group member and tends to generate forces to conform to the standards of behaviour and judgments of individual members. Le Bon in 1910 referred to the forces that were generated by group interaction as ‘group contagion’ and ‘group mind’, recognizing that people in groups react differently from individuals.

The concept of a primary group was also an important contribution to the study of groups. Charles Horton Cooley in 1909 defined a primary group as a
small informal group, such as family or a friendship group, which has a tremendous influence on member’s values, moral standards and normative behaviour. The primary group was therefore viewed as essential in understanding socialization and development. Allport (1924) for example, found that presence of others improved task performance.

Development of Group Work in Pre-Independent India

Group work practice in pre-independent India was not much organized, formal or systematic and closely intervened with the unique features of Indian society. The essential function of group work was only carried out by social institutions. Social institutions had a great command over the lives of the people in pre-independent India. The situations and experiences provided by these institutions proved beneficial to its members and the need for external intervention by professionals or professional agencies was limited.

Familial scenario

The joint family system is a unique feature of the Indian Society and was a common practice in ancient days, right from 2000 BC when the Dravidian traditions were established in India. In a joint family three generations live together under the same roof. The management of the joint family rests in the hands of the elder member of the family. All its members have equal rights to income and property of the family though they differ in their earning capacity. This system provided its members economic support, emotional support, recreation, personality development, care to the less privileged group, such as children, elderly. It also provided all its members opportunities for development.

The purpose of modern group work is also similar. Each group may have different specific objective depending on the needs and problems of the target group but in general, group work is expected to provide its members emotional support and opportunities for growth and development.

The joint family system was also taking care of these aspects of its members. It could even be concluded that as joint families were fulfilling all the responsibilities of professional group work, its need was not felt in pre-independent India.

Educational scenario

Knowledge building is an important function of group work. In that sense the ancient Gurkula system can be equated as a form of group work. Gurukulam is yet another unique feature of ancient India. This system began in Vedic times (1500-600 BC). Under this system, a teacher possesses the nine qualities of brahmana as mentioned in Bhagavad Gita (peacefulness, self control, discipline, purity, tolerance, honesty, knowledge, wisdom and religiousness). Proper motivation, proper disposition and natural qualifications based on in-built attributes form an integral part of student’s candidature and students must follow strict celibacy during the entire term.
Under the gurukula system, all round development of students is taken care of by the Guru and students must live in the house of their mentor during the formative period. The centre of the educational system is based on the principle of worshipping God. All subjects taught constituted Vedic literature and contained all necessary knowledge of arts and science both material and spiritual. Contemporary group work is restricted to a group of people who share the same need or have the same objective. Similarly, gurukula was confined only to one group, which shared similar interests and objectives and strived together towards the attainment of their objective.

**Economic scenario**

In the economic front, a unique and multifaceted form of organization emerged known as guilds. The guild system began in the early Buddhist period, i.e., in the 5th century and continued through the Mauryan period. The guilds played a vital role in the socio-economic structure of ancient India. Different crafts and artisans formed guilds. The purpose of guilds was to make sure that its members produced high quality of goods and were treated fairly. Guilds succeeded in passing many laws that controlled competition among merchants, fixed policies and wages, limited the working hours and ensured that the craftsmen were properly trained. These guilds also supervised community projects, various undertakings helped amass huge fortunes and Kautilya prescribed methods of extracting money from guilds in times of need by state. Guilds in ancient India played an important role in protecting the rights, welfare and privileges of a particular group which is yet another function of group work.

**Religious scenario**

The caste system is also a unique feature of the Indian society, which was established during 1000 BC – 600 BC. Caste commands much importance in Indian social life even today. The caste system provides identification to its members and determines their social status. Caste rules govern the social and familial life of its members. It provides psychological support to people. Over the years, changes have taken place in the traditional caste system along with social changes. Even today in a democratic system, caste is capable of acting as a pressure group. Though the caste system has its own demerits and brought about social discrimination to its members, caste gives a sense of belongingness and strength to work for common needs and welfare and hence can be considered as an aspect of group work.

The Christian missionaries also require special mention in the context of group work in pre-independent India. Missionary activities started in British India. The devoted service rendered by Christian missionaries and impact of Christianity were significantly instrumental in bringing about a change in the outlook of Indians, especially towards the then prevalent social evils like *sati* and social prohibition of widow re-marriage. Christian missionaries were an organized group of people...
engaged in the evangelical work of spreading the gospel, active in the colonial period. Since then Christian missionaries visited India at different times.

The education mission began to flourish since early 1900. In 1928, Bandel church was entrusted to the Roman Catholic group of the Salesians of Don Bosco. Throughout the colonial period and after, they established branches of Don Bosco School. The Christian missionaries followed humanitarian ideas and emphasized the social development of people.

Christian missionaries laid emphasis on improvement of indigenous language and literature and spread of education as preparatory work to Evangelation. The need of reform of Hindu social institutions was also advocated by the Serampore trio (Joshua Marshmen, William Carey and William Ward). Serampore was the pioneer in the field of printing and publication as well. They also championed Bengal peasant’s cause. Contact with the village reality made them aware of the anomalies of the colonial land revenue policies and judicial system. The Christian missionaries worked for generating public opinion in England and India in favour of reforms in the socio-economic system in India.

Missionaries were the first to get over the gender bias regarding admission of women missionaries to the Calcutta Missionary Conference (CMC). In 1877, the women missionaries were given the status of full members with the same status and rights of men. Such inter-denominational missionary conferences were formed in Bombay, Madras and Bangalore between 1845–58. The Jesuits have also made substantial contribution in India whereby they have secured a place of prominence for themselves and the Catholic Church. They extended their activities to various fields like religious, spiritual, political, educational, scientific technical progress, etc.

Though the caste system and the activities of Christian missionaries cannot be equated with group work in its professional aspect, they can still be considered as the beginning of professional group work because they mobilized groups and adopted a group approach in addressing problems and development of various target groups and areas, such as women, peasants, education, technology, etc. Their activities targeted specific groups and provided support and developmental opportunities for specific groups.

**Political scenario**

The political scenario of the Indian society in ancient times was dominated by the ancient rulers. All of them adopted a welfare-oriented approach towards their subjects and undertook several works of public utility. However, there were not many political organizations, associations or groups to which the common people were affiliated. Such associations emerged in British India along with the rise of the National Movement. Though there were lots of social evils prevailing in the society at that point of time, the issue that required immediate intervention was political freedom for the nation; the fruits of which would be equally beneficial to the entire nation.
The contribution of the Indian National Congress and Mahatma Gandhi needs special mention in this context. The birth of Indian National Congress marked a new political awakening. Inspired by the words and writing of Mahatma Gandhi, people from various walks of life joined congress and it became a mass movement. Along with advocating political freedom, they also addressed better status for women and sarvodaya, which meant upliftment of all sections of society. To attain this, Gandhi preached and practiced the constructive programme. The leadership of Gandhi and his activities through Indian National Congress and sarvodaya could bring people from various sections together and work towards a common goal, the ultimate aim of which was total welfare.

Social scenario

In pre-independent India, there were various reform activities at individual and group level. The crusade against sati started by the Serampore missionaries culminated in the efforts of Raja Ram Mohan Roy who succeeded in passing laws for the abolition of sati. He started Atmiya Samaj in 1815 that later developed into Brahma Samaj, which advocated abolition of caste system, sati, promotion of equal rights for women, etc. These efforts were not only reforming the Hindu society but were also oriented towards the welfare of under privileged groups constituting women, children, untouchables, and so on. Ishwar Chandra Vidyasagar was the first to launch a movement against the prohibition of widow re-marriage by establishing that it was not in contravention to the preaching of Hindu scriptures but a result of his incessant efforts, especially of an appeal made by him to the government in 1885 resulting in the Hindu Widow Remarriage Act. Justice Ranade pursuing the cause of widow re-marriage formed the Widow Marriage Association in 1861, which was aimed at promotion of widow re-marriage.

In 1875, Arya Samaj was established to fight against idolatory, caste, child marriage, widow plight and abolition of untouchability by Christian missionaries by permitting the re-admission of converts from Hinduism. In 1882, Arya Mahila Samaj was organized by Pandia Ramabai—an Indian Christian missionary with a view to improve the condition of women. As these reform movements were organized movements for the welfare of the under privileged groups, they can be considered as the earlier stage of development of professional group work. The aspects of group work prevalent in pre-independent India mostly lacked scientific knowledge. They mostly arose out of situational needs. There was no uniformity in the principles, methods and techniques adopted. This approach of helping people was later modified when social work developed into a profession in the West and its influences were seen in India as well.

Development of Group Work in Independent India

Social group work as a method of social work practice can be seen only in the context of social work education in India. Group work began with the founding of the first school of social work in 1936—Sir Dorabji Tata Graduate School of Social Sciences. Soon after schools of social work was established in Delhi and
Baroda and social work education received academic status while group work was recognized as one of its courses. The Baroda School of Social Work published the first records of group work practice in India in 1960. The Association of Schools of Social Work in India, jointly with the Technical Co-operation Mission, led down the minimum standards for group work. There was subsequently a rapid increase in the number of schools of social work throughout India and group work found a place in all of them along with case work and community organization. The strong position for group work in academics resulted in the practice. Today, social group work is practised in various social work settings.

**Group work in institutional setting**

The feature of group work in institutional setting is that it caters to the needs of/or solves the problems of the beneficiaries of a particular institution. Group work developed through its practice in various settings as follows.

**Group work in de-addiction centres**

Addiction is a serious social problem affecting human beings and the society at large. Social work intervention with addicts can be done at different levels like control, prevention and treatment. Social group work has a major role to play in these areas along with other methods of social work. Therapy groups are important for their treatment. Alcoholics Anonymous (AA) is a good example of group work for drug abusers. AA consists of members of similar problems who help each other by sharing their experiences, motivating, guiding and inspiring each other. An addict is put into a de-toxification process at first and then put into an AA group. The person passes through various stages in the AA group which starts with an awareness building and acceptance of the problem and ends with assertive training. There can be group activities for the family members of the addicts who share similar problems. Through this group activity their problem-solving capacity can be enhanced and emotional support can be provided.

Family therapy, yet another form of group work is also used sometimes in treatment. Under this technique, the group worker meets the entire family as a group to help them workout their problems together. These practices of group work are commonly found in de-addiction centres all around India.

**Group work for youth welfare**

The attainment of political independence in 1947 marks a definite stage in the progress of the Indian youth. Political parties continued to count on student leadership. Student wings were organized by all of them in universities and colleges and these groups addressed the common needs and problems of student community through organized efforts. Some of the youth organizations to channelize youth power for nation building in independent India are: Bharat Yuvak Samaj, NCC, rural youth clubs, etc. There was also an emergence of a few non-official youth and student organizations like the **Young Men’s Christian Association (YMCA)**,
Young Women’s Christian Association (YWCA), the Scouts and Guides. The Nehru Yuva Kendra’s establishment in 1972 as a part of the sixth five year plan needs special mention in the context of historical development of group work in India. This was meant to serve as a focal point in districts for rural areas. The activities undertaken include youth leadership training, camps for community service, cultural, recreational and vocational training, etc. On the non-official front, a significant step was the establishment of the Vishwa Yuva Kendra in 1969 as a national centre for the training of youth leaders and workers for promoting awareness of the need to develop youth organizations and youth services.

Group work in schools

School social work is gaining much importance these days. Most of the private schools today, employ school social workers and are giving stress to the personality development aspect of the children. Group work is a widely used method of social work in schools. Generally, groups in schools are task-oriented. The entire group shares a common goal and activities are planned in such a way that individuals work together in attaining the group goal as well as their individual goals through group activities. The domains that are normally covered in group work in schools are career guidance, motivation, awareness, value education, leadership building, teamwork, etc. The group work practices equip children to learn through experiences and mistakes especially when workshops are conducted.

Group work in hospitals

Group work practices are an integral part of social work at hospitals in both medical and psychiatric settings. The first medical social worker in India was appointed in the early 1930s at the J.J. Hospital, Mumbai. Mostly treatment groups are found in hospitals. Group work techniques are used in psychiatric settings for possible patients for skill development. It is also used to provide their family members emotional support and enlighten them on the approach to be adopted towards the patient on how to deal with social stigma, stress and depression. Similarly, group work practices are common in medical settings especially with terminally ill patients. Supportive therapy is provided to both the patients and their family members through group work. Group work provides them opportunities for catharsis, enables them to deal with feelings of grief, anxiety, stress, loneliness, etc. The group work process also enables them to participate in the treatment process in a smooth manner. Group work practices are common in neonatal clinics and diabetic clinics these days. In neonatal clinics, the stress is on hygiene, nutrition, family planning, proper care for new-borns, etc. It concentrates mostly on awareness building where as in diabetic clinic, the stress is on diet control and the consequences of diabetics. The group will give its members strength to conform to the diet and provide emotional support. The immense scope of group work has been realized by both government and private hospitals and the growing practice of group work is seen in various hospitals, such as the J.J. Hospital (Mumbai), Government General Hospital (Chennai) and NIMHANS (Bangalore).
Group work by NGOs

The Non-Government sector is a reckonable force in the field of social welfare always in India. NGOs are highly active in providing services to specific target groups through the process of institutionalisation and through communities. Institutional services are provided to various target groups like women, children, aged, mentally or physically challenged, etc. In all these centres, social workers adopt group work approach in skill development, building self-confidence and self-esteem, motivation, goal achievement, building awareness and in short in the overall development of social work. Examples of such organizations are Spasti Society of India, SCARF, Chennai, Asha-Home for mentally Challenged children, Bangalore, MV Foundation for Street Children, Hyderabad, etc.

Group work in correctional institutions

Government institutions are aware of the need for social work intervention with under privileged and disadvantaged groups. As a result, in all government homes for such groups social workers are appointed. Group work is used to bring about attitudinal change, behaviour modification, goal-setting, group counselling, etc. In other government homes, such as children’s home, home for women, mental institutions, etc., social workers are appointed. The practice of group work in majority of government homes in India is not very effective due to the ill effects of bureaucracy.

Group work in community setting

Group work is a prominent method of empowerment in a community setting. Community organizations can be achieved through the formation and building up of small groups. Some excellent examples of group work in community settings are as follows.

Anganwadi

The Anganwadi scheme was started by the Indian government in 1975 as part of the Integrated Child Development Services programme to combat child hunger and malnutrition. The term originates from the word angan, which means courtyard in Hindi. In rural India, courtyards play an important role in the social life of a household as that is where people meet and socialize. The scheme is so named as the role health workers is to visit angans in a rural area and offer help and advice on healthcare, education and other issues.

The role of anganwadi workers includes providing care for newborn babies, ensuring that all children below the age of six are immunized, providing ante-natal care for pregnant women and ensuring that they are immunized against tetanus, providing post-natal care to nursing mothers and providing supplementary nutrition to children below the age of six and to nursing and pregnant women. They also need to ensure that regular health and medical check-ups of women between the age group of 15 and 49 years take place and that all women and children have...
access to these check-ups. They also contribute pre-school education to children who are between three and five years old. Anganwadi workers also form women’s groups in a locality and provide them health education. They also conduct awareness and development programmes for adolescent girls in the locality. Group work is a method and tool for the development of target groups in community-based programmes.

**Government guidelines:** According to Ministry of Women and Child Development guidelines on the responsibilities of anganwadi workers, they include showing community support and active participation in executing this programme, to conduct regular quick surveys of all families, organize pre-school activities, provide health and nutritional education to families especially pregnant women as to how to breastfeeding practices etc, motivating families to adopt family planning, educating parents about child growth and development, assist in the implementation and execution of Kishori Shakti Yojana (KSY) to educate teenage girls and parents by organizing social awareness programmes etc, identify disabilities in children and so on.

Each anganwadi worker is chosen from the community itself and given a four month training in health, nutrition and child-care. She is generally in charge of a locality covering a population of about 1000. About 10 Anganwadi workers are supervised by mukhyasevika. Mukhyasevikas provide on the job training to anganwadi workers. In addition, they keep a check as to who are benefitting from the programme from low economic status, specifically those who belong to the malnourished category, guide the anganwadi workers in assessing the correct age of children, weight of children and how to plot their weights on charts, demonstrate to these workers how everything can be done using effective methods for example in providing education to mothers regarding health and nutrition, and also maintain statistics of anganwadis and the workers assigned as to determine what can be improved. Four mukhyasevikas are headed by a Child Development Projects Officer (CDPO).

Presently, there are more than a million anganwadi centres in India employing about 1.8 million mostly-female workers and helpers. According to Government of India figures, anganwadis reach about 58.1 million children and 10.23 million pregnant or lactating women. They play a major role in facing the challenges of child malnourishment, infant mortality and preventable diseases such as polio.

**Self-help groups**

Self-help groups are a popular method of group work practice found in a community. The self-help group is a viable alternative to achieve the objectives of rural development and get community participation in all rural development programmes. Self-help groups are voluntary gatherings of people who have common needs or problems that are not being addressed.

The primary objective of a self-help group is to introduce personal and or social change for its members and society. These groups emphasize on
Methodologies of Social Group Work

NOTES

Self-Instructional Material

Communication between members and highlight certain values or ideology influencing a member’s personal sense of identity. Self-help groups play an important role in women empowerment and social development. One area where SHGs have played an important role is in micro credit.

The SHGs distribute micro credit to the rural women with the aim of introducing them to entrepreneurial activities. Their credit needs are fulfilled through SHGs. Women-led SHGs have been successful in demonstrating the mobilization and management of savings, appraise credit needs, maintain linkages with banks and enforce financial control. Thus, SHGs undertake entrepreneurial activities at a smaller level with minimum capital required. SHGs enhance the equality of status of women as participants, decision-makers, and beneficiaries in the democratic, economic, social and cultural spheres of life.

An example of the success of SHGs is revealed through a study conducted by N. Lalitha and B.S. Nagarajan in the three districts (Dindigul, Madurai, Theni) in Tamil Nadu. The study provides ample evidence to the fact that organization of women in the form of SHGs has laid the seeds for the economic and social empowerment of women through the strategies of organizational savings, rotational credit system, using their resources, facilitating regular interaction, exchange of information and exposures within and across these groups to enhance the mobility and awareness linking SHGs with external credit sources and government programmes.

Kudumbasree

Kudumbasree is a typical and successful example for group work practice in a community setting. The chief objective of the Kerala Government when it formulated ‘Kudumbasree’ (Prosperity of the Family) in 1998 was absolute elimination of elementary poverty from Kerala through the social and economic empowerment of women. Now Kudumbasree has grown into the largest women empowering project in the country. In 2006–07, around 37,69,403 families became members of Kudumbasree through 1,79,403 ayalkoottam (neighbours gathering), Rs. 826 crore thrift was deposited through them. It was also possible to give loans of around Rs. 2075 crore. Kudumbasree is not targeting just economic improvement; it has the sublime objective of enabling the poor to implement their own initiatives in health, education and cultural activities. Kudumbasree is the source of power for the new generation women of Kerala. This women empowerment organization was established by the government to strengthen women power and to show them the right path to grow their self-confidence and significantly improve their way of living to be independent. With such an initiative, it is learnt that more than 90 per cent of women in Kerala have gained their self-confidence after being associated with Kudumbasree.

These women also informed that their standard of living and social status also has improved a lot after their active participation in Kudumbasree. They are now more aware of their rights, and the right way to lead a healthy life. It also gave
the women from lower society or caste the courage to stand up with others and lead a confident life. It guided these women to enhance their financial status by increasing their savings and plan accordingly. Kudumbasree also made women develop reading habits and decision-making qualities. Further, it imparted education to those women who were illiterate. In short, women have shown the right path for a better tomorrow by this social organization. At presents thousands of women are associated with Kudumbasree, giving a new perspective to their life with a bright vision.

The Kudumbasree units of Kochi have widened their activities to cover the collection and processing of household refuse and marketing of consumer products. As many as seven units of Kudumbasree have decided to launch its activities. This follows the directive of the Ombudsman for Local Bodies, Justice K.P. Radhakrishna Menon, to the Kochi Corporation to opt the units in the collection and processing of garbage from households. At present, five such units are functioning in the city. The Kudumbasree units need the support of the corporation for identifying land to set up garbage processing units. Each unit would require at least 20 sq ft to 50 sq ft. Kudumbasree is also seeking the co-operation of resident associations in extending its operations to new areas as they will have to ensure the payment of user’s fee to the garbage collecting units. The refuse collected from households will be sold to the scrap dealers in the city.

The authorities are also planning to convene a meeting of the resident’s association in the city to find out, which all associations are willing to engage the Kudumbasree units for the collection of garbage. Kudumbasree has also plans to market its produce through the network it is gradually building in the city. The district authorities are also imparting behavioural training and personality development programmes to the members of the units for equipping them to take up the challenge professionally.

They will also be issued identification cards and these steps would increase the acceptability of the team members among the general public. The team members, working on shifts, will also be deployed for collecting and remitting the various service bills of the city dwellers. Once the programme goes full throttle, it will reduce the workload of the cleaning staff engaged by the Corporation, as the units will take care of the waste generated by the households.

4.5 GROUP WORK AS A METHOD OF SOCIAL WORK

Let us study group work as a method of social work.

**Group work as a method of social work**

Social work has emerged out as a helping profession in recent times which is comparatively a younger profession in relation to other well-established professions. Social work aims at a holistic understanding of the client be it an individual, group
or community through a thorough careful assessment and employ different methods to deal with them effectively. Based on the premise that ‘social adjustment’ and proper ‘social functioning’ are key to better life prospects, any disruption in these would result in maladjustment or affected day-to-day functioning, therefore it requires appropriate social work intervention to bring it back on track. There are two sets of methods in social work; all those methods that can be used directly with the client are known as primary methods such as social casework, social group work and community organization. Other methods that are not used directly with the clients but reinforces the achievement of greater objectives than helping merely a client, group or community are known as secondary or recently recognized as ‘auxiliary methods’ of social work. Such as social work research, social welfare administration and social action. They are different from each other in principle, in their approach, knowledge, skill and techniques as required to deal with different needs of varying clientele.

Group work is one of the primary methods of social work which comes in play when need to form a group which is actively guided by a professional group-worker in order to deal with common concerns, emerges. In group work, a group of people with similar concerns come together on their own will, where within-group their interaction is guided by a skilled group-worker who engages them into different activities in line with the planned objectives so that the individual get opportunity to grow and overcome his/her concerns, as well as the whole group, get benefitted from the group experience. In its course, group work also develops leadership abilities within people and prepare them to deal with issues that they may encounter in the future, on their own through enhanced abilities.

4.5.1 Group Work Relation to Other Methods of Social Work

A. Group Work and Social Case Work

In day to day functioning an individual may come across a wide range of situations, some of them he/she manages without any difficulty and in some he/she struggles a bit to deal with. At times, certain situation causes big hurdle in allowing an individual to perform his/her daily routine tasks affecting emotions, perceptions and disrupting overall functioning. “Social case work is the art of bringing about the better adjustments in the social relationship of individual men or women or children”(Richmond, 1917). If a client receiving professional help through casework method feels (and the same felt by caseworker as well) that this issue which is very much prevalent among other clients as well, the group work method can be adopted to deal with all other clients saving financial resources as well as time. In group work, pool of knowledge and experiences of others might bring in great support and help to individual situation. Similarly, as one of the principles of group work stats that there must be continuous individualization despite group as whole is in its own pace. There are chances that cases within group for individual attention arise wherein that individual group member’s treatment is substantiated by casework method.
B. Group Work and Community Organization

Community organization is based on the basic premises of democratic procedures, voluntary cooperation, self-help, development of leadership, and uniting to deal with issues of one’s own community. It is about making the community people understand their own issues, concerns, problems, resources and inherent strength present in groups to deal with them by mobilizing resources (Ross, 1955). Group work holds relevance where the community organizer in consultation with the community people plans to deal with emerging or prevalent issues such as drug abuse, alcoholism, elderly people in need of support, group of parents’ concerned with the educational aspects of their children etc. All these can be addressed through forming group of people with similar concerns and group work may help in providing corrective/treatment, prevention, normal social growth & development and personal enhancement support to them.

C. Group Work and Social Welfare Administration

Social welfare administration is all about effective management of welfare services intended to provide people with essential services (Chowdhry, 1979). It takes into consideration implementation of special programmes for marginalized, disadvantaged and weaker sections of the society such as disabled children, women, chronically ill, the aged, scheduled caste/scheduled tribes etc. through social work processes. It also organises programmes for sustainable social development. It also aims at the effective implementation of the regular and special programmes of social welfare agencies. Be it governmental, non-governmental, cooperatives, inter-governmental, or private organizations, social welfare aims at mezzo level intervention to deal with psycho-social and economic functioning of clients. Services such as education, income related, housing, sanitation, health, employment etc. are effectively dealt by social welfare administration. In doing so, if the organization administering social service schemes for clients feels that a bunch of clients face similar issues and there is need for group work intervention a group can be formed to deal with the common concerns of people.

D. Group Work and Social Work Research

As social work is concerned with improving people’s lives through extending professional help by means of various primary and auxiliary methods as established in its professional realm, social work research is associated with “systematised investigation to gain new knowledge about social phenomena and problems” (Moser & Kalton, 1985). Social work deals with social phenomenon and social problems and it becomes necessary that social worker must be back with systematically studied and gained knowledge about concepts that are required in intervention. To facilitate group work process, social work must acquire substantive knowledge about how groups are formed, managed, and proceed towards achievement of goal dealing with various conflicts arising at different stages.
### E. Group Work and Social Action

Social action is one of the auxiliary methods of social work. “Social action is an individual, group or community effort within the framework of the social work philosophy and practice that aims to achieve social progress, to modify social policies and to improve social legislation and health and welfare services” (Friedlander & Apte, 1963). Social action is based on the idea of organizing people’s support and mobilizing them to channelize their energy towards bringing in place effective social policies to achieve social progress. Social action may emerge from group work where group during process members decide to make their concerns visible to the policy makers and work towards creation of new policy, or modification of old ones.

### Check Your Progress

6. Why is primary group considered vital in understanding socialization?
7. What is the nature of group work in schools?
8. What is social welfare administration?

### 4.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. From the sociological perspective, a **group** can be defined as two or more humans that interact with one another, accept expectations and obligations as members of the group, as well as share a common identity. Going by this definition, society can be perceived at the macro-level as a large group, while a social group, (e.g. family, club, and team), which is considerably small may be viewed as small at the micro-level.

2. Groups may be contrasted with aggregates. An **aggregate** is a collection of individuals who are present at the same time and place but do not form a unit or have a common degree of similarity. Individuals standing on a street corner, the members of an audience at a music programme are aggregates, not groups.

3. In 1959, Marjorie Murphy had defined social work group as, “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.”

4. The key values of group work comprise of mutual responsibility for each other, humanistic principles and the recognition that everyone in a group has the inherent capacity to resolve his/her problems.

5. Concepts are ideas regarding individuals, groups and communities emerged from social and biological sciences as well as from the humanities disciplines.
Such concepts are for example social distance, problem, role, ego, etc. They are basic to all social work methods. However, a principle is a verbalized statement, general rules or laws, fundamental truths by which we proceed from one situation to another. A principle must be understood to mean a hypothesis so adequately tested by observation and experiment that it may be put forward as a guide to action.

6. Primary group is considered essential in understanding socialization because it is a small informal group, such as family or a friendship group, which has a tremendous influence on member’s values, moral standards and normative behaviour.

7. Group work is a widely used method of social work in schools. Generally, groups in schools are task-oriented. The entire group shares a common goal and activities are planned in such a way that individuals work together in attaining the group goal as well as their individual goals through group activities.

8. Social welfare administration is all about effective management of welfare services intended to provide people with essential services (Chowdhry, 1979). It takes into consideration implementation of special programmes for marginalized, disadvantaged and weaker sections of the society such as disabled children, women, chronically ill, the aged, scheduled caste/scheduled tribes etc.

4.7 SUMMARY

- A group can be defined as two or more humans that interact with one another, accept expectations and obligations as members of the group, as well as share a common identity. Going by this definition, society can be perceived at the macro-level as a large group, while a social group, (e.g. family, club, and team), which is considerably small may be viewed as small at the micro-level.

- The Oxford English Dictionary defines group as a number of persons or things regarded as forming a unit on account of any kind of mutual or common relation or classified together on account of a common degree of similarity.

- An aggregate is a collection of individuals who are present at the same time and place but do not form a unit or have a common degree of similarity. Individuals standing on a street corner, the members of an audience at a music programme are aggregates, not groups.

- It is within our family and peer groups that we are socialized into ways of behaving and thinking, educated, and taught to have certain perspectives on ourselves and our world.
• A group may be defined as a collection of individuals who are interacting with one another.
• A group may be defined as a social unit consisting of two or more persons who perceive themselves as belonging to a group.
• A group may be defined as a collection of individuals whose interactions are structured by a set of roles and norms. According to this definition, individuals are not a group unless their interactions are structured by a set of role definitions and norms. Psychologists who have defined group in this way are McDavid, Harari, Shel and Sherif.
• The body of knowledge of social work has certain core values, evolved over a period of professional practice, that are common to all social work practice situations, irrespective of the methods.
• Group work values are the same as the generic values of social work. Gisela Konopka describes the three humanistic concerns of group work. They are (i) individuals are of inherent worth; (ii) people are mutually responsible for each other; and (iii) people have the fundamental right to experience mental health brought about by social and political conditions that support their fulfilment.
• Concepts are ideas regarding individuals, groups and communities emerged from social and biological sciences as well as from the humanities disciplines. Such concepts are for example social distance, problem, role, ego, etc. They are basic to all social work methods. A principle is a verbalized statement, general rules or laws, fundamental truths by which we proceed from one situation to another.
• Principles primarily express value judgments. The principles of community organization presented here occur in the framework of reference and in congruence with the objectives of social work in a democracy.
• The concept of a primary group was also an important contribution to the study of groups. Charles Horton Cooley in 1909 defined a primary group as a small informal group, such as family or a friendship group, which has a tremendous influence on member’s values, moral standards and normative behaviour.
• Knowledge building is an important function of group work. In that sense the ancient Gurkula system can be equated as a form of group work. Gurukulam is yet another unique feature of ancient India.
• Social group work as a method of social work practice can be seen only in the context of social work education in India. Group work began with the founding of the first school of social work in 1936—Sir Dorabji Tata Graduate School of Social Sciences.
The feature of group work in institutional setting is that it caters to the needs of /or solves the problems of the beneficiaries of a particular institution.

Groups in schools are task-oriented. The entire group shares a common goal and activities are planned in such a way that individuals work together in attaining the group goal as well as their individual goals through group activities.

Group work techniques are used in psychiatric settings for possible patients for skill development. It is also used to provide their family members emotional support and enlighten them on the approach to be adopted towards the patient on how to deal with social stigma, stress and depression.

The Non-Government sector is a reckonable force in the field of social welfare always in India. NGOs are highly active in providing services to specific target groups through the process of institutionalisation and through communities.

Self-help groups are a popular method of group work practice found in a community. The self-help group is a viable alternative to achieve the objectives of rural development and get community participation in all rural development programmes.

Kudumbasree is a typical and successful example for group work practice in a community setting. The chief objective of the Kerala Government when it formulated ‘Kudumbasree’.

Group work is one of the primary methods of social work which comes in play when need to form a group which is actively guided by a professional group-worker in order to deal with common concerns, emerges.

### 4.8 KEY WORDS

- **Interpersonal Interaction**: It refers to a communication process that involves the exchange of information, feelings and meaning by means of verbal and non-verbal messages, between two or more persons.

- **Aggregate**: It refers to a collection of individuals who are present at the same time and place but do not form a unit or have a common degree of similarity.

- **Socialization**: It refers to the process of internalizing the norms and ideologies of society.

- **Social welfare administration**: It refers to a process of working with people in ways that release and relate their energies so that they use all available resources to accomplish the purpose of providing needed community services and programmes.
4.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the functions of social group work?
2. Briefly mention the prominent purposes of social group work.
3. Write a brief note on the assumptions of group work.
4. What are the tasks of social work in our society as identified by Schwartz?

Long Answer Questions

1. Discuss the characteristics of social group work in detail.
2. What are the key points of development of group work in pre-independent India? Discuss.
3. Critically analyse the development of group work in independent India.
4. Describe the role of group work and other methods in social work.

4.10 FURTHER READINGS


Group Work Process

BLOCK - III
GROUP WORK PROCESS, ASSESSMENT, INTERVENTION, SUPERVISION

UNIT 5 GROUP WORK PROCESS

Structure

5.0 Introduction
5.1 Objectives
5.2 Stages of Group Work Process
  5.2.1 Stage I: Planning The Group - Intake and Study, Selection and Composition
  5.2.2 Stage II: Exploration - Orientation, Preparation of Environment, Goal Setting and Motivation
  5.2.3 Stage III: Performing
  5.2.4 Stage IV: Evaluation
  5.2.5 Stage V: Termination
5.3 Use of Home Visits and Collateral Contacts
5.4 Answers to Check Your Progress Questions
5.5 Summary
5.6 Key Words
5.7 Self Assessment Questions and Exercises
5.8 Further Readings

5.0 INTRODUCTION

Group work in social work practice is a directed activity which aims to improve functioning of the individuals in the group and assist them to cope with their problems. Group work is defined as “Goal-directed activity with small treatment and task groups aimed at meeting socio-emotional needs and accomplishing tasks. This activity is directed to individual members of a group and to the group as a whole within a system of service delivery.” (Toseland & Rivas, 1998).

Group development is the process of achieving growth in the group in terms of emotional maturity and task accomplishment. In other words, it is bonding at an emotional level and working together to attain the goals and accomplishing targeted tasks. The process of group development involves some phases which contribute stepwise development and designing the required interventions by the group worker to achieve the desired group’s growth and channelize the group’s energy in attainment of the goals of the group.

In this unit, you will get a deep insight into the different stages of group work process. The unit goes on discussing the process of selection of members in a
In addition to this, you will also study about the significance of home visits in social work practice and collateral contacts.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the various stages of group work process
- Discuss the process of selection of members in a group, composing a group and orienting the members
- Describe the setting group goals and ways and learn ways to motivate the members
- Assess the use of home visits and collateral contacts in social work practice

5.2 STAGES OF GROUP WORK PROCESS

A group passes through several phases or stages of development for the attainment of the purpose behind the creation of the group. The initial phase witnesses the individual identities being reflected whereas in the later phase a strong feeling of oneness amongst the group members is radiated. Each phase requires some specific roles to be performed by the social worker.

Literature on group work provides several models of the stages of group development elucidated in the table below. The number of stages in the models suggested by different authors may vary; however, most of them pass through similar stages.

<table>
<thead>
<tr>
<th>Development Stage</th>
<th>Beginning</th>
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<tr>
<td>Bales (1950)</td>
<td>Orientation</td>
<td>Evaluation</td>
<td>Decision making</td>
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<td>Tuckman (1963)</td>
<td>Forming</td>
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<td>Northen (1969)</td>
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<td>Exploring and testing</td>
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<td>Orientation</td>
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<td>Hartford (1971)</td>
<td>Pregroup planning</td>
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<td>Termination</td>
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<td>Klein (1972)</td>
<td>Orientation</td>
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<td>Resistance</td>
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<td>Source</td>
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<tr>
<td>Trecker (1972)</td>
<td>Beginning Emergence of some group feeling</td>
<td>Development of bond, purpose, and cohesion Strong group feeling Decline in group feeling</td>
<td>Ending</td>
</tr>
<tr>
<td>Sarri &amp; Galinsky (1985)</td>
<td>Origin phase Formative phase Intermediate phase I Revision phase Intermediate phase II Maturation phase</td>
<td>Termination</td>
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<td>Sarri &amp; Galinsky (1985)</td>
<td>Preaffiliation Power and control Intimacy Differentiation</td>
<td>Separation</td>
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<td>Garland, Jones, &amp; Kolodny (1976)</td>
<td>Preaffiliation</td>
<td>Intimacy</td>
<td>Separation</td>
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<td>Henry (1992)</td>
<td>Initiating</td>
<td>Conflict Maintenance</td>
<td>Termination</td>
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<td>Wheelan (1994)</td>
<td>Dependency and delusion</td>
<td>Counter dependency and flight Trust and structure Work</td>
<td>Termination</td>
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<tr>
<td>Schiller (1995)</td>
<td>Preaffiliation</td>
<td>Establishing a relational base Mutuality and interpersonal empathy Mutuality and change</td>
<td>Separation</td>
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Source: An Introduction Group Work Practice, Ronald W. Toseland & Robert F. Rivas, 2005

Based on the above mentioned models, the stages can be classified as follows:

1) Stage I: Planning the group
2) Stage II: Exploration
3) Stage III: Performing
4) Stage IV: Assessment
5) Stage V: Termination

5.2.1 Stage I: Planning The Group - Intake and Study, Selection and Composition

Intake is the initial step wherein the needs and concerns of the members are identified. Also, an agreement is formulated between the members of the group and the group leader about speculative and tentative group goals. Intake stage may also be termed as the contract stage as in this stage only the members and the leader make a mutual assurance to take situation to the next level.

Study can also be termed as fact finding stage. It includes collecting facts about each individual in a group or group as a whole. The stage strictly follows the principle of individualism which states that each individual is unique to the group worker and each group is also unique to the group worker. In social group work,
fact finding or study is done by the means of observation and listening; occasional individual contacts with a group member; and by home visits and a comprehensive knowledge of the economic and social influences of the neighbourhood and work place.

The planning stage is the beginning of group work and involves the social worker plan on including the individuals, the group as a whole, and the environment of the group. The worker on the basis of the objectives to help people with particular problem, form groups to provide them opportunities for improving the social functioning of the individuals. The individual members of the group are assessed in detail by the worker. Individuals join the group to seek an opportunity of self-expression and social creativity besides satisfying their needs of being loved, wanted and accepted by others. In this stage the group members along with the worker identifies the goals to be attained by the group and also plan how to achieve these.

The planning of group formation includes decision about the target population, needs and goals, the resources available etc. A precise understanding and analysis of the needs of the target population at this stage is critical to avoid any gap between the member’s and the worker’s perception of the felt needs of the group. The members may have to be mobilized to be a part of the group by showing them the usefulness of being a part of a group. “Groups in India are initially conceived by an organization or welfare agency, as people themselves generally do not take such initiatives. Both the voluntary and the government organizations have found working with the group a useful strategy. The worker in India therefore, has to carry the idea of forming a group for an already defined objective to the people. He/she has to educate the potential members about the needs and issues the group will address and how it is likely to benefit them. The worker generally meets the members for the first time and many members have little or no experience of working with such groups. The formation stage thus, will require careful planning. There are two sets of plans that a worker must prepare. The first part of the planning concerns how the formation of the group will be accomplished, and second, what issues will arise once the group gets going and how these will be dealt with.”

(Siddiqui, 2008)

This stage incorporates some aspects of planning such as:

1. **Identifying the group’s purpose**: A brief statement for the purpose of the group creation is established, which includes the information of the problem/s to be catered by the group, the individual and group goals, and the contribution of each member in accomplishment of the group goals.

2. **Selection of members**: It is important that the worker assess the potential membership of the group i.e., assessing who should be recruited as a member of the group. This assessment can be done by observing the potential members, interviewing the potential members, and interacting with their family or agency staff.
3. **Composing the group:** The members are recruited by the worker according to the need of the group. Certain principles of composition of the group need to be decided before recruiting the members. They are as follows:

(a) Homogeneity of members’ purposes and certain personal characteristics

(b) Heterogeneity of the members coping skills, life experiences, and expertise

(c) Overall structure that includes a range of the members’ qualities, skills, and expertise (Toseland & Rivas, 1998)

Other important aspects to be considered while group composition are as follows:

(a) **The size of the group:** The size of the group to be composed depends on factors like the needs of members, the group’s purpose, and nature of group membership (open or closed). For example, self-help groups may be large in size but therapeutic groups work best when they are small. A group size ranging from eight to fifteen members may be considered good for smooth functioning of the group.

(b) **Type of the group being composed:** The type of group to be composed has to be decided keeping in mind the purpose of the group. The worker decides whether the group will be a self-help group, task group or treatment oriented group. The group may be either homogenous or heterogeneous in nature.

(c) **Contracting:** In the beginning of the group work, contract is the form of written agreement for willingness to participate, involvement in the group procedures and individual member goals is signed by the group member and the group leader/worker.

Some other details that have to be focused while planning and forming the group are:

- **Frequency of the sessions and their duration:** The frequency of the sessions may be decided as per the needs and purpose of the group composition. The worker should be of not take long gaps between the sessions. The recreation groups and therapeutic groups should meet at least once or twice a week. The duration of each session should be decided beforehand. The members should agree for the number of sessions and whether each session would be for two or three hours.

- **Time and place of meetings:** The worker and the group members decide the place where the group will meet at the assigned time. The guiding factors in this are the convenience of the members, availability and adequacy of space and resources.

- **Duration of the group:** The duration (long or short) of the group will be decided in accordance with the needs and goals of the group. There should be flexibility in deciding the time-frame of the group.
5.2.2 Stage II: Exploration - Orientation, Preparation of Environment, Goal Setting and Motivation

This stage is important as it lays the foundation of the success or failure of the group work program. In the initial sessions the group may not appear as an organized entity, instead the individual identities of the members would be strongly visible. This stage is characterized by a low group consciousness. Some members might be shy, hesitant, indecisive, and lack participation, whereas some members maybe hyper active, and some may be insecure and nervous due to no such experience in the past. However, this phase marks the beginning of the development of a feeling of belonging and oneness among the members. Tuckman used the term ‘storming’ to explain this stage. In the initial meetings an order has to be restored to ensure a free flow of ideas and actions.

This stage involves the following steps:

1. Orientation and Induction of the group: Once the members of the group are recruited the worker orients them by personal interview and instructions of participation in the group like effective communication of thoughts, etc. The aim of the orientation remains to explain the purpose of the group, making the members aware about the group procedures, and screening the members for appropriateness.

In this phase the members have to be inducted into the group with sensitivity so as to raise their level of comfort and sense of ease. The members may be unfamiliar with each other and may be interested in finding out about the agency, the worker, other members and the purpose of the group.

The group worker helps members to become part of the group and feel a connection as a group. This is a gradual process as the members may have to give up some of their individuality as also their biases and prejudices. The members may have to exercise more self-control and discipline. Some people can relate more easily than others and might have to start making efforts to adjust which may not be easy. Some may be easily accepted and accept the group, others may take more time. Gradually the members start speaking the same language as the other members and accept the group goals and consider them as their own. As the individual starts developing a sense of belonging there may be a change in his/her behaviour patterns. (Sehgal, 2010)

2. Preparing the Profile of the Members: The worker should study and observe the members closely and prepare a profile of each member including the age, family background, physical characteristics, habits, interests, level of confidence, any peculiar habits or traits etc. This would help the worker understand the group relationship levels and interaction patterns better and also provide an account of from where the group is. Later this may help the worker assess the development over a period of time.
3. **Setting Specific goals**: In this stage the worker helps the group determine the desired level of behaviour or social change. Although the group had been formed keeping in mind some specific purpose but in this stage the goals have to be specifically laid down. The objectives laid by the group should be clear, specific, and achievable. Here the group worker encourages the group members to actively participate. The worker acts as a catalyst for the group to assume the responsibility of determining the level of change they desire to achieve in their behaviour or situation.

In this stage the worker should focus on the feasibility of the objectives and the needs and aspirations of the members of the group. The objectives need to be simplified and explained to the members, and their doubts and queries should be encouraged.

4. **Developing a Structure**: The members start to establish a rapport with each other and the group can be structured at this stage. The members are assigned roles and responsibilities in terms of tasks on the basis of their capabilities and talents. Some members may need constant help of the worker to carry out their roles. All the members in the group should play a role in planning, designing objectives, implementation of intervention, and evaluation (Trecker, 1955).

5. **Motivation**: Motivation in a group and team environment is an important factor as it can be the decisive factor for the level of team success. It is basically a psychological feature that stirs an individual to perform towards a desired goal.

5.2.3 **Stage III: Performing**

After some time the cohesiveness of the group increases and the group progresses into its action phase. This stage offers opportunities for adjustment and growth. The programs or interventions are designed by the group members and the worker. These can be long or short term programs or activities depending on the immediate and long term objectives to be accomplished by the group.

In this phase the members start taking the group seriously. The sessions become regular, the attendance, involvement and participation of the members is likely to be high. The performing stage is characterized by several activities and considerable time is devoted to program planning and implementation. During this stage more and more responsibility is transferred by the worker to the group. For instance, group of youth in a community, who may have been spending their leisure time aimlessly are formed into a group. The group worker after observing their talents for singing and acting encourages them to put up a musical drama. The group is encouraged and helped to write its own script, compose the songs and choreograph the dance. Then with the help of the community support the group puts up the first show and gradually becomes an established theatre group. In the active phase the scripting, composing followed by continuous rehearsals for
show may consume the maximum time and efforts of the members. Side by side they may also be busy mobilizing and utilizing the resources to organize the show. (Sehgal, 2010)

Program planning and assignment of tasks or activities is based on the interests and needs of the members and the group members recognize their potential. The activities may range from mobilization, art and craft, music, dance, attending workshops, and discussions. The members choose the mode of activity they want to work towards. Some of the members who may be confused or shy should be encouraged to participate and initiate the task assigned by the group.

During the process of accomplishing the goals and related tasks, the group may face several barriers which may block change to happen within them or the situation or society. For instance, the members’ inhibition, fears and anxiety may pose barriers to attaining the goals. The group might also require the support of the worker as a mediator to resolve any misunderstanding in the group, providing access to some resources, and encouraging the members to bring a change in behaviour.

Although the group worker steps down and the group takes the decision making and planning of programs but the worker constantly monitors and tracks the ways the program implementation. It is important to monitor the progress of the program implementation on a regular basis. The program monitoring can be done on the basis of specific indicators such as interaction patterns, self-improvement, emotional integration with the group, leadership and communication skills etc. Based on the information gathered, programs can be modified and consolidated. If an intervention or program is not producing the desired effect, the worker after analysing reasons can negotiate a different approach or strategy. (Sehgal, 2010)

5.2.4 Stage IV: Evaluation

After the performing stage the group should be ready to evaluate the outcome of its efforts in line with the purpose and objectives determined in the initial sessions. Evaluation is most critical part of the group work “Evaluation is that part of Social Group Work in which the worker attempts to measure the quality of a group’s experience in relation to the objectives and functions of the agency. Evaluation may centre upon individual growth, program content or worker performance because all these aspects tend to influence the general achievement of the group.” (Trecker, 1955). The worker or some external resource person can execute the evaluation process. Evaluation helps in improving succeeding group work experiences on the basis of the lessons learnt. A comprehensive summary report of each member and group as a whole, reflecting the individual and overall level of development and achievements is prepared.
Evaluation of the group is carried out in light of certain indicators as following:

(a) Individual growth

It is critical to identify the result of the individual actions on the social functioning or behaviour of each member. The following pointers are evaluated:

- The level of growth confidence, decision making etc. of each member.
- The extent of the use of the opportunities provided to the members for the expression of their creativity and talents
- The level of their participation and involvement in the group programs
- The development of ‘we feeling’ and a sense of belonging
- Resolution of disabling conflicts and development of capacity to foster cooperation and sharing
- Development of a social consciousness and the ability to take up responsibility and leadership in the community.
- Enhancement of communication, organizational and interaction skills (Sehgal, 2010)

(b) Worker performance

It is important for the worker to assess the competence and efficiency of the role played by him/her. The worker is evaluated on the following points:

- Ability to identify indicators for judging the growth and development of the group
- Effectiveness in planning and conducting the group sessions
- Extent of success in helping the group achieve its objectives and goals
- Mistakes and shortcomings of the worker
- Ability to use professional knowledge and skills.

(c) Feedback

After each session a feedback is collected from the group members about the session and the worker’s performance as a facilitator and mediator in the group and the worker also shares the feedback about the group engagement. An overall evaluation is done during this phase. A good feedback should be done in a positive praise, followed by constructive criticism, and again praise in the end.

The group worker can present the feedback to the members of the group based on participation, program development and implementation, confidence, leadership, teamwork, how well the members adhered to and worked for the achievement of the group objectives, performance in the activities of each session, etc.
5.2.5 Stage V: Termination

After the achievement of the individual and the group objectives, and the evaluation of the group, the group work process comes to an end and this stage is referred to as termination. This stage can generate positive and negative experience for the group member. Although the group should mostly terminate at a positive feeling where the objectives and purpose of the group is attained, but sometimes it can be ended in an uncertainty or negative feeling due to withdrawal of the members in the middle of the group work process or arguments and non-cohesiveness in the group. “Despite highly satisfactory experiences, groups sometimes reach a period in their natural life when interests diminish and decline is noticeable. The group seems to have ‘served its time’ attendance falls off, members withdraw and become related to other group…this is a period which calls for careful thinking and analysis on the part of the worker…By arranging satisfying terminal experiences with groups it is possible to make the conclusion of group life a vestibule for further group experience. Those members who wish to continue may be helped to form a new group.” (Trecker, 1955)

The termination of the group has to be done in a planned manner. In the initial phase a timeline is designed including the termination date. The members should be informed about the approaching termination in the last few sessions of the group life. The group members may react differently on termination of the group and need to be prepared for the termination. In the last couple of sessions the worker needs to support the members realize that no regular meetings will be held and guide them how to fill up the vacuum that the termination might create in their life. “Developing leadership among the group members, capacity building of members and developing systems to carry on the functioning of the group can make the termination smooth.” (Siddiqui, 2008)

In this stage the worker has the following tasks:

- Prepare the group for the termination
- Share the final evaluation of the group performance
- Share the analysis of extent of success in accomplishing some of the goals and failure to achieve others, if any
- Provide a platform for the members to express their happiness, anxiety, fears, experiences, accomplishments and change in themselves and the group
- Discuss the future plans of the group

Group work is a mode of practice where the group members along with the worker strive to bring about a change in the behaviour or social functioning or social situation of the individuals in the group. Through a guided activity of specific number of sessions the group passes through the group development process to fulfil the purpose and objectives of the group formation. The group development process involves the following phases that each group passes. Several authors
have shared different number of stages of group development, but the essence within them has been found similar and for the purpose of this chapter the five stages have been identified which are already explained above.

These stages provide a structure and flow to the group work process. In reality all the stages are connected to each other and may overlap in many instances. Before the formation of the group planning is the most critical stage to understand the purpose of creation of the group, identify the potential individuals to be included in the group, the size of the group, composition of the group, frequency and time duration of the sessions, and place of meetings of the group. The exploration stage involves orientation and induction of the members in the group, preparation of the profile of the members, and listing specific and realistic objectives for individuals and the group. The performing stage includes planning designing and execution of the program, and constant monitoring of the program and activities. This stage is followed evaluation of the result of the program and the activities done by the members against the purpose and objectives of the group.

The last stage is the termination of the group, which involves sharing of the evaluation results and the extent of accomplishment of the objectives of the group.

The group work process enables the members to take responsibility individually and collectively to achieve the objectives of the group and bring about desired outcomes in the behavior of the group members. The role of the worker is critical for the development and smooth functioning of the group and it varies at each stage of group development.

Check Your Progress
1. Define group work.
2. Classify the stages of group development.
3. What does intake and study mean in group work process?
4. What are the characteristics of goal setting process?
5. What happens in evaluation stage of group process?

5.3 USE OF HOME VISITS AND COLLATERAL CONTACTS

The home visit is at the heart of social work practice with children and families; it is what children and families’ social workers do more than any other single activity (except for recording), and it is through the home visit that assessments are made on a daily basis about risk, protection and welfare of children. And yet it is, more than any other activity, an example of what Pithouse has called an ‘invisible trade’; it happens behind closed doors, in the most secret and intimate spaces of family life. Drawing on conceptual tools associated with the work of Foucault, this unit
sets out to provide a critical, chronological review of research, policy and practice on home visiting. We need to understand how and in what ways changing discourses have shaped the emergence, legitimacy, research and practice of the social work home visit to children and families at significant time periods and in a UK context. We need to understand the importance for the social work profession of engagement and critical reflection on the identified themes as part of their daily practice.

More recently in the UK, the social work home visit has become the site of conflicting and contested discourses pivoting around two themes: first, the demand for increased regulation through the introduction into practice of a greater range of evidence-based measurement tools and interventions; and, second, the demand for deregulation through less adherence to prescribed assessment tools and greater emphasis on relationship-based practice. Interestingly, and may be an indication of the effect of a particular ‘regime of truth’ (Foucault, 1980, p. 89), is the fact that contemporary debates are not about whether the state should intervene or not—because today we expect statutory authorities (police, teachers, health visitors, doctors and social workers) to intervene in cases of neglect or harm to children and vulnerable adults, just as we expect the authorities (police or procurator fiscal) to prosecute in such cases, too. The debate is rather about how best to intervene and what is likely to achieve the greatest success.

Focusing first on the drive for increased regulation through evidence-based assessment and intervention, this discourse, on one level, is not new. Historically, when home visits were the domain of voluntary organisations, their effectiveness was measured in terms of the documented reduction in poor relief applications. In the 1940s, debates about the effectiveness of a home visit as compared with an office-based meeting caused ‘considerable controversy amongst social workers’ (Timms, 1964, p. 195). The crux of the issue was whether the office interview produced a better output (a more objective assessment) than a home visit (Weiss, 1993; Timms, 1964). What is new in current times is the degree to which this emphasis has intensified within a political and economic context where there is an ever-greater concern about questions of effectiveness (Do home visits work? Are they value for money?) and evidence of impact (What outcomes can be evidenced?) (Sheldon and MacDonald, 2009). Furthermore, these questions occur in a context where the influence, in England, of the ‘Troubled Families’ agenda (Department for Communities and Local Government, DCLG, 2012) cannot be ignored. As argued by MacLehose (2011, pp. 43, 47), this policy agenda promotes the targeted intervention of services into family life to improve parental capacity and is premised upon the conjoined discourses of ‘the behaviour of individuals’ and ‘the failures of families’, which together have created ‘truths’ (Foucault, 1980, p. 80) around ‘a culture of irresponsibility’ and ‘disruption’ (within and outside the family), reinforcing the idea that problems lie with individuals, not society, and that change needs to therefore come from families, not from the state or even communities.
Against this backcloth, where the targeted intervention into family life ‘for the good of all’ is legitimised, we have seen a growth in the use of standardised assessment frameworks and evidence-based interventions applied in the ‘space’ of the home visit. At the level of assessments, the introduction of the ‘Strengths and Difficulties Questionnaire’ (SDQ), used as part of home visit assessments and as an early screening tool to indicate mental health needs (Department of Health et al., 2000), is now one of a number of measures that assess parental and familial well-being. Government backing for their use has led to increased take up by a number of local authorities in the UK (www.childandfamilytraining.org.uk) and is complemented by research exploring social workers’ perceptions of their usefulness (Glad et al., 2012). With regard to the use of targeted, evidence-based interventions, the introduction in England of the government programme (DFE, 2014) to support the development of, and research regarding the effectiveness of innovative evidence-based social work interventions with families is noteworthy.

Positive Outcomes of Home Visits

Compare these developments with the Review of Child Protection in England (Munro, 2011), which demonstrates a pull in a very different direction. Here we see a demand for the deregulation of the social work visit through less reliance on prescriptive assessment frameworks and greater engagement with creative and relationship-based practice (Ruch et al., 2010; Munro, 2011). Initiatives such as the ‘Reclaiming Social Work’ Initiative (RSW) in Hackney (Cross et al., 2010), ‘Social Work Practices’ (Stanley et al., 2012) and ‘Systemic Units’ (Forrester et al., 2013) have brought about changes in the delivery of services to children and families’ social work that include reduced bureaucratic requirements, decreased caseloads and increased time spent on home visits. Findings from the projects suggest evidence of some positive outcomes from increased opportunities for face-to-face contact, the reduction in the numbers of children coming into care and reduction in staff sickness and turnover rates. But, viewed from a Foucauldian perspective, there is no challenge in any of this to the individualising messages that are at the core of social work home visiting. On the contrary, social work has become even more focused on the individual, as the ‘personalisation’ agenda takes root in a new ‘self-directed support’ (SDS) strategy that is rapidly crossing over from adult social care services. Critics of SDS argue that, in the absence of adequate funding, SDS has little to do with the aspirations of the Disabled People’s Movement (Roulstone and Morgan, 2009). The current situation may be seen as illustrative of the ambivalent place that social work policy and practice inhabit, under more scrutiny than ever before, and at the same time, at the mercy of competing discourses that have little to do with social work’s wider social goals.

It seems as if we have come full circle and are now in a situation once again where the private space of the social work home visit is back under the spotlight, with a number of recent and current research studies examining exactly what is
happening in the home visit (see Ferguson, 2009, 2014). This work presents us with an exciting opportunity to learn more about social work practice with children and families today, and consider how we might do it better. But this research also gives us a much more important opportunity, we believe. It will enable us to tell it like it is—to point out the cruel impact of welfare cuts and austerity measures on the poor, while social workers struggle at the margins to try to minimise harm and contain the impossible. Furthermore, we hope to see the development of a research agenda that enables families known to social services to ‘tell their stories’ about how they actively reconstruct their public/private space in light of the changing policy and practice. We believe that Foucault has provided us with an ideological toolbox that has allowed us to interrogate the everyday—to ask questions about power, knowledge and truth in the social work home visit. It could be argued that, together with child protective and family assessment home visits as sites of construction and negotiation of the regime of knowledge/power/truth, the oppressive populist views of ‘troubled families’ may itself be the perceptual site of resistance perpetuating Foucauldian privileged discursive practice. We end with Stan Cohen, sociologist and social worker, writing in 1975 (reprinted in 1998): ‘Stay in your agency or organisation, but do not let it seduce you. Take every opportunity to unmask its pretensions and euphemisms, use its resources in a defensive way for your clients, work for abolition.’

Understanding Collateral Contact

A collateral contact is a source of knowledgeable information about a household’s situation. The collateral contact typically either corroborates or supports information provided by household members. Collateral contacts are often used in child custody cases to obtain information about a child, parent or other person responsible for the child. In these cases, the collateral contact often has knowledge of the family situation without having personal involvement in the situation. Collateral contacts provide a third-party validation of the household circumstances and help ensure correct eligibility and payment determinations are made by the courts. Courts often use collateral contacts to support or impeach a client’s statement or when evidence of certain eligibility criteria does not exist. Examples of collateral contacts include employers, past or present landlords, neighbors, school officials, day-care providers and other persons outside the household. A caseworker often asks for the names of several persons for use as possible collateral contacts. The caseworker can request this contact information during face-to-face interviews, during a home visit, by telephone or in writing. The caseworker uses the collateral contact to support statements made by household members or to determine eligibility factors. The caseworker normally determines whether the specific case requires collateral contacts and what kind of information to request from these contacts.
**Check Your Progress**

6. What is home visit in social work practice?

7. What is collateral contact?

### 5.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Group work is defined as “Goal-directed activity with small treatment and task groups aimed at meeting socio-emotional needs and accomplishing tasks. This activity is directed to individual members of a group and to the group as a whole within a system of service delivery.” (Toseland & Rivas, 1998).

2. The stages of group development can be classified as follows:
   (a) Stage I: Planning the group
   (b) Stage II: Exploration
   (c) Stage III: Performing
   (d) Stage IV: Assessment
   (e) Stage V: Termination

3. Intake and study are the initial steps or phases of group work process. During intake the needs and concerns of the members are identified. Also, an agreement is formulated between the members of the group and the group leader about speculative and tentative group goals. While study is a fact finding stage. It includes collecting facts about each individual in a group or group as a whole.

4. In the goal setting stage, the group worker encourages the group members to actively participate. The worker acts as a catalyst for the group to assume the responsibility of determining the level of change they desire to achieve in their behaviour or situation. The group worker should focus on the feasibility of the objectives and the needs and aspirations of the members of the group.

5. In evaluation stage the worker attempts to measure the quality of a group’s experience in relation to the objectives and functions of the agency. The process may centre upon individual growth, program content or worker performance because all these aspects tend to influence the general achievement of the group.

6. The home visit is at the heart of social work practice with children and families. It is through the home visit that assessments are made on a daily basis about risk, protection and welfare of children.
7. A collateral contact is a source of knowledgeable information about a household’s situation. The collateral contact typically either corroborates or supports information provided by household members. Collateral contacts are often used in child custody cases to obtain information about a child, parent or other person responsible for the child.

5.5 SUMMARY

- Group work is defined as “Goal-directed activity with small treatment and task groups aimed at meeting socio-emotional needs and accomplishing tasks. This activity is directed to individual members of a group and to the group as a whole within a system of service delivery.”
- Group development is the process of achieving growth in the group in terms of emotional maturity and task accomplishment. In other words, it is bonding at an emotional level and working together to attain the goals and accomplishing targeted tasks.
- A group passes through several phases or stages of development for the attainment of the purpose behind the creation of the group. The initial phase witnesses the individual identities being reflected whereas in the later phase a strong feeling of oneness amongst the group members is radiated. Each phase requires some specific roles to be performed by the social worker.
- Intake is the initial step wherein the needs and concerns of the members are identified. Also, an agreement is formulated between the members of the group and the group leader about speculative and tentative group goals.
- Study can also be termed as fact finding stage. It includes collecting facts about each individual in a group or group as a whole. The stage strictly follows the principle of individualism which states that each individual is unique to the group worker and each group is also unique to the group worker.
- The planning stage is the beginning of group work and involves the social worker plan on including the individuals, the group as a whole, and the environment of the group.
- The planning of group formation includes decision about the target population, needs and goals, the resources available etc.
- Stage I of planning of the group incorporates some aspects of planning such as identifying the group’s purpose, selection of members, and composing the group.
- Stage II of exploration is important as it lays the foundation of the success or failure of the group work program. In the initial sessions the group may not appear as an organized entity, instead the individual identities of the members would be strongly visible.
Orientation and induction of the group, preparing members’ profile, setting specific goals, and developing a structure are the key aspects of stage II.

In stage III of performance, the members start taking the group seriously. The sessions become regular, the attendance, involvement, and participation of the members is likely to be high. The performing stage is characterized by several activities and considerable time is devoted to program planning and implementation. Program planning and assignment of tasks or activities is based on the interests and needs of the members and the group members recognize their potential.

The fourth stage or phase is named as evaluation is the most critical part of the group work. “Evaluation is that part of Social Group Work in which the worker attempts to measure the quality of a group’s experience in relation to the objectives and functions of the agency. Evaluation may centre upon individual growth, program content or worker performance because all these aspects tend to influence the general achievement of the group.”

Termination is the last stage of the group process. This stage can generate positive and negative experience for the group member. Although the group should mostly terminate at a positive feeling where the objectives and purpose of the group is attained, but sometimes it can be ended in an uncertainty or negative feeling due to withdrawal of the members in the middle of the group work process or arguments and non-cohesiveness in the group.

The home visit is at the heart of social work practice with children and families; it is what children and families’ social workers do more than any other single activity (except for recording), and it is through the home visit that assessments are made on a daily basis about risk, protection and welfare of children.

Findings from the projects suggest evidence of some positive outcomes from increased opportunities for face-to-face contact, the reduction in the numbers of children coming into care and reduction in staff sickness and turnover rates.

A collateral contact is a source of knowledgeable information about a household’s situation. The collateral contact typically either corroborates or supports information provided by household members.

Collateral contacts are often used in child custody cases to obtain information about a child, parent or other person responsible for the child. In these cases, the collateral contact often has knowledge of the family situation without having personal involvement in the situation. Collateral contacts provide a third-party validation of the household circumstances and help ensure correct eligibility and payment determinations are made by the courts.
5.6 KEY WORDS

- **Self-help groups**: It refers to a financial intermediary committee of microenterprises covering all aspects of self-employment, organization of the rural poor into self-help groups and their capacity building, planning of activity clusters, infrastructure build up, technology, credit and marketing.

- **Goal Setting**: It refers to the process of deciding what you want to accomplish and devising a plan to achieve the result you desire.

- **Collateral Contacts**: It refers to a source of information that is knowledgeable about the client’s situation and serves to support or corroborate information provided by a client.

- **Strength and Difficulties Questionnaire**: It is a self-report inventory behavioural screening questionnaire for children and adolescents ages 2 through 17 years old.

5.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. What are the key aspects that need to be considered before members’ recruitment in a group?
2. What is orientation phase in the group process?
3. List the characteristics of performing stage of group work process.
4. Briefly mention the key indicators of evaluation stage of group work process.
5. List the tasks of a group worker in termination stage of group work process.
6. Write a short note on the significance of collateral contact.

**Long Answer Questions**

1. Discuss the different stages of group work process.
2. What are the steps involved in exploration phase? Explain.
3. Describe the key indicators of evaluation stage.
4. Analyse the positive outcomes of home visits in social work practice.

5.8 FURTHER READINGS


UNIT 6 ASSESSMENT IN SOCIAL GROUP WORK

6.0 INTRODUCTION

All the basic principles of assessment that apply to individual students’ work apply to social group work as well. However, assessing group work has additional aspects to consider like analyzing the process of preparation of group work, discussing group roles and responsibilities, and preparing some ground rules for group work. All these aspects have been taken up in this unit for discussion.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- Analyse the process for the preparation of group work
- Discuss the group roles and responsibilities
- Explain the ground rules for group work

6.2 PREPARING FOR GROUP WORK

Before executing any programme for social group work, a detailed planning is required to make that work successfully completed. There are certain stages for group work preparation and formation. The first step for preparing for the group work is formation of the group. The first stage of group formation is very important because it lays the foundation for the whole group work process. It is about setting of group purpose. It is important for the social worker as well as for the group
members to be clear about the purpose of group formation. Once the formulation of group purpose is completed then next step is to decide the nature of the group. It helps to decide earlier whether group will be homogeneous or heterogeneous, close ended or open ended, etc. This step also helps in knowing the enrollment process of group members. After deciding the composition of group, next step is taking decision about the size of the group. The number of group members will be decided before hand so that planning could be done accordingly. Now purpose is decided, composition is defined and size of the group is selected then the very important stage comes i.e. enrolling the members in the group. This enrollment could be done in various ways like giving advertisement in the leading newspapers, putting information on notice board or informing personally to the members who shows interest.

6.2.1 Interviewing the Prospective Group Members

After receiving the applications for enrollment, final selection is done by checking the eligibility criteria and other norms. For the final selection of the group members, interview can also be arranged. The interview with the interested members provide an opportunity to the social worker to know about the members’ profile in detail.

After completing all the stages of group formation, next crucial step for group work preparation is initial meeting/first meeting.

6.2.2 First Meeting/ Initial Meeting (Group Meetings)

This is the crucial stage of group development as it decides the destiny of the group. At this stage, the tasks of the worker and group members are discussed in the meeting. Members show enthusiasm to get solution of their problems. With very high expectations, members attend the meeting and meet the other people in the group who are unknown to each other to develop social relations.

The steps involved in this stage are:

- **Self-presentations**: This is the first step in second phase of group formation. In this step, worker first explains about herself/himself to establish rapport with the members of group. After this, all group members give their introduction to know about each other. Introductory sessions are so planned that members feel ease of adjusting in the group. It should give message to the members that more detail they will tell about themselves, more will be easy for the worker and other members to understand them. These introductory sessions should be made interesting by the worker as it is just the starting of the group work. Worker can divide the group into sub-groups if there is large group size. Then each sub group after discussion can give introduction of their group. The nature and purpose of the group should be taken into consideration while planning about these sessions.
• **Orientation about the group.** After the self-introduction the worker will orient the members about the main purpose of the group. Members are also explained about the functions of the group and their roles and responsibilities in the group. Detailed information about the agency is also given at this stage. Members are free to clear their doubts and can ask for any kind of clarification. The worker can also share his/her experiences about the problems so that valid justification of the group approach can be given. The group members are supposed to clearly understand their roles and responsibilities and the kind of assistance or guidance they will receive from the worker as well as from the agency.

• **Goal formation.** Goals are framed in this step to bring desirable change in behaviour. Structuring the group session involves time schedule and pattern of interaction. Time allocation for each session and division of time for members need to be done. Another aspect is interaction among members and with the worker. There should be certain norms regarding interaction with in the group.

• **Reviewing the contract.** After the orientation and initial interaction, if there is need to include or exclude something from the contract, it is done at this stage. It shows the flexibility of the planning phase that what is important for the group can be taken into consideration at this stage.

### 6.3 GROUND RULES FOR GROUP WORK

For making the social group work effective it is needed to establish ground rules for group work. All the members should agree on some protocols and rules to be followed to complete certain task. These rules can vary depending upon the nature of tasks and number of group members in a social group. If ground rules are framed in any social group, it is easy for all the members to know their limitations during the activities and tasks.

• It also helps them in understanding the circumstances and situation. The social worker can easily encourage the members to achieve the objectives as knowing the ground rules of group work, clarity of work culture would be there.

• Ground rules of social work may include meeting protocols criteria of expected behaviour and progress schedule.

• Rules can be formulated for the usage of resources and facilities available in the agency. Rules related to time management can also be framed before the start of group work to complete it on time. Ground rules for group work can be framed by referring to the previous experiences of social group work.
6.3.1 Group Roles and Responsibility

Discussion about group roles and responsibilities of social worker and group members is important to discuss for the successful implementation of programmes in a social work. Assigning group roles and responsibilities in social group work provide an opportunity to group members to understand their work and there will be focused discussion among group members. If roles and responsibilities are clear to all members associated with the group, then objectives can be easily achieved. Group roles and responsibilities should be assigned to members in such a way that nobody has to carry burden of other’s work. Group roles also make individual accountable for their actions and for completing the work.

Check Your Progress

1. What is the first step for preparing for the group work?
2. How is the final selection of group members done?
3. State the importance of ground rules in social group.
4. How should group roles and responsibilities be assigned to members?

6.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The first step for preparing for the group work is formation of the group.
2. After receiving the applications for enrollment, final selection is done by checking the eligibility criteria and other norms. For the final selection of the group member’s interview can also be arranged. The interview with the interested members provide an opportunity to the social worker to know about the members’ profile in detail.
3. One importance of ground rules is that if ground rules are framed in any social group, it is easy for all the members to know their limitations during the activities and tasks.
4. Group roles and responsibilities should be assigned to members in such a way that nobody has to carry burden of other’s work. Group roles also make individual accountable for their actions and for completing the work.

6.5 SUMMARY

- Before executing any programme for social group work, a detailed planning is required to make that work successfully completed. There are certain stages for group work preparation and formation.
• The first meeting is the crucial stage of group development as it decides the destiny of the group. At this stage, the tasks of the worker and group members are discussed in the meeting. Members show enthusiasm to get solution of their problems.

• Self-presentation is the first step in second phase of group formation. In this step, worker first explains about herself/himself to establish rapport with the members of group.

• After this, all group members give their introduction to know about each other. Introductory sessions are so planned that members feel ease of adjusting in the group.

• Goals are framed in this step to bring desirable change in behaviour. Structuring the group session involves time schedule and pattern of interaction. Time allocation for each session and division of time for members need to be done.

• For making the social group work effectively it is needed to establish ground rules for group work. All the members should agree on some protocols and rules to be followed to complete certain task.

• Discussion about group roles and responsibilities of social worker and group members is important to discuss for the successful implementation of programmes in a social work.

• Assigning group roles and responsibilities in social group work provide an opportunity to group members to understand their work and there will be focused discussion among group members.

6.6 KEY WORDS

• **Ground rules**: The ground rules articulate a set of expected behaviours for classroom conduct. They can be set by the instructor or created by the students themselves.

• **Goal setting**: It involves the development of an action plan designed to motivate and guide a person or group toward a goal.

6.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. Write a short note on the process of interviewing the prospective group members.

2. How are group roles and responsibilities achieved?
**Long Answer Questions**

1. Describe the preliminary stages of preparation of group work.
2. Analyse the steps involved in initial or first meeting.
3. What are the ground rules for group work?

**6.8 FURTHER READINGS**


UNIT 7 INTERVENTION/TREATMENT IN SOCIAL GROUP WORK

Structure

7.0 Introduction
7.1 Objectives
7.2 Problem Identification and Making Solutions Work
7.3 Group Presentation
7.4 Group Work Evaluation
7.4.1 Meaning of Evaluation and its Place in Group Work
7.4.2 Steps and Checklist in Evaluation Process
7.5 Termination of the Group
7.5.1 Reactions of the Members to the Termination
7.6 Answers to Check Your Progress Questions
7.7 Summary
7.8 Key Words
7.9 Self Assessment Questions and Exercises
7.10 Further Readings

7.0 INTRODUCTION

Social group work is a method of social work, which develops the ability of establishing constructive relationships between individuals through group activities. Group experiences form a part of the essential needs of human beings. 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 or due to unfavourable environment, one fails to perform his/her activities of group life. Here group work helps the individual in removing weakness and strengthening internal power to perform his/her job satisfactorily. Theories and concepts should be formulated which explain the relationship between various factors that influence human behaviour. In this unit, we will discuss the problem identification and group evaluation in order to emphasize the importance of group work.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the concept of intervention
- Describe the group presentation and its role in group work
- Discuss the steps and criteria for group work evaluation
7.2 PROBLEM IDENTIFICATION AND MAKING SOLUTIONS WORK

The role of social worker is very important in a group work, when it comes to problem identification and its solution. The worker plays different roles throughout the process directly or indirectly. The worker helps in realize the individual or group need and helps them to clarify their problems. Because of the activeness and experience of the worker, problems can be recognized in advance. The worker can draw attention of members towards the problems and discuss the area of the problem in detail with them. Once the problem is identified by the worker and group members, the worker should organize certain activities to deal with the problem. In group work formation, it is beneficial for the members to know that they are not alone in dealing with their problems. Group discussion can also be organized by the worker for the discussion on the solutions of the problems faced.

Dealing with Difficulties within the Group

It is very crucial part of group work to deal with the difficulties faced during the group work process. It is the responsibility of the worker to engage the members in such a way that there should not be conflicts among them. More participatory activities could be organized so that members get a chance to know each other and work in unity. If there is a problem faced by the group, it is suggested that for the solution of the problem, a thorough discussion should be held with the group members and they should be encouraged to reflect upon the problem and its solution.

7.3 GROUP PRESENTATION

In social group work, a social worker is required to have competency to address the issues with group members or clients. During the training, a social worker has to practice the skill of public speaking through group presentation. A wide range of topics or issues related to different fields like health care, education, guidance and counselling, case presentation, lectures, and other topics and events are given to the worker so that he/she can gain the experience of being a group presenter. Group presentation technique can also be used to check the performance level of the group members during as well as at the end of the group work. The supervisor can get the clarity of the work done by the members, along with social worker. It also helps to understand the achievement level of the particular group.

There are some points, which need to be remembered while planning for the group presentation:

- Planning about the design of the presentation by choosing the subject to be addressed
NOTES

- Detailed research should be done on the subject matter
- Statements of objectives of presentation should be clear before the planning of group presentation.
- Selection of the process to be followed to achieve the objectives
- Planning about the visual aids during group presentation for seeking attention and for better retention
- Practice of the group presentation can be done and it should be recorded to check the areas of improvement
- Proper rehearsal should be done for giving the group presentation with full confidence.

Check Your Progress

1. What should a worker do once a problem is identified during a group work process?
2. State any three points, which need to be remembered while planning for the group presentation?

7.4 GROUP WORK EVALUATION

Evaluation is an important part of social group work. The term evaluate implies that we are going to value something. This is the second last stage of group development, which deals with the feedback and quality of work done by the group. It is to check whether group members have achieved the targets or not and how was their experience. The main focus is on the quality of service provided by the agency and how well the group workers have maintained it. It also focuses on limitations of the programs and provides feedback to group workers regarding his/her performance in the group work. Evaluation can be done by the worker or agency or some other third party. A worker feels more confident resulting in improvement in their professional skills.

Following are the main points of evaluation in social group work:

- It provides complete information about the overall quality of service and programmes of the agency. It also helps the agency to know about the kind of support that a group need from the agency.
- It gives reflections on effectiveness and ineffectiveness of sessions planned and conducted by the worker. It also confirms whether goals are achieved by the group or not. It provides information about the progress of each and every member of the group. Individual’s experiences regarding problem solving as well as the desirable change in his/her behavior is noted.
Most importantly, it specifies steps that need to be taken to overcome the limitations and not to repeat any previous mistakes, which is very helpful in making future plans.

7.4.1 Meaning of Evaluation and its Place in Group Work

Evaluation means ‘to assess the value of every organization’s rationale for its existence and the contribution it makes for the welfare of the society. Evaluations are undertaken in all spheres of life, in formal or informal ways, whenever one wishes to know and understand the consequences of some action or event. Evaluation of development work may be undertaken during the implementation of the development programme or project or after it has been completed.

It is for this reason that government and donor agencies provide funds and people support these organizations. Naturally, it has to be seen whether the organization has been fulfilling its mission or not. Thus, evaluation of the organization’s functioning and its programmes are a logical necessity. The process of getting reliable data using scientific technique is known as evaluation. In a broad sense, the concept of evaluation research or programme evaluation connotes use of research methods to evaluation programmes or services. According to Rossi and Freeman (1993), evaluation is the ‘systematic application of social research procedures for assessing the conceptualization, design, implementation and utility of social intervention programs’.

Criteria and types

It is difficult to make a precise categorization of numerous types of evaluation used by researchers. Some researchers prefer to classify evaluation research according to evaluators, i.e., the persons responsible for evaluation of the programme. Based on this classification, evaluation researches can be of three types:

a) **Internal evaluation:** It is a continuous process of self-evaluation by principal actors and participants according to pre-established criteria. Here, the personnel and the executive of the agency and the group participate.

b) **External evaluation:** Here, persons outside the agency carry out the evaluation. External evaluations are chosen mainly because ‘outsiders’ are more objective or at least neutral. Besides, having specialists who possess expert technical knowledge can add fresh thinking and enhance the credibility of the results.

c) **Joint evaluation:** Here, external evaluators and one or more representatives of the organization are involved. Joint evaluations, though difficult, enable training of agency personnel and gaining their ownership of results.

Social work practitioners are constantly evaluating effectiveness. A social case worker evaluates the extent to which changes in the anxiety of a particular client are associated with his or her treatment activities.
Similarly, a group worker wishes to assess the extent to which a film on birth control is more or less effective than group discussion in increasing knowledge of birth control. All such evaluations are not categorized as ‘evaluation research’ because most of the time we do not think of applying the scientific method. We use the term ‘informal evaluation’ for all such evaluations.

**Need for program evaluation**

NGOs and donor agencies need to prepare systematic evaluation reports of their effectiveness. Though NGOs have increased in number there have been very few evaluation studies focussing on their effectiveness. NGOs that undertake welfare schemes and provide services to individuals, groups and communities are concerned about the outcome of their services. They need to know whether the services are effective and relevant or whether the goals have been achieved. Besides, the funding organizations want reliable evidence to know if funds have been effectively utilized. It needs to be mentioned that systematic evaluation has not been given due attention either by NGOs or by the funding agencies. Most of the NGOs assess their outcome by presenting individual ‘success stories’ to justify their performance. The donor agencies mainly rely on annual progress reports and evidences collected during their field visits. NGOs and funding agencies need to realize that evaluation research is an integral part of the projects.

Evaluation research can play multifarious roles to make services more effective. The various role of evaluation research at different stages of programme planning, implementation and outcome can be classified into three categories:

- Evaluation research for programme formulation,
- Evaluation research for monitoring of programmes, and
- Evaluation research for programme outcome.

Evaluation is done for three important purposes, which are:

- To let the agency and the worker know if their efforts have brought fruitful results in the service provided.
- For public relations.
- To build a case for promoting funds.

Casework practices need to be evaluated from time to time. This subject needs to be tested and researched and most importantly needs ongoing validation. Case studies need to prove to the public reflect the benefits of the programme. Casework practice should be subjected to critical review. Workers need to be held accountable for what they do and for their social work competence. Workers need to win the approval of the public for their programmes. They may sometimes have to be told that their services are overlapping and ineffective. Workers have to enhance their own image and also of the agency to develop public relations. The clients are required to give a feedback on the effectiveness of the services.
7.4.2 Steps and Checklist in Evaluation Process

Evaluation in social group work is like a research process, which follows certain steps. A brief description of steps of evaluation is given below:

a) **Formulate the aims and objectives**: The formulation of aims and objectives allows to make boundaries for the evaluation. It deals with the statements, which act as a guide in evaluation process. For example, aim of the evaluation is to check effectiveness of services provided by the agencies.

b) **Type of data and sources**: This step deals with the kind of data that is required for the evaluation and the sources required for the data collection. It may be verbal or non-verbal data. The source may be group members, workers, or the progress reports and other document. For example to know about the quality of services of agency, reflections of group members and worker can be taken. An assessment of objectives achieved or not also measures the quality of services.

c) **Collection of data**: The evaluator collects data from the respondents or members with the help of questionnaires, checklists, and interviews with members. The records and reports are also studied by the evaluators to reach the conclusion.

d) **Analysis of the data**: In this step, the data collected by the evaluators is processed and analyzed to reach the conclusions. The aims and objectives framed in first steps are closely associated with this step as it helps to know whether objectives have been achieved or not.

e) **Implications for the future**: On the basis of the conclusion, further implications can be discussed. The necessary steps to be taken in future for the improvement and successful implementation of the services are also suggested at this step. It is not only helpful for the agency but also helpful for the worker of the social group.

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**Check Your Progress**

3. What is the main focus of group work evaluation?
4. List the three types of evaluation researches.
5. State an advantage of external evaluation.
6. What is the purpose of evaluation?

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7.5 TERMINATION OF THE GROUP

After completing the evaluation process, the last stage of group development is termination of the group. This could take place on a positive or on a negative note. It may due to the accomplishment of goals, failure of the program, or time
constraints, etc. The termination of the group may be considered as scheduled or unscheduled. The unscheduled termination is when the members do not attend the scheduled sessions or drop out in between. This may have several reasons like faulty enrollment, conflicts in the group, or unhealthy relationship among group members, etc. This type of termination is unsatisfactory to a worker as it puts question mark on his/her professional proficiency. A lot of efforts are required from the worker’s end for the smooth closing or termination of a group.

7.5.1 Reactions of the Members to the Termination

The worker should have an idea about the reactions and expressions of the members about the closure of the group. Members may be happy about the termination of the group in the sense that they have successfully achieved the planned goals or they may be unhappy to know that again they will be alone to face their problems and challenges in their life. Members of the group may have developed good relationship during the process so it may be painful for them to be detached from the memories. All possible reactions need to be considered at the time of planning of termination of the group.

Follow-up sessions

The follow up sessions can be planned for the members to further provide guidance and help. Self-assessment to check the desirable results can also be planned during follow up sessions and experience sharing activities can be organized.

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<th>Check Your Progress</th>
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<td>7. Why should the follow up sessions be planned?</td>
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<tr>
<td>8. What is an unscheduled termination?</td>
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### 7.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Once the problem is identified by the worker and group members, the worker should organize certain activities to deal with the problem.

2. The points, which need to be remembered while planning for the group presentation are:
   a) Planning about the design of the presentation by choosing the subject to be addressed
   b) Detailed research should be done on the subject matter
   c) Statements of objectives of presentation should be clear before the planning of group presentation.
3. The main focus of the group work evaluation is on the quality of service provided by the agency and how well the group workers have maintained it.

4. Based on this classification, evaluation researches can be of three types:
   a) Internal evaluation
   b) External evaluation
   c) Joint evaluation

5. External evaluations are chosen mainly because ‘outsiders’ are more objective or at least neutral. Besides, having specialists who possess expert technical knowledge can add fresh thinking and enhance the credibility of the results.

6. Evaluation is done for three important purposes, which are:
   a) To let the agency and the worker know if their efforts have brought fruitful results in the service provided
   b) For public relations
   c) To build a case for promoting funds

7. The follow up sessions should be planned for the members to further provide guidance and help.

8. An unscheduled termination is when the members do not attend the scheduled sessions or drop out in between.

7.7 SUMMARY

- The role of social worker is very important in a group work, when it comes to problem identification and its solution. The worker helps in realize the individual or group need and helps them to clarify their problems.

- It is very crucial part of group work to deal with the difficulties faced during the group work process. It is the responsibility of the worker to engage the members in such a way that there should not be conflicts among them.

- In social group work, a social worker is required to have competency to address the issues with group members or clients. During the training, a social worker has to practice the skill of public speaking through group presentation.

- Evaluation is an important part of social group work. This is the second last stage of group development, which deals with the feedback and quality of work done by the group. It is to check whether group members have achieved the targets or not and how was their experience.

- Evaluation means ‘to assess the value of every organization’s rationale for its existence and the contribution it makes for the welfare of the society.'
After completing the evaluation process, the last stage of group development is termination of the group. This could take place on a positive or on a negative note. It may due to the accomplishment of goals, failure of the program, or time constraints, etc.

### 7.8 KEY WORDS

- **Evaluation**: It is a systematic determination of a subject’s merit, worth and significance, using criteria governed by a set of standards.
- **Problem Identification**: A problem can be regarded as a difference between the actual situation and the desired situation. This means that in order to identify a problem the group worker must know where it is meant to be and have a clear understanding of where it currently is in relation to the perceived problem.

### 7.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. How should difficulties within the group be dealt with?
2. What are the main points of evaluation in social group work?

**Long Answer Questions**

1. Describe the group work evaluation process in detail along with the steps.
2. Discuss the importance of group presentations.

### 7.10 FURTHER READINGS

UNIT 8 GROUP WORK SUPERVISION

Structure
8.0 Introduction
8.1 Objectives
8.2 Group Work Supervision: Concept, Need, Tasks, Purpose and Functions
8.3 Types of Group Supervision
8.4 Conditions for Good and Effective Supervision
8.5 Answers to Check Your Progress Questions
8.6 Summary
8.7 Key Words
8.8 Self Assessment Questions and Exercises
8.9 Further Readings

8.0 INTRODUCTION
Supervision is the development of relationship between supervisor and the supervisee with the purpose that one will use it for improvement and other who has determination for providing help to the person in the process of improvement. It is helpful in making the work of supervisee more effective. Group supervision is a prearranged process that is agreed by both: supervisor and supervisee. The formation of a group subjects to the goals of the supervision. The main goal of group supervision is to solve problems, plan work, set priorities, make decisions and learn from others.

In this unit, you will study the concept and functioning of group work supervision. The unit also addresses the types, functions, need and purposes of group work supervision. In addition to this, you will also get to know about the key conditions for good supervision.

8.1 OBJECTIVES
After going through this unit, you will be able to:
- Discuss the meaning of group work supervision
- Describe the need, purpose and functions of group work supervision
- Analyse the types of group work supervision
- Examine the conditions for good supervision
8.2 GROUP WORK SUPERVISION: CONCEPT, NEED, TASKS, PURPOSE AND FUNCTIONS

Group supervision provides a best setting for group counselors to promote conceptualization skills at various levels by providing encouragement for the reflection on the work done in realizing the pre-defined goals. Group supervision involves the use of a group setting to enable members to reflect on their work. Group work supervision sessions structured to improve the skills and capabilities of individuals and the group. The need of the supervision is to solve problems, plan about the work and set priorities for work and make effective decisions. Effective supervision also supports the work for better outcome of the programmes.

Functions of group supervision

Adequate and appropriate group supervision results in effective problem solving and allows for getting knowledge and experiences from different perspectives.

- Group supervision provides an opportunity to address the issues of individuals and also a chance to advance teams.
- It can give supervisees a sense of support by understanding that others have similar concerns.
- It allows supervisees to find new and effective ways of dealing with situations by developing reflective listening skills.
- It provides opportunities to explore ideas and solutions to solve problems on the basis of comprehensive feedback.
- Group supervision provides an open environment where individuals can freely discuss their limitations and problems without criticism.

Need for group work supervision

- To assess the level of skills and acquisition of knowledge: Through the process of supervision, it is easy to understand the level of skills and attainment of knowledge of group members. It is not only the management of assessment and evaluation but it is for the quality improvement in overall group work.
- To assess the quality of task completion: Supervision also confirms the status of task completion along with the assessment of quality parameters associated with group work.
- To know the effectiveness of guidance and counselling services: Through supervision of group work, the effectiveness of services can be assessed and feedback can be given for improvement.
- To recognize the performance level of the group members: It is always good to recognize the group efforts and appreciate the performance of the group.
To assess the achievement of goals and objectives: through the different types of supervision and involvement of supervisor, it is easy to predict the achievement level of goals and objectives.

To improve the knowledge, attitudes and professional skills of social worker for the quality services: Through supervision, feedback can be given to the social worker to know about the limitations and areas of improvement related to professional skills.

To support best training for clients for desirable outcomes: It is easy to understand the requirement of training and support services through supervision.

To provide opportunities for reflection: Supervision is needed to get the opportunities for worker and members to reflect upon the work process and level of group achievement.

**Purpose of Group work supervision**

- To keep a track between mutual goals, responsibilities and time frames.
- To provide adequate feedback to supervisees regarding their progress to achieve goals.
- To provide opportunities to discuss problems in supervision sessions in a comprehensive way.
- To identify and discuss limitations of the programmes with supervisee.
- To ensure that the services provided by the organization are effective.
- To enable the worker more efficient in rendering his/her role in social group work.
- To motivate the social worker to achieve professional competencies and growth.
- To support for quality performance of the group by fostering desirable attitude.
- To meet client’s expectation by providing efficient and effective services.
- To provide well-structured work context to the group worker.
- To maintain high standard of social group work practices.
- To develop professional relationship with client system.

**8.3 TYPES OF GROUP SUPERVISION**

Depending upon the nature of objectives and requirement of process, there are mainly three types of supervision in social work such as administrative supervision, clinical supervision and supportive supervision.
(a) **Administrative Supervision**: Administrative Supervision is a process concerning face-to-face regular scheduled sessions with a social work administrator, which is intended to promote the development of specialized responsibility, knowledge and skills. The administrative supervision involves administrative tasks like development and implementation of policies, budgeting and evaluating employees of the organization. This type of supervision involves the management of resources to meet the goals of agency. This also provides support to clinical services. The basic purpose of the administrative supervision is to ensure that task is performed and objectives are achieved. It deals with the paper work compliance and administrative procedures but less emphasis on quality of services.

(b) **Clinical Supervision**: Clinical supervision is concerned with the knowledge, skills, and attitudes which are relevant to the clinical procedures. In this supervisor regularly discusses about issues like assessment, diagnosis and support system etc. Clinical supervision starts with rapport establishment and relationship management.

(c) **Supportive Supervision**: Supportive supervision is envisioned to reduce stress and increase satisfaction and motivation. In supportive supervision, a safe environment is needed to process adequate experiences. Supervisors define roles and responsibilities along with the expectations of social worker. This type of supervision is not detached from administrative or clinical but has the role of increasing performance and decreasing tension.

### 8.4 CONDITIONS FOR GOOD AND EFFECTIVE SUPERVISION

- Social work supervision should be based on ethics and principles of social welfare and development.
- Supervisor should know the power, roles and responsibilities associated with his/her profile and should work accordingly.
- Social work supervisor should be expert of the field and should have proficiency in assessment and evaluation.
- Adequate time and sufficient resources should be provided for the supervision.
- Proper records of assessment and evaluation during the supervision should be maintained.
- Good supervision should promote desirable social change and cordial relationship among group members.
- Nothing should be kept hidden from the supervisor for the further improvement in programmes of agencies.
Check Your Progress

1. What is group work supervision?
2. What is the main purpose of group work supervision?
3. Name the types of group supervision.

8.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Group supervision provides a best setting for group counselors to promote conceptualization skills at various levels by providing encouragement for the reflection on the work done in realizing the pre-defined goals.

2. The main purpose of group work supervision is to keep a track between mutual goals, responsibilities and time frames and also to provide opportunities to discuss problems in supervision sessions in a comprehensive way.

3. Depending upon the nature of objectives and requirement of process, there are mainly three types of supervision in social work such as administrative supervision, clinical supervision and supportive supervision.

8.6 SUMMARY

- Supervision is the development of relationship between supervisor and the supervisee with the purpose that one will use it for improvement and other who has determination for providing help to the person in the process of improvement.

- Group supervision provides a best setting for group counsellors to promote conceptualization skills at various levels by providing encouragement for the reflection on the work done in realizing the pre-defined goals.

- Group supervision involves the use of a group setting to enable members to reflect on their work. Group work supervision sessions structured to improve the skills and capabilities of individuals and the group.

- Group supervision provides an opportunity to address the issues of individuals and also a chance to advance teams.

- Group supervision provides an open environment where individuals can freely discuss their limitations and problems without criticism.

- Supervision is needed to get the opportunities for worker and members to reflect upon the work process and level of group achievement.
Group work supervision is used to keep track between mutual goals, responsibilities and time frames.

It is also used to ensure that the services provided by the organization are effective and also to enable the worker more efficient in rendering his/her role in social group work.

There are mainly three types of supervision in social work such as administrative supervision, clinical supervision and supportive supervision.

Administrative Supervision is a process concerning face-to-face regular scheduled sessions with a social work administrator, which is intended to promote the development of specialized responsibility, knowledge and skills.

Clinical supervision is concerned with the knowledge, skills, and attitudes which are relevant to the clinical procedures. In this, supervisor regularly discusses about issues like assessment, diagnosis and support system etc. Clinical supervision starts with rapport establishment and relationship management.

Supportive supervision is envisioned to reduce stress and increase satisfaction and motivation. In supportive supervision, a safe environment to process adequate experiences.

Good social work supervision should be based on ethics and principles of social welfare and development.

Good supervision should promote desirable social change and cordial relationship among group members.

8.7 KEY WORDS

- **Group Supervision**: It refers to an atmosphere in which the supervisee learns to interact with peers in a way that encourages self-responsibility and increases mutuality between supervisor and supervisee.

- **Supportive Supervision**: It refers to a facilitative approach to supervision that promotes mentorship, joint problem-solving and communication between supervisors and supervisees.

- **Clinical Supervision**: It refers to a process that enhances growth and increases skills in a given profession, while building a trusting relationship between a supervisor and a supervisee.
8.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. List the functions of group supervision?
2. What do you mean by administrative supervision?
3. Mention the conditions for effective supervision.

Long Answer Questions

1. What are the benefits of group work supervision?
2. Discuss the need and purposes of group work supervision.
3. Describe the types of group work supervision in detail.

8.9 FURTHER READINGS


9.0 INTRODUCTION

Leadership is the art of motivating and influencing subordinates to perform their duties ‘willingly’ and effectively to achieve the set organizational goals. It is important that the followers ‘willingly’ follow their leader. A true leader motivates the followers to follow and induces a belief in them that they will gain by the policies of the leader. A dictatorship under which the subordinate have to perform, would not be considered as true leadership.

The unit is composed of the concept, definition, characteristics of leadership in group. It also provides a detailed study of types and theories of leadership and functions and qualities of a leader. In addition to this, you will also study the significance of sociometry and sociogram in context of leadership. Group work for team building and situational leadership in team building have also been discussed in the unit.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the concept, definition and features of leadership in group
- Analyse the qualities of leaders
Leadership in Group

9.2 LEADERSHIP: CONCEPTS, DEFINITION, CHARACTERISTICS AND QUALITIES OF LEADER

Leadership is an integral part of management and plays a vital role in managerial operations. If there is any single factor that differentiates between successful and unsuccessful organizations, it could be considered as dynamic and effective leadership. Perhaps, it would be a valid assumption to state that the major cause of most business leaders, even though management primarily relies on formal position power to influence people whereas leadership stems from a social influence process. However, management is an integral component of technical as well as social processes.

Leadership is not an attribute of business alone. In the army, in the government, in universities, in hospitals and anywhere else where people work in groups, the leadership function emerges. There must be somebody to guide that group. The group leader may also be an informal leader, one who emerges from the ranks of the group according to consensus of the members.

Leadership may be defined as the art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically for achievement of group objectives. Most management writers agree that, ‘leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.’

It is important to have the element of willingness in the above definition. This element differentiates successful and effective leaders from the ‘common run of the managers’. Motivating and influencing people to move towards a common goal are all essential elements of management but the ‘willingness’ of the followers to be led, highlights a special quality that puts a leader high above others.

Based on these elements of the leadership function, the leadership may be defined as:

\[ L = F(f,g,w,s) \]

where leadership \( L \) is a function \( F \) of

- \( f \) = followers
- \( g \) = goal
- \( w \) = a measure of willingness on the part of subordinates, and
- \( s \) = a given situation
Qualities of a Leader

A leader has certain inherent qualities and traits which assist him in playing a directing role and wielding commanding influence over others. Some of these traits according to Jago are:

1. Energy, drive
2. Appearance, presentability
3. A sense of cooperativeness
4. Enthusiasm
5. Personality-height and weight
6. Initiative
7. Intelligence
8. Judgement
9. Self-confidence
10. Sociability
11. Tact and diplomacy
12. Moral courage and integrity
13. Will power and flexibility
14. Emotional stability
15. Knowledge of human relation

Personal Characteristics of Leaders

Leadership is an intangible quality and its effectiveness can best be judged by the behaviour and attitudes of followers. Even though, personal backgrounds and personalities differ widely, some of the factors such as education and socio-economic status are poor indicators of judgments of successful leaders. However, some behavioural characteristics may be common to most of the successful and effective leaders. Some of these characteristics are:

- **Ability to inspire others**: This ability may be due to an internal ‘charisma’ which is an inborn trait and may not be a learnable factor.
- **Problem solving skills**: An effective leader has developed the patience and ability to look at the problem from various angles and get down to the cause of the problem and he tries to solve the problem from its roots rather than the symptoms of the problem.
- **Emotional maturity**: Emotional stability and maturity is a major ingredient for effective leadership. It pertains to good adjustment to life, calm, cool and calculated reaction to undesirable situations and obstacles and normal acceptance of success as well as failure. Such leaders are self-confident, rational and are open hearted towards differences in opinions and opposing viewpoints. They generally have a happy family life and have a balanced
outlook towards life and the world. They are warm and sensitive and not vindictive in nature.

- **Ability to understand human behaviour:** A leader must understand the needs, desires and behaviour of his subordinates and show respect for such desires. He is emotionally supportive and is careful enough to avoid ego threatening behaviour. He must give credit to subordinates when their efforts are successful.

- **Verbal assertiveness:** A leader must be an effective orator and must be confident of his views and opinions. He must communicate his views honestly and in a straightforward manner without fear of consequences.

- **Willingness to take risks:** Routine work, no matter how well-done, never makes a leader. Successful leaders always charter the unknown. They must accept and seek new challenges. However, the risks must be calculated ones and outcomes of actions be reasonably predicted. Should these risks result in failure, a leader must take full blame and responsibility and not shift blame on others, even though they may be operative factors. He must be willing to tolerate frustration and defeat and learn from these failures.

- **Dedication to organizational goals:** A leader must demonstrate his dedication and commitment to the organization’s mission, goals and objectives by hard work and self-sacrifice. He must make sure that his followers fully understand the organizational objectives and are equally dedicated and willing to work for these objectives.

- **Skill in the art of compromise:** Setting differences is a valid part of leadership and genuine differences must be solved by compromise and consensus. This will induce faith in the fairness of the leader. He must be willing to give in where necessary and must be able to take criticism with grace. However, he must not compromise for the sake of compromising or just smooth sailing only and must be willing to take a stand on controversial issues and accept the consequences of his stand.

### 9.3 FUNCTIONS OF A LEADER

An individual performs various functions as a leader as per the requirement of the work of organization. Main function of a leader is related to achievement of goals and proper organization of the group. A leader perform many functions like planning for the work, motivating the group for achievement of goals, supervision of the work, proving solutions to problems faced by the group members etc. Following are the some major functions of a leader in group work:

1. **Framing objectives:** One of the functions of the leader is to frame objectives for group work in accordance with the vision of the organization. Leader will not only frame but also interpret the objectives to the group members to work with full enthusiasm.
2. **Assigning roles and responsibilities:** The other function of a leader is to assign specific roles to the group members on the basis of their capabilities. While assigning the role to the members, leader will also explain the responsibility associated with that particular role. Leader provides clear cut instructions to the members to avoid any confusion later on.

3. **Implementation of plan of action:** The important function of a leader is to successfully implement the plan of action. This needs adequate decision making based on creative ideas and original thinking. How a leader is implementing the programme will decide that how successfully objectives will be achieved by the group. The decisions taken by the leader should not be influenced by anyone.

4. **Develop co-ordination:** A leader has to coordinate the interests of the individual members with the interests of the organization. Coordination among the group members should be done in such a way that there will be voluntary co-operation among group members to work collectively. A good leader also supervises his team work and maintains the flow of work.

5. **Guidance and motivation:** It is the most significant function of a leader to guide and motivate his group members so that they all work in same direction to achieve common goals. Leader should motivate the members so that nobody feel isolated. It is the responsibility of a leader to build up confidence among group members and help them by providing training whenever needed.

6. **A binding force:** A leader works in a way that it binds all the members together. Leader also works as a link between the top authority and the members. He interprets the objectives and programmes to the members and takes care of their benefits as well. He supposed to listen feedback of group members.

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**Check Your Progress**

1. What does leadership imply?
2. What are the traits of a good leader?

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### 9.4 TYPES AND THEORIES OF LEADERSHIP

Leadership can be formal or informal. The formal leadership occurs when a person is appointed or elected as an authority figure. For example, anyone who is appointed to the job of a manager is also given the authority to exercise formal leadership in relationship to his subordinates. Similarly, a formally elected leader of a country or a state acquires the authority of leadership and in giving direction to the country or state.
The informal leadership emerges when a person uses interpersonal influence in a group without designated authority or power. These leaders emerge in certain situations because of their charm, intelligence, skills or other traits and to whom other people turn to for advice, direction and guidance. Religious and civic leaders fit into this category. Successful managers who exercise their given authority in a formal way are also capable of exercising informal leadership relationships with people both within as well as outside the organization. The leadership behaviour is directly related to individual employee morale. These are some of the indicators, which to some degree reflect the effectiveness of leadership behaviour.

Many studies have been conducted in order to identify and separate such characteristics and personal traits that are unique to the behaviour of successful leaders. These traits could then be set up as standards against which the profiles of leaders could be matched and judged. However, such attempts have not been successful. According to Ralph Stogdill, who studied the subject of leadership most extensively, ‘a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics, activities and goals of the followers’

Theories of leadership

Over the last 80 years, a number of different theories and approaches to studying leadership have been developed. Prior to 1945, the most common approach to the study of leadership concentrated on leadership traits. It was thought that leaders possessed and exhibited some unique set of qualities that distinguished them from their peers. Because this line of investigation did not produce consistent outcomes, research centered on other theories such as behavioural and situational approaches to leadership identification. These theories are examined in more detail as follows:

Trait Theory

The trait theory rests on the traditional approach which describes leadership in terms of certain personal and special characteristics which are not acquired by knowledge and training but are considered inherited. This theory emphasizes that leaders are born and not made and that leadership is a function of inborn traits. Some of these inborn traits are considered to be intelligence, understanding, perception, high motivation, socio-economic status, initiative, maturity, need for self-actualization, self-assurance and understanding of interpersonal human relations.

In the earlier studies, the existence of these traits became a measure of leadership. It holds that possession of the traits permits certain individuals to gain position of leadership. Since all individuals do not have these qualities, only those who have them would be considered potential leaders. It was further believed that training individuals to assume leadership roles was not possible and such training would be helpful only to those who had these inborn leadership traits to start with.
The Trait Theory of leadership has suffered from lack of conclusiveness and over-simplifications. As Eugene E. Jennings concluded, ‘fifty years of study have failed to produce one personality trait or a set of qualities that can be used to discriminate leaders and non-leaders.’ The old assumption that ‘leaders are born’ has never been substantiated in several decades of research. The critics have charged that the theory focuses attention only on the leader and disregards the dynamics of the leadership process. Also the theory ignores the situational characteristics which may result in the emergence of a leader.

Some of the other weaknesses and failures of trait theory are:

1. All the traits are not identical with regard to the essential characteristics of a leader.
2. Some traits can be acquired by training and may not be inherited.
3. It does not identify the traits that are most important and those that are least important in identifying a successful leader.
4. The traits required to ‘attain’ leadership may not be the same that are required to ‘sustain’ leadership.
5. It fails to explain the many leadership failures in spite of the required traits.
6. It has been found that many traits exhibited by leaders are also found among followers without explaining as to why followers could not become leaders.
7. It ignores the environmental factors which may differ from situation to situation.
8. It is difficult to define traits in absolute terms. Each trait can be explained in variety of terms. For example, intelligence cannot be accurately.
9. The extent and influence of traits would also depend upon the level of leadership in an organization. A supervisor of production, for example, does not need or use the same traits as the president of the company. The lower level management requires more technical skills while at top level management, human and conceptual skills are highly significant. Thus it would be unreasonable to assume that these traits are uniformly distributed at all managerial levels.

The traits theory approach has been criticized as lacking predictability. There are probably no personality traits that consistently distinguish the leader from his followers. According to B. Solomon5.

‘History is replete with non-trained, non-academic Fords, Edisons and Carnegies who could not even claim a grammar school education, yet managed to become leaders whose influences was felt around the globe. As for appearance of robust health, need we mention more than the delicate Gandhi or George Washington or Carver, the frail, shrivelled, insignificant little Negro who was one of America’s greatest scientists and so many more like them. As for high ideals and find character act, where would Hitler, Capone or Attila the Hun rate here?’
Similarly, if tall people were more inclined to be leaders then how could such short people as Napoleon or the most respected Prime Minister of India, Lal Bahadur Shastri have risen to a high leadership gives rise to a logical criticism against its validity?

**Behavioural theory**

This theory studies leadership by looking at leaders in terms of what they ‘do’. This is in contrast to trait theory which seeks to explain leadership in terms of who the leaders ‘are’. Thus according to behavioural theory, leadership is shown by a person’s acts more than by his traits. The leadership effectiveness is determined in terms of leader-subordinate interaction and outcome. Research studies conducted by Katz, Maccoby and More, suggested that leadership behaviour be defined along employee-centered dimension and production-centered dimension complementing each other so that the employee’s performance and productivity is enhanced.

Further in-depth investigations into this approach have been conducted at Ohio State University. These studies isolate two particular factors affecting the leadership dimension. These are:

- **Consideration**: It refers to the extent to which there is a rapport between the leader and the group, a mutual warmth and trust, a concern for the needs of the members of the work group, an attitude that encourages participative management, two-way communication and respect for the feedback of the followers.

- **Initiating structure**: It refers to the extent to which a leader is task oriented and his ability and concern in utilizing resources and personnel at Optimum level. It involves creating a work environment so that the work of the group is organized, coordinated, sequential and organizationally relevant so that people know exactly what is to be done and how it is to be done. The structure involves having the leader to organize and define the role each member is to assume, assign tasks to them and push for the realization of organizational goals. An important discovery made by the Ohio studies was that the leader does not necessarily have to rate high both on consideration as well as structure element. He could be high on one and low on the other and still lead the group successfully. Because initiating structure dimension includes planning, coordinating, directing, problem solving, criticizing poor work and pressuring subordinates to perform better and consideration means friendliness and consultation with subordinates, these two elements may seem to be in conflict with each other. However, according to Weissenberg and Kavanagh, these two elements are considered to be relatively independent dimensions of a leader’s behaviour. This means that a high score on one dimension does not necessarily mean a low score on the other. Thus consideration and initiating structure can be shown in various combinations as depicted in Figure 9.1.

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Combinations of Consideration and Initiating Structure

Thus a manager with high structure and high consideration rates high in directing and controlling his subordinates and has a high level of concern and warmth towards employees. Such managers have subordinates who are more satisfied, have fewer grievances and stay longer with the organization. There is also evidence that such managers who exhibit high levels of both consideration and initiating structure generate higher levels of subordinate performances.

One advantage of this theory is that these two dimensions of leadership behaviour are tangible and observable and do account for a major part of the leader behaviour. Even though a causal connection of these two dimensions with performance has not been clearly demonstrated, their relationship to leadership effectiveness has been quite obvious.

Managerial grid

Another aspect of Behavioural Theory of leadership is represented by the Managerial Grid. It was developed by Robert Blake and Jane Mouton and plays an important part in managerial behaviour in organizational development. In general, behavioural scientists have separated the two primary concerns in organizations, namely, the concern for production and concern for people. They believed that a high concern for production necessarily meant low concern for people and high consideration for workers meant tolerance for low production. However, the managerial grid model emphasized that both concerns should be integrated to achieve the objectives of the organization. It assumes that people and production factors are complementary to each other rather than mutually exclusive.

According to Rao and Narayana, the concern for production is not limited to things only, and concern for people cannot be confined to narrow considerations of interpersonal warmth and friendliness. Production can be measured in terms of creative ideas of people that turn into useful products, processes or procedures, efficiency of workers and quality of staff and auxiliary services. Similarly, concern for people includes concern for the degree of personal commitment of complementing the work requirement assigned to each person, accountability based upon trust rather than fear or force, sense of job security and friendship with co-workers leading to a healthy working climate.

The management grid is built on two axis, one representing the “people” and the other the “task”. Both the horizontal, as well as the vertical axis are treated as a scale from 1 to 9 where 1 represents the least involvement and 9 represents the
most involvement, so that the coordinates (1, 1) would indicate minimum standards for worker involvement and task design, and coordinates (9, 9) would indicate maximum dedication of the workers and highly structured operations. Such an involvement would reflect upon the managerial orientation towards tasks and towards workers who are expected to perform such tasks. Blake and Mouton have identified five coordinates that reflect various styles of leader behaviour. The managerial grid figures and these styles are shown in Figure 9.2.

**Fig. 9.2 Managerial Grid Diagram**

The managerial grid diagram as shown in Figure 9.2 can be interpreted as follows:

- Coordinates (1, 1). This represents an impoverished management and the manager makes minimum efforts to get the work done. Minimum standards of performance and minimum worker dedication.
- Coordinates (9, 1). Excellent work design. Well-established procedures. Minimum worker interference. Orderly performance and efficient operations.
- Coordinates (1, 9). Personal and meaningful relationship with people. Friendly atmosphere and high morale. Loosely structured work design.
- Coordinates (9, 9). Ultimate in managerial efficiency. Thoroughly dedicated people. Trustworthy and respectable atmosphere. Highly organized task performances. Known as team management style, it relies upon interdependence of relationships based upon commitment of employees.
- Coordinates (5, 5). Known as the middle-of-the-road management style, it is concerned with balancing the necessity to get the work done while maintaining worker morale at a satisfactory level. The goal is to achieve adequate organizational performance.
This managerial grid provides a reasonable indication of the health of the organization as well as the ability of the managers. The model assumes that there is one best or most effective style of management, which is the style indicated by coordinates (9, 9) also known as team management style. It is the objective of all management to move as close to this style as possible, for managers who emphasize both high concern for people as well as productivity are presumed to be more successful. Accordingly, managers should be carefully selected on the basis of their ability to coordinate people and tasks for optimum benefit.

The managerial grid model, however, has become controversial on the basis of lack of empirical evidence supporting whether the team management style is the best management style. Even Blake and Mouton offer conceptual, rather than empirical arguments as to why the team management style should be the best style, when conditions are favourable.

Contingency theories

All the leadership theories discussed so far attribute leadership performance on the basis of certain traits or in terms of leader’s behaviours. The contingency theories state that an analysis of leadership involves not only the individual traits and behaviour but also a focus on the situation. The leadership behaviour is used in combination with work groups contingencies to predict performance outcomes. The effectiveness of leader behaviour is contingent upon the demands imposed by the situation. The focus is on the situation in which leadership is exercised and not upon the leader. Different types of situations demand different situations. Similarly, a successful leader under one set of circumstances may be a failure under a different set of circumstances. For example, Winston Churchill was considered a successful prime minister and an effective leader of England during World War II. However, he turned out to be much less successful after the war when the situation changed.

The contingency approach, known also as situational approach defines leadership in terms of his ability to handle a given situation and is based on the leader’s skill in that given area. This approach can best be described by a hypothetical example developed by Robert A. Baron. Imagine the following scene:

The top executives of a large corporation are going in their limousine to meet the president of another large company at some distance. On the way, their limousine breaks down many miles from any town. Who takes charge of the situation? Who becomes the situational leader? Not the president or the vice-president of the company, but the driver of the car who knows enough about the motor to get the car started again. As he does or oversees the repair, he gives direct orders to these top echelons of the organization, who comply. But once the car starts and they arrive at the meeting, the driver surrenders his authority and becomes a subordinate again.

This example suggests that in a given situation, the person most likely to act as a leader is the one who is most competent for the situation or for a given group
as the case may be. Thus, in defiance of the trait theory, some shy and introvert person may take command of leadership if he meets the group’s requirements under given circumstances. However, it must be understood that it would require the leaders to change their behaviour in order to fit the changed situation, if necessary, rather than having to change the situation to suit the leadership behaviour style. This means that the leaders must remain flexible and sensitive to the changing needs of the given group.

While this approach emphasizes that external pressures and situational characteristics and not the personal traits and personality characteristics determine the emergence of successful leaders in performing a given role, it is probably a combination of both types of characteristics that sustains a leader over a long period of time. A leader is more successful when his personal traits complement the situational characteristics.

According to Szilagyi and Wallace, there are four contingency variables that influence a leader’s behaviour. First, there are the characteristics of the leader himself. These characteristics include the personality of the leader relative to his ability to respond to situational pressures as well as his previous leadership style in similar situation. The second variable relates to the characteristics of the subordinates. The subordinates are important contributors to a given operational situation. The situation will very much depend upon whether the subordinates prefer a participative style of leadership and decision making and what their motivations in this situation are. Are the subordinates motivated by intrinsic satisfaction of performing the task well or do they expect other types of reinforcements?

The third factor involves the group characteristics. If the group is highly cohesive it will create a more cordial situation than if the group members do not get along with each other so that the leadership style will vary accordingly. The fourth situational factor relates to the organizational structure. The organizational structure is the formal system of authority, responsibility and communication within the company. Factors system of authority, responsibility and communication within the company. Factors such as hierarchy of authority, centralized or decentralized decision making and formal rules and regulations would affect the leader behaviour. All these factors are diagrammatically shown in Figure 9.3.

![Contingency Variables](image_url)
Contingency theories of leadership attempt to account systematically for any relationship between situational factors and leadership effectiveness. There are four such main theories that have been proposed. These are discussed in more detail as follows:

**Fiedler’s contingency theory**
Fred Fiedler was one of the earliest proponents of a leadership model that explicitly accounted for situational factors. He proposed, in 1967, a theoretical explanation for interaction of three situational variables which affect the group performances. These three variables are (1) leader-member relations, (2) task structure and (3) leader’s positional power. These variables determine the extent of the situational control that the leader has.

**Leader-member relations:** This relationship reflects the extent to which the followers have confidence and trust in their leader as to his leadership ability. A situation in which the leader-member relations are relatively good with mutual trust and open communications is much easier to manage than a situation where relations are strained.

**Task structure:** It measures the extent to which the tasks performed by subordinates are specified and structured. It involves clarity of goals, as well as clearly established and defined number of steps required to complete the task. When the tasks are well structured and the rules, policies and procedures clearly written and understood, then there is little ambiguity as to how the job is to be accomplished.

**Position power:** Position power refers to the legitimate power inherent in the leader’s organizational position. It refers to the degree to which a leader can make decisions about allocation of resources, rewards and sanctions. Low position power indicates limited authority. A high position power gives the leader the right to take charge and control the situation as it develops.

The most favourable situation for the leader then would be when the leader group relations are positive, the task is highly structured and the leader has substantial power and authority to exert influences on the subordinates. The leadership model proposed by Fiedler measures the leadership orientation and effectiveness with a differential type of attitude scale which measures the leader’s esteem for the “least preferred co-worker” or LPC as to whether or not the person the leader least like to work with is viewed in a positive or negative way. For example, if a leader would describe his least preferred co-worker in a favourable way with regards to such factors as friendliness, warmth, helpfulness, enthusiasm, and so on then he would be considered high on LPC scale. In general a high LPC score leader is more relationship oriented and a low LPC score leader is more task-oriented.
A high LPC leader is most effective when the situation is reasonably stable and requires only moderate degree of control. The effectiveness stems from motivating group members to perform better and be dedicated towards goal achievement. A low LPC leader would exert pressure on the subordinates to work harder and produce more. These pressures would be directed through organizational rules, policies and expectations.

One of the basic conclusions that can be drawn from Fiedler’s contingency model is that a particular leadership style may be more effective in one situation and the same style may be totally ineffective in another situation, and since a leadership style is more difficult to change, the situation should be changed to suit the leadership style. The situation can be made more favourable by enhancing relations with subordinates, by changing the task structure or by gaining more formal power which can be used to induce a more conducive work setting based upon personal leadership style. Fiedler and his associates also developed a leadership training programme known as LEADER MATCH, giving the manager some means and authority to change the situation so that it becomes more compatible with the leader’s LPC orientation. Studies conducted by Srube Garcia have shown strong support for Fiedler’s approach.

**Path-goal theory**

The path-goal theory of leadership, as proposed by House and Mitchell, proposes that the effectiveness of leaders can be measured from their impact on their subordinates’ motivation, their ability to perform effectively and their satisfaction with their tasks. This model emphasizes that the leader behaviour be such as to compliment the group work setting and aspirations so that it increases the subordinate goal achievement level and clarifies the paths to these goals. This approach is based upon the expectancy theory of motivation and reflects the worker’s beliefs that effort would lead to successful outcomes. The leader sets up clear path and clear guidelines through which the subordinates can achieve both personal as well as work related goals and assists them in achieving these goals. This will make the leader behaviour acceptable and satisfying to subordinates since they see the behaviour of the leader as an immediate source of satisfaction or as a source of obtaining future satisfaction.

This approach is largely derived from the path-goal approach to motivation. To motivate workers, the leader should:

(a) Recognize subordinate needs for outcomes over which the leader has some control.

(b) Arrange for appropriate rewards to his subordinates for goal achievement.

(c) Help subordinates in clearly establishing their expectations.
(d) Demolish, as far as possible, the barriers in their path of goal achievement.

(e) Increase opportunities for personal satisfaction which are contingent upon satisfactory performance.

The path-goal model takes into consideration the different types of leadership behaviour. There are four such types of leadership styles that would support this approach depending upon the nature of the situation.

These are:

**Directive:** Directive leadership is the style in which the leader provides guidance and direction to subordinates regarding job requirements as well as methodology for job accomplishment. This style is required when the demands of the task on hand are ambiguous and not clearly defined. But when the task is inherently clear or clarification is otherwise available, then a high level of directive leadership is not required and may, in fact impede performance.

**Supportive:** Supportive leadership is a style in which the leader is concerned with the needs and well-being of his subordinates. The leader is friendly and approachable and treats his subordinates as equals. This approach has the most positive effect, specifically on the satisfaction of those followers who are working on unpleasant, stressful or frustrating tasks that are highly repetitive.

**Achievement-oriented:** This type of support helps the subordinates to strive for higher performance standards and increase confidence in their ability to meet challenging goals. This is especially true for followers who have clear cut and non-repetitive assignments.

**Participative:** This leadership approach encourages subordinate’s participation in the decision making process. The leader solicits subordinate’s suggestions and takes the suggestions into consideration before making decisions.

**The contingency factors**

The specific leadership style that is most effective is contingent upon two situational factors. These factors are:

- **Characteristics of subordinates:** The leadership style selected by the leader should be compatible with the ability, experience, needs, motivations and personalities of the followers. Subordinates who perceive their own ability to be high would not appreciate a directive approach and would be highly motivated by a supportive leadership style. People who believe that what happens to them is a result of their own behaviour are more satisfied with a participative leadership style and people who believe that what happens to them is a matter of chance or luck, prefer a directive style of leadership.
Environmental factors: The environmental factors are those which are beyond the control of the subordinates but are significant in affecting their satisfaction or on their ability to perform effectively. These include the structure of the work tasks, openness of communication, extent of feedback provided, formal authority system of the organization and the nature of interaction within the work group. If the task is one of a routine nature and well-structured, and the organizational authority system is formal and the group norms are clear and respected, then a directive leadership style will be unnecessary. Additionally, such a leadership will be motivational which helps subordinates cope with the environmental uncertainties, environmental sources of threats and frustration and remove any other barriers to performance and also make sure that subordinates’ satisfactory performance is adequately rewarded.

Life-cycle theory
The life-cycle theory of leadership has been developed by Paul Hersey and Kenneth Blanchard. The model focuses on the ‘maturity’ of the followers as a contingency variable affecting the style of leadership. The ‘maturity’ of the subordinates can be defined as their ability and willingness to take responsibility for directing their own behaviour in relation to a given task. The level of such maturity would determine the leader’s emphasis on task behaviours (giving guidance and direction) and relationship behaviour (providing socio-emotional support). ‘Task behaviour’ can be defined as the extent to which the leader engages in spelling out the duties and people what to do, how to do it, when to do it, where to do it and who is to do it. Task behaviour is characterized by one-way communication from the leader to the follower and this communication is meant to direct the subordinate to achieve his goal.

Similarly, ‘relationship behaviour’ is defined as the extent to which the leader engages in two-way or multi-way communication. The behaviours include listening, facilitating and supportive behaviours.

‘Maturity is the crux of the life-cycle theory. It has been defined previously as reflecting the two elements of ability and the willingness on the part of the followers. Ability is the knowledge, experience and skill that an individual or a group has in relation to a particular task being performed and the willingness refers to the motivation and commitment of the group to successfully accomplish such given tasks.’

The style of leadership would depend upon the level of maturity of the followers. Figure 9.4 diagram suggests four different styles of leadership for each stage of maturity and a particular style in relationship to its relative level of maturity is considered to be the best ‘match’.
These various combinations of leadership styles and levels of maturity are explained in more details as follows:

(S1) Telling The ‘telling’ style is best for low follower maturity. The followers feel very insecure about their task and are unable and unwilling to accept responsibility in directing their own behaviour. Thus, they require specific directions as to what, how and when to do various tasks so that a directive leadership behaviour is more effective.

(S2) Selling The ‘selling’ style is most suitable where followers have low to moderate maturity. The leader offers both task direction and socio-emotional support for people who are unable to take responsibility. The followers are confident but lack skills. It involves high task behaviour and high relationship behaviour.

(S3) Participating This leadership approach involves high relationship behaviour and low task behaviour and is suitable for followers with moderate to high maturity where they have the ability but are unwilling to accept responsibility requiring a supportive leadership behaviour to increase their motivation. The leader has open door policy with open channels of communication and encourages his followers to perform their tasks well.

(S4) Delegating Here the employees have both, the high job maturity and high psychological maturity. They are both able and willing to be accountable for their responsibility towards task performance and require little guidance and direction. It involves low relationship and low task leader behaviour.

The life-cycle theory of leadership requires that leaders attend to the demands of the situation as well as the feelings of the followers, and adjust their styles with the changing levels of maturity of the followers so as to remain consistent with the actual levels of maturity.

Leadership Styles

The leadership styles can be classified according to the philosophy of the leader. What the leader does determines how well he leads. A style of leadership is a ‘relatively enduring set of behaviours which is a characteristic of the individuals, regardless of the situation.’ Some of the more significant leadership style are discussed as follows:

Autocratic or dictatorial leadership

Autocratic leaders keep the decision making authority and control in their own hands and assume full responsibility for all actions. Also, they structure the entire work situation in their own way and expect the workers to follow their orders and tolerate no deviation from their orders. The subordinates are required to implement instructions of their leaders without question. They are entirely depended on their leader and the output suffers in the absence of the leader.

The autocratic leadership style ranges from tough and highly dictatorial to paternalistic, depending upon whether the leader’s motivational approach is threat and punishment or appreciation and rewards. In highly autocratic situations, the subordinates develop a sense of insecurity, frustration, low morale and they are induced to avoid responsibility, initiative and innovative behaviour. The autocratic leader believes that his leadership is based upon the authority conferred upon him by some source such as his position, knowledge, strength or the power to punish and reward. Some of the advantages and disadvantages of autocratic leadership are as follows:

Advantages

(a) Autocratic leadership is useful when the subordinates are new on the job and have had no experience either in the managerial decision making process or performing without active supervision.

(b) It can increase efficiency and even morale when appropriate and get quicker results, especially in a crisis or emergency when the decision must be taken immediately.

(c) The paternalistic leadership is useful when the subordinate are not interested in seeking responsibility or when they feel insecure at the job or when they work better under clear and detailed directives.

(d) It is useful when the chain of command and the division of work is clear and understood by all and there is little room for error in the final accomplishment.
Disadvantages

(a) One way communication without feedback leads to misunderstanding and communications breakdown.

(b) An autocratic leader makes his own decisions which can be very dangerous in this age of technological and sociological complexity.

(c) Since it inhibits the subordinate’s freedom, it fails to develop his commitment to the goals and objectives of the organization.

(d) Since it creates an environment which provides for worker resentment, it creates problems with their morale resulting in poor productivity in the long run.

(e) It is unsuitable when the work force is knowledgeable about their jobs and the job calls for team work and cooperative spirit.

Participative or democratic leadership

In this type of leadership, the subordinates are consulted and their feedback is taken into the decision making process. The leader’s job is primarily of a moderator, even though he makes the final decision and he alone is responsible for the results. The management recognizes that the subordinates are equipped with talents and abilities and that they are capable of bringing new ideas and new methodologies to work setting. Thus the group members are encouraged to demonstrate initiative and creativity and take intelligent interest in setting plans and policies and have maximum participation in decision making. This ensures better management-labor relations, higher morale and greater job satisfaction. This type of leadership is especially effective when the workforce is experienced and dedicated and is able to work independently with least directives, thereby developing a climate which is conducive to growth and development of the organization as well as the individual personality. The feasibility and usefulness of the participative decision making style is dependent on the following factors:

1. Since participative decision making process is time consuming, there should be no urgency to the decision.
2. The cost of participation of subordinates in the decision making should not be more than the benefits derived from the decision.
3. The input from the subordinates should be free from any fear of repercussions in case such input in conflict with the views held by the management.
4. The participation of subordinates should not be of such a degree as to be perceived as a threat to the formal authority of management.
5. Subordinates should be sufficiently responsible so that there is no leakage of confidential information to outside elements.
In such situations, participative style of decision making has several advantages. These are:

(a) Active participation in the managerial operations by labour assures rising productivity and satisfaction.

(b) Workers develop a greater sense of self-esteem due to importance given to their ideas and their contribution.

(c) The employees become more committed to changes that may be brought by policy changes, since they themselves participated in bringing about these changes.

(d) The leadership induces confidence, cooperation and loyalty among workers.

(e) It results in higher employee morale.

(f) It increases the participants’ understanding of each other which results in greater tolerance and patience towards others.

It has been demonstrated by numerous researches that participation by subordinates improves quality of work, enhances an easy acceptance of changes in the organization and improves morale and loyalty.

Notwithstanding numerous advantages and great reliance on participative leadership, it has several disadvantages. Some of these are:

(a) The democratic leadership requires some favourable conditions in that the labour must be literate, informed and organized. This is not always possible.

(b) This approach assumes that all workers are genuinely interested in the organization and that their individual goals are successfully fused with the organizational goals. This assumption may not always be valid.

(c) There must be total trust on the part of management as well as employees. Some employees may consider this approach simply an attempt to manipulate them. Accordingly, the employees must be fully receptive to this approach to make it meaningful.

(d) Some group members may feel alienated if their ideas are not accepted for action. This may create a feeling of frustration and ill-will.

(e) This approach is very time consuming and too may viewpoints and ideas may make the solid decision more difficult and may be a source of frustration to impatient management.

(f) Some managers may be uncomfortable with this approach because they may fear an erosion of their power base and their control over labour.

(g) This approach relies heavily on incentives and motivation of recognition, appreciation, status and prestige. However, labour may be interested in financial incentives instead of prestige.
Laissez-faire or free-reign leadership

In this type of leadership, the leader is just a figure-head and does not give any direction but delegates the authority to subordinates so that they must plan, motivate, control and otherwise be responsible for their own actions. The leader acts principally as a liaison between the group and the outside elements and supplies necessary materials and information to group members. He lets the subordinates develop their own techniques for accomplishing goals within the generalized organizational policies and objectives. The leader participates very little and instead of leading and directing, he becomes just one of the members. He does not attempt to intervene or regulate or control and there is complete group or individual freedom in decision making. This type of leadership is highly effective when the group members are highly intelligent and are fully aware of their roles and responsibilities and have the knowledge and skills to accomplish these tasks without direct supervision.

This type of leadership is evident in research laboratories where the scientists are fairly free to conduct their research and make their decisions. Similarly, in a university or a college, the chairperson of a division does not interfere in the professor’s teaching method, but only assigns the courses to be taught. From then onwards, the professors area very much their own leaders.

Advantages
(a) It creates an environment of freedom, individuality as well as team spirit.
(b) It is highly creative with a free and informal work environment.
(c) This approach is very useful where people are highly motivated and achievement oriented.

Disadvantages
(a) It may result in disorganized activities which may lead to inefficiency and chaos.
(b) Insecurity and frustration may develop due to lack of specific decision-making authority and guidance.
(c) The team spirit may suffer due to possible presence of some uncooperative members.
(d) Some members may put their own interests above the group and team interests.

9.4.1 Training for Leadership

In social group work, for the successful implementation of programs, a worker is required to have good leadership qualities so that the objectives can be achieved well in time. It is the quality of behaviour by which one person is able to connect with others and influence them to work together towards the completion of tasks
and achievement of objectives. It may be possible that a person have inborn quality of leadership but especially related to social work, the concept of training for leadership becomes important.

- **Training required for transformational leadership**: For a person to become transformative leader in social group work, training is required to know about motivational strategies to encourage the team members. Leadership training is also required to integrate human efforts in one direction and mobilize the human force constructively.

- **Training required for development of communicational skills**: It has also been observed that in social work, communication skill plays an important role. The verbal and written communication skills are required to confront different situations in social group work.

- **Training required for interpersonal skills**: In social work, many situations come where people are under the grip of emotions and stress. There is a need that person who is dealing such situation is well trained to listen and communicate in such a way that situation remains under control and there will be chance to develop good relationship between the two persons.

- **Training required for organizational skills**: For the management of different issues and situation by the social worker at a time, training is required for the development of components associated with organizational skills like time management, classification of similar tasks and distribution of roles and responsibilities.

### 9.4.2 Sociometry and Sociogram

Sociometry technique is a method which helps in measuring the social relationships. This qualitative method was given by Jacob L. Moreno and Helen Hall Jennings. This method measures the social acceptance of a person. Moreno also develops a systematic method called sociogram. This method present social relationship in graphical manner where individuals are presented by points and relationships by lines. Through these graphical presentations mapping of interpersonal relationships and interpersonal communication is done. There are five basic stages of administering a sociogram: criterion selection, Matrix formation, sociogram charting, analysis and application.

### 9.5 GROUP WORK FOR TEAM BUILDING AND SITUATIONAL LEADERSHIP IN TEAM BUILDING

Team building is a process through which various activities organized for enhancing social relationship and to motivate team members for collaborative work. Activities undertaken in this process is to motivate the members for their better performance at individual as well as at group level. A proper planning is required for organizing
activities for team building. One should be aware about the strength and weakness of the team. Nature of activities for team building should be based on the basis of problems faced by the group and for those issues which we really want to resolve through team building activities. There may be issues like conflict between group members, lack of interpersonal relationship, poor communication skills, self-centeredness etc. which need to be taken care before the planning of activities of team building.

Purpose of Group Work for Team Building:
1. Working Together
2. Identifying Strengths and Weaknesses
3. Development of Personality
4. Responsibility Sharing
5. To learn qualities of leadership
6. Leisure time management
7. Roles and responsibilities
8. Emotional Security
9. Socialization
10. Conflict Resolution
11. Adjustment

Situation Leadership

Situation leadership is about how to lead a right way in any situation faced by the leader. There is no perfect leadership style required in situational leadership. Everything will be decided by the leader according to the situation faced by him. The structure of situational leadership based upon flexibility, versatility and understanding of people and situation.

In 1970s Paul Hersey and Ken Blanchard developed the Situational Leadership Model. The model put emphasis on view that situation is determinative and accordingly style of leadership is selected by the leader. In situational leadership model, four level of leadership is given as below:

1. Situational Leadership: Directing

Directing is the starting level of leadership style. It is directive kind of style. At this level, group members are new and show low competence and high commitment. In this type of situation leadership, leader needs to be focused on tasks. Leader must provide clear instructions and encourage members for moving to the next level with improved capabilities. This type of situational leadership demands leader to be more active.
2. Situational Leadership: Coaching

Coaching is the level where members show their improved commitment. Focus of leader at this level is task oriented as well as developing relationships for trust building. Encouragement can be provided by suggesting new ways for progress.

3. Situational Leadership: Supporting

Supporting level leadership needs to be participatory in nature and support the team. Team members may be competent at this level but for full commitment they need support from leader. It addresses the follower who is competent at the job, but remains somewhat inconsistent and is not yet fully committed. The follower may be uncooperative or performing as little work as possible, despite their competence with the tasks. No detailed instructions are needed but continuous supervision is essential at this level.

4. Situational Leadership: Delegating

This is the final goal of situation leadership. At this level members are fully committed and highly competent. Leader can depute the members for various tasks. There is no or minimal supervision required for task assigned to the members.

Check Your Progress

3. What is the difference between formal and informal leadership?
4. Define trait theory.
5. What is behavioural theory of leadership?
6. What are the advantages of autocratic leadership?
7. What are the disadvantages of democratic leadership?
8. What do you mean by sociometry and sociogram?

9.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Leadership is an integral part of management and plays a vital role in managerial operations. If there is any single factor that differentiates between successful and unsuccessful organizations, it could be considered as dynamic and effective leadership. Perhaps, it would be a valid assumption to state that the major cause of most business leaders, even though management primarily relies on formal position power to influence people whereas leadership stems from a social influence process.

2. The traits of a good leader are:
   a. Energy, drive
Leadership in Group

3. The formal leadership occurs when a person is appointed or elected as an authority figure. For example, anyone who is appointed to the job of a manager is also given the authority to exercise formal leadership in relationship to his subordinates. Similarly, a formally elected leader of a country or a state acquires the authority of leadership and in giving direction to the country or state. The informal leadership emerges when a person uses interpersonal influence in a group without designated authority or power. These leaders emerge in certain situations because of their charm, intelligence, skills or other traits and to whom other people turn to for advice, direction and guidance.

4. The Trait Theory rests on the traditional approach which describes leadership in terms of certain personal and special characteristics which are not acquired by knowledge and training but are considered inherited. This theory emphasizes that leaders are born and not made and that leadership is a function of inborn traits. Some of these inborn traits are considered to be intelligence, understanding, perception, high motivation, socio-economic status, initiative, maturity, need for self-actualization, self-assurance and understanding of interpersonal human relations. In the earlier studies, the existence of these traits became a measure of leadership. It holds that possession of the traits permits certain individuals to gain position of leadership. Since all individuals do not have these qualities, only those who have them would be considered potential leaders.

5. According to the behavioural theory, leadership is shown by the acts of a person more than by his/her traits. The leadership effectiveness is determined in terms of leader-subordinate interaction and outcome.
6. The advantages of autocratic leadership are the following:
   (i) Autocratic leadership is useful when the subordinates are new on the job and have had no experience either in the managerial decision making process or performing without active supervision.
   (ii) It can increase efficiency and even morale when appropriate and get quicker results, especially in a crisis or emergency when the decision must be taken immediately.
   (iii) The paternalistic leadership is useful when the subordinate are not interested in seeking responsibility or when they feel insecure at the job or when they work better under clear and detailed directives.

7. The disadvantages of democratic leadership are the following:
   (i) The democratic leadership requires some favourable conditions in that the labour must be literate, informed and organized. This is not always possible.
   (ii) This approach assumes that all workers are genuinely interested in the organization and that their individual goals are successfully fused with the organizational goals. This assumption may not always be valid.

8. Sociometry technique is a method which helps in measuring the social relationships. This qualitative method was given by Jacob L. Moreno and Helen Hall Jennings. This method measures the social acceptance of a person. Moreno also develops a systematic method called sociogram. This method present social relationship in graphical manner where individuals are presented by points and relationships by lines.

9.7 SUMMARY

- Leadership can be defined as the art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically in order to achieve the desired organizational goals. A dictatorship under which the subordinates have to perform, would not be considered as leadership. A true leader motivates the following to follow and induces a belief that the followers will gain by the policies of the leader.

- Generally speaking, leaders are known to possess energy, intelligence, self-confidence, patience, maturity and a charismatic appearance and attitude. Whether these characteristics are inherited or learned is still a subject of debate. Which ones of these characteristics are important and necessary for leadership is not explainable. Many of these traits are also exhibited by followers and it is not explained as to why followers could not become leaders.

- Leaders are also judged by their behaviours as leaders irrespective of the characteristics. If a manager has high consideration for the welfare of his
subordinates and his policies, procedures and work assignments are all acceptable to the subordinates then such manager would be considered as a good leader.

- Contingency theories of leadership propose that leadership can also be a function of the situation, so that the effectiveness of the leader’s behaviour is contingent upon the demands imposed by the given situation. This approach defines leadership in terms of the leader’s ability to handle a given situation and is based upon his skill in that particular area. This means that a successful leader under one set of circumstances may be a failure under a different set of circumstances. For example, Winston Churchill was an effective leader of Britain during war time but failed to sustain such leadership during peace time.

- It is also possible to become a leader, if you know what the followers want and you have the resources or the know-how to satisfy these needs and wants, irrespective of the traits of the leader himself. This approach is known as the path-goal theory. The leader sets up clear path and clear guidelines through which the subordinates can achieve both personal as well as work related goals and assists them in achieving these goals. The job of the leader becomes even easier when the subordinates are sufficiently mature, where the maturity of the subordinates can be defined as their ability and willingness to take responsibility for direction their own behaviour in relation to a given task.

- There are three different types of leadership styles. There are autocratic leaders who make their own decisions and expect the subordinates to implement these decisions and accept no deviation from it. Then there are democratic type of leaders where the leaders ask the subordinates for input and feedback before making decisions and such input and feedback is taken into consideration very seriously. Finally there is laissez-faire style of leadership where the leader is simply the provider of information and resources and the subordinates are free to chart their own courses of actions and activities. The leader lets the subordinates develop their own techniques for accomplishing goals within the generalized organizational policies and objectives.

- All leaders are expected to be able to inspire and motivate others. They should possess the skills of problem solving as well as skills of effective communication. They should be emotionally mature and should be able to understand human behaviour. They should be dedicated to the purpose of achieving organizational objectives and should be willing to take limited calculated risks when making decisions and during the decision implementation process.

- Sociometry technique is a method which helps in measuring the social relationships. This qualitative method was given by Jacob L. Moreno and
Helen Hall Jennings. This method measures the social acceptance of a person. Moreno also develops a systematic method called sociogram.

- Team building is a process through which various activities organized for enhancing social relationship and to motivate team members for collaborative work.
- Situational leadership is about how to lead a right way in any situation faced by the leader. There is no perfect leadership style required in situational leadership.
- In 1970s Paul Hersey and Ken Blanchard developed the Situational Leadership Model. The model put emphasis on view that situation is determinative and accordingly style of leadership is selected by the leader.

9.8 KEY WORDS

- **Sociometry**: It refers to a qualitative method used to measure social relationships.
- **Sociogram**: It refers to a graphic representation or map of the relationships between individuals.
- **Trait Theory**: It refers to an approach to the study of human personality. Trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behaviour, thought, and emotion.
- **Contingency Theory**: It refers to an organizational theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions.

9.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. Give an overview on the various functions of a leader.
2. What is path-goal theory?
3. What is the Trait Theory of leadership? What are the various criticisms of this theory?
4. Compare the characteristics of supportive and directive leadership.
5. What is the concept of life-cycle theory of leadership?
6. Briefly discuss the advantages and disadvantages of Laissez-faire leadership.
7. What are the four leadership styles of situational leadership?
8. What do you understand by the Managerial Grid?
Long Answer Questions

1. Discuss the various characteristics associated with effective leadership. Which of these characteristics are more important than others and why?

2. How does the Behaviour Theory of leadership differ from the Trait Theory of leadership? Which theory is more applicable in a democratic society and why?

3. Explain and compare the various contingency theories of leadership.

4. Discuss the purposes and benefits of team building.

9.10 FURTHER READINGS


UNIT 10 MODELS/APPROACHES OF SOCIAL GROUP WORK

10.0 INTRODUCTION

We have already discussed about the concept of social group work which plays a pivotal role in developing the ability of establishing constructive relationship in individuals via different group activities. In this unit, you will study about the different models of social group work. Different models of social work have been proposed on account of the work of the social worker, such as remedial model, reciprocal model, and social group model.

A model is a conceptual design to solve a problem and in this unit different models have been discussed which function differently to solve a problem that exists in reality. Remedial model prefer restoration and rehabilitation. Social goal model gives importance to provision and prevention. While reciprocal model attempts to incorporate and reconcile the remedial and social goal model.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the significance of different models in social group work
- Analyse the working of remedial, reciprocal and social goal model
- Describe the meaning and importance of group therapy
- Outline the different types of social work group
10.2 MODELS OF SOCIAL GROUP WORK

Let us briefly discuss the various models of social group work.

10.2.1 Social Goals Model

There were some famous social movements like labour movement and women’s rights movement in USA during 1930s which gave birth to the social goals model. In this model, the main emphasis is given to social responsibilities, social change and social consciousness. As per the model, every individual should get opportunity to participate for the promotion of sense of responsibility towards society and this can also affect social change. It helps community members to work together to resolve social issues and bring changes for oppressed members of the society. The role of social worker is less instructions based as compared to the reciprocal and remedial social models.

The main role of social worker is to provide opportunities for the empowerment of group members and provide assistance for achieving goals. Social goal model helps in development of social responsibility. Generally, problems related to social order, local needs and issues are dealt by this model. Social goal model works for bringing changes as it helps members of the community to work on solving social issues and bringing about social change for fraught people.

10.2.2 Remedial Model

The remedial model is related to the treatment of individuals. It is based on clinical practices. It is generally focussed on those individuals who have adjustment problems in their personal and social sphere. The role of the worker in this model is considered as a changing agent who conduct the interaction among group members to achieve desirable change. There may be members in the group who are lacking in social skills. The role of the worker becomes superior to the other members through authority and instruction to motivate other members of the group.

10.2.3 Reciprocal Model

Various theories of psychology and sociology like system theory, theories related to behaviour gave birth to reciprocal model. This model is for the welfare of individual as well as the society. In its broader sense, reciprocal model is related to both remedial model and social group model at the same time. In this model, social worker is a mediator. This model is considered helpful for the development of society and for individual growth. The concept of this model is based on mutual aid system.

10.3 GROUP THERAPY

Group therapy is a group psychotherapy used for treatment of emotionally disturbed individuals in a group. In group therapy an individual is treated by one or more
therapists so that change in behaviour of that person can be brought out. Social functioning of the individuals can be improved through sharing experiences. During the World War II, emotionally disturbed war victims were treated by group therapy. Group therapy is helpful in various ways:

- Process of group therapy is helpful for members of the group to understand the situation and developing hope for improvement by seeing people who are recovering from their problems through group therapy.
- Group members shared their experiences and problems with each other as they all have problems and issues of same nature. This will help them to understand that they are not alone in the society and many others are facing same challenging as they are.
- Information sharing is also one of the components of group therapy.
- By sharing experiences in a group, members give strength and confidence to each other. It also helps to boost self-esteem.
- Experiences of one member can help other to understand that how they can avoid the situation to get emotionally disturb. Members of a group explore the various solutions of their problems by discussing their childhood experiences also.
- Group therapy is very helpful in the restructuring of the socialization process of group members. It provides opportunities to members to learn new behaviour without any failure.
- By observation of others behaviour, members try to imitate desirable behaviour. Group therapy gives opportunities to members to interact with each other and understand themselves in a better way.
- Group therapy helps in developing sense of belongingness among group members as they are members of a group with common objectives.
- To express and discuss about pain, tension and anxiety with the other members of a group provides relief to a person because expression of suppressed feelings is the best way to cure emotional disturbance.
- Group therapy provides guidance and support to group members to realize their value of life and existence.

10.3.1 Therapeutic Groups

Group therapy is basically a form of psychotherapy that allows one or more therapists working with several individuals simultaneously. There are mainly two different types of therapeutic groups namely psychoeducational group therapy and process oriented group therapy.

- **Psychoeducational** group approach provides information about members with information about precise and definite issues. It also helps in learning healthy skills for coping up with various problems and issues. A qualified
therapist provides guidance and suggestions for specific issues through instructions in different sessions. The therapist needs to be very active in this approach of group therapy.

- **Process-oriented** group approach mainly focuses on experiences of group members. In this type of approach therapist act as facilitator and engage members in group discussions and various other activities. These activities help the group members to develop sense of belongingness and self-confidence. The emphasis of therapist is less on instructions and more on guidance throughout the sessions.

**Types of social work group:** There are different social work groups and role of a social worker is according to the nature of that group. The role and responsibilities and nature of activities planned for a particular group depends on the objective of that group formation and the broad objectives of the agency. The different types of social work group including social treatment group and development group have already been explained in the Unit 1 of this book. Let us read a brief synopsis of the types of groups given below:

**Involuntary Group**

In these types of groups participation of members are compulsory and worker need to be very active and clearly mention the objective of group formation to the members. Role of the worker is crucial in this type of group as he/she requires to supervise behaviour and reactions of group members, maintain records and present reports to the higher authorities. Worker’s role also include activities for conflict resolution, establishment of stress-free environment and providing activities for development of self-esteem to the members of the group.

**Open-ended Groups**

Open-ended groups are the kind of group where new members join and group worker help them in establishing rapport with already existing members. There may be variation in group size in this type of group approach. If size of group becomes too large then group worker needs to divide them in sub groups and make changes in the programme accordingly. There is challenge to the worker regarding skill level of the members of the group.

**Support Group**

In support group the role of the worker is of a facilitator who helps students according to the potentials of the members. Support group like self-help groups require certain activities on the part of worker like recruiting and linking various activities. In all these activities worker plays role of consultant and passively work behind the scene.
Therapy Group

Therapy group provides help for individual growth and establishing relationship among group members. Professional therapist provides proper guidance to produce insight and encourage group members to bring desirable changes. In these type of groups, social worker needs to play active role.

Task oriented group

Task oriented groups focus on successful completion of specific task. Task related responsibilities are more important rather than personal growth and group maintenance. For the achievement of goals and positive experience of group work, it is essential for group worker to assign roles according to the capacities of members.

Check Your Progress

1. How was social goals model developed?
2. What are the features of social goals model?
3. What role a social worker plays in remedial model?
4. How is reciprocal model helpful?
5. What are the key focus areas of process-oriented group approach?
6. Name the different types of social work groups.

10.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. There were some famous social movements like labour movement and women’s rights movement in USA during 1930s which gave birth to the social goals model.
2. In the social goals model, the main emphasis is given to social responsibilities, social change and social consciousness. As per the model, every individual should get opportunity to participate for the promotion of sense of responsibility towards society and this can also affect social change.
3. In remedial model, the social worker is considered as a changing agent who conduct the interaction among group members to achieve desirable change. There may be members in the group who are lacking in social skills. The role of the worker becomes superior to the other members through authority and instruction to motivate other members of the group.
4. Reciprocal model is considered helpful for the development of society and for individual growth. The concept of this model is based on mutual aid system.
5. Process-oriented group approach mainly focuses on experiences of group members. In this type of approach therapist act as facilitator and engage members in group discussions and various other activities.

6. The different types of social work groups are involuntary groups, open-ended groups, support groups, therapy groups, and task-oriented groups.

10.5 SUMMARY

- In the social goals model, the main emphasis is given to social responsibilities, social change and social consciousness. As per the model, every individual should get opportunity to participate for the promotion of sense of responsibility towards society and this can also affect social change.
- The main role of social worker, in social goals model, is to provide opportunities for the empowerment of group members and provide assistance for achieving goals. Social goal model helps in development of social responsibility.
- The remedial model is related to the treatment of individuals. It is based on clinical practices. It is generally focussed on those individuals who have adjustment problems in their personal and social sphere. The role of the worker in this model is considered as a changing agent who conduct the interaction among group members to achieve desirable change.
- Reciprocal model is related to both remedial model and social group model at the same time. In this model, social worker is a mediator. This model is considered helpful for the development of society and for individual growth. The concept of this model is based on mutual aid system.
- Group therapy is a group psychotherapy used for treatment of emotionally disturbed individuals in a group. In group therapy an individual is treated by one or more therapists so that change in behaviour of that person can be brought out.
- There are mainly two different types of therapeutic groups namely psychoeducational group therapy and process oriented group therapy.
- Psychoeducational group approach provides information about members with information about precise and definite issues. It also helps in learning healthy skills for coping up with various problems and issues.
- Process-oriented group approach mainly focuses on experiences of group members. In this type of approach therapist act as facilitator and engage members in group discussions and various other activities.
- In involuntary groups participation of members are compulsory and worker need to be very active and clearly mention the objective of group formation.
to the members. Worker’s role also include activities for conflict resolution, establishment of stress-free environment and providing activities for development of self-esteem to the members of the group.

- Open-ended groups are the kind of group where new members join and group worker help them in establishing rapport with already existing members.
- In support group the role of the worker is of a facilitator who helps students according to the potentials of the members. Support group like self-help groups require certain activities on the part of worker like recruiting and linking various activities.
- Therapy group provides help for individual growth and establishing relationship among group members.
- Task oriented groups focus on successful completion of specific task. Task related responsibilities are more important rather than personal growth and group maintenance.

10.6 KEY WORDS

- **Group therapy**: It refers to a form of psychotherapy in which patients meet to describe and discuss their problems.
- **Remedial model**: This social group work model focuses on the individuals’ dysfunction and utilizes the group as a context and means for altering deviant behaviour.
- **Psychoeducational group**: It refers to a specific type of group therapy that focuses on educating clients about their disorders and ways of coping.

10.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. What is the role of social worker in social goals model?
2. What do you understand by remedial model?
3. What is group therapy?
4. What does psychoeducational group approach provide?
5. What are open-ended groups?
Long Answer Questions

1. How is group therapy helpful? Discuss.
2. Discuss the functionalities of different types of groups.
3. Analyse the different types of social group work models in detail.

10.8 FURTHER READINGS


UNIT 11 GROUP WORK RECORDING

Structure
11.0 Introduction
11.1 Objectives
11.2 Meaning of Group Work Recording
   11.2.1 Purpose and Types
   11.2.2 Types of Recording
   11.2.3 Principles of Group Work Recording
   11.2.4 Scope of Group Work
   11.2.5 Problems and Limitations of Group Work Practices in Indian Settings
11.3 Role of Group Worker in Various Settings
   11.3.1 Social Group Worker in Community Development Setting
   11.3.2 Social Group Worker in Institutional Settings
   11.3.3 Social Group Worker in Clinical Settings
   11.3.4 Social Group Worker in School Setting
   11.3.5 Social Group Worker in Institutions for Children and Adolescents
   11.3.6 Social Group Worker in Services for the Aged
11.4 Answers to Check Your Progress Questions
11.5 Summary
11.6 Key Words
11.7 Self Assessment Questions and Exercises
11.8 Further Readings

11.0 INTRODUCTION

Social group work is a method of social work, which develops the ability of establishing constructive relationships between individuals through group activities. Group experiences form a part of the essential needs of human beings. 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 or due to unfavourable environment, one fails to perform his/her activities of group life. Here group work helps the individual in removing weakness and strengthening internal power to perform his/her job satisfactorily. In this unit, the role of group work recording is discussed in detail, along with the role of group worker in various settings.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the concept of group work recording
11.2 MEANING OF GROUP WORK RECORDING

Group work record is an essential component of professional social work. A proper group work recording help to know about a group’s progress. This tool is very helpful for social workers to deal with individuals, families, and different complex situations. Content and process define the type of recording in group work. In content recording, the main emphasis is put on compilation of numerical data like registration, enrolment, and attendance of individuals. The process recording, as the name suggest, deals with the process of group work. The details about the meetings of a group and interaction between participants are recorded. The process recording helps in improving the quality of experience and providing the needful help to the group members. The process records are helpful for social worker in the following way:

- It provides better understanding about group members.
- It provides information about individual’s interest and their needs.
- It is helpful in making further action plan for group work.
- The development of abilities and attitude can easily be understood with the help of group record.
- It provides scope for knowing the interpersonal relationship and problems related to the roles of group members.

11.2.1 Purpose and Types

Recording in social group work aims to improve the quality of service to the members. The agency could assess the quality of its service, thereby understanding its efficiency. Group records are imperative in study, research and experimentation. Recording has always been given considerable importance in social work. It is because the caseworker has to know many clients intimately and it is essential that interviews and details should be recorded in a way that recalls the particular client with all his/her individual differences. The records serve various purposes and some of them are as follows:

(a) Documentation of social work activity: Case records 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 service: When a client contacts the social work agency, the service is provided by the entire setting. In case an individual staff member is not available the agency must be able to pick up where he or she left off. 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 and identifies the areas of strength and weakness where staff needs in-service training to upgrade their skills.

(d) **Statistical reporting:** Case records are periodically used by social work agencies as sources of data to justify agency’s activities, to seek and maintain funding, to substantiate the need for additional staff to do programmed planning.

(e) **Organizing the worker’s thoughts:** Recording provides factual data and observations, which could lead to more in-depth diagnostic assessment and treatment planning.

(f) **Inter-disciplinary communication:** Recording is means 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.

(g) **Teaching and research:** Properly maintained case records could be a mechanism for mutual assessment of practice skills and the teaching of new or refined techniques. Case records contain a wealth of information for the professional researcher seeking to gather data on various categories of clients, problems faced by them.

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

### 11.2.2 Types of Recording

Group work recording is more difficult than recording one-on-one interviews because of the complex nature of a small group. In groups with a task-oriented focus, recording will be concerned with tangible tasks, plans, actions and decisions. In a person-oriented group, where feelings, relationships, and non-verbal communication receive high priority, recording involves dealing with intangibles, perhaps the most difficult of all to write about. Most group records attempt to communicate both content and process. Group work recording has several different purposes as follows:

- Agency requirements
- Training and skill development
- Planning, evaluation and research
- Direct use in work with members
Thus, recording in group work is based on Contents and Process.

Content recording

It involves numerical information on registration, enrolment and attendance of individuals and groups. It also concerns programme reports, depending on the types of activities the group undertakes.

Process recording

Another kind of record kept by group workers is the chronological narrative write up of the group-work process as it develops. In this kind of record, each meeting of the group is described in full detail. It is a process record in the sense that primary attention is given to the participation and interaction of the members, with a view of determining the role of each individual in the affairs of the group. The major value of the narrative process record from the standpoint of the worker is that such records help the worker to carry out a more effective job with his/her groups.

Every other purpose is in a sense a sub purpose of this major objective, i.e., to improve the quality of experience provided for the group. The record is thus a tool in the process of understanding the group and learning how to help it. The process records help the worker to:

- Become more aware of the members of the group
- See emerging and changing interests of the individuals
- See evolving needs and how these needs are being met
- See the development of skills and social attitudes
- Become sensitive to special problems that may interfere with the individual’s full use of the group
- Show patterns of interpersonal relationship that take place within the group
- Develop relationships and roles that can be ascertained from careful recording of behaviour patterns during group activities.

Contents in a group work record

This is especially important in the case of a worker leaving the group and when a new group worker takes over. By referring to the group records, (assuming it is done professionally), the new worker can be relatively at ease since group records consist of information that enables him to take hold of the appropriate ‘strings’.

Following is a gist of the contents a group work record:

- Individual behaviour of the group members
- Nature and degree of member’s involvement in the group’s affairs
- Source and progress of suggestions, initiatives and innovations
The worker’s role with minute details of what he/she exactly does in executing his/her responsibilities
- The worker’s thoughts and feelings about the group situation
- The development, transformation and evolution observed in members and in the group as a whole
- Affiliation among the group and the agency—community relationships inclusive

Techniques of recording

Recording skills calls for the worker’s keen observation, understanding of dynamics of relationships within individual members and among the group as a whole and understanding the importance of how group cohesiveness is built. The worker also consciously puts in writing his contribution to the group’s functioning.

Recording is not difficult, but thinking and analysis that precede the actual writing is difficult. Here are some tips for recording in a social group work:

- Organize a concise, thematic sketch prior to putting things in writing as it facilitates in arranging the information/facts and in the choice of the main issues
- Clear-cut language, concise sentences, frequent paragraphing along with appropriate titles all through the document assists in subsequent assessment
- All the records should be accompanied with the dates, place and time
- The dating of all entries is important because it shows continuity
- Regular summations of individual and group progress are important means for appraisal of the group’s development

11.2.3 Principles of Group Work Recording

Following are the principles of group work recording:

(a) The principle of flexibility: Records are maintained according to the information received and as per the agency’s purpose. There should be flexibility in order to include any important information in the record, which may indirectly link to the group work. Flexibility should not be considered as liberty to add any irrelevant information in the record.

(b) The principle of selection: This principle advocates the proper selection of content or material for recording purposes. It is the responsibility of the group worker to carefully note down the activities of the group. Observations regarding the interactions among the group members and individuals as per the perspective of agency is important to be considered. There may be some personal notes made by the group worker, which he or she can utilise during the selection of the material or content. Here, day to day experiences
are also carefully recorded. With the help of observations, notes, and experiences, group worker select the content, write it in a readable format, and maintain the record.

(c) The principle of readability: The principle of readability means that record should be in proper format, with accurate style of writing. As record is an official document, therefore, it should be maintained properly. Record should contain outline of the factual data, with proper references. Style of writing in case of the important observation is very important component of maintaining a record. Language should be comprehensive, simple, and there should not be any ambiguity in the observations. Meaningless terms and general statements should be avoided.

(d) The Principle of confidentiality: Confidentiality is the most important component of a group work recording. The information provided by the social worker in records should not be misused. The information in the record is for the use of agency for further planning and improvement. It may contain information related to training and other aspects of development of group, which should not be discussed anywhere without the permission of the agency.

(e) The principle of worker’s acceptance: The worker should try to gain acceptance among the group members. A worker should be faithful to the group members. It is very essential that group members consider the worker trustworthy and responsible.

11.2.4 Scope of Group Work

The scope of group work lies in its role in programme implementation and social development. The main characteristic of social group work is the mutual aid or interpersonal relationship. The growth of individual and group depends upon their relationship and the help provided by them to each other. It is not only about taking help from others, but also about the contribution of every individual in a group.

Institutional services recognise the potentialities of the groups and accordingly plan new services for the growth of these groups. The group services have become inevitable in today’s scenario. In the modern society, the trend is more towards nuclear families, therefore, group approaches to fulfil the need of belonging is an important aspect in this society. Group work can be utilised in group psychoanalysis, training, self-awareness, group psychotherapy, etc. Now a day, various new concepts are in use such as psychoanalysis and therapeutic psychological techniques. The group work strategies are also being used in transactional analysis and laboratory sessions. India’s progressive objectives can easily be realised through various group work programmes in different sectors like education, health, community development, etc. There is a need to restructure the group work process as per the need and demand of the situation.
11.2.5 Problems and Limitations of Group Work Practices in Indian Settings

The group work practices, despite its multiple advantages faces problems, when it comes to India. These problems and limitations are:

(a) **Issues of confidentiality:** In group work practice, it is difficult to maintain confidentiality as all the members share their personal experiences with the other members of the group.

(b) **Group formation:** It is a very difficult and time consuming process to form groups. High level of cooperation is needed from the members of the group, without which, there would be more chances of the groups getting dissolved.

(c) **Collaboration with agencies:** In group work practices, sometimes groups fail to collaborate with the agencies to work for the achievement of pre-set objectives.

(d) **Resources management:** For group work practices, it is difficult to manage resources in a developing country like India.

(e) **Lack of individual attention:** This is the biggest challenge in group work practice that is, the lack of individual attention. There may be some non-participating members, who could become lonely without individual attention.

(f) **Lack of professional expertise:** In group work practice, it is difficult to manage professional expertise, with a large group of people. A group worker needs to be properly trained to handle group members effectively.

Check Your Progress

1. How is the process recording helpful?
2. Why recording plays a significant role in social work?
3. What is the main characteristic of social group work?

11.3 ROLE OF GROUP WORKER IN VARIOUS SETTINGS

Widely quoted authors, Compton and Galaway (1984), focussed on a social worker’s interventive roles whose enactment meant the translation of expectations (of the profession) into behaviour. These roles refer to the behaviours through which the client—an individual, a family, a group or a community—expects the worker to help accomplish goals, agreed upon mutually by the client and the worker. The roles conceptualized by the authors include the following:

1. **Social broker:** Connecting the client system with the community resources based on broad knowledge of community resources and the operating procedures of the agencies; the worker may bring the specialized resources to the group; referral is a basic part of enactment of the broker’s role.
II. **Enabler:** Assisting clients to find coping strengths and resources within themselves to produce changes necessary for accomplishing the stated objectives with the supporting and enabling function for the client, whether individual or group. For example, the worker who assists a group of residents in a community in identifying ways of establishing a day-care centre; encouraging verbalization, providing for ventilation of feelings, examining the pattern of relationships, offering encouragement and reassurance, engaging in logical discussion, and rational decision-making are other avenues through which enabler’s role may be enacted (Compton & Galaway, 1984).

III. **Teacher:** Providing groups with new information necessary for coping with difficult situations, assisting group members in practicing new behaviour or skills. It is different from the broker’s role as it implies providing additional resources to members’ environment; for example, supplying information about low cost nutritional diet; informing parents regarding child development for coping with difficult problems of children; providing vocational guidance to adult patients requiring rehabilitation after loss of limbs.

The teacher’s role helps group members make informed choices and cope better with social reality. One important dimension of this role is role-modelling, i.e., offering group members a model of behaviour, of communication and relating.

IV. **Mediator:** Efforts to resolve conflicts that may exist between the client system and external systems like other persons or organizations by finding a common ground on which they might reach a resolution in the conflict (utilizing techniques of constructive conflict resolution); for example, resident group’s wish to secure a playground, but not having adequate political clout to do so.

V. **Advocate:** Involves speaking for the client (individual, family, group or community) by presenting and arguing the clients’ cause. It becomes essential when working with client-systems who belong to the disadvantaged and marginalized groups in society that are oppressed due to structural and social inequalities, or are invisible and voiceless. Advocacy is becoming an increasingly popular role of social workers in the context of focus on social justice concerns and human rights. Unlike other roles, advocacy can be used without direct involvement of the client-system.

Besides these roles conceptualized by Compton and Galaway, others mentioned in social work literature include the roles of the organizer (covering planning and implementing action), consultant and facilitator. The role of facilitator is relevant in the changed perception of group members as interdependent entities engage in mutual aid based support groups and self-help groups, which require minimal professional intervention.

A common ground on which all the experts agree is that the roles mentioned above are neither discreet entities nor comprise an exhaustive list. There is often
blurring of boundaries and hence an overlap. The roles also get into a new constellation as and when required by the demands of the situation, purpose of the group (the client) and the dynamics emerging out of interaction among the three basic elements of group work practice, that is, group (along with its members), worker and the social environment.

11.3.1 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 a community setting include the following:

- 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 organizational skills and enabling them to locate and fully utilize various technical, social and welfare services.
- Development of a sense of belongingness to the community. The group work in a community setting is in form of self-help groups, recreational groups, action groups, etc.

The social group worker in the role of an organizer needs all her skills in organizing the various sections of a community into well-knit groups. She organizes 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 organized 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 ensuring that inter-group 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 a 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.

11.3.2 Social Group Worker in Institutional Settings

In the institutional setting, the social group worker makes a contribution through providing opportunities for constructive use of free time. Besides this, his/her contribution includes the understanding of the group, nature of institutional living and makes it possible for many of the institutional residents to make constructive use of the institution’s services.

Institutional living involves 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 this group is relative to the success of the 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 performs different roles according to different functions 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. His/her knowledge and skills are helpful for the whole group; he/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 an institutional setting takes on a specially helping role towards the other staff members like houseparent or counsellor, 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 that are not undertaken 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 the focus is maintained.

The group workers in an institutional setting carry out their role for referral to recreational and group association resources in the community. They also maintain a liaison with volunteers if the institution uses them and work with groups of relatives of institutional residents. For further details, we will discuss the role of a social group worker in some institutional settings.
11.3.3 Social Group Worker in Clinical Settings

In 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 specific, the methods and role of a group worker also becomes more specific.

Social workers in a medical setting extend direct services by using group work and casework methods. In clinical settings, the social worker carries out group work and performs various roles that are as follows:

- Enables patients with similar problems to come together and feel less isolated and alone in facing their problems;
- Brings about a feeling of belongingness and being a part of a community which would give them the courage and confidence to adjust to the larger community outside;
- Works through problems in an atmosphere of mutual acceptance;
- Uses the group as a therapeutic instrument for emotional growth and attitudinal change through a process of sharing.

11.3.4 Social Group Worker in School Setting

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, counsellor 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/her 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/she performs is social group worker. In the role of a social group worker he/she promotes group adjustment through group work activities. He/she organizes group work activities in the form of recreation, role-plays, storytelling, group exercises, etc., to increase the capacity of social participation and constructive group interaction in school children. Through guided group interaction the worker promotes relatedness, belongingness and 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 practices with specially formed groups of children and teenagers experiencing difficulties in social and academic adjustment. He gives special attention to students who
Another important function of the school social worker is to conduct value education classes and leadership development programmes. Through the group work activities, he/she orients 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 roles in motivating students to participate in varied activities that broaden horizons and expand relationships with peers and adults.

11.3.5 Social Group Worker in Institutions for Children and Adolescents

In our country, both the government and voluntary organizations offer institutional services for children and youth. We have observation homes, orphanages, homes for the street children, etc. These institutions are not the places in which children and/or youth are kept only to be fed, clothed and perhaps restored in a family. The most important part of institutional care lies in daily group living situation, which can be used constructively for the purpose of socialization and teaching the life-oriented skills to children.

The group worker’s role in children’s home is one of the most important areas of work. She deals mostly with children and adolescents to whom the group situation is crucial, even in life outside of the institution. In the absence of family, these children need all the services given to children in their own homes and some additional ones related to their anxieties, loneliness, and planning for life outside the institutional services.

The quality of group living is therefore as vital as the educational, clinical and other specialized services attached to the institution. The functions of the social group worker on the institutional team are twofold: to help with the group living situation and to conduct special groups. His role includes tasks such as:

- Direct group work with formed groups of children inside the institution
- Work with parent groups, where possible
- Being responsible and helping with the recreational programme as part of group living
- Supervision and coordination of child care takers (sometimes called house parents)
- Supervision of volunteers who work with groups of children placed in the institution
• Responsibility for referral to resources for group association in the community, when the child is in the institution as well as when planning for his release
• Responsible participation in diagnosis of individuals and in decisions regarding placement in the institution, grouping of children, treatment plans, and plans for after-care
• Responsible for conducting discussion or activity groups with a therapeutic purpose with children who have strong negative feelings or difficulties in relating to adults

11.3.6 Social Group Worker in Services for the Aged
The social group work with the aged is organized at both the community as well as the agency level. The group worker’s function is usually direct with specific groups. At times, the worker has to work indirectly with the group of volunteers working for the aged. In both the cases, it is the establishment of special groups in order to make a contribution to group living. Many of the problems of the aged are intensified when they enter an institution. As all institutionalized people, they feel that they are removed from the normal community life, which centers on the family. They often have some impairment of their capacities. Self-respect is especially threatened. Therefore, the purposes of group work with the aged are usually:
• to raise the self-esteem of the participants
• to give an opportunity for planning
• to become a part of their own small community and, if possible, a part of a larger community
• to establish a group bond that may replace the warmth of family relationships

The functions of the social group worker in community-based agencies giving service to the aged are as follows:
• Formulating a program for different kinds of groups as per the needs with this age group
• Direct work with certain groups of the aged, especially those who present problems in relationships
• As in all group work, some contact with individuals outside of the group, but more intensively in the particular age group
• Training, coordination and supervision of volunteers or part time workers in programs for the aged
• Consultant to committees of older citizens in relation to social action in their own behalf, if requested to do so
In the institution for the aged, the functions of the social group worker are as follows:

- Direct work with formed groups for the purpose of specific help to those who cannot easily enter the group life of the institution;
- Responsibility for the stimulation of a rich and varied programme in the institution designed to allow for satisfaction of individual needs and to counteract the feeling of segregation from the community that may appear in an institution. This is usually done by either being a consultant to the staff of one or several institutions.

Check Your Progress

4. Define the term ‘role’ in the sociological context.
5. List any three primary objectives of social group work in a community setting.
6. Mention any two purposes of group work with regards to the aged.

11.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The process recording helps in improving the quality of experience and providing the needful help to the group members.
2. The recording has always been given considerable importance in social work. It is because the caseworker has to know many clients intimately and it is essential that interviews and details should be recorded in a way that recalls the particular client with all his/her individual differences.
3. The main characteristic of social group work is the mutual aid or interpersonal relationship.
4. As a sociological term, a role is described as a comprehensive pattern of behaviour that is socially recognized, providing a means of identifying and placing an individual in a society. It also serves as a strategy for coping with recurrent situations and dealing with the roles of others.
5. The primary objectives of social group work in a community setting include:
   (a) Social integration of the community on a local neighbourhood basis through participation in self-help and mutual-aid programmes
   (b) Motivating people to improve their living conditions especially those adversely affecting their physical and social development
(c) Creation of opportunities for undertaking programmes of economic betterment based on the maximum use of community resources and local initiative

6. The purposes of group work with regards to the aged are:
   (a) To raise the self-esteem of the participants
   (b) To give an opportunity for planning

11.5 SUMMARY

- Group work record is an essential component of professional social work. A proper group work recording helps to know about a group’s progress. This tool is very helpful for social workers to deal with individuals, families, and different complex situations.
- Recording in social group work aims to improve the quality of service to the members. The agency could assess the quality of its service, thereby understanding its efficiency.
- Content recording involves numerical information on registration, enrolment and attendance of individuals and groups. Process record is the chronological narrative write-up of the group-work process as it develops. In this kind of record, each meeting of the group is described in full detail.
- The scope of group work lies in its role in programme implementation and social development. The main characteristic of social group work is the mutual aid or interpersonal relationship.
- The group work practices, despite its multiple advantages, face problems when it comes to India.
- Widely quoted authors, Compton and Galaway (1984), focused on a social worker’s interventive roles whose enactment meant the translation of expectations (of the profession) into behaviour.
- A social worker’s interventive roles refer to the behaviours through which the client—an individual, a family, a group or a community—expects the worker to help accomplish goals, agreed upon mutually by the client and the worker.

11.6 KEY WORDS

- **Enabler**: A person, who encourages or enables negative or self-destructive behaviour in another is called enabler.
- **Confidentiality**: It is the state of keeping or being kept secret or private.
11.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

NOTES

Short Answer Questions

1. How are process records helpful to a social worker?
2. Write a short note on contents in a group work record.
3. What are the problems and limitations of group work practices in Indian setting?
4. What is the role of a social group worker in school setting?

Long Answer Questions

1. Discuss the importance of recording in group work.
2. Describe the types of recording with special focus on the process recording.
3. Explain the principles of group work recording.
4. Evaluate the role of group worker in various settings.

11.8 FURTHER READINGS

UNIT 12 PROGRAMME PLANNING

Structure
12.0 Introduction
12.1 Objectives
12.2 Meaning and Definition of Programme
12.3 Principles and Process of Programme Planning
12.4 Importance/Place of Agency in Programme Planning
12.5 Answers to Check Your Progress Questions
12.6 Summary
12.7 Key Words
12.8 Self Assessment Questions and Exercises
12.9 Further Readings

12.0 INTRODUCTION

Planning is a vital part of any project or programme process. A plan basically acts as a route-map of a programme from start to finish. Comprehending the same, careful planning is of utmost importance for a successful group process. A well-planned programme gives direction to the group and enables each member to know and prepare his/her responsibility. Also, the group worker should possess abilities and skills to guide the members through an effective programme planning process. The unit broadly discusses the meaning, principles and process of programme planning. Additionally, you will also study the role of agency in programme planning in this unit.

12.1 OBJECTIVES

After going through this unit, you will be able to:
- Define the meaning of programme
- Discuss the principles and process of programme planning
- Analyse the importance of agency in programme planning
12.2 MEANING AND DEFINITION OF PROGRAMME

The term ‘programme’ is a concept which comprises of all the activities, relations, connections and experiences of members of a group. Programme is a planned set of activities that are carried out with the help of members of group to meet the individual as well as group targets. At the time of programme planning, it is essential to relate the content of the programme, means of execution of programme and objectives of the programme all together. During the development of programme, emphasis is always given to individuals to express their inherent qualities among the group.

Process of interaction among group members is the primary component in programme development. Following are the some essential points related to the importance of programme in social work:

1. To develop a good personality: The importance of a programme is to provide opportunities to the people to develop a good personality. A person having good personality can better help others.

2. Socialization: The process of socialization is a basic requirement to establish good relations in the society. Group members are supposed to make the people aware about social progress of the society, about their roles in the society.

3. Unity among the group: Programmes must be planned to unite the group. If unity will be there in a group, there will be more chances of successful completion of the task assigned.

4. Settlement of conflicts: It is very important to resolve all the conflicts with one another to develop healthy relationship among people.

The effectiveness of a group depends upon the programmes developed for group work. Programme planning plays a vital role in the successful achievement of objectives. It is an instrument which can be utilized by the group and the worker for the realization of the agency’s vision and mission. There are some important principles on which programme planning should be based.

- Planning for programme should be done in such a way that it should cater the need and interests of the group members.
- All the associated factors of group members like their background, socio-economic status should be taken into account while designing the programme.
- Opportunities should be given to individuals as per their capabilities.
- Flexibility should remain the important aspect of programme planning.
- Social significance of the programme should not be ignored at any level of planning.
12.3 PRINCIPLES AND PROCESS OF PROGRAMME PLANNING

Careful planning is necessary for any successful group and it is an essential ongoing group process. A well-planned programme gives direction to the group and enables each member to know and prepare his/her responsibility. The group worker should possess abilities and skills to guide the members through an effective programme planning process. The programme planning process includes:

(i) Setting goals
(ii) Brainstorming with members
(iii) Planning the programme in line with the goals
(iv) Obtaining the approval of the group
(v) Assigning individual and sub-group responsibilities
(vi) Implementation of the programme
(vii) Periodic evaluation and feedback
(viii) Follow-up

Providing a programme of activities is one of the main tasks of a group. Planning the group’s activities in advance helps a group run smoothly because:

- members understand and accept their responsibilities,
- it ensures optimum utilization of resources, and
- there is a better coordination between group members, agency and the worker in the accomplishment of objectives.

Programmes in group work have to be effective since the effectiveness of a group largely depends on its programmes. Programme planning is an instrument in the hands of the group and the worker and its efficient utilization will result in feasible, well-structured programmes. Programme planning in social group work has to follow certain principles, termed by Trecker (1955) as the ‘criteria of effectiveness’:

- It should grow out of the needs and interests of the individuals who compose the group.
- It should take into account such factors as age of group members, cultural background and economic differences.
- It should provide individuals with experiences and opportunities, which they voluntarily choose to pursue because of their inherent values.
- It should be flexible and varied to satisfy a number of needs and interests and to afford maximum number of opportunities for participation.
- It should evolve from the simple to the more complex with movement coming as a result of group growth in ability and readiness. Movement from initially ‘personal’ to ‘social’ or ‘community’ concerns should be an ultimate objective if the programmes have a greater social significance.
Table 12.1 presents a set of guidelines for programme planning.

Table 12.1 Set of Guidelines for Programme Planning

A Set of Guidelines to Programme Planning

Stage 1
- What is the objective of the programme?
- What are the group members’ wants/welfare?
- What are the resources accessible?
- What is the relevance of the programme to the group’s objective?

Stage 2
- Splitting the programme into smaller realizable goals and tasks
- Actual implementation commences

Stage 3
- Periodic evaluation of the programme and progressing to the next phase of the programme based on the evaluation and inputs of members themselves

Stage 4
- Reflection – giving members a chance to look back on their experiences of the programme and see how they have progressed, in the process.

Principles of Programme Planning

All initiatives and efforts of the group in pursuit of fulfilling its goal are considered to be a programme in the social group work context. Though one tends to equate programme with activity, let us be clear that programme is a concept that comprises not only activities but also emotional aspects such as group bonding, communications, experiences, etc. One important aspect is that all these should be the results of conscious planning by the group under the guidance of the worker. Programme is thus a process rather than the periodic culmination of a process. In the light of the above, let us discuss the factors influencing programme planning.

The primary responsibility for programmes in groups lies with its group members—the group worker is only a facilitator in the entire process. The programmes have to be person-centred, catering to the requirements of its members. The group members, therefore, have to engage themselves to their best possible extent in programme planning, fully understanding that its successful implementation calls for their cooperation and contribution.
If a programme has to be person-centred, it has to respond to the wants and welfare of the group members. The group worker has to make the group understand that:

(i) There is a vast distinction between the wants of the group members and their welfare.
(ii) This can be gathered when group members put across their views during programme planning sessions.

However, when a group starts spelling out ideas for the programme, the worker needs to carefully evaluate them on the basis of collective interests, logical foundation, feasibility in terms of resources and agency’s objectives, feasibility of personal partaking of members as well as the group’s cooperation. It is of equal importance that the worker consistently taps the wants and welfare of the group from its members.

Gathering this vital information is not a one-off affair to be carried out in the initial stages of the programme, but this exercise has to be conducted at periodic intervals to ensure that the programme is on the right path. The worker has to understand and convey to the group members that programme planning is an ongoing process—that as the programme evolves in sequence, one could comprehend the group’s progress as well.

Any discussion of programme in social group work must take into account such items as content and area, media of expression and methods of conducting it. Programme area or content refers to a segment of life experience that has a general meaning for the individuals at their specific point of development. The programme process is not segmental; in actual work all these are interrelated and almost indistinguishable (Trecker, 1955).

In order to grow and execute its programmes, the group has to focus on the following activities:

- Decision-making and its support from group members.
- Delegation of responsibilities and its accountability.
- Develop whole-hearted involvement of all the group members, in all the phases of a programme such as planning, execution, evaluation, etc.

The group worker enables the group to understand their role in programme planning and implementation—that programmes are successful largely due to the members’ willingness to share responsibilities. During the planning stages, the group members should clearly assign and accept duties and responsibilities—individually, in pairs or through forming smaller committees within the group.

The group worker assists the members in functioning in unity towards executing the programme.

Healthy, purposeful and friendly communication among group members is the essence of programme planning and development. The group worker’s role
Programme Planning

NOTES

here is imperative. He/she steers the group members to meaningful communication, which in turn leads to the group working towards aims that reciprocate with the agency’s functioning. Thus, communication is a fundamental aspect that facilitates the group in the attainment of its goals. Thus, the programme planning process is influenced by various factors such as:

- Consistent exploration of the wants and welfare of members.
- Identification of the point wherein the programme shall commence.
- Studying and scrutinizing work responsibilities involved in programme execution.
- Delegating duties and responsibilities to various members.
- Synchronization of individual efforts and striving for harmony among the group members and programme evaluation.

A Sample Programme

The following is a very brief outline of a programme to help a group develop listening skills.

- The ‘Indicators’ imply how the leader identified the need of the group and what skill to develop.
- The ‘Activities’ imply how the group learned and practiced the skills.
- The ‘Skills practiced’ breaks the skill down into small achievable steps and each activity is matched to the step it helps the group to take.
- ‘The Learning’ represents the aim of the programme/activity.

Table 12.2 presents a sample programme.

<table>
<thead>
<tr>
<th>Identify The Need</th>
<th>Activities</th>
<th>Skills Practiced</th>
<th>The Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group has trouble listening to each other</td>
<td>Group games</td>
<td>asking and waiting for a reply</td>
<td>Listening is important for having fun and achieving</td>
</tr>
<tr>
<td>Indicators</td>
<td></td>
<td>listening for another person’s</td>
<td></td>
</tr>
<tr>
<td>Members have trouble taking turns to make a point</td>
<td>Listening games &amp;</td>
<td>Awareness of listening skills</td>
<td></td>
</tr>
<tr>
<td>disagreements caused by not taking time to understand others</td>
<td>group discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficult to facilitate group discussions</td>
<td>Problem solving game</td>
<td>Practice of the skills learnt so far</td>
<td>The group works better when we listen to each other</td>
</tr>
<tr>
<td>in which the group has to listen to each other</td>
<td>on which the group</td>
<td>Practicing the skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>has to listen to each other</td>
<td>Recognition for being good at the skills</td>
<td></td>
</tr>
</tbody>
</table>
Thus, different activities can help the group develop listening skills. A variety of different skills can be developed in this way ranging from practical skills like swimming to complex skills like team work.

**Programme Development**

To ensure successful programme development the group worker must keep in mind the following guidelines:

- The group worker must be skilful in guiding group thinking so that interests and needs will be revealed and understood.
- The group worker must be skilful in helping groups develop programs which they desire as a means through which their needs may be met.

**12.4 IMPORTANCE/PLACE OF AGENCY IN PROGRAMME PLANNING**

Formulation of objectives of programme development in relation to the broad aims of the agency: Agency plays vital role in framing broad aims and objectives of programme development on which the whole structure of group work depends.

- **For administrative planning:** Administrative support is provided by the agency through the programme for the smooth functioning of programme and successfully achieves the objectives.
- **For resource management:** An agency plays an important role in programme planning by providing a support regarding the resources being needed for effective implementation of programme. The equipment and facilities of agency can be utilised to give proper environment for group work.
- **For budget allocation:** Management of funds for running a programme is not an easy task. Therefore agency helps the group worker in management of funds during the planning phase of programme development.
- **Decision regarding intake process:** Rules and regulations are framed by the agency so that it becomes easy for planning the programme in line with requirement of agency.
- **Development of programme material:** In the planning phase agency provides support in the development of programme material.

### Check Your Progress

1. What do you mean by ‘programme’?
2. What points should be considered during the planning and development of a programme?
3. List the key components of programme planning process.
4. Why programmes in group work should be effective?
12.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The term ‘programme’ is a concept which comprises of all the activities, relations, connections and experiences of members of a group. Programme is a planned set of activities that are carried out with the help of members of group to meet the individual as well as group targets.

2. At the time of programme planning, it is essential to relate the content of the programme, means of execution of programme and objectives of the programme all together. During the development of programme, emphasis is always given to individuals to express their inherent qualities among the group.

3. The programme planning process includes the following key components:
   (i) Setting goals
   (ii) Brainstorming with members
   (iii) Planning the programme in line with the goals
   (iv) Obtaining the approval of the group
   (v) Assigning individual and sub-group responsibilities
   (vi) Implementation of the programme
   (vii) Periodic evaluation and feedback
   (viii) Follow-up

4. Programmes in group work have to be effective since the effectiveness of a group largely depends on its programmes. Programme planning is an instrument in the hands of the group and the worker and its efficient utilization will result in feasible, well-structured programmes.

12.6 SUMMARY

- The term ‘programme’ is a concept which comprises of all the activities, relations, connections and experiences of members of a group. Programme are planned and carried out with the help of members of group to meet the individual as well as group targets.
- At the time of programme planning, it is essential to relate the content of the programme, means of execution of programme and objectives of the programme all together.
- The effectiveness of a group depends upon the programmes developed for group work. Programme planning plays a vital role in the successful
achievement of objectives. It is an instrument which can be utilized by the group and the worker for the realization of the agency’s vision and mission.

- A well-planned programme gives direction to the group and enables each member to know and prepare his/her responsibility. The group worker should possess abilities and skills to guide the members through an effective programme planning process.

- Programmes in group work have to be effective since the effectiveness of a group largely depends on its programmes. Programme planning is an instrument in the hands of the group and the worker and its efficient utilization will result in feasible, well-structured programmes.

- All initiatives and efforts of the group in pursuit of fulfilling its goal are considered to be a programme in the social group work context.

- The primary responsibility for programmes in groups lies with its group members—the group worker is only a facilitator in the entire process. The programmes have to be person-centred, catering to the requirements of its members.

- The group worker enables the group to understand their role in programme planning and implementation—that programmes are successful largely due to the members’ willingness to share responsibilities.

- To ensure successful programme development the group worker must be skilful in guiding group thinking so that interests and needs will be revealed and understood. He/she also be skilful in helping groups develop programs which they desire as a means through which their needs may be met.

- Agency plays vital role in framing broad aims and objectives of programme development on which the whole structure of group work depends.

- In programme planning, an agency plays a significant role in situations like: administrative planning, resource management, budget allocation, decisions regarding intake process, programme material.

12.7 KEY WORDS

- **Programme Planning:** It refers to the process by which a program is conceived and brought to fruition. Program planning involves multiple steps including the identification of a problem, selection of desired outcomes, assessment of available resources, implementation, and evaluation of the program.

- **Periodic Evaluation:** It refers to an evaluation that is scheduled to reoccur from time to time. This evaluation type is often used for weekly, monthly or annual evaluations.
12.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

NOTES

Short Answer Questions
1. Briefly mention the importance of programme in social work.
2. What are the principles of programme planning?
3. Why advance planning of the group’s activities is considered good?
4. What are the factors that influence programme planning process?

Long Answer Questions
1. Why is programme planning important? Discuss.
2. Discuss the factors that influence programme planning.
3. Analyse the group worker’s role in programme planning.
4. Examine the significance of agency in programme planning.

12.9 FURTHER READINGS


UNIT 13 PROGRAMME LABORATORY

Structure
13.0 Introduction
13.1 Objectives
13.2 Programme Laboratory: Values and Techniques
13.3 Stages of Group Development: Formation, Orientation, Working Stage and Termination Stage
13.4 Programme Planning & Use of Programme for Group Development
13.5 Answers to Check Your Progress Questions
13.6 Summary
13.7 Key Words
13.8 Self Assessment Questions and Exercises
13.9 Further Readings

13.0 INTRODUCTION

Group work is a unique and dynamic way to help people transform their lives. It is one of the widely used methods by social workers to help all age group people in enhancing their social functioning and also to cope with their problems effectively and smartly. As per American Association of Group Workers, “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 the desirable social goal. Social group work is a method through which individuals in groups in social agency settings are helped by a worker who guides their interactions in programme activities so that they may relate themselves to others and experiences growth opportunities in accordance with their needs and capacities to the end of individual, group and community development (Trecker, 1955).

In this unit, you will study about the value and techniques of programme laboratory and various programme activities and techniques that are the part of the social group work like group discussions, dancing and singing etc. In addition to this, you will also study about psychodrama, socio-drama, role play, brainstorming activities and camping etc. Different stages of group development, programme planning and use of programme for group implementation and evaluation have also been discussed in the unit.
13.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the concept of programme laboratory
- Understand a group therapy technique named as psychodrama and its phases
- Discuss various programme laboratory techniques like group discussion, brainstorming activities, dance and singing etc.
- Explain various stages of group development

13.2 PROGRAMME LABORATORY: VALUES AND TECHNIQUES

There are certain activities which are helpful in social group work for making the group members active and energetic throughout the programmes. Following are the some activities:

Psychodrama and Socio-drama

Psychodrama is a technique in group therapy which makes the clients able to deal with their problems through role playing to gain appropriate skills for behaviour modification. A constructive change in the life of clients can be brought with the help of psychodrama technique. This method was developed by J. L. Moreno to develop awareness about thoughts, feelings and actions and their after effects on others. The basic characteristic of the psychodrama is that it deals with the opportunities for the clients to face the real life situation with new roles. It promotes creativity, confidence and positive outlook for problem solving. A socio-drama is a dramatic play wherein several individuals act out assigned roles for the purpose of studying and resolving problems in group or collective relationships.

Psychodrama is supposed to be completed in three phases: Warm up phase, the action phase and the sharing phase.

Warm up Phase of Psychodrama

The main emphasis of warm up phase is to help in building trust, group unity and ensuring safety among members. Role presentation is one of the techniques where members of the group get the opportunity to express and introduce themselves by adopting a new role. Once the trust is developed among group members through warm up phase, they feel comfortable to perform in the group. After knowing each other, one of the member become protagonist.
Action Phase of Psychodrama

In this phase, the protagonist under the guidance of a therapist form a situation based on the important event of his/her life. Some members also play roles of other individuals from the life of protagonist. Rest of the group members falls in the category of audience. These activities help in developing insight about various issues in the life.

Most commonly used techniques in this phase are role reversing, mirroring and doubling etc.

**Role reversal:** The protagonist enacts the role of important person in his/her life. This activity helps the person to understand the other person. The therapist also understands the relationship dynamics. This action is very helpful in developing empathy among group members.

**Mirroring:** In this technique auxiliary egos play the role of protagonist and the protagonist plays the role of observer. This will help the person to understand the emotional and social aspects of his or her own behaviour with the help of other members.

**Doubling:** A group member plays the role of protagonist by adopting his/her behavioural aspects. This technique is helpful to build empathy for the protagonist in a constructive way.

Sharing Phase of Psychodrama

In this phase of psychodrama the role of the therapist becomes prominent. The expression of feelings and emotions which came out of action phase is processed by the therapist. This is very significant for the transformation of the human behaviour. The whole group also involved in the thorough discussion after the action phase.

**Group Discussion**

Group discussion is used for expression of inner feelings and assessment of behaviour traits such as listening, problem solving etc. It is the responsibility of the worker to select topics for discussion and to provide opportunities to all group members to participate in the discussion. This will help in knowing the thought process of the individual.

**Games/puppetry**

Games can be utilized in social work practices to have fun and develop good relationship among the group members. Use of games in social group work helps in making the members more relax and comfortable with each other. It is easy to learn various social skills through games especially in case of children and young students. Games not just help in making group members relax and comfortable with each other, it is also very effective and helpful in rapport building, decision making and problem solving.
Dance and singing/ parties/ street play

These activities are considered as best option to make the individual stress free and to release tension. The worker also come to know about hidden aspects of the behaviour of group members.

Brainstorming activities

Through brainstorming activities, worker can decide topics to be given to the members of the group for making them involved in providing the unique solution of the problem by giving spontaneous reactions.

Conducting camps/ excursion

For giving the first-hand experience to the members of the group, worker may plan and organize camps for the group members. A thorough planning is needed as starting from the camping site to visit and activities during the camps.

13.3 STAGES OF GROUP DEVELOPMENT: FORMATION, ORIENTATION, WORKING STAGE AND TERMINATION STAGE

There are a number of stages or phases in formation of a social work group. Ken Heap (1985) discussed these as group formation and planning; the first meetings; the working phase; use of activities and action; and the termination of the group. According to Douglas (1979) there are five stages viz., conceptualization, creation, operation, termination and evaluation. He has discussed these as the functions of leader while Toseland and Rivas (1984) discussed the stages under planning phase, beginning phase, middle phase and ending phase.

Stages in group development

For our purpose, we can discuss the stages of social group work practice under the following five heads:

(i) Pre-group (group formation) stage
(ii) Initial/orientation (first meetings) stage
(iii) Middle/problem solving (Active working) stage
(iv) Evaluation of the group
(v) Terminating/ending the group stage

In the pre-group phase a worker identifies the need foreordaining a group and initiates steps to form the group. In the initial (first meetings) phase the worker and the group members meet at the place specified -agency or any other place where group is likely to have its sessions and initial orientation to the group’s purpose and other information is given and shared. In the middle (active working) phase
the group continues its deliberations and activities to accomplish its goals and in evaluation phase the performance of the group is examined vis-à-vis the group purpose and members, goals. Finally, in the ending or termination phase the group is made to dissolve and the worker enables the members to part with each other on a goodwill note.

**Phase I: Planning and formation of the Group**

The social group worker representing an agency providing services such as residential care, day-care and community work may come across situations where the services of the agency are effectively utilized by the client system through a group experience. The needs may even be identified by the other staff or client system itself. Once the worker identifies the need for formation of social work group, he/she starts planning for the formation of the group. For this the worker has to answer some questions with his/her professional background very carefully and systematically. These questions are: Why is the group? Here, the worker has to look at the need for forming the group. The purpose and goals it can attain have to be conceptualized and defined. For whom the group is being formed? Here, the task is to work out type of members the group addresses to. The eligibility criteria to enroll a member. How many? This looks at the number of members the group consists of. Should have large number or small number of members. How long? This focus on the life span of the group in terms of time period and the number of sessions/meetings it shall have. The group exists for days, weeks, months and the frequency of its meetings.

How to ensure members’ involvement in the group? The agreements the members and the worker enter into ensure the group processes to go on till the attainment of the purpose of the group. Keeping in mind these questions the broad steps at this stage are:

- Formulating group’s purpose
- Composition of the group
- Size of the group
- Enrolling the members
- Contracting

**Formulating group’s purpose**

Here the worker has to be clear in his mind as to why the group is being conceived and what it is addressing itself to. The purpose has to be expressed in a well-defined statement/s. It shall not be confusing and shall not give any scope for suspecting its genuineness as to group’s broad aim of helping the potential needy members. Therefore, it shall be formulated in simple statements. It shall provide answers to the potential members as to what to expect and to what extent their participating in the group is beneficial. A well-defined statement of the purpose also takes care of unnecessary members to join the group. It also enables the
agency that the formation of the group is within the confines of the agency's areas of operations and is not against its interests and services. It also enable the sponsors and other resource agencies what to expect from the group.

Let us see some examples of the statements of the purpose:

- To create platform for the parents of the drug addicted college-going youth to share their problems and develop the skills to manage their wards.
- To enable the women in the community to make productive use of their leisure time.
- To chalk out tasks to be accomplished by the heads of the departments for the forthcoming financial year. The purpose of the group may subject to some modifications to suit the changing demands during the course of the group meetings with the agreement of all the concerned parties to the group.

Composition of the group

Once the group is established then the worker has to look into what shall be the composition of the group. Should it be homogeneous in its composition or heterogeneous? Homogeneity indicates sharing common features among the group members such as age, educational background, social class, and other interests. Homogeneity helps in building the group bond faster which is a decisive force in group process. At the sometime, it fails to provide diverse information, experiences, and alternative ways of doing. Heterogeneity addresses to the need for diversity of certain characteristics of the members such as the length of time suffering with or coping with the problem, the efforts put into deal with the problem, the emotional state besides the other demographic attributes. Diversity ensures sharing of each other’s situations, making comparisons, finding alternatives, and stimulates each other. At the same time it poses problems of acceptance and involvement. Therefore, it is an important task for the group worker to decide the composition of the group keeping in mind the broad purpose and the individual member needs and goals.

Another aspect that has to be considered is whether to have an open group or a closed group. In open group there are no restrictions on joining the group from the point of time. One can be enrolled into the group any time during the life of the group. While the closed group stops enrollment of members after the stipulated time of admission. Opting for open or closed group depends on the purpose, the goals and the time frame set for the group.

Size of the group

How many members shall compose the group? What shall be the ideal size? What are the criteria to determine whether the size of the group is too big or small? All these questions are there in the mind of the worker. There are no hard and fast
rules to determine the size of the group. It basically depends on the purpose of the group and manageability from the point of time, space, funds and some form of controls that need to be introduced. Small size is easy to manage, more cohesive, provides higher levels of interaction but may not provide diverse experience, may not mobilized required resources and the balance of the group is effected in case a member or two drops out. While the large size provides diverse experiences and even if some members drop out it will not adversely affect the group deliberations and achievement of group’s purpose, can mobilize more resources, greater scope of leadership. However, it limits time; not all members may find enough time to share their views, experiences, work; it gives scope to formation of subgroups and more conflicts. It is easier for some members to hide an avoid completing the tasks assigned. The professional experience and expertise of the group worker comes handy in determining the size of the group. Ideally, a group of eight to fifteen members is a good size.

Enrolling the members

Once it is decided to form the group and other modalities of the group viz., group’s purpose, composition and the size of the group have worked out, then the next step is to enroll the group members. Here, the worker has to make arrangements to inform the potential members about forming the group. The information may be given directly to the potential members or passed through a notice in the agency’s notice boards, a circular to the staff and other agencies concerned and by advertising in the media, such as newspapers, radio, television etc., and seeking applications from the interested members.

The prospective members may approach either directly or by sending in their applications. The worker has to examine the applications as to the suitability of the candidates on the basis of the eligibility criteria established.

The criteria include extent of need, urgency of intervention, demographic attributes, experience, and other skills. The worker can also arrange interviews with the applicants to ascertain their suitability. By interviewing the applicants, the worker can also explain to them the purpose of the group and dispel some of their doubts about joining the group. Once the worker completes the screening, the suitable applicants are enrolled into the group.

Contracting

At the time of enrolling the members, the worker and members have to enter into an agreement as to certain conditions that are to be followed during the course of the group process. It consists of a statement of general responsibilities of the members and the worker during the life of the group. Some of these include assurance to attend the group sessions regularly and in time, to complete any task or work assigned, maintain the confidentiality of the discussions of the group and not to indulge in a behaviour that is detrimental to the well-being of the group. The contract also specifies the fees or charges, if any, for undertaking certain activities and for
procuring any material, as well as the penalties or fines the member/s has are required to pay for any violations of the terms of the contract. The contents in the contract are subjected to revisions, in order to accommodate some unforeseen developments as the group process unfolds. The contract may be in written or an oral form. The contracts bind the worker and members to planned schedules of the group and facilitate an environment to conduct the group processes effectively.

Finally, the worker has to prepare a stage for beginning the group proceedings. He/she has to procure a conducive place for group sessions either in the agency itself or any other suitable place, arrange for monetary back up, gather necessary information and material as well as ensure that other preparations are carried out for the launching of the group.

**Phase II: Initial meetings**

In this section, we outline the tasks the worker and members have to undertake to start the group. In fact, this is the most crucial stage as the success or failure of the group depends on how well the initial meetings are handled by the worker. The members attend the meeting with a lot of expectations. Members attend the meeting with the hope of overcoming the problem that has been affecting them over a (long) period of time. Further, members are also enthusiastic to meet and interact with others whom they have not met before and who also have similar needs/ problems. They look forward to having new social experiences.

While on the other hand, many members entertaining a number of doubts about the competence of the worker and whether participating in this group exercise can really deal with their problems effectively, they also have a number of fears. They do not know the worker and other members and may feel threatened.

Similarly, the worker too possesses certain apprehensions regarding the group. Examples of some of these issues are as follows:

- What guidance the group expects from the worker to accomplish its purpose and goals?
- Whether the worker’s professional competence and experience is good enough to handle the group?
- Whether the members accept him/ her?
- What type of new challenges and experiences does the group bring?

The steps involved in this stage are as follows:

- Self- presentation by the worker and the members
- Group orientation
- Goal formation
- Structuring the group session
- Reviewing the contract
Self-presentations

As soon as the group is convened for the first time, the worker takes the initiative of making the group members feel comfortable by friendly greetings. Once the members are settled, the worker introduces himself/herself giving personal and professional details. The worker shall give adequate information about himself/herself so that it not only makes members confident about the worker but also acts as a guide for the information to be provided during the self-presentations. Further, the members are asked to introduce themselves, an exercise that shall be planned to help the members feel at ease, and reveal further details about their situation. The worker is required to make the members understand that the more details they give, the better will be their mutual understanding and will aid in generating trust, which is very important for effective results. There are a number of ways of initiating an introduction. The worker can employ any of such methods, keeping in mind the group’s purpose and the composition of the group. One way is to sit in a circle and start the introductions either clockwise or anti-clockwise. In another method, the members are divided into pairs and each pair is asked to exchange information, followed by one member of the pair introducing the other and vice-versa.

Orientation about the group

After the self-presentation, the worker shall orient the members about the broad purpose of the group. Here the worker spells out circumstances that pave way for forming the group. Members are explained about the functions and the roles of both the worker and the members. The worker also mentions previous experiences if any, so that members develop confidence in the worker as well as the strategy of adopting group work as a viable alternative. Members are encouraged to seek clarifications as to the relevance of the group’s purpose to their needs or problems. The worker also explains the agency’s background.

● Goal formation: In this step, the goals of the group are framed. Goals are statements of desired levels of change in behaviour or in social situation or in physical conditions to be achieved at some future time. It defines the purpose of the group, agency’s purpose, the needs of the individual members and the modalities of conducting the group. The norms of conduct determine the goals. The worker assesses the individual needs of the members and in consultation with them frames the goals. Toseland and Rivas (1984) specified three areas of goal formation. The first area covers the group-centered goals that revolve around the conduct and maintenance of the group. The second area consists of common group goals that address to all concerned people- worker, members, agency, sponsor, and the third area concerns individual member-centered specific goals. The goals are again viewed as the ultimate goal and a number of intermediary goals (Rose, 1973). The ultimate goal indicates what final change in the status quo is to be attained
while the intermediary goals facilitate attainment of the ultimate goal. These intermediary goals are formulated session-wise or stage-wise that is from the reference of time or progress made. Konapka (1958) emphasizes that while framing the goals, care shall be taken to see that these are complementing and supplementing rather than conflicting and contradicting each other. Some examples of the goals are:

- **Need of the group**: The parents of mentally retarded children join a group to learn better ways of coping with the challenges of bringing up their wards;
- **Purpose of group formation**: The purpose of the group is to provide a platform for the parents of mentally retarded children to share and exchange their skills in the upbringing of the children;
- **Agency’s purpose**: This is to make parents take more responsibility in bringing up their mentally retarded children.
- **Needs of the parents**: A parent’s specific need is to learn to tackle the aggressive behaviour of his/her child and to make his/her spouse and other family members accept the child.
- **The group-centered goal**: This implies that all members will share their problems without any reservations and will not waste the group’s time by indulging in irrelevant issues.

All these complement each other. For example, if the goal of joining the group is to question the policies of the agencies or to demand for more facilities, then the goal is not complementary to other goals and creates problems in the attainment of other goals, therefore, should not be included.

**Structuring group session**

Structuring the group session involves two aspects. First is structuring the time and the second addresses the pattern of interactions. The group has to work out how much time has to be allotted to each session, to each activity and to each member. The group has to evolve the modalities of adhering to the time schedules. It also has to work out alternatives in case of failure to adhere to the time schedules. For example, if a group decides to spend 30 minutes for a video show but because of power failure the video cannot be played, instead of idling away time, the group can have a discussion focussed on the theme of the videotape.

The interactions among the members and between the members and the worker have to be structured. Structuring the interactions includes how to address each other, how to and when to intervene and interrupt, how to encourage docile and shy members to participate and control the domination of some members. It also includes certain group norms that are to be followed strictly by the members.

**Reviewing the contract**

At the time of enrolling, members and workers enter into an agreement. At that
time, members might not have a good understanding about the whole exercise. After attending the orientation and having initial interactions with the workers and with each other, members and workers may feel the need to change some conditions of the contract, for example, the frequency of meetings, time and duration of the meetings, the fees, etc. The contract is reviewed and new clauses are introduced or some clauses are deleted from the original contract with mutual consent. Creating an environment that is conducive for the healthy conduct of the group session is a continuous process. The physical arrangements, financial back up and mobilizing resources are the areas the group members and the workers have to focus on.

**Phase III: Middle (Active working) phase**

This phase occupies the major part of the working life of the group. Members attend the session regularly and actively, working towards accomplishing its purpose and goals, general group maintenance goals, common group goals and individual member goals. The steps involved in this stage are as follows:

- Making arrangements for the conduct of group sessions
- Structuring the time
- Facilitating group meetings
- Assessment of the group’s progress

**Making arrangements for group sessions**

The group gears up for attaining various goals it is pursuing. The worker and the members plan and make preparations for the group meetings. The worker has to spend considerable amount of time in developing the activities and procedures for the conduct of group meetings. A number of decisions have to be taken with regard to the selection of an activity or task, sequencing of the tasks and activities, assigning responsibilities, etc. Materials and equipment to conduct the group activities have to be procured, further resource agencies and persons have to be contacted.

For example, a pre-retirement counselling group may plan for exercises that would give them an idea about the possible changes that take place in their social status and roles and how best to cope with the new situation. The possible exercises could be role-plays, screening of a video followed with a discussion, an orientation lecture session by an expert counsellor in the field, etc.

**Structuring the time**

The worker continues this task of setting the time limits for group sessions and individual tasks, which has already been initiated in the previous phase as the life of the group is limited to a specified period. The members and the worker have to be quite conscious of using minimal time to get maximum benefit out of group meetings. Delaying the starting time may encourage late coming and cause inconvenience to others who report in time. It is also common to close meetings...
either early or late. This may also cause inconvenience to members who have other things to attend and discourage them from attending or giving proper attention to the group activity.

Further, it is quite possible to get totally engrossed in a particular group task and lose track of the time. This may result in less time for subsequent activities, which may negatively affect the group’s performance. Thus, it is important that members must carefully structure their time and follow it.

Facilitating the group sessions

It is not sufficient just to plan and prepare for group sessions. The very reason for forming the group is to enable members to join a common platform to work towards solving their problems, which could not be solved individually. This suggests that the group may need guidance and support to carry out the tasks it has set forth. The worker has to take a lead and facilitate the group to perform its tasks successfully.

At this stage of a group’s life, members seriously pursue the goals of both individual and group. A worker encourages members to actively involve in group activities they may be sharing, discussing, and performing. The worker develops some insight into their strengths and weaknesses. It may be noticed that some members perform well while others do not show progress. Due to this, the group’s progress is affected. The worker has to facilitate the non-performing members to perform. Equipped with the sound knowledge base in human behaviour he/she assists each and every member to be aware of their cognitive processes, intrapersonal processes that are blocking their progress, and enables them to organize their social transactions and interpersonal interactions in the group to establish a purposeful relationship.

Intrapersonal limitations revolve around feelings, thoughts, beliefs and behaviour patterns of the members. A member may entertain irrational thoughts and beliefs. In the above example, if a member says that he/she feels that the behaviour of a particular member is rude towards him/her because the member resembles somebody in his/her past with whom he/she has had a bad relationship. The worker facilitates the member to perform in the desired direction by making them understand these mental states. The worker then makes suggestions for reframing and restructuring the thoughts and expressions, as well as preventing the recurrence of unhealthy thoughts to enable the member to deal with these cognitive processes.

The worker facilitates interpersonal interactions whenever he/she finds them deteriorating. Deteriorating interpersonal relations are discerned when members fail to communicate with each other, participate in the group activities, avoid some members, differ and pick quarrels with each other, and form subgroups and work against each other. The worker helps to improve interpersonal interactions by introducing a number of ice breaking, role-playing, modelling, and simulation.
exercises. At the environmental level, a worker connects members with resources and creates a congenial physical and social environment.

Assessment of group’s performance and Implementation

Group processes are assessed with a view to ensure that the group attains its goals. It provides proper direction and guidance to the group. It includes the assessment of different levels of participation and involvement of group members in the group activities, changes that are taking place in the members’ perceptions, attitudes and behaviours, acquisition of new skills and strengthening of existing skills that would help members to deal with their problem areas and grow. It points out the areas for and type of interventions that have to be planned and implemented by the worker at the individual level as well as at the group level. The assessment is done by the workers, members themselves and others who are associated with the group. The tools that help in assessment include structured observations by the worker and other members and self-observation of members themselves. For example, it is decided to assess the communication patterns among the members. The workers and members are informed in advance or later, that is during or after a specific task has been performed to note their observations on various aspects of communication, such as the language, the gestures, and modes of communication (verbal or non-verbal) the member/s resorts to.

Recording of the group meetings—written reports, audiotapes and videotapes, measurement scales of behaviour, sociogram, etc. The interaction patterns, behaviour manifestations, group attraction, situation leading to conflicts, subgroup formations and leadership styles are some areas that can be assessed by the above mentioned tools. The process and procedures of assessment are carried out with or without prior knowledge of members.

Phase IV: Evaluation

Evaluation is an integral component of social group work. The term ‘evaluate’ simply means to examine the value. According to Trecker (1955), it attempts to measure the quality of the group’s experience in relation to the objectives and functions of the agency. Evaluation provides the necessary feedback on the performance of the group. It is carried out after the end of group work activity and before the group is terminated or sometimes after the group is terminated depending upon the purpose of the evaluation. It focusses on the worker’s performance, agency support, the group process and growth of the members. The evaluation may be entrusted to the worker or to someone in the agency or to an outside expert.

It points out that whether the worker has competently dealt with the group work process or not. It enables him/her to gain confidence and make efforts to improve his/her professional knowledge and skills, giving him/her the satisfaction that he/she is contributing for the good of the profession and the society. Evaluation provides information to the agency as to the quality of its service and the additional
efforts it has to make to improve its quality of services. It assesses whether the support it has extended to the worker and the group is at the desired level or not.

It throws light on effectiveness and ineffectiveness of planning and conducting the group sessions. Further, it assesses the progress each and every member has made and the extent to which each member made use of the group experience to effectively handle his/her problem/need. It also examines whether the changes that have come in the member’s are to the desired extent or not.

Finally, it indicates measures to be taken not to repeat the mistakes or overcome the shortcomings for future group formations and processes. Therefore, evaluation is not just a routine administrative job but also a guide for the future.

Evaluation is a form of research process. It involves data collection and analysis of data. The first step in evaluation is to formulate the aims and objectives. This exercise draws boundaries to the area of evaluation.

For example, the aim of evaluation is to find out the competencies and abilities of the worker.

The second step considers the type of data (verbal or non-verbal) and sources from which the data are to be collected. For example, to know the performance of the worker, the views of the members are taken into account or the movements and gestures of the worker are examined with the help of video tapes. The sources of data could be from the progress reports maintained by the worker, notes and other task files written by the members of the group, other staff of the agency and outside resource agencies/persons.

The third step involves collection of data. The evaluator meets respondents and issues questionnaires, collects them, administer interviews with respondents and studies records and reports—written, audio and video.

The fourth step is analysis of the data. The data gathered is processed and analysed and conclusions are drawn.

For example, if the aim is to find out whether individual member’s goals are attained the conclusions could be yes or no.

The fifth step elaborates the implications for the future. Based on the outcome of the evaluation, the necessary changes and improvements are made in future group work practices for better results.

**Phase V: Termination of the group**

All things have to come to an end whether one likes or not and social work group is no exception. The end could take place on a positive or on a negative note, i.e., it happens since the group has accomplished its purpose and goals or the time has lapsed or even because of failure to carry on further. Therefore, the termination of the group may be scheduled or unscheduled. The unscheduled termination takes place when the members fail to attend the group sessions continually or drops out prematurely. This happens due to various reasons. It could be due to a faulty
enrollment, or failure of the members to develop relationships, or unresolved conflicts among the members and subgroups, or the style of functioning of the worker and so on. This form of terminating of the group is disturbing and disappointing to the worker as it reflects on his/her professional competence. Nothing much can be done in cases of unscheduled or abrupt endings.

In case of a scheduled termination, the worker has to take into consideration a number of measures to ensure smooth closure. The reaction of the members to the termination of the group varies. The worker has to have an idea as to the possible responses and reactions the members express for the ending. The members may welcome or disapprove the ending. The members may be wavering between feelings of happiness or unhappiness. Heap (1985) termed these as feelings of ambivalence.

The worker has to be aware of these type of likely reactions and responses of the members to the idea of parting with the group and work towards termination. The preparations for termination are very much included in the middle phase itself.

It is important to prepare the members to the fact that whatever desirable behaviour patterns the member/s experience and exhibit have to be carried forward even after the group comes to an end. The worker has to create situations within the group environment and even identify the real life situations where the member/s can act out the changed behaviours independently. This takes care of many of the members worry about missing the group support once the group ends.

Some follow-up sessions can be promised to reassure the member/s that they are not totally abandoned. Some support and guidance is still available either from the worker or other members. The worker shall arrange activities wherein both the worker and other members express their assessment of the progress already made and improvements to be made by each and every one of them.

This exercise makes room for the group to deliberate upon what efforts the member/s have to make after the termination. The worker can suggest referral agencies to the members who need guidance and support for other shortcomings in future. Further, the worker gives assurance to the members that the self-disclosures made by them are kept confidential and will never be used against their interests. Members themselves share the same type of assurances.

In addition to these, the worker has to do other routine tasks, such as preparing a report on the performance of the group, acknowledging the services and support given by resource agencies/persons, and paying the pending dues.

### 13.4 PROGRAMME PLANNING & USE OF PROGRAMME FOR GROUP DEVELOPMENT

In social group work practice, planned activities play a vital role and these activities are known as programmes which are organized for different purposes. Programmes are such concepts that include the entire range of relationships, interactions, activities...
and experiences of members. These programmes are carried out with the help of
the group worker to meet the needs of the individuals and the group.

As discussed in the previous units, a group worker plays a key role in
programme planning like helping the members in planning stage, discovering and
arousing interests, enabling the group to use environment effectively and also making
the group to realize limitations. A group worker shares his/her knowledge with the
groups with the use of programme as a tool to enhance group relationships and
also to bring fruitful results. Many programme activities are used for group
development like music and arts and crafts, group discussions, seminars,
conversations, movement activities, folk media etc. However, the detailed
programme planning has already been discussed in the previous unit.

<table>
<thead>
<tr>
<th>Check Your Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who developed psychodrama and how is this technique helpful?</td>
</tr>
<tr>
<td>2. Name the three phases of psychodrama.</td>
</tr>
<tr>
<td>3. What is role reversal technique?</td>
</tr>
<tr>
<td>4. What is the eligibility criteria for a members’ enrolment in a group?</td>
</tr>
<tr>
<td>5. List the steps involved in initial meeting phase.</td>
</tr>
</tbody>
</table>

### 13.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Psychodrama technique was developed by J. L. Moreno to develop
   awareness about thoughts, feelings and actions and their after effects on
   others. The basic characteristic of the psychodrama is that it deals with the
   opportunities for the clients to face the real life situation with new roles.

2. The three phases of psychodrama are: Warm up phase, the action phase
   and the sharing phase.

3. The role reversal technique helps the person to understand the other person.
   The therapist also understands the relationship dynamics. This action is very
   helpful in developing empathy among group members.

4. The eligibility criteria for a members’ enrolment in a group include extent of
   need, urgency of intervention, demographic attributes, experience, and other
   skills. The worker can also arrange interviews with the applicants to ascertain
   their suitability. Once the worker completes the screening, the suitable
   applicants are enrolled into the group.

5. The initial meeting stage involves the following steps:
   - Self-presentation by the worker and the members
   - Group orientation
Psychodrama is a technique in group therapy which makes the clients able to deal with their problems through role playing to gain appropriate skills for behaviour modification. A constructive change in the life of clients can be brought with the help of psychodrama technique. This method was developed by J. L. Moreno to develop awareness about thoughts, feelings and actions and their after effects on others.

A socio-drama is a dramatic play wherein several individuals act out assigned roles for the purpose of studying and resolving problems in group or collective relationships.

Psychodrama is supposed to be completed in three phases: Warm up phase, the action phase and the sharing phase.

The main emphasis of warm up phase is to help in building trust, group unity and ensuring safety among members. Role presentation is one of the techniques where members of the group get the opportunity to express and introduce themselves by adopting a new role.

In action phase, the protagonist under the guidance of a therapist form a situation based on the important event of his/her life.

In role reversal, the protagonist enacts the role of important person in his/her life. This activity helps the person to understand the other person. The therapist also understands the relationship dynamics. This action is very helpful in developing empathy among group members.

In mirroring technique, auxiliary egos play the role of protagonist and the protagonist plays the role of observer.

A group member plays the role of protagonist by adopting his/her behavioural aspects. This technique is helpful to build empathy for the protagonist in a constructive way.

Group discussion is used for expression of inner feelings and assessment of behaviour traits such as listening, problem solving etc. It is the responsibility of the worker to select topics for discussion and to provide opportunities to all group members to participate in the discussion. This will help in knowing the thought process of the individual.

Games can be utilized in social work practices to have fun and develop good relationship among the group members.
• Through brainstorming activities, worker can decide topics to be given to the members of the group for making them involved in providing the unique solution of the problem by giving spontaneous reactions.

• There are a number of stages or phases in formation of a social work group. Ken Heap (1985) discussed these as group formation and planning; the first meetings; the working phase; use of activities and action; and the termination of the group.

• The social group worker representing an agency providing services such as residential care, day-care and community work may come across situations where the services of the agency are effectively utilized by the client system through a group experience.

• Homogeneity indicates sharing common features among the group members such as age, educational background, social class, and other interests. Homogeneity helps in building the group bond faster which is a decisive force in group process.

• Heterogeneity addresses to the need for diversity of certain characteristics of the members such as the length of time suffering with or coping with the problem, the efforts put into deal with the problem, the emotional state besides the other demographic attributes.

• At the time of enrolling the members, the worker and members have to enter into an agreement as to certain conditions that are to be followed during the course of the group process. It consists of a statement of general responsibilities of the members and the worker during the life of the group. Some of these include assurance to attend the group sessions regularly and in time, to complete any task or work assigned, maintain the confidentiality of the discussions of the group and not to indulge in a behaviour that is detrimental to the well-being of the group.

• The steps involved in the initial meetings stage are self-presentation, group orientation, goal formation, structuring the group session, and reviewing the contract.

• After the self-presentation, the worker shall orient the members about the broad purpose of the group. Here the worker spells out circumstances that pave way for forming the group. Members are explained about the functions and the roles of both the worker and the members.

• Structuring the group session involves two aspects. First is structuring the time and the second addresses the pattern of interactions. The group has to work out how much time has to be allotted to each session, to each activity and to each member.

• At the time of enrolling, members and workers enter into an agreement. At that time, members might not have a good understanding about the whole exercise. After attending the orientation and having initial interactions with
the workers and with each other, members and workers may feel the need to change some conditions of the contract.

- The worker and the members plan and make preparations for the group meetings. The worker has to spend considerable amount of time in developing the activities and procedures for the conduct of group meetings.
- At the group sessions stage, members seriously pursue the goals of both individual and group. A worker encourages members to actively involve in group activities they may be sharing, discussing, and performing. The worker develops some insight into their strengths and weaknesses.
- Group processes are assessed with a view to ensure that the group attains its goals. It provides proper direction and guidance to the group. It includes the assessment of different levels of participation and involvement of group members in the group activities, changes that are taking place in the members’ perceptions, attitudes and behaviours, acquisition of new skills and strengthening of existing skills that would help members to deal with their problem areas and grow.
- Evaluation is an integral component of social group work. The term ‘evaluate’ simply means to examine the value. According to Trecker (1955), it attempts to measure the quality of the group’s experience in relation to the objectives and functions of the agency. Evaluation provides the necessary feedback on the performance of the group.
- The termination of the group may be scheduled or unscheduled. The unscheduled termination takes place when the members fail to attend the group sessions continually or drops out prematurely. This happens due to various reasons. It could be due to a faulty enrollment, or failure of the members to develop relationships, or unresolved conflicts among the members and subgroups, or the style of functioning of the worker and so on.

### 13.7 KEY WORDS

- **Psychodrama**: It refers to a method of group psychotherapy in which participants take roles in improvisational dramatizations of emotionally charged situations.
- **Group Discussions**: It refers to a process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal.
- **Role Reversal**: It refers to a situation in which someone adopts a role the reverse of that which they normally assume in relation to someone else, who typically assumes their role in exchange.
13.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

NOTES

Short Answer Questions
1. What do you mean by socio-drama technique?
2. What is warm-up phase of psychodrama?
3. Why is group discussion important?
4. What does ‘homogeneous’ and ‘heterogeneous’ mean in composition of the group?
5. What is contracting in group work?
6. Write a short note on orientation stage of group development.

Long Answer Questions
1. Discuss psychodrama and its phases in detail.
2. Describe the sharing phase of psychodrama.
3. Examine the stages of social group work.
4. Analyse the ways of assessing and evaluating group’s performance.

13.9 FURTHER READINGS

UNIT 14 GROUP WORK SETTINGS AND PRACTICE

Structure
14.0 Introduction
14.1 Objectives
14.2 Application of Group Work Method in Different Settings
  14.2.1 Institutions Providing Mental Health Care
  14.2.2 Working with the Chronically/Terminally-Ill
  14.2.3 Schools
  14.2.4 Residential Institutions
  14.2.5 De-addiction and Detoxification Centres
  14.2.6 Hospitals
14.3 Group Work in Medical and Psychiatric Setting
  14.3.1 Group Work in Medical Setting
14.4 Group Work Setting for Physical and Visual and Mentally Challenged
14.5 Skills of a Group Worker
14.6 Answers to Check Your Progress Questions
14.7 Summary
14.8 Key Words
14.9 Self Assessment Questions and Exercises
14.10 Further Readings

14.0 INTRODUCTION

As mandated by social casework practices, case worker often works in different settings to address the problems affecting their clients. He/she becomes a member of the team comprising professionals like psychiatrists, psychologists and occupational therapists who work in various organizations like hospitals, child home, old-age homes, etc. While working with the terminally-ill patients, the first dilemma the worker faces is to inform the patient and his family in relation to the illness. One of the important tasks of caseworker is to provide support, both emotional and material, to the patient/ family.

School offers an excellent opportunity to caseworkers for offering preventive interventions beside remedial service. Through anticipating the demands and stresses of a scrupulous age group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil. The worker can easily demonstrate the vital contribution of professional social work to fulfilment of educational goals of schools. In Children’s Home, caseworker is expected to give care, liaison with schools where the children go for education, help children develop positive relationships within the institution, and prepare for life after their stay in the Home. In correctional institutions, social casework aims at correcting attitudes and feelings through
modifying the clients’ immediate environment, working with their families and maintaining a supportive professional relationship with them.

In de-addiction and detoxification centres, as a social worker, it is important to be aware of the potential for substance abuse in any client who seeks help. For example, a client may seek help for depression but conceal an underlying alcohol or substance abuse addiction. This unit aims at analysing the application of social case work in different settings and clientele groups.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the application of social case work
- List different settings for application of case work
- Analyse institutions and hospital providing mental health care
- Understand the working with schools, child homes, hospitals, correctional homes etc.
- Enumerate application of social case work in de-addiction and detoxification centres
- Explain the application of social case work in community-based rehabilitation

14.2 APPLICATION OF GROUP WORK METHOD IN DIFFERENT SETTINGS

Let us discuss the different settings and clientele groups of case work.

14.2.1 Institutions Providing Mental Health Care

The caseworker works as a member of the team of professionals including psychiatrists, psychologists and occupational therapists. Psychiatrists are the main professional group in charge of care and treatment of the mentally-ill or emotionally disturbed persons. The patients may be attending OPDs, day care, or may be hospitalized. The main tasks of the caseworker are to get in touch with the family of the patient; mediate with the doctors and the patient/family, give counselling to the patient, assist in discharge and after care of the patient. The worker provides the necessary support to the family and helps the other family members understand the needs of the mentally-ill person.

14.2.2 Working with the Chronically/Terminally-ill

The patients who are suffering from chronic illness like diabetes, asthma, and heart disease, need help in understanding their illness and treatment, and adjusting their life-styles imposed by adverse condition. The families of the patients also
need support and guidance in dealing with the patient’s condition that may have long-term implications for the whole family. In some cases, especially those belonging to lower income groups, the financial burden may need to be eased out by identifying and mobilizing in the kinship network or community at large. While working with the terminally-ill patients, the first task the worker faces is to inform the patient and his family about the illness. The patients suffering from a terminal illness, like cancer and AIDS, have additional stress factor—the thought of impending death and anxiety in the family after their death.

The tasks of the caseworker contain:

(a) Ensuring palliative care to reduce pain and discomfort,
(b) Talking to family and nearest kin in case of patient’s death,
(c) Involving the family in planning after his/her death,
(d) Providing accessibility to family members
(e) Providing support—emotional and material—to the patient/family.

In the case of AIDS, the caseworker will need to tackle the issue of stigma attached with AIDS and the possibility of infection getting passed on to the other family members.

14.2.3 Schools

Schools are institutions for formal education, with a fixed routine, set syllabus, and a well-recognized pattern of teaching and learning. Teachers are the main professional group and they spend the maximum time with students. Schools vary in size—from small single teacher schools in the villages and tribal areas to large bureaucratic organisations with thousands of students. Schools may offer primary, middle, secondary or senior secondary education. Again, some may be Government schools/aided through the Govt. or fully private self-governing schools. Despite child-centred educational philosophy, schools are characterized by emphasis on syllabus (information content), formal examination system for evaluating achievements and formal teacher-child relationships. In this context, the child very often is not able to get his vital human and educational needs fulfilled. This situation proves to be stressful to the child. Due to preoccupation with syllabus and maintaining discipline, teachers are unable to individualize the child’s situation. Hence, there is recognition of need for individualized Social Casework Service to help the child.

School offers an excellent opportunity to caseworkers for offering preventive interventions beside remedial service. Transition of the child from entry to passing out from school coincides with the child’s own development phase. While anticipating the demands of this age-group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil.

Through helping in the development of personality, life and social skills, the social caseworker can achieve the status of a partner in the educational procedure.
Despite its being a secondary setting of social casework practice, the worker can easily demonstrate the vital contribution of professional social work to fulfilment of educational goals of schools. The social caseworker works as a liaison with the family and the teacher. He/she acts as a mediator, enabler, teacher (giving necessary information), advocate (to highlight the negative impact of school norms and practices on the child), change-agent for the school’s systems and procedures, and as a consultant for the staff of the school in matters concerning children’s needs and well-being.

14.2.4 Residential Institutions

There are situations when individuals have to be removed from their natural environments and placed in residential institutions. Some of the institutions where social casework is practiced are as follows:

1. **Children’s Homes**: Children, who are destitute, orphans, or have run away from home and cannot be sent back home, those who are violent, and risk to health (e.g., healthy children of leprosy patients) or danger, are usually placed in children’s homes. Homes operate under the provisions of Juvenile Justice Act and, so, give custodial care. Children are committed for specific periods. Sometimes, there is a feeling among inmates that they are under detention. Only in a small number of cases, adoption and foster care services are or can be offered. Homes, run through the government or voluntary organisations, are expected to give custody and care to the children. Social worker is an important professional here. Living arrangements in such homes may be of dormitory or cottage kinds. Social caseworker is expected to help each inmate adjust to the life within the Home and achieve psychosocial development. As the children have often gone through traumatic experiences before they are placed in Homes, it is very significant for them to come to terms with their life. The worker is expected to give care, liaison with schools where the children go for education, help children develop positive relationships within the institution, and prepare for life after their stay in the Home.

2. **Correctional Institutions**: These are homes/ special schools for the delinquent, prisons, remand/observation homes, beggar homes, etc. The main task of the social caseworker is to help those in disagreement with law by enabling them to understand themselves and their relationship with others. They need to understand what is expected of them as members of society. The aim is to rehabilitate these persons – to help them in such a manner that they can engage in socially constructive activities once they go back to their homes. The worker helps the clients change/transform their values (so that they are in row with the social values), change their behaviour and response patterns. The residents of these institutions often have a feeling of hostility towards society or they suffer from a sense of inferiority and inadequacy.
Social casework aims at correcting these attitudes and feelings in the clients’ immediate environment, working with their families and maintaining a supportive professional relationship with them. The caseworker works as a member of a team of professionals like, probation and parole officers, psychologists, psychiatrists, and vocational counsellors and educators.

3. **Homes for the Aged:** The number of old age homes has been rising in cities. The constraints and apathy of urban living have often led to adult children opting to send their aging parents or relatives to residential institutions. The residents in these homes need nursing care, understanding and emotional support. The caseworkers in these institutions help the residents cope with loss of the loved ones, illness, lack of energy, loneliness, loss of economic independence and the thought of approaching death. The caseworker enables the client to uphold his/her self-esteem. He/she also helps the family deal with suppressed or open feelings of guilt so as to encourage them to engage in a cordial relation with the client.

4. **Residential institutions for women:** Short stay homes, rescue homes, nari niketans, widow homes, etc. are some of the settings where casework practice takes place. Most of the inmates are those women who are destitute, abandoned or battered by their husbands; widows with no relative to provide them support, and victims of crimes including prostitution or kidnapping. These residents need to build their skills –vocational and social – to become capable of taking care of their lives. The caseworkers try to bring in the conciliation between the client and her family (if any). If there is a dispute in marriage, pre-marital counselling is provided by organisations. There are residential and non-residential organisations offering variety of services to the differently-abled.

The main task of the caseworker is to fulfil the objectives of the organizations such as:

(a) Care;
(b) Rehabilitation — vocational training, education (depending upon their capability), employment;
(c) Offering services according to governmental provisions and special concessions;
(d) Advocacy to reduce or remove social discrimination against the differently abled; and
(e) Facilitating the client’s acceptance and understanding of his/her situation and also recognition of his/her potential. Giving support to the client — both emotional and action oriented — is a significant intervention offered through the caseworker. The caseworker also works with the family to help them cope with the situation, to understand the needs of the
client, and learn to take care of the client when he or she is at home. The worker very often acts as a broker, linking the client and/or his/her family with the community and networks of other organisations working in this area.

5. Organisations Working with Victims of Disasters: There is rising recognition of the need for individualized help for the victims of disasters — whether natural or man-made. Victims of natural calamities are victims of floods, earthquakes, and drought. Then there are victims of man-made disasters such as communal violence (riots), serious accidents, mega projects of development, etc. Some of the common experiences of the victims of disasters are trauma; loss of loved ones; loss of livelihood or assets; homelessness; feeling of helplessness; feeling of anguish or hostility (desire for revenge); loss of community feeling; despair and a sense of fatality or sometimes high/unrealistic expectations from the worker. Despite this commonness, the clients need individualized care to overcome debilitating impact of the crisis.

Large-scale displacements due to mega projects like dams lead to erosion of community and family life, absence of usual social control mechanisms, the erosion of the social fabric, and loss of livelihoods beside the troubles of settling down in alien environments. Working with these persons is a big challenge for the caseworker. It is not easy to win their trust as they have lost confidence in everyone near them. Very often, winning their trust is the first vital step towards taking them out of the traumatic experience. Besides offering them emotional support, the worker needs to build in them hope for a secure future. The worker enhances the client’s confidence by coordinating with several agencies – both governmental and voluntary. Timely intervention and accessible service helps them mitigate their suffering. The clients are assisted to cope with their experiences rationally rather than emotionally. But this can be done only after they have emerged from their trauma. Engaging the client in the planning and implementation of the action plan facilitates the client’s rehabilitation and recovery from despair.

6. Organisations Working with Women: Social caseworkers are employed in family counselling centres, women cells, legal aid cells, family courts and women resource centres. The aim of the professional interventions is to make women empowered, confident, and self-governing and also utilizes accessible legal provisions and safeguards for their protection. There are rising number of cases of rape victims. The worker has to help when they or their families have to deal with police, courts, hospitals, schools, and agencies working for rehabilitation of these victims. Special techniques are used to help the victim come out from trauma, and restore her self-confidence and self-esteem. The family also needs understanding and support.
of the worker in dealing with this situation. The sensitivity towards the discrimination women face in families and society is vital in arriving at accurate assessment of the condition under study.

14.2.5 De-addiction and Detoxification Centres

Substance abuse is a growing problem around the world. In 2010, an estimated 22.6 million Americans aged 12 or older were using illicit drugs, according to the U.S. Department of Health and Human Services. Substance abuse can be one of the most difficult problems to detect, as clients are often ashamed of this addiction or secretive about their drug use. As a social worker, it's important to be aware of the potential for substance abuse in any client who seeks help. For example, a client may seek help for depression but conceal an underlying alcohol or substance abuse addiction.

A. Identification and Assessment

Social workers are trained to identify and assess the needs of their clients. One of the initial tasks of a social worker in a school, hospital, mental health clinic or private practice is to perform a comprehensive assessment on a client, taking into account potential substance and alcohol abuse issues, even if the client does not self-report the problem. As a social worker, you assess substance abuse problems in both voluntary (self-referred) and involuntary (mandated) in clients. According to the National Association of Social Workers, you will work with your clients to "complete a comprehensive assessment toward the development of a service plan for recommended placement into an appropriate treatment program." You may not be required to provide direct care, but you are required to recognize the warning signs and suggest a course of treatment to your client during or directly after your assessment.

B. Direct Treatment

Social workers act as substance abuse counsellors in a variety of settings, including hospitals, drug treatment facilities and mental health clinics. Although all graduate social work programs include substance abuse education, many social workers decide to continue their studies to obtain a certification in alcohol and substance abuse counselling, especially if they wish to work specifically in this field. They provide identification and assessment services and also work directly with clients suffering from substance abuse disorders, such as providing individual and group counselling, collecting urine samples if there is a substance abuse facility or linking the client with other services, such as food and housing.

C. Education/Outreach

Social workers also act as substance abuse educators in a variety of settings, such as schools, community outreach centres and shelters. For example, they give...
presentations on substance abuse prevention at a school as they are working in a community organization that provides this service. As a social worker, you have to reach out to at-risk individuals on the street, in community organizations or at recreation centres. You may help them connect with treatment centres or assist them with obtaining basic needs like food and shelter.

D. Research

Social workers often participate in academic research on the university level. They also participate in substance abuse prevention research, helping it with the empirically-validated intervention and treatment strategies. According to the Social Work Policy Institute, social work researchers have conducted substance abuse research in recent years with support from a variety of governmental agencies, including the Substance Abuse and Mental Health Services Administration, the National Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism and the National Institute of Mental Health.

14.2.6 Hospitals

Doctors are the main professional groups in the hospital and they are responsible for medical care of the patients. The recognition of psychosocial and cultural dimensions of illness and hospitalization has enabled the services of trained social workers in the hospitals. Social Casework is utilized in the OPDs (outpatient departments), the Wards, and Special Clinics. The heavy work load of doctors in large Govt. hospitals usually leads to lack of clear communication by the medical staff and the patients and their families. In such a scenario, the main roles expected of social workers are those of mediator, enabler, coordinator of services, case manager, mobilizer of family, community and hospital, acting as a member of the team of professionals. Working with the patient and his/her family is a major task of the social worker. So, social casework is a primary method in medical social work practice.

Check Your Progress

1. What should be the response of a caseworker while working with terminally-ill patients?
2. List the tasks of the caseworker in case of chronically/terminally-ill patients.
3. How does a caseworker handle a child’s problem in school?
4. How is social case work practiced in children’s homes?
5. How does a caseworker perform his/her task in de-addiction centres?
6. How is the service of casework used in hospitals?
14.3 GROUP WORK IN MEDICAL AND PSYCHIATRIC SETTING

Nowadays for the treatment of mentally ill individuals, group work is proved very effective approach to get fruitful results. Group work is popularly being used in Indian settings. Mentally challenged people are treated and cared at family level with the help of group work approach.

Major goals of group work in psychiatric settings are:

- To complete socialization process through social skill learning.
- To develop social relations and establish awareness about others.
- To build self-confidence, self-worth and to provide support for ego strength.
- To see the effectiveness of cause-and-effect relationship.
- To develop sense of responsibilities and self-control.
- To establish better relationship among group members and have positive effects on others.
- To know about future perspective of the individuals.
- To adjust to new situations and different mode of living.
- To develop confidence in adjustment to community life again after the discharge from the institutions.
- To motivate for finding the solution of the problems and promote healthy way outs for release of tension and stress.
- To develop faith in various treatment techniques and therapies for the treatment of mental illness.

Principle of highly structured planning

Execution of group sessions needs highly structured planning. The proper planning will provide opportunity to the group worker to have adequate control of sessions. It is crucial for the worker to plan how to identify problems and share information about various issues. Group worker has to face many challenges in psychiatric settings because patients may have different attitudes towards different situations.

Principle of training

For the treatment process of the patients, effective training to acquire new skills is needed. This training will help in developing capacity to become self-reliant and increase their self-confidence.
Group Work Settings and Practice

NOTES

**Principle of encouragement**

Group sessions should be made interactive and rewarding to make the participants satisfied. Activities of sessions planned for participation of patients should be motivating in nature and should also encourage them to actively participate. Nature of activities should be based on need and interest of participant patients.

**Self-confidence and self-reliance**

Improvement in existing skills and development of new social skills helps in developing self-confidence among the members. Once the patients develop self-confidence, it is easy to make them self-reliant.

**Meaningful activities**

It is the responsibility of group worker that all the activities planned to execute must be comprehensive and meaningful to the participant patients. There may be different type of illness associated with patients therefore social worker has to be very careful about choosing the activity and planning for the execution as well.

14.3.1 Group Work in Medical Setting

Social group work practices in medical settings play a vital role in the life of the patients. During the treatment phase, patients need psychological strength and social support to fight with the diseases. If proper care related to emotional and social support is not given to the patients, there may be chances of adverse negative effect on the health of the patients.

Another important factor in medical setting is the group work which will address various issues related to health care of people.

Types of groups that are used in the hospital are:

1. **Educational Groups**- Educational groups impart education and awareness about disease, their treatment process and effects on the patients. It also helps in spreading awareness about causes of diseases. This will help them to avoid conditions and actions which are not helpful for the improvement. Educational groups are very effective to clear people’s doubts regarding various issues related to the diseases.

2. **Support groups**- Patients needs emotional and social support during the treatment process of diseases. Sometimes patients come under the grip of stress and anxiety. Support groups not only help them to regulate their emotions but also help in developing self-confidence. These groups create healthy atmosphere around the patient that ultimately helps in inculcating positive attitude towards life among patients.
3. Training Groups: These are the groups which are helpful in providing training to the patients so that they can develop social skills for adjustment in the society.

14.4 GROUP WORK SETTING FOR PHYSICAL AND VISUAL AND MENTALLY CHALLENGED

There are different challenges for group work with physically challenged people. The group work setting for these people can be of different nature like clinical, therapeutic process, support group process etc. A social worker may find challenges for dealing with physically challenged people but simultaneously there are various opportunities as well. Government is running various programmes for physically challenged people and social workers can collaborate or take help from these agencies for helping the clients. A social worker can guide and felicitate the clients for their help.

Group work approach of psychotherapy is very helpful in the treatment of patients with psychiatric disabilities. Mental rehabilitation strategies like community engagement, making patients independent and competent to face any situation needs proper programmes to be implemented. Social groups also provide services like development of social skills, interpersonal skills and self-care training.

Social group work for the rehabilitation for the blind people involves training and learning of various vocational and educational programmes. It involves the training for reading and writing of braille language, vocational training in the fields where visual impairment is not a handicap. There are different support services for blind or visual impairment people. With the help of these support groups visually impaired people gain self-confidence and learn healthy ways to adjust to vision loss.

14.5 SKILLS OF A GROUP WORKER

In the helping process of group work, the interactions and relationships of the members have much meaning. They are never static. They change in time, and in relation to specific situations. The changing interactions and relationships as well as all the developments and changes taking place in a group form a group process. The social group worker’s role in a group work process can be best understood as a role of “midwife”, who provides help in delivery. He is a methodological helper, a catalyst. He makes his knowledge and experience available to participants during a group work process. It means the youth groups, treatment groups, adult groups where there is a need to improve relationships, groups that need help with
understanding their own problems, and groups that need help in working toward the improvement of community services, all need a professional group worker.

The worker is tremendously important in a social group work. It is said and generally agreed upon that the key worker has to construct for himself a framework of concepts and knowledge especially relevant to group situations. The overall function of all social workers in dealing with a group is to help its members accomplish group goals. While doing this, the group worker performs various roles. The specific roles performed by him/her are determined by the worker. The worker in his helping role is responsible for the provision of guidance and help for the group. There is no single, universally applicable style of working in a group, the nature of the group, the group goal and the relationships within the group setting. According to H.B. Trecker (1955), skill is the capacity to apply knowledge and understanding to a given situation. Trecker also has specified skills for social group work as follows.

**Skill in establishing purposeful relationships**

- The group worker must be skilled in gaining the acceptance of the group and in relating himself to the group on a positive professional basis
- 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

**Skill in analysing the group situation**

- The group 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 as a basis for analysis and judgment.
- 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.

**Skill in participation with the group**

- The group worker must be skillful in determining, interpreting, assuming and modifying his own role with the group.
- The group worker must be skillful in helping group members to participate, to locate leadership among them, and to take responsibility for their own activities.

**Skill in dealing with group feeling**

- The group worker must be skillful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity.
Group Work Settings and Practice

The group worker must be skillful in helping groups to release their own feelings, both positive and negative. He/she must be skillful in helping groups to analyse situations as a part of the working through group or inter-group conflicts.

**Skill in programme development**
- The group worker must be skillful in guiding group thinking so that interests and needs will be revealed and understood.
- The group worker must be skillful in helping groups to develop programs they desire as a means through which their needs may be met.

**Skill in using agency and community resources**
- The group worker must be skillful in locating and then acquainting the group with various helpful resources which can be utilized by them for program purposes.
- The group worker must be skillful in helping individual members to make use of specialized services by means of referral when they have needs which cannot be met within the group.

**Skill in evaluation**
- The group worker must have skill in recording the developmental processes that are going on as he works with the group.
- The group worker must be skillful in using his records and in helping the group to review its experiences as a means of improvement.

Thus, the social group worker has many skills to master, but the important ones are as follows.

**Skills in building group cohesiveness**

The group worker must know his group members—their strengths, capacities, fears, problems and roles they can play in the group’s progress. The following are the other factors the worker needs to concentrate upon in building himself within the group:
- Effective rapport building with the group members; to get on the same wave length with people easily and quickly
- Winning the confidence and trust of people by accepting members as they are and enabling them to see the worth of every job that has to be done in the group, large or small
- Establishing a good working relationship, based on friendship and mutual confidence that would facilitate influence over the group members
• Ability to avoid splinter groups, especially sub group by empathizing and thinking for all group members. The group worker has to be cautious to interpret the silence of the group members. Silence does not always denote negative aspects; it could just indicate the individuals’ hesitation.

• Skill to remain cool and composed while listening to the distasteful—understanding and internalizing the fact that two people can look at the same thing and look at it differently. It is important that the worker has to strengthen his inner self without getting upset or hitting back at unpleasantness of the group. He needs to understand that this is in light of the larger good of the group.

• Capacity to get the group to willingly shoulder responsibilities— the ability to segregate work that can be delegated based on the key strengths of individual members

Facilitation skills
This involves the group worker helping the group stay focussed on the goals to be achieved and to ensure that the group members work towards a common direction.

Facilitating skill, also sometimes called the ‘here-and-now’ of group interaction is often missed by the group workers. This is because group processes take a back seat when group interactions are intense. Also, at times the group worker may hesitate to intervene during a lively yet dispersed discussion.

However, the group worker has to acquire this skill to enable spirited group accomplishments. To help a group accomplish the goals it has set for itself, the worker will often find it helpful to guide the group’s interaction in a particular direction. By limiting or blocking a group member’s communication, by encouraging another member to speak or by linking one group member’s communication to those of other group members, the worker can guide the group’s interaction patterns. This method has been referred to as selecting communication patterns purposely (Middleman & Wood, 1990). Helping the group maintain its focus can promote efficient work by reducing irrelevant communication and by encouraging a full exploration of issues and problems. The group worker does this by minimizing unwanted interactions and by stirring optimum investigation of concerns and tight spots.

Skills of information collection and evaluation
Information is power and this is true in working with groups too. It is handy in impacting communiqué designs in the group. Through information gathering and evaluation skills, the group worker bridges the gap between the process-oriented approach of facilitating group processes and the task-oriented approach of using action skills to achieve goals and satisfy members’ needs. Without effective data
gathering and assessment skills, workers’ interventions are not grounded in a complete understanding of the situation. This can result in the use of premature, oversimplified, or previously attempted solutions that have not been carefully analysed and weighed.

**Requesting information, questioning and probing**

By skilfully questioning and probing the group worker may gather data effectively. A broad outlook to the task in question and to the pursuits of the group could be added (with this supplementary information) that could benefit the group immensely. Skills are needed in properly wording the questions—leading questions; double questions, etc, should be avoided. The questions need to extract information that is clear and precise. Care should be taken while dealing with sensitive issues and concerns.

**Analysing skills**

Once the data has been gathered and organized, the worker can use analysing skills to synthesize the information and assess how to proceed. Analysing skills include the following:

- Pointing out patterns in the data,
- Identifying gaps in the data, and
- Establishing mechanisms or plans for obtaining data to complete an assessment.

**Synthesizing skills**

Another useful data gathering and assessment skill is blending verbal and non-verbal communication. Examples of synthesizing skills include the following:

- Making connections among the meanings behind a member’s actions or words, expressing hidden agendas
- Making implicit feelings or thoughts explicit
- Making connections between communication to highlight themes and trends in member’s actions or words

Synthesizing skills can be useful in providing feedback to members on how they are perceived by others.

**Listening skills**

We convey our listening skills verbally and non-verbally. By appropriate feedback and playback the group worker conveys listening skills verbally whereas through his eye contact, gestures and body language he conveys it non-verbally. Egan (2002) suggests that, in addition to body position and eye contact, skills that indicate that a worker has heard and understood a member are part of effective listening.
Research has shown that effective listening skills are an important characteristic of successful leaders (Johnson & Bechler, 1998). Effective listening skills include repeating or paraphrasing what a member says and responding empathically and enthusiastically to the meaning behind members’ communications. They also include what R. Middleman (1978) has referred to as ‘scanning’ skills. When scanning the group, the worker makes eye contact with all group members, which lets them know that the worker is concerned about them as individuals. Scanning also helps reduce the tendency of workers to focus on one or two group members.

Reframing and redefining

Often, one of the greatest obstacles to the work of a group or an individual is failure to view a problem from different perspectives that block attempts to find a creative solution (Clark, 1998). Redefining and reframing the problem can help members examine the problem from a new perspective. Thus, a worker may want to reframe or redefine an issue or concern facing the group.

Action skills

This includes modelling, role playing and rehearsing situations in the group. Action skills can be helpful in both task and treatment groups. Modelling refers to the worker or a member demonstrating behaviours in a particular situation so that others in the group can observe what to do and how to do it. Role playing refers to having group members act out a situation with each other’s help.

The two primary purposes of role playing are to assess members’ skill in responding to an interpersonal situation and to help members improve particular responses.

Responses can be improved through feedback, rehearsal of a new response, or coaching (Etcheverry, Siporin, & Toseland, 1987). Role playing can be a very useful tool when trying to help members improve responses to stressful situations. Rehearsing refers to practicing a new behaviour or response based on the feedback received after a role play. Because it is difficult to learn new behaviours or to diminish less adaptive but habituated behaviour patterns, a member may have to practice a new response several times.

Confrontation skills

From handling conflicts and resistance to enthusing group members, confrontation skills could be a valuable tool for the group worker. Confrontation is the ability to clarify, examine, and challenge behaviours to help members overcome distortions and discrepancies among behaviours, thoughts, and feelings (Egan, 2002; Toseland & Spielberg, 1982). However, one has to be vigilant when judging the state of affairs and the acceptability of the interventions when confronting situations. One has to be fully aware that confrontations are forceful, emotionally charged and
also anticipate strong responses. Since confrontations often involve indicating members’ mistakes and limitations, the worker has to prepare the group for a candid examination on these lines by underlining the fact that ultimately such discussions aid in identifying potentials and abilities of the group.

**Skills of conflict resolution**

Conflict resolution skills are needed to smoothen out frictions within the group and also with those outside the group—inclusive of social systems. There could be several grounds for conflicts among the members. The group worker should facilitate the group to consider conflicts as a factor nourishing the group’s development. Conflicts, if constructive and issue based, help the group to get a clearer vision of its goals and discover individual strengths and weaknesses. It is well-known that conflicts are bound to happen; through efficient group facilitation, conflicts could be minimized and antagonistic disagreements avoided.

**Critiquing skills**

Constructive criticism is an important skill for the worker, for lots of learning happens while critiquing the group’s progression and activities. It enables retaining the focus on the group’s primary purpose. It also means appropriate questioning of the leader’s inputs and interventions, contribution of members and patterns of group’s functioning. Critiquing by members is healthier and many a times anticipates and prevents flaws.

**Leadership skills**

This is a vital skill that is disputed by researchers— is leadership a trait or a behaviour? Is a leader born or made? Despite differing views, it has been proved beyond doubt that leadership skill can be learned. However, there is no ‘one size fits all’ solution to mastering leadership skills.

Group leaders have to constantly remind themselves that they are working with human beings each with different viewpoints, personalities and ways of functioning.

The key skill of the leader is communicating and keeping communication channels open within the group at all times. This means the leader has to involve all members in discussions— the quiet ones, the ones who may not be comfortable talking in groups or those who can be easily silenced. The other key skills of leadership are as follows:

- Consensus seeking
- Gate keeping
- Setting standards
- Self-understanding that leads to enhanced communiqué
NOTES

• Inter-personal understanding that leads to understanding members’ viewpoints
• Preventing disruptive behaviour, such as diverting, blocking, dominating, silence, attention seeking, sympathy seeking, etc.

How to acquire group work skills

Reach out and ascertain the qualities of individuals who are successful in working with groups. By checking yourself against this list of traits you could perhaps figure out where you stand with regard to working with groups. The most important point to be kept in mind is that no one individual shall possess all the qualities and that all of us can endeavour to imbibe them.

Keenly observing democratic leadership styles in action and understanding reasons behind all the reverence and influence these individuals possess over their groups.

Experience shows that it is worthwhile observing good presiding officers and good discussion leaders. Do not stop with observation, but do take hold of the skills of competent leaderships. Reading relevant material from libraries, authenticated websites, journals, reports, etc., will keep you updated on the latest in the field.

Maintaining a dairy of everyday work with the group gives a written documentation for reference. It indicates the areas for improvement, when reviewed periodically. It is a tool for self-evaluation, if done methodically and with honesty. Interacting with social work fraternity and with group workers in professional forums, such as workshops, seminars, conferences, training programmes, etc., facilitates interchange of ideas and experiences in working with groups. It is a practical knowledge bank and feeds the group worker with skills largely demanded in the field.

Gain hands on training through observing a group or by becoming a member of an existing group. Lastly, by lending a hand to others to acquire group work skills, one can constantly check and reinvent oneself about the skills needed in working with groups.

Check Your Progress

7. What does principle of encouragement state?
8. What type of groups are there in hospitals?
9. What do you understand by facilitation skills?
10. How can confrontation skills be helpful?
14.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The patients who are suffering from chronic illness like diabetes, asthma, and heart disease, need help in understanding their illness and treatment, and adjusting their life-styles imposed by adverse condition. The families of the patients also need support and guidance in dealing with the patient’s condition that may have long-term implications for the whole family. In some cases, especially those belonging to lower income groups, the financial burden may need to be eased out by identifying and mobilizing in the kinship network or community at large. While working with the terminally-ill patients, the first task the worker faces is to inform the patient and his family about the illness. The patients suffering from a terminal illness, like cancer and AIDS, have additional stress factor – the thought of impending death and anxiety in the family after their death.

2. The tasks of the caseworker in case of chronically terminally-ill patients include the following:
   (a) Ensuring palliative care to reduce pain and discomfort,
   (b) Talking to family and nearest kin in case of patient’s death,
   (c) Involving the family in planning after his/her death,
   (d) Providing accessibility to family members
   (e) Providing support, both emotional and material to the patient/ family.

In the case of AIDS, the caseworker will need to tackle the issue of stigma attached with this disease and the possibility of infection getting passed on to the other family members.

3. School offers an excellent opportunity to caseworkers for offering preventive interventions beside remedial service. Transition of the child from entry to passing out from school coincides with the child’s own development phase. Through anticipating the demands of this age-group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil.

4. As the children have often gone through traumatic experiences before they are placed in homes, it is very significant for them to come to terms with their life. The worker is expected to give care, liaison with schools where the children go for education, help children develop positive relationships within the institution, and prepare for life after their stay in the home.

5. As a social worker, it’s important to be aware of the potential for substance abuse in any client who seeks help. For example, a client may seek help for depression but conceal an underlying alcohol or substance abuse addiction.
6. Hospitals usually display lack of clear communication by the medical staff and the patients and their families. In such a scenario, the main roles expected of social workers are those of mediator, enabler and coordinator of services. Working with the patient and his/her family is a major task of the social worker.

7. The principle of encouragement states that group sessions should be made interactive and rewarding to make the participants satisfied. Activities of sessions planned for participation of patients should be motivating in nature and should also encourage them to actively participate. Nature of activities should be based on need and interest of participant patients.

8. In hospitals, there are educational groups, support groups and training groups.

9. Facilitating skill, also sometimes called the ‘here-and-now’ of group interaction is often missed by the group workers. This is because group processes take a back seat when group interactions are intense. Also, at times the group worker may hesitate to intervene during a lively yet dispersed discussion.

10. Confrontation is the ability to clarify, examine, and challenge behaviours to help members overcome distortions and discrepancies among behaviours, thoughts, and feelings. From handling conflicts and resistance to enthusing group members, confrontation skills could be a valuable tool for the group worker.

14.7 SUMMARY

- The main tasks of the caseworker are to get in touch with the family of the patient; mediate with the doctors and the patient/family; give counselling to the patient; assist in discharge and after care of the patient.

- While working with the terminally-ill patients, the first task the worker faces is to inform the patient and his family about the illness. The patients suffering from a terminal illness, like cancer and AIDS, have additional stress factor – the thought of impending death and anxiety in the family after their death.

- School offers an excellent opportunity to caseworkers for offering preventive interventions beside remedial service. Transition of the child from entry to passing out from school coincides with the child’s own development phase. While anticipating the demands of this age-group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil.

- As the children have often gone through traumatic experiences before they are placed in Homes, it is very significant for them to come to terms with their life. The worker is expected to give care, liaison with schools where
the children go for education, help children develop positive relationships within the institution, and prepare for life after their stay in the Home.

- Social casework aims at correcting these attitudes and feelings in the clients' immediate environment, working with their families and maintaining a supportive professional relationship with them. The caseworker works as a member of a team of professionals like, probation and parole officers, psychologists, psychiatrists, and vocational counsellors and educators.

- The number of old age homes has been rising in cities. The constraints and apathy of urban living have often led to adult children opting to send their aging parents or relatives to residential institutions. The residents in these homes need nursing care, understanding and emotional support.

- Short stay homes, rescue homes, nari niketans, widow homes, etc. are some of the settings where casework practice takes place.

- The clients need individualized care to overcome debilitating impact of the crisis. Large-scale displacements due to mega projects like dams lead to erosion of community and family life, absence of usual social control mechanisms, the erosion of the social fabric, and loss of livelihoods beside the troubles of settling down in alien environments. Working with these persons is a big challenge for the caseworker.

- Social caseworkers are employed in family counselling centres, women cells, legal aid cells, family courts and women resource centres. The aim of the professional interventions is to make women empowered, confident, and self-governing and also utilizes accessible legal provisions and safeguards for their protection. There are rising number of cases of rape victims.

- As a social worker, it’s important to be aware of the potential for substance abuse in any client who seeks help. For example, a client may seek help for depression but conceal an underlying alcohol or substance abuse addiction.

- Social workers act as substance abuse counsellors in a variety of settings, including hospitals, drug treatment facilities and mental health clinics. Although all graduate social work programs include substance abuse education, many social workers decide to continue their studies to obtain a certification in alcohol and substance abuse counselling, especially if they wish to work specifically in this field.

- Social workers also act as substance abuse educators in a variety of settings, such as schools, community outreach centres and shelters. For example, they give presentations on substance abuse prevention at a school as they are working in a community organization that provides this service.

- Social workers often participate in academic research on the university level. They also participate in substance abuse prevention research, helping it with the empirically-validated intervention and treatment strategies.
Doctors are the main professional groups in the hospital and they are responsible for medical care of the patients. The recognition of psychosocial and cultural dimensions of illness and hospitalization has enabled the services of trained social workers in the hospitals.

Group work is popularly being used in Indian settings. Mentally challenged people are treated and cared at family level with the help of group work approach.

The proper planning will provide opportunity to the group worker to have adequate control of sessions. It is crucial for the worker to plan how to identify problems and share information about various issues.

Social group work practices in medical settings play a vital role in the life of the patients. During the treatment phase, patients need psychological strength and social support to fight with the diseases.

Types of groups that are used in the hospital are educational groups, support groups, and training groups.

There are different challenges for group work with physically challenged people. The group work setting for these people can be of different nature like clinical, therapeutic process, support group process etc.

Social group work for the rehabilitation for the blind people involves training and learning of various vocational and educational programmes. It involves the training for reading and writing of braille language, vocational training in the fields where visual impairment is not a handicap.

The group 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 as a basis for analysis and judgment.

The group worker must know his group members—their strengths, capacities, fears, problems and roles they can play in the group’s progress.

Facilitating skill, also sometimes called the ‘here-and-now’ of group interaction is often missed by the group workers. This is because group processes take a back seat when group interactions are intense. Also, at times the group worker may hesitate to intervene during a lively yet dispersed discussion.

Analysing skills include the following: pointing out patterns in the data, identifying gaps in the data, and establishing mechanisms or plans for obtaining data to complete an assessment.

Confrontation is the ability to clarify, examine, and challenge behaviours to help members overcome distortions and discrepancies among behaviours, thoughts, and feelings.
14.8 KEY WORDS

- **Caseworker**: In social work, a caseworker is similar to a type of social worker who is employed by a government agency, non-profit organization, or another group to take on the cases of individuals and provide them with advocacy, information or other services.

- **Correctional Institution**: It refers to any place designated by law for the keeping of persons held in custody under process of law, or under lawful arrest, including state prisons, county and local jails.

- **Detoxification Centre**: It refers to a place similar to the hospital where people go to receive treatment for addictions or medicinal removal of toxic substances from the human body, which is mainly carried out by the liver.

14.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. Write a short note on social case work practice in a mental health care.
2. Write in brief on preparedness of social case workers with differently-abled patients.
3. Briefly mention about the need of preventive intervention for school-going children.
4. Mention about social case work practice in old-age homes.
5. State social caseworker’s work in correctional institutions.

**Long Answer Questions**

1. Discuss application of social case work among the victims of disasters.
2. Analyse social case work practice in organisations working with women.
3. Discuss the challenges that social caseworkers face while dealing with addiction and substance abuse.

14.10 FURTHER READINGS


