

**DEPARTMENT OF SOCIAL WORK  
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ODD SEMESTER EXAMINATION- 2014  
SEMESTER Ist 2014  
MODEL ANSWER**

**Time: 3 HOUR**

**M.M. = 75 MARKS**

**PAPER: - MS-105 WORKING WITH GROUPS**

**I. ATTEMPT ALL QUESTIONS EACH CARRY EQUAL MARKS 10X2= 20.**

**1. According to ..... group is a number of people who interact with each other on a regular basis**

**Answer: Giddens**

**2. Cooley (1909) given classification of**

- a) Reference group**
- b) Primary and secondary group**
- c) Common interest group**
- d) All of the above**

**Answer: b) Primary and secondary group**

**3. People compare themselves with other people whose attitude and beliefs and actions are taken as appropriate**

- a) Common interest group**
- b) Peer group**
- c) Single session group**
- d) Reference group**

**Answer: d) Reference group**

**4. Elizabeth's legislation was passed for the poor, aged and helpless in**

- a) 1501**
- b) 1601**
- c) 1701**

**d) None of the above**

**Answer: b) 1601**

**5. Rashtriya Mahila Council was established in 1925 to**

**a) Improve the conditions of women**

**b) Improve the conditions of poor people**

**c) Improve the conditions of elder people**

**d) All of the above**

**Answer: a) Improve the conditions of women**

**6. Self Help Group is formed to meet**

**a. Specific needs of women**

**b. Collective efforts**

**c. Credit from microfinance**

**d. All of the above**

**Answer: d. All of the above**

**7. Single Session groups serve new members at each meeting (True/False).**

**Answer: True**

**8. “Social group work is a method of social work, which helps individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group and community problems”**

**a) Trecker**

**b) Konopka**

**c) Hamilton**

**d) None of the above**

**Answer: b) Konopka**

**9. Task group are formed to accomplish.....**

**Answer: Specific Tasks**

**10. Social reforms programme were started in India in 19<sup>th</sup> century (True/False).**

**Answer: True**

**II. ATTEMPT ANY FIVE QUESTIONS (Write your Answers 150- 200Words) 7X5=35.**

**1. What do you mean by group? Explain the types of groups?**

**Answer:** Society is formed with the collection of people. However the mere aggregation of the people in a physical area does not make them a social group. A social group is formed when two or more people come together in a direct or indirect way in the contact and communication. The members of a group respond and stimulate with each other in a meaningful way.

Giddens (1989) noted that social group is “a number of people who interact with each other on a regular basis”.

According to Mills (1967), “Group as a set of single organisms, commonly called members, which over a period of time or multiple interrupted periods, relate to each other face to face, processing matter-energy and information”.

Group constitutes more than two members who interact on a regular basis.

Below, are the different types of groups

Cooley (1909), given the two types of groups primary and secondary groups.

- **Primary group:** It refers as a small association of people connected by ties of an emotionally involving nature.
- **Secondary group:** A number of people who meet regularly but who do not share intimate ties with each other.

Others types of groups are as,

- **Common Interest Groups:** This group is described as a people who are having some special needs, who come together to form a group, to meet these needs.

For instance, in a village a group of farmers who come together and discussed the issues related to draught or water scarcity.

- **Formal Group:** The group which have the rules and regulations within the particular set up. The member's shares professional relationship among their group members.
- **Informal Group:** The group which do not have the framed of rules and regulations. The members share the personal relationship among themselves.
- **Self Help Groups:** Are formed to meet some specific need or a group of need through collective efforts. Currently the Self Help Groups are formed of the women, who come together to form a group to meet various needs.
- **Task Group:** The term refers to the groups formed to accomplish specific tasks. They may form to meet different needs such as; client needs organizational needs and community needs.
- **Therapy Group:** A therapy group is formed to support to members to achieve solutions to mental health related issues.
- **Single Session Group:** This group serves new members at each meeting.
- **Peer Group:** It refers to the members in the same age group or occupational category, who come together on a particular occasion.
- **Reference Group:** It means people compare or identify themselves with other people or other groups of people whose attitude, beliefs and actions are taken as appropriate.

## 2. Discuss the various principles of social group work?

**Answer:** H. B. Trecker given the various principles of social group work as below;

- 1) Principles of Planned Group Formation
- 2) Principles of Specific Objectives
- 3) Principles of Purposeful Worker Group Relationship
- 4) Principles of Continuous Individualization
- 5) Principles of Guided Group Interaction

6) Principles of Democratic Group Self Determination

7) Principles of Flexible Functional Organization

8) Principles of Progressive Programme Experience

9) Principles of Resource Utilization

10) Principles of Evaluation

1) **Principles of Planned Group Formation:** The group is the basic unit in social group work, through which service is provided to the individuals, consequently the agency and worker responsible for the formation of groups.

2) **Principles of Specific Objectives:** In social group work, specific objectives of individuals and group development must be consciously formulated by the worker in harmony with group wishes and keeping with agency functions.

3) **Principles of Purposeful Worker Group Relationship:** In social group work a purposeful relationship must be established between the worker and the group members based on the workers acceptance of the group members.

4) **Principles of Continuous Individualization:** It is recognized in social group work that group are different and that individuals utilize group experience in a variety of ways to meet their differing needs.

5) **Principles of Guided Group Interaction:** The primary sources of energy, in social group work propel the group and influences the individual. The group worker influences this interaction by the type and quality of this participation.

6) **Principles of Democratic Group Self Determination:** The group must help to make its own decisions and determine its own activities in social group work.

7) **Principles of Flexible Functional Organization:** Formal organizations should be flexible and should be encouraged only as its meets a felt need.

8) **Principles of Progressive Programme Experience:** In social group work, the programme experiences in which the group engages should be at the level of members' interest, need, experience, and competence should progress in relation to the developing capacity of the group.

9) **Principles of Resource Utilization:** In social group work, the total environment of the agency and community possesses resources, which should be utilized to enrich the content of the group experience for individual and for the group.

10) **Principles of Evaluation:** Continuous evaluation of process and programmes in terms of outcome is essential in social group work.

### **3. Describe the importance of recording in social group work?**

**Answer:** The Social Work Dictionary (1995) defines "recording" as the process of putting in writing and keeping on file relevant information about the client; the problem; the prognosis; the intervention; the progress of treatment; the social, economic, and health factors contributing to the situation and the procedures for termination or referral.

Following are the importance of recording in social group work.

- Records help the group worker to understand the group as a whole
- Provide evidence of growth and change in the members and in the group worker himself.
- Recording helps the worker to do more effective job with his groups.
- Through records the worker can see merging and changing of interests of individual members
- Through records the worker can see the development of skills and social attitudes of members.
- Through records the worker gains knowledge of special problems in the group.
- Through records the worker can trace out the emergence of group consciousness.
- Records provide content of supervisory conferences.
- Records are the source of future planning.
- Records are the source of information for other workers.
- Records provide a permanent and continuous register of facts for the agency.

Thus, recording in a social group work plays a vital role.

#### **4. Elaborate the concept of philosophy. Explain the philosophy of social group work?**

**Answer:** Philosophy provides the significance and importance to the values of social life and interprets the ideas and moral behavior of individuals, society and their relationship. The very existence of social work lies in the welfare of man and it's humanistic.

According to Leonard, "philosophy is more than a conceptual expression of different world views, apart from its ideological character; it also reveals certain fundamental truths concerning the relations of man with other men and women with the universe".

The philosophy of social group work is as follow:

- **Group Life is important:** Individuals becomes social being in group, as individuals takes birth and develop in group, grow in group. He has no significance when he stays away from the group. He cannot develop social, psychological, physical, mental spiritual and other qualities away from groups.
- **Group Experience is the basic need of man:** Through group experiences he knows the reality of life. He also finds out the means of solving different types of problems through group experience. Power of perceptions in man comes by group experiences. Man himself appreciates group experience.
- **Individuals help is more effective by group experience:** In social group work it believed that individual provided help only after gaining or much experience in the field. It is because of that different types of experience are made possible in the group to the members. By organizing different programmes which provide recreation on one hand and on other hand creates the internal and external capacity for solving different problems.
- Development of personality is possible only through group
- Beliefs in Democratic Values
- Importance of individual is considered
- Individual has the Capacity to Solve his problem
- To develop Ability to take Responsibility of Performing Tasks
- Helps in all Round Development of Members.

Thus, the philosophy plays an important role in social group work.

### **5. Discuss the scope of social group work?**

**Answer:** The scope of group work can best be considered in two dimensions. Firstly, in its role in traditional programmes with their original purposes and, secondly, in social development.

Group work method can be most advantageously used to achieve India's developmental objectives through programmes of health, family welfare, education, community development and housing to mention a few. This will demand a reconceptualization of both group work theory and programmes. Hence, an orientation in group work should be given to students in schools of social work and to personnel in voluntary and government agencies. This orientation should include a background of social, political and economic development.

In India where poverty, disease, illiteracy and low level of living are widespread, group workers must strive for social action and social change even in remedial and clinical settings.

To illustrate, school social work with a group of slow learners is the usual idea of group work in the educational field. A wider way of looking at it would be to focus on functional literacy and social education programmes, establishment of parent-teachers' associations wherever possible in the neighborhoods and vocational guidance and counseling services on a community extension basis. Special programmes for culturally deprived children, prevention of school drop-outs, family life education and organizing local pressure groups to demand changes in the educational system and better educational facilities from local educational authorities are some of the other ideas that can be initiated. One can also be involved in the preparation of memoranda and collaboration with other groups working in the same field. The scope of education should also be extended to cover education for health, better standards of living, housing with all its legislation, and land reforms.

### **6. Explain the stages of group development?**

**Answer:** Tuckman (1965) has given the 5 Stages of Group Development

**Forming:** In the forming stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future subgrouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.



The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion, centers, around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

**Storming:** The next stage, which Tuckman calls Storming, is characterized by competition and conflict in the personal relations dimension an organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate. In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen

.

**Norming:** In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts. The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of

data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group stage of group development. The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

**Performing:** The performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

**Adjourning:** Tuckman's final stage, adjourning, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

### **7. Explain the principles of programme planning?**

**Answer:** Planned activities play an important role in social group work practice. These planned activities are the programmes which are organized for many purposes. These include attaining improvement in member's own environmental conditions, promoting a sense of achievement, sublimating and canalizing certain impulses, actualizing problems in an on-going social situation and working through or articulating symbolically problems and feelings which members are unable to express verbally.

#### **Principles of Program Planning**

- Program should grow out of the needs and interests of the individuals who compose the group.
- Program should take into account the factors such as age of the members, cultural background and economic condition.
- Program should provide individuals with experience and opportunities, which they voluntarily choose to pursue because of their interest and values.
- Program should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation.
- Program 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 our program is to have greater social significance.

### **III. ATTEMPT ANY TWO QUESTIONS. 10X2=20**

#### **1. Explain the social group work process in details?**

**Answer:** The process of group work in details is as below

**Intake and Study:** It includes Selection of Members for group work, Composing Group, Orienting the group Members about the topic going to be discussed and also about the procedures of Group Work. Preparing the Environment according to the group work topic

**Goal Setting:** Goals to be achieved in the Group Work Group members will be more motivated to achieve group goals if they are involved in setting these goals. Through involvement, members will be more likely to have their personal goals become a component of the group goals, more aware of the importance of choosing these goals, and more committed to providing their resources to achieve the goals. Motivating the Members to actively participate in group work. Use of Home Visits and Collateral Contacts. To build good Rapport.

**Assessment:** Preparing for Group Work based on the needs of Group Members First Meetings Interviewing To get to know about the group members about the feelings, emotions and problems. Ground rules for Group Work Meetings. Rules to be followed in group work Roles and Responsibilities Of Group Members.

**Interventions/Treatment:** Problem Identifications, Identifying the problems of the group Member. Making the group members to discuss the problem. Helping each other to come out of the problem. Giving interventions for the group members.

**Evaluation:** "Evaluation is that part of social group work in which the worker attempts to measure the quality of group's experience in relation to the objectives and function of the agency. Evaluation may be centered upon Individual growth. Program content, or on Worker's performance.

**Termination:** Terminating the client issue or problem. Reaction to termination.

**Follow up:** If needed follow up of any particular client.

## **2. Describe the determinants and indicators of group dynamics?**

**Answer:** Group dynamics are the influential interpersonal processes that take place in groups. The tendency to join with others in groups is perhaps the most important single characteristic of humans, and these groups leave an indelible imprint on their members and on society. To understand people, we must understand their groups.

Kurt Lewin (1951) described the way groups and individuals act and re-act to changing circumstances, he named these processes group dynamics. Lewin first used the phrase group dynamics to describe the powerful processes that take place in groups, but group dynamics also refers to the scientific study of groups.

The determinants and indicators of group dynamics are as below:

**Groups are real:** Early psychologists tended to focus on the psychological processes; they used an individual level of analysis in their studies of groups by rejecting such group-level concepts as the group and mind collective conscious. In time, researchers recognized that groups are as real as individuals, adopting a multilevel orientation to group.

**Group processes are real:** Research studies suggested that group-level processes were influential determinants of behavior and so supported a multilevel approach to studying individuals and groups.

**Groups are more than the sum of their parts:** Groups often possess characteristics that cannot be deduced from the individual members' characteristics.

**Groups are living systems:** Tuckman's(1965) theory of group development, For xample, assumes that most groups move through the five stages of forming, storming, norming, performing, and adjourning over time.

**Groups are influential:** Groups alter their members 'attitudes, values, and perceptions and in some cases cause radical alterations in personality and actions.

Groups shape society: Groups, although sometimes characterized in negative rather than positive ways, influence many aspects of human society.

The field of group dynamics is an interdisciplinary one, including many researchers outside of sociology and psychology.

Group dynamics is itself dynamic, for it is the "field of inquiry dedicated to advancing knowledge about the nature of groups".

**What roles are various individuals playing in the group:** Who is placating whom? Who has the power in the group? These questions speak to the notion of each group having a control and power structure. This is also indicated by the following questions: How do decisions get made in the group? Who gets time and how is that negotiated among members? Other than the leader's direction, how is it decided who talks and what is discussed.

**Which coalitions have formed:** Who is aligned with whom? Which alliances have formed temporarily and permanently? Which members are in conflict with one another?

Are the boundaries within a group open enough to allow new information to enter the group? Boundaries can be tight or loose, depending on the needs of the group. An example of boundaries is the admission criteria for a group setting.

Thus, above were the determinants and indicators of group dynamics.

### **3. Discuss the different skills in social group work?**

**Answer:** In a general sense skill means the capacity to perform activities. The Webster Dictionary defines it as “knowledge of and expertness in execution and performance”. Virginia Robinson refers to skill as “the capacity to set in motion and control a process of change in specific material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the quality and capacity of the material”. Trecker defines methods and skill as “Methods means the purposeful use of insights and understanding based upon a body of knowledge and principles. Skill is the capacity to apply knowledge and understanding to a given situation

#### **Skill in Establishing Purposeful Relationship:**

The group worker must be skillful in gaining the acceptance of the group and in relating himself to the group on a positive professional basis Social Work Intervention with Individuals and Groups. 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 Analyzing the Group Situation:** The worker must be skillful in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups on a basis of analysis and 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 roles 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. The group worker must be skillful in helping groups to release their own feelings, both positive

and negative. He must be skillful in helping groups to analyze situations as part of the working through group or intergroup 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 programmes, which they want 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 the members for programme purpose. The group worker must be skillful in helping certain individual members to make use of specialized services by means of referral that cannot be met within the group.

**Skill in Evaluation:** The group worker must have skill in recording the development 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.

**Communication Skills:** Communication is at the heart of group work practice. The social group worker makes use of two broad categories of communication skills. Those which are intended to facilitate interpersonal helping. Those intended to facilitate to achieve the group work objectives. A number of specific skills may help the group worker to perform his jobs more effectively.

**Skill of Programme Planning:** It is very essential that group worker must be skillful in planning the programmes for the group. It is also essential that the worker must be skillful in communicating the message around the answers of several questions. He/ She should be skillful in communicating his own feelings to the members of the group.

**Skill of Identify Self Role:** It is an important step in group work practice. The worker must convince the group for his interference in its affairs.

**Skill of Explaining the Purpose of the Group Formation and Communicate the Group:** Everybody before joining the group wants to know about the benefits of joining the group. If he/she is satisfied, he comes forward and become a member of that group. Therefore, the group worker must be skillful in convincing the people to avail the facilities of the agency by joining the group. The worker, further, explains how communicate in group so that the group may advance in its goal.

**Skill in Interpreting Verbal Communication:** It is the job of the group worker to keep watch on the verbal communication among the group members because if it is not on the right track, the group may lose its basic purpose. He/she should always try to direct in proper direction.

**Skill in Effective Helping Relationship:** It is heart of social group work practice. A group worker must genuinely care for the group members. The relationship will be more cohesive and fruitful if the social group worker possesses the following skills.

**Skill of Empathy:** It refers to the worker's capacity to perceive accurately member's feelings and subjective experiences. The group worker should show in his/her behaviour that he/she is taking genuine interest in their welfare. It will help in developing confidence between group worker and the group.

**Skill of Encouraging the Member's Feedback:** It refers to statement that encourages the member to respond to the worker's explanation. This gives the members an opportunity to ask questions and raise disagreement if any.

**Skill of Describing the Member's Role:** This is common tendency that everybody wants facilities, and rights but less inclined to fulfill their duties. It is the job of the social group worker to explain the member who is joining the group about his role in the group. When he/she is clear about his/her role he/she works happily.

**Skill of Active Listening:** In active listening the worker tends to both the member verbal and non-verbal message. The listening become active listening when it is followed by clarification and explanations needed by the group members.

**Skill of Exploring the Member's Silence:** Sometimes it happens that one or the other members of the group keeps silence and takes the least interest in the group activities. It is the job of social group worker to find out the reasons for his/her silence and encourage him/ her for active involvement.

**Skill of recognizing every Member's Strengths:** It refers to expressions of confidence in the members ability to accomplish some specific tasks in the group process. It will help the group worker in performing different types of activities in the group with the help of its members and thus the group will grow and enrich in achieving its objectives.

**Skill in Partialization and Gradation of the Problem:** All the problems of the group and its members cannot be solved at once. Therefore, their gradation and partialization is needed.



Priority should be fixed by the group worker. It will facilitate the group process in right direction.