

DEPARTMENT OF SOCIAL WORK
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MODEL ANSWER
MSW Semester I

Paper: Working with Groups (MS-105)

Question Paper Code: AS-2449

MM: 70

Section A

Q 1 Attempt all objectives

(10X2=20)

- I. The book "Contemporary group Work" has been written by:
C Gravin

- II. The book "Recording in Social work" has been written by:
N Timms

- III. Which of the following factor Influences the Role of the Social Group Worker?
(a) The skill and competence of the worker.....
(b) Agency facilities and program
(c) The community setting
(d) All the above

- IV. The purposes of group work with the aged are usually
To raise the self -esteem of the participants

- V. A part played by a person while performing the functions is
Role

- VI. Face-to-face groups based on direct personal contacts and informal and intimate relationship is
Primary group

- VII. Educational Groups are aimed at decreasing members' information and skills
False

- VIII. In group - A group to which we do belong **True**

- IX. The group work method requires the worker to form purposeful relationship to group members and the group. **True**

- X. Program should grow out of the needs and interests of the individuals who compose the group. **True**

Section B

Attempt any five Questions (words: 100-150)

(5X6=30)

Q2. What are the values of social group work?

Values are an important determinant of social worker's selection of knowledge for use in assessment, planning and treatment. Values are ideas about what is worthwhile or useless, desirable or undesirable, right or wrong, beautiful or ugly.

Values include beliefs and ideologies, appreciative or aesthetic preferences, and moral or ethical principles.

Four key Values are;

Respect and dignity-We value the worth and dignity of all group members no matter how devalued or stigmatized they may be by society. This includes valuing members' contributions to the life of the group and adhering to all aspects of the National Association of Social Workers (NASW) code of ethics.

Solidarity and mutual aid-We value the power and promise of relationships to help members grow and develop, to help them heal, to satisfy their needs for human contact and connectedness, and to promote a sense of unity and community.

Empowerment-We value the power of the group to help members feel good about themselves and to enable them to use their abilities to help themselves and to make a difference in their communities.

Understanding, respect, and camaraderie among people from diverse backgrounds- We value the ability of groups to help enrich members by acquainting them to people from other backgrounds. Members' respect and appreciation for each other grow as their relationships deepen over the life of a group. Thus, one powerful aspect of social group work is that it helps to decrease ignorance, misunderstanding, and prejudice among people from diverse backgrounds.

INFLUENCE OF VALUES IN SOCIAL GROUP WORK PRACTICE

Personal and professional values and ideology influenced group work practice and affect worker's styles of intervention and the skills they use in working with clients. They also affect clients reactions to the worker's efforts.

There is no such thing as value free group work practice.

Values influence the methods used to accomplish group and individual goal.

Contextual values, client value systems and the worker's personal value system affect worker's action in the group.

VALUE BASIC TO GROUP WORK PRACTICE

Values basic to group work practice as stated by Gisela

Konopka (1983) –

Participation of and positive relations among people of different colour, creed, age, national origin, and social class in a group.

Value of cooperation and mutual decision making as embodied in the principles of a participatory democracy.

Importance of individual initiative within the group.

Importance of freedom to participate, including expressing thoughts and feelings

High individualization in a group to address each member's unique concerns.

Q3 What are Open and Closed Groups? Give examples

Open groups are characterized by changing membership. As certain members are ready to leave, new members are admitted, and the group continues. Open groups can easily swell in size and become unwieldy. These types of groups can be magnets for people who want to join

as many groups as possible, but don't necessarily have useful points of view or information to share (read: salespeople and spammers). Once they clutter discussion boards and dominate conversations, your group may be rendered useless, and legitimate members will abandon ship.

In Open group there are;

Constant modification of group culture

Greater variety of resource and skill

Can be more creative and imaginative

Good for working on initiating, and terminating relationships

Issues of separation, termination, inclusion

Issues around change adaptability

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. Closed groups provide members with a sense of legitimacy: they know that the people in the group have gone through an approval process. A good example of a type of group that can benefit from closed membership is an alumni group. It provides assurance to members that everyone in the group "belongs."

Closed groups are;

Consistent and predictable

Can be more cohesive and intimate

Easier to balance immediate needs of the group members

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. In open groups virtually anyone can become a member. As certain members leave, new members are admitted, and the group continues. For instance, anyone can join a Cricket Star's fan club. On the other hand, there are some groups that maintain exclusiveness by restricting the membership and make it much more difficult to join. Only a few qualify to become members in such clubs. Such groups with restrictive membership criteria are closed groups; e.g. the mafia (underworld), Royal Enfield motorcycle clubs, night clubs, etc. Closed groups typically have some time limitation, with the group meeting for a predetermine number of sessions. Generally, members are expected to remain in the group until it ends, and new members are not added.

Elaborate with other examples.

Q4 Define the process of "Intake" in a group with example.

During intake, the presenting concerns and needs of prospective members are identified. Judgments that some or all of these people could benefit from a group approach are made. An agreement is often formulated between the members of the group and the group leader about tentative group goals. This stage may also be referred to as the contract stage, as the leader and the members make a commitment to pursue the situation to the next step.

The worker who meets the applicants while carrying out the agency's procedures for intake, will discuss with him what him/her particularly wants from the agency as well as what is available those for him/her to consider both the privileges and responsibilities of agency membership

Intake Models: Brown, Seymour Hankinson, Stephens, Todd and Barcome, are popular for these models where focus is given on contact initiation or individual assessment or

orientation about agency function. These models are primarily concerned with the intake process when an individual first engages with an agency, and not with specific interventions such as the provision of support, achievement of change or the amelioration of a specific situation.

The first stage of this process comprises efforts of the group worker that primarily focus on the planning and the forming of the group.

Before forming a group, the group worker must study the target population along the following points: Geographical location, Age/sex, Socio-economic background, Needs, Interests, Reasons for joining the group and Any other relevant details

This information helps the group worker to form the group on some common ground and accordingly determine the group goals. Careful planning should precede the formation of the group which includes decision about the target population, needs and goals, the resources available etc.

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." The other details that have to be focussed while planning and forming the group are:

The size of the group, Composition of the group, Frequency of the sessions and their duration, Time and place of meetings and Duration of the group

Orientation and Induction:

The initial stage is important as it lays the foundation of the success or failure of the group work program. The worker should introduce the members to the group by outlining her/his role and the purposes for which the group has been formed, the members should be encouraged to speak about themselves, their hopes and aspirations. In the initial sessions the members have to be inducted into the group with a certain 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 become part of the group.

This does not happen overnight but is a gradual process as in this process the members may have to give up some of their individuality as also their biases and prejudices. They may have to exercise more self-control and discipline. Some people relate more easily than others, all nevertheless, start making efforts to adjust which may not be always 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.

Preparation of the Profile of the Members Just as there is a need for the members to know each other, the worker too should study and observe the members closely. The worker should prepare a profile of each member giving his/her age, family background, physical characteristics, habits, interests, level of confidence , any peculiar habits or traits etc. It would help if this is based on the facts gathered and his/her observations in the initial sessions. This would not only help her/him understand the group relationship levels and interaction patterns better but also begin from where the group is. Further this may help her/him map the development over a period of time, especially at the stage of evaluation.

Setting Specific Objectives While there may be larger goals which a group may strive to ultimately achieve, specific interim goals also need to be explored, which can form the basis of program planning.

Q5. How does “Goal Setting” determines the success of a group?

A goal is an end toward which an individual or group of people is working. It is an ideal or a desired achievement that people value. Setting goal is the first step in measuring the effectiveness of a group. Once goals are set, the task necessary to accomplish the goal must be determined next, responsibilities for carrying out the tasks must be agreed upon or assigned, and deadlines for completing those tasks must be set. As the process proceeds, the extent to which deadlines have been met and tasks achieved must be evaluated. The final measurement is whether the group has achieved the goals or not. An effective group is one that has considerable success in achieving its goals.

Group members will be more motivated to achieve group goals if they are involved in setting these goals. Through involvement, members will be (1) more likely to have their personal goals become a component of the group goals, (2) more aware of the importance of choosing these goals, and (3) more committed to providing their resources to achieve the goals.

Synergy in simple terms means that as a group one will come up with a better response than all would as individuals. If one align oneself with people who have similar goals, in most cases, one will achieve better outcomes and stay more motivated. There are some exceptions to the rule, but around 90 percent of the time one will end up with a more positive outcome.

Secondly, one should look at obtaining a mentor or a coach. Working in a team doesn't mean one have to tell everyone about one's goals and have them help one achieve them. A way to still involve people, and have something in it for them, is to look at obtaining a mentor or a coach in one's particular field., for example A mentor could be an expert who one take out for lunch once every month. A coach could be a life coach or something along those lines, whom one pay to meet with and who helps make one accountable for your goals.

The key is really to find like-minded individuals who have similar goals and to try and motivate each other and work together to achieve a better outcome for everyone. Unless the person is a mentor or a coach, then the relationship really has to be win for everyone. There will be little benefit if only one person has success and the rest don't. It is also best to have a close group of people who you trust. Group work, is better if everyone knows each others strengths and weaknesses. This way one can all help each other and focus on the areas where one have strengths.

Finally, while working as a group, or been accountable to a mentor or a coach can help improve your goal setting, it doesn't take away from the need to be accountable for one-self..

Q6. Define Conflict and Confrontation in a group. Elaborate with examples.

CONFLICT

Elements of conflicts

(1)There are two or more identifiable units or parties (2)the units perceives incompatible differences in needs, goals, attitudes, values or ideas (3) there is interaction between these units around the differences

-Might arise due to contradictory, incompatible emotions and impulses within a person-
Intrapersonal conflict

-Differences between members goals and values, differences in motivations and interests-
Interpersonal conflict

-Can also be caused by the divergence between the values and norms of the group and those
of certain segments of the community of which group is a part- Allogenic conflicts

Functions of conflict

Traditionally conflicts are perceived as unpleasant and hostile differences and regarded as
dysfunctional, disruptive and damaging. But some of the social scientist have seen it as
inevitable and a contributing factor for progress.

Positive functions of conflict

-prevents stagnation and stimulates interest and curiosity

-medium through which problems can be aired and solutions arrived at, and prove to be root
of personal and social change, as areas of disagreement are explored, areas of agreement
become obvious

Conflict resolution

(i) Domination- victory of one party over the others

(ii) Compromise- each side gives up a little in order to have peace

(iii) Integration- Neither side gives up anything essential. A new solution is created into which
both positions fit and are respected

Confrontation on the other hand comes up when more than two people are in disagreement
with each other and support their own views or opinion, its just not a disagreement but
sticking to one's opinion and challenging the other.

Confrontation is a repeated incident when there are subgroups within a group who often
disrupt the group's proceedings. When done carefully, confrontation leads to expanded
awareness by the members and strengthens group cohesion. When done awkwardly, it leads
to increased resistance and defensiveness. The author explores ways in which confrontation
can be used to challenge discrepancies, distortions, games and smoke screens, and resistance.

Q7. What is recording? What is its importance in group work process?

Recording in social group work aims to make better 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.

Group work recording is more difficult than recording one-to-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
is 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

For direct use in work with members

Planning records or Background Information - are generally summary recording of
information on the group members; objectives and purpose of the group and various
modalities to be adopted for the group process.

Planning records can be prepared with the following subheadings.

- a) Social and agency context
- b) Need/s
- c) Purpose
- d) Composition
- e) Structure
- f) Content
- g) Pregroup contract

Process records- are detailed recording of group process from beginning to end focusing on interaction, communication and dynamics generated during different phases in the life of the group.

- a) Day and date
- b) Session
- c) Members present
- d) Objectives of the session
- e) Content and programme media to be used
- f) Detailed process recording
- g) Observation and evaluation by the group worker.

Importance of Recording in group work process:

- It keeps a record of day to day activities in the group
- It serves as a reference for any future intervention
- A detailed process record can bring forth many a things that may not come up by just observations
- The worker can assess his/her interventions
- The evaluation becomes easier if the record is before hands

Q8. What are different types of Group Structure?

Toseland and Rivas pointed out that structure encourages rapid learning of new responses.

Group Structure:

Structure is the underlying pattern of stable relationships among the group members.

Four key structural components- Roles, Authority, Attraction and Communication

Roles; are sets of behaviors that are characteristic of persons in a particular social context;

Role differentiation, is the various role emergence and are often unique to a particular group.

Task and socio-emotional roles;

Bales and his associates suggest that very few individuals can fill both the task and socio-emotional needs of the group. Role ambiguity is when a role is unclear and the individual is not sure how or what to do. ie having a role which is alien...

Role conflict; members occupying several roles at the same time which the demands may be in conflict--Interrole conflict occurs when the person trying to enact 2 or more roles discovers that behaviors associated with other roles are incompatible.

Intrarole conflict results from contradictory demands within a single role. being a friend devils advocate.

Roles stress is source of turmoil in the work setting.

Authority;

Status relations are often patterns of hierarchical and centralized.

Status differentiation certain individuals acquire the authority to coordinate the activities of the group Joseph Berger propose expectation states theory; assumes that status assumes that status differences are most likely to develop when members are working collectively on a task that they feel is important and those members who possess certain qualities that are thought to be indicative of ability or prestige. are provide input and guidance for and form the group to act in those ways.

Dominance and status;

The pecking order, Ascribed, Acquired status.

According to William Stiles, when high and low status individuals meet in interaction, the alpha woman or man often presumes an understanding of the low status person's position. Stiles developed a " Taxonomy for coding verbal statements.

Sociometric differentiation focuses on the relationship between the rank and file group members. How this relates to member's attraction for each other and how the attraction is reciprocal.

Noteworthy is within a large group sub groups exist and the sub groups may have increased attraction as compared to the large group and may be more homogeneous that the total group.

Maintaining Structural balance

Communication Networks.

Regular patterns of information exchange among members of group. Like the other forms of structure communication networks are sometimes deliberately set in place when the group is organized. for example, a hierarchical communication network that prescribes how information is passed up to superiors and down to subordinates and horizontally to one's peers. Even when no formal attempt is made to organize communication, an informal communication network will usually take shape over time.

Often , those with higher status initiated and received more information as did those who were better liked within the group.

Section C

Attempt any one Question (words: 250-300)

(1X20=20)

Q9 What are different types of groups? Explain any four with examples

Primary and Secondary Group, Open and Closed Groups, Vertical and Horizontal Groups, Natural vs. Formed Groups, Treatment vs. Task Groups, Reference Group, Peer group, Clique, Club, Franchise etc

Primary Group:

Cooley described primary groups as collectivities of individuals – as in the case of play groups, neighbourhood or village – “characterized by intimate, sympathetic face-to-face association and cooperation.” A primary group is a group in which members develop close, personal, intimate and enduring relationships; e.g. family, neighbours, work associates, etc. Here, the members know each other very well, are greatly influenced by one another and feel closely related.

It is a small group in which a small number of persons come in to direct contact with one another. They meet face to face for mutual help, companionship and discussion of common questions. They live in the presence and thought of one another. The characteristics can be achieved in the following ways:

1. Face to face interaction among the members.
2. Mutual aid among themselves
3. Realization of common problems among the group members.

The primary group is the primary in the sense that the members within the group are emotionally, attitudes, ideas and habits of individual develop with this group and these things depend upon:

1. Frequency of interaction among themselves.
2. The duration of interaction among the members.
3. Intensity of social context.
4. Common object of interaction among the members.

Characteristics of Primary Group:

Intimate feelings and close relationship. In a primary group, we directly cooperate with our fellows and our relations with them are more personal.

A group may be called primary because it has exerted an influence in the early life of a man that is before other groups could influence him. Family in this sense is a primary group because its influence over the child at the earliest. In a primary group, men do the same thing together with the cooperation of each other. Their relations are face to face to achieve their common interest. All the members participate in this process and they share common experience and have a common aim. These may be a division of Labour in primary groups.

Thus in a primary group:

1. There is physical closeness among members.
2. The members have common aims.
3. The relations of the members are an end in them.
4. The relations of the members are spontaneous.
5. Members have personal relations.
6. There is continuity in the relations of the members.

2. Secondary Group:

Secondary group is one, which is large in size; city, political party and labour union etc. Here the human contacts are undefined and superficial. They have direct influence over the others. They know personally only few members and their function. Here cooperation with his fellow work is indirect. According to Paul Landis "Secondary groups are those that are relatively casual and impersonal in their relationship. Relationship in them is usually complicated rather than mutually helpful".

Treatment and Task Groups

Treatment groups signify groups whose major purpose is to meet the socio-emotional needs of the group members. Such groups often aim at meeting the members' need for support, education, therapy, growth and socialization. Treatment groups include growth groups (e.g. encounter groups for couples, value clarification groups for adolescents, or educative groups for community women); therapy groups (psychotherapy groups, support groups for de-addicted or the sober) socialization groups (YMCA, half-way homes) In contrast, task groups come in existence with the purpose of accomplishing a goal that is neither intrinsically nor immediately linked to the needs of the group members, but rather, of broader constituency. The classic example for task groups in social work practice setting are Medical Teams, Treatment conferences convened to monitor treatment as well as Staff between treatment and task groups include the following: members in treatment groups are bonded to their common needs, where as in a task group, the members are working towards accomplishing a

task or a mandate which eventually might lead to bonding. Roles develop through interaction in treatment groups, while in task roles are usually defined based on competencies
Communication is open in treatment groups, while communication in task groups are focused around a particular task procedures in treatment groups are flexible, while it is formal and based on agendas in task groups
Self-disclosure is high in treatment groups, whereas it might not at all happen in task groups
Proceedings are confidential and kept within the context of the treatment groups, where as in task groups it may be open to public scrutiny
Success of treatment groups is evaluated on the basis of the group meeting the members' treatment goals, where as in task groups it is based on the achievement of task or a mandate
The type of group that we discussed last – formed groups as well as treatment groups – are of great interest to group work, as the groups that we come across in group work predominantly belong to this type of groups.

Q10 Write notes on Norms and Cohesion? And give arguments to establish the role of a leader in overcoming cultural barriers.

Defined as 'an idea in the minds of members of a group, an idea that can be put in the form of a statement specifying what the members should do, ought to do, are expected to do under given circumstances.'

It is difficult to conceive of stability in groups in the absence of standards or rules that govern behaviour.

While there may no explicit standards present in the early interactive phases of group formation, a set of norms soon develops, giving the interactive structure a degree of stability without which it could not long function as a group.

-Norms are necessary in order to guide and govern group behaviour. More than half the members must accept a norm for the potency of the group to be realized.

-Group norms are more potent when there is a sense of cohesion or attraction to the group.

-Norms favouring security and change are essential for group work. Orientations which emphasize only one of the normative sets are likely to produce polarization. Normative set is to be evaluated on the basis of needs of the members and the group.

Shared expectations and beliefs about appropriate ways to act in a social situation such as a group.

Stabilize and regulate behaviour in all groups.

Result from what is valued, preferred, and accepted behaviour

Norms develop as the group develops

Norms vary in important ways – overt and explicit or covert and implicit.

Norms vary according to the extent people consider them binding. Some norms strictly enforced and others are rarely enforced.

Deviations from the group norms are not necessarily harmful to a group.

Changing norms are more difficult as they are pervasive and powerful. Therefore worker should ensure that the developing norms are beneficial.

Cohesiveness is a multidimensional composite characteristic of a group's structure. It is the resultant of all the forces acting on all the members to remain in the group.

The specific dimensions that might contribute to this resultant are

(a) the attraction of individual members to each other, interpersonally

(b) the attraction of individual members to the activities and function of the group

the extent to which the individual is attracted to the groups as a means of satisfying his own personal need

Characterizes the degree of 'we feeling' in a group. The greater the cohesiveness of a group, the clearer the definition of the boundaries and delineation of ingroup and outgroup.

Group cohesion is the result of all forces acting on members to remain in a group (Festinger, 1950). According to Cartwright (1968), the reasons for members' attraction to the group –

- The need for affiliation, recognition and security
- The resources and prestige available through group participation
- Expectations of the beneficial and detrimental consequences of the group
- The comparison of the group with other group experiences
- Expression of positive and negative feelings.
- Willingness to listen
- Effective use of others' members' feedback and evaluations
- Member's influence over each other.
- Feelings of self confidence and self esteem, and personal adjustment.
- Satisfaction with the group experience
- Perseverance towards goals.
- Willingness to take responsibility for group functioning.
- Goal attainment, individual and group performance, and organizational commitment.
- Attendance, membership maintenance, length of participation.
- A high level of open interaction promotes cohesiveness. The worker should use group discussions and program activities to encourage interaction among members.
- When members' needs are met, they want to continue participating. Therefore the worker should help members identify needs and how they can be met in the group.
- Achieving group goals makes the group more attractive to its members. The worker should help members focus on and achieve goals.
- Noncompetitive intra group relationships that affirm members' perceptions and points of view increase group cohesion. The worker should help group members to cooperate rather than compete with each other.
- Competitive inter group relationships help to define a group's identity and purpose, thereby heightening members' cohesion. The worker can use naturally occurring inter group competition to build intra group bonds.
- A group that is too large can decrease members' attraction to the group by obstructing their full participation. The worker should compose a group that gives all members the opportunity to be fully involved.
- When members' expectations are understood and addressed, members feel as if they are part of the group. The worker should help members clarify expectations, and should strive for congruence between members' expectations and the purposes of the group.

Give examples.. how a leader overcomes the cultural barriers, like he/she dismantles the myths, makes them conscious of the felt need, mobilises the people, links them up with the resources and motivates them for a change and unites the members and does away with the conflicts within the group etc