family, or organizational decisions within the limits imposed by the individual's culture and status. Individuals may sometimes need resources that are not available, they may organize support groups and self-help groups to help people cope with the difficult problems of their living.

Mutual Responsibility

The value of mutual responsibility is based on the conviction that people are interdependent for survival and fulfillment of their needs. Neither the individual nor the society can be conceived without each other. They are capable of helping one another. Group work builds on this interdependence, which can become a potent force for development and change. The worker is responsible for helping members to develop patterns of communication and norms of behaviour that foster mutual aid. Members should fulfill their responsibility to society by actively participating in the democratic processes.

Northen (2007) is of the view that though social workers are bound by ethical principles set forth in the codes of ethics, they need also to understand and differentially apply these principles, when working with groups.

2.3   PRINCIPLES OF SOCIAL 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. The 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. 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 frame work of principles. Therefore, it seems necessary to deal with basic principles, which are guiding force for group work practice. **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 as 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.

10) Provision of opportunities for new and differing experience in relationships and accomplishments.

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.

Konopka has described certain principles to work with the groups. Summary of these principles has been narrated here.

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 maybe significant in working with the groups. According to him:

1) The group members must be encouraged to help themselves by the social worker playing as 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 be started 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 loose 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 individual is inextricably interwoven with the welfare of the group. Therefore, 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.

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--- fact-finding, analysis and diagnosis in relation to the individual, the group of the social environment.

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

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

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

6) The work should be started from where the group is.

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.

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 organisation.

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, we may summarize as follows.

1) Principle of planned organisation 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 organise it 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 opportunity to act and express his feelings in the group.

11) Principle of understanding the importance of group life in shaping and molding 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 the different group situation.

14) Principle of modification in-group process. The group worker always keeps in mind the result of group activities. If it is not as it is required, he suggests the group members to modify their activities and programmes.

15) Principle of providing new opportunities. It is the job of 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 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 is unnecessary interferes in their affairs.

18. Principle of use of scientific action plan. It means that the social group worker first finds out the problem of the group or collect data and on the basis of collected facts, the diagnosis is done. After that action plan should be prepared for the solution of the problem and for 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 group level, it must accept the services of the group worker.

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

21) Principle of determination of specific objectives. Objectives should be clear for the group as well as to 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 evaluation of group activities.

Check Your Progress I

Note: Use the space provided for your answer.

a) List out four principles of group work.

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2.4   PROGRAM PLANNING IN SOCIAL GROUP WORK

Program Planning in Social Group Work ----Trecker

In the group work, if a program has to be of maximum value,

1) it must be person centered

2) it must meet specific needs

3) it should develop out of the interest and needs of the group members

4) it should involve the members themselves in planning to the maximum amount of their ability

5) it should utilize the worker as a helping person. The worker is not there to give a program, but to help the members to develop their own program.

The term program is a concept which when broadly conceived includes the entire range of activities, relationships, interactions and experiences of individual members and the group which have been deliberately planned and carried out with the help of the worker to meet the needs of the individuals and the group. The worker helps the group to select the areas of content and the media of expression. The group worker who consciously relates the 'what' (the content) of program and the 'how' (the means) of program with the 'why' (aims and objectives) of program. The program development process aims at the blossoming of the group's own potentialities.

The social worker's primary job in program development is to guide the process of interaction among the group members. Social group work utilizes the interaction of members around program in an agency setting with worker guidance. Interaction refers to participating behaviour of a reciprocal kind. Interaction itself is not an end but rather a means to the goal of the group.

Principles of Program Planning

1) Program should grow out of the needs and interests of the individuals who compose the group.

2) Program should take into account the factors such as age of the members, cultural background and economic condition.

3) Program should provide individuals with experience and opportunities, which they voluntarily choose to pursue because of their interest and values.

4) Program should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation.

5) 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.

2.5   SKILLS OF SOCIAL GROUP WORK

In a general sense skill means the capacity to perform activities. The Webster Dictionary defines it as "knowledge of and expertness in execution and performance". **Virginia Robinson** refers to skill as "the capacity to set in motion and control a process of change in specific

material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the quality and capacity of the material". **Trecker** defines methods and skill as "Methods means the purposeful use of insights and understanding based upon a body of knowledge and principles. Skill is the capacity to apply knowledge and understanding to a given situation.

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

1) Exchanging ideas among the members freely and clearly, using language understood by everyone and with no fears of starting arguments or hurting feelings.

2) Examining objectively how well the group and its members are working.

3) Sharing the leadership jobs among the group members and show sensitivity to the feelings of all.

4) Accepting new ideas and new members into the group without irreparable conflict, and to disciplining the group to work toward long range objectives and profit from failures.

5) Thinking clearly about group problems, findings, causes and working for solutions.

6) Adjusting group procedures and plans to meet the feelings and the desires of the members.

7) Creating new jobs or committees as needed and to terminate them or the group itself, when the need is fulfilled.

Phillips has enumerated the following skills of social group work.

1) Skill in Using Agency Functions

The group worker must be skillful in carrying the functions of agency. He should always try to propagate what the agency in the community wants to do. He does the following activities for this.

1) The Intake Process

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.

2) Connecting the Group with the Agency

The worker relates the group more firmly to the agency by helping it to understand what the agency stands for and what kind of responsible behaviour is expected of them as well as of other groups.

3) Serving the Individual through the Group Work Process

Since the function of the agency includes helping group units to develop in socially useful ways, as well as helping individuals the social worker's attention must be on the development of the group as a whole and on each individual's use of the group.

4) Working with the Individual Outside the Group of Meetings

Although the worker offers his services within the group process, he also provides help to the individual if need be for the better use of group experience on the part of member.

5) The Referral Process

An important part of the group work agency's service is to work with members and their parents in a process of considering the use of other community services for help with problems that cannot be dealt within the group work agency.

II Skill in Communication of Feelings

The social group worker should have the following skills.

1) **The Worker's Feelings**

High among the qualities essential to a social worker's skill is the capacity to feel with others.

2) **The Group Member's Feelings**

The worker must be skillful in helping the group members to know, accept, express and be responsible for their feelings.

3) **Group Feelings**

The interaction of each member with the others and the worker produces group feelings. The worker helps the group in understanding their feelings and its meanings.

III Skills in Using the Reality of the Present

Under this the social worker does two things.

1) Utilizing the group's current interest for purposeful activity.

2) Helping the group to take responsible decision.

IV Skill in Stimulating and Using Group Relations

1) The social group worker should enable each group member to find and take his part in relationship with other members.

2) He should be skillful in using programmes to strengthen group relations.

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

1) Skill in Establishing Purposeful Relationship

a) 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.

b) The group worker must be skillful in helping individuals in the group to accept one another and to join with the group in common pursuits.

2) Skill in Analysing the Group Situation

a) The worker must be skillful in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups on a basis of analysis and judgment.

b) The group worker must be skillful in helping the group to express ideas, work out objectives, clarify immediate goals and see both its potentialities and limitations as a group.

3) Skill in Participation with the Group

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

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

4) Skill in Dealing with Group Feeling

a) The group worker must be skillful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity.

b) The group worker must be skillful in helping groups to release their own feelings, both positive and negative. He must be skillful in helping groups to analyze situations as part of the working through group or intergroup conflicts.

5) Skill in Programme Development

a) The group worker must be skillful in guiding group thinking so that interests and needs will be revealed and understood.

b) 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.

6) Skill in Using Agency and Community Resources

a) 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.

b) 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.

7) Skill in Evaluation

a) The group worker must have skill in recording the development processes that are going on as he works with the group.

b) The group worker must be skillful in using his records and in helping the group to review its experiences as a means of improvement.

On the basis of above discussions and opinions of different social workers on the different types of skills essential for group work practitioners, we may list them as follows.

1) **Communication Skills**

Communication is at the heart of group work practice. The social group worker makes use of two broad categories of communication skills.

i)   Those which are intended to facilitate interpersonal helping.

ii) 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.

1) **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/ her own feeling to the members of the group.

2) **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.

3) **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, they come 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 to communicate in the group so that the group may advance in its goal.

4) **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 loose its basic purpose. He/she should always try to direct in proper direction.

5) **Skill of Answering Question**

   During group process, certain questions, queries or doubts are raised by the group members. If   they are not answered in right perspective, the members may disassociate themselves. Therefore, it is essential that the social group worker has the vide knowledge of social work as well as human behaviour.

II) **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.

1) 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.

2) 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.

3) 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.

4. 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.

5. 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.

6. 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.

7. 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.

Check Your Progress II

Note: a) Use the space provided for your answer.

  b) Check your answer with those provided at the end of this unit.

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1) What is intake process?

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2.6 ASSUMPTIONS UNDERLYING SOCIAL GROUP WORK

It is accepted that the group attempts to achieve its goals through the interaction of its members. So, the basic assumption is that the group organised for a given purpose attempts to achieve this purpose by employing their members to the best possible use. There are many factors that can influence the interaction of the members of a group. These factors maybe liking of members of each other, availability of direction, resources available, etc. A group in which members dislike one another tend to perform less effectively their roles than a group whose members are on friendly terms.

Douglas has drawn up a list of the basic assumptions upon which group work practice is based. These assumptions are:

1) That group experience is universal and an essential part of human existence.

2) That group can be used to effect changes in the attitudes and behaviour of individuals.

3) That group provides experiences which can be monitored or selected in some way for beneficial ends. Life outside the group is in no way neglected, it tends to be put out of focus.

4) That group offers experience shared with others so that all can come to have something common with the sense of belonging and of growing together.

5) That groups produce change which is more permanent than can be achieved by other methods and the change is obtained more quickly also.

6) That groups assist in the removal or diminution of difficulties created by previous exposure to the process of learning.

7) That groups as instruments of helping others may be economical in the use of scarce resources. e.g., skilled workers, time etc.

8) That a group can examine its own behaviour and in doing so learn about the general patterns of group behaviour.

In general, social group work is based on the following basic assumptions.

1) Man is a group animal.

2) Social interaction is the result of group life.

3) Man's achievements can be increased, changed and developed through group experiences.

4) The capacity to solve problems may be increased through group experiences.

5) Group experience changes the level of individual aspirations and desires.

6) Group recreational activities are beneficial to both individual and society.

7) Group experience has permanent impact on individuals.

8) Group work always focus its attention on two types of activities --- programme and social relationship in the group.

9) Professional knowledge and skills are essential for working with the group.

10) Knowledge of social science is required to deal with the group.

2.7   MODELS OF SOCIAL GROUP WORK

On the basis of varied assumptions about the role of the worker, the group members and the content of the group, social workers proposed four distinct group work models. These are:

1) Remedial

2) Mediating

3) Developmental and

4) Social goal model

Remedial Model

Remedial model focuses on the individual's dysfunction and utilizes the group as a context and means for altering deviant behaviour. This approach to group work practice emphasizes its utility in removing the adverse conditions of individuals whose behaviour is disapproved by the society. Clients of such social group work practice are physically and mentally handicapped, legal offenders, emotionally disturbed, isolated and alienated persons.

The Michigan School contributed to this model. Credit goes to Vinter and his colleagues for developing remedial model. In this model attempts are being made by social worker to bring change in the individual. He/she is the target point.

According to the Remedial Model, the group can be used to treat problems of adjustments in personal and social relations. According to Vinter "attention to such problems reaffirms the profession's historic mission of service to those most in need". The remedial model is considered more as a clinical model that seeks to help the socially maladapted to improve social functioning through guided group experience.

The social worker plays a key role as he/she gives expertise knowledge through the following activities.

1) The social worker is the central person. The worker is the object of identification and drives.

2) He/she is a symbol and a spokesman. He/she tries to maintain norms and values of the society.

3) He/she is a motivator and stimulator. He/she helps the individual and group to understand their goal as a group member.

4) He/she is an executive. He/she facilitates the activities of the group in order to gain the said objectives.

In this model whatever the changes are brought, they are explicitly limited to organisational and institutional elements that are responsible for individual's dysfunction. Though this model focuses mainly on the individual client who is experiencing difficulty, the model is helpful for those likely to be affected. It means this model focuses on preventive aspects also.

Reciprocal Model or Mediating Model

Schwartz has introduced this model in 1961. This model is based on open systems theory, humanistic psychology and an existential perspective. The following are the chief characteristics of this model.

1) People and society are interdependent because they have mutual needs. When there is interference with these mutual strivings, it results into conflict.

2) The resolution of this conflict is possible only when interested parties try to understand their dilemmas with all of these inner resources and they utilize that at that moment.

3) In this model attention is directed towards the relationship of members in the group with each other, with the worker and the group as a whole.

4) It is the relationship among the members that shows the characteristics of the group.

5) In this model emphasis is placed on the continuing and reciprocal transactions of sets of members with each other, the worker and the group.

6) It gives importance to the emergent goal and actions, which are based on feelings of the group. It believes that intensive involvement by the parties in the current realities will generate their own purposes and goals.

7) Client and worker together as well as separately challenge the current problems with their total capacity.

8) Basic educative processes are utilized which incorporate particularizing, synthesizing and generalizing the feeling and action components of the problem.

9) In this model distinctions are not made with respect to types and various of group since it is presumed that this model is widely applicable.

In this model the individual and the group are significant components. The workers role appears to be facilitative, relying on the power and potency of mutual aid system to take care of itself.

Developmental Model

This model has been developed by the faculty members of Boston University under the leadership of Berustein in 1965. Lowy is the main architect of the developmental model. In this approach, groups are seen as having "a degree of independence and autonomy, but the to and fro flow between them and their members, between them and their social settings, is crucial to their existence, viability and achievements. The chief characteristics of this model are:

1) It is primarily based on the dynamics of intimacy and closeness between the members over a span of time.

2) The degree of intimacy is taken into account for appropriate worker interventions.

3) Conceptualization of study, diagnosis and treatment is made at all three levels of individuals, group and the setting.

4) This model derives knowledge from Erikson's ego psychology, group dynamics and conflict theory.

5) The group worker is engaged in study, diagnosis and treatment.

6) The worker is connected with community, agency, group and individual member.

7) The group is envisioned as a microcosm of society.

8) Thoughts, feelings, sentiments and behaviour are continuously assessed and attempts are made to improve them.

9) The social group worker tries to improve the situations among individual member, group agency and the social environment.

10) In short, it can be said that the developmental model is a compromise between the reciprocal, remedial and traditional approaches.

The Social Goals Model

The basic concepts of this model are social consciousness, social responsibility, and social change. It is suggested that by participation with others in a group situation, individuals can affect social change. Social action is the desired outcome, and the group worker is regarded as an influence person and enabler, who personifies the values of social responsibility and acts as stimulator and role model without purveying any political viewpoint. Implicit in this model is the emerging leader within the group. The model is concerned with democracy and the enhancement of personal functioning within the social context, heightened self-esteem and an increase in social power for the members of the group collectively and as individuals. The skill of the leader lies mainly in 'programming' (Weince 1964) (Konopka 1958).

There are other three interventions, which are considered as suitable models for effective practice in social group work.

1) Gestalt Therapy

2) Transactional Analysis

3) The Behavioural Model

Gestalt Therapy

In gestalt therapy the worker aids the clients in learning how they prevent themselves from maturing. It is the aim of worker to help the client to become aware of and accept responsibility for how they make themselves feel better.

Transactional Analysis

It is a process of analyzing and explaining intra-personal and interpersonal processes. This therapeutic model was developed by Berne. He proposes that personal change can be maximized through group psychotherapy where the social processes are much more varied than just one to one relationship. According to Berne, individuals are products of social processes and they use social processes. Within the group settings individuals can be made aware about their self-defeating behaviour. Once they are aware of their behaviour they can do something for changing it. The group provides a safe environment for practicing new behaviours.

According to Berne, there are four major features of Transactional Analysis.

1) Structural Analysis: It is a method of analysing thoughts and feelings and behaviour based on the phenomena of ego states.

2) Transactional Analysis: It involves the interactional processes that occur between the ego states of one person and the ego states of another.

3) Game Analysis: This involves examining repetitive patterns of interpersonal behaviour of individuals that are problematic.

4) Script Analysis: It is related to the early decisions and the positions taken by a person in childhood.

The role of the group worker is of a teacher, and a leader who explains the key concepts and helps the members to discover the disadvantageous conditions under which they made their earlier decisions, adopted life plans and developed strategies for relating to people.

Behavioural Model

According to this model, specific group programmes are implemented to alter dysfunctional patterns and learn new styles. The expertise of behavioural group therapist is essential in assessing and devising a treatment plan for each individual member within the context of the group. The group worker calculates the specific elements of the disturbing behaviour to be decreased or desired behaviour to be developed. Other group members provide assistance and feedback concerning progress throughout the stages of the treatment process.

Check Your Progress III

Note: a) Use the space provided for your answer.

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b) Check your answer with those provided at the end of this unit.

1) List out some of the models of social group work.

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2.8   LET US SUM UP

Social group work is a primary method of social work which believes that the development of individual is mainly dependent on the group experiences. There are number of socio-psychological problems which cannot be solved without the help of the group. The development of personality is also dependent on the use of group life to some extent. The group worker should follow certain principles in her practice. These main principles are: planned group formation; specific objectives, purposeful relationship; continuous individualization; guided group interaction; democratic group self-determination; progressive programme experience, resource utilization and continuous evaluation. The social group worker also have certain skills that will make him effective in dealing with the group problems. These are: establishing purposeful relationship, analysing group situation; participating in the time of need in the group process; dealing with group feelings; progressive programme development; using agency resources; etc. The social group worker practices either remedial model or reciprocal or developmental model with the group.

2.9   KEY WORDS

Principle : A principle is a verbalized statement, general rule or law which gives directions to proceed further from one situation to another. Principles are guiding forces for social workers in practicing group work for the growth and development of each individual members.

Problem : A problem is a situation where individual fails to deal with it either due to his own weaknesses or due to socio-environmental conditions. Thus there are two types of problems which are basically dealt with group work practice. First individual weakness is removed through group experience and also socio-environmental changes are made if they create hindrance in the growth and development of individual member.

Skill : Skill means the capacity perform the activities. It is the capacity of an individual to apply knowledge and understanding to a given situation skills are essentials for a group worker.

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2.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1)   The principle of planned group formation

      The principle of specific objectives

      The principle of purposeful worker-group relationship

The principle of continous individualization

Check Your Progress II

1) Intake process is part of group work in which the group worker performs the function related to the agency. The group work will meet the clients and guide them on how to go through the agency procedures. He will tell the clients what the agency wants from them and what it can do them.

Check Your Progress III

1) Remedial mode, mediating model, development model and social goals model.

UNIT 3   THE SOCIAL WORKER'S ROLE IN GROUP WORK PROCESS

* Dr. Suresh Pathare

Contents

3.0   OBJECTIVES

This unit will help you to understand the social group worker's position in group work. This will explain you the role that group worker's play in group processes. This will also help you to know the group worker's role in different settings. The aim of this unit is to provide guidelines to see your self in the role of group worker and effectively practice group work.

After studying this unit you will be able to:

*   Define the 'worker in' Social Group work;
*   Explain social group worker's role in Group work process; and
*   Distinguish the group worker's role in different settings.

3.1   INTRODUCTION

The worker is tremendously important in social group work. It is said and generally agreed upon that the key to effective group work lies with 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. A 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 goal. While doing this the group worker performs various roles. The different specific roles performed by him are determined by the nature of the group, the group goal and the relationships within the group setting. In this chapter, we discuss the various "roles," that the worker performs while dealing with group process in different field setting.

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3.2   Defining the Worker in Social Group Work

The social group worker is a person with knowledge, skills and values. The group worker is primarily a "helping person" rather than a "group leader." His influence is indirect rather than direct. He is not a boss who has the say, a teacher who knows better or an expert in the subject matter of the group. He works with the group at its own pace and provides methodological help as and when required.

The worker is not a part of the group but he enters into it when the individuals in the group or the group as whole or both need professional help to fulfill their own purposes. It must be noted that social group worker is not needed in all the groups. Many groups, just as many individuals, will be perfectly capable of carrying out their programs by themselves and will not need professional help. The professional group worker, as part of a helping profession, will be used and should be available wherever help is needed.

The group worker's role in the group work can begin at various stages in different groups. He may have to perform some role even before he actually meets the group. This is particularly true when a worker within an agency framework deliberately forms the group. His role in the formed groups can depend on the need and the help required by the particular group. The worker's role will vary with different groups. This is because of the groups and the situations within which they operate. As a group worker one has to keep enough flexibility and adaptability, since an appropriate group work contribution in one group, or at one stage of a group's development, may be totally inappropriate in another group or at another time.

Factors that Influence the Role of the Social Group Worker

The worker needs to understand the group and the circumstances surrounding it before attempting to define the specific aspects of his role with it. The primary considerations, or factors, that influence the role of workers are:

1)   the community setting,

2)   the nature of the agency, its function and scope,

3)   agency facilities and program,

4)   the kind of group with which he is working,

5)   the interests, needs, abilities, and limitations of individual members,

6)   the skill and competence of the worker, and

7)   the amount of help the group wants and its willingness to accept help from the worker.

These factors operate in every group situation. The extent to which the worker consciously studies them separately and in relation to one another will be influential at the point of role determination.

It is therefore difficult, if not impossible, to describe the worker's role as consisting of concrete techniques that can be applied with unvarying regularity to all group situations. With some

groups the worker may carry a great deal of responsibility because the groups are newly formed and unfamiliar with ways of working together. He may refrain from carrying responsibility for the same group at a later time in its development. With one group the worker may make a definite attempt to help that group participate with other groups in the carrying out of some large undertaking. He assumes that it is ready for such a step and sees the step as contributing to the group's basic experience in the agency.

The predominant constant factor that must be thoroughly understood by the worker is that he is always a representative of the agency. He is not a member of the group but rather a worker who has the responsibility of helping the group use the agency to fulfill all or part of its needs. His skill as a group worker is always put into practice within the accepted policies and procedures of the agency. What he does with the group will depend upon the basic method of work in which the agency believes. Consequently, it is of the utmost importance that workers interpret their role with the group relatively early so that the group may know what to expect from them. They should interpret the agency to the group and let the group know how the worker conceives of his task as a representative of that agency.

Check Your Progress I

Note: a) Use the space provided for your answer.

      b) Check your answer with those provided at the end of this unit.

1) What are the factors influencing the role of social group worker?

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3.2   THE SOCIAL GROUP WORKER'S ROLE IN GROUP PROCESS

In the helping process of group work, the interactions and relationships of the members to each other 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 group are called group process. The social group worker's role in 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, they all need a professional group worker.

In working with groups, a social worker is expected to be knowledgeable and skillful in a variety of roles. The particular role that is selected should (ideally) be determined by what will

be most effective, given the circumstances. We are presenting here some, but certainly not all, of the roles assumed by social group workers in group process.

- **Enabler:** In this role, the group worker is present with the group as a "helper," or "enabler," there to do things with the group rather than for or to the group. His influence is indirect rather than direct. He helps individuals or groups to articulate their needs, to clarify and identify their problems, to explore resolution strategies, to select and apply a strategy, and to develop their capacities to deal with their own problems more effectively. As an enabler, the worker helps members revitalize and mobilize their own strengths and resources to cope with difficult problems.

- **Broker:** In the broker role, the worker identifies community resources, government schemes and programmes that may help group member to carry out their plans. Often the group members lack information about various resources and services available. As a broker, the worker helps members become aware of resources, eligibility criteria, and other conditions for using a particular service.

- **Advocate:** It is an active, directive role in which the worker advocates for a group. When a citizen's group is in need of help and existing institutions are least interested in providing services, then the advocate's role may be appropriate. In such a role, the group worker provides leadership for collecting information, for arguing the correctness of the client's need and request, and for challenging the institution's decision not to provide services.

- **Activist:** When the group is formed with the social goal, the group worker works as an activist. An activist seeks change; often the objective involves a shift in power and resources to a disadvantaged group. In the role of an activist the group workers are concerned about social injustice, inequity, and deprivation. The goal is to change the social environment to better meet the needs of individuals.

- **Mediator:** The social group worker is often a link between the group members, between groups, group-community and group-agency. As a mediator, the worker helps resolve disputes, conflicts, or opposing points of view within the group or between a member and some other person or organisation. The mediator role involves intervention in finding compromises, reconcile differences, or reach mutually satisfactory agreements. He works through the members of the group and occupies a position of liaison between the group and the agency. The social group workers use their value orientations and unique skills in identifying miscommunication and clarifying position. For example, in a group for adolescents in a residential centre, the worker might help two members resolve a conflict about their participation in a recreational activity. In another group, the worker might help a member resolve a conflict with a child-care worker.

- **Negotiator:** A negotiator brings together those who are in conflict over one or more issues and seeks to achieve bargaining and compromise to arrive at mutually acceptable agreements, somewhat like mediation, negotiation involves finding a middle ground that all sides can live with. However, unlike a mediator, which is a neutral role, a negotiator usually is allied with one of the sides involved. The group

workers play this role especially while negotiating about time, venue, resources, etc. with group members, agency or community.

- **Educator:** One of the most important roles assumed by workers in helping members achieve their goals is that of the educator. The educator role involves giving information to group members and teaching them new skills. To be an effective educator, the worker must first be knowledgeable. Additionally, she or he must be a good communicator so that information is clearly conveyed and readily understood by the receiver.

- **Initiator:** An initiator calls attention to a problem –or even to a potential problem. It is important to realize that some problems can be recognized in advance. The group worker with his experience and knowledge can foresee the potential problem areas and draw the group members' attention to address the issues. In this role he/her initiate discussion or action on the problem area. Usually, the initiator role must be followed by other functions; merely calling attention to problems usually does not resolve them.

- **Empowerer:** A key goal of social group work is empowerment. In the role of empowerer, the group worker helps the individuals and groups to increase their personal, interpersonal, socioeconomic, and political strength and influence through improving their circumstances.

- **Coordinator:** Coordinators bring components together in some kind of organised manner. On behalf of the agency often the group worker assumes the role of coordinator for helping the group members to avail the services from different agencies. The group worker also at times coordinates between the group members, especially in the initial stage of group formation.

- **Group Facilitator:** A group facilitator is one who serves as a leader for group activity. The group may be a therapy group, an educational group, a self-help group, a sensitivity group, a family therapy group, or a group with some other focus. Facilitating discussion and helping group members to arrive at decision are important role that group workers play. As a facilitator he/she provides the methodological help. He/She does not discuss the method but he uses it for facilitating the group process. He/She does not allow himself/herself to become involved with the group and their problem. When required to express his/her own opinion, he/she at all times makes it clear when he/her is functioning as a group worker and when he/her is expressing his/ her own opinion as a member of the group.

- **Communicator and Interpreter:** The group worker is a specialist in the "how" of communication between people. The group worker has to act as a communicator or interpreter, where interpersonal relationships have to be dealt with. The role of communicators is different from facilitating the communication in the group. In this role he/she actually helps the group or members to understand what is being communicated. At times she has to interpret or reword the phrases to explain to the members. For example where a group is starting from scratch, a group may be puzzled about, and even suspicious of its purpose and the role the worker, at this stage the group worker has to perform as a communicator and interpreter. Similarly, when the group members are not able to see the actual gains of being in the group or when their expectations from the group are very high, she actually makes things clear and simple.

3.4   ROLE OF SOCIAL GROUP WORKER IN DIFFERENT SETTINGS

We will discuss now the role the group worker performs in different field settings. As we are aware there are different fields of social work practice. Social work professionals in India work with community, groups, families and individuals who are elderly, delinquent, unemployed, or who have disabilities. The services of social workers are grouped within various fields of practice as they relate to addressing specific social problems, meeting the needs of client groups, or reflecting particular settings. The prominent settings include family and child welfare, health and rehabilitation, mental health, occupational social work, community development, education or school social work, social work in corrections, and aging or gerontological services. Social group work practice is possible in almost all the settings. The models may vary according to the needs and the nature of the setting. Similarly, the role of the social group worker also will vary in different setting.

In this section we will take up a few important field settings for understanding the role of group worker.

i)   Social Group Worker in Community Development Setting

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

development of a sense of belonging to the community. The group work in community setting is in the form of self-help groups, recreational groups, action groups, etc.

The social group worker in the role of organiser needs all her skills in organising the various sections of a community into well-knit groups. She organises the group members to develop their personality through participation in recreational, cultural and other activities. In this role one of her primary tasks includes the development of responsible leadership from the groups organised by her. For the worker operating on a macro level, one of the major tasks is to work at an inter-group level. This includes the ensuring that 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 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.

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

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

Another important role of the social group worker in any institutional setting is related to his direct work on some specific problem of the group, as for instance, discharge from the institution, intake into the institution, special behaviour problems, or problems around emotional needs that cannot be handled in the day-to-day group living situation. In this context

the group worker's role is to supervise and coordinate special services which are not carried by the houseparent but which relate to the group living experience. It is important that the group worker coordinate these services from the point of view of social relationships as well as of treatment for the individual, so that in them the treatment focus is maintained.

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

iii) **Social Group Worker in Clinical Settings**

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

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

i)   enable patients with similar problems to come together and so feel less isolated and alone in facing their problems;

ii)   bring about a feeling of belongingness and bring a part of a community which would give them the courage and confidence to adjust to the larger community outside;

iii) work through problems in an atmosphere of mutual acceptance;

iv)   use the group as a therapeutic agent for emotional growth and attitudinal change through the process of mutual sharing.

iv)   **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, counselor and group worker. The school social worker works with four parties: the child, the family, the school staff and the community. While working with them he/ she uses his knowledge and skills of casework and group work.

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

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

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

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

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

v)   Social Group Worker in Institutions for Children and Adolescents

In our country both the government and voluntary organisations 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 socialisation and teaching the life oriented skills to the children.

The group worker's role in children's home is one of the most important areas of work. She deals mostly with the 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 the tasks such as:

i)   direct group work with formed groups of children inside the institution.

ii)   work with parent groups, where possible.

iii)   being responsible and helping with the recreational programme as part of group living.

iv)   supervision and coordination of child care takers (sometimes called house parents).

v)   supervision of volunteers who work with groups of children placed in the institution.

vi)   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.

vii) responsible participation in diagnosis of individuals and in decisions regarding placement in the institution, grouping of children, treatment plans, and plans for after-care.

viii) the social group workers sometimes conduct discussion or activity groups with a therapeutic purpose with children who have strong negative feelings or difficulties in relating to adults.

vi) Social Group Worker in Services for the Aged

The social group work with the aged is organised at both the community as well as the agency level. The group worker's work 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 in 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:

i) to raise the self -esteem of the participants.

ii) to give an opportunity for planning.

iii) to become a part of their own small community and, if possible, a part of a larger community.

iv) 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:

i) working out a program for different kinds of groups as per the needs with this age group.

ii) direct work with certain groups of the aged, especially those who present problems in relationships.

iii) as in all group work, some contact with individuals outside of the group, but more intensively in the particular age group.

iv) training, coordination and supervision of volunteers or part time workers in programs for the aged.

v) 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:

i) direct work with formed groups for the purpose of specific help to those who cannot easily enter the group life of the institution;

ii)   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 which 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 III

Note: a) Use the space provided for your answer.

   b) Check your answer with those provided at the end of this unit.

1) Describe the social group worker's role in clinical settings.

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3.5   LET US SUM UP

The aim of this chapter was to help you understand the social group worker's role. You are now familiar with the group worker's position in group work situation and her primary role in social group work. Now you know that the group worker's role varies depending on the nature of group goal, the setting in which group is operating, nature of the agency, the interest, needs, abilities and limitations of group members, etc. You will be able to describe some of the roles that group workers play in group work processes. Social group work practice is possible in most of the field settings. We discussed social group worker's role in some of the important settings. You are now equipped with the knowledge and understanding to distinguish the group worker's role in different settings.

3.6   KEY WORDS

Field Setting	:	The surroundings or environment and the situation in which individual is offered social work services.
Group Worker	:	A helping person with knowledge, skills and values
Institution	:	An organization or establishment devoted to the promotion of a particular cause or programme.
Group Process	:	the totality of the group's interactions, developments and changes, which occur in the group's life.

3.7   SUGGESTED READINGS

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3.8   ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1)   The social group worker's role depends on the groups and the situations within which they operate. The primary factors, that influences the roles of workers are:

   i)   the community setting

   ii)   the nature of the agency, its function and scope

   iii)   agency facilities and programme

   iv)   the kind of group with which he is working

   v)   the interests, needs, abilities, and limitations of individual members

   vi)   the skill and competence of the worker and

   vii)   the amount of help the group wants and its willingness to accept help from the worker.

These factors operate in every group situation. The extent to which the worker consciously studies them separately and in relation to one another will be influential at the point of role determination.

Check Your Progress II

1)   The social group worker has to perform various roles in group process. In the role of an enabler the worker helps individuals or groups to articulate their needs. She helps the members to clarify and identify their problems. Instead of providing ready made solutions helps the group members to explore resolution strategies, to select and apply a strategy, and to develop their capacities to deal with their own problems more effectively. As an enabler, the worker helps members revitalize and mobilize their own strengths and resources to cope with difficult problems.

Check Your Progress III

1) In the setting the social worker while carrying out group work, performs various roles focused on the tasks such as:

   i) to enable patients with similar problems to come together and so feel less isolated and alone in facing their problems.

   ii) to bring about a feeling of belongingness and bring a part of a community which would give them the courage and confidence to adjust to the larger community outside;

   iii) to work through problems in an atmosphere of mutual acceptance;

   iv) to use the group as a therapeutic agent for emotional growth and attitudinal change through the process of mutual sharing.