potentially useful in goal attainment, and for a tolerable amount of useful stress to develop a group should be neither too large (+15) nor too small (-3). There should be enough people to interact to resolve the conflict. (Bertcher and Maple, 1974)

The writer chose ten to twelve members as a suitable size for the research group in view of the following:

(a) he wished to include as many malperformers in the group as possible, but at the same time to compose a heterogenous group involving models as well. As the proposed group would have a task centred rather than socioemotional focus, a larger group was considered appropriate to meet group purposes;

(b) being of central interest to boys' lives in Western, soccer was used as a means of enhancing the group's attractiveness, and reinforcing group attendance initially, and task performance later. The Premack Principle maximising the occurrence of a low probability behaviour (study) by making a high probability behaviour (soccer) contingent on it, was used. Group bond was seen as most likely to develop during recreational activities and the writer therefore selected enough group members to compose two small teams during group sessions, and a group team for matches against other groups (proposed reward for task performance).

7.4 Approaching selected individuals

Having identified a broad purpose for the proposed group and considered relevant factors in group composition, the writer was able to approach potential group members with the opportunity of participating in a particular group experience - he had some rationale for approaching them. He explained to the pupils approached that he had learnt about the early drop out rates in school and the fact that some boys experienced difficulties in learning, and said he would like to start a group to help boys with some of these problems. The proposed group would have time to work and play together. The writer, having made the offer, allowed the boys three days to discuss the idea among themselves and come to a decision, before returning to the school for their reply. Of the boys, all but Graham accepted the invitation.

7.5 Deciding on the mechanics of meetings

The writer told the boys he could come twice a week for four months,
leaving the decision as to the days for meetings to the group members.
They decided on Tuesdays and Thursdays, and meetings were arranged
for 2.00 p.m. on these days, in classrooms made available by teachers.

(A) THE PROPOSED GROUP		(B) WORKER ACTIVITIES	
- population from which group members are to be selected complete self-esteem inventories, are subject to behaviour rating tests and investigation as to school performance	A1	- determining broad purposes with which to approach potential group members and school personnel	B1
- potential members are approached by the worker and decide whether they wish to try out the group	A2	- selecting group members bearing in mind records of school performance, results of behaviour rating scales, and self-esteem inventories, purpose of the group and heterogenous/homogenous requirements	B2
- members who wish to be involved discuss the mechanics of group meetings with the worker	A3	- deciding on group size	B3
		- approaching selected individuals with the idea of participating in the proposed group	B4
		- deciding on the mechanics of group meetings with interested individuals	B5

Figure 6: Fold out summary of group and worker activities in the origin phase of group life

THE PHASE OF FORMATION: FORMING THE GROUP

CHAPTER 8 - THE PHASE OF FORMATION: FORMING THE GROUP

> When a collection of persons comes together for the
> first time, a group does not yet exist.   Likewise
> when an existing group meets with a social worker for
> the first time, a group for social work purposes has
> not yet evolved.   (Northen, 1969, p.117)

8.1   Characteristics of a new group

When the group meets for the first time it is more a collection of
individuals than a group, participants being anxious, self-conscious
and uncommitted to any purpose as yet.   Attention is self centred,
membership has not yet stabilised and members are hesitant about
committing or exposing themselves in the new situation.

A quasi-structure emerges for the group at this stage;   typically,
assertive and more aggressive individuals adopting leadership roles,
giving orders and direction, and receiving deference from others at
this early stage.   In natural groups which the worker joins there is
likely to be some degree of structure present already, but in formed
groups this is often entirely lacking.

The meeting between group worker and group members is usually
characterised by a lack of knowledge about each other's values and
norms, and in this formative stage members spend time seeking common
and compatible values, attitudes and common ground (purpose) around
which to structure tasks and activities.

As commonality of purpose emerges, and simple operating procedures
are agreed upon, member-member attraction, group purposes and tasks are
likely to be enhanced.   This will result in the development of some
group cohesiveness to provide a more solid basis for further group
growth.

Sarri and Galinsky (1974) point out that unless some commonality
of purpose, norms and values emerge at this stage, group attractiveness
and cohesiveness will not develop, and it is unlikely that the group
will be able to deal with its later tasks and may consequently terminate
early.   A symptom of failure in this area, in the case of voluntary

groups, is a lack of attendance by members.

> If a social work group is to form, the major task for
> the members is to become oriented to the situation.
> Initial working relations with each other and with the
> social worker are established around the task of
> orientation.   In the process of intake, there was
> some orientation to the group experience; yet such
> orientation is not enough.   The principal orientation
> remains to be done in the group.   (Northen, 1969, p.118)

8.2   Worker activities and tasks

Sarri and Galinsky identify a number of worker tasks at this stage of
group life including the fostering of member attraction to the group,
initiating and supporting norms which facilitate treatment, defining
general purposes and limits within which members may develop their own
goals, and the maintenance of an open, flexible leadership structure.

At this level the group worker operates essentially as central
person in the group.   Through his position of power and expertise,
and having formed the group, the members tend to look to him as the
"psychological core" of the interaction process, and he has the
necessary power to be able to influence group development in the desired
direction.

'The task for the social worker is to become oriented to the
developing group and to take leadership in the establishment of
relationships and the process of orientation'.   (Northen, 1969, p.118)

8.2.1   Fostering attraction to the group

> Sarri and Galinsky (1974) assert that the worker is able to
> foster attraction to the group through assisting group members
> in their search for common interests and values, through his
> relationship with group members and his use of mutually enjoyable
> and therapeutically useful activities.

> New members usually experience ambivalence and come to the
> group with fears and hopes, wanting the experience and feeling
> anxious about it.   They can be expected to be sensitive to cues
> of acceptance or hostility, interpreting the responses of others
> in terms of their own needs, insecurities and hopes.   The worker
> strives to provide the new members with support, interest, warmth

and sensitivity to their individual needs, as well as motivate
a selection of change goals and a belief that these are attainable.
Through courtesy and interest he seeks to develop trust in himself
and then to help members in learning to trust each other,
empathising with their fears and acknowledging the situation as
a new and uncertain one.   Northen (1969) and Vinter (1974) agree
that the personal characteristics and qualities of the worker
influence the development of the worker-group relationship.   He
is able to show competence, resourcefulness, warmth and interest
to individuals, modeling suitable interactions in the group for
other members from this early stage.   He has a central role to
play in the formative stage of the group in this respect.
Northen (1969) warns the worker to xpect personal questions at
this stage as members try to ascertain his background and
motivations, and to try to get closer to him psychologically.
She advises that the group worker overcome possible fears of his
power status, by interacting 'normally' with members rather than
as some 'abstract being' from the agency, and by making it very
clear that he respects their rights to express their feelings
openly without fear of being exposed external to the group, unless
he tells them about it first.

As central person in the group the worker is able to model
attitudes of hope, warmth, concern and openness in the group,
building up positive member relationships not only with himself,
but amongst each other as well.   In addition he 'facilitates
and enhances commonality among members, including shared recog-
nition of their common difficulties'.   (Sarri and Galinsky,
1974, p.79)

8.2.2   Facilitating the development of group norms likely to enhance treatment

When the worker and members first meet in the group there may be
mutual disparity about expectations over rights, responsibilities
and base rules governing behaviour within the group.   These
matters should be discussed and clarified and efforts made by the
worker to seek mutuality of expectations between himself and the
group.   Patterns of participation and the mechanics (who, when
and how) of communications, as well as the nature and length of
ser ice should be clarified.   Northen (1969) warns that

discrepancies in attitudes which are not resolved at this
early stage may result in an early breakdown in the group.
She cautions the practitioner to be aware of cultural influences
in client expectation of service, pointing out that middle class
clients tend to expect introspective, reflective discussions of
a sophisticated nature while lower class clients tend to expect
the practitioner to be active, direct and supportive and to
achieve 'quick results'.   Sarri and Galinsky (1974) emphasise
that often norms prove difficult to modify at a later stage in
group life, and feel therefore that the worker should use his
influence to initiate, support and stimulate norms in line with
his objectives early in group life.   They warn, however, that
while suppressing norms which may have negative implications for
goal achievement the worker should be aware of possible dangers
he may be establishing in his relationship with group members,
which may be subversive to treatment goal attainment.

8.2.3 Defining general purpose and limits within which members may develop their own goals

Northen (1969) has stated that despite preliminary orientations
in the intake phase, it is in the group that this process should
be enlarged.   The importance and centrality of purpose in social
group work practice has been discussed earlier (Chapter 7, p.73).
It is essential that the group establish a reason for its exis-
tence in terms of the worker's goals and those of individual
members if it is to become a viable treatment medium.   Northen
(1969) notes that social workers are often too vague and unskilled
in stating purpose, for example, 'I'm here to help', is nonspecific
and has omnipotent overtones.   Purposes direct group activities
and tasks and should be stated in terms of hoped for end goal
attainment to elicit member motivation and give direction to
their thoughts and expectations of the service.   Member responses
are important in this regard and should also serve to shape group
and individual goals.   In essence while being explicit, group
purpose should be stated generally enough to allow individual goal
formulation as well - it is the worker's 'task to seek compatability
between his view of what the group needs and the composite of
members' motives'.   (Northen, 1969, p.127)

Schwartz (1971, p.15) is of the opinion that the worker should seek to develop an initial working agreement, which avoids ambiguity of purpose. He summarises the worker's tasks in this phase in the following manner:

(a) to make a clear and simple statement of why he thinks they are there, of their stake in coming together and the agency's stake in serving them;

(b) to describe his own part in the proceedings as clearly and simply as he can;

(c) to reach for feedback, for their reactions to his formulation and how his formulation squares with theirs; and

(d) to help them do whatever work is needed to develop together a working consensus on the terms of the contract and their frame of reference for being together.

8.2.4 Maintaining an open flexible leadership structure

While early group structures may be dominated by the more aggressive personalities with external status, prestige in the group usually grows on the basis of intragroup performance. To prevent an early rigidity of structure the worker tries to foster maximum participation by all group members, to allow for leadership potential to emerge in all participants in the group. At the same time he may reinforce leadership in the group which is likely to be supportive of group goal achievement and tasks, while trying to extinguish negative leadership.

8.2.5 Summary

In the formative stage of group development the worker is most active (Northen 1969, Sarri and Galinsky 1974). His tasks include recognising and clarifying feelings of uncertainty about the group, enhancing intragroup relationships, making the group attractive to members, stating purpose and responding to feed-back about it, initiating and supporting open leadership structures and norms which are facilitative of goal achievement, explaining membership choices and handling 'testing' behaviours by group members.

8.3 The research group: an analysis of process

Session 1

The worker opened the first session by explaining why he had formed the
group - that he was interested in helping group members improve school   88a
performance.   While informing them that the group was voluntary he asked
those who might decide not to remain to inform him of their wish to leave   88e
(the group).

He explained to them that he was a social worker and although
interested in their school work was not a teacher.   88b

When there was no response to his question of why members thought   86a
A4 pupils dropped out of school, the worker suggested there might be all   86b
kinds of problems varying from home difficulties, and a dislike of teachers
and subjects to the desire to earn money rather than study at school.

The worker stressed to the boys the group was theirs - his only demand   86g
was that they work some of the time together, the remainder being for
whatever games or activities they might want to do.   He said he wanted   88e
them to plan group activities together and not to feel compelled to do   87a
unwanted activities.   The group members confirmed that sessions should
take place at 2.00 p.m. on Tuesdays and Thursdays, and proceeded to show
the worker which soccer fields they could play on.   The worker elicited   88c
discussion as to whose permission was necessary to use the fields.

After asking the group members to complete a questionnaire he had
prepared, the worker elicited some discussion about which school subjects
were causing problems for them.   Some discussion followed about difficul-   88c
ties in learning Geography.   The worker asked group members how they   88c
thought they could learn better in the group.   The group suggested the
A4 worker ask them questions on their work, and the worker added the idea of
buzz-groups as learning aids.   The worker emphasised to group members that
the group should be a place where they could voice their lack of under-   87b
standing of anything, at the same time empathising with fears the boys   86a
might have of 'looking stupid' if they did this in class.   86b

To the boys excitement, the worker suggested a game of soccer.   86f
While waiting for John to bring the ball from his car, the worker
reiterated the group's purpose as being to help each other learn and talk   88a
A5d about problems in the classroom.   At this stage the group 'opened up'
relating stories about how Steve "gets clouted" by the teacher in class,
laughing as they did so.

A5c   After picking John and Harold as captains, the boys divided themselves
into two teams according to their seating in the classroom and proceeded
to play soccer for forty-five minutes.   There being an odd number, the   86e
worker offered to play, observing that he was not very good; Hector   86b
quickly added that he wasn't either, and to the group's laughter the
A5e worker joined in.   While the game was played in good spirit, the worker
noticed that Pierre was relegated to goals, and though replacing him once,   87c
Pierre soon ended up back there.   Towards the end of the game, a small boy
A5e (Lance) who had been watching the game, replaced Pierre in goals, Pierre
leaving the field.   The worker approached Pierre, who did not seem overtly
upset, reminding him that he was a group member and Lance was not.   A

A5e voice from the group suggested making Lance a member, but the worker said   87a
he was sorry but the group could only work well if it didn't have too many
members and it was already full.   Lance nodded his understanding and the   88d
group did not press for his inclusion. Gordon and Edward, and Graham
(sick) were absent from the group. Early in the session, Mr. T, a teacher,
brought Ivan to the group, despite a previous discussion with him as to why
Ivan had not been selected (see p. 81)   Mr. T was obviously determined
that Ivan be included in the group, and presented with the boy and the
teacher (who had told Ivan he had been picked for the group) the worker
felt he had little alternative but to include him.

Session 2

Owing to compulsory athletics practice, the boys were fifteen minutes late
for the group. Ivan, Pierre and Graham (sick) were absent. The worker
greeted Gordon and Edward as new members before showing interest in their
participation in sports day. The boys expressed confusion about Ivan's   86b
absence.

     The worker asked the members to tell Gordon and Edward about the group.   88c
The worker repeated and reinforced Harold's response that it was a voluntary
A5b group, and Bruce's that it was to do homework and have fun. Bruce added   86b
that they could also talk about problems and to the worker's question   88c
clarified these as school, home and teacher problems. The boys told the
worker that Mr. T had beaten Gordon and Edward for missing the first group
meeting and sports training. In eliciting discussion on this, the worker
empathised that it must be confusing for them to hear him say the group was   86a
voluntary and then have Mr. T beat them for being absent. He said it must   86b
                                                                                 86a
have made Gordon and Edward very angry to be made to come like that -   86b
Edward nodded and Gordon looked sulky. The worker reiterated the group's   88a
purpose and told them he had picked them as he thought the group could   88d
help them, but no-one should make them come. He asked the group what they
should do about the problem and after no response, offered to speak to Mr.   86g
                                                                                 88c
T if they decided they wanted to opt out of the group. While Gordon and
A5d Edward asserted they wanted to be group members, the group agreed that the
worker should speak to Mr. T. When the worker asked what he should say,
Tony responded "to stop hitting us". The worker reflected this obviously
made them angry, and added that it probably made them angry about coming   86a
to the group as well. Edward nodded, but the others remained quiet, and
the worker reminded them that the group was a place where they could talk   87b
freely if they were angry; somewhere to talk about why people got angry   88e
with each other, but not for fighting. He continued by asking for alter-   88c
natives to hitting by the teacher - Edward suggested extra homework. The
A5d whole group then discussed (with vivid descriptions) how brutal Mr. T was
to boys and girls in the classroom. After a whi.. the worker asked what
made Mr. T so angry he hit people, and the group quietened a little,
agreeing that it was when people talked in class or didn't do their home-
work. The worker reflected it seemed Mr. T only hit when people made him
angry.

     After a pause, the worker asked how the members thought such matters   88c
                                                                                 86g
should be handled in the group. Roberto and Edward suggested talking,
but had no alternatives if this "didn't work". The boys proceeded to

A5d   tell the worker how they preferred Mr. P's jocular teaching approach, but   88c
worked harder for Mr. T because "he hits first".

A5e   The group told the worker they only usually got homework on a Friday,
but that they did not want him to come on that day.   Some discussion
followed about ways of learning Geography.

The group played soccer for thirty minutes, an incident where Steve
kicked Harold defusing without rancour.

A5d   After the group session, the boys hung around suggesting other games
they could play in the group and asking the worker to obtain these games.
The worker suggested it was their group, and following a reflection that   86g
the group should try obtaining its own things, enthusiastic discussion
followed about forming their own soccer team, raising funds and buying
team shirts.   Before leaving the worker complemented the group on its   86g
enthusiasm and ability to talk about things.   87b

A5e   Earlier a boy had tried to join the group but Roberto had told him
it was not his group and he left.

Session 3

At the commencement of the session, several bigger, older boys - Petrus,
Samuel and Paddy - joined the group.   When the worker apologised
saying there was no room for them, Petrus and Samuel left but Paddy
remained.

A5e   The worker focused some discussion on group membership, members
expressing that the group was big enough at present (twelve members).   88d
However, the worker observed Ivan winking at Pierre and tilting his head
toward the door - the obvious message was for Pierre to leave the group.
The worker interrupted the non-verbal message by asking Ivan what the   88c
group was for - Ivan replied "to help with homework".   Pierre said "to
help us out" but when the worker tried to help Pierre expand on this,
the other boys laughed and the worker realised he had made the mistake   89b
of exposing him in an already hostile atmosphere.

The worker then said he had noticed that surreptitious messages were
going on in the room and that they seemed to be trying to tell someone   89b
A5b   something.   After a silence, Ivan said they always 'played' with Pierre
in class - the worker reminded him that this was not the class, it was
this group.   After a further silence Ivan and Harold said the group was
to help each other, and Edward added "to make us happy and not turn our
A5b   back on a friend".   The worker repeated and clarified these statements.   8da

The worker then asked what the group would do if they didn't want   88c
A5a   someone in the group - Tony said "chase him away" but Edward disagreed
A5e   saying "talk to him".   When the group tried to tell the worker he would
have to "say things" to such a boy the worker reflected that it was their   86g
job.   The boys were flummoxed.

The worker reiterated the group's purpose and how he picked eleven   88a
88d
members for the group - and then asked what would happen if they all   88c
brought friends.   It was agreed the group would be too big.   The worker
then tried to refocus the group on the problem of the rejected isolate   89b

trying to elicit discussion, and involving Ivan in a role reversal of   B8c
how it felt to be asked to leave the group because someone else wanted   B6b
to be in it.   After initial hesitation, group members said that if they
were in such a position they would feel "sad", or "heartbroken".   All
agreed that boys who were not liked could not be very happy.   The worker
asked if telling such a boy to leave the group would be the right thing
to do, to which Steve responded that they should all like each other,
tell each other what they were doing wrong and not throw anyone out of
the group.   The worker positively reinforced this opinion by agreeing   89d
with it at length.

The worker then elicited some discussion to the effect that telling
someone the group was full and he couldn't join, was not telling him they   B8c
                                                                              B6b
didn't like him - to help Paddy understand why he could not be a member,
and help the group reject him as a member.   Ivan and Tony moved the   B8d
discussion to absenteeism asserting that a member missing a few sessions
should not be allowed back - John objected.   The worker reminded Ivan
he'd been absent the previous session and asked what would have happened   B6g
                                                                              B8e
if he'd been sick for this one.   Heated discussion followed amongst group
members and they eventually resolved that in such cases the absentee
should be asked if he wanted to continue with the group, and then a
decision made by the group.   .

The group began to talk about whether Graham S and Gordon should be
group members, adding that Gordon would be beaten if Mr. T learnt about
his absences.   The worker informed the boys he had spoken with Mr. T who   B6b
had informed him that Gordon and Edward had been beaten for failing to
attend sports practice, not the group.   There would be no beatings for
absenteeism from the group.

After further discussion all the boys said they wanted to be in the
group, and the worker said to Paddy that he was sorry but the group was
full, adding that he had allowed him to stay in the group so that he could   B8d
understand the matter of being a group member.   Paddy would not go and
the worker finally had to ask him to leave.   Whilst he was there all the
boys said they wanted him in the group, but after he had departed it became
apparent they did not really wish him to be a group member.   The worker
asked who they would like to ask to the group, acknowledging that they had   B8c
friends outside the group - the number rose to seventeen which all the mem-
bers agreed was too big for the group.   Paddy did not feature in their
list.

The worker then explained he had picked only boys aged thirteen to
fifteen, leaving out younger or older boys.   Harold followed by others   B8d
said this was good as the older boys bullied them, and they agreed amongst
themselves that any future members must be thirteen to fifteen.

John asked if the group would continue in 1979, but the worker answered   B8d
that it could only go on to September, although he would still work in the   B16a
area and come to see them afterwards.   The group moved discussion to means   B18a
of fund raising, Ivan leading the planning for film evenings and raffles.
When it became clear that they wanted the worker to do most of the work, he
reflected back to them that it was their group and they would have to make   B6g
arrangements for it although he was willing to play his part and help.   He

a-ded that he had the use of a Kombi which they could use for a soccer
match in Eldorado Park. This heightened excitement as the group made

A5d 'team' plans, pondered how to get shirts, cool drinks, etc. Discussion
reached a level of chaos, everyone shouting ideas regardless of others.
After about five minutes of this, the worker who was recording the session,
played the tape back to them, asking what they thought of it. Tony said   B8c

A5e "like animals crying", Steve, "like mad people" and another "like a   B8e
gambling school". The worker asked how improvements in discussion and

A5c decision making could be made - Edward and Ivan said they should all
take turns speaking and control the process themselves rather than the
worker having to shout or scream.

The boys were undecided about whether to have a group on the public

A5d holiday but Harold said it was all or none - "it's a group, man".

Before playing soccer Steve was teased as a thief - he started crying.
Harold said "he has a small heart" but Tony and Hector defended him as   B9b

A5d having changed, Tony apologising to Steve in an embarrassed fashion.

During the game, Pierre was subject to some teasing, being clumsy and
having no 'ball sense' but the boys were so excited they were oblivious to   B9b
the worker's suggestion that it might be an idea to coach rather than
tease him.

Session 4

Tony and Pierre missed the morning of soccer. At the end of the game the

A5c worker suggested the boys look after the ball as it belonged to the group.   B6g
After some excited discussion, John took charge of the ball.

8.4 Evaluation of practice

(a) Diagnostic information gathered during the formative phase of group life

The worker formulated diagnostic impressions of the group through

(i) observation; and

(ii) the administration of a questionnaire in Session 1.
(appendix E)

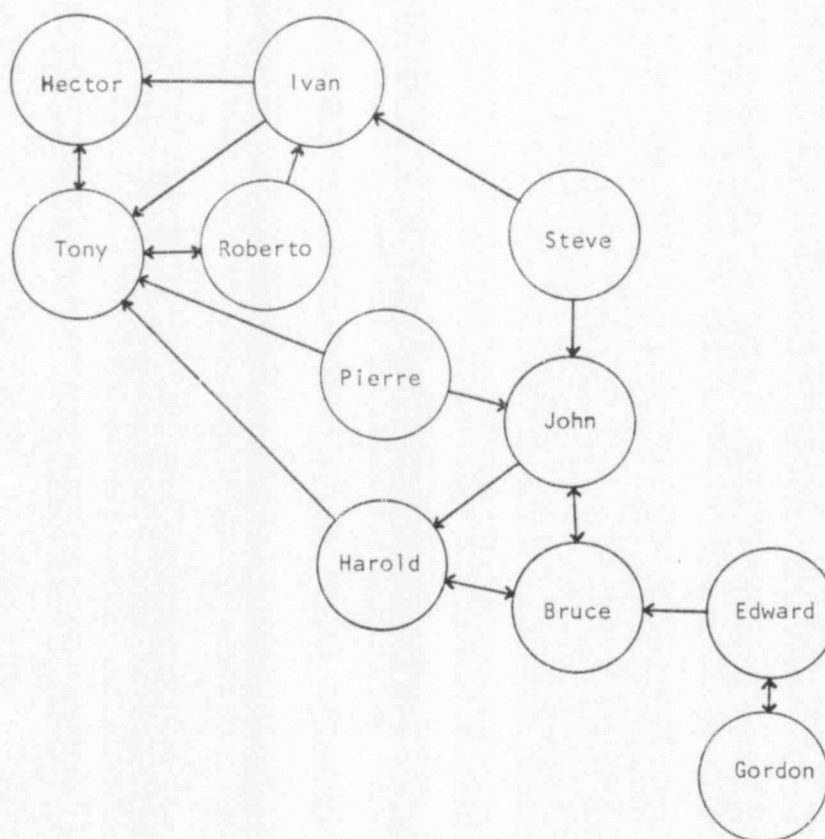The questionnaire enabled compilation of a sociomatrix.

Figure 7:   Sociomatrix of experimental group compiled in session 2

Possible subgroups indicated in the sociomatrix were those
comprising Tony, Hector, Ivan and Roberto and then Bruce, John and
Harold.   While completing the questionnaire the boys sat in these
general groupings, Steve joining Bruce et al, and Pierre sitting alone.

Possible leaders in the group as revealed on the sociomatrix
were John, Tony and Bruce.   John had shown himself as eager to please,
fetching the soccer ball from the car (session 1), popular, being
picked as a team captain (session 1), more moderate than his peers in
deciding on group membership (session 3), and willing to take respon-
sibility, such as for the ball (session 4).   Notably other group
members were agreeable to him taking this responsibility.   Tony was
identified by his peers as being a 'naughty boy' (session 3), one of
the first to tease Steve, but also quick to apologise (session 3).
Bruce was quieter than John or Tony, but exuded a "cheekiness" despite
his size and possessed the important ability in the group of being a
good soccer player.

During group discussions (sessions 2 and 3), Ivan and Harold
showed dominance and were often outspoken, Ivan in particular showing
creative drive in organising fund raising in the group and tending to
overwhelm his peers with his vehemence.

Possible isolates and scapegoats on the sociomatrix were shown
to be Pierre, Steve, Gordon and Edward.   Of these Pierre and Steve
were the butt of group teasing and hostility from the start.   Pierre
was nicknamed "Cookie" and was a small clumsy boy who the members
constantly tried to eject from the group (sessions I and 3).   When
Lance tried to join the group (session I) he chose to replace Pierre,
and when the group was undecided about Paddy joining, it was again
Pierre who received a clear message of 'leave', to make room for Paddy.
Steve was identified early as a 'naughty boy' in the class
(sessions I and 3),   and was teased (session 3).   However, no
observable pressures were put on him to leave the group.   Notably
both these boys in their sociometric choices of liking in the group
chose others with leadership qualities - Tony, Ivan and John.   In
addition, these nominations were in two subgroups, almost as if keeping
options open for friendship in the group.   (At a later stage the
worker ascertained Steve was related to Ivan, which might have influenced
his sociometric choice).

Possible reinforcers for a behaviour modification program were
revealed to be soccer, sweets and fruit and the boys indicated they
received pocket money to be able to contribute towards group
activities.

Subjects revealed as 'problems' included English, Afrikaans,
History and Geography.

Attitudes to teachers were characterised by dislike and fear,
originating in teachers hitting and bullying them.   The boys recognised
causal factors/behaviours on their part which elicited these responses
from teachers.

(b)   Fostering attraction to the group

The analysis of group records shows that the worker displayed interest
and warmth in group members, was sensitive to early feelings of
insecurity in the group, emphasised the voluntary nature of the group
and made efforts to involve members in discussion and decision making
to help them feel the group was theirs.   In addition, he was 'tuned
in' to their interests, bringing a soccer ball to group sessions.   The

verbal interaction of group members increased over the first three
sessions, the worker not having to lead the group as much as these
sessions passed.   This revealed a growing group bond, which was
heightened through the use of soccer, not only in group sessions,
but also as a possible outing in a match against other community
groups.

Growing group interaction, worker sensitivity to group members
needs, and his use of program combined to make the group attractive
to its members.

(c)   Facilitating norms likely to enhance treatment

From session I the worker modeled interactive processes in the group,
encouraging members to speak their feelings.   He encouraged Edward
and Gordon to express their anger and sought group alternatives in
social control situations (session 2).   Discussion as a decision
making/problem solving method was reinforced in the membership problem
(session 3).

The worker also initiated and reinforced self-sufficiency amongst
group members reflecting tasks back to them (session   3) and giving
the ball to the group to look after.

In addition, through his own behaviour he modeled attitudes of
concern for individuals, especially scapegoats (session I and 3).
Group responses of mutual aid were reinforced with praise.   Finally,
he initiated norms of order in group process, using a tape recorder
to feedback group decision making processes to members and eliciting
discussion on this point.

(d)   Defining general limits and purpose in the group

The worker constantly reiterated his purpose and role in the group and
elicited group feedback on these (sessions I, 2 and 3).   He used
group purpose as a means of defining criteria for group membership,
thereby increasing members' feelings of belonging in the group, and
group bond (session 3).   In addition, he used group purpose to
elicit expressions of mutual aid in a strategy to deal with the
scapegoating and rejection of Pierre in the group (session 3).
Purpose for the group at this early stage provided the worker with a
solid base and framework within which to make decisions and intervene
in difficult areas of group life.   Without purpose and a rationale
for group origin initial meetings might have proved vague, undirected
experiences for members, lowering group attractiveness.

> The purpose of a group - why it is formed - is the
> principle element to be defined ... If a group leader
> has not thought clearly about purpose, he will find
> himself drifting with the group into irrelevant,
> unproductive, and meaningless areas, into confusing
> situations and shaky operational patterns ...
> (Tropp, 1968, p.271)

Purpose enabled the definition of limits around membership as well
as the norm of talking in the group.

The importance of purpose has been summed up by Bandura (1969)
as follows:

> Often the principal aims of social change enterprises
> are never clearly articulated, with the result that
> programs remain directionless or offer learning
> experiences that are selected fortuitously by personal
> preferences of the change agents rather than
> specifically for the needs of the recipients ...
> broad objectives are specified only in terms of ill-
> defined hypothetical states (rather than behavioural
> outcomes) which furnish little direction for selection
> of appropriate methods and learning experiences.
> (Bandura, 1969, p.70)

(e) Maintaining an open, flexible leadership structure

As indicated in the literature, more dominant persons had adopted
leadership roles at this stage (Harold and Ivan), but the sociomatrix
and group process did not reveal these to be rigid or to require
intervention.   The group had already given acknowledgement to
Bruce's social leadership qualities in the group.   Tony, while
popular in the group, was suspected to carry status from external
factors, as he was relatively quiet in the group.

Summary

The group moved quickly to a degree of cohesiveness and an open struc-
ture, after experiencing some disagreement on the matter of membership.
The fact that the group was chosen from an already longstanding
population - the classroom - probably assisted in this development.

(A) CHARACTERISTICS OF A NEW GROUP		(B) WORKER ACTIVITIES	
Group members anxious, self cons- cious, uncommitted to any purpose	A4	Fostering member attraction to the group	B6
Group quasi-structure emerges:	A5	- being sensitive to members ambivalence and insecurity	B6a
- dominant aggressive individuals adopt leadership roles	A5a	- showing support, warmth and interest to members	B6b
- members seek compatible goals, values, norms	A5b	- handling personal questions	B6c
		- motivating change goals	B6d
- structuring tasks and activities; taking responsibiiity for the group	A5c	- modeling attitudes hope, warmth, enthusiasm	B6e
- commonality, cohesion and group attractiveness grow	A5d	- use of program activities	B6f
- group membership and structure are clarified and tested; limits defined	A5e	- making the group the members'; involving members in discus- sion and activities and fostering responsibility for the group	B6g
		Facilitating development of norms likely to enhance treatment	B7
		- clarifying rights, responsibi- lities and rules governing behaviour	B7a
		- clarifying communicative expec- tations, norms and processes	B7b
		- modeling suitable behaviours and interactive processes	B7c
Figure 8: Fold out summary of group characteristics and worker activity in the formative phase of group life: analysis sheet		Defining general purpose and limits within which members can develop their own goals	B8
		- clarifying worker goals for the group	B8a
		- clarifying worker function in the group	B8b
		- reaching for feedback: eliciting discussion on common purposes, tasks, and problems	B8c
		- defining limits to goals and group structure	B8d
		- defining limits to behaviour	B8e
		Maintaining an open flexible leadership structure	B9
		- identifying group leaders	B9a
		- identifying other member roles in the group	B9b
		- fostering maximum member interaction	B9c
		- reinforcing positive leadership	B9d
		- extinguishing negative leadership	B9e

Figure 8: Fold out summary of group characteristics and worker activity in the formative phase of group life: analysis sheet

INTERMEDIATE PHASE I AND REVISION:

BUILDING A VIABLE AND COHESIVE GROUP, AND MAINTAINING THE
GROUP THROUGH REVISION

CHAPTER 9 - INTERMEDIATE PHASE I AND REVISION: BUILDING A VIABLE
AND COHESIVE GROUP, AND MAINTAINING THE GROUP THROUGH
REVISION

9.1 Characteristics of groups at intermediate and revision phases

Northen (1969) states that following the formative stage of group develop-
ment in which members' behaviour tends to be passive and conventional, a
period characterised by tension and unrest occurs. She asserts that group
members begin to explore the group in relation to their own expectations,
to establish their differences and similarities, and after a period of
ambiguity and conflict, to modify their perceptions of the group and
develop their own group with which to identify. A group that is more
cohesive than earlier emerges through a process of testing, conflict,
competition and resolution of leadership roles. Sarri and Galinsky (1974)
term this process, revision. These authors, however, are of the opinion
that revision occurs after or during a stage of development they call
intermediate stage 1. This stage is characterised by a moderate level
of cohesion and increasing interpersonal ties in the group as well as the
emergence of more specialised roles. Task and socioemotional leaders
become more clearly identifiable, cliques and subgroups begin to form and
there is increased involvement in goal directed activities. At the same
time the group starts to acquire values and norms of its own and develop
social control mechanisms (sometimes overzealous) in conjunction with the
imposition of sanctions to maintain these norms. Pressures towards
uniformity and consensus in the group with occasionally harsh sanctioning
by the group members are clearly apparent, and norms and values peculiar
to the group emerge, some through a process of testing and others through
common group experiences.

In short a group has to deal with its own problems of structure
and functioning, in terms of membership, leadership, values, norms and
operating procedures, before it can proceed as a unit to deal with its
goal oriented tasks. Inherent in its efforts to build itself into a
viable goal achieving unit are periods of evaluation and testing of
appropriate behavioural limits which may produce interpersonal tensions
in the group, reduce satisfaction with the group and result in drop
outs. If the group manages to proceed beyond these stages, it is

likely to do so as a more cohesive, structured unit capable of concentrating its energies on goal attainment.

9.2 Worker activities and tasks

Northen (1969) and Sarri and Galinsky (1974) have specified a number of tasks for the worker to assist groups through this phase of development. These include fostering interpersonal ties among members, planning program activities, the assessment, support or revision of leadership structures in the group, engaging members in decision making processes concerning the group (developing effective operating procedures), mediating group sanctions (regulating conflict and tension in group) and supporting norms and values facilitative of treatment goals.

This stage of group development was of diagnostic importance in the research group, the writer observing individual behaviours during study periods, identifying those inhibiting or promoting effective learning, drawing up schedules to score those behaviours and then recording them in a baselining process prior to the introduction of a token economy.

This stage of group development lasted from sessions five to twenty-six in the research group, most of which contained process relevant to the present study. From the process records the writer has selected significant events in the overall process of the group for purposes of illustration.

9.3 Program

The writer perceives the most important single function of the social group worker in this stage of group development as being that of program planning. Trecker (1971) has observed that 'program in social group work has come to mean anything and everything that the group does to satisfy its interests' and includes 'the entire range of activities, relationships, interactions and experiences - individual and 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'. (Trecker, 1970, p.142). Douglas (1976) has defined six

types of group activities - play, drama and role play, talk, movement,
work and total community activities - covering the broad range of
program which may be used by the worker and group toward group goal
attainment.   There appears to be general agreement amongst social
group work authors that the 'social group worker regards program as a
means, never an end ... the means through which the members achieve
personal and social growth' (Wilson and Ryland, 1949, p.73).

In spite of this broad agreement, some controversy has arisen
between social group work theorists over the nature of program and
the group worker's role in its use.   Shulman (1971) in rejecting the
diagnostic/treatment role of the social worker in his transactional
approach perceives activities as important not for any specific inherent
qualities they might be hypothesised to have, but rather for the ends
to which clients use them, program being essentially a medium of
exchange between people.   Rather than being an arbiter in the process
of choosing program media to meet client needs, Shulman sees the group
worker as a resource for members' choices of activities to meet common
needs.   In essence Shulman (1971) believes that only the group members
can really identify group needs, and that they can only work towards
meeting them if they feel integrally involved in the work process.
The worker cannot assume responsibility for identifying or 'prescribing'
ways of meeting group needs - that is the group's responsibility.   He
sees the worker's task as that of presenting ideas for program, which
may be rejected in the same way as other members' ideas, and helping
members identify common ground, and obstacles to work as well as
improving communications in the group for work purposes.

Vinter (1974), on the other hand, sees program as a means of
indirect influence in the group process which may be used to help
members achieve desired goals.   'Since the practitioner may determine
the choice and quality of group activities, he may thereby influence
both participants and group processes' (Vinter, 1974, p.233).   He
acknowledges that there are problems in selecting specific activities
to meet particular member needs but feels that the worker has a
responsibility (through his training and skills) to try and select
activities with maximum impact in a desired direction.   While not
providing a specifi set of conditions for which certain activities
should be used to meet certain needs, Vinter (1974) and Whittaker (1974)
present a framework of guidelines to assist the group worker in his use
of activities.

Vinter (1974) notes that every activity takes place in a physical setting, involves requisite constituent performances and evokes respondent behaviours, and is of the opinion that the group worker in choosing any activity should evaluate what physical circumstances and member skills are necessary for that activity, as well as the sort of responses that might be evoked by it and for what purposes he needs to evoke such responses. In considering such questions he should give attention to the following dimensions of activities: their prescriptiveness, controls required for their performance, provision for physical movement, competence required for performance, provision for participant interactiveness and the activity reward structure.

Whittaker (1974) adds that individual variables such as members' skills, motivations and self control, and group variables such as the group's homogeneity/heterogeneity, cohesiveness and mood, should be considered in program planning.

Whittaker (1974) adds that the worker's enthusiasm, and timing and sequence of activities are often keys to their success, and advises that activities should be ended on high points, that the worker be involved in the activities and that he should try and avoid initiating activities that he cannot do himself. A key to successful use of program is flexibility to the needs of the group.

In the present study, program comprised two main areas, both of which carried important diagnostic information: task behaviours, involving efforts by the group members to study while the worker observed and baselined behaviours, and social processes wherein the worker identified and intervened in various member roles, such as leadership and scapegoating, as well as communication and decision making processes. In practice these two aspects of group process are inseparable, Feldman and Wodarski (1975) in reviewing the work of Bales and Strodtbeck noting that 'positive socioemotional relations enable members to work co-operatively and productively; successful goal attainment conversely contributes to heightened satisfaction and interpersonal attraction among members'. (Feldman and Wodarski, 1975, p.19). The worker used program in the research group in the following manner.

9.4 Task activities and processes in the group

The worker realised that as group members had already been in school during the mornings, the necessary group task of study during the afternoon group sessions would probably not be very attractive to group members. In addition, owing to the low interactiveness of the task, some frustration and fatigue was likely to result. Two possibilities existed - to make the task more attractive or to make the group attractive to members through coveted activities. The worker tried to use both possibilities, by trying to make study in the group stimulating and interesting, and by providing time in each group session for participation in activities chosen by group members.

Vinter (1974b,p.30) has observed that group workers through their high valuation of client self-determination have been strongly oriented toward democratic leadership and governing procedures in their groups; a permissive approach in guiding groups toward goal achievement having resulted. He warns against such a generalised approach, proposing that differences in treatment goals and group members' characteristics 'warrant deliberate variations in the degree of autonomy granted each group, in its procedures and formal organisation, and in worker control practices'. (Vinter, 1974b,p.30). He adds that the worker may vary the areas in which groups have autonomy, as well as the degree of self determination. Arguments by White (1971), Bandura (1969), and Fischer and Gochros (1975) point to the crucial importance of the deprived child succeeding at school (see Part I). Bearing this in mind the worker had approached the members with the idea of a group to try and improve study behaviours. As a result the worker regarded it important to keep the group aligned to meeting this goal - by making tasks interesting and stimulating, by confronting the group with its attempts to evade work in the group, and by providing suitable reward systems to stimulate work in the group. At this stage of group life, while baselining procedures were being followed, reward systems (soccer games) were used merely to enhance group attractiveness and to provide opportunities for social growth among members; in the next stage (Chapter 10), they were directly related to work in the group in a token economy.

In effect the worker retained significant control in the group in keeping it aligned to task activities, and defining basic group purpose. In addition he had controlled group composition. However,