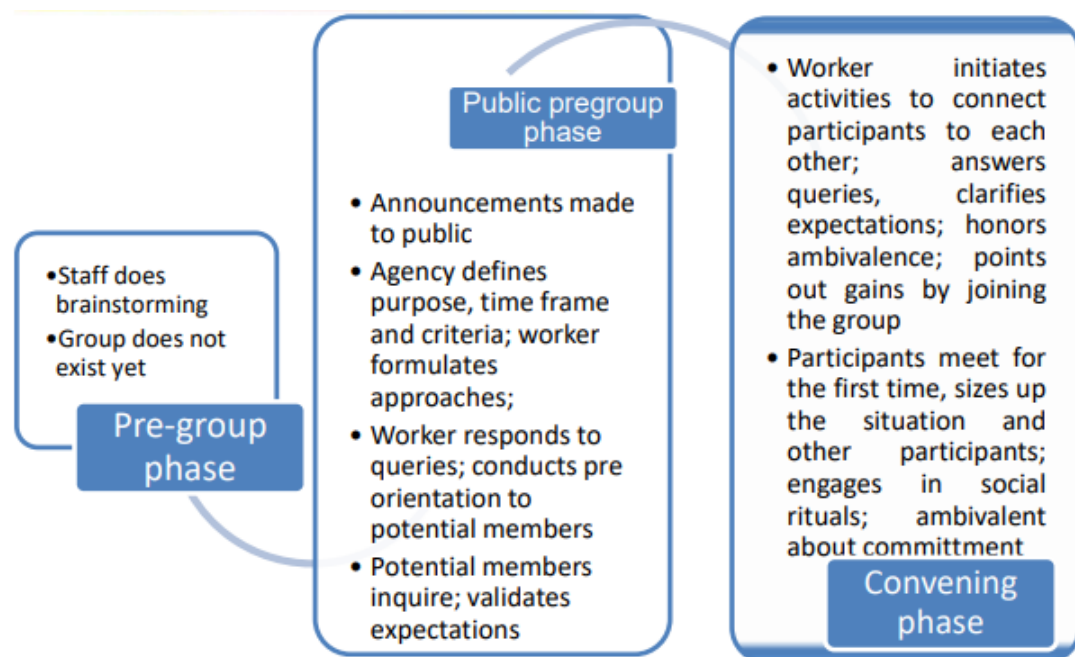


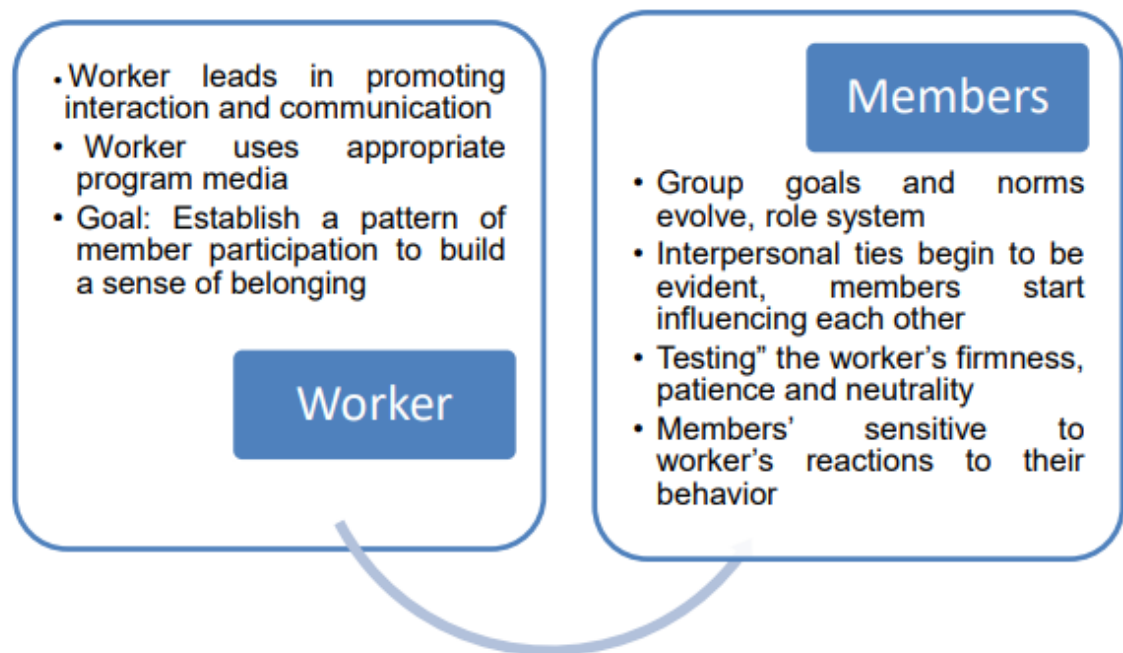
Phases of Group Development and Social Work Helping Process

- a. Groups are changing, dynamic and have a life of their own. It is natural for groups to undergo phases as part of group development. Social workers engaged in helping groups will find knowledge of group phases very important. Knowledge of phases of group development enables her to recognize and guide from the start to end of groups' existence. The knowledge provides her with diagnostic clues per group phase, predict certain events that can occur, plan appropriate interventions, avoid confusion and insecurity and alert her to processes observed at each phase.
- b. Conceptions of group phases vary among authors, Hartford, Garland, Jones, Kolodny, Schutz, Thelen, and Henry but a beginning, middle and ending phases are common to all. The movement is not linear and not clearly demarcated. Not all social work groups pass through all the phases as in the case of drug addicts in a rehabilitation center. Because these groups are already in the center, they do not have to go through the pre group phase and move to group formation. Margaret Hartford's formulation of the five phases is discussed here.

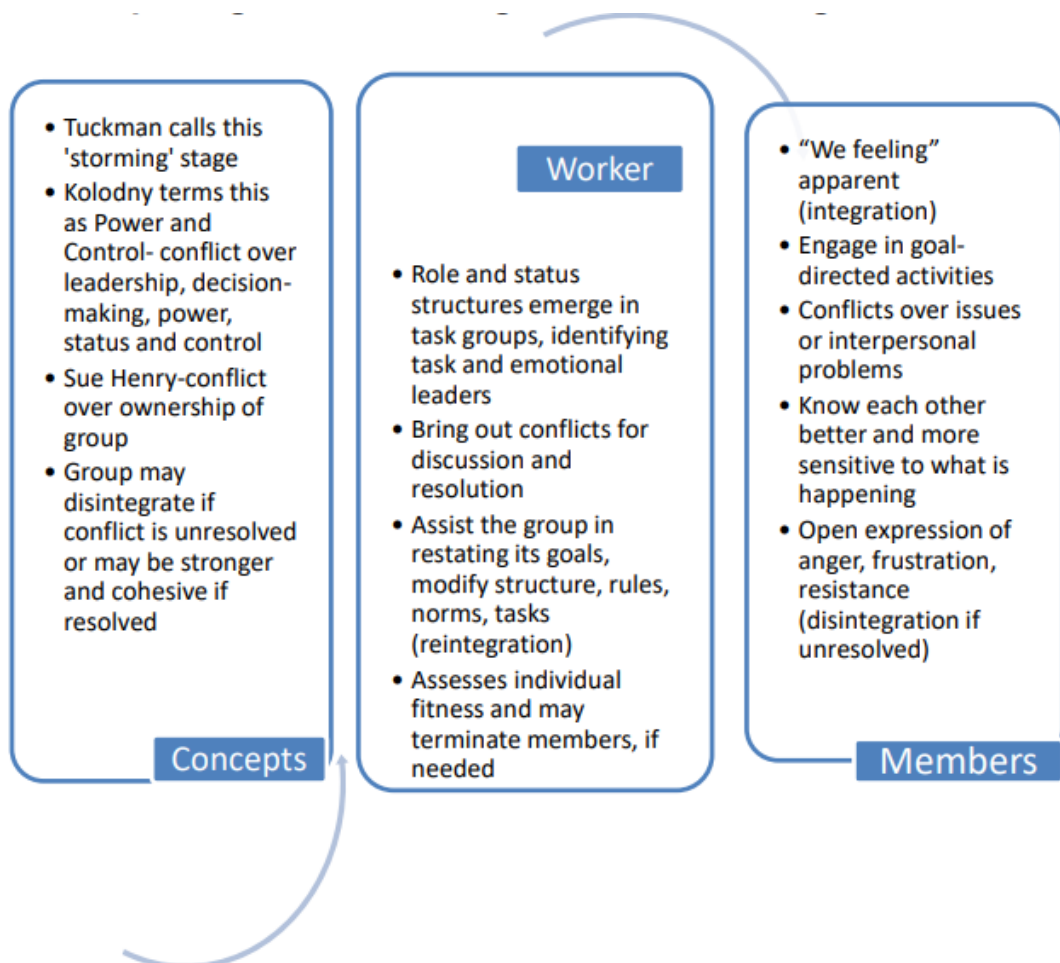
1. Pre-group Formation



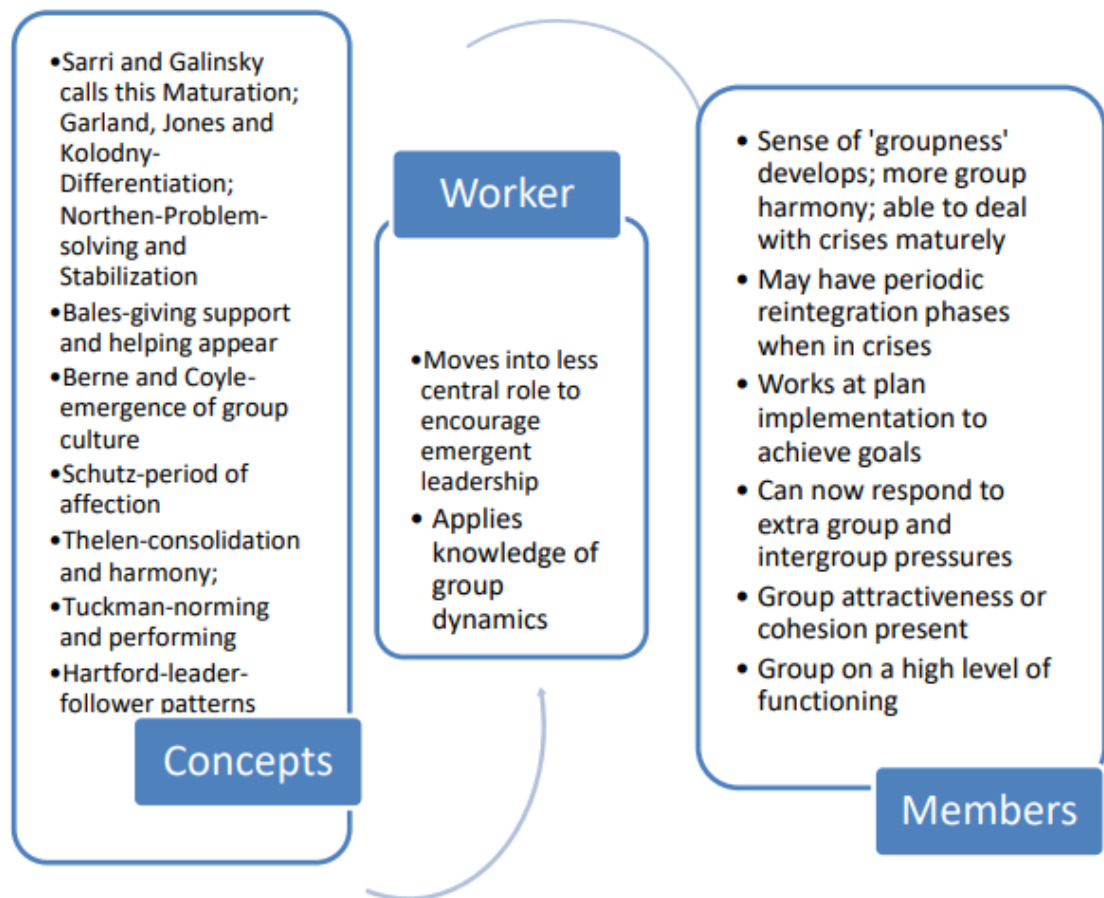
2. Group Formation Phase



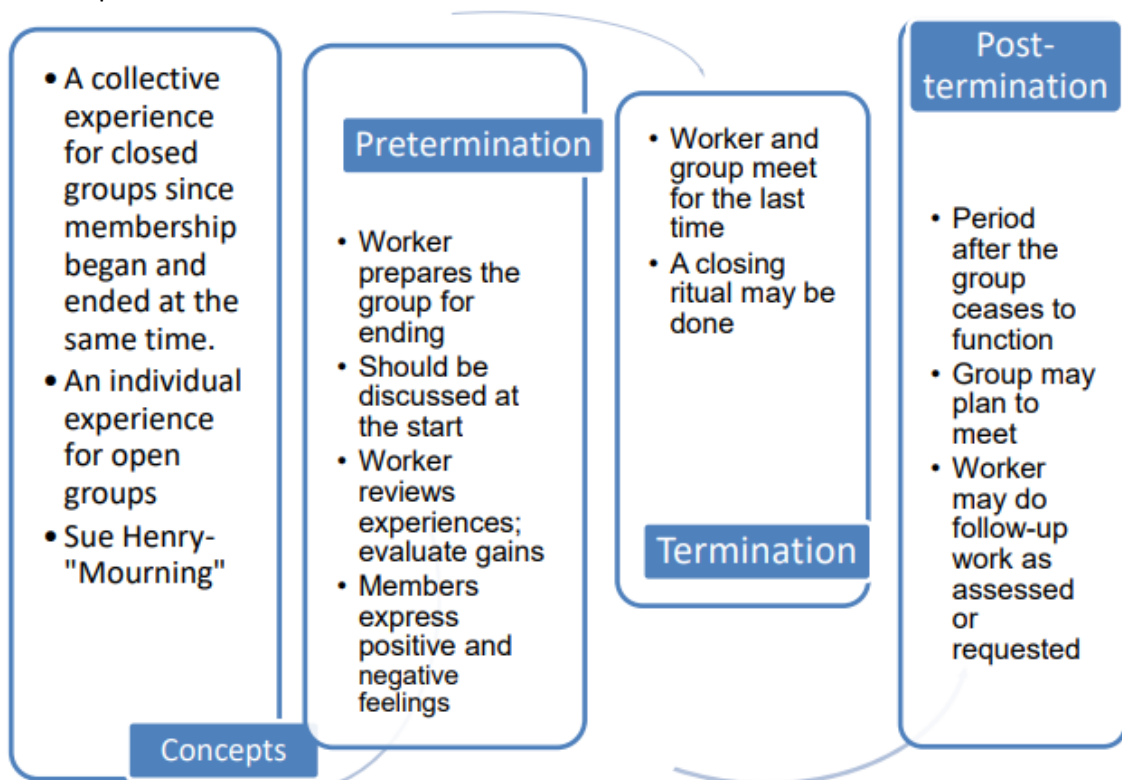
3. Group Integration, Disintegration, and Reintegration Phase



4. Group Functioning and Maintenance Phase



5. Separation Phase



c. Garland, Jones and Kolodny's Phases of Group Development

Stages/Phases	Character of group system	Character of member behavior	Member and collective tasks	Tasks for social workers	Skills of the social worker
Pre-affiliation	<ul style="list-style-type: none"> the Group qua group is non-existent and therefore is a source of stress rather than support to members. The work of the group is unknown and the focus ambiguous The group is without structure and norms. A climate of trust has yet to be developed Rules of behavior are individually rather than collectively determined. There are individual rather than collective relationships 	<ul style="list-style-type: none"> Members are unable to see a strong connection between their troubles and the troubles of others thereby increasing a sense of uniqueness and isolation They have little connectedness and mistrust each other as well as the worker. Mistrust of the worker is based upon previous relationships with authorities. Indirect communication with an approach-avoidance pattern in relationships predominates Strong societal taboos and norms militate against intimacy and sensitive areas of work. Members are uncertain about their ability to handle the demands they imagine will be made upon them 	<ul style="list-style-type: none"> In this initial phase there is a need to develop a collective, specific idea of the work of the group based upon the connection between their need and agency service, whereby individual stakes can be located within the collective agreement Members must establish an initial division of labor between the worker and themselves so potential benefits and obligations may be more clearly understood The development of an initial structure for work and a culture in which authenticity and honest communication is the norm becomes important. 	<ul style="list-style-type: none"> The primary task of the social worker, in the initial stage is to clarify purpose and to arrive at a contract with the members as to the terms of their relationship and the focus of work As components of this primary task the worker is called upon to tune in and develop a preliminary understanding of what the members may be bringing to this experience. She/he is expected to help define the division of labor between the worker and the members in which respective roles are portrayed She/he is further expected to contribute to the development of a working understanding among the members as to the terms of the contract highlighting the relationship between members' individual 	<ul style="list-style-type: none"> To offer a clear uncomplicated statement about the mutual stake between agency and clients in coming together To generalize client need in an effort to establish connections among group members To partialize client need, making concerns understood in their specific meaning To develop receptivity to veiled client communication by responding to non-verbal and oblique expression To reach for feedback To encourage specificity in discussion and call attention to cloudiness of expression To translate covert messages

				stakes and the stake of the group as a whole	
Power and Control	<ul style="list-style-type: none"> • The group changes dramatically during this stage, moving from a kind of formless, ambiguous entity to a unit with primary concerns about power and control • The group is at its most vulnerable and the potential for dissolution looms the greatest • Rules, norms, and status are as yet undefined and there are few guidelines for the difficult work which must occur if the group is to survive • The group becomes polarized over affective and task issues and is principally divided over the authority and competence of the worker. Polarization threatens its very existence. The atmosphere becomes charged with feelings and ideas expressed in strong terms 	<ul style="list-style-type: none"> • Members are slowly becoming drawn into the group. Ambivalence among members intensifies as the group becomes a possible source of satisfaction. As this potential increases, criticism of the worker also rises as members begin to slowly understand that if they risk involvement they risk potential disappointment • Members become increasingly impatient and critical of each other, differing on the operation of the group. Status differentials among members become important • Members become competitive with regard to the support of the worker, whose protection is needed and feared due to the inherent dependence • A sense of confidence in the worker feels imperative, yet difficult to achieve, at the beginning of this stage. Members 	<ul style="list-style-type: none"> • To further develop into a mutual aid system • To "resolve" its relationship with the worker sufficiently to allow it to move on to the work for which it is gathered 	<ul style="list-style-type: none"> • The worker must help the group develop an effective mutual aid system including: a multiplicity of helping relationships, recognition of obstacles and challenges to mutual aid, firmly establishing the common ground between the individual and the group, conveying faith in the group and a vision as to the possibility of change Developing a structure for work is an integral part of this mutual aid system • Engage the challenge to his/her authority, challenge obstacles to engaging the power of the worker, help the group resolve his/her power and develop sufficient trust so that the true work of the group can proceed 	<ul style="list-style-type: none"> • Skills used during this stage highlight the intimate balance between the group's affective and instrumental tasks • Affective skills include: encouraging the expression of difficult and taboo feelings and issues, particularly negatives towards the worker and the collective enterprise; offering direct support of expression; uncoding coded messages; and reaching inside the silence to encourage exploration of difficult material • Instrumental skills include: pointing to obstacles to mutual aid and encouraging their discussion without becoming infatuated by the process; pointing to the common ground between the individual and the group; pointing out when work is occurring and when it is being avoided; helping members move from the general to the specific; partializing larger problems into smaller units; reinforcing the various ways in which members work, especially the ways in which they help each other

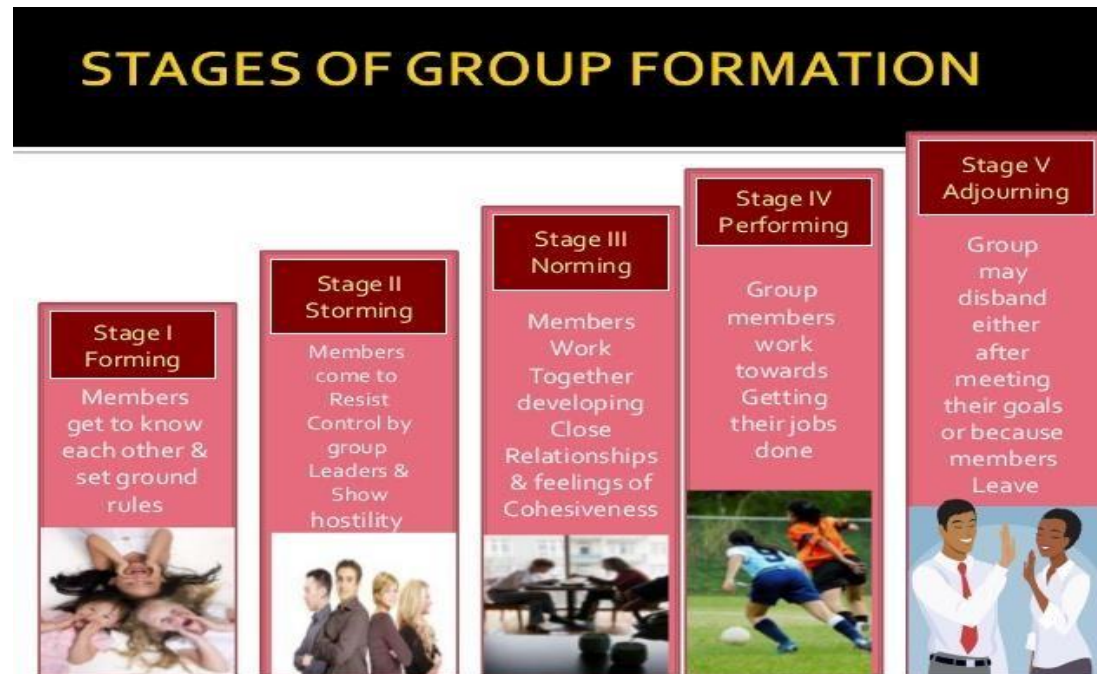
		<p>feel anxious and angry by the worker's greater latitude of acceptable behavior. Privately they may understand such freedom is necessary for authentic expression</p> <ul style="list-style-type: none"> • Members may begin to coalesce around criticism of the worker. The process of "resolving" the authority issue is the first major piece of work for which the members need each other. The worker's competence is challenged 			
Intimacy	<ul style="list-style-type: none"> • At this point the group qua group is seen as satisfying and there is a significant increase in intimacy in member-to-member relationships • With the worker's authority placed in a viable perspective, members can now devote full attention to satisfying their individual needs and being of help to each other • Consensus becomes important and cohesion increases. An agreed upon structure for work and expression of personal needs begin to 	<ul style="list-style-type: none"> • During this point there is a sharp increase in personal involvement in the form of greater risking and self-revelation • Members begin listening to each other, become more supportive, give to each other with less ambivalence and view each other and the worker as trustworthy • A new exploration of the function of the group strengthens further investment in the group itself. Members are protective of the group, guard against intrusion, stress positives, and 	<ul style="list-style-type: none"> • The group's primary task is to use the growing positive perception of the worker and of each other, to move directly towards the work of the group • Having previously resolved whether it would continue, it now must develop into a need satisfying entity and actually begin to satisfy individual need. Its charge is now to build upon the resolution of the previous stage, of power and control, to develop increasing comfort with and 	<ul style="list-style-type: none"> • As the group begins to operate in its more intimate atmosphere the worker needs to help with two central tasks: aiding the members in establishing a comfortable balance between self-revelation and their need to maintain some sense of privacy and secondly, assisting with the work itself • Members need additional support for their growing intimacy and need the worker to challenge obstacles to the development of mutual 	<ul style="list-style-type: none"> • The worker's skills here are designed to help the group maximize its push towards work. All skills are utilized within a context of pointing the members towards each other and towards strengthening individuals to use the group • The worker is called upon to partialize large problems into smaller units, to make note of multiple themes without abandoning attention to specific themes, to point out connections between parts of experiences, to point to connections between the general and the specific, to call for elaboration of issues

	<p>appear in an atmosphere in which the worker is viewed more positively</p> <ul style="list-style-type: none"> • There is a sharp increase in goal orientation. With the more realistic perspective on the worker, members begin to understand that they must work for what they get • For the first time, the group is valued for itself and is to be protected and developed. A climate of trust emerges 	<p>become interested in group events</p>	<p>acceptance of more intimate relationships</p> <ul style="list-style-type: none"> • The possibility of intimacy within the group demands that members invest strongly both in their own situations and those of others. Members are likely to make increased demands of each other 	<p>aid, e.g., embarrassment over sharing sensitive material. Increasing the demand for work through a call for specificity in discussion will help the group more meaningfully explore the details of the problems before them</p>	<p>while encouraging members direct communication with each other and to encourage members to attach affect to intellect. As obstacles and resistance to the work appear, the worker must call attention to and encourage exploration of what was making the work hard</p>
Differentiation	<ul style="list-style-type: none"> • The group as a working unit is now at its most mature, productive, cohesive stage. It has reached its highest degree of achievement and is strong enough to tolerate difference • Group norms are well established and highly functional. The group maintains a high degree of flexibility though roles, status and structure for work are clearly defined and utilized • A satisfying balance between affective and instrumental foci propels group development. At 	<ul style="list-style-type: none"> • Mutual aid and its inherent interdependence among members are also at their highest level of development at this point • Relationships among members are strongest, as is the relationship between the worker and the members • All are viewed as individuals and differences among them are maximally accepted. As differentiation occurs there is an increase in functional roles. Differences tend to be resolved by consensus, rather than the exercise 	<ul style="list-style-type: none"> • The major task of the group is to build upon the development of intimacy of the previous phase and to allow differentiation and the uniqueness of members to be incorporated in the group life 	<ul style="list-style-type: none"> • Understanding that this is the end of the work phase, the practitioner's central task is to help members clarify needs and gains, define remaining issues for attention and with members, labor towards satisfying those needs before the end of the group. Reinforcing strengths, ways of working, and group process assists the members in their efforts to promote differentiation 	<ul style="list-style-type: none"> • Skills at this point are essentially similar to those used in the stage of intimacy, with the addition of the worker pointing to the connections between the specific and the general. This particular skill is highlighted just prior to separation so members can more readily apply gains to future situations

	<p>this point, the group is best able to move beyond its own boundaries and interact with its environment</p>	<p>of status, authority, and power</p> <ul style="list-style-type: none"> • A strong viable balance between the needs of the individuals and the needs of the group exists. Members have the sense of having gone through a lot together and have come out strong 			
Separation	<ul style="list-style-type: none"> • The group as a whole is affected dramatically by its impending demise. All affective and instrumental processes must now be devoted to disbanding the entity which took such great effort to develop. An eventual state of "grouplessness" must be achieved. The length and power of this stage will be influenced by the kind of group and what the group has meant to members • If positive feelings have been strong, those feelings can counter the sense of loss. If positive feelings have been weak, an experience of loss (of real or desired outcomes) will remain. What has been accomplished and how the group can move to disband become 	<ul style="list-style-type: none"> • In the face of the strongest ties in the life of the group, members begin to move apart. An approach avoidance pattern reappears based upon the strength of relationships and the experience of loss • Feelings of loss may generate anxiety and regression over the breaking of bonds. There is an increase in coded behavior, with movement back and forth among a range of responses. Mutual aid continues ambivalently 	<ul style="list-style-type: none"> • In this final stage, the group must evaluate its work, define any remaining tasks, and realistically attend to whatever is still possible. The group must find a way to dissolve its ties, without dissolving what the group has meant and provided • If appropriate, the group must think through and make connections to new resources for satisfaction. Members must achieve some measure of resolve about what they have achieved and must balance attending to their individual needs and the desire of others to be given too in this ending process. Parting 	<ul style="list-style-type: none"> • The primary task of the social worker is to help the group evaluate work accomplished, define remaining tasks, and complete as much of the outstanding work as possible • The professional must help the group "let go" and move forward towards new pursuits without abandoning established gains. Helping members understand and use the stages of ending (denial, anger, mourning, and acceptance) assists participants with their final set of tasks 	<ul style="list-style-type: none"> • Skills focusing upon both affective and instrumental aspects of the groups' experience are strongly needed • The worker begins by being aware of the use of time to safeguard space for the ending process. She/he will need to reach for the range of feelings generated by ending; establish connections between the ending process and the work of the group; watch and reach for cues with regard to ending turning covert, coded communication into overt, clear expressions; credit the process and outcome of the group reinforcing future supports; summarize discussion; point to the connections between the specific and the general and identify specific next steps

	central issues during this period. Members avoid new work and try to retain gains. In the face of loss, an approach-avoidance pattern returns		well is particularly important		
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d. Tuckman's Phases of Group Development



d. Different Authors' version of Phases of Group Development

Hartford	Garland, Jones, and Kolodny	Northern	Sarri and Galinsky	Trecker	Henry
I. Pregroup Phase a. Private Pre-group Phase b. Public Pre-group Phase c. Convening Phase	I. Preaffiliation	I. Preparatory Stage; Planning Stage; and Intake	I. Origin Phase		I. Initial II. Convening Phase
II. Group Formation Phase		II. Orientation Stage	II. Formation Phase	I. Beginning II. Emergence of some group feelings, organization, and program	III. Formation
III. Integration, Disintegration, Reintegration Phase	III. Power and Control III. Intimacy	III. Exploring and Testing the Group	III. Intermediate Phase 1 IV. Revision Phase V. Intermediate Phase	III. Development of bond, purpose, and cohesiveness	IV. Conflict/Disequilibrium
IV. Group Functioning and Maintenance Phase	IV. Differentiation	IV. Problem-solving and Stabilization	VI. Maturation Phase	IV. Strong group feeling, goal attainment V. Decline in interest; less group feeling	V. Maintenance
V. Termination Phase a. Pre-termination b. Termination c. Post-termination	V. Separation	V. Termination	VII. Termination Phase	VI. Ending Stage	VI. Termination

E. Social Work Helping Process

Phases of the SW Helping Process	Social Workers Activities
1. Pre-group Activities	<p>a. Conceptualizing the Group Service</p> <ul style="list-style-type: none"> • Social worker of agency initiates idea of group service or external person presents a program proposal • Program has a clear purpose which guides agency, worker and group • Program proposal contains rationale, target client, need to be addressed, membership criteria, resource requirements, procedures for setting up the program, time frame. • Announcement to staff, proposal undergoes refinement through inputs • Purpose of group program statement should emanate from agency purpose or function. It guides identification of client group and criteria <p>b. Announcing the group services and recruiting members</p> <ul style="list-style-type: none"> • POSTERS on strategic places (offices, markets, stores) • Announcement should be brief but clear and should mention the purpose of the program, who may apply, where to make inquiries <p>c. Preparing Logistics</p> <ul style="list-style-type: none"> • Logistical support for a group program would include personnel, facilities and materials <p>d. Enlisting Community Support</p> <ul style="list-style-type: none"> • Groups, agencies, organizations crucial to program success
2. Individual-focused Assessment and Planning	<p>This activity involves gathering information as basis for analysis toward identification of the need or problems. Activities include conducting:</p> <ul style="list-style-type: none"> • Pre-group (individual level) interviews or intake • Creating the individual client profile • Case assessment or problem definition

	<ul style="list-style-type: none"> • Action planning. Under Action Planning, the social worker with the client does the following: formulating goals and establishing specific helping plans
3. Group-focused Assessment and Planning	<p>The social worker does “mental” assessment during the pre-group interviews. The worker processes the information who will belong to the group, concerns to be addressed and activities to be undertaken. Two tasks undertaken in this activity are Group Composition and Group Formation.</p> <p>a. Group Composition</p> <ul style="list-style-type: none"> • Selection of Members: <ul style="list-style-type: none"> •Based on •A. Agency purpose •B.Client compatibility (age, interests, interaction style, maturity, personality) •C.Worker's assessment of client individual situation and •D. Worker's professional judgment •Sometimes group composition is predetermined (in institutions or group of clients themselves request for group service) • Deciding Group Size: <ul style="list-style-type: none"> •Depends on purpose of the group •Treatment group-5-7 members •Task group- up to 15 members •Use of odd number as tiebreaker in resolving issues •>4 members- few resources •<20 members- difficult to keep all members in mind <p>b. Group Formation</p> <ul style="list-style-type: none"> • Worker starts with “getting-to-know-you” activity • Worker reviews agency mission, purpose of group program, • worker’s role • Worker encourages questions from members • Discussion on other matters in the agenda • Group members should agree on:

	<ul style="list-style-type: none"> i. Common group concern: Members identify common problem in social functioning, factors related to role performance, resources and needs ii. Norms and rules: During sessions-e.g.no verbal or physical violence, listening to whoever is talking, no dominating of conversation; Outside of sessions- practice confidentiality; Attendance, punctuality, assigned tasks iii. Schedule and venue of sessions iv. Group goals- Goals provide direction for worker and members. Goals are formulated from three perspectives: Members', worker's, and group system. The determination of group goals is not an event, but a process that involves two phases – <ul style="list-style-type: none"> (a) Exploration – is when the worker and the group members discuss area of mutual concern, consider different means to pursue these concerns, sort out their differences, and incorporate individual interests into common group-oriented goals. (b) Bargaining - comes in during incompatibility of goals, disagreements between and among members.
4. Group-focused Planning (Use of Program Media)	<p>Program media - are tools used by the group worker in working with groups to achieve goals. These are verbal or non-verbal activities which the group (and the worker) engages in to achieved its goals.</p> <ul style="list-style-type: none"> • Examples: Group discussions, role play, group dynamics exercises, play activities, film showing, field trips, creative literature, etc. • Uses of Program Media: <ul style="list-style-type: none"> i) Change behavior and attitudes ii) Promote individual values like emotional and intellectual growth iii) Influence group climate *Promote group interaction iv) Enrich group content v) Promote desired group values vi) Facilitate beginning, middle and ending stages of group life • Factors to Consider in Planning Program Media: <ul style="list-style-type: none"> i. Group goals ii. Members' objectives for joining iii. Appropriate to time and space iv. Age of members v. Emotional and social characteristics of members vi. Cultural and ethnic background

	vii. Physical characteristics viii. Group mood ix. Availability of materials x. Worker's skills and capacities
5. Plan Implementation	<ul style="list-style-type: none"> Aspects of Plan implementation. Plan implementation defined as “all activities, worker intervention, group action which the group system directs towards the achievement of individual and group goals. Three aspects of Implementation are interventive roles, resources and services and problems and constraints. <i>Interventive roles.</i> These are multiple groupworker actions used with or on behalf of clients, while using different helping approaches or models. Germain and Gitterman informs social workers to be prudent in the effects of these roles on the client. Clients can be harmed by workers with good intentions but dysfunctional interventions. Client’s full involvement in the helping process is thus needed. <i>Resources and services.</i> These are material and non-material resources tapped or created by the worker to meet needs. Social workers need to know what resources, their location, how to maximize utilization, access details, duration, and criteria for availment. The skills for networking, communication, negotiation, ‘legworking’ are necessary to tap these services <i>Problems and constraints.</i> These are challenges faced by worker which affect work with clients. Social workers carry heavy workloads, fund shortage, inadequate facilities and equipment, lack of staff and lack of supervision. These problems continue to persist in the future. To deal with them, social workers make do through initiative, resourcefulness, creativity, enthusiasm and dedication <i>Stances of Worker.</i> These are the attitudes the worker brings to the different sessions and phases of group development. The four stances are direct, facilitating, permissive and flexible. <ul style="list-style-type: none"> I. Direct Stance. The worker assumes the role of leader, initiator, director of group processes. Used at the convening stage. Worker assumes major roles for organizing

	<p>and convening the group, guiding members, doing interventions. Needed when group needs strong force. Worker assumes role of chairman in task groups</p> <p>II. Facilitating Stance. The worker views himself as a member of the group but with special abilities and skills. Used when members have experience in group participation, social capability and some independent strength. Worker views himself as member of the group but with special expertise and different roles and functions. Worker considers members' ages, state of health and level of group development. Worker uses skills to encourage members to assume responsibilities, promote exchange of ideas.</p> <p>III. Permissive Stance. The worker gives minimum guidance to the group members. reinforces leadership, clarifies problems, evaluates group content and processes. Used when group is highly socially competent, strongly motivated and are experienced in group participation. Assumes group has clear purpose and focus. Worker provides minimum guidance using expertise in human relations and group behavior. Uses nonverbal interventions and aware of internal struggles in the group.</p> <p>IV. Flexible Stance. The worker changes to other stances in a session or course of several sessions. Worker changes stance or "shifts gears" in the course of a session or over several sessions based on: • Assessment of progress of group toward objectives • Needs, capacities and behavior of members • Level of group functioning • Problem of content or affect in the group</p>
6. Evaluation	<p>Two types of evaluation used in SW practice:</p> <ol style="list-style-type: none"> 1. Regular, periodic or formative evaluation provides feedback to the worker at designated period while implementation is ongoing. <ul style="list-style-type: none"> • Frequency: as planned (monthly, quarterly or semiannually). • Refinement: The worker tracks the progress of the group towards the goal. Results can be identified as on track, delayed, advance of schedule or off-track. With the latter, the worker does analysis of causes and calibrates accordingly. • Accountability: To client system, agency and public 2. Terminal or Summative Evaluation - Evaluation conducted at the end of implementation period with the results measured versus the goals and objectives. Assesses actual goal achievement. It measures program impact.

	<p>Evaluation is done at the:</p> <ol style="list-style-type: none"> 1. Individual level – through a worker’s case summary, where the comprehensiveness depends on type of group service provided. Case summary contains the stated problem, goals and objectives, results of periodic and terminal evaluation. 2. Group level - Worker summary contains group concern, group goals and objectives, periodic and terminal evaluation. <p>Tool for evaluation - Records as evaluation tools. The documents of the group processes form the basis for evaluation. Types of documents a worker should maintain and assiduously write are:</p> <ul style="list-style-type: none"> • Pre-group/intake interview records • Individual case assessments • Statement of group concerns/problems/group goals and plans • Attendance records o Process or summary recordings of group sessions • Records of marginal interviews (with members outside group sessions) • Collateral interviews with “significant others” • Evaluation records • Transfer/closing summaries
7. Termination	<p>Termination - The final step is done when the goals are achieved or very little movement towards the goal.</p> <ol style="list-style-type: none"> a. The effect is less emotional on close groups where members join and leave the group together as in training group. The termination is done smoothly with each member receiving a certificate of participation. b. The effect on open groups or treatment-oriented groups is different where members leave the group when individual goals are achieved. For example, drug abuse patients leave the group when treatment goals are met. l. Pre-termination - Hartford divides termination in three sub phases: pretermination, termination and post-termination. At the pre termination stage, there is acknowledgement and preparation for ending of the group. This gives the members time for letting the reality “sink-in” though termination should have been discussed at the group formation stage. Worker guides members to: <ul style="list-style-type: none"> • Work out difficult feelings

	<ul style="list-style-type: none"> • Review accomplishments and gains • Plan a closing activity • Consider ideas of post-exit plans • Sue Henry calls this period a time of “mourning” <p>II. Termination - The last actual session of the group. It can be the implementation of the closing activity. Worker acts like guest.</p> <p>III. Post-termination - This is a period of follow up on a request basis, individual or group.</p> <ul style="list-style-type: none"> • Members can organize themselves into a self-help group • Worker can connect the members to a group in the community • Members can act as volunteers or resource in the agency
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