**SOCIAL GROUP WORK: WORKING WITH GROUPS**

**ASSIGNMENT**

**1. Explain the Characteristics of Groups.**

**Ans. Following are the important characteristics of social group:**

**1. Mutual Awareness:**

**The members of a social group must be mutually related to one another. A more aggregate of individuals cannot constitute a social group unless reciprocal awareness exist among them. Mutual attachment, is therefore, regarded as its important and distinctive feature. It forms an essential feature of a group.**

**2. One or more Common Interests:**

**Groups are mostly formed for the fulfillment of certain interests. The individuals who form a group should possess one or more than one common interests and ideals. It is for the realization of common interests that they meet together. Groups always originates, starts and proceed with a common interests.**

**3. Sense of Unity:**

**Each social group requires sense of unity and a feeling of sympathy for the development of a feeling or sense of belongingness. The members of a social group develop common loyalty or feeling of sympathy among themselves in all matters because of this sense of unity.**

**4. We-feeling:**

**A sense of we-feeling refers to the tendency on the part of the members to identify themselves with the group. They treat the members of their own group as friends and the members belonging to other groups as outsiders. They cooperate with those who belong to their groups and all of them protect their interests unitedly. We-feeling generates sympathy, loyalty and fosters cooperation among members.**

**5. Similarity of Behaviour:**

**For the fulfillment of common interest, the members of a group behave in a similar way. Social group represents collective behaviour. The-modes of behaviour of the members on a group are more or less similar.**

**6. Group Norms:**

**Each and every group has its own ideals and norms and the members are supposed to follow these. He who deviates from the existing group-norms is severely punished. These norms may be in the form of customs, folk ways, mores, traditions, laws etc. They may be written or unwritten. The group exercises some control over its members through the prevailing rules or norms.**

**Characteristics of a Primary Group:**

**Primary Group possess certain essential traits. The following are the characteristics of Primary group.**

**1. Closeness or Physical Proximity:**

**Physical proximity or presence provides an opportunity for the development of intimate and close relations. In order that relations of the people may be close, it is necessary that their contacts also should be close.**

**Seeing and talking with each other makes exchange of ideas and thoughts easy. It is because the members of primary group meet and talk frequently that a good feeling and a sense of identify develop among them quickly. Prof. K. Davis remarked that physical proximity or face-to-face relation is not indispensable for establishing close contact or intimacy.**

**For example, we may have face-to-face relations with our barbers or laundrymen; there may not be intimacy or primary group relationship with them. On the other hand, we may establish contact with our close friends through the correspondence of letter even though we may not have seen for many years. Relationships among primary group members are based on intimacy not on contractual obligations.**

**2. Smallness:**

**Primary groups are smaller in size. The smaller the size of the group, the greater will be the intimacy among its members. Relationship can be intimate and personal only in a small group. It is a fact that intimacy declines as the size of the group increases. The limited size of the group facilitates the participation of all its members in its common activity. Better understanding and fellow felling among the members can be possible only when the group is small in size.**

**3. Durability:**

**Primary group is relatively, a permanent group. Intimacy between the members becomes deeper because they meet frequently and are closely associated with one another. The longer the duration of the acquaintance, the greater the intimacy. All the members of the primary group try to fulfill the condition of continuity or durability of relationship.**

**4. Identity of Ends:**

**Members of a primary group have similar attitudes, desires and objectives. They all work together for the fulfillment of their common end. Every member tries to promote the common welfare of his group. The experiences, pain and pleasure, success and failure, prosperity and adversity of an individual member are shared by all the members of the group.**

**The interests of one are the same as the interests of other. Kingsley Davis has rightly remarked “the child’s needs become the mother’s ends”. Such a complete and mutual identity of ends is seldom found.**

**5. Relationship is an end in itself:**

**The Primary relationship is regarded not as a means to an end but rather as an end itself. If the people make friends for specific purpose or means, we cannot regard their friendship as genuine. A genuine friendship or true love is not formed for a purpose. It is above the consideration of any selfish interest or interests. Friendship is a source of pleasure, it is intrinsically enjoyable. The primary relations are voluntary and spontaneous because they possess intrinsic value.**

**6. Relationship is Personal:**

**The primary relationship is a matter of persons. It exists because of them and it in sustained by them. It should be noted that this relationship comes to an end as soon as one of the partners disappears from the primary group. The personal relationship is non transferable and irreplaceable.**

**One individual cannot be substituted by another individual in the same relationship, for example, no one can take the place of our dead friend. The vacuum created by his death cannot be filled in, nor can anybody establish and continue the same kind of relationship with us after his death. If the particular person in whom our interest is centered disappears, the relationship also disappear. Such are the relationships between friends, husband and wife.**

**(vii) Relationship is Inclusive:**

**In the primary group, we face our fellows as total human beings. A person comes to know his fellow in all the details of his life, as a whole being. A person in the primary group is not merely a legal entity, an economic cipher or a technological Cog. He is all of these rolled into one. He is the complete concrete person.**

**The characteristics of secondary group are as follows:**

**1. Large in size:**

**Secondary groups are relatively large in size. These groups comprise a very large number of persons. For example, a political party, a trade union, international associations, such as Rotary Club, Lions Club, the Red cross Society which consists of thousands of members scattered all over the world.**

**2. Formality:**

**The relations of members in a secondary group are of a formal type. It does not exercise primary influence over its members. Secondary groups exert influence on the members indirectly. They are controlled by formal rules and regulations. Informal means of social control are less effective in regulating the relation of members.**

**Formal social controls such as law, legislation, police, court etc. are very much important for the members. Moral control is only secondary. A formal authority is set up with designated powers in secondary groups. Here man is a legal and not a human entity.**

**3. Impersonality:**

**Secondary relations are impersonal in nature. In the large scale organisation, there are contacts and they may be face-to-face, but they are, as says K. Davis, of “the touch and go variety.” Here contacts are chiefly indirect. The two persons may never see each other. Relations among them are impersonal, because members are not very much interested in other members as ‘persons’.**

**They are more concerned with their self-centered goals than with other persons. There is no sentiment attaching to the contacts. It is not required that the parties know each other. For example, in the large scale factory organisation, the members are known to each other as the boss, the foreman, skilled workers, ordinary workers etc. The secondary relations are viewed as a means to an end and not an end in itself.**

**4. Indirect Cooperation:**

**Indirect cooperation is another characteristic of secondary groups. In it, members do different things interdependently. Ali contribute to the same result, but not in the same process. They do unlike things together. In the large scale organisation where division of labour is complex, the members have not only different functions but different powers, different degrees of participation, different rights and obligations.**

**5. Voluntary Membership:**

**The membership of most of the secondary groups is not compulsory but voluntary. Individuals are at liberty to join or to go away from the groups. It is not essential to become the member of Rotary International or Red Cross Society. However, there are some secondary groups like nation or the State whose membership is almost involuntary.**

**6. Status depends upon Role:**

**In secondary groups the status or position of every member depends on his role. The determination of his status is not influenced by ascription or by his birth or personal qualities but by the achievement or the role he plays. For example, the status of the President in a trade union depends upon the role he plays in the union and not upon his birth.**

**2. Enlist the factors Influencing Group leadership.**

**Ans. Factors of Leadership**

**There are four major factors in leadership called Leader, Follower, Communication, and Situation. The success of the leader is dependent on how the leader is effectively able to communicate and motivate followers to perform desired tasks using the appropriate leadership style best suited for the given situation. Interdependencies and dynamics of these four factors of leadership must be considered by a leader to be effective.Four sets of forces are believed to contribute to effective leadership. They are leaders, subordinates, general situations, and organizational systems. Firstly, the nature of the leader particularly attitudes, values, knowledge, skill, experience, maturity, emotional flexibility, etc., acquired since birth, influences his feelings, assumptions, perceptions, and behavior.There are four factors in leadership. As we know, leadership is a process that involves a relationship, and therefore it cannot exist in isolation. The leadership has no subsistence if there is no follower(s) and a situation. Thus Leadership has three inevitable components -a leader, followers, and a situation and they all are linked by the medium of communication. The relationship between leadership, followership, and the situational and organizational context within which the interactions (communication) between leaders and followers occur constitute the leadership process.Various organizational and other situational forces will affect these four factors like the leader’s relationship with his team, peers and seniors, the skill and capabilities of his followers, the interplay of informal leaders within his organization, and how his organizational structure is organized.**

**1. First Factor - The Leader Himself**

**The first factor in leadership is the leader itself. Leadership is defined as a process, whereby individual influences a group of individuals to achieve a common goal. Hence leadership is a transactional event that takes place between leader and the led. It affects both the leader and the led in the process of interaction. It is not a one-way event, but it is an interactive event.The fundamental starting point for a leader is to have a good understanding of human nature, such as needs, emotions, and motivation. The leader must have high levels of self-awareness; build an honest understanding of who he is, what he knows, and what he can do.Each leader needs to establish interpersonal relations with members, inspire them, guide them, and help them to march towards the goals.Leaders are expected to influence people to form a group by bringing members together, induce a purpose and inspire followers to aspire for it, put life in the purpose; make it operational by defining the steps on how to achieve the common goal, and provide direction during the course of achievement.Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who is demotivated requires a different approach than one with a high degree of motivation. The leader must know his employees and their attributes.**

**2. Second Factor - Existence of FollowersLeadership implies the existence of followers. Generally, it is the followers, who determine if the leader is successful by providing their support and accomplishing the needed tasks. Leadership is not about doing things themselves but motivating the followers towork towards business objectives. Here is always an unequal distribution of authority among leaders and group members and commonality of interest between the leader and his followers Leadership always takes place in groups. Leadership involves influencing the group to achieve common goals. Understanding ofthe leadership is always in the context of the level of the followersand there with the leaders.Understanding of the leadership is always in the context of the level of the followers and there with the leaders. Both leaders andfollowers have involved together with the leadership process. The leaders are in the task of taking initiatives and by which they link themselves with the stakeholders.If followers do not trust or lack confidence in their leader, then they will be uninspired. To be successful the leader, the leader must know his people, must convince his followers, that he is worthy of being followed.A leader's assumptions about subordinates like that of Theory X and Theory Y will have quite different implications on their style and effectiveness. Secondly, the subordinates with their knowledge and skill, their needs for independence, their acceptance of the management's objectives, their tolerance for ambiguity, and their expectations that they should share in decision making also affect the style and effectiveness of their leader. Understanding these basic individual differences in the followers affects the leadership style and leadership itself. The kind of personality exhibited by the followers in an organization also helps in deciding the style to be adopted. For instance, if employees in an organization prefer a high need for independence, show readiness to assume responsibility, display interest in problem-solving and decision making, then leaders permit greater freedom.Thus the leadership of a group or organization comprises the direction, impetus, and energy that arises from the circulation of initiatives. An initiative is passed on to the followers who react, respond, and add to circulation, generating their own initiatives.The general working conditions which are conducive to effective leadership from the angle of subordinates are grouped as leadership conditions that provide for the security of subordinatesand leadership conditions that provide for independence for subordinates. Conditions relating to security include an atmosphere of approval (i.e., the freedom to make a mistake and allowing for an honest mistake), knowledge of subordinates (that is letting subordinates know in clear terms about procedures, rules, regulations, duties, responsibilities overall policy of the organization, performance evaluation procedure, personal peculiarities of his/her superior) and finally the consistency of discipline indicating clearly both desirable and undesirable behavior the conditions about independence are concerned with opportunity for participation, responsibility and the right to appeal.Throughout the process, there are multiplicities of leaders engaging in actions that comprise this continual circulation.**

**3. The Third Factor - Two-way CommunicationThe leader leads through two-way communication. He has to set the example and communicate to them that he would not ask them to perform anything that he would not be willing to do. Leaders establish vision and mission and set the direction for the organization, communicate the vision to the people in the organization and synchronize them with the organizational vision and mission, thereby inspire the people to translate the goals, vision, and mission into reality.The leader listens closely to people at work and organizes and clearly presents information both orally and in writing. Communicate with all personnel with a sense of mutual understanding and mutual loyalty to the aims of business objectives, Generate enthusiasm for projects, and inspire working towards their completion. A leader is always contributing to the group by advancing useful suggestions, tracking progress, providing direction and guidance where necessary.Leaders demonstrating communication skills are both good speakers and listeners. The leader listens closely to people at work and organizes and clearly presents information both orally and in writing. Through their words, they can help keep the workforce motivated and committed. They also listen to their followers and ask questions when they want to make sure they have a good understanding of what is being expressed.Through their leadership skills, they maintain a high level of performance in their organizations, and they are able to help keeptheir workforce motivated even when faced with a seemingly impossible situation.What and how the leader communicates either positively build or negatively harm the relationship between the leader and his employees. Good leaders communicate with all personnel with a sense of mutual understanding and mutual loyalty to generate enthusiasm for projects and inspire working towards their completion.**

**4. The Forth Factor - The SituationTo a large extent, the functions and activities of leaders are contingent upon the situation in which leaders work and they are found to vary with a number of factors. All situations are different.A methodology or approach that is successful in one situation will not always work in another. The leader must use his judgment to decide the best course of action and the leadership style needed for each situation.A successful leader is sensitive to the influences in various situations and they are in a position to determine the right style ofleadership to be followed in handling various situations. We all know that each situation elicits a different behavior in people, thus for each opportunity that is presented the leader must use his/ her judgment to decide the best course of action and the leadership style needed for each situation.For example, the leader may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. This is especially true in the case of the team members, who can react very differently to various situations.The situation normally has a greater effect on a leader’s action than his or her traits. This is because while traits may have impressive stability over a period of time, they have little consistency across situations. This is why a number of leadership scholars think the Process Theory of Leadership is more accurate than the Trait Theory of Leadership. The situation could be a result of the nature of the task to be performed or due to the structure of the organization and may require different leadership styles to be adopted.The nature of the task performed in an organization plays a greater role in determining the leadership style. If the nature of the task to be performed in an organization is quite critical and the time is too short in taking decisions, autocratic styles may be used by leaders, whereas in handling the simple tasks with no pressures of time, the leader might adopt a participative style.The situational forces which have a bearing on the style of leadership include the style of the leader's supervisors, complexity and demands of the job, and pressure of time (e. g., emergency or crises vs. normal). Lastly, the forces in the organization system which determine the style and effectiveness of the leadership include division of work, organization structure, and the production technology being adopted by the organization.The structure of the organization may determine the kind of leadership to be adopted. For instance, some organizations may put a heavy emphasis on the leader’s abilities to work effectively with people. At other times, the social, economic, and political pressures that an organization faces prompt certain styles of leadership to be followed.**

**3. Answer any two of the following questions in about 300 words each:**

**a) Elaborate the types of groups.**

**Ans. Groups can be classified in different ways and based on certain criteria. These criteria are given below: 1) The level of intimacy 2) Basis of relationships 3) Basis of norms and rules 4) Organised vs disorganised 5) Basis of tasks to be accomplished 6) On the basis of functions 7) Interest based 8) Friendship based.**

**The Level of Intimacy**

**Based on this we can classify groups into primary and secondary group. Primary group: There is an intimate face-to-face relationship among the members and the members experience the ‘we feeling’ to the maximum. Family, play groups and village community come under this category. If all groups are important to their members and to society, some groups are more important than others.**

**He identified three basic primary groups, (i) the family, (ii) the child’s play group, and (iii) the neighborhoods or community among adults.**

**On the Basis of Relationship**

**In-group/ we group vs Out group**

**In In-group or we group, we identify ourselves within that group wherein the members have common object and common interest. They have a sense of we feeling. The members of the in groups treat others as outsiders. These groups can be formed on the basis of relationship, country, political interests, economic interests etc. Out-group is one in which the members are considered as outsiders by the in group people. Groups other than ingroup are generally called out groups. The opposite of in-group bias is out-group bias where, by inference, out-group people are viewed more negatively and given worse treatment. This is the basis of racial inequality. In-group linguistic bias is where out-group people are described in abstract terms (which depersonifies them) when they conform to the out-group stereotype. Outgroup people will be referred to in more specific, concrete terms when they act in unexpected ways.**

**Organised vs Disorganised**

**i) Formal group: It is generally formed on the basis of specific norms, rules and values. The group of students in a classroom comes under the category of formal group. So, school is one of the formal group setting. ii) Informal group: The nature of the group is not formal at all. The rules are usually flexible. Play groups, peer group and social clubs etc. are examples of informal groups. In addition groups can also classified into various categories as organised and spontaneous groups etc. Let us consider these below. iii) Organised groups: The groups which are formed for specific purpose and are carefully planned is called organised groups. The family, the school etc. are called organised groups. iv) Spontaneous groups: The groups are formed without any careful planning. An example is the audience in a theater. Audience may be considered as spontaneous group when they come to listen to a speech or watch a play. v) Command groups: Command groups are specified by the organisational chart. It consists of a supervisor and the subordinates who report to the supervisor.**

**On the Basis of Tasks**

**Task groups: This consists of a group of people who have come together to achieve a common task. In many situations there is a specified time period. This can be referred to as task forces.**

**Functional groups**

**Functional group is generally created by the organisation to accomplish specific goals within an unspecified time frame. Functional group generally exists after achievement of current goals and objects.**

**Interest Groups**

**These groups usually continue over a period of time and may last longer than general informal groups. It is seen that members’ interest may not be part of the same organisational department but they are bound by some common interest.**

**Friendship Groups**

**These may be of different types. These groups are formed by the members who enjoy similar social activities, political beliefs, religious values and other common bonds.**

**d) Describe the Camping and Indian Youth Organizations.**

**Ans. Camping signifies the establishment of temporary living quarters in an underdeveloped area (Schwartz). The purpose of camping is to give opportunities for people to move outdoor and use the natural environment for recreational purposes. Many organizations use camping as means to develop young minds.**

**The experience of camping is aimed at the following goals- to improve the teamwork skills among the members; to help members develop a better understanding the behaviour of others and their own behaviour; improve communication skills; better his/ her leadership qualities.**

**According to the American Camping Association the following are the benefits of campingSocial Skills Development • Leadership • Communication • Participation Self-respect and Character Building • Responsibility • Resourcefulness • Resilience Community Living/Service Skills • Caring • Fairness • Citizenship • Trustworthiness Camping provides group worker numerous opportunities for practice.**

**In India a number of organizations conducts camps for children and young peopleNational Social Service (NSS), National Cadet Corps (NCC), Bharat scouts and guides and Nehru Yuvak Kendra (NYK). A number of private organizations also conduct camp. We will briefly study about these organizations. NSS was started on 24th September 1969.**

**The main Objectives of NSS are: i) Understand the community in which they work. ii) Understand themselves in relation to their community iii) Identify the needs and problems of the community and involve them in problem solving. iv) Develop among them a sense of social civic responsibility. v) Utilize their knowledge in finding practical solution to individual and community problems. vi) Develop competence required for living and sharing responsibilities. vii) Gain skills in mobilising community participation. viii) Acquire leadership qualities and democratic attitudes. ix) Develop capacity to emergencies and natural disaster, and x) Practice national integration and social harmony An important activity of the NSS is the 10 day rural camp in remote areas. Usually a theme is chosen for the camp- Literacy, development, health. Spreading awareness among the people about the issue, sharmadan, community meals and group games are the important component of the camps. National Cadet Corps National Cadet Corps is a Tri-Services Organisation , comprising Army, Navy and Air Force, engaged in grooming the youth of the country into disciplined and patriotic citizens.**

**The aims of the National Cadet Corps (NCC) 1) To develop qualities of Character, Courage, Comradeship, Discipline, Leadership, Secular Outlook, Spirit of Adventure and the ideals of Selfless Service amongst the Youth of the Country. 2) To Create a Human Resource of Organized, Trained and Motivated Youth, to Provide Leadership in all Walks of life and be Always Available for the Service of the Nation. 3) To Provide a Suitable Environment to Motivate the Youth to Take Up a Career in the Armed Forces Nehru Yuvak Kendra Nehru Yuvak Kendra Sangathan was started in 1972, and has been active ever since in providing the youth of the country with opportunities to grow and develop themselves.**

**4. Attempt any four of the following in about 150 words each:**

**a) Differentiating between Group Work and Case Work.**

**Ans. The use of group work in settlement houses and casework in charity organisations was not accidental. Group work  and the settlement houses where it was practiced, offered citizens an opportunity for education, recreation, socialisation and more importantly community  involvement. Unlike charity organisations that primarily focused on the diagnosis and  treatment of the problems of the poor, settlement houses offered groups to the participant  
citizens as an opportunity to join together to share their views, gain mutual support and to exercise the synergy developed as part of the group association, as an opportunity for social change.**

**Case work began in charity organisations in England and the United States, in the late nineteenth century, while group work evolved largely in English and American settlement houses. Group work was also later incorporated for therapeutic purposes in the state run mental institutions**

**b) Explain Process of Group Formation.**

**Ans.** **Group formation is the process of creating a group. Basically, there are four stages that a group goes through forming, storming, morning each, and performing.**

**In the first stage, forming, people are getting to know others and trying to figure out what the group is going to be about. This can be a time of tension as people try to figure out their roles.**

**The second stage, storming, is when the group starts to get more active. This can be a time of conflict as people start to push for change.**

**The third stage, morning, is when the group starts to develop rules and norms. This is a time of cooperation as people work together to figure out what the group is going to be like. The**

**fourth stage, performing, is when the group starts to work on their goals. This can be a time of tension as people start to compete for power.**

**Groups go through these four stages in order and each stage builds off of the previous one. Groups that don’t go through these four stages can experience problems. It is important for social workers to be aware of these stages so they can help groups move through them smoothly.**

**d) Discuss the Group Work in Educational Setting.**

**Ans. However schools need group work not only to address behavioural problems but also to enhance the capacity of normal students to deal with their life situations. These issues can be related to education beyond the curriculum; personality development; life skills education, health and recreation.**

**Educational Settings: - The three models of group work with a broader scope in an educational setting are: remedial, developmental, and preventive.**

**1. Remedial groups are concerned with restoring normalcy after a breakdown.**

**2. The term developmental can be understood when it improves maturational tasks in the human life cycle as children progress through each stage, thereby assisting them in adjusting to and coping with the demands of each day.**

**3. Preventive Groups: promote the idea that prevention is preferable to cure. In this regard, providing life skills can be viewed.**

**e) What do you understand the Trait Theory of leadership?**

**Ans.** **Leaders like Mahatma Gandhi, Indira Gandhi, Margaret Thatcher, Nelson Mandela, Narayana Murthy of Infosys, Apple‟s Cofounder Steve Jobs etc. has been identified, based on the traits that they displayed. For instance, when Margaret Thatcher was the prime minister of the Great Britain, she was regularly described as a confident, iron-willed, determined and decisive leader. Thus, the trait theories of leadership consider personal qualities and characteristics that differentiate leaders from non-leaders .**

**In the beginning, the assumption behind trait theory was that „leaders are born and not made‟. This concept was popularly known as the „Great Man Theory‟ of leadership. The great man theory was originally proposed by Thomas Carlyle in 1949 and the assumption behind this theory is that „great leaders will arise, when there is great need‟. The theory also assumes that a leader cannot be a normal person and they are different from the average person in terms of personality traits such as intelligence, perseverance and ambition. However, a proposition of „Great Woman‟ finds no place, especially in leadership studies mainly due to the fact that gender issues were out of context, when the theory was proposed and moreover, it was only male members of the society who were into such research and such biasness was hardly realized by the people then**

**5. Write short notes on any five of the following in about 100 words each:**

**b) Reciprocal model**

**Ans.  The Reciprocal Model describes creative work (and, arguably, all work) as a cyclical four-step process. The model is useful as a descriptive and prescriptive tool for leaders who want to direct individual, group, organizational, or community efforts in a more creative direction.**

**In sociology and social work, the reciprocal model is an ecological perspective of groups in which the central thesis is that groups are not only affected by the surrounding environment but they also affect it with the surrounding environment consisting not only of “things” external to the group but also of people, most of whom are composed in group collectives, themselves, e:g., families, organizations, companies, unions, congregations, clubs, agencies, institutions, and so forth.**

**c) Treatment and Task Groups**

**Ans. Treatment groups can have an educational focus that teaches participants about the condition or situation they are experiencing, may focus on growth and learning new ways of behaving and thinking, and be therapeutic, focusing on trauma and dramatic life changes those members of the group are confronting.**

**Task groups focus on certain work or activity the group is to achieve for its own development. The task could be development oriented, solving a problem or a crisis situation or a social disadvantage. Some examples are: a committee formed by an organisation to deliberate on certain strategies to improve the service delivery,**

**d) Group conflict**

**Ans. Group conflict can be separated into two sub-categories of conflict: inter-group conflict (in which distinct groups of individuals are at odds with one another), and intra-group conflict (in which select individuals that are part of the same group clash with one another). Conflict has many causes, including organizational structures, limitations on resources, task interdependence, goal incompatibility, personality differences, and communication challenges. Group conflicts include both communal group conflicts and workplace conflicts. Communal group conflicts can involve just about any group that provides people with social identity. Social identity is itself a group-level concept, since it is defined as the identity we gain from being part of a collectivity, a group.**

**f) Social Action Groups**

**Ans Social action has well-defined sets of goals and objectives. Prime aim of social action is redistribution of resources and power to provide social justice to all sections of the population. Its objective is the proper shaping and development of socio-cultural environment in which a richer and fuller life may be possible for all the citizens. Social action intends for real solutions of the mass problems. For instance, from social action perspective, poverty is taken as not merely lack of income but the denial of availability of opportunities for growth and development, of leading a meaningful quality life — a derivative of human right to life and liberty. In that context, casework, group work would become irrelevant to achieve the goal of giving decent standards of life to masses living below poverty line. Social action would call for participation of affected citizens (say, poor people) in the planning and execution of intervention for their own upliftment and bringing about necessary changes in the social institutions aimed at more equitable resource distribution and share in decision-making process.**

**h) Group Processes**

**Ans. Group process is the understanding of how groups of people come together, connect, interact, and disconnect.  It can also refer to how groups perform activities or tasks together.  In a workshop setting, an ideal facilitator would be professionally trained in understanding the dynamics of groups as well as a group process in order to be inclusive and effective.**

**Group process refers to how an organization’s members work together to get things done. Typically, organizations spend a great deal of time and energy setting and striving to reach goals but give little consideration to what is happening between and to the group’s greatest resource – its members. While working hard to achieve results, it is critical that members’ needs be addressed.**