

PN-ABY-597

**TRAINING WORKSHOP FOR
DISCUSSION GROUP LEADERS**

CAPM

FEBRUARY 1995

FUNCTIONAL LEADERSHIP

1. INTRODUCTION

- ◆ People come in all shapes, sizes, personal make-up, and ability. They are tall, short, thin and fat, clean and dirty, immature and experienced, clever and dull, timid and bold, athletic and unco-ordinated, and all shades and degrees between these extremes.
- ◆ People are very different from one another, yet they have many similarities. They dislike injustice, favouritism, sarcasm and insincerity. Most of them crave action and fun. They like to do things, but are impatient about listening to how to do them.
- ◆ While people want to be themselves, they hesitate to be different because they desire acceptance by the majority of their group and feel that this acceptance comes through conformity.
- ◆ To do this effectively requires a knowledge of leadership and what we have to **DO** to be good leaders.

2. LEADERSHIP

In all fields of human activity there are many tasks that cannot be achieved by one person alone. The job of a leader is to achieve **AIMS** or **OBJECTIVES** through the best use of the resources available to him - of which the most important is **people**. In projects we are particularly concerned with the **development** of people. We shall be using the term "leader" to describe anyone - chairman, manager, whatever the formal title - who has people reporting to him.

To perform his job effectively, a leader needs to have :

1. Technical competence - sufficient to handle the technology involved in his job.
2. Administrative competence (records, paperwork, etc).
3. The ability to get the best out of his people.

Many leaders are very good at 1. and 2. (indeed this is often the reason why they were appointed), but are ineffective when it comes to 3. - that is to say, they are poor leaders.

We have defined in simple terms what a leader has to **DO** - to achieve results through the best use of people. Now let us consider what he must **BE** in order to do this.

3. **THE QUALITIES APPROACH TO LEADERSHIP**

The traditional approach to defining leadership has been by analysing the lives of outstanding leaders to try to determine what qualities they possessed.

In one book (Social Psychology by Charles Bird, published in 1940) 79 traits or qualities of leadership were quoted, abstracted from a number of lists.

In a more recent survey, 175 executives were asked to list the qualities they thought most important in a leader. From this, a list of 15 qualities were derived.

The Qualities Approach presents another stumbling block in that it is difficult to get agreement on what **ARE** the qualities a leader requires - still less to short-list these to the essential few. There are plenty of people who have qualities of courage, ambition, enthusiasm or drive without being particularly good leaders.

Finally, of course, acceptance of the qualities approach means giving up all hope of training people in leadership because a person's qualities are decided by heredity and environment at an early age.

That does not mean, however, that the qualities of a leader are irrelevant or unimportant to his ability to lead. The leader should possess those qualities which the group feel are necessary to the accomplishment of their task. If the group regard honesty as vital to their existence, the leader who is himself not entirely honest will stand little chance of remaining leader.

4. **THE SITUATIONAL APPROACH**

Research into the behaviour of small groups has shown that other factors enter into leadership beside the qualities inherent in the leader himself. The situational approach suggests that the leader in any group will be the person who possesses at that time the best skill or knowledge to deal with the situations and problems facing the group. It can be summed up in the phrase "authority flows from the one who knows".

For example, in a serious road accident the person who takes charge until the ambulance arrives is the one with medical knowledge or first-aid experience.

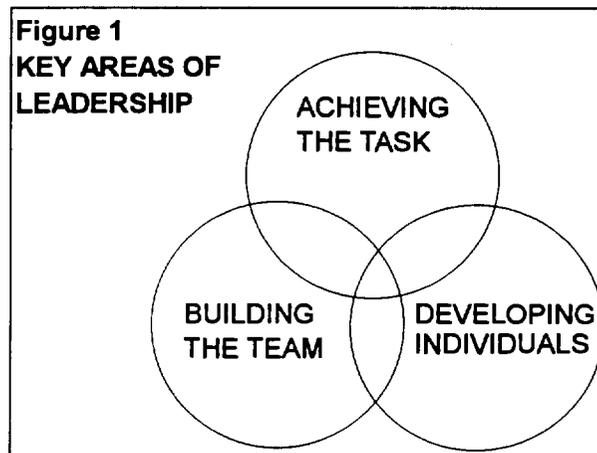
In his play "The Admirable Crichton", J M Barrie wrote about the butler to an aristocratic family at the turn of the century, who went with them on their steam yacht for a cruise in the Pacific where they were wrecked on an uninhabited island. It was the butler who knew how to rub two sticks together to make a fire and how to trap animals and make soup, and he quickly became the acknowledged leader. When they were rescued some years later they all reverted to their previous positions.

This approach is all very well in an "unstructured" group, i.e. one where the group throws up a leader to suit the situation. But in business and in projects we cannot have the leadership passing around from person to person as circumstances change. On the contrary, someone has to be made responsible for achieving the results; someone has to be held accountable for the running of the group, whatever the situation. Thus the group must be structured and the leader appointed, and the situational approach is not of much help to us here.

5. THE FUNCTIONAL APPROACH

This approach is based, not on what a leader is, but on what a leader **DOES** - what we may call the "functions of a leader".

Research into the behaviours of small groups has shown that groups have **THREE BASIC NEEDS**. Drawing on this research, Dr John Adair have developed the concept of functional leadership and evolved a simple diagram to express it.



It is the leader's task to ensure that these three basic needs of the group are met. They are :-

1. Task needs:

A group with a leader exists because its purpose or task cannot be achieved by one person alone. It is this **common purpose** that distinguishes the group from a random crowd.

The members of the group feel a strong need to accomplish the task and they need to feel that their leader will enable them to do this. They want to feel that their leader can plan, organise and control effectively, that he knows where he is going and that their work is efficiently directed towards relevant goals.

If they do not feel this, and if it becomes evident that they are not achieving their task, they will become demoralised and frustrated. This will happen however well and humanely they are treated by their leader or however much they like him.

In a project, the leader of a group has two main tasks: the first, is to achieve the aims and objectives of the project - through the second task of managing people to ensure sustainability of the project.

2. Individual needs

Each member of the group has his own individual needs.

He needs to know what is expected of him, to feel he is making a significant and worthwhile contribution to the task, and that he is receiving adequate recognition for this. He needs to feel that the job is demanding the best of him, that his abilities are not being under-used, that he has responsibility to match his capacity, that he is being stretched, challenged, enabled to grow in stature psychologically, that he can look back and think : "a year ago I would have been really worried about doing this task and now I'm taking it all in my stride:.

He needs to feel he belongs to the group, that he is an accepted and valued member, that he counts. Occasionally he may need help and counselling over some problem that is new, unfamiliar and perhaps frightening to him.

If these needs are not met - and it is the task of the leader to see that somehow or other they are - then he may withdraw from the group. He may be at work, but not working.

Research has shown that the most important motivations are :

- A feeling of achievement
- Personal recognition
- The work itself
- Responsibility
- Advancement
- Growth

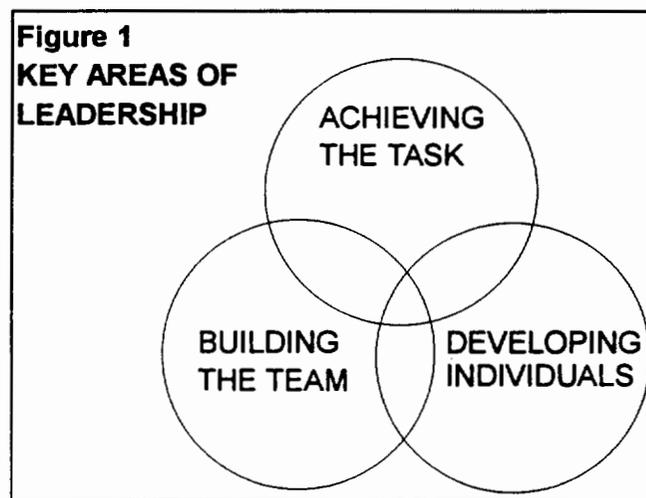
3. **Group needs:**

Any group develops its own personality which is distinct from that of its members. This can become apparent when the views expressed privately and quite sincerely by individual members are compared with those that emerge later from those same members meeting as a group.

A group has the power to set its own standards of behaviour and performance and to impose them even when they are contrary to the interests of the individual and the organisation. It is the leader's responsibility to gain the commitment of the group so that this power is directed towards, rather than against, the achievement of the organisation's goals. The leader must **consciously set about developing** the loyalty of members to the group, their pride in belonging, their desire to work together as a team, the group standards they accept, in short their morale.

He must also make effective use of the conflict which will arise in the group - not allowing it to become disruptive nor yet stifling it, and with it, the creativity and ideas that it can generate.

4. **The functional leadership diagram.**



It is not by accident that the circles representing the needs in the diagram overlap. The three areas interact on each other.

For example, it is essential for the group to be achieving its task before the group morale and individual satisfaction can be high. Equally if the group is torn by internal dissension and jealousies, its performance as well as individual satisfaction, will suffer.

The leader's task is to see that all three areas of need are satisfied. Circumstances, however, will not allow the leader to pay equal attention to all three circles all the time. There will be occasions when he has to devote all his energies to the Task circle - for example, during a period of hard pressure - and he will not have time to attend to the other two. There is nothing wrong in this, provided the leader is aware that he has neglected them and takes the first opportunity that offers to come back and "recharge" them (the Group and Individual need circles may be regarded as electric storage batteries which can be run down and recharged).

Some leaders ignore or consistently pay little attention to a particular circle or area of need. Perhaps all of us have come across the leader or manager who is "task-orientated", who tends to ignore the individual circle. He is often highly efficient, thinks ahead, gives clear instructions and expects them to be obeyed promptly, but is not interested in people. His philosophy is : "People come to do a job, that's what they are here for, and they don't bring their problems or personal affairs or aspirations with them; I'm not interested in their excuses, I want the job done". This sort of manager, although highly, even ruthlessly, efficient, does not achieve all that he could do if he were also to look after the individual circle. If he harnessed that potential he would achieve much more through his people. **The three circle diagram illustrates this.** If the individual circle is removed or blacked out, it takes a bite out of the other two circles showing that neither the Task achievement nor group morale is as high as it could be.

Let us consider another type of leader - one whom we will have come across - the "people-orientated" leader or manager. His philosophy is : "If you treat people right they'll work without any pushing". It isn't that he fails to perform the task - he wouldn't hold his job down if he did - but whenever there is a conflict between the demands of the task and the needs of the individual then it is the latter which wins. This attitude is perhaps best epitomised by the repair shop manager who said :

"We don't repair many engines here but we have a happy shop".

This sort of leader usually makes a point of, and prides himself on, knowing the personal background of all his men and follows the progress of their families, their illnesses, their holidays, their children's educational successes and failures with great interest. He usually attracts great loyalty from his men. And yet, although his men ought to be blissfully happy, there is a vague sense of unease, of demoralisation, of knowing that they are not being stretched and that they are not achieving all that they might. **The three circle diagram illustrates this too.** Remove or black out the Task circle and a bite is taken out of the Individual circle, where the individual knows that he is not being stretched, and the Group circle, where the morale is poor.

6. STYLES OF LEADERSHIP

In carrying out these functions or responsibilities, the leader can operate in various ways. The ways he uses are called "styles" of leadership.

There are various styles, and in every leader there tends to be a predominant style or "fall-back" style that he tends to use the most. This does not mean that any particular leader does not use ALL the styles at one time or another, depending on circumstances

In fact, an effective leader adjusts his style to the group he is leading and also to the particular circumstances. For example, if a building has caught fire, then the authoritarian style (dictator) is appropriate in the circumstances - there is not time to have a group discussion as lives may be at stake. Similarly, if one is in charge of a group of workers unloading a truck, the participative style would not work at all./

The leader must be flexible in the styles he uses, but as we hope to show below, there are certain styles that are much more effective than others in achieving motivation.

Let's look at the various Styles of Leadership :

➤ **The Authoritarian**

This is perhaps the most well-known style. The leader tends to be a dictator using his authority to order his "followers" about.

Here, the leader TELLS the group what he wants them to do, to achieve, and so on.

He is not interested in their views or opinions, he knows what is good for them; he does the planning and decision-making, and all he wants from the group is obedience and compliance.

To be effective using this style, the leader must know far more than the rest of the group; he must know each one's job as well as the holder, and he must know all the details as well.

From a motivation point of view, this style is very poor.

➤ **The Persuader**

This type of leader is more subtle than the authoritarian. He doesn't use a sledge-hammer, he uses a rapier.

He has made up his mind what he wants the group to do, but he realises that he might get adverse reactions if he bulldozes them into it. So he tries to minimise the adverse reaction by SELLING his ideas and decisions to them.

He might do this by lobbying various members of the group before the meeting, and by playing on their strengths and weaknesses, persuades them to his point of view. Then at the meeting he relies on their support to get the meeting to make the decision he wants, at the same time creating the impression that the group has decided.

This is a dangerous style to use as it might create the impression among group members, sooner or later, that they are being manipulated. This creates resentment which is a de-motivator.

Incidentally, this is why people feel that so many meetings are "a waste of time".

➤ **The Democrat**

This is the style adopted by a leader when he tries to be "one of the men".

Here he JOINS the group and gives the impression that everything is democratic and that when it comes to decisions he will go along with the majority.

If this style is adopted, the leader runs the risk that he will have to accept the decision of the group even if he is convinced that they are wrong. It is fatal to implement a decision different from that agreed by the group.

By trying to "be one of the men" the leader loses the respect of members of the group, as the group expects the leader to be "different" from themselves and if there is no gap between them familiarity breeds contempt.

Group members do more or less that they like with the leader not imposing group discipline or reprimanding them for poor results or unsatisfactory behaviour. The leader might be weak, or he might fear that he would lose the affection or "respect" of group members if he exerted his authority.

Evidence shows that this style neither produces good group results, nor does it lead to satisfaction and security in the group members. They dislike it intensely.

➤ **The Participative**

In this style the leader makes it quite clear that in important decisions the final say and responsibilities are his.

But he CONSULTS the group as much as he can before coming to his final decision. He poses the problem to them and then asks them for their views and opinions, so that each person has a fair opportunity to state his views, and put forward ideas. The group accepts that the leader makes the final decision, but because they have been given an opportunity for participation, they feel committed to the final result. This is a powerful motivator.

In decisions of lesser importance, the participative leader encourages his sub-leaders and group members to make up their own minds and to implement their own decisions. He makes it his business to see that they are trained to do this.

7. WHICH OF THESE STYLES OF LEADERSHIP WORKS THE BEST?

What style of leadership should we use as project leaders? We will of course, use all of them at different times, but the skill in leadership comes in deciding when and where to use a particular style.

8. SUMMARY

We have discussed the functional approach to leadership and concluded that the leader's task is to see that all three areas of need are satisfied.

As Project Leaders/Managers our job is to ensure that we achieve the aim attached to the task.

To do this we must:

- Set our **OBJECTIVES** (quantity and quality)
- **PLAN** our programmes of development
- **ORGANISE** our "groups" and management tasks
- **CONTROL** the results that we are achieving

But in achieving the **TASK NEEDS**, we must not neglect the **GROUP NEEDS** and the **INDIVIDUAL NEEDS**. The three circles must be kept in balance if we are to be effective leaders.

MANAGEMENT TECHNIQUES

INTRODUCTION

The single most important factor in achieving high performance from people is the way their immediate "boss" goes about his job - the kind of leadership they get. Yet, in practice, the development of these crucial managerial and leadership skills is frequently left to chance.

Too often a man is made a foreman because he is a good craftsman, or he is made a manager because he is a good chemist, engineer, accountant or salesman, but he receives no training in management skills. A manager must, of course, have the technical competence necessary to achieve results, but he must also have the understanding and skill needed in his unique position of having to get work done by others, that is, to lead others.

There is much evidence that the performance of the vast majority of people would improve considerably if they received practical common-sense training on what a leader needs to do to be effective.

This document sets out a simple way of deciding what actions the leader needs to take so that he will be able, not only to improve his performance, but also to train other leaders for whom he is responsible.

It is based on Action-Centred Leadership, a system, formulated by Dr John Adair, which stems from an analysis of the responsibilities of the leader, rather than of the qualities he is supposed to possess.

LEADERSHIP

The manager stands or falls by his performance as a leader. The responsibility for ensuring that each person gives of his best in his work rests squarely with him, whether he be called departmental head, chief accountant, office manager, superintendent or foreman. He is responsible and accountable for the work of his subordinates. He has to get work done through them, and his aim must be to make full use of their strengths, abilities and qualities, minimise the effects of their deficiencies and, where possible, constantly try to improve their performance.

This is the object of effective leadership. For most individuals, it is important that their abilities are fully used. For the company and for the country it is essential that manpower is not wasted.

A WORKING MODEL FOR THE LEADER

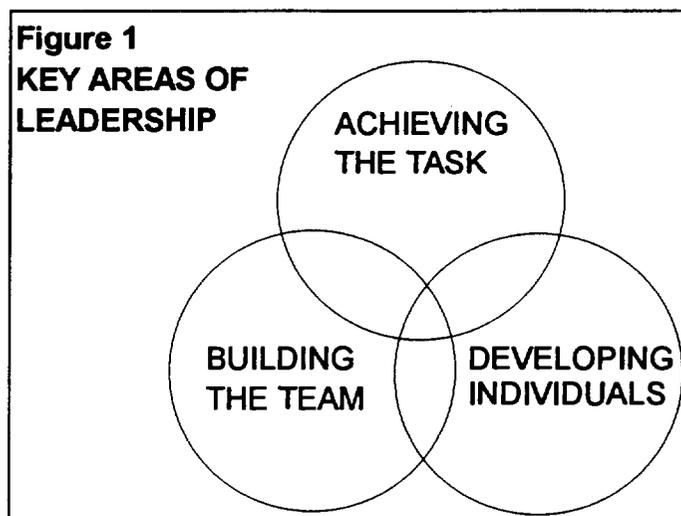
How then can a manager improve his performance as a leader? Basically his effectiveness as a leader depends on his ability to influence, and be influenced by the group and its members in the implementation of a common task.

In practice this means:

- ensuring that the required tasks are continually achieved
- building and reinforcing the needs of his group for team-work and team-spirit
- meeting the needs of each individual member of the group for self-actualisation.

The successful leader functions in all three areas, often simultaneously. (Examples of actual leadership actions in each are given in the checklists set out below.)

These three areas interact upon each other. The simple model in Figure 1 illustrates this:



The circles overlap. If the task circle is blacked out, so too are large segments of the group and individual circles. Thus lack of attention to the task causes disruption in the group and dissatisfaction to the individual. Conversely, achievement of objectives is essential if group and individual morale is to be right.

Black out the group needs circle from the model and the other two are affected. Unless the leader actively sees that the needs of the group as a whole, are satisfied, his chances of achieving the required results, in the long term, are jeopardised.

Ignore the needs of the individual, and the effectiveness of both tasks and team is reduced.

The are of group and individual needs may also be looked on as "storage batteries", which may from time to time become exhausted - for instance after a period of high pressure. In this case, the leader must see that they are "recharged" by paying them extra attention.

In the next three sections, the significance of the three interlocking circles for the practising manager will be explained in terms, not of personal qualities, but of action which he can take. The emphasis is not upon what the leader is, nor upon what he knows as a specialist in a particular field, but upon what he actually does (in response to the needs of his situation) to achieve the required tasks through the efforts of himself and his subordinates.

The checklists are designed to help a manager analyse his own performance as a leader. Because the three areas are inter-related, questions raised in one list may also have relevance on another. The lists are not exhaustive: they should be used together.

ACHIEVING THE TASK

The need to accomplish the tasks for which his group, department, and company exist is the primary and most obvious duty of the manager. However, in his zeal to reach the objectives for which his group is responsible, a manager will too often yield to the temptation to "do it himself". The chief engineer will use the tools his engineers should be using; the chief chemist on which so many months' experiments depend. They will probably do it better, anyway. But this is not the job of the leader, and if he finds himself doing these things more than occasionally he should stop and consider why.

The leader's main contribution to achieving the required results lies in:

- being quite clear what the task is
- understanding how it fits into the overall short- and long-term objectives of the organisation
- planning how he will accomplish it
- defining and providing the resources he needs, including the time and the authority required
- doing all in his power to ensure that the organisational structure allows the task to be done effectively
- controlling progress towards achievement of the task
- evaluating results and comparing them with the original plans and the objectives of the organisation.

CHECKLIST FOR ACHIEVING THE TASK

1. Am I clear about my own responsibilities and my own authority?

2. Am I clear about the objectives of my group now and for the next few months/years, and have I agreed them with my superior?
3. Have I worked out a programme for reaching these objectives?
4. Can the jobs be reconstructed to get better results?
5. Are the physical working conditions: layout, equipment, lighting, etc., right for the job?
6. Does everyone know exactly what his job is? Has each member of the group clearly defined targets and performance standards agreed between him and me? Do I have targets and standards, agreed with my superior?
7. Does everyone know to whom he is accountable?
8. Has anyone too many people accountable to him for him to manage effectively? (e.g. more than 8 -24 according to the complexity of the jobs). If so, can this responsibility be shared with another?
9. Is the line of authority clear?
10. Are there any gaps in the abilities of the group (including mine) necessary to complete the tasks? If so, am I taking steps to fill them by training, by additional staff or by the use of specialists?
11. Am I aware just how I and my group are spending our time? Is it the best way? Are our priorities right?
12. On those occasions, when I am directly involved with the "technical" work, do I make arrangements so that the team functions well and the specific requirements of its members are not ignored or overlooked?
13. Do I receive regular records which enable me to check progress and to pinpoint weaknesses and deviations?
14. What arrangements do I make for continuity of leadership in my absence?
15. Do I periodically take stock of my position? Have I achieved the tasks set twelve months ago? If not, why?
16. Do my own work and behaviour standards set the best possible example to the group?

MEETING INDIVIDUAL NEEDS

Each member of the group needs to express himself as an individual; to provide for his dependants; to find satisfaction in his work and his recreation; to win the acceptance of those groups of which he feels a member. In order to satisfy these needs he must exert himself - he must get involved.

Fortunately for the manager, there is considerable overlap between these needs and his own obligation to achieve results through the best of his human resources.

For the degree of motivation to be sufficient to give satisfaction at work, each individual:

- must feel a sense of personal achievement in the job he is doing, and must feel that he is making a worthwhile contribution to the objectives of the group or section
- must feel that the job itself is challenging, is demanding the best of him, is giving him the responsibility to match capabilities
- must receive adequate recognition for his achievements
- must have control over those aspects of his job which have been delegated to him
- must feel that he, as an individual, is developing, that he is advancing in experience and ability.

To provide the right climate and opportunities for each individual in the group to meet these needs, is possibly the most difficult and certainly the most challenging and rewarding of the leader's tasks.

CHECKLIST FOR MEETING INDIVIDUAL'S NEEDS

1. Have I agreed with each of my subordinates his main responsibilities (expressed as results) and standards of performance by which we can both recognise success?

2. Has he a continuing list of agreed short-term targets for the improvement of his performance, each with its agreed maturity date?
3. Does he have the resources necessary to achieve the agreed performance standards (including sufficient authority)?
4. Have I made adequate provision for the training and (where necessary) retraining of each person?
5. In the event of success, do I acknowledge it and build on it? In the case of failure, do I criticise constructively and give guidance on improving future performance?
6. Does the individual see some pattern of career - and salary - development? And if the individual is about to retire, does he need help in meeting the problems of retirement?
7. Can I remove some controls, though still retaining my accountability? e.g., can I cut down the amount of checking I do, holding him responsible more and more for the quality and accuracy of his work?
8. Can I increase the group member's accountability for his own work? e.g., could he not write the paper on his own work for the technical journal? Does he sign his own letters?
9. Can I give additional authority? e.g., arranging the agenda and speakers for the next sales conference? Could all queries on this special subjects be made initially to one of my group members instead of me?
10. Is the overall performance of each individual regularly (e.g., annually) reviewed in face-to-face discussion?
11. Am I sure that, for each individual, work, capacity and pay are in balance?
12. If, following opportunities for training and development, an individual is still not meeting the requirements of the job, do I try to find him a position more closely matching his capacity - or see that someone else does?
13. Do I know enough about the members of the group to enable me to have an accurate picture of their needs, aptitudes and attitudes within the working situation? Do I really know how they feel individually about things?
14. Do I give sufficient time and personal attention to matters of direct concern to the individual: such as superannuation and redundancy arrangements, and, where relevant, social and recreational opportunities?

TEAM MAINTENANCE

It is in groups or teams that the majority of our work is conducted - in the design office, the purchasing section, the "twilight" shift, the "heavy" gang.

A group exists as an entity and, as with individuals, no two groups are alike. A group has power to set its own standards of behaviour and performance and to impose them, even when contrary to the interest of the individual and the organisation.

The successful leader understands that a group has its own personality, its own power, its own attitudes, its own standards and its own needs. He achieves his success by taking these things into account. He has constantly to respond to the needs of the group. At times, this means withdrawing from his position "way out front" and concentrating on "serving those who serve him". On these occasions, he is prepared to represent the group and speak with its voice. At the same time he avoids "over-identifying" with the group.

The key functions of the leader in meeting group needs are:

- to set and maintain group objectives and group standards
- to involve the group as a whole in the achievement of objectives
- to maintain the unity of the group and to see that dissident activity is minimised.

CHECKLIST FOR MAINTAINING THE TEAM

1. Do I set group objectives with the members and make sure that everyone understands them?
2. Is the group clear as to the working standards expected from them. e.g., in timekeeping, quality of work, housekeeping, safety? Is the group aware of the consequences of infringement (penalties)?
3. Is the size of working groups correct and are the right people working together? Is there a need for sub-group to be formed?

4. Do I look for opportunities for building teamwork into jobs?
5. Do I take action on matters likely to disrupt the group, e.g., justified differentials in pay, uneven workloads, discrepancies in the distribution of overtime?
6. Is there a formal and fair grievance procedure understood by all?
7. Do I welcome and encourage new ideas and suggestions from the group?
8. Do I provide regular opportunities for genuine consultation of the group before taking decisions affecting them, e.g., decisions relating to work plans and output, work methods and standards, work measurement, overtime work.
9. Do I regularly brief the group (e.g. monthly) on the organisation's current plans and future developments.
10. Do I accept the valuable part trade unions can play in the formal system of representation? Do I encourage members of the group to be active members of unions or other representational bodies?
11. Do I accord the official representative of the group (works committee member, shop steward, convenor) the facilities he needs to be its effective spokesman (including training)?

THE MANAGERS "STYLE"

Most of what has been said so far, particularly in the checklists, concerns the leader's analysis of the task, of the group, and of individual needs. The leader then takes a decision and acts.

It would be wrong to conclude, however, that just anyone attempting to go through the actions and functions of the leader, as described here, would inevitably be an effective leader.

How he performs these necessary actions, his "style of leadership", is another factor, and on this will depend his acceptance or rejection by the group and the individuals in it. He must be sufficiently sensitive to the needs of the situation to know when it would be right, for example, to take decisions and actions directly himself; when to consult the group before deciding; when to delegate. He must also learn to be flexible and to suit his actions to the requirements of the often changing occasion.

Factors affecting his style of leadership include:

- the situation - is it a precedent? Will company policy be affected?
- the individuals and the group - are they capable of contributing usefully to a right decision? Is there an overall advantage to pushing more responsibility down to them.

The main "style factor", however, is the integrity of the leader himself. Evidence of such integrity is reflected in the sort of comment a subordinate might make about a respected manager (who is also a successful leader):

- he is "human" and treats us as human beings
- he has no favourites; he doesn't bear grudges
- it is easy to talk to him - he listens and you can tell he listens
- he keeps his word and he is honest
- he doesn't dodge unpleasant issues
- he explains why - or why not
- he is fair with his praise as well as his criticism, and he criticises without making an enemy of you
- he is fair to us as well as to the company
- he drives himself hard so you don't mind him expecting the best of you.

SUMMARY

The job of the leader is

- To get the required results
- To manage his personal relationships, and those within his group so, that:
 - each group works as a team
 - each individual feels he is playing a vital part in the success of the group.

The leader's skills in achieving the required results through the group are matched by his skills in "managing" the hostilities and anxieties of individuals and of the group.

This is the "work" a manager has to perform to be successful leader. They are not inborn traits. They are skills which can be recognised, practised and developed.

AN INTRODUCTION TO GROUP WORK

1. INTRODUCTION

Recently there has been a great deal of attention paid to counselling - which has been defined as "helping a person to look at situations fully and honestly, to think them through and to make his own decisions".

Counselling can be called a "one-to-one" situation. It is the setting in which the leader helps the individual to develop through a face-to-face relationship. But there is another situation. There is the "group" situation. This is the setting in which the leader helps individuals to develop by working with them as a group.

In fact, if you think about it, the leader can only help individuals by a series of face-to-face relationships or by working with them as a group - or by a combination of both. There is no other way!

This may seem like a rather pompous way of stating the obvious. Indeed, leaders have, over the years, used both these situations to achieve their ends.

2. WHAT IS THE GROUP PROCESS?

A group is any number of people working together. It can consist of two people - or twenty people. Experience suggests that five or six is the natural size of a group. A larger group tends to break up, quite naturally, into sub-groups. In any largish group, therefore, you should be able to recognise sub-groups, however informal.

Most people belong to several groups at the same time - in the home, at church, at work, etc.

When people are together in a sub-group or group, they influence each other. The *interaction* of people as members of a group is called the *group process*. This process is inevitable. The people within the group cannot avoid influencing one another. Whether that influence is helpful and desirable is another matter (and who is to define "desirable" anyway?). What we are interested in is how they influence one another.

The people in the group play different *roles*. Someone has the ideas; someone keeps the peace; someone makes the jokes; someone keeps the group together; and someone provides the *leadership*.

It is also important to note that people can change their roles within a group. This can occur for a variety of reasons. The aim or the task of the group may change. The membership of the group may change, ie someone may join; someone may leave. This will lead to changes in behaviour. Finally, members of the group will be influenced by the roles they play in other groups (in the family, at church, and so on) and furthermore, those roles may also be changing. Changing roles within a group (or sometimes, not being able to change them) can produce stress for individual members of the group as a whole.

So although a group may appear to be static and without tension, it is unlikely to remain so for long. But, despite internal changes and tension, a group can maintain a sort of on-going equilibrium for quite a long time. Indeed, it must do so to survive as a group

3. WHY GROUP WORK?

A leader can be ignorant of the group process. Or he can understand and observe it - but nevertheless ignore it. Or he can understand, observe and use it.

We believe that he should understand it, observe it - and use it. Unless he uses it, he cannot provide effective leadership, nor can he provide effective *learning experiences* for the members of the group.

Getting on with people, or personal relationships, is one of the most important aspects of life. But this learning can only be done alongside other people, inside a group. When the leader intervenes in the group process and provides leadership or learning experiences for members of the group, it is called *group work*. This intervention might be called manipulation. Some critics are concerned that, as adults, we have no "right" to manipulate people. But this is not the intention. Our aim is the betterment of those with whom we work. If this is true, we must accept that from time to time, we must act. We cannot just sit back and watch. Otherwise, why did we take up leadership in the first place?

It is perhaps better - and more accurate - to say that we try to work non-directively. Or to say that we try to use the non-directive approach.

Briefly, when using this approach, we try to encourage the members of the group to decide things for themselves.

We believe - and experience has shown - that the successful leader, whether consciously or not, veers towards this approach. Few leaders have much success when they try to work directly, that is when they veer towards the *directive approach* and try to decide everything on behalf of the members of the group. Of course these two approaches, as defined represent extremes. Most leaders use a variety of approaches. Nevertheless, the leader who tries to work non-directively has more success - in terms of the betterment of those with whom he works than the leader who worked directly.

4. NORMS AND RULES

There is some confusion between norms and rules. Norms are unstated, unwritten "rules" governing behaviour. In some groups, the norms may be written down as rules, either by members of the group or those "in charge" of the group. If the unwritten norms and the written rules coincide, they will reinforce one another. But if the unwritten norms then change, and if the written rules remain unchanged and somewhat inflexible, the two will diverge; there will be tension and possibly conflict between them. If the group is faced with written rules that do not coincide with the norms as evolved by the group, there will be tension or conflict - or possibly an unstated agreement to ignore the rules, to "turn a blind eye....."

5. GROUP FOCUS

The expert also talks of *group focus*. He speaks of *task orientated* groups and *socially orientated* groups.

At one extreme, the group can be solely concerned with a task. At the other extreme, the group can be solely concerned with the personal relationships within the group, with the interaction of the members of the group. The members meet only to drink coffee, to talk or just to be with one another.

Once again, these are two extremes; No group can be totally task orientated, with no interaction of the members of the group. The footballers practice together, travel together, play together, enjoy success (or suffer defeat) together. They must interact with one another to do all this, particularly if they are to stay together, will have to act together. They must interact with one another to do all this, particularly if they are to stay together and continue to play football!

Equally no group can be totally socially orientated (and engage in no task of any sort). The coffee drinkers come together and must do something - even if it is only to organise the coffee! It is impossible to come together and to do absolutely nothing. A task, however modest, will emerge and the group, if it is to remain together, will have to act together. The truth is that the group focus of most groups contains an element of both aspects.

The leader has a responsibility to maintain some sort of balance between these two aspects. The balance should allow all the members of the group to meet their needs, to play a role or a variety of roles, and to enjoy success. People can only benefit from membership of a group if it meets some of their needs. They look for satisfying roles to play. They want to belong and have status in the group. They want to enjoy personal success and to share in the achievements of the group.

If the group does not meet any of their needs, or does not provide them with a satisfying role or some measure of success, they will leave the group

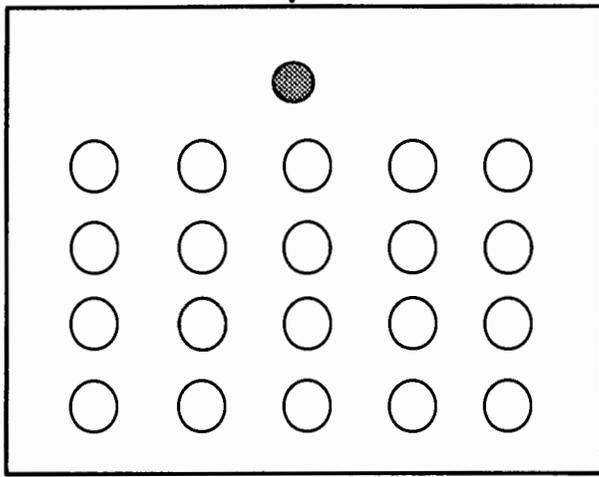
6. YOUR GROUP - A COHESIVE GROUP?

We have stressed that a group is dynamic. That is to say, it is constantly changing, but - at the same time - it remains together, it sticks together. The expert speaks of the *cohesiveness* of a group. He says: "A cohesive group is one in which the members like one another, and are therefore attracted towards the group A group will become cohesive under the following conditions : frequent interaction; homogeneity of attitudes, interests and background; rewarding experiences in the group; a leader who can preserve harmony; absence of aggression, schizoid or otherwise disturbing personalities; a task which requires co-operative, complementary behaviour for its completion."

7. DEFINITIONS

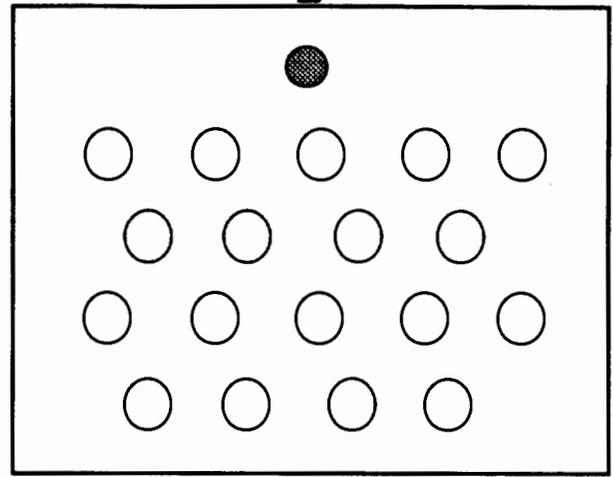
Group	:	Two or more persons working together for an agreed purpose.
Interaction	:	The influence of people on one another.
Group Process	:	The interaction of people as members of a group.
Role	:	The part which a person plays in a group.
Leadership	:	The process of helping a group towards the achievement of an aim.
Learning Experience:		Any situation in which a person undergoes a relatively permanent change in behaviour.
Group Work	:	When a person intervenes in the interaction of people who are members of a group and, because of his knowledge of the group process, is able to provide leadership and/or learning experience for the members of the group.
Group Norm	:	A generalisation concerning the behaviour expected of members of a group in situations of importance to the group.
Group Focus	:	The nature of the stated or unstated aim of the group.
Task Oriented	:	When the group focus is mainly concerned with the task undertaken by the group.
Cohesiveness	:	The condition of being united or remaining united in action.

1



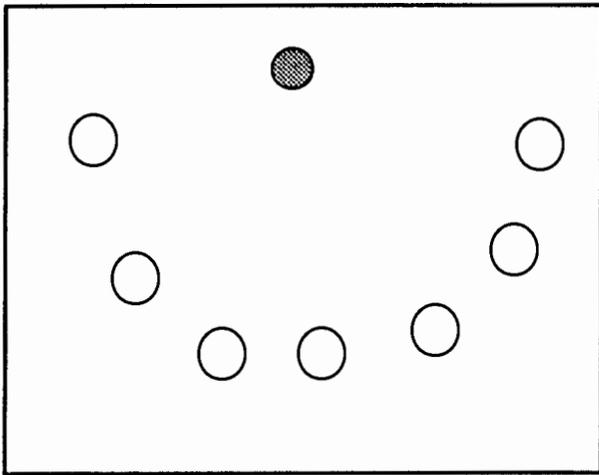
NOT EVEN FOR LECTURES

2

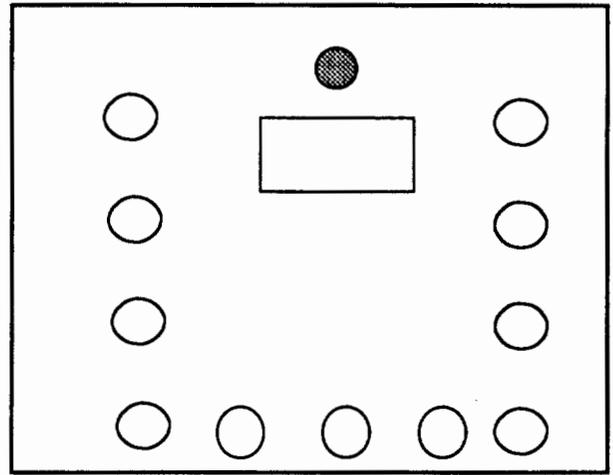


SUITABLE FOR LECTURES BUT NOT FOR DISCUSSION

3

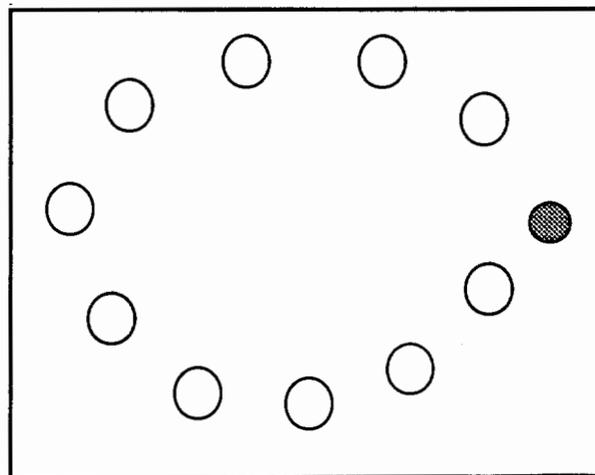


4



NOT SUITABLE BECAUSE THE LEADER BECOMES THE FOCAL POINT. THE PRESENCE OF A TABLE OR LECTERN IN 4 EMPHASIZES THIS AND CREATE A BARRIER.

SUITABLE



THE COMPLETE CIRCLE GIVES EQUALITY TO ALL MEMBERS AND PROMOTES EXCHANGE WITHOUT UNDUE FOCUS ON THE LEADER.

LEADING A DISCUSSION GROUP

1. WHAT IS A DISCUSSION?

A controlled exchange of information between two or more persons.

2. WHAT ARE THE BENEFITS OF DISCUSSION?

- Promotes exchange of ideas
- Helps participants to think more clearly
- Is an effective method of encouraging change of attitude
- Is a feedback on progress
- Discussion groups simulate the groupings of participants

3. SHOULD DISCUSSION BE DIRECTIVE OR NON DIRECTIVE?

Directive:

Leader plans in advance for the participants to think together about certain aspects of a subject and gives a definite lead in bringing this about.

Non Directive:

Leader triggers off discussion but then allows it to take its own course. Leader may HELP FLOW but does NOT DIRECT towards a definite conclusion.

Generally speaking we will find that during projects it is best to aim for something in between two extremes.

4. DISCUSSION GROUP LEADER

The discussion group leader decides on the best approach. Directive, Non Directive or compromise and plans accordingly.

AIM: To help participants to reach sound conclusions with minimum guidance.
To maintain control while remaining in the background.
To achieve this aim, SKILLS rather than AUTHORITY are required.

- SKILLS:**
1. Constructive listening
 2. Skilful use of questions
 3. Co-ordination through summaries

5. PRE-DISCUSSION TASKS OF THE GROUP DISCUSSION LEADER

5.1 Decide Objectives

- ♦ What do we hope to achieve by the discussion?
- ♦ How does it fit into the objectives of the project?

5.2 Outline

- ♦ **Plan for development** of the subject.
- ♦ **Plan for summarising.**
- ♦ **Plan for terminating** the discussion.

(These plans should be put in writing but the Group Discussion Leader should at all costs avoid consulting his notes during the discussion. This is distracting and destroys participation.)

5.3 Prepare

Background Knowledge of the subject and **Personal Preparation** helps to identify the subject matter to be covered. Even where the Group Decision Leader is not particularly expert in the subject, good preparation compensates to a great extent.

6. STRUCTURE OF DISCUSSIONS

6.1 Physical Structure

Size of group **8 - 10**, not more than **12**.

Layouts: See chart.

Comfort, including avoidance of glare if outside.

Adequate time to cover subject.

Clean air and acceptable temperature

6.2 Visual Aids

Not generally of pre-arranged type, but flip charts and paper or boards with suitable writing agents are necessary for recording summaries. (Summarising is a useful experience for participants, therefore the group should provide the summary and a member of the group should write it up.)

7. TYPES OF DISCUSSION

Group Discussion

- ♦ **All groups** discuss **same** subject
- ♦ **Each group** discusses a **different** subject
- ♦ **Each group** discusses a **different aspect of the same** subject

Reporting Back

- ♦ Meet together for **verbal report and further discussion**
- ♦ **Reports are written and displayed on the board.** (Unsatisfactory as reports rarely get read.)
- ♦ **Written report to group discussion leader** who **summarise** for verbal report back and discussion. (Very effective - since whole ground is covered without repetition.)
- ♦ **No formal findings** but groups produce **questions** for **general discussion** or for **panel of experts.**

General Discussion

Not very effective. large numbers tend to weaken effect. Physical layout for discussion difficult to achieve.

Debate

Generally only effective when subject has been prepared by leaders of the sides and participants have given thought to a subject. useful when groups have prepared opposing views on a subject.

Physical layout should be - two sides facing each other in parliamentary style.

10. ADJUSTING THE APPROACH

Group Discussion Leaders must approach each subject in accordance with its type. Consultations with the overall leader helps.

11. TYPES

- Produces measurable end result
- Teaches a skill
- Clarifies ideas

12. SUMMARISING

It is important to summarise important points as the discussion progresses, each important point being recorded in one or two words on the chart or board. (Done by participants.)

In additions the leader may need at intervals to summarise by pulling the threads together and to draw from these threads helpful and constructive conclusions. This is certainly necessary at the termination of the discussion.

IT IS IMPORTANT THAT THESE SUMMARIES COVER WHAT HAS BEEN SAID NOT WHAT THE LEADER THINKS SHOULD HAVE BEEN SAID.

Avoid the use of "You" and "I". Say "We".

13. DEALING WITH DIFFERENT TYPES OF CANDIDATES

Quarrelsome	Stay quiet do not get involved. Stop him monopolising.
Positive	Great help in discussion Use him frequently Let his contributions add up
Know-all	Let the group deal with his theories
Loquacious	Interrupt tactfully Limit his speaking time
Shy	Ask him easy questions Increase his self-confidence Give credit whenever possible Questions posed should be framed to require more than "Yes" or "No".

14. GROUP DISCUSSION LEADER'S ROLE IN BRIEF

- ◆ Ensure right physical setting.
- ◆ Avoid expression of his own opinion.
- ◆ Help members to reach agreement.
- ◆ Help members to keep to the point.
- ◆ Help everyone to participate by encouraging the silent ones and curbing the noisy ones.
- ◆ Clarify issues and encourage investigation of points of disagreement.
- ◆ Summarise (or encourage summary) from time to time and at the end.
- ◆ Provide relevant information if he has it and obtain it for the group if he has not.

15. HEARING THE FINDINGS

When it is desirable for the groups to report back (this is not always the case) **EVERY GROUP MUST HAVE THE OPPORTUNITY TO REPORT**. As far as possible boring repetition must be avoided without letting any group get away with "We think the same as the last speakers". This may be overcome by pre-arrangement that each group will report on a different aspect.

16. EVALUATION

After the discussion the leader should assess the development of the discussion and his part in it.

A check list may be used, try this out.

SIX

THINKING

HATS

WHITE HAT

Think of white paper, which is neutral and carries information.

The white hat has to do with data and information.

What information do we have here ?

What information is missing ?

What information would we like to have ?

How are we going to get the information ?

When you ask for white hat thinking at a meeting you are asking those present to put aside the proposals and arguments and to focus directly on the information. For the moment everyone at the meeting looks to see what information is available, what is needed, and how it might be obtained.

RED HAT

Think of red and fire and warm.

The red hat has to do with feelings, intuition, hunches, and emotions. In a serious meeting you are not supposed to put forward your emotions, but people do this by disguising their emotions as logic.

The red hat gives people permission to put forward their feelings and intuitions without apology, without explanation, and without any need to justify them.

... Putting on my red hat, this is what I feel about the project.

... My gut-feeling is that it will not work.

... I don't like the way this is being done.

... My intuition tells me that prices will fall soon.

Because the red hat "signals" feelings as such, they can come into the discussion without pretending to be anything else. Intuition may be a composite judgement based on years of experience in the field and may be very valuable even if the reasons behind the intuition cannot be spelled out consciously. It should also be said that intuition is not always right, and it can be wrong.

It is sometimes valuable to get feelings out into the open.

BLACK HAT

Think of a stern judge wearing black robes who comes down heavily on wrong-doers.

The black hat is the "caution" hat.

The black hat defends the status-quo.

The black hat is for critical judgement.

The black hat points out why something cannot be done.

The black hat points out why something will not be profitable.

... The regulations do not permit us to do that.

... We do not have the production capacity to meet that order.

... When we tried a higher price the sales fell off.

... He has no experience in export management.

It is very easy to overuse the black hat. Some people feel that it is enough to be cautious and negative and that if you prevent all mistakes then everything will be fine. It is easy to kill creative ideas with early negativity. Wine is fine but overuse of alcohol can turn you into an alcoholic. It is the same with the black hat. The hat could be very valuable but overuse of it can be a problem.

YELLOW HAT

Think of sunshine.

The yellow hat is for optimism and the logical positive view of things.

The yellow hat looks for feasibility and how something can be done.

The yellow hat looks for benefits - but they must be logically based.

... This might work if we moved the production plant nearer to the customers.

... The benefit would come for repeat purchases.

... The high cost of energy would make everyone more energy efficient.

Yellow hat thinking often requires a deliberate effort. Benefits are not always immediately obvious and we might have to search for them. Every creative idea deserves some yellow hat attention.

GREEN HAT

Think of vegetation and rich growth.

The green hat is for creative thinking.

The green hat is for new ideas.

The green hat is for additional alternatives.

The green hat is for putting forward possibilities and hypotheses.

The green hat covers "provocation" and "movement".

The green hat requests creative effort.

... We need some new ideas here.

... Are there any additional alternatives ?

... Could we do this in a different way ?

... Could there be another explanation ?

The green hat makes it possible to ask directly for a creative effort. The green hat makes time and space available for creative thinking. Even if no creative ideas are forthcoming, the green hat asks for the creative effort.

BLUE HAT

Think of the sky and an overview.

The blue hat is for process-control.

The blue hat thinks about the thinking being used.

The blue hat sets the agenda for thinking.

The blue hat suggests the next step in the thinking.

The blue hat can ask for other hats.

The blue hat asks for summaries, conclusions, and decisions.

The blue hat can comment on the thinking being used.

... We have spent far too much time looking for someone to blame.

... Could we have a summary of your views ?

... I think we should take a look at the priorities.

... I suggest we try some green hat thinking to get some new ideas.

The blue hat is usually used by the chairperson or the organiser of the meeting, but other participants can put forward suggestions. The blue hat is for organising and controlling the thinking process so that it becomes more productive. The blue hat is for thinking about thinking.

AN INTRODUCTION TO COUNSELLING

COUNSELLING

An alternative way is to avoid imposing solutions or giving ready-made answers, but instead to help the other person to look at the situation from every point of view, to understand his own feelings, to weigh up alternatives, and to make his own judgement about the action to be taken. This helping of a person to look at situations fully and honestly, to think them through and to make his own decisions is known as COUNSELLING.

The word "counselling" is used in a variety of senses, but the principles involved are generally the same. The ideas which follow are an introduction to the topic and an outline of some of these principles. We are not thinking here of helping people who may have severe problems or personality disorders and thus need specialist help, but rather as a kind of "personal first aid". Most people do not need long term help, they do need - and sometimes desperately - the comfort of a good listener and a chance to sort out their ideas in the presence of an experienced and emotionally uninvolved adult.

WHEN TO COUNSEL?

There may be two main types of situation:

- **THE OTHER PERSON IS CONFUSED:** He does not know what to do, he is worried, undecided. he does not have the facts or he cannot interpret the facts he has. he is uncertain about the different things he might do.

- **THE OTHER PERSON HAS MADE SNAP DECISION** about an issue. When he is worried he is likely to make hasty decisions. He does n't consider alternative things he might do. He fails to consider the consequences of his plan or action and he jumps to conclusions. You, the leader, may be asked directly for help or you may yourself feel that it is necessary. Create the climate for this to happen by being available,

approachable and observing cues, such as sudden changes in a person's attitudes, moods or behaviour.

WHERE TO COUNSEL?

The kind of "first aid" counselling being described here does not involve discreetly lit rooms with couches and a psychological approach! It is just as likely to occur anywhere. Equally, many leaders respond intuitively and counsel successfully without fully appreciating that they are doing so. If it is an individual matter, get the person aside to a place where your conversation will not be overheard or interrupted. Try to make him feel at ease and relaxed.

Obviously each person is different; some people will be quick to talk about their problems; some will be strong in their statements; some will be straight-forward and come to the point; others may wander around the issue. Each problem and each leader will be different also. This makes counselling hard to do, something which cannot be done "by numbers". The principles which follow are general guidelines but they must be adapted to the person, the situation and yourself.

SOME PRINCIPLES OF COUNSELLING

LISTEN TO HIM

It sounds easy but it is often hard for most of us to put into practice. Think of your own experience - you have probably talked to someone and had the feeling that he listened to you and understood what you were trying to say. On the other hand, you have probably talked to someone who gave you the feeling that he did not really hear what you were talking about or did not understand you. You probably left him feeling rather resentful. What are the things a person does which makes it hard to talk to him? Perhaps he was busy or not interested, and let you know it by shuffling his paper or talking to somebody else at the same time. Perhaps he told you how to run your life or made sarcastic comments about what you said, or told you

d/

your problems were not very important and all you ought to do was "be a man". He interrupted all the time to give advice or he cross-examined you or perhaps he twisted the meaning of what you were trying to say. It was clear that he just did not understand.

So to avoid this, listen. Give an individual your undivided attention when he comes to talk to you. Let him know you are willing to take the time to hear him out. Keep asking yourself - "Do I understand what he is trying to say?" You will often discover that you do not understand completely, or will not be sure. In this case, you should make it possible for him to continue to talk and for you to listen.

AVOID GIVING ADVICE

He will probably ask for advice and you might be tempted to supply it. The only thing is, the advice you give is quite likely to be wrong or unsatisfactory for him, no matter how good it sounds to you. In the long term people will be helped best to be able to make realistic decisions for themselves, by being encouraged to think things through rather than having answers pushed at them.

SUMMARISE THE PROBLEM

You may want to do this several times while he is talking. You will be most effective if you summarise in your own words to make sure you understand. This also helps him to check on what he is telling you.

GIVE HIM ANY NECESSARY INFORMATION

Sometimes he cannot reach a decision because he does not have all the facts - for example, he may not know the resources he could use. Find out if he needs or wants information and give

it if you can. Make sure that it is balanced and accurate and that it is information and not advice.

ENCOURAGE HIM TO THINK OF DIFFERENT APPROACHES

Ask him if he can think of anything else he might do. Most of us when we are faced with some kind of issue that is important to us have trouble in thinking. We become confused. We settle on one approach and cannot come up with others. Encourage him to think : if he is unable to think of other approaches you may be able to suggest some, bearing in mind that he must decide which he will use. By looking at several different ways of solving his problem he may not feel so trapped.

SOME POSSIBLE RESPONSES IN COUNSELLING

Using these principles as a baseline, let us now consider the kind of responses or reactions which can be made and to put them into practice. The suggestions given below are only guidelines, but you will have to use them in your own way. You cannot memorise words to say which will fit any situation, and you cannot be given words which will fit your way of talking and doing things. Nor is there a magic sequence of phrases guaranteed to produce success. Counselling is a relationship, not a formula.

RESTATE

Restate briefly the person's words in your own way. "If I understand you correctly you propose doing this activity but the rest of the Executive do not agree ...:

MENTION AND ACCEPT HIS FEELINGS

When someone comes with a problem or complaint he is likely to have some strong feelings about the matter. It does not do any good to tell him he should not feel in a certain way. He does, and you cannot do away with feelings by pretending that they are not there. Nor can you order them out of existence. Being able to express one's feelings is of itself a great help, even if a solution to the problem is not found. Accept the person's feelings - you can often help greatly if you let him know that you understand why he feels the way he does. You can show acceptance of the person without agreeing with or condoning his actions. You may say - "I suppose you must be pretty annoyed" or "I guess you were rather upset about that"

SHOW YOU ARE LISTENING.

We are trying to listen with understanding. Nobody likes to talk to a blank wall: we all need to know that the other person is paying attention to us. For that reason you should indicate every so often that you are listening and that you understand. How you do this is up to you and you should do whatever comes naturally to you. It might be a simple phrase like - "I understand" or a word like "Yes". A nod of the head or a hand gesture might do just as well. Silence can also be very effective: sometimes just sitting and waiting while he thinks, can be the best thing to do.

ENCOURAGE HIM TO TALK ON

What you say depends on you, the other person and the situation, but it might include phrases like - "Tell me about it" or "Go ahead" or even "Uh huh"!

ASK QUESTIONS WHICH ARE OPEN-ENDED

Counselling is not interrogation, so avoid too many questions, but you might want to ask him what he did or how he felt: perhaps - "And then what happened?" or "How did you feel about

that?" or "What was the difficulty ...?" Questions of this kind help the individual to talk without giving him the idea that you are cross examining him.

SOME IMPORTANT NOTES OF CAUTION

Of course, there will be times when in spite of your counselling the person will still be discouraged. The confused man will still be confused; the hasty person will still be hasty. not all problems are capable of solution. No matter how skilled you are, you won't be able to help solve all the issues that are brought to you.

DO NOT TRY TO OVERREACH YOURSELF

When you find yourself at a loss, see that the person gets other help. Admit when you are out of your depth and ask whether he would like to try to find someone else who may be able to help. But, at the same time, you must respect his confidence.

COUNSELLING CARRIES RESPONSIBILITIES

Try to understand your own feelings about situations. These might include sometimes, the pain of knowing and not being able to tell, or the frustration of believing that, in spite of all your endeavours, someone is embarking upon a course of action without realising its full implications.

COUNSELLING INVOLVES COMMITMENT TO PEOPLE

Counselling can be difficult even if rewarding. Control your own emotional involvement. Be cautious of the "glamour" which may appear to surround "one-to-one" situations.

PREPARING TO COUNSEL

The primary tasks of the counsellor are to

- **PROVIDE IMMEDIATE PERSONAL SUPPORT'**
- **HELP THE INDIVIDUAL TO CLARIFY THE ISSUES**
- **MAKE WAY FOR FURTHER HELP IF NECESSARY.**

Each of these tasks can be helped by previous thought so that when you find yourself unexpectedly "counselling on your feet" you are prepared. Think through your own views and feelings on different topics which may be of concern to the people you are working with. Try to list some specific issues which may be raised, and the kind of questions which members might ask. How would you respond, what further information might you need, and where might you find it locally?

Counselling by itself is not all of leadership ... but it is one of the most useful of the repertoire of skills which leaders could have. There is no substitute for a warmhearted, genuine desire to help, but the skill to be really helpful in practice can be developed in training and from learning by experience.

Some ideas and principles can be learned from books and courses, but the art of counselling is only acquired from practice. Opportunities cannot be manufactured to order, but when they occur they require self discipline and patience and a concern to apply the principles and evaluate the consequences. These introductory ideas on "first aid" counselling can be used in the impromptu situation thrown up continuously in the life of any group. A leader who accepts and likes the people he works with is sensitive to them as individuals, can improve his skill of working in this non-directive way.

Used appropriately, this skill of counselling can be a significant aid in helping people to grow, to build satisfactory relationships, to make their own decisions and accept responsibility for them - in short: "to take a constructive place in society".

GROUP DEVELOPMENT

Over the past few years, there has been an increasing trend towards the use of the small groups in training or projects. These have been found effective in helping people to learn.

These notes outline what often happens in a typical project group. They are intended to help the Tutor to be more able to judge what is happening within the group, when he should intervene, when he should leave them alone, when he should expect to be "attacked" and when to be accepted.

Of course not all groups develop in the same way. This is a general, simplified guide, explaining a typical overall pattern predictable within fairly broad limits.

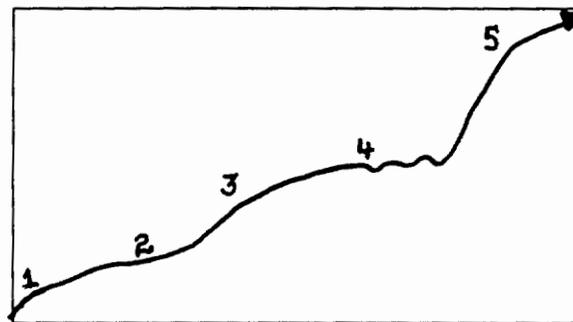
We can think of an ideal group as moving from a state of dependence, through one of independence, to a state of interdependence; in other words from completely relying on the Tutor, to ignoring the Tutor, to co-operating with the Tutor.

Group Growth

Interdependence

Independence

Dependence



Time

- Point 1.** The group is entirely dependent upon the Tutor in the early stages of settling in. But it continues to expect him to provide all the answers ("is this what is expected?"). If he did so, the group will remain completely reliant on him and not develop.
- Point 2.** Since the Tutor wants to help the group to learn for itself he has avoided question like "what sort of answer are you looking for?" The group thus may become a little hostile to him because he is not living up to their expectations.
- Point 3.** When it is obvious that the Tutor is not going to take over the "leadership" of the group, the struggle for leadership between group members intensifies. The group begins to establish some norms (unwritten rules) on how it will operate. There may be some further hostility to the Tutor, or the project ("we are not getting anywhere - it is all theory").

This is a common experience of Tutors everywhere and has been found, for reasons which are not entirely clear, to be a helpful process for a group to go through - provided the Tutor permits the group its freedom during this period.

Point 4. When the group has weathered the previous period of stress, it emerges as relatively independent and enters a new phase, often characterised by joy or laughter and a feeling of "it is good to belong". Member may sometimes behave irresponsibly. Nevertheless they now acknowledge that the Tutor knows what he is doing and understand his role. They recognise that they are learning.

Point 5. The group quickly moves on to constructive and creative work. The group has ceased to fight the Tutor and permits him to re-enter with his contribution. New leadership pattern within the group may emerge and there is more sharing of learning between group members and the Tutor.

Some Forces at Work in Groups

Whenever individuals meet as a group these "forces" begin to operate. They can be used to help a group achieve task or they may create blocks which prove to be destructive. A group which is working well usually has a balance of these forces.

1. **Drive to complete tasks**

Frustration and conflict arise when group members are uncertain as to the exact job to be done by the group or how best to accomplish it or if there is misinterpretation of the task within the group by different members. Thus time spent initially clarifying aims and methods helps.

2. **Satisfying Personal Needs**

Some needs are physical and can be usually handled - room temperatures, coffee breaks, seating arrangements etc.

Satisfying emotional needs is more difficult. While some members are working at tasks, others are trying to satisfy their need to be liked, to be recognised, to be secure. Thus groups have to pay attention to these needs as well as completing tasks.

3. **Pressure of "individual committees"**

As group members struggle to reach decisions each feels the pressure of external forces which influences - family, friend, membership in other groups.

4. **Striving for Leadership**

No matter how well the "leader" of a group performs his job, there will be instances where the members feel dissatisfied or where a changing situation may throw up new needs.

5. **Establishing and Maintaining Group Standards**

These standards include the spoken and unspoken rules ('norms') which govern such things as dress, language activities, attitudes, subjects permitted within the groups. In some groups the standards are so well understood that they only become a problem if challenged; in others they are constantly challenged and adapted.