

CHAPTER-9

WORKING IN GROUPS

- * General and Specific Objectives**
- * Trainer's Notes and Guidelines**
- * Self-Learning Package for the Trainees and Assignments**

GENERAL OBJECTIVE

The participant will appreciate the factors influencing the development of volunteer groups into effective project teams.

SPECIFIC OBJECTIVES

The participant will:-

- (a) Describe the characteristics of effective teamwork.
- (b) Analyse the implications of factors like collaboration group size, group homogeneity, group creativity on team performance.
- (c) Given the description of the performance of a team, diagnose gaps in teamwork and suggest remedies.

TRAINER'S NOTES AND GUIDELINES

WORKING IN GROUPSTHEME OF THE CHAPTER:

Closely related to Chapter-8 - Organizing for Implementation - this Chapter explores further into the manner of working of project teams and the factors that influence it. While Chapter-8 dwelled into the functions and roles of project teams and their links with external agencies, Chapter 9 will deliberate on how and why members within the team cooperate with each other, and the effects of certain factors like group size on cooperation. Also discussed are concepts like group creativity and its utility to project teams.

The work of project teams is crucial to both planning and implementation of projects. That project teams are preferred to other forms of infrastructures for managing projects is well known. But the requirements that lead to team work are never very clear. These requirements get dismissed as 'cohesive working', 'team spirit', 'effective group working' and other such abstractions. This Chapter probes into these requirements profoundly and attempts to provide some concrete meaning to them.

PREREQUISITES

It can be said that none of the preceding chapters, except Chapter 8 on Organizing for Implementation, is an essential prerequisite for 'Working in Groups'. At the same time, since this Chapter is one in a long sequence, it can be said that to understand the context of the presentation and illustrations, Planning (Chapter 2) must have been completed. Since Network Analysis (Chapter 3), Decision Analysis (Chapter 4), Cost Benefit Analysis (Chapter 5), Potential Problem Analysis (Chapter 6) and Organizing for Implementation (Chapter 8) are all linked to Planning, this Chapter should be taken up only after their completion. Moreover this Chapter will provide the first peep into Implementation and hence it heralds the transition from planning to implementation in the package.

It is anticipated that both Tutor and participant would have a wide experience of working in groups and teams. The Tutor, of course, must have lead teams, and attended training programmes in related spheres.

PREPARATORY ACTIVITIES FOR TUTOR

Apart from a thorough study of this Chapter (including completing the Assignments), the Tutor may study about Groups - their working and their dynamics, from References 3 and 4.

The Tutor must also be prepared to offer clarifications, additional illustrations, and may be even narrate his own experience on certain topics in the Chapter since it is anticipated that the participant (in some cases) may have difficulty with concepts like Group Norms, Superordination, interpreting the influence of Group Size on certain factors.

INSTRUCTIONAL GUIDELINES

(a) The contents of the Chapter are conceptual. Effective Working of Groups has been linked with six factors - Collaboration, Homogeneity, Structure, Leadership, Creativity and Size. Of these Group Structure has been extensively analysed in the Chapter - 8. Leadership and Creativity have only been 'fleetingly mentioned' in this Chapter since an elaboration would mean adding new chapters to the Package. Collaboration has been dealt at length because of its significance for youth groups in general.

This Chapter has a strong dependence on the Chapter on 'Organising for Implementation' (Chapter 8) and can be considered to be a logical extension of that Chapter. It is preferable if the previous Chapter is available to the participant for reference while he is learning from this Chapter.

(b) A proposed schedule for 4 1/2 hours for this Chapter would be as follows:-

Sl.No.	Activity	Time in hours
1.	Introduction to Chapter by Tutor	1/4 hours
2.	Learning the Chapter until Assignment Five with Tutor's guidance and use of OHP Transparencies 1 and 2	3 3/4 hours
3.	Assignment Five	1/2 hours

(c) For introducing the Chapter the Tutor may stress two or three issues like importance of the topic, links with previous Chapter, and the fact that this Chapter will have implications on both planning and implementation. May be some Tutor instructions may have to be given on the assignments too.

(d) Most of the Chapter is in the self-learning mode. Some assistance may be needed from the Tutor by some participants for understanding certain concepts (mentioned earlier). The Tutor could move around the class assisting individual students, while they are learning in the self learning mode at their own pace.

Some of the illustrations may need to be elaborated to establish, with clarity, the application of a related concept. Given the somewhat abstract nature of some of the concepts it will not be surprising if such demands arise. The Tutor may fulfill these participant needs. He may also add a few narrations from his own experiences of a similar nature.

There are five assignments in the Chapter. All of them are individual assignments. All of them require that the Tutor check the responses of the participants on completion. In case the Tutor feels this would be time consuming he may collect participants who have completed the assignment in a small group and validate their responses in a discussion. The Tutor will announce this strategy after introducing the Chapter to the whole class so that each participant understands what is expected of him.

(e) Two OHP transparencies accompany the Chapter.

9.1 - Differences between collaborative, competitive
and individualistic actions.

9.2 - Factors influencing collaboration.

These transparencies link up with the appropriate content components of the Chapter and their use is quite simple. OHP Transparency 9.1 can be used as an introduction to the concept of Collaboration. Transparency 9.2 can be used after Assignment Three has been completed by participants and checked by Tutor. This will help prepare participants to understand the 'graphs' provided in this component.

SUGGESTED RESPONSES TO ASSIGNMENTS

ASSIGNMENT ONE (YOUTH TEAM FOR PROVIDING TEXTILE/DRESS
MATERIAL DESIGNS)

A. REASONS FOR LOW EXTENSION MOTIVATION.

- No sensitivity, respect towards each other.
- Excessively tight controls.
- Leadership not responsive to members, and vice-versa.

B. SUGGESTED REMEDIES.

The team must sit down and enter into an introspection about why they are not behaving as a team. Assurances to support each other have to be given and taken.

ASSIGNMENT TWO (PROJECT TEAM FOR SLUM COMMUNITY HEALTH CARE)

- (a) PROBLEMS IN THE TEAM - No Superordination, poor Group Norms and rewards, Extension Motivation low in some, Leadership lacking; in fact no Collaboration.
- (b) ACTIONS FOR IMPROVING SITUATION - Team development, Team reformation, ensuring that all essentials for Collaboration gradually sprout.

ASSIGNMENT THREE

- (a) (CONFLICTS) CAUSES OF CONFLICT - Disagreements among members due to different perceptions, different knowledge of facts, different goals.

(b) WHY COLLABORATION REDUCES CONFLICTS ? - In fact Collaboration will tend to reduce more serious conflicts due to affiliation to group norms, superordination, trust.

B. (HELPING RELATIONSHIP)

Column I	1	2	3	4	5
Column II	(ii), (iv)	(i)	(v), (iii), (i)	(v), (iv)	(v), (i)

ASSIGNMENT FOUR (INOCULATION CAMPAIGN)

ALTERNATIVE ONE - Through some street plays (or similar effort) highlight the great benefits of inoculation; also reduce the fear of inoculation by showing live examples of people who have 'survived' it.

ALTERNATIVE TWO - Get people from other villages who have been successfully inoculated, and get them to narrate experiences, benefits.

ALTERNATIVE THREE - Select one of the people from the village. Train her/him. Make her/him attend campaigns elsewhere. Then use him to convince the people in the village.

ASSIGNMENT FIVE:-

SITUATION-1 (NATURE CAMP)

1. WHY COULD THIS HAVE HAPPENED ? - Each faction has its own hidden agenda' There is no trust between leaders. They also appear to have no Superordination. No Group Norms exist. In short there is no Collaboration.
2. REMEDIES - Strong leadership at meeting. Appeal to them. Point out that they appear to be engaged in a Zero sum Game.

SITUATION-2 - RURAL HEALTH PROGRAMME

FACTOR	PRESENCE OR ABSENCE	JUSTIFICATION
EXTENSION MOTIVATION	ABSENT	Disagreement
TRUST	ABSENT	Nobody respects another
SUPERORDINATION	PRESENT	They all believe in the primary objective. They are suggesting alternatives
CREATIVE THINKING	PRESENT	A variety of alternat- ives suggested
GROUP NORMS	ABSENT	Very little order and structure in meeting

REFERENCES

1. 'A Systems Approach to Small Group Interaction' by
S.L.Tubbs; Addison Wesley Publishing Company,
Massachusetts, USA, 1978.

2. 'Managing Conflict and Collaboration' by Udai Pareek;
Oxford and IBH Publishing Company, Delhi, 1982.
3. 'Managing Organisational Behaviour' by Tosi, Rizzo and
Carroll; Pitman Publishing Inc, Massachusetts, USA,
1986.
4. 'Organisational Behaviour and the Practice of
Management' by Hampton, Summer and Webber; Scott,
Foresman and Co., USA, 1978.
5. 'A Diagnostic Approach to Organisational Behaviour' by
J.R.Gordon; Allyn and Bacon Inc; Boston USA, 1978.
6. 'Lateral Thinking for Management' by Edward de Bono;
McGraw Hill, UK, 1971.

**SELF-LEARNING PACKAGE
AND
TRAINEE'S ASSIGNMENTS**

WORKING IN GROUPS

As Elton Mayo (1945) and many people after him have emphasized, to understand a substantial portion of human behaviour one must look beyond the individual and the organization and focus on groups of people. One must sharpen one's appreciation of groups as a factor that contributes to high or low performance. This is more than true in the field of youth services and youth programmes.

Youth clubs and communities organise people into groups, which are generally large in size and may be loosely held together. On the other hand one can think of project teams consisting of youth undertaking the management of programmes, schemes and services. These project teams are usually small groups with a specific ethos and purpose. It is the small teams and groups that this chapter will be concerned with, particularly those which manage projects.

Most projects in the youth services are managed by project groups' or project teams'. These groups consist of volunteers or workers. It is in the belief that a team can accomplish much more than could be accomplished by an individual working alone' that the team approach is preferred. Another assumption underlying the selection of the team approach' (as opposed to individual operation) is

that team work can be more satisfying, exciting and enjoyable. But then it must be realised that the 'team approach' could only succeed in the youth programmes and services, or for that matter in any sphere of human endeavour, if the team work is for real and not merely a set of individuals working together in a setting as individuals.

There are several reasons for the increasing use of teams in youth service and youth programmes.

- (i) Youth services and programmes need infrastructures for ensuring that 'things get done' and 'results are accomplished'. Unlike the traditional bureaucratic structures which suit the regimentation of government and industrial work (on occasions), the need here is for a more democratic and informal types of infrastructures. The team or group is a highly preferred infrastructure in youth services since it offers a democratic way of functioning, without much of status differences among members, and which promotes high involvement.
- (ii) The very nature of youth services is full of ambiguity and uncertainty. There are no defined norms or specifications about 'what to do' and 'how to do'. Under the circumstances groups are more appropriate in formulating, modifying and refining project strategies

and plans, and in resolving problems that arise during the course of implementation. Participative and consensus approaches emerge out of groups. It is such approaches that are needed to cope with highly ambiguous situations.

(iii) In the youth services there is a need to pool mental faculties of different kinds in decision making, problem solving, design of strategies, making selections, innovating and experimenting, and in general, during planning and implementation. A group can provide scope for this. Hence a youth project team which includes people from different fields, with varied experiences, and with diverse expertise and skills, can perform highly effectively. In both creative and analytical thinking youth teams can make significant contributions.

The presence of team work and group operation manifests itself in many ways. What is aimed for is 'good teamwork'. This aim emerges from the knowledge that 'bad team work' is also possible. The presence of good or bad teamwork is specifically noticed (or looked out for) in meetings, in the expressions of members of team when engaged in work, in their relationships, in the manner of accomplishment of activities, and finally in the results produced in the project.

SYMPTOMS OF POOR TEAMWORK

(a) When team members (some or many) get frustrated, lose their inspiration, and seem to lack commitment and motivation towards project objectives or their responsibilities.

(b) When the team members appear to be unhappy or carrying burdens on their shoulders.

Similar occurrences are withholding information, ideas and opinions; too much is hidden from others; and there is low openness between members .

(c) When team members appear to lack cohesion and mutual respect and indulge in unhealthy competition.

Indications here are 'backbiting', internal politics, and the forming of cliques, and the whole lot of 'dirty tricks' that are frequent in intensive rivalry between adversaries. Conflicts are common in such situations.

(d) When lack of trust and shallow relationships are observable.

Members do not confide in the leader. The conversations between members and leaders are on trivial topics. Sometimes the leader or a member may appear totally isolated from other members.

- (e) When jobs are done twice, functioning is counter-productive, creativity is poor, and delays, errors, and incomplete accomplishment are noticeable in activities and results.

These are the performance outcomes of poor teamwork and are in fact the best symptoms of the need for improvement. It can be concluded that these are but the consequences of the symptoms described in (a), (b), (c) and (d) on the actual work or jobs undertaken by groups which lack teamwork.

CHARACTERISTICS OF EFFECTIVE TEAMWORK

An effective team, in general achieves three important goals.

- Meets the purpose for which it has been set up, like completing activities and project without much of deviations from plan,
- Maintains harmony among members and sustains a happy and fruitful relationship,
- Becomes increasingly effective (as a team) with the progress of time.
- Assists in the development and growth of individual team members.

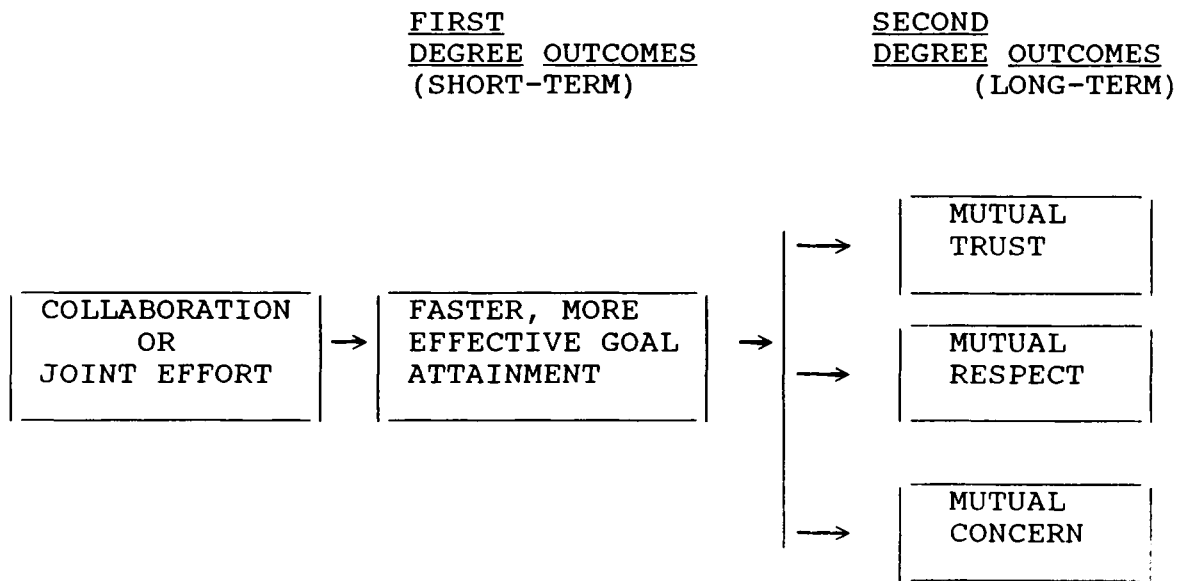
What, then, are the characteristics of effective teams? They could be summarized into six blocks.

A. COLLABORATION	B. GROUP HOMOGENEITY	C. GROUP STRUCTURE
D. LEADERSHIP	E. GROUP CREATIVITY	F. GROUP SIZE

Each of these blocks needs elaboration.

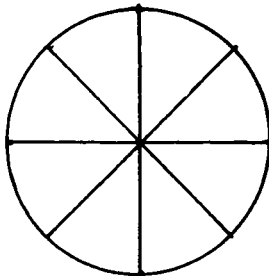
A. COLLABORATION

Functional Collaboration (or Cooperation plus) can be looked upon as the tendency to contribute to joint effort for faster and more effective goal attainment. This results in mutual trust, mutual respect, and mutual concern among group members. Such Collaboration increases self-worth of the group and its members.



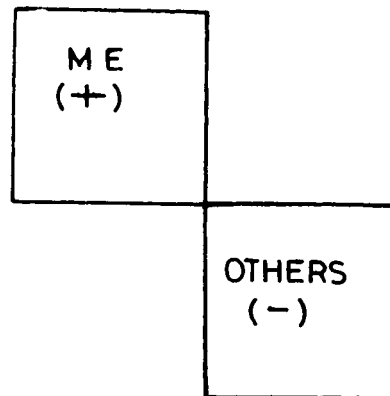
One can distinguish between three different motives that can exist within the members of a group or between groups.

COLLABORATION MOTIVE



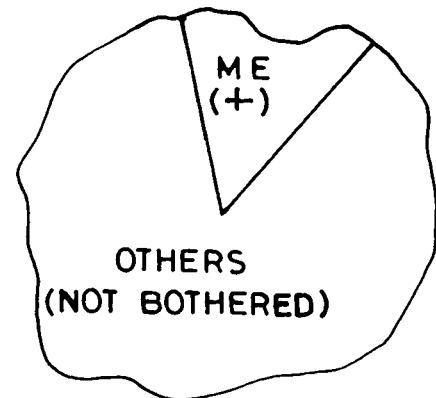
- SHARING SUCCESS WITH OTHERS
- SEEKING BENEFITS, REWARDS FOR ALL
- ALL WIN

COMPETITION MOTIVE



- WINNING AT THE COST OF OTHERS

INDIVIDUAL MOTIVE



- SEEKING AN OUTCOME THAT IS BEST FOR HIMSELF, REGARDLESS OF WHETHER OTHERS ACHIEVE OR NOT

What are the factors that contribute to the development of Collaboration between individuals ?

(1) EXTENSION MOTIVATION - There exists a basic need in human beings to care for, help and become useful to others. In this need, which is sometimes referred to as Extension Motivation, the basic urge is to extend oneself to others, and be of service to others. There is concern for the other individual, and for the society itself. Herein is the basis of Collaboration.

Extension Motivation is not something one is born with. It emerges or gets impeded because of many forces, some of which are explained later in the chapter.

The presence of Extension Motivation in a person can be noticed by the concern he expresses for others, and his desire to forego or postpone his gains for the benefit of others in the group.

If such a motivation exists and is matched by reciprocal motivation from others in the group, then extension motivation will increase. On the contrary if other members do not respond with a corresponding measure of extension motivation then the individual is likely to reduce his concern for others.

ILLUSTRATION - ONE:

In the book 'Future Shock', Alvin Toffler, the author, quotes among his strategies for survival a new approach to adaptation as suggested by Dr. Gerjuey a psychologist. Dr. Gerjuey advocates the forming of 'situational groups' and adds -

Membership in the group would of course be temporary, just enough to help a person with transactional difficulties. By bringing together people who are sharing or are about to share a common adaptive experience, we help equip them to cope with it. A person who is required to adapt rapidly to change loses some self-esteem and could start doubting his own abilities. If this person joins some others who are going through a similar experience then we have a group in which members can identify with each other and who can share troubles. They could begin to see problems more objectively. They could trade useful ideas and insights and suggest future alternatives to each other. They must help each other.

The very reason that they would rise to mutually help each other would be 'extension motivation'. If within the group there is no mutual respect and concern then this situational group may not succeed at all.

ASSIGNMENT ONE

A group of girl youth formed a team to provide innovative 'textile and dress material' designs to a large community of handloom weavers. These girls were trained and were in employment elsewhere. Helping this community was a side job for them where payment was not the main criterion. It was being done for mere satisfaction.

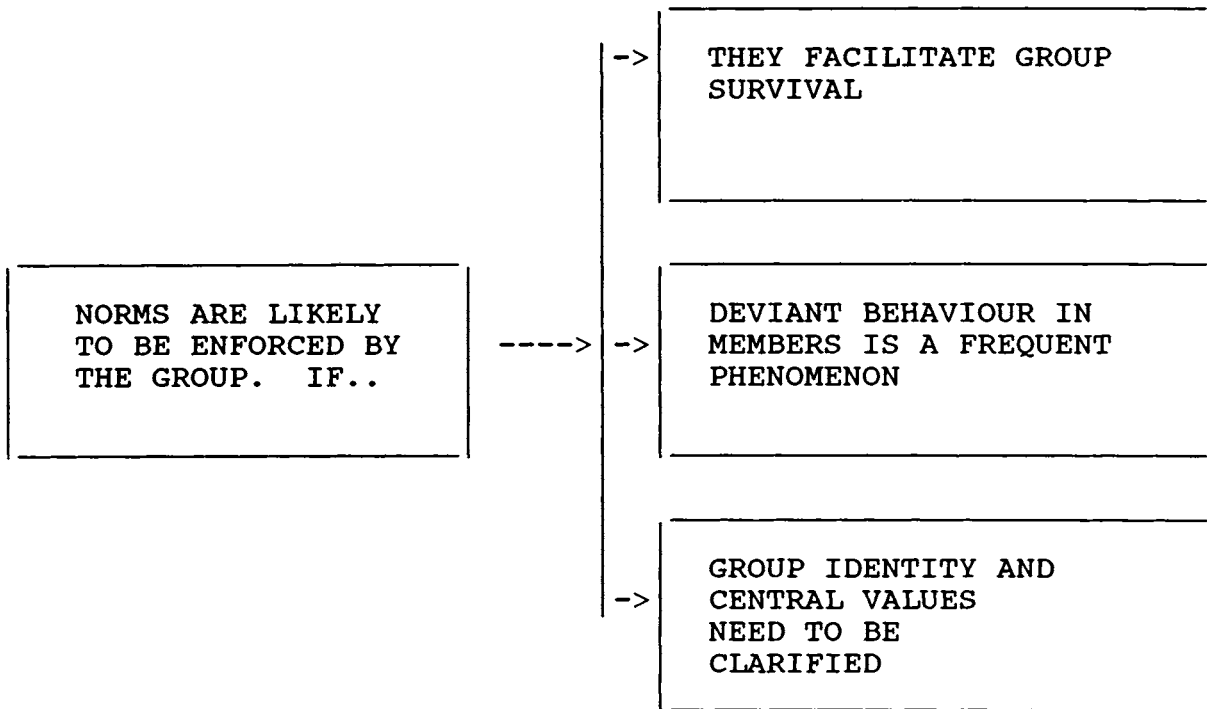
There were six designers in the team, and one girl acted as supervisor. Within three months of establishment, this team was in utter chaos. Arguments were a regular feature. Three designers were unhappy since the supervising girl always insisted on tight scheduling, and they believed that schedules were unnecessary in designing. The other two designers were upset because the supervisor had a habit of frequently (i) reviewing and changing the schedule and (ii) changing priorities of designs. Tension in the team was growing day by day.

Given this description of events, participants will judge and comment briefly upon -

A REASONS FOR LOW EXTENSION MOTIVATION AMONG TEAM MEMBERS

B SUGGESTED REMEDIES FOR ENHANCING MOTIVATION

(2) GROUP NORMS - These are the informal rules that groups adopt to regulate and regularize group member behaviour and to channelise group efforts towards goal accomplishment. Norms are not meant to cover every conceivable situation.

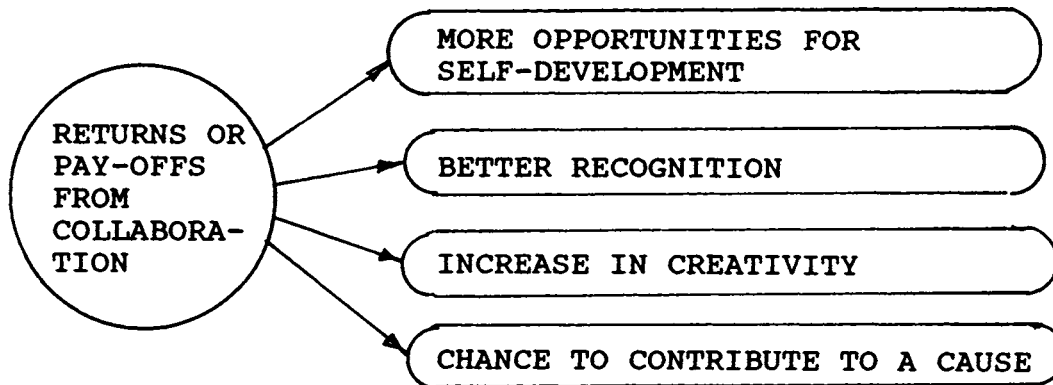


Groups develop norms gradually, when members learn that certain rules become necessary for the group to work effectively.

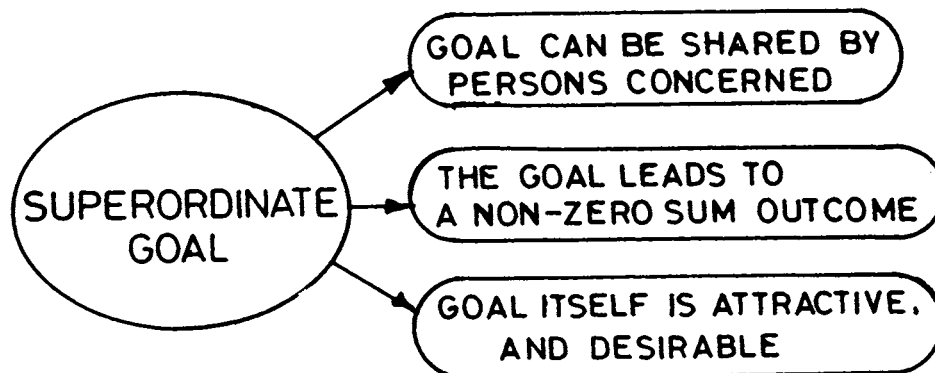
Group norms have a strong influence on 'extension motivation' and tend to increase or lower it among members. If a member has a low level of 'extension motivation' (the member prefers to compete) then group norms can gradually help increase levels. On the contrary norms could prevent members from receiving positive responses to their 'extension motivation' and result in a reduction in the motivation.

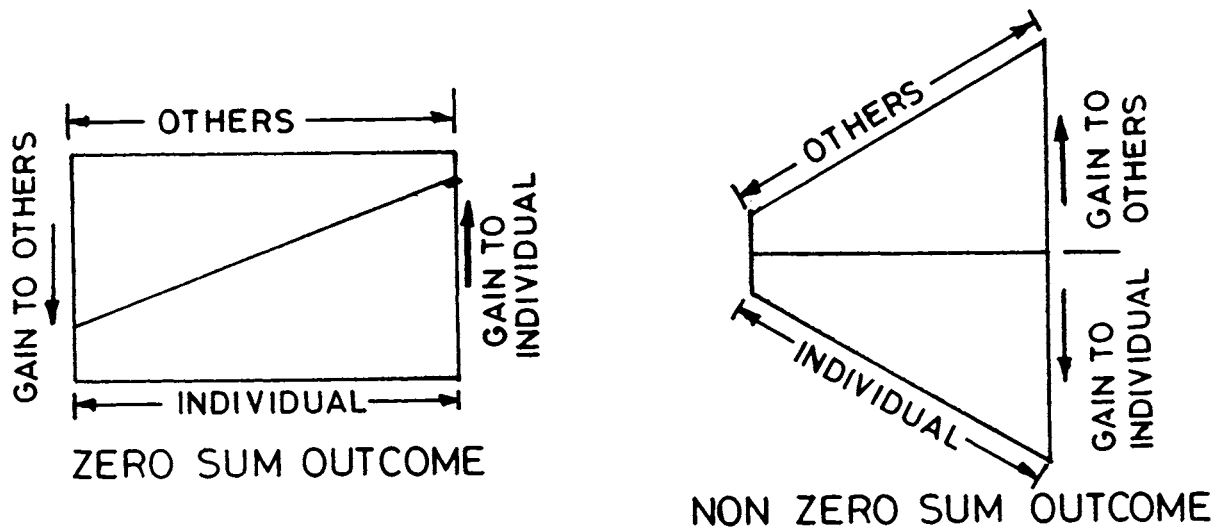
(3) HIGHER RETURNS FOR COLLABORATION - Generally an individual behaves in accordance with the perception he has on the returns or rewards he will get for the behaviour. Thus if the rewards he expects are high then he is likely to repeat the behaviour. Motivation then depends to a large extent on perceived returns.

If Collaboration is rewarded or produces higher returns, people will tend to collaborate more. For example, if Collaboration leads to better results in a project than competition, or to a successful completion of some activities, then 'extension motivation' will increase.



(4) SUPERORDINATION - There are many situations in which the individual, by himself, cannot achieve much. But if he shares the goal with others, the degree of achievement increases considerably. This goal which gets shared can be referred to as a 'SUPERORDINATE GOAL'.





The Zero sum Game or outcome ensures that the individual wins at the expense of others. (A WIN-LOSE COMBINATION). On the contrary a Non-Zero sum Game or outcome leads to both individual and other collaborators gaining from events (A WIN-WIN COMBINATION OR SUPERORDINATION).

Superordinate Goals arise out of joint goal setting, and designing work and goals with high member participation.

ILLUSTRATION - TWO:

When the members of a project team for SLUM CLEARANCE visited the slum for the first time they were avoided by the slum dwellers. Nobody even bothered to acknowledge their 'Hellos' properly. This initial disappointment only spurred the team to try harder, to try other approaches to win the confidence of the dwellers. Within the team the single purpose of 'getting the villagers to clean the slum and its surroundings by voluntary effort' almost became an obsession. The adherence to this goal appeared to get stronger day by day.

They knew they had to get an agreement from the slum dwellers on the purpose, the goal. To do it they had to get themselves accepted first, and then get the villagers to start thinking on the whole issue. What the team did was to start the cleaning effort on their own. They got hold of a number of 'sweeping, gathering, and transporting implements' and started shifting garbage. After a few days, some slum dwellers started watching. Within a month a few slum youth joined the 'cleaning brigade'.

But the youth team knew that till the project objective got accepted, and till slum dwellers got committed to it, progress would be marginal. What was needed was 'superordination'.

ASSIGNMENT - TWO

A Case Description-

A project team has been set up to manage a health care project in a slum community. It consists of six youth. They are all voluntary workers. The project coordinator is a senior health worker who oversees the project, provides resources and guides the team when it is in trouble. She does not interfere or influence unreasonably. Considerable freedom has been vested in the team to decide what they want to do.

Miss 'M' was a young lady who has recently completed a Diploma in Home Science. She was interested in doing some voluntary healthcare work and had received some training in that area during her Diploma programme. She joined the project team. Incidentally she was readily accepted by the team.

There was no training or 'indoctrination' carried out by the team for her benefit. After a few weeks Miss 'M' began to regret her decision to join this team. Each member of the project team had his/her own perspective as to what needed to be done in the project. Some members were frustrated and pessimistic about accomplishment of the job. Nobody respected the senior health worker. Everybody and nobody was the leader in the team, it appeared.

Now that you have read the Case Description, please answer the two questions given below briefly, in the space provided.

(a) Diagnose the problems in the project team.

(b) What can be done to improve the situation ?

(5) POWER AND TRUST - Every person in a group has some kind of power. Through the use of this power, persons could help others in the group, or annoy others. For example, sharing a valuable piece of information is a positive use of power. On the other hand delaying a decision or activity beyond normal periods is a negative use of power. What is important is that in a group, power should be accepted as a means by which mutual benefit and support can occur.

Mutual trust arises out of the perception that power will not be used against someone. Thus if one party feels that the other will use its power to support it, trust will increase between them.

Trust and power combine together to lead to a stage of cooperation. This means that trust arises when coercion and exploitation of some members by others is virtually absent.

In the matrix (two-dimensional diagram) given below, the implications of power and trust between two persons are indicated.

T R U S T	LOW	ONLY WITH ME	ONLY WITH THE OTHER MEMBER	WITH NEITHER	WITH BOTH
		COERCION, EXPLOIT- ATION OF THE OTHER	SUBMISSION OR COMPLI- ANCE TO THE OTHER	INDIFFERE- NCE TO EACH OTHER	COMPETITION WITH THE OTHER
	HIGH	NURTURANCE OF THE OTHER	DEPENDENCE ON THE OTHER	MUTUAL SYMPATHY	COOPERATION WITH THE OTHER

- Proper communication between members
- Members staying together, working together
- Demonstration of the willingness of members to sacrifice personal gain for the sake of others.

ASSIGNMENT - THREE

Though youth groups members may not be in conflict with each other every day, it does not mean conflicts between them do not occur.

Whenever youth interact, they can cooperate and be friendly with each other and may be even have fun together. However, even though familiarity does not always breed contempt, it does provide a basis for people to disagree with each other.

Disagreements among youth group members can occur on issues like -

What is the best project that can be devised ?

Who should do what ?

When should the project start ?

What could be the strategies adopted to resolve some difficult problems in the project ?

Fortunately not all disagreements become serious conflicts. Either the conflict gets resolved amicably or is avoided.

Each participant will answer the following, given the above narration in the space provided.

(A) TWO CAUSES OF CONFLICT.

(1) _____

(2) _____

(b) ONE REASON WHY COLLABORATION BETWEEN MEMBERS CAN LEAD TO
REDUCED CONFLICTS.

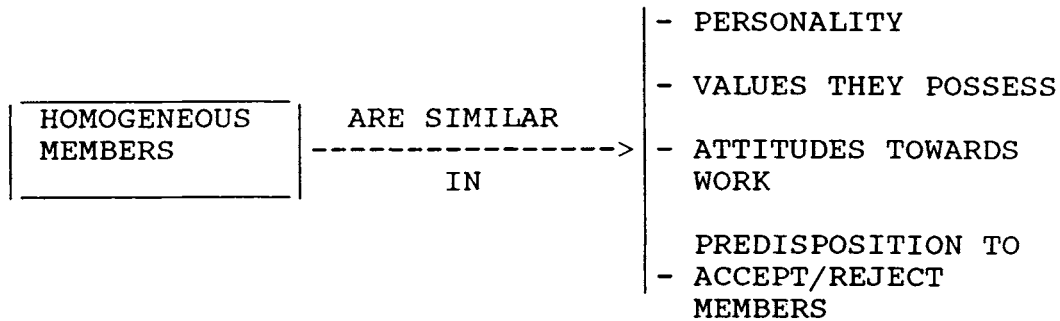
(c) WHY ARE DISAGREEMENTS HEALTHY ?

B. Given below are in Column I certain characteristics of
a 'Helping Relationship' as identified by Carl Rogers.
Column II contains the main factors which lead to
Collaboration between people.

<u>COLUMN I</u>	<u>COLUMN-II</u>
1. Clear communication (without any ambiguity) with others	i) Extension Motivation
2. Feelings of warmth, care, liking, interest towards others	ii) Group Norms
3. Acceptability of the other person without losing respect for oneself	iii) Enhanced returns from Collaboration
4. Accepting the other person's freedom and identity	iv) Superordination
5. Ensuring that one's behaviour is not threatening to the other	v) Power and Trust

What is required is a relationship between the characteristics of Column I and the factors of Column II. Please remember a characteristic could match with more than one factor. Indicate the relationship in the table given below.

CHARACTERISTICS OF COLUMN I	1	2	3	4	5
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FACTORS OF COLUMN II					

B. GROUP HOMOGENEITY

The conclusions one can draw from the characteristics of a homogeneous group are -

- a) In a heterogeneous (non-homogeneous) group, it would be difficult to build interpersonal relations.
- b) A heterogeneous group is likely to be better in problem solving. It could lead to a better understanding and appreciation of the problem, and generate a wide range of alternatives. Further it could place checks and counterchecks on ideas and dissuade quick agreement which results from 'little thinking'.
- c) Both homogeneous and heterogeneous groups can successfully complete tasks. It depends on the nature and demands of the task. But 'social performance' of a group is dependent on homogeneity.
- d) In times of crisis heterogeneity may become an impediment for action.
- e) For creative thinking, heterogeneity may prove more advantageous.

In fact, it would be preferable if the group starts off with heterogeneous membership particularly as regards knowledge, skills and previous experience and then Collaboration is gradually introduced into the group.

C. GROUP STRUCTURE

This factor relates to the manner in which the project team or small group organises itself into infrastructures for various purposes and functions like Planning, Follow up, Problem Solving and Decision Making. An analysis of such infrastructures and the manner in which function allocations get done is described in the Chapter on 'Organising for Implementation' (Chapter-8).

The whole concept of role (which is obligatory) is significant to group structure. Since a youth worker is linked to a set of other people - colleagues, coordinator, beneficiaries, external agents/experts, etc., the role which he will adopt and perform will depend very much on his 'perceptions of their expectations from him'. The interlinking of functions becomes an interdependence of expectations. Clarity to this role concept can only arise from a detailed 'Analysis of Expectations'. The process involved is cumbersome and time consuming (but important). Under these circumstances, it would be beyond the scope of

both this chapter and package to elaborate more on the concept and its applications.

D. LEADERSHIP

Leadership of small groups and teams is a crucial factor affecting their performance. In youth service teams leadership is likely to emerge out of the circumstances and conditions that surround the formation of the group and the introduction of the project or programme.

Leadership as a social influencing process is very important to the working of groups (and teams) in projects, right from Planning to the very end which is Review and Evaluation.

Leadership is an area or discipline which has been researched considerably. It still remains an area which 'confounds'. There exists a multiplicity of models and theories today, each carrying some proof and scope for application. Choice between them is difficult. Yet choices have to be made.

Training youth for leadership has become a crucial programme in most countries in recent times. Such opportunities are increasingly available and a constant refinement of the 'content and delivery' of programmes is in evidence.

Given the profundity of skills required, and the time needed to develop them, and the fact that independent training in leadership is also a crucial thrust, this Chapter (or for that matter the total package on Project Management) will not pursue Leadership further. It is anticipated that 'Training in Leadership Skills' would have already been or would be undertaken by the participant.

E. GROUP CREATIVITY

The overriding influence in introducing this topic is to indicate that groups can act creatively and that this creativity will enhance the effectiveness of their performance. Training teams or groups to become highly creative is a prolonged sequence of activities and hence cannot be accommodated within the scope of this topic or Chapter.

There is little doubt that many youth groups do act creatively, probably unconsciously and sometimes instinctively. Creativity is instrumental to the generation of new and original ideas related to projects, project strategies, generating alternatives , and obtaining solutions to problems. The need for creativity is high in good times when the team is operating well. But when youth teams encounter bad periods, when things go wrong, creativity and its use become imperative.

Creativity implies shifting away from the traditional habits of logical thinking (incidentally logical thinking has its own utility in different contexts). It has been referred to as thinking which is non-conformal, wild, lateral as opposed to vertical, child-like as opposed to mature, divergent instead of convergent.

Plenty of creativity techniques are available - some suit individual action, some others specifically are for group actions. In addition there are a few which combine both individual and group work.

Among the popular group techniques are 'Brainstorming', and 'Synectics'. The combined approaches include 'The Nominal Group Technique', and 'Lateral Thinking'.

What is important is that groups or individuals need to be trained to apply the creativity techniques purposefully to different situations. This would help replace accidental or instinctive creativity with a planned approach, and enhance the utility and productivity of the whole exercise.

Groups are potential forums for creative action provided the group has developed itself in the use of creativity techniques. Youth teams which struggle with the planning and implementation of projects can derive great help from their own creativity potential at moments of

difficulties. And youth can demonstrate high capabilities in creativity. Anyone and everyone in the team can be creative.

Youth teams or task forces demand practical creativity. Unless creativity has an applications orientation its success as a useful process will be limited. The need to train the team in ensuring practical creativity is hence important. Training for using simple techniques without much of 'flourish' can be accomplished through appropriate trainers, given the right 'instructional resources'.

ASSIGNMENT-FOUR

Participants will read the Case Description and give answers to the questions indicated at the end of the Case Description.

Case Description:

A group of young girls (students of a Medical Institute) decided to initiate an 'Inoculation Campaign' in a cluster of villages near their institute. They organised themselves into a group of 10 volunteers under a leader who was familiar with the language spoken in the cluster. During their first visit they discovered that there were at least 140 children who had not been inoculated earlier against the disease. They collected the mothers of the children in groups of 25 and talked to them for half an hour on the merits of getting their children inoculated. The mothers appeared to listen patiently and the medical - student group was very happy at this apparent positive attitude.

A week later the girls organised an inoculation camp for the cluster of villages on a Sunday and found that the response to the camp was disappointing. Only 4 mothers brought their children and others kept away from the camp. By the evening when the girls wound up their camp it had become a fiasco.

However, the young ladies did not give up. They sat down in a quiet place and decided to 'stretch their imagination'. But very few new ideas emerged from the group. The only acceptable idea appeared to be to use the village headmen to convince the womenfolk of the villages to agree to get their children inoculated on a suitable date.

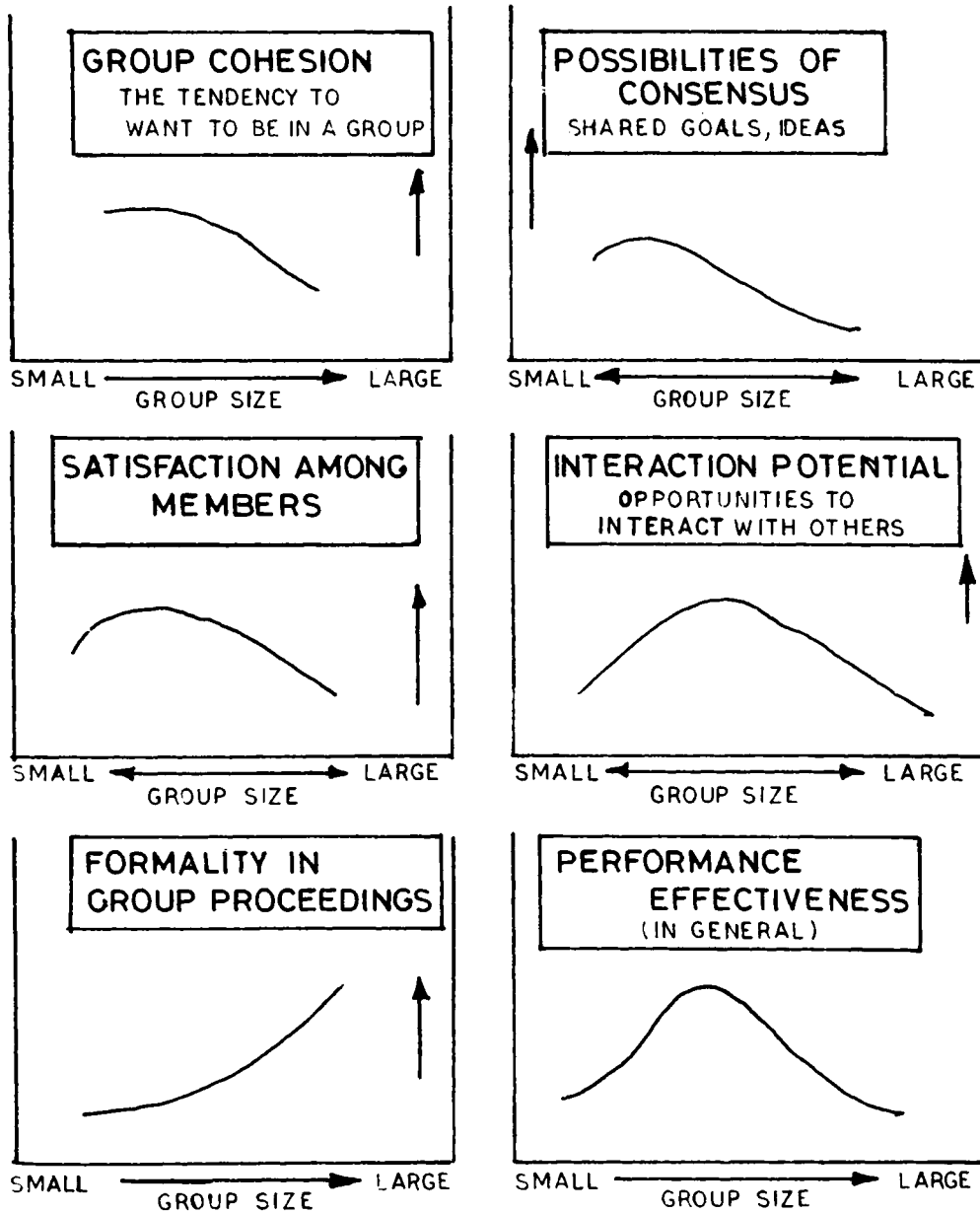
When the girls approached the village headmen they encountered stiff resistance from the headmen. It so happened that none of the headmen had been inoculated themselves. It also appeared that there was a general fear and distrust about the whole process of inoculation. At this point our case ends.

Questions:

WHAT CREATIVE STRATEGIES WOULD YOU SUGGEST TO RESOLVE THE IMPASSE ? SUGGEST THREE DIFFERENT STRATEGIES.

F. GROUP SIZE

The effects of group size are best explained through a set of diagrams which follow.



Ideal project team sizes vary between 5 and 10. Having an odd number is likely to reduce deadlocks. A group size of less than five reduces the chances of having comprehensive discussions and creative solutions. Groups comprising of more than 10 members make consensus decisions more difficult to arrive at and encourages formation of sub-groups.

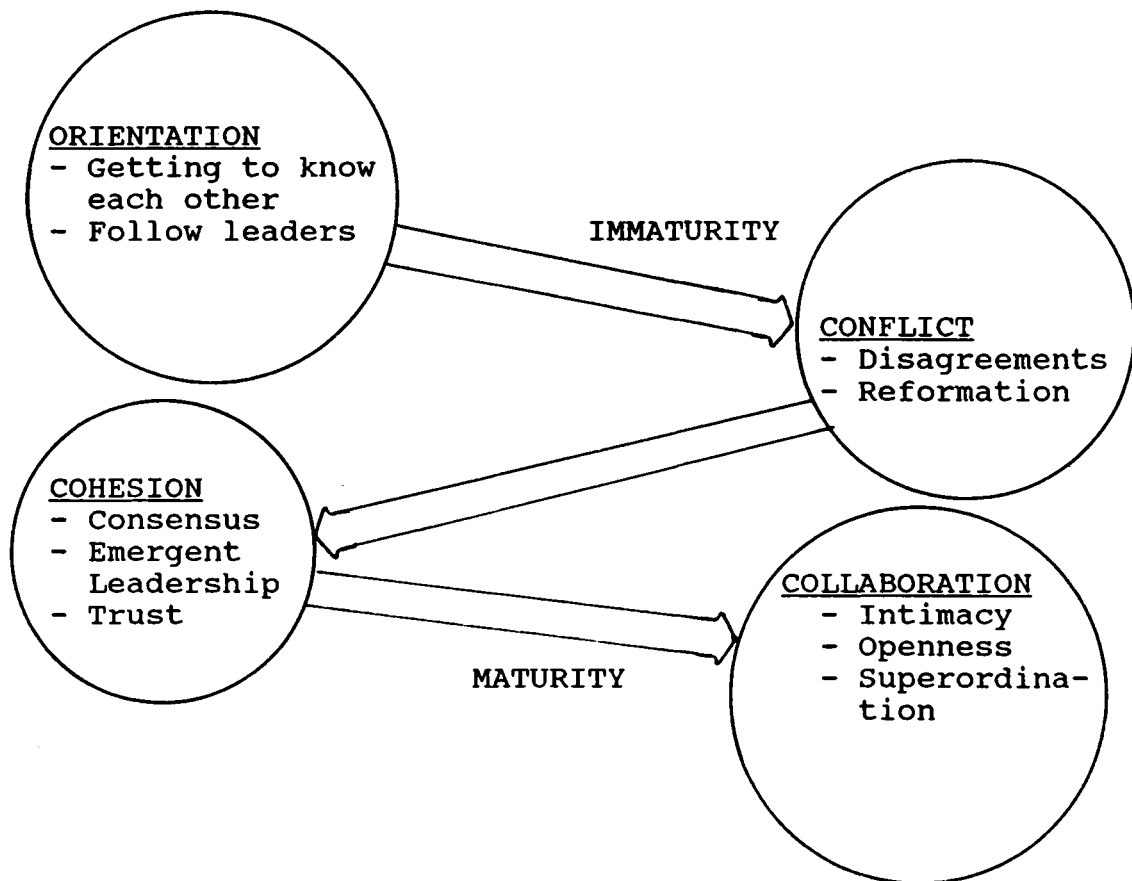
THE STAGES OF GROUP DEVELOPMENT

Groups get formed normally on a voluntary basis. For example a few youth may decide to form a club for youth in the expectation that many other youth will voluntarily join it. But then 'forced groups' or 'groups formed at a price' are also known.

The reasons why youth are willing to form or join groups could be summarized as -

- * To interact with others who share their beliefs
- * To cooperatively pursue common interests and goals
- * To become an influencing force
- * To mobilise a community for better living.

Once groups get formed they go through certain stages of development. Patterns of development are like those shown below.



The stages of development are indicative of the fact that the group may break up at intermediate stages and survival of the total group can only occur if the passage continues through the four stages.

Small youth teams also have to traverse a similar path. But their survival is more assured since they are smaller in membership and since their task is cut out for them (superordination is already created). But a team has to develop a very broad range of skills since the tasks or projects it would undertake independently or on behalf of large groups would demand a spectrum of management skills.

Effective work groups or teams exhibit a set of characteristics. These characteristics (measures) are normally related to end or performance results. A crude list is shown below. This can be developed into a detailed list.

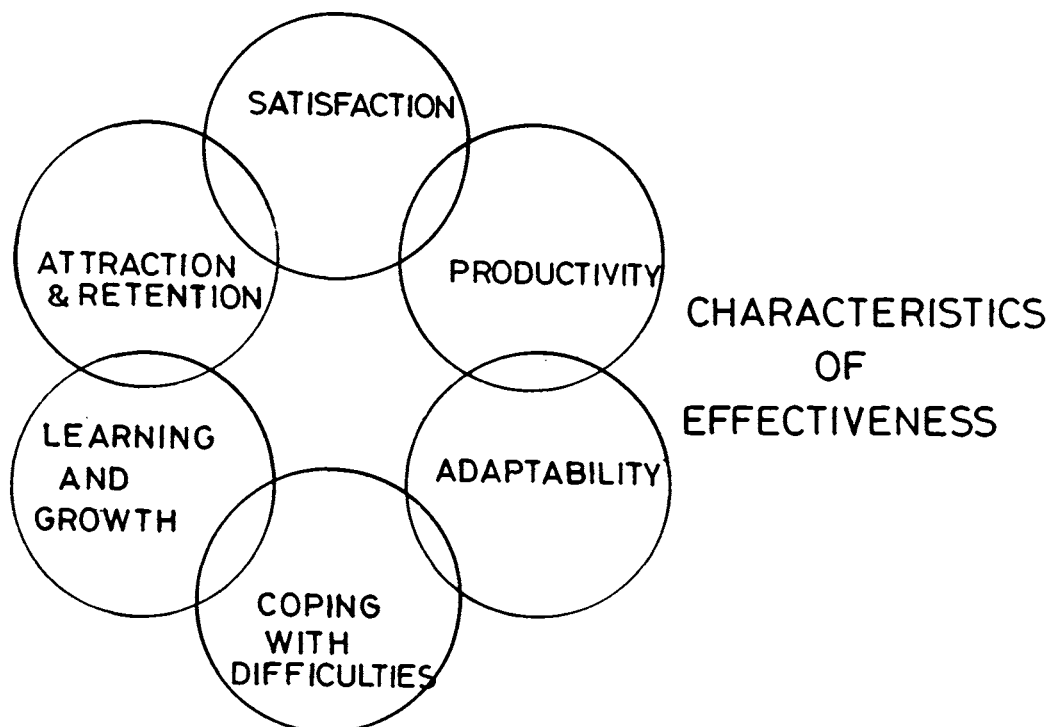


ILLUSTRATION-THREE

We five were sort of catapulted into the following situation. The youth club was tottering. Two years of almost total inactivity. No wonder members had fled. And the 'managing group' in its folly threw the whole club in our lap and withdrew saying they had 'grown out' of the club. It was grossly unfair. we thought. But one thing kept us together. We respected this club. If it closed down there was nothing for the youth except the movies, street corner gossip and some backyard games. We had to keep this club alive.

So the five of us sat down, thought it over. We concluded that club survival was synonymous to rebuilding it. We built up membership by attracting youth to join it. Attracting youth to join it means a balance between doing something which youth want and leading them to do something which they had never done before.

On a Saturday we went to the High school and requested the Principal to give us an hour each with the three senior classes. He was a kindly soul and he assented. The young pupils said 'give us games, music and adventure'. These were their choices, their interests. To balance it we also gave them a career guidance cell. It had taken

us two months, a ton of conflict and quarrel, a barrellful of concern and doubt, and bags of effort to reach this point. But we knew we had moved forward, ahead of where we were when it all began for us.

ASSIGNMENT-FIVE

This assignment has two situations. Please go through them and answer the questions given. Check your answers for both situations with the Tutor.

SITUATION-1

For organising a Nature Camp you have invited a few leaders from neighbouring youth clubs to decide a suitable venue for the camp. After initial discussion you notice two clearcut factions. Instead of attempting to decide the venue they are now trying their best to dominate each other.

Questions:

1. Why could this have happened ?

2. What would you like to do to bring back the discussion to the objective of the meeting ?

SITUATION-2

As a youth volunteer you wish to promote a rural health programme. You have formed a youth team to manage this programme. The first meeting is scheduled to identify several possible health areas for contribution and finally to select one health area, which can be pursued in the initial period. There are seven members - A, B, C, D, X, Y, Z - apart from you.

The following interaction takes place amongst the members of the youth team during the meeting.

- A: I feel healthy eating habits are to be encouraged.
- B: No, the first priority should be given to living conditions.
- A: Living conditions alone are not going to promote health. Moreover you can't see or measure its impact.
- Y: Forget about both, let us select vaccination clinics as the top priority programme.
- B: Oh! Don't fight. Can't we have all ?
- A: Don't talk impossibly. Be practical !
- X: Let us decide without wasting time. What are the needs of the community ?
- A: We all know that. Don't we ?

At this juncture you as the initiator of the meeting feel like intervening.

Questions

1. Indicate, with respect to Situation-2 and with a brief justification, the probable presence or absence of the factors given in the following table.

FACTOR	PRESENCE OR ABSENCE	JUSTIFICATION
EXTENSION MOTIVATION AMONG MEMBERS		
-----	-----	-----
TRUST BETWEEN MEMBERS		
-----	-----	-----
SUPERORDINATION		
-----	-----	-----
CREATIVE THINKING IN THE GROUP		
-----	-----	-----
GROUP NORMS		
-----	-----	-----

2. What steps would you suggest to streamline the discussion ?

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