

**MPS 28: Group skills** © copyright, Donald R. Woods, 1999

**Group skills:** application of problem solving and interpersonal skills to efficiently and effectively complete a task & develop good morale among the group members.

**Skill development:**

1. Learn the characteristics of groups and how the characteristics evolve as the group matures.
2. Realize that each person has a unique contribution to the group process; that contribution should be encouraged, nurtured and used to the advantage of the group.
3. Learn how to give and receive feedback .
4. Recognize that trust is the most valued element in relationships and be able to list those behaviours that build trust and those that destroy it .
5. Acquire some skill at listening
6. Acquire some skill in assessment
7. Realize that both morale and task are important
8. Realize that groups always perform better with a chairperson
9. Accept that chairperson is not leadership. Leadership varies from person to person depending on the task.
10. Accept that if a group is faltering, process skills are needed. Gradually you will develop skill in facilitating the group process.
11. Through self awareness, begin to improve self confidence
12. Begin to develop an environment of trust where risking is OK.
13. Group skills are the first step toward developing team skills
14. Be able to identify the different elements that make up “group norms” and recognize the importance of discussing these early in the group process.

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**Pretest:**

**Group skills** how aware are you of what you do in a group? Rate with an “x”

0	1	2	3	4	5	6	7	8	9	10
Unaware				Aware of					Very aware	
I just				Some					I can describe	
do it									The details of	
									how I do it	

**Skill:** how skilled are you in contributing positively to the task and morale of a group? Rate with an “x”

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

**Comments:**

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## MPS 28 Group skills

1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

2.1 given a problem, as a member of a group, you will participate in the task and morale components of the process such that your participation will be judged by an observer to be "active" and to have more positive than negative contributions.

2.2 as above but your performance will be judged to be "most of these skills" for both task and morale by two independent observers.

2.3 given a problem, the group will complete the assigned task by the designated time and over 60% of the members of the group will choose to work together again.

2.4 given a group solving a problem, you will be able to observe the group, record plus and minus contributions toward both task and morale components. You will be able to do this observing an individual client or the group as a whole. Your records will agree to within 80% of the average records made by four other observers or with those of the tutor.

2.5 as a member of an observer group, you will be able to provide written suggestions on how the group can improve its task and morale components. Eighty percent of your recommendations will agree with those of the tutor.

2.6 as a member of a group solving a problem, you will be able to self assess the performance of the group. Your assessment should agree within 80% of the assessment of outside assessors.

2.7 as in 2.6, you will be able to self-assess your personal contribution to the task and morale components of the group process. Your assessment should agree within 80% of the assessment of an outside assessor.

### Concepts introduced

Task and the positive and negative contributions toward task, Morale and the positive and negative contributions toward morale, FIRO-B, stages of group evolution, feedback form.

### MPS 28: Group skills: Example assessment tasks:

1. Watch the videotape of a group meeting and use the feedback form given in Table 1 to assess the performance of each group member and the group as a whole. Note the five strengths of the group and the two areas to work on.

2. The following are the results of FIRO-B for Andre.

4	7	4
8	3	7

a. Assume that this is a reasonable description of Andre; how is Andre likely to behave in a group?

b. Based on your own FIRO-B, compare your responses with those of Andre and suggest how you and Andre might interact from at least four different points-of-view: inclusion, control, affection, expressed toward others and wanted from others.

3. You have just joined a PBL group. They have found out that you have had some training in group process. They ask you to "tell them how to improve their group skills." Summarize the key ideas about group process.

4. You have just joined a PBL group. They have found out that you have had some training in group process. They ask you to "give us some training in group skills." Prepare a workshop. Estimate the time required, outline the activities, highlight the main points you want them to focus on.