

8.2 Preliminary Core: Individuals and Groups

Positive interpersonal relationships among individuals, family and social groups enhance an individual's sense of belonging. Further, positive relationships contribute to an environment where goal achievement is enhanced and the wellbeing of individuals and groups are promoted. The management of conflict is consequently an essential interpersonal skill.

Groups play an important role in meeting individual, family and community needs. This Preliminary module provides students with the opportunity to examine the effectiveness of various groups in meeting these needs. Students explore factors such as the type of group, its purpose and goals, as well as the relationships, interaction patterns and power structures within the group. They also examine the nature of leadership and explore its significance as a determinant of group effectiveness.

This module provides opportunity for introductory research experience including conducting case studies and the use of sociometric observation.

Module Focus

- The individual
- Group formation
- Roles, relationships and tasks within groups
- Leadership
- Group dynamics
- Managing conflict
- Individual and group wellbeing



Individuals and Families - 40% of course time – 11 weeks

Week	Outcomes	Students learn about	Students learn to	Resources	Assessment / Evaluation	Reg
1		<p>the individual</p> <p><i>factors that contribute to an individual's development</i></p> <ul style="list-style-type: none"> ● self-esteem ● self-confidence ● peer acceptance ● satisfaction of needs ● heredity ● sociocultural influences ● group belonging ● environment 	<ul style="list-style-type: none"> ● examine how each of the factors may impact on an individual's development in both positive and negative ways ● explore the concept of self-actualisation with respect to self-esteem and self-confidence ● examine the impact of perceptions of femininity and masculinity on an individual's development 	<p><u>Life Management – Individuals, Families and Groups</u></p> <p>L.J. Aspin P131-2, 116, 175-8</p> <p>“Studies in Life Management”</p> <p>Turnbull, Chapman, Czajkowski and Martin P174-5</p>	<ul style="list-style-type: none"> ● Compile list of factors that have effected themselves negative and positive. ● Reading of suitable texts on gender and individual development 	
2	P2.1 accounts for the roles and relationships that individuals adopt within groups	<p>group formation</p> <p><i>reasons for group formation</i></p> <ul style="list-style-type: none"> ● locality/geography ● gender ● shared interest/common goal ● security ● sexuality ● specific need ● social interaction ● culture ● other <p><i>types of groups</i></p> <ul style="list-style-type: none"> ● primary and secondary ● temporary and permanent ● formal and informal 	<ul style="list-style-type: none"> ● critically examine groups in the school and community to which they belong by: <ul style="list-style-type: none"> – identifying the type of group – explaining why each group formed – justifying why they belong to each group 	<p>“<u>LM</u>” – P151-62</p> <p>“<u>SiLM</u>” – P76, 203-4</p> <p>“<u>Individuals, Families and Management</u>”</p> <p>P94-103</p>	<ul style="list-style-type: none"> ● Non-participant observation of groups in school community Verbal report to class. 	

Week	Outcomes	Students learn about	Students learn to	Resources	Assessment/Evaluation	Reg
3		<p><i>roles, relationships and tasks within groups</i></p> <ul style="list-style-type: none"> ● characteristics of group members <ul style="list-style-type: none"> – task-orientated, eg expert, brainstormer – socioemotional, eg peacemaker, encourager, advocate, mediator – destructive, eg victim, distractor ● recognition of individual input to group effectiveness ● norms, conformity and cohesiveness within and among groups <p><i>leadership</i></p> <ul style="list-style-type: none"> ● assumed and negotiated ● leadership styles <ul style="list-style-type: none"> – task oriented v people oriented – autocratic – collaborative/shared – laissez faire – transformational – cultural ● influences on leadership styles <ul style="list-style-type: none"> – nature of the group – type of task – nature of the decisions – gender expectations – experience of the leader – culture ● effectiveness and flexibility of leadership ● leadership and management roles <ul style="list-style-type: none"> – similarities and differences – interdependence of management and leadership 	<ul style="list-style-type: none"> ● analyse the different roles of the members of their own school and community groups in terms of contribution to the group's effectiveness ● determine their roles in the groups to which they belong and recognise how and why their roles may vary ● evaluate how conformity in school and community groups impacts on group cohesiveness <ul style="list-style-type: none"> ● compare styles of leadership and assess the effectiveness of each in a variety of situations, eg small workplace, committee <ul style="list-style-type: none"> ● investigate how decisions are made under different styles of leadership <ul style="list-style-type: none"> ● distinguish between management and leadership roles in school and community groups. Determine if the roles identified would be applicable to the conduct of personal groups 	<p>“LM” – P151-62</p> <p>“SiLM” – P16, 203-4</p> <p>“I.F&M” – P94-103</p> <p>“LM” – P158-61</p> <p>“SiLM” – P72-3, 205-7</p> <p><i>Guest Lectures:-</i></p> <ul style="list-style-type: none"> ● Principal as a leader ● Local owner/manager of car dealership ● School captains 	<p>Evaluation</p> <ul style="list-style-type: none"> ● Analysis (verbal) of characteristics of a sporting team members-qualities that are desirable and those that are not. <ul style="list-style-type: none"> ● Essay “Discuss how effective leadership in a work place can lead to positive wellbeing. 	
4 and 5	P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement					



Week	Outcomes	Students learn about	Students learn to	Resources	Assessment/Evaluation	Reg
6 and 7		<p>Group dynamics <i>patterns within groups</i></p> <ul style="list-style-type: none"> ● communication networks <ul style="list-style-type: none"> – wheel – chain – circle – channel – organisational grapevine ● power within groups <ul style="list-style-type: none"> – power bases, eg legitimate, reward, coercive, referent, expert – relationship to roles – use of power, eg individual, groups, self empowerment – impacts of power, eg positive, negative ● group decision-making processes 	<ul style="list-style-type: none"> ● analyse the effectiveness of various communication networks, eg organisational grapevine is rapid and resilient but may provide unreliable information ● evaluate the impact of power bases used in a range of groups ● analyse how communication, power and decision-making impact upon group dynamics ● explore a range of group consensus finding methods, eg preferential voting 	<p>“LM” – P79-80 “SiLM” – P203-4, 76 “I, F&M” – P97-106</p>	<ul style="list-style-type: none"> ● Essay “Analyse how group decision making processes can impact on a Year 11 planning a formal function” 	
8	<p>P4.2 presents information in written, oral and graphic form</p> <p>P6.2 uses critical thinking skills to enhance decision-making</p>	<p><i>observation as a research method</i></p> <ul style="list-style-type: none"> ● sociometric models, eg network analysis ● advantages and disadvantages ● reporting the observation <p>Managing conflict <i>examining conflict</i></p> <ul style="list-style-type: none"> – incompatible goals – individual differences/personality – limited resources – ineffective communication – varying values – multiple role expectations – mapping conflict to determine the real issue and remove distractors 	<ul style="list-style-type: none"> ● construct a sociogram to illustrate sociometric observations ● determine the sociometric pattern of a group by observing interactions ● critically analyse how the causes of conflict can lead to both individual and group conflict ● explore the reasons why conflict may be avoided in some situations and effectively managed in others 	<p>“LM” – P120, 147-8, 318-20 “SiLM” – P24-5 “LM” – P80, 147, 151-59, 161, 163-5, 56-7 “SiLM” – P170-1 “I, F&M” – P37, 58, 71, 97, 101-3</p>	<ul style="list-style-type: none"> ● Building on observation experience in module 1, under take a second more informed experience using participant observation tabulate results. ● Short response questions on conflict. ● Debate the merits of conflict as a negative or positive experience for the group. 	

9		<ul style="list-style-type: none"> ● forces <ul style="list-style-type: none"> – constructive disruptive – destructive ● results of avoiding conflict <p><i>Resolution and management of conflict</i></p> <ul style="list-style-type: none"> ● process <ul style="list-style-type: none"> – negotiation, mediation, agreement, resolution ● outcomes of each strategy <ul style="list-style-type: none"> – win-win – win-lose – lose-win ● approaches <ul style="list-style-type: none"> – assertive – cooperative – passive – aggressive 	<ul style="list-style-type: none"> ● adjust a variety of situations to obtain a win-win resolution in relation to family, work and community scenarios ● practise assertiveness skills as a method of effective conflict resolution 			
10	<p>P3.1 utilises research methodology appropriate to the study of social issues</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p>	<p><i>case study as a research method</i></p> <ul style="list-style-type: none"> ● description of process ● advantages and disadvantages <p><i>role of stress management in conflict resolution</i></p> <ul style="list-style-type: none"> ● sources of stress for young people ● strategies for managing stress 	<ul style="list-style-type: none"> ● use a case study approach to examine an issue which has caused conflict in a community by describing: <ul style="list-style-type: none"> – the causes of the conflict – the forces of conflict – the process employed to resolve the conflict ● examine factors such as study demands, gender expectations and peer expectations as sources of stress for young people ● design a stress management program suitable for their own needs 			



<p>11</p>	<p>P1.2 proposes effective solutions to resource problems</p>	<p>individual and group wellbeing</p> <ul style="list-style-type: none"> ● measures <ul style="list-style-type: none"> – satisfaction of needs – comfort in environment – effective communication – autonomy ● interrelationship between individual and group wellbeing 	<ul style="list-style-type: none"> ● compare and contrast measures of individual and group wellbeing ● discuss the dilemmas that may arise when attempting to achieve individual and group wellbeing 			
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Assessment Task for Individuals and Families.

Marks guide to be given so students know how much material is required in answer.

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| 1. List six factors that may contribute to an individuals development. | 3 marks |
| 2. Briefly explain how one factor can impact on the individuals development (both positive and negative). | 6 marks |
| 3. Explain the roles of self esteem and self confidence in achieving the concept of self actualisation | 6 marks |
| 4. Explain some common perceptions about the influence of gender on a person's development.
Choose three perceptions. | 9 marks |
| 5. What is a group | 2 marks |
| 6. Suggest and briefly explain one type of group. Why do people belong to it? | 5 marks |
| 7. Recognising that different people have different contributions to make to a group – identify two typical characteristics and explain. | 4 marks |
| 8. List the types of leadership styles that may be found | 3 marks |
| 9. Briefly explain the style used by one of the guest speakers who visited the class. Do you feel it is effective? Please give reasons and examples. | 8 marks |
| 10. Why is management and leadership interdependent? | 6 marks |
| 11. Describe four communication networks | 4 marks |
| 12. How do different people have different power within a group? | 6 marks |
| 13. What are the advantages and disadvantages of non-participant observation as a research method? | 4 marks |
| 14. Give six causes of conflict. | 3 marks |
| 15. Describe how one of these can lead to group conflict. | 4 marks |
| 16. Is it possible for conflict to be positive? Explain your answer. | 4 marks |
| 17. Explain processes that can be used to resolve conflict. | 8 marks |
| 18. A year 11 student is feeling stressed about their academic work load. They want to keep a part-time job for ten hours per school week. Give strategies they can use to overcome manage the stress level. | 8 marks |
| 19. List factors that can contribute to an individuals well being. | 7 marks |