

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Group Work within a Youth Work Setting

Unit Reference Number: A/651/9278

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 50

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of group membership	1.1 Outline the types of groups young people are part of or join
	1.2 Describe the reasons why young people join groups
	1.3 Review the benefits for young people of joining groups
2. Understand group work theory	2.1 Critically compare the different roles in a group
	2.2 Explain the stages of group development
	2.3 Describe the factors that increase group effectiveness
	2.4 Evaluate how to maintain groups
	2.5 Explain the reasons for group breakdown
3. Understand the characteristics of a specific group	3.1 Identify the different roles in the group
	3.2 Describe own roles within the group
	3.3 Identify the role of the group leader
	3.4 Describe the importance of different roles within the group
4. Understand the appropriate use of leadership styles within groups	4.1 Explain three leadership styles appropriate to different group stages and situations

	4.2	Analyse own leadership styles when working with groups of young people
5. Understand how to manage conflict in a group work setting	5.1	Explain how conflict could arise in a group work setting
	5.2	Explain ways of managing personal feelings in a potential conflict situation
	5.3	Explain ways of defusing conflict in a group work setting
6. Be able to evaluate a programme of group work activities	6.1	Reflect on methods used to evaluate and record youth work sessions
	6.2	Evaluate achievement of group goals
	6.3	Evaluate group strengths and weaknesses
	6.4	Demonstrate celebrating the success of young people
7. Be able to evaluate own role in the delivery of a programme of group work activities	7.1	Evaluate own group work skills and leadership style
	7.2	Summarise development actions for improving own group work skills

Assessment Requirements

The following assessment criteria are skills-based and, therefore, the primary method of assessment is direct observation or assessment of practical work-based tasks:

- 6.2
- 6.3
- 6.4

Other methods of assessment may be used to triangulate the evidence (e.g., professional discussion, question and answer, reflective accounts).

Indicative Content	
LO1	1.1 Groups could include family, tutor group, work group, faith groups, cultural, friendship, gender, sexuality, sports, social media, gangs, uniformed, music, art, political. 1.2 Make friends, learn a new skill, have fun, healthy/well-being, culture, peer pressure, status, common interest, common circumstance, identity. 1.3 Learners must consider the reasons why young people join groups and state the benefits of each one – could include increased confidence, self-esteem, develop social skills, new experiences, belonging and identity.
LO2	2.1 Critically compare at least two models of roles in groups e.g. Belbin, Adair, and Mintzberg. 2.2 Learners must be able to explain the stages of group development identified by their choice of one theorist and relate them to an example from their own youth work practice. Theorists could include, but are not limited to; Tuckman, Kelly, Erikson, & Aubrey Fisher. 2.3 Drawing on one of the theorists below, consider the following factors; common task, willingness to get the task done, communication is good, clear and at the appropriate level /format for the group members, recognition of achievements, range of effective roles, rewards, sense of belonging, agreement on values, parameters of the groups (times, duration, location, focus / remit). Tuckman's Stages of Group Development (Bruce Tuckman): • Clear Goals and Objectives: A well-defined purpose helps align group efforts and motivates members. • Effective Communication: Open dialogue fosters understanding, reduces conflicts, and enhances collaboration. • Shared Norms and Roles: Establishing common norms and clear roles ensures smooth functioning. • Trust and Cohesion: Trust among members promotes cooperation and group unity. • Leadership: Effective leadership guides the team through stages and facilitates decision-making. Kelly's Functional Stages of a Group (George Kelly): • Orientation and Structuring: Early stages involve getting acquainted and organising tasks. • Working Through: Collaborative problem-solving and active engagement lead to effectiveness. • Termination: Reflecting on achievements and preparing for transitions. Erik Erikson's Psychosocial Stages: • Trust and Autonomy: Trusting relationships and individual autonomy contribute to group effectiveness. • Identity and Intimacy: Group members' self-awareness and interpersonal connections enhance teamwork. • Generativity and Integrity: Contributing to the group and maintaining integrity lead to positive outcomes.

Fisher's Theory of Decision Emergence in Groups (B. Aubrey Fisher):

- Effective Decision-Making Processes: Structured decision-making ensures optimal choices.
- Collaboration and Participation: Involving all members fosters commitment and ownership.
- Conflict Resolution Skills: Addressing conflicts constructively improves group dynamics.

Belbin's Team Role Theory:

- Diverse Team Composition: Belbin's research emphasises that the highest-performing teams consist of a diverse array of personalities and skill sets.
- Strategic Alignment of Roles: By acknowledging and aligning the nine distinct team roles (such as Shaper, Implementer, and Team worker), teams **could** significantly improve functionality and output.

Adair's Principles of Effective Teamwork:

- Shared Values and Vision: Great teams share common values and a clear vision.
- Trust and Psychological Safety: Trust among team members fosters collaboration and risk-taking.
- Effective Communication and Collaboration: Open communication and collaboration enhance team dynamics.
- Problem-Solving Skills: Adept problem-solving contributes to effective teamwork.
- Complementary Skills: Diverse skills enable varied perspectives and approaches.
- Consistent Outstanding Results: High-performing teams consistently deliver outstanding outcomes.

Mintzberg's Insights on Team Effectiveness:

- Role of Coordinators: Coordinators facilitate group decisions.
- Implementers and Reliable Structures: Implementers excel when working with reliable, unchanging structures.
- Resource Investigators and External Insights: Resource Investigators seek external opportunities and insights.

2.4 Could include positive feedback and recognition, encouragement, clear direction and guidance, enthusiastic leader, feeling of belonging and worth, negotiated ground rules and boundaries, encouraging participant agency. Learners **must** make reference to youth work values and evaluate the strategies of group maintenance from the theories they have identified earlier in the learning outcome.

Tuckman's Stages of Group Development (Bruce Tuckman):

- Regular Reflection and Adaptation: Continuously assess the group's stage (forming, storming, norming, performing, or adjourning) and adapt communication and leadership accordingly.
- Effective Leadership: Ensure leadership evolves as the group progresses through stages.
- Clear Goals and Objectives: Keep the group aligned with common goals.
- Open Communication: Encourage open dialogue and address conflicts constructively.

Kelly's Functional Stages of a Group (George Kelly):

- Orientation and Structuring: Establish norms and organise tasks.

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- Working Through: Engage in collaborative problem-solving.
- Termination: Reflect on achievements and prepare for transitions.

Erik Erikson's Psychosocial Stages:

- Trust and Autonomy: Foster trust and encourage individual autonomy.
- Identity and Intimacy: Promote self-awareness and interpersonal connections.
- Generativity and Integrity: Contribute to the group and maintain integrity.

Aubrey Fisher's Model for Small Group Communication:

- Four Phases: Understand and navigate the four phases: Orientation, Conflict, Emergence, and Reinforcement.
- Effective Communication: Prioritize active listening, feedback, and conflict resolution.
- Role of Coordinators: Facilitate decision-making and maintain focus on objectives.

Belbin's Team Role Theory:

- Diverse Team Composition: Ensure a mix of different personalities and skill sets within the team. Represent each of the nine Belbin Team Role behaviours at appropriate times.
- Leverage Strengths: Understand and utilize the strengths of each team member's role (e.g., Resource Investigator, Team Worker, Co-ordinator, Plant, Monitor Evaluator, Specialist, Shaper, Implementer, Completer Finisher).
- Balance Roles: Create a balance between social, thinking, and action/task roles.

Adair's Principles of Effective Teamwork:

- Shared Values and Vision: Establish a common vision and values within the team.
- Trust and Psychological Safety: Foster trust and create a safe environment for open communication.
- Effective Communication: Encourage open dialogue and collaboration.
- Problem-Solving Skills: Develop problem-solving abilities within the team.
- Complementary Skills: Leverage diverse skills for varied perspectives.
- Consistent Outstanding Results: Strive for consistent high-quality outcomes.

Mintzberg's Insights on Team Effectiveness:

- Role of Coordinators: Facilitate group decisions and ensure focus on objectives.
- Implementers and Reliable Structures: Implementers thrive in stable, structured environments.
- Resource Investigators and External Insights: Seek external opportunities and insights.

2.5 Lack of interest, poor leadership, lack of purpose or task, negativity, group conflict, inequality, favouritism, lack of ground rules/boundaries, imposed ground rules/boundaries, end of task / task completion, changes in group make-up/circumstances.

Tuckman's Stages of Group Development (Bruce Tuckman):

- Lack of Clear Goals: When the group lacks a well-defined purpose or common objectives, confusion and disarray could arise.

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- Communication Challenges: Ineffective communication, misunderstandings, and misalignment hinder progress.
- Conflict and Power Struggles: Unresolved conflicts and power struggles disrupt group dynamics.
- Leadership Issues: Poor leadership or a lack of effective guidance could lead to breakdowns.

Kelly's Functional Stages of a Group (George Kelly):

- Inadequate Problem-Solving: If the group struggles to address challenges or solve problems, breakdowns occur.
- Lack of Collaboration: When members fail to work together or engage in productive dialogue, group effectiveness diminishes.
- Neglecting Norms and Roles: Ignoring established norms and roles disrupts group functioning.

Erik Erikson's Psychosocial Stages:

- Trust Issues: A lack of trust among group members undermines cooperation and cohesion.
- Identity Crises: If individuals within the group face identity crises or struggle with self-awareness, it affects group dynamics.
- Integrity Challenges: Disregarding integrity or failing to maintain ethical behaviour could lead to breakdowns.

Aubrey Fisher's Model for Small Group Communication:

- Orientation Phase Challenges: If the group fails to establish norms or struggles with initial interactions, breakdowns occur.
- Conflict Escalation: Unresolved conflicts intensify and disrupt decision-making.
- Lack of Reinforcement: Without reinforcement of decisions and actions, the group loses momentum.

Belbin's Team Role Theory:

- Role Imbalance: When team members' roles are not well-matched or balanced, it could lead to conflicts and inefficiencies.
- Lack of Collaboration: If team members fail to collaborate effectively or appreciate each other's contributions, breakdowns occur.
- Ignoring Strengths and Weaknesses: Neglecting individual strengths and weaknesses within the team hampers overall effectiveness.

Adair's Principles of Effective Teamwork:

- Trust Issues: Lack of trust among team members undermines cooperation and cohesion.
- Communication Breakdowns: Ineffective communication or misalignment leads to breakdowns.
- Leadership Challenges: Poor leadership or a lack of effective guidance disrupts team dynamics.
- Problem-Solving Difficulties: Inability to address challenges collectively affects team performance.

Mintzberg's Insights on Team Effectiveness:

- Role Confusion: When team members are unclear about their roles or responsibilities, breakdowns occur.
- Inadequate Coordination: Poor coordination among team members leads to inefficiencies.
- Lack of External Insights: Ignoring external perspectives and opportunities affects team progress.

LO3

3.1 The learner **must** be able to identify the different roles taken by participants in the activity/programme.

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3.2 Learners **must** refer to content from LO2 to identify and describe their own roles within the group.

3.3 The learner **must** reflect on the range of roles they adopted during the group's activities. They **must** describe why they took that role, at which stage of the group process and the impact it had on the group.

3.4 The learner **must** reflect on the range of roles people within the group adopted, describe the differences and their importance to the groups function.

LO4

4.1

Group Stage	Leadership Style	Situation
Forming	Directive (Autocratic) Leadership	In the initial forming stage, team members need clear guidance and structure. An autocratic leader provides instructions, sets expectations, and establishes norms.
Storming	Democratic Leadership	During conflicts and disagreements, a democratic leader involves team members in decision-making, seeks input, and encourages collaboration.
Storming	Coaching Leadership	During conflicts and disagreements, a coaching leader helps team members understand their roles, resolve issues, and build trust.
Norming	Laissez-Faire Leadership	As norms and cohesion develop, a laissez-faire leader allows team members more autonomy and freedom to make decisions.
Norming	Participative Leadership	As norms and cohesion develop, a participative leader involves the team in decision-making, encourages collaboration, and values input.
Performing	Transformational Leadership	In the high-performance phase, a transformational leader inspires, motivates, and fosters creativity. They focus on long-term vision and individual growth.
Adjourning	Delegative Leadership	When the team disbands or transitions, a delegative leader empowers team members to take ownership and make decisions independently.

4.2 Learners **must** reflect on a piece of group work they have been involved in within the youth work setting and analyse their leadership style(s).

Understanding Your Approach:

- Think about a recent time you led a group of young people. What was the situation? (e.g., sports team practice, classroom activity, youth club meeting)
- How did you typically communicate with the young people? (e.g., giving clear instructions, asking open-ended questions, using humour)
- Did you delegate tasks within the group? If so, how did you choose who to delegate to?

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	Identifying Your Style: • Were you more focused on giving clear instructions and making sure the task was completed correctly, or did you encourage creativity and independent thinking among the young people? • Did you make most of the decisions yourself, or did you try to involve the young people in the decision-making process? • Did you find yourself needing to solve problems for the group frequently, or were you able to empower them to find solutions themselves?
LO5	5.1 Could include general disagreements, inequality, different values, not being listened to, jealousy, unacceptable behaviour, lack of focus/task, outside influences brought into the group environment, poor environment/too hot/too cold, insufficient breaks. 5.2 Learners must demonstrate that they understand how to manage their own feelings in a conflict situation. Below are examples of ways of managing personal feelings in a potential conflict situation. This list is not exhaustive. Whichever ways the learner chooses, they must give examples from their youth work practice to support each explanation. 1. Self-Awareness: • Recognise your emotions and triggers. Understand how you feel and why. • Reflect on your emotional responses before reacting. 2. Stay Calm: • Take deep breaths and maintain composure. • Avoid impulsive reactions or outbursts. 3. Active Listening: • Listen attentively to the other person's perspective. • Show empathy and understanding. 4. Empathise: • Put yourself in the other person's shoes. • Consider their feelings and point of view. 5. Focus on Solutions: • Shift from blame to problem-solving. • Collaborate to find mutually beneficial solutions. 6. Distinguish between objective facts and your interpretations. • Avoid assuming intentions or motives. 7. Stick to observable behaviours and events. • Establish personal boundaries to protect your emotional well-being. • Politely decline disrespectful behaviour. • Know when to disengage temporarily. 8. Stay present in the moment. • Mindfulness reduces impulsive reactions. 5.3 An example of a model is given below, learners could choose to use this or research their own model. Learners must relate the model to their own youth work practice. Thomas-Kilmann Conflict Model, developed by Kenneth W. Thomas and Ralph H. Kilmann in 1974, provides insights into how people handle conflicts. It identifies five core conflict resolution styles based on two underlying dimensions: assertiveness (the degree to which individuals assert their own needs) and cooperativeness (the degree to which individuals consider others'

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concerns).

1. **Compromising:**

- Description: In this mode, individuals seek a middle ground by giving up part of their goals to meet others halfway.
- Use Case Studies: When both parties have equally important but conflicting needs, compromising allows for a fair resolution.

2. **Collaboration:**

- Description: Collaborators actively engage in problem-solving, seeking win-win solutions. They value both assertiveness and cooperativeness.
- Use Case Studies: Complex issues or situations where long-term relationships matter benefit from collaboration.

3. **Competition:**

- Description: Competitive individuals assert their own needs without considering others. They aim to win at the expense of others.
- Use Case Studies: Urgent situations or when quick decisions are necessary, but it **could** strain relationships.

4. **Accommodation:**

- Description: Accommodators prioritise others' needs over their own. They yield to maintain harmony.
- Use Case Studies: When preserving relationships or avoiding conflict is crucial, accommodation works.

5. **Avoidance:**

- Description: Avoiders neither assert their own needs nor address others'. They sidestep conflicts.
- Use Case Studies: Temporary situations or when the issue is trivial, but prolonged avoidance **could** harm relationships.

LO6

6.1 **Effective Evaluation Methods:**

- **Session Recording Templates:** Document key aspects of the session, including activities, participant engagement, and outcomes. This includes:
- **End of Session Evaluations:** Involving young people, youth support workers and any other stakeholders to assess what went well, what could be improved, and the impact of the session.
- **Data Collection:** Monitoring and formative evaluation through outputs, using tools like questionnaires, blogs, videos, and case studies.
- **Youth-Led Co-Design:** Ensuring that young people are actively involved in the evaluation process to reflect their perspective and needs.
- **Principles of Reflective Practice:** Encourage self-awareness, learning, and improvement.
- [Involving Young People: Engage young participants in evaluating the session's impact.](#)

6.2 The learner **must** identify and describe group goals to fully evaluate their achievement. This **must** include the extent to which the goals were met or not and what might be done differently or the same next time.

6.3 Learners **must** identify a range of roles within a group of young people they

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have worked with and evaluate the impact of the roles in the effectiveness of the group process.

Learners **must** and evaluate the strengths and weaknesses of the group's performance.

6.4 Learners **must** demonstrate celebrating the success of young people in both of the following contexts:

- 1) Celebrate success and the journey of young people individually, and
- 2) Celebrate success and the journey of young people collectively.

Consider the matrix **below**, to meet this assessment criteria **all** elements must be demonstrated.

Celebrate	Individual	Collective
Success		
Journey		

Individual Recognition:

- Youth Awards: Organise award ceremonies or recognition events where outstanding young individuals receive accolades for their achievements. These awards could be based on personal growth, community service, leadership, or overcoming challenges.
- Certificates of Achievement: Issue certificates to young people who have completed specific programmes, courses, or projects. Celebrate their dedication and effort.
- Personal Milestones: Recognise individual milestones, such as completing a volunteering project, passing exams, or demonstrating improved behaviour.

Collective Celebrations:

- Group Achievements: Celebrate achievements of youth groups or clubs. For instance:
 - A youth club successfully organising a community event.
 - A group of young activists advocating for a cause and achieving positive outcomes.
- Project Completion: When a youth-led project reaches its goals, celebrate the collective effort. This could be a mural, a community garden, or a fundraising campaign.
- End-of-Term Celebrations: At the end of a programme or term, organise a gathering where young people share their experiences, reflect on their journey, and celebrate their collective progress.

Storytelling and Reflection:

- Youth Journals or Blogs: Encourage young people to write about their experiences, challenges, and victories. Share these stories within the youth community.
- Guest Speakers: Invite successful individuals (especially young role models) to share their stories. Highlight their journey, emphasising the obstacles they overcame.
- Visual Displays: Create photo collages, videos, or displays showcasing the journey of young people. Include before-and-after snapshots or testimonials.

Community Events:

- Youth Showcases: Host events where young people **could** showcase their talents, whether it's art, music, dance, or sports. Celebrate their

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skills and dedication.

- Community Fairs: Participate in local fairs or festivals. Set up a youth booth where young people **could** display their achievements and interact with the community.
- Open Mic Nights: Allow young people to express themselves through poetry, storytelling, or music. Celebrate their creativity and courage.

Peer Recognition:

- Peer Awards: Encourage young people to nominate their peers for specific achievements. Let them vote on categories like “Most Improved,” “Best Team Player,” or “Creative Thinker.” Celebrate the winners collectively.
- Peer Appreciation Circles: Create a safe space where young people express appreciation for each other. They **could** share positive feedback, affirmations, or gratitude. This fosters a supportive environment.

Skill Showcases:

- Skills Workshops: Organise workshops where young people could learn new skills (e.g., cooking, coding, photography). Celebrate their progress by showcasing their creations or projects.
- Talent Shows: Host talent shows where young people perform their talents—whether it’s singing, dancing, or magic tricks. Applaud their efforts and courage.

Community Impact:

- Community Service Awards: Recognise young volunteers who contribute to their community. Highlight their impact, whether it’s cleaning up a park, organizing food drives, or mentoring younger children.
- Community Partnerships: Celebrate successful collaborations with local businesses, schools, or non-profit organisations. Acknowledge the collective effort in creating positive change.

Personal Growth:

- Reflection Journals: Encourage young people to maintain journals where they reflect on their personal growth. Celebrate their insights and self-awareness.
- Goal Achievement: When a young person achieves a personal goal (e.g., overcoming shyness, improving communication skills), celebrate their progress. Share their stories with others.

Inclusive Celebrations:

- Cultural Festivals: Celebrate diversity by organising cultural festivals. Young people **could** share their traditions, music, dance, and cuisine. Emphasise unity and understanding.
- LGBTQIA+ Pride Events: Acknowledge and celebrate LGBTQIA+ youth. Create safe spaces where they could express their identities and feel accepted.

Transition Milestones:

- Moving Up Ceremonies: When young people transition from one programme or grade level to another, celebrate their growth. It could be moving from middle school to high school or completing a youth programme.
- Graduation Celebrations: For older youth, celebrate high school or college graduations. Recognise their achievements and future aspirations.

Creative Showcases:

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- **Art Exhibitions:** Host art exhibitions where young people display their paintings, sculptures, or digital art. Celebrate their creativity and provide a platform for self-expression.
- **Photography Contests:** Organise photography contests where young photographers capture moments related to their lives, community, or emotions. Award prizes for the best compositions.

Leadership Recognition:

- **Youth Leadership Awards:** Recognise young leaders who have made a positive impact. Highlight their ability to inspire others, organise events, or lead community projects.
- **Peer Mentors:** Celebrate older youth who mentor younger peers. Acknowledge their commitment to supporting others' growth.

Environmental Stewardship:

- **Eco-Champions:** Celebrate young environmentalists who actively participate in eco-friendly initiatives. Whether it's tree planting, beach cleanups, or recycling drives, recognise their efforts.
- **Gardening Competitions:** If your youth programme involves gardening, hold friendly competitions for the best garden design or most sustainable practices.

Life Skills Achievements:

- **Cooking Challenges:** Host cooking challenges where young people prepare meals or snacks. Celebrate their culinary skills and teamwork.
- **Budgeting Workshops:** Acknowledge young people who have learned financial literacy skills. Celebrate their ability to manage money wisely.

Inclusivity and Diversity:

- **Cultural Exchange Days:** Celebrate different cultures within your youth group. Organise events where young people share their cultural traditions, music, and food.
- **Disability Awareness Events:** Raise awareness about disabilities and celebrate young advocates who promote inclusivity. Highlight their efforts to create accessible spaces.

Sports and Fitness Achievements:

- **Sports Tournaments:** Host friendly sports tournaments (football, rugby, and other sports.). Celebrate teamwork, sportsmanship, and individual achievements.
- **Fitness Challenges:** Recognise young people who have improved their fitness levels. Whether it's running a certain distance or mastering yoga poses, celebrate their dedication.

Digital Media and Technology:

- **Video Production:** Encourage young people to create short videos on topics they care about. Celebrate their storytelling skills and technical abilities.
- **Coding Competitions:** If your youth programme includes coding or programming, celebrate young coders who excel. Showcase their projects.

LO7

7.1 Considering the Young People:

How did your leadership style seem to affect the young people's engagement and participation?

Did you feel like your leadership style was effective in achieving your goals for the group activity?

Would you adjust your approach depending on the age and needs of the young

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people you're working with? (e.g., leading a group of teenagers vs. leading a group of primary school children).

Reflection and Improvement:

What are some strengths you identified in your leadership style when working with young people?

Are there any areas where you think you could improve your leadership approach?

Think of a specific example of a situation where you could have used a different leadership style with young people. How might it have changed the outcome?

7.2 Learners **must** evaluate their overall performance as a group worker and identify areas where they could need additional support or CPD (Continuing Professional Development).