

HE with Individuals, Groups and Community

By
Nakachew Mekonnen
(BSc PH, MPH HE & HP)
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Unit objectives

At the end of this unit students will be able to:

- Define counseling
- Differentiate between counseling and advice.
- List qualities of a good counselor.
- Discuss the difference between formal and informal groups.
- Identify the determinants of effective functioning of group dynamics.
- Define community participation.
- Discuss the different methods of health education with community

Introduction

- Counseling is one of the educational methods most frequently used in health education.
- During counseling a person with a need and a person who provides support and encouragement (the counselor) meet and discuss in such a way that the person with a need gains confidence in his or her ability to find solution to the problem.
- Some problems may not be solved at individuals levels, working with a group is a major activity in health education.

- Groups can often do things that several individuals could not do by themselves.
- Community involvement is a vital to success.
- Enabling communities to gain the skills necessary for safeguard and promotion of health is a major objective of health education.
- Through community involvement, lay and professional people study health problems, pool their knowledge and experiences and develops ways and means of solving the problem.

6. 1. Health Education with Individuals

6.1.1 Definition of counseling

- The word counseling is derived from the words
 - “Consolium” (Latin) meant “with, together” and “take or grasp” and
 - “Sellas” (Anglo-Saxon) meant “to deliver”.
- Counseling is a helping process where by one person explicitly, and purposefully, gives his /her time to assist clients to explore their own situation, and act up on a solution.
- Counseling is the process by which,
 - firstly understand the problem, and
 - help the people to understand their problem, and
 - need to work together with them to find solution that is appropriate to their situation.
- **Notice: counseling is not advice;**
 - Counseling is a helping process and it is a choice.

Advice is:

- ❖ An opinion/suggestion what could be done about a situation or problem.
 - ❖ An opinion given for someone by experts as to what to do and how to do something.
 - ❖ An opinion recommended or offered as worthy to be followed.
 - ❖ A proposal for appropriate course of action
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- ❖ In advice, the decision is made by the health worker and the clients are expected to follow the decision made by the health workers. But, in counseling the decision are made by the clients themselves.

Advice is not appropriate in health counseling for two reasons

- If the advice is right the person may become dependent on the counselor for solving all the problems.
- If the advice turns out to be wrong the person will angry and no longer trust the counselor.

- But still if there is a need to advice the clients, it should be meet the following characteristics.

Characteristics of good advice

- Epidemiologically correct
- Affordable
- Requires minimum time/ effort
- Realistic.
- Culturally acceptable
- Meets a felt needs.
- Easy to understand

6.1.2. Steps in counseling

- 1 . Helping the client to identify his/her problem
2. Helping the client to discover the cause of the problem
3. Encouraging the clients to look at many possible solutions to the problem
4. Encouraging the client to choose the most appropriate solution which best suits for his/her circumstances.

6.1.3. Principles of counseling

- Leave the right to decide for the client.
- Ensure confidentiality.
- Tell the truth
- Know what you are talking about.
- Realize the limits in counseling.

6.1.4. Rules for counseling

- A) Good relationship** (show concern and a caring attitude).

- B) Feelings:**
 - counselor should develop **empathy** (understanding and acceptance) for people feelings not **sympathy** (sorrow or pity)

- C) Empathy:**
 - Understanding the person's verbal and emotional behaviors and the attitude of comprehending another person's feelings, emotions and perspective taking.

D) Participation:

- Counselor should work with the clients towards the solution.
- Help the people to think all the factors involved in their problems and
- Encourage people to choose the solution for solving all the problems.
- **A counselor should never try to persuade people to accept his/her advice.**

E) Privacy and confidentiality:

- The information must be kept secret from all other people, even from the clients' relatives and
- The setting for counseling should be arranged in such way that no one can listen the discussion.

F) Provide Information:

- Counselors do not give advice they should share information and ideas on resources which the clients need in order to make a sound decision.
- Should provide simple facts during decision to help people have a clear view of their problems.

6.1.5. Qualities of good counselor

- ✓ Respect for dignity of others
- ✓ Open or non-judgmental
- ✓ Active listener:
 - Try to avoid
 - ❖ Day dreaming
 - ❖ Jump to conclusion
 - ❖ Reacting to specific words
 - ❖ Turning off
- ✓ Empathetic and caring
- ✓ Knowledgeable
- ✓ Honest, sensitive and self-discipline.

Pitfall for counseling

- Directing and leading the ideas of the clients.
- Moralizing, preaching and patronizing
- Judging and evaluating the patients through statement
- Labeling and diagnosing
- Unwanted reassurance
- Not accepting the clients feelings
- Interrogating
- Encouraging dependency
- Advising the client

6.1.6 Approaches to counseling

The **GATHER**

- **G - Greet** the individuals/clients by name: show respect and trust, tell the discussion is confidential

- **A - Ask** about his/her problem, measures he/she took to solve the problem and how he/she believes you can help the client.

- **T - Tell** any relevant information he/she needs to know.

- **H - Help** them to make decision:
 - Guide them to look at the various alternatives, and
 - Help them to choose solution/s which will best fit for their circumstances.

- **E - Explain** any misunderstandings.
 - Ask questions to check understanding of important key points and
 - Repeat the key points by their own words.

- **R - Return** to follow-up on them:
 - make arrangement for follow up visit or referral to other agencies.
 - If follow-up visit is not necessary give the name of someone they can contact if they need help.

Note that: during this approach

- Use simple language - avoid technical words
- Make your advice as specific as possible .
 - Instead of saying practice good hygiene say wash your hands before preparing your baby's food
- Give information in organized ways;
 - I am going to tell you three things; the first is....., the second is.....and the third is
- Give the most important information first and repeat it at the end.
- Check whether the main points understood.
- Provide reminders (e.g. leaflets) with key points for the person to take away.

6.1.7. Types of counseling

Individuals counseling

- E.g.
 - Patients and clients at health institutions
 - Child at school
 - Mother at her home

Group counseling

- Group of children at school.
- Family members during home visit

Health education with groups

What is a group?

Group: is a gathering of two or more people who have a common interest.

- There are two types of groups:
 1. Formal groups who are structured to pursue a specific task, and characterized by member appointment and delegated authority and responsibility.
 2. Informal groups who emerge naturally in response to organizational or member interests.
- These interests may include anything from a research group charged with the responsibility to develop a new product to a group of workers who spontaneously come together to improve social or member activities.

Characteristics of groups

Formal Groups

1. **Has a purpose or goal:** every one in the group knows, accepts and tries to achieve
2. **A set membership either specifically stated or understood.**
3. **Recognized leaders**
4. **Organized activities:** such as regular meetings.
5. **Rules**
6. **Sense of belongingness** every one in the group need to belong, to be liked, accepted, respected by other members.
7. **We-feeling:** attention is paid to the welfare of the members.

Informal Groups

1. **No special purpose or goal.** That is, no special activities are planned together but have some common features.
2. **No special membership and feeling of belongingness**
3. **No special rule apply:** people come and go at their will.
4. **No special leader within the group.**
5. **I-feeling** there is usually more concern for the self, and less for the welfare of the other people.

E.g. - People attending a wedding

Group Structure and Size

- Effective group performance depends to a large extent, on the size and composition of the group.
- A group may consist of as few as two people or as many as three or four hundred.
- In order to be effective, group size should be kept to a minimum without jeopardizing workload and goal achievement.
- Larger groups increase the possibility of conflict due to:
 - The variety of viewpoints,
 - Few opportunities for the development of social relationships,
 - A decrease in participation levels, and
 - Lack of opportunity for individual recognition.

- Individual skills and performance must be a consideration in forming a group.
- How many people will be required to ensure that all the skill sets necessary for the performance of the task are included?
- Will the task be slowed by a poor performer as may happen with assembly line production?
- Does the group contain the combination of leaders and followers that will lessen the potential for member rivalries and conflicts?
- Diversification is a factor in both group development and skill requirement.

- A group of predominately males may develop more quickly than an ethnically and racially diverse group of men and women.
- But while the former group may be better able to communicate, set standards and grow as a cohesive unit, it may not be diverse enough to meet all the community or organizational needs.
- A more diverse group may take longer to reach peak performance due to:
 - the number of cultures,
 - language differences, and
 - interpretation of the task to be completed,
- but once they do develop, diverse groups are equally productive and may even be more creative in problem-solving because members have access to a broader base of ideas for solutions.

Value of group education

- It provides support and encouragement - to maintain healthy behavior.
- It permits sharing of experience and skills - people learn from each other.
- It makes possible to pool the resource of all members-it may be impossible for a family to build a protected well.

Education with formal group

It is possible to plan educational programs, since they:

- Have definite purposes and interests
- Have group leaders who can mobilize them
- Have commitments to meet regularly and take action, and members know each other.

Education with informal groups

- Find out common interests and needs of each individual in the group.
- Develop relationships and encourage participation.
- Try to make people in the group feel welcome-hospitality
- Point out their common interests, needs and their backgrounds-literate/illiterate, rich/poor, male/female, etc.

Behaviors in a group

A) Helpful behavior

- Making suggestion
- Encouraging each other to talk
- Responding politely to the suggestion of others
- Helping make points clear
- Giving information
- Showing concern for each other
- Volunteering to help with work
- Attending meetings regularly and on time

B. Non help-full/ non-functional behaviors

1. Blocking

- Interfering with group process.
- Diverting attention by citing of personal experiences unrelated to the problem.
- Disagreeing and opposing a point without reason.
- Arguing too much on a point that the rest of the group has resolved.
- Rejecting ideas and preventing a decision

2. Aggression

- ✓ Criticizing/blaming others
- ✓ Showing hostility

3. Seeking recognition

- Call attention to the self by excessive talking.

4. Withdrawing

- Becoming indifferent or passive
- Whispering to others

5. Dominating

- Excessive manipulation or authority
- Interrupting or undermining the contribution of others.

Functions/Role of A Group

- It is necessary to consider the different roles that can be played by the members and the group and why they do so and how they can play their role to contribute for unanimity of thinking and decision making.
- It is usual to classify these roles as group and individual roles.

Group roles/functions

- ✓ Group building role
- ✓ Group maintenance role
- ✓ Task maintenance role

Functions/Role

Group building functions:

- are those roles which the members have to perform together to form the group and give it viability and proper direction for functioning.
- Includes activities such as:
 - ❖ Selection of individual members
 - ❖ Collection of individual members.
 - ❖ Arranging the physical environment and providing necessary equipments.
 - ❖ Introduction and understanding of members
 - ❖ Explaining the purpose and goal of the meeting
 - ❖ Electing a leader, recorder, observer and procedural technicians.
 - ❖ Arranging for resource person
 - ❖ Standard setting

Functions/Role

Group maintenance functions:

- Include all the roles that have to be played for keeping the business of group going smoothly and as quickly as possible.

- They include:

A. Encouraging - to participate

E.g. saying “that is good”, your suggestions are very important.

B. Mediating: avoid dominance by certain members. Making compromises when it does not affect the group.

C. Relieving tension: is diverting the participants from unpleasant to pleasant matters.

D. Gate keeping: it is used to make members contribute, invite for suggestion.

Functions/Role

Task maintenance functions - getting the job done

- It is the role that the members play to discuss about the various aspects of a problem and find solutions.
- It includes the following task function:
 1. **Initiating**: introducing the subject for discussion, bringing new ideas and creativity.
 2. **Information seeking**
 3. **Information giver**: there may be an individual in a group who is in a better position to give scientifically proven information.

4. Clarifying

5. Elaborating

6. Coordination: giving equal chance to participate, directing the discussions in terms of the group goal, raising questions and reminding and redirecting the direction of discussion.

7. Testing: checking the groups' readiness to reach decisions or take action.

8. Summarizing

Group Development

- The appointment of individuals to a group based on their compatibility, diversity, or expertise does not assure effectiveness in achieving group goals.
- A group is initially a collection of personalities with different characteristics, needs, and influences.
- To be effective, these individuals must spend time acclimatizing / adjusting themselves to their environment, the task, and to each other.
- Organizational experts and practitioners have observed that new groups go through a number of stages before they achieve maximum performance.

- Each stage presents the members with different challenges that must be overcome before they can move on to the next stage.
- These stages have been identified as
 - Forming
 - Storming
 - Norming
 - Performing and
 - Adjourning.

Stage I /Forming: Individual oriented stage

- Stage of development,
 - members are preoccupied with familiarizing themselves with the task and to other members of the group.
 - The group members first see each other.
 - They are assembled but not yet bound into a group.
 - It is somewhat loose and nebulous.
- This is sometimes referred to as the **dependent stage**, as members tend to depend on outside expertise for guidance, job definition, and task analysis.

Stage II /Storming: emotional status and conflict

- At this stage,
 - the group encounters conflict as members confront and criticize each other and the approach the group is taking to their task.
 - The initiation of discussion to know the purpose, objectives and resources will lead the members being emotional.
 - Conflict may arise since every group members come up with different opinions, needs, and ideas etc.

- Issues that arise include:
 - Identification of roles and responsibilities,
 - Operational rules and procedures, and
 - The individual need for recognition of his or her skills and abilities.

- This stage is also referred to as the **counter-dependent stage** where members tend to “flex their muscles” in search of identity.
- In some cases, the group may have problems getting through this stage.
- This may occur if the group encounters difficulty clarifying their task, agreeing on their mission or mandate, or deciding how they will proceed.
- Lack of skills, ability or aptitude can also contribute to their inability to get beyond this stage.

Stage III /Norming: Consolidation phase

- .
- At this point,
 - members start to resolve the issues that are creating the conflict and begin to develop their social agreements.
 - The members begin to recognize their inter - dependence,
 - Develop **cohesion**, and the group feels togetherness, commitment, confidence of further progression, and
 - Agree on the group norms that will help them function effectively in the future.
 - Understanding of mutual interest

Stage IV /Performing: Cohesiveness or cohesion

- When the group has sorted out its social structure and understands its goals and individual roles, it will move toward accomplishing its task.
- Mutual assistance and creativity become prominent themes.
- The group, sensing its growth and maturity, becomes independent, relying on its own resources.
- The group is fully formed.
 - No individual identity any more.
 - They have joined hands and established “a we-feeling”
 - They are task oriented.
 - They matured group.

Cohesiveness

- One of the primary factors in group performance involves group cohesion.
- The ultimate role of groups is to come together as a unit and perform with professionalism and dedication.
- A group that can work as a unit, share tasks and recognize the contributions of its members will meet with more success than a group mired in conflict, role ambiguity, and lack of motivation.

- Group cohesion makes it attractive for members to belong, attracts high performers, and provides opportunities for individual recognition within a group setting.
- Cohesion may result from
 - internal successes,
 - high social-emotional support, or
 - external threats.

- Group size can also affect cohesion.
- A group that is too large may find that members cannot get the recognition they are looking for.
- This can lead to the formation of subgroups or cliques which further causes members to withdraw or withhold input.
- It is an act of protest because he or she may feel that their achievement is being used to raise the credibility of the whole group, or because there is a feeling that members are not pulling their weight.
- Self-interest approach distracts from group performance and cohesion.

- Whether a person is passive, assertive, or aggressive affects the performance of individuals in a group.
- The passive person is compliant, submissive and non-resistant.
- He/she may appear to be comfortable with the situation that they find themselves in, but may be building up stress and anxiety as a result of being “pushed around”.
- The aggressive person on the other hand, may be hostile, forceful and may find him/herself in conflict because they either push ahead without regard for others, or “blow-up” at the first sign of control.
- The assertive person is self-assured, positive and will protect his or her own rights, respect the rights of others, and act with confidence and honesty.

Adjourning:

- During this phase,
 - The group will resort to some form of closure that includes rites and rituals suitable to the event.
 - These may include socials and parties, or ceremonies that exhibit emotional support or celebration of their success.

Group Dynamics

Definition

- Group dynamics is the social process by which people interact and behave in a group environment.
- Group dynamics involves the influence of personality, power, and behavior on the group process.

Cont'd Group.....

Group dynamics is:

- The functioning of groups
- Aspect of the group which tells us what is happening among the group members or in the group itself.
- Usually concentrate on the task or work to be done and not how things are proceeding.
- Keeps the group together and serves as glue for members of a group.
 - Example, if the group have poor interaction or poor leadership, it is unlikely to be a champion.

- In order to determine the effectiveness of group functioning /dynamic the following features are important:

A .Characteristics of the group

- ✓ A group is not just a collection of people - they should share some characteristics and interact.

B. Size of a group

- Many feel that 8-12 is the ideal size for a group, but really it depends on the aims and purpose of the group.
- The larger the group the less contribution and poor decision.

C. Background of the group members

- Who the group members are and their reason for attending also determine the group dynamics.
- If the members are sent by their employers to attend they may not be interested and may consider the selection as punishment.

D. The nature of the task

- The extent to which they are mainly concerned with producing results (task oriented) or with promoting the well being of the members of the group (process oriented)

Task oriented: directed to achieve task.

Process oriented: directed towards the group functioning.

E. Group decision-making

- Decision depends on the complexity of the decisions required
- the range of skills expertise in the group
- the amount of relevant information available to the members.
- Ways of reaching decision in group decision making can be through
 - consensus which involves every one's agreement or
 - through Voting in which the decision can be taken from majority's view followed.

F. Individual roles of members:

- some are helpful; others are unhelpful.

Table 6.1: the type, characteristics and hints how to deal with individuals group members.

Type	Characteristics	How to deal with them
The quarrelsome type	Always they create hostile reaction when their idea is rejected	Keep cool. Don't allow yourself to become involved in an argument ask them questions and they will probably make some foolish or far-fetched statements that can be dealt with by other group members. Don't allow anyone to become personal.
The positive type	They are always in the side of the leader. And they can be of great help to the chair person, particularly when the decision gets bogged down.	Use them frequently but don't let them monopolize the conversation.
The know-all type	They may be bluffing and not really know the	When they give an opinion ask them to give reason. If the reasons seem faulty ask other

	answer.	members of the group to comment. This helps to build up confidence in the group so they will not be imposed on.
The talkative type	They talk too much to get the attention of the other group members.	Don't discourage them interrupt them tactfully and ask direct question. Because if they talk too much they can bore others.
The shy type	They may know a great deal but be shy to speak out.	When suitable opportunities arise, call upon them by name to give an opinion but be sure that the question is an easy one to build up confidence to contribute more to the group.
The uncooperative rejecting type	They have no suggestion and also don't accept or reject others idea.	Be patient and try to win their friendship. Acknowledge their experience and let them feel that you depend up on their help for the success of the meeting.
The highbrow intellectual type	They are more intellectual and use difficult technical words	Be patient and keep to the point; if necessary, rephrase their statements for the benefit of other members. Ask them to help the group with difficult technical points.
The persistent questioner	They often out to trap the chair person.	Pass their questions back to the group and get the questioner's view.

Obstacles to Group Decision Making

1. **Fear of consequences:** fear that employers or other influential people will criticize them for taking a particular decision.
2. **Conflicting loyalties:** there can be divided loyalties among the different members to employers, communities, churches, etc
3. **Disagreements and personalities:** personal behavior and disagreements between group members can interfere with decision making
4. **Hidden agenda:** individual group members may try to influence the whole group to follow their particular interests.
5. **Inadequate information:** the decision may be based on the personal opinions of the group members rather than the facts of the situation.

Group Norms

- In the early stages of group development, a substantial amount of time is spent on setting social standards and acceptable group behavior.
- These standards are referred to as group norms and can be both formal and informal.
- Norms are not individual behaviors, but are collectively held expectations of how a group will function.

- For example, a new member who joins a group may initially search for clues about what type of behavior is acceptable.
 - What are the dress codes?
 - How do I address my supervisors? What is proper etiquette? What topics or discussions are acceptable or avoided?
- Recognition of these norms is important, since they provide regularity and predictability to individual and group behavior.
- Bosses are more likely to insist on norms regarding work performance or attendance, whereas other norms might address the acceptability of rearranging personal space or assisting co-workers.

- Group norms may include loyalty norms such as the belief that managers have to work on weekends and holidays or accept transfers to prove their loyalty to the company.
- Dress norms may include anything from uniforms to shirt and ties to bikinis, depending on the establishment or business.
- Reward norms includes perks or benefits that come as a result of individual or group performance.
 - Criteria may include productivity levels, loyalty, equality (everyone gets the same reward), or social responsibility (those who need it most).

TEAM

What is a team?

Differences and similarities of a team?

TEAM

DEFINITION

- A group of people with different skills and different tasks, who work together on a common project, service, or goal, with a meshing of functions and mutual support

Health Team

- ❖ A team is a special type of group. Has also purpose or goal.
- ❖ In a team each member has special skills or responsibilities.
- ❖ It is necessary for every member of the team to work together for the team to be effective.
- ❖ There should be interdependence effect.
- ❖ A health team contains different categories of health professionals.

- ❖ If each member of the team does not handle his/her responsibility, it is difficult to improve and maintain the health of the community it serves.
- ❖ Even though they have different responsibilities, all the team members are equally important to solve health problem of the community.

The goal of a health team

To improve and maintain health of the community it serves.

Effective Teams

- Effective teams do not just happen, they are meticulously put together consisting of a group of highly skilled, highly motivated individuals who have a clear picture of their goals and can receive clear and tangible evidence of their achievements.
- A highly charged environment will attract high performers who are looking for success.
- Success builds on success, therefore, a group's reputation is also a major selling point.
- There must be an opportunity for individual success within the framework of the group's goals.
- There must be recognition of professionalism from co-workers, peers and the outside world.

COMMON CHARACTERISTICS OF EFFECTIVE TEAMS

1. The purpose, mission, or main objective is known and understood by all team members.
2. Communication in the team is open, direct and honest.
3. Sufficient leadership is available in the team.

4. There is regular review of how well the team is performing toward achieving its purpose.
5. There is an agreed organizational structure to the team.
6. Adequate resources are available to permit the team to perform its function, including skills, tools, facilities, and budgets.
7. Synergy exists, so the team performs in a way that is greater than the sum of its parts.

ON-THE-JOB ACTIONS OF SUCCESSFUL TEAMS:

- A. Seeking opinions and input before finalizing decisions or plans.
- B. Being available to help teammates.
- C. Volunteering information to teammates who need it.
- D. Providing contributions on time.
- E. Acknowledging other team members contributions to those outside the team.

- F. Being non-defensive and receptive to ideas, opinions, and needs of teammates.
- G. Considering the impact of the team's plans on the rest of the organization (administration, accounting, etc.).
- H. Not criticizing teammates when they are not present.
- I. Coming to meetings prepared.
- J. Expressing appreciation for helpful teamwork extended by another.

- K. Identifying and helping with loose ends, even in someone else's area of responsibility.
- L. Keeping teammates advised of changes, developments and new information.
- M. Being supportive of the team's objectives, once they are set.
- N. Pitching in when the whole team needs help in meeting a deadline, even if it is outside of your area of responsibility.
- O. Trusting the team to be able to develop consensus, even though it takes extra time.

Why health team?

- Many health problems are difficult to deal with alone.
- To share experiences.

WHY USE TEAMS

1. More knowledge and skill is brought to the problem.
2. Information flow is more effective.
3. More people are aware of the full breadth of the problem.
4. Meetings are more productive and goal-oriented.
5. Better decisions are made.
6. Team problems are identified sooner and more clearly.
7. Team members learn from each other.
8. The team becomes more cohesive and develops a stronger sense of belonging to the organization.

9. Overall morale improves.
10. More is accomplished than is possible by equivalent individual efforts.
11. Productivity and time savings are achieved by eliminating duplication of efforts.
12. Absenteeism and missed deadlines are reduced.
13. Team members understand organizational issues better.
14. Management work is shared.
15. Teams set and achieve tougher goals than individuals.

TEAM DEVELOPMENT STAGES

- Forming
- Storming
- Norming
- Performing

TEAM DEVELOPMENT TASKS

- Define team purpose.
- Review performance against purpose.
- Define a team vision, a long term view of where the team wants to be in the foreseeable future.
- Discuss the team's work norms and traditions.
- Assess the current stage of team development and identify barriers to further development.
- As a group, define the roles of team members.
- Create team plans. 8. Evaluate performance to the plans.
- Develop a process to obtain useful feedback from outside sources (customers, management, other groups).
- Participate as a team in a team skill learning event.
- Participate as a team in a challenging or enjoyable experience (cruise, bike trip, outdoor challenge, charitable fund raiser, etc.).

TEAM DEVELOPMENT

DON'TS

- Over talk
- Brag
- Power plays
- Use authoritarian communication
- Public criticism
- Preoccupied with the pyramid

DO'S

- Straight talk
- Manage conflict
- Honor commitments
- Permeable work boundaries
- Affirm and celebrate
- Apply collective wisdom
- Appreciate differences

TEAM MEETING GROUND RULES

- Start on time.
- Only one conversation at a time.
- Listen for understanding.
- Be open to new ideas.
- Ask “Why?”
- Don’t repeat points already made.
- Everyone participates.
- No rank.
- Only process owners vote.
- Have fun!!

The Nature of Group/Team Interaction

- Under certain conditions, a high percentage of group members would prefer to sit back and let “someone else” work on their behalf.
- This phenomenon, which has come to be known as “social loafing” can be a serious problem in classrooms and workshops because it heavily constrains the interaction necessary for a productive learning environment.

(Latane, Williams & Harkins, 1979)

- Further, if left unchecked, the conditions that produce social loafing can prevent the development of the social fabric that is necessary for effectively functioning learning groups.

- More assertive members will inevitably “take charge” and, by doing so, will both reduce the need for additional input and create a sort of a “caste” system in which quieter members often feel that their ideas might not be welcomed.
- We have identified six forces which, unless recognized and dealt with by the instructor or workshop leader, will produce a level of social loafing that will be a serious problem in most learning groups.
- Three of these have to do with the characteristics of group members.
 - First, some people are naturally **resistant** to participation (e.g., shy).
 - Second, others prefer to **dominate** a discussion.

- Third, members who feel they lack content knowledge of the task at hand are usually reluctant to speak because they are concerned about being seen as **incompetent**.
- Two others are especially problematic in newly formed and/or temporary groups.
- These are that members of new and/or temporary groups are typically more concerned about their own personal image than that of the group and also see themselves as having little to lose if the group fails to perform effectively.
- Finally, the group task promotes social loafing when it can be completed by one member working alone and/or doesn't require members to reach an agreement.

Forces that Promote Social Loafing (Uneven Contributions in Group Discussions)

- Some individuals prefer to dominate discussions.
- Some individuals naturally resist participation (shyness).
- Members may believe they lack the content knowledge required for making a meaningful contribution.

- The task may be inappropriate for groups because it: can be completed by one or two members working alone. does not require members to reach an agreement.
- Members may be concerned about appearing to be disagreeable or overly aggressive.
- Members may not be committed to the success of the group.
- These are especially important problems with new groups.

- The forces that promote social loafing in learning groups, however, can largely be offset by assignments and practices that foster the development of cohesive learning groups.
- There are two reasons for this.
 - **First**, as groups become more cohesive, trust and understanding typically build to the point that even naturally quiet members are willing and able to engage in intense give-and-take interactions without having to worry about being offensive or misunderstood

(Watson, Kumar & Michaelsen, 1993; Michaelsen, Black & Fink, 1996).

– **Second**, a primary characteristic of cohesive groups is that members see their own well being as being integrally tied to the success of their group. As a result, members of cohesive groups are often highly motivated to invest personal energy doing group work

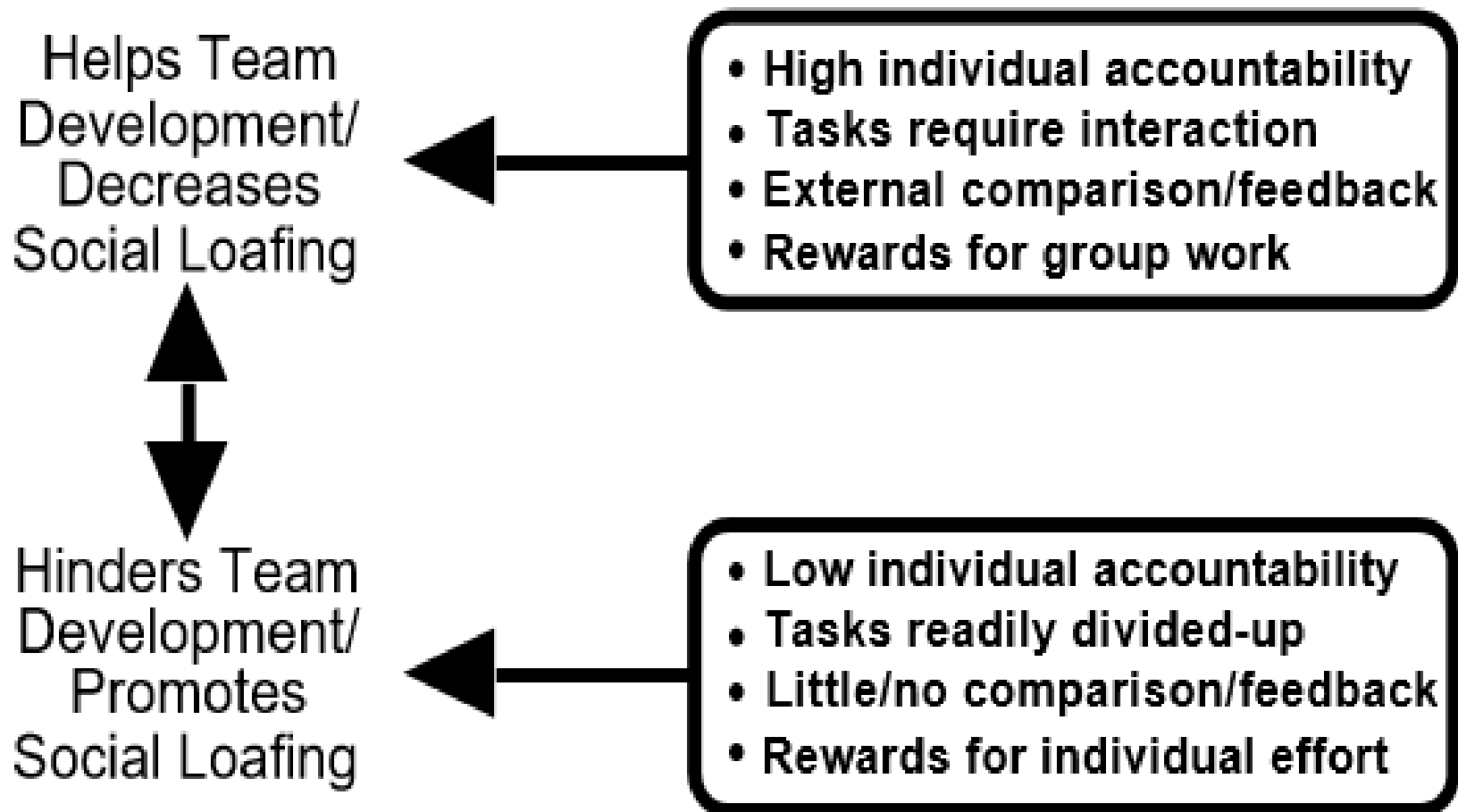
(Shaw, 1981; Michaelsen, Jones & Watson, 1993).

Characteristics of Learning Tasks that Promote Group Cohesiveness

- The single most effective strategy for eliminating social loafing is to ensure that four key dimensions of the learning tasks cause members to interact in ways that promote the development of cohesive groups.
- Specifically, the tasks should be explicitly designed to:
 - 1) require a high level of individual accountability for group members and/or workshop participants,

- 2) motivate a great deal of discussion among group members,
- 3) ensure that members receive immediate, clear and meaningful feedback (preferably involving direct comparisons with the performance outputs from other groups), and
- 4) provide explicit rewards for high levels of group performance (see Figure 2).

Impact of Task Characteristics on Team Development and Social Loafing



Health education with community

6.3.1. What is community?

The word community can be understood from two aspects.

1. Structurally

- A place or small geographical area; where people reside or an area of land that belong to community

2. Functionally

- A group of people who share some common interest, values, common history, culture, and accept certain forms of behaviors as normal for all community members.

6.3.2. When is community health education needed?

- When a problem affects many or all people in the community and when the cooperation of every one is required to solve the problem.
E.g. Provision of clean water supply.

6.3.3. What is Community participation?

- **Community participation:**
 - is the process by which community members actively take part in the designing and delivering of programs and activities being conducted in the community's interest.
- Communities are participating when they are actively involved in:
 - The assessment of the situation/needs
 - Problem identification
 - Priority setting & making decisions
 - Sharing responsibility in the planning, implementing, monitoring and evaluation
- The role of experts should be limited to helping them identify their problems and to point out methods for dealing with the problems.
- Is bottom-up approach not top-down or indoctrination approach

Spectrum of participation

- The American planner Sherry Arnstein suggested that there is a continuum of participation.
 - ❖ At one extreme there are actions that are really forms of manipulation i.e. controlling people like puppets even though we pretend to let them make decisions.
 - ❖ At the opposite extreme there is total participation or complete control of its affairs by the community.
 - ❖ For example we may give the local community control over the health budget for a locality.

- ❖ The community may run the health clinic and make important decisions.
- ❖ Between these two extremes a range of activities some times happen. One common activity is consultation or asking community's opinion.
- ❖ Holding meeting to ask people opinions is a very limited form of participation if the final decisions are made by outsiders.

continuum of participation

Manipulation

Consultation

Community control

Decision taken by outsiders'

opinion of community

complete power

Community given impression

sought but decision

to make decisions

that they are involved

left to outsiders

given to the community

in decision making

For example, requesting mothers to bring their children to a clinic for vaccination does not indicate genuine participation

Benefits of community participation

- Shift the emphasis from the individual to the community.
- As communities often have detailed knowledge about their surroundings, their participation makes programs relevant to local situation.
- Ensures community motivation & support.
 - If the community is involved in choosing priorities and deciding on plans it is much more likely to become involved in program implementation and take up of the services.
- Promotes self-help and self-reliance.
- Improves trust and partnership between the community and health workers.
- Enhances the implementation of the program.

How to approach community for participation?

Working through

- Informal leaders/opinion leaders
 - who are invisible leaders with no official positions.
- Formal leaders
 - who are visible leaders with official positions.

What is an opinion leader?

- An opinion leaders are;
 - Those people or individuals who respected by others,
 - because of their ability to lead, good at their profession, Have long experiences, Their ability to work well with certain groups, etc.
 - Other people in the community value and accept to follow their opinions and ideas.
 - E.g. Religious leaders, cultural leaders, elders etc.

Health education methods with community

A. Social marketing

- Is the process by which a voluntary behavior is promoted by offering
 - The benefit they want,
 - Reducing the barriers they are concerned about, and
 - Using persuasion techniques to motivate their participation in program activity.
- **Key elements of social marketing practice**
 - **4 P`s**

1. Product:

- Refers to offering, something that is exchanged with the consumer for a price.
- The suggested action or behaviors change must be relevant, necessary and presented in an attractive way.
- Represents the desired behavior you are asking your audience to do, and that associated benefits, tangible objects, and/or services that support behavior change.

2. Price:

- is the cost (financial, emotional, psychological, or time-related) or barriers the audience faces in making the desired behavior change.
- When products are sold, the consumer usually exchanges money for a given product or service and the benefit it provides.
- The product must be affordable.
 - E.g. Fee for counseling, time and inconveniences (waiting), money paid etc.

3. Place :

- is the place in which the product is offered.
- The services or products must be accessible and available where the users are most likely to find it.
 - E.g. Delivery of products such as condom.

4. Promotion :

- Is the Communication aspects of social marketing that may involve repeated advertisement of the key message, publicity, personal contacts and other approaches.
- Is to inform the consumers about the existences of the products, its benefits, its costs, where it is available and how to get it.
 - For example, delivery of the messages through different channels such as mass media and personal communication.

B. Social mobilization

- Is the process of organizing communities and its resources to support an issue.
- “Social mobilization is empowerment of marginalized vulnerable group/community through awareness creation as well as self organization to encourage the people to make use of their own potential and resources”.
- Is the process by which we bring each individual to one unit or group; get the process to examine the needs, its usefulness and applicability in the prevailing situation at the location.
- Social Mobilization characters are centered in the **bottom-up planning approach**, which is targeted for the benefit of the vulnerable groups.

- It involves empowering the social group/ local community by providing information and knowledge which is relevant to the problem.
- Another emphasis of this process is utilization of the local resources for development

Objectives

- To ensure that full and positive participation of the community members in the programs

Target audiences

- Community members and civil societies.

C. Advocacy

- Is the act or process of persuading and influencing decision makers at various levels to get them support an issues or concern through changes in policies, programs, formulating new regulation etc.
- Is drawing a community's attention to an important issue, and directing decision makers toward a solution.

Objective

- To ensure that a supportive policies and laws are in place.

Target audiences

- ✓ Government leaders
- ✓ Policy makers
- ✓ Parliamentarians
- ✓ Community leaders
- ✓ Donor agencies
- ✓ Relevant public institutions etc.

D. Health Campaign

- Campaign can be planned to promote knowledge, skills, attitude and values relating to particular health issue.
- Health campaigns are of two types:
 - Public health campaigns and
 - Community managed program campaigns.
- In public health campaign, the health staff makes the decision.
- In community managed programs campaigns: the decision is made by the community and health professionals play facilitating roles.
- Public awareness is the first key to a successful health campaign.
- A health campaign is organized around one issue or problem. For example 'clean-up the environment'

Information, Education, Communication (IEC)

- IEC combines strategies, approaches and methods that enable individuals, families, groups, organizations and communities to play active roles in achieving, protecting and sustaining their own health.
- IEC is the process of learning that empowers people to make decisions, modify behaviors and change social conditions.
- Activities are developed based upon :
 - needs assessments,
 - sound educational principles, and
 - periodic evaluation using a clear set of goals and objectives.

Behavior Change Communication (BCC)

- BCC is an interactive process with communities to develop tailored/modified:
 - messages and approaches using a variety of communication channels to develop positive behaviors;
 - promote and sustain individual, community and societal behavior change; and
 - maintain appropriate behaviors.

What makes difference between BCC and IEC?

- The terms BCC and IEC are commonly used.
- **IEC:** is a process of working with individuals, communities and societies to:
 - Develop communication strategies to promote positive behaviors which are appropriate to their settings.
- **BCC:**
 - ❖ BCC need supportive environment
 - ❖ It Moves People From Awareness to Action
 - ❖ It is more “outcome oriented”
 - ❖ It includes role of participatory methods and motivation in the behavior change process

- BCC recognizes that behavior is not only a matter of having information and making a personal choice.
- BCC ” is influenced by “development” and “health services provision” and that the individual is influenced by community and society.
- Community and society provide the supportive environment necessary for behavior change.
- IEC is thus part of BCC while BCC builds on IEC.

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Thank You !!!