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GROUPS

A Counseling Specialty

SAMUEL T. GLADDING



Seventh Edition

GROUPS

A COUNSELING SPECIALTY

Samuel T. Gladding
Wake Forest University

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To my wife

Claire

and my children

Ben, Nate, and Tim

Who have all taught me anew that

sensitivity is a strength,

listening is a skill,

love is an action, and

life is a gift to be shared.

ABOUT THE AUTHOR



Samuel T. Gladding is a professor in the Department of Counseling at Wake Forest University in Winston-Salem, North Carolina. He has been a practicing counselor in both public and private agencies since 1971. His leadership in the field of counseling includes service as president of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), the Association for Specialists in Group Work (ASGW), the American Association of State Counseling Boards (AASCB), and Chi Sigma Iota (international academic and professional counseling honor society). He has also been the chair of the American Counseling Association Foundation (ACAF).

Dr. Gladding is the former editor of the *Journal for Specialists in Group Work* and the author of more than seven dozen refereed articles in counseling journals, 41 books (including revisions), and five counseling videos. In 1999, he was cited as being in the top 1% of contributors to the flagship journal of the American Counseling Association—*Journal of Counseling and Development*—for the 15-year period from 1978 to 1993. Some of Dr. Gladding’s most recent books are *Family Therapy: History, Theory, and Process* (6th ed., 2015), *Counseling: A Comprehensive Profession* (7th ed., 2014), *The Counseling Dictionary* (3rd ed., 2011), *The Creative Arts in Counseling* (4th ed., 2011), *Becoming a Counselor: The Light, the Bright, and the Serious* (2nd ed., 2009), and this seventh edition of *Groups: A Counseling Specialty*.

Dr. Gladding’s previous academic appointments have been at the University of Alabama at Birmingham (UAB), Fairfield University (Connecticut), and Rockingham Community College (North Carolina). He was also Director of Children’s Services at the Rockingham County (North Carolina) Mental Health Center. Gladding served as a Fulbright Specialist in counseling to Turkey (2010) and China (2013). His books have been translated into several languages including Turkish, Chinese, Korean, Russian, Polish, and Indonesian.

Gladding received his degrees from Wake Forest (B.A., M.A.Ed.), Yale (M.A.R.), and the University of North Carolina–Greensboro (Ph.D.). He is a National Certified Counselor (NCC), a Certified Clinical Mental Health Counselor (CCMHC), and a Licensed Professional Counselor (North Carolina). Dr. Gladding is a former member of the North Carolina Board of Licensed Professional Counselors (NCBLPC) and the Alabama Board of Examiners in Counseling.

Dr. Gladding is the recipient of numerous honors, including the Lifetime Achievement Award from the Association for Creativity in Counseling; the Eminent Career Award from the Association for Specialists in Group Work; the Thomas J. Sweeney Professional Leadership Award from Chi Sigma Iota; the Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person from the American Counseling Association; the Professional Leadership Award and Outstanding Publication Award from the Association for Counselor Education and Supervision; the Research Award from the International Association of Marriage and Family Counselors; and the Ella Stephens Barrett Award for Leadership and Service to the Counseling Profession from the North Carolina Counseling Association. He is also a Fellow in the Association for Specialists in Group Work and in the American Counseling Association.

Gladding is married to the former Claire Tillson and is the father of three children—Ben, Nate, and Tim. Outside of counseling, he enjoys tennis, swimming, writing poetry, and humor.

PREFACE

Groups are a part of everyday life. We are born into a family group, and many of the most important events of our lives take place in the educational, recreational, and work groups of which we are a part. Almost everyone is influenced daily by some type of group, and it can be justifiably argued that we truly become human through our interactions in groups. Sometimes just the memory of a group experience or the attractions of an upcoming group event can have a powerful impact on us. The groups with which we directly and indirectly associate affect us all.

The helping professions have worked with people in groups since the end of the 19th century. Professionals realize that, if used properly, groups have the power to help, heal, direct, and support. Working with persons in groups has become an increasingly popular, diverse, and viable means of promoting change and the accomplishment of tasks. Because each group is different, group workers must be equipped with a variety of skills.

NEW TO THIS EDITION

My purpose in writing this new edition of *Groups* was not only to update the text with the latest research but to make the seventh edition more user friendly, interesting, scholarly, and relevant. To improve the book, I initially looked at how it was organized and how the flow of the chapters could be enhanced to help readers more readily learn the essentials of working with groups. With this goal in mind, I focused particularly on incorporating into the text examples and exercises that could give the reader more practical techniques for conducting a group. I also wanted to give the reader more examples of different types of groups and to provide creative methods for working with groups.

I was able to accomplish all of these goals, and thus there are a number of substantial differences in this seventh edition when compared to the previous edition of this book. Major and important new features to this seventh edition are as follows:

- More than 120 new references have been added and incorporated into the body of the text. These references are all new from the last edition. Numerous older references have been deleted as well, making the book more current than ever and more evidence based.
- Chapter overviews have been added, giving the reader an idea of the important points covered in the chapter.
- Brief introductory stories have been added to the beginning of each chapter.
- The number of chapters has been reduced from 17 to 16.
- The chapter in previous editions on the history of groups has been shortened, simplified, and made into Appendix A with an accompanying chart (Appendix B) to make it more readable.
- New material and updates on previous material covered in the book have been added to each chapter. Some of the most notable additions include those that focus on social justice, creativity (particularly the work of Keith Sawyer), different specialty groups throughout the life span, technology and group work, brief groups, and groups for older adults.
- A new appendix, Appendix C, has been added, entitled “Some Prominent Self-Help Group Organizations.” It lists prominent mental health associations that deal with troublesome behaviors, such as addiction and eating disorders, and do so largely in self-help/mutual help formats.

ORGANIZATION

This book, like previous editions, examines essential skills required to be an effective worker with groups in multiple settings.

Part 1 of this text (Chapters 1–7) concentrates on types of groups (task/work, psychoeducation, counseling, psychotherapy, and mixed) and how they develop, including their stages and dynamics. Skilled group workers must be aware of and comfortable in dealing with the dynamics and the development of groups over time, from their forming to their adjourning.

Part 2 (Chapters 8–10) focuses on ethics, legal issues, diversity, social justice, creativity, and special kinds of groups. Ethical and legal aspects of working in groups are discussed, along with specialty groups and the influence of culture, social justice, and creativity on groups.

Part 3 (Chapters 11–14) examines the role of groups throughout the life span. These chapters cover issues and procedures for working with groups that focus on children, adolescents, adults, and older adults. Each of these age-and-stage groups has special needs that can be addressed positively in a group setting. Different types of groups appropriate for various life-span periods and circumstances are highlighted and discussed.

The final part of this book (Chapters 15 and 16) concentrates on theoretical approaches to leading groups, describing eight of the most prominent approaches. Each theory is examined in regard to its premises, practices, leadership, emphases, outcomes, strengths, and limitations. The specific theories explored here are transactional analysis, reality therapy, Adlerian, person-centered, existential, Gestalt, rational-emotive behavior therapy, and psychodrama.

A PERSONAL NOTE

I decided to write this book after reflecting on my own experiences in groups. In the late 1960s and early 1970s, I was exposed to a variety of groups, including what were then known as T-groups. I participated in group marathons, psychoeducational groups, self-help groups, task groups, and counseling groups. I took formal courses in conducting groups at Yale, Wake Forest, and the University of North Carolina at Greensboro. Later, I joined such organizations as the Association for Specialists in Group Work (ASGW) and the North Carolina Group Behavior Society. In my initial employment at a mental health center, I was required to lead psychotherapy, counseling, and psychoeducational groups. In private practice and in my duties as a college professor and administrator, I have added task/work groups as a part of my experience.

Fortunately, I have had some excellent instructors and colleagues over the years. They include Wesley Hood, Larry Osborne, Peg Carroll, Diana Hulse-Killacky, Jerry Donigian, Bob Conyne, Chuck Kormanski, Rosie Morgannet, Beverly Brown, Janice DeLucia-Waack, Marianne Schubert, Johnne Armentrout, and John Anderson. I have also been enriched as a practitioner and a writer from my experience as president of the ASGW and editor of the *Journal for Specialists in Group Work*.

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Others who have been of great assistance to me with this project are former graduate students Jo Spradling (University of Alabama, Birmingham), Paul Myers (University of Alabama, Birmingham), Regan Reding (Wake Forest), Beverly Huffstetler (Wake Forest), Erin Binkley (Wake Forest), and Katie-Anne Burt (Wake Forest). All have been exemplary in helping me ferret out original sources, in proofing pages, and in making changes at times in my sentence structure to improve the clarity of this text. My youngest son, Tim, now in his early 20s, has also been very helpful in making constructive suggestions, and my most recent graduate student, Derek Rutter (Wake Forest), has been of assistance as well, in locating recent articles on groups. Then, of course, the professionals at Merrill Education/Pearson—including my former editors, Vicki Knight, Linda Sullivan, Meredith Fossel, and present editor, Kevin Davis—gave me much to think about as well as encouragement.

My family group, to whom all editions of this book have been dedicated, has been patient and supportive during my writing and rewritings. My wife, Claire, has given me encouragement, support, and a healthy helping of humor throughout this process. My children—Ben, Nate, and Tim—were 4, 2, and just born, respectively, when I began this project. They are now 28, 26, and 24. Time goes by quickly, and writing a revision of the book every four years has helped me keep track of their lives and mine individually and collectively.

CONCLUSION

In concluding the seventh edition of *Groups*, I am more aware than ever of the importance of collaboration in accomplishing goals and fulfilling dreams. The poet John Donne was correct in reminding us that we are not isolated islands sufficient unto ourselves. We are connected to humanity and have the power to help or hinder one another's growth and development. It is in the mixing of personalities and processes that the heart of group work lies, through which our past gains meaning, and from which our present and future are created.

Samuel T. Gladding

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Types of Groups and Group Work

I live in a group
that contains many groups
all spinning in different cycles
like planets around the sun.
In each I am me,
differently,
distinctively,
collectively,
and freely.*

**From "Planets" © 2010 by Samuel T. Gladding. Reprinted by permission from Samuel T. Gladding.*

Monkey Business/Fotolia



CHAPTER OVERVIEW

From reading this chapter, you will learn about

- Different classifications of groups and examples of each:
 - task/work,
 - psychoeducational,
 - counseling,
 - psychotherapy,
 - mixed

AS YOU READ, CONSIDER

- The need for each type of group
- The intended outcomes of each type of group
- What types of groups you have been in or seen demonstrated and their effectiveness

On April 11, 1970, Apollo 13, the third Apollo mission intended to land men on the moon, was launched from Cape Canaveral, Florida. As portrayed in the movie *Apollo 13*, a mid-mission oxygen tank explosion not only aborted the goal of the mission but put the lives of the astronauts aboard in jeopardy. To survive, the crew of the mission shut down the command module and used the lunar module as a “lifeboat” during the return trip to Earth. Despite great hardship caused by limited power, loss of cabin heat, and a shortage of potable water, the crew returned safely to Earth on April 17, but only because a group of engineers devised a method to help them meet their needs. The engineers took materials available within the spacecraft that had been designed for one function and found ways to connect them to serve other functions so that the astronauts could survive. If there ever was a time when the wisdom and power of a group prevailed in the face of overwhelming odds, it was this mission, and the creativity that went on within the engineering group behind the scenes after the astronauts sent back word to Mission Control: “Houston, we’ve had a problem.”

Groups, whether on rescue or routine missions, are a part of everyday life and are defined in many ways. Not every gathering or collection of people qualifies as a group, because they may lack an awareness and purpose of seeing themselves as such (Meneses, Ortega, & Navarro, 2008). The following definition, adapted and modified from Johnson and Johnson (2013), encompasses the main qualities of groups. A **group** is a collection of two or more individuals who meet face to face or virtually in an interactive, interdependent way, with the awareness that each belongs to the group and for the purpose of achieving mutually agreed-on goals. From family councils to town meetings, groups are an important component of everyday life. Healthy groups are contextually unique, are complex in regard to their multiple transactions, and are open systems as well (Conyne & Bemak, 2004).

Groups vary according to type and purpose. There are four distinct group specializations: task/work, psychoeducational, counseling, and psychotherapy. The Association for Specialists in Group Work (ASGW) (1991, 2000) has defined and developed standards for each. Within these types of groups are multiple purposes—for example, remediation, development, prevention, skill training, and problem solving. There may be several types of groups that meet the purpose of individuals joining them. For example, a psychoeducational group may be preventive and skill focused, whereas a task/work group may be remedial, preventive, and problem solving. Thus, it is prudent to focus on types of groups initially, because a number of types of groups can be beneficial to individuals seeking help.

That group work is effective has been established through multiple research-based studies (Ward & Ward, 2014). Developing standards and competencies for group workers was a major breakthrough complementing the evolution of the group work literature. Explicitly defining specific group types and establishing skills that need to be acquired and developed in each has fostered evidence-based interventions (Ward, 2006). Furthermore, exemplary training models set up in educational institutions for each type of group have promoted the growth of competent group leaders. Having such models allows programs that prepare group specialists from a variety of disciplines to point to examples of what should be done in the preparation process of forming a group as well as in the implementation of groups (Conyne, Wilson, & Ward, 1997).

Groups, if run well, are dynamic. They include numerous **activities**, which are verbal and nonverbal undertakings a group and its members participate in, such as expressing themselves in different ways and interacting with others. Activities rarely produce meaningful learning in and of themselves. “Rather, it is the carefully selected and planned use of an activity, targeted for a specific purpose with a specific group,” that when processed effectively is likely to lead to or promote change and understanding (Nitza, 2014, p. 95). For example, Jill may be asked to

describe herself in five words to other group members as the group begins. If Jill is not asked or allowed to explain why she picked the words she did, the activity will soon be forgotten and useless. However, if Jill is given an opportunity to explore the words she picked and why, she and other group members are likely to understand her better.

In human service occupations, groups have usually been thought of as dedicated to mental health issues, but they may focus on task and education agendas as well. Today, the concept of group work is broad. That is why the Association for Specialists in Group Work (2000) defines **group work** as

a broad professional practice involving the application of knowledge and skill in group facilitation to assist an interdependent collection of people to reach their mutual goals, which may be intrapersonal, interpersonal, or work related. The goals of the group may include the accomplishment of tasks related to work, education, personal development, personal and interpersonal problem solving, or remediation of mental and emotional disorders. (pp. 329–330)

This chapter explores each type of group that has been well defined and that has educational standards to match (task/work, psychoeducational, counseling, and psychotherapy groups). Group work in the context of its purpose, structure, and intended outcome is also covered. In addition, other models, past and present, for classifying groups are discussed, especially the goals and process (GAP) model. The ways in which group purposes and skills can be combined are also illustrated through an examination of the ways in which self-help groups operate. By being aware of different types of groups and their purposes and group work as an entity, you should gain immediate knowledge and insight into a growing and essential field of working with people.

CLASSIFYING GROUPS

Before exploring the four different types of groups, it is important to briefly examine how they came into being. In truth, there is no systematic way these groups came to be recognized. Rather, the process was one that has developed over time and has come in spurts. In fact, the classification system for categorizing group work is still being debated, as is discussed later in this chapter.

Need was part of the reason for the development of different types of groups. Group workers needed a way to describe what they were doing and what could be expected. For example, **contact-focused group theory** was an early forerunner of the group type model. The focus of this theory was on the purpose of groups. Three primary contact groups described in this theory were group guidance, group counseling, and group psychotherapy. Mahler (1971) differentiated among these groups as follows: (a) the group's initially defined purpose, (b) the group's size, (c) the management of the content, (d) the length of the group's life, (e) the leader's responsibility, (f) the severity of the problem, and (g) the competency of the leader. To further distinguish among these three groups, Gazda (1989) emphasized that guidance, counseling, and psychotherapy groups could be viewed along a continuum with overlapping goals, professional competencies, and unique distinctions.

A model that was even more comprehensive and useful in conceptualizing groups was the **specialty/standards model** pioneered by Saltmarsh, Jenkins, and Fisher (1986). This model evolved out of the realization that groups differ in their purpose and functioning. Not all groups are created equal, and to try to conduct them in similar ways is neither prudent nor possible. Thus, Saltmarsh et al. set up a model of group work known by the acronym TRAC, with each letter representing an area in the total picture of group work: tasking, relating, acquiring, and contacting (see Figure 1.1).

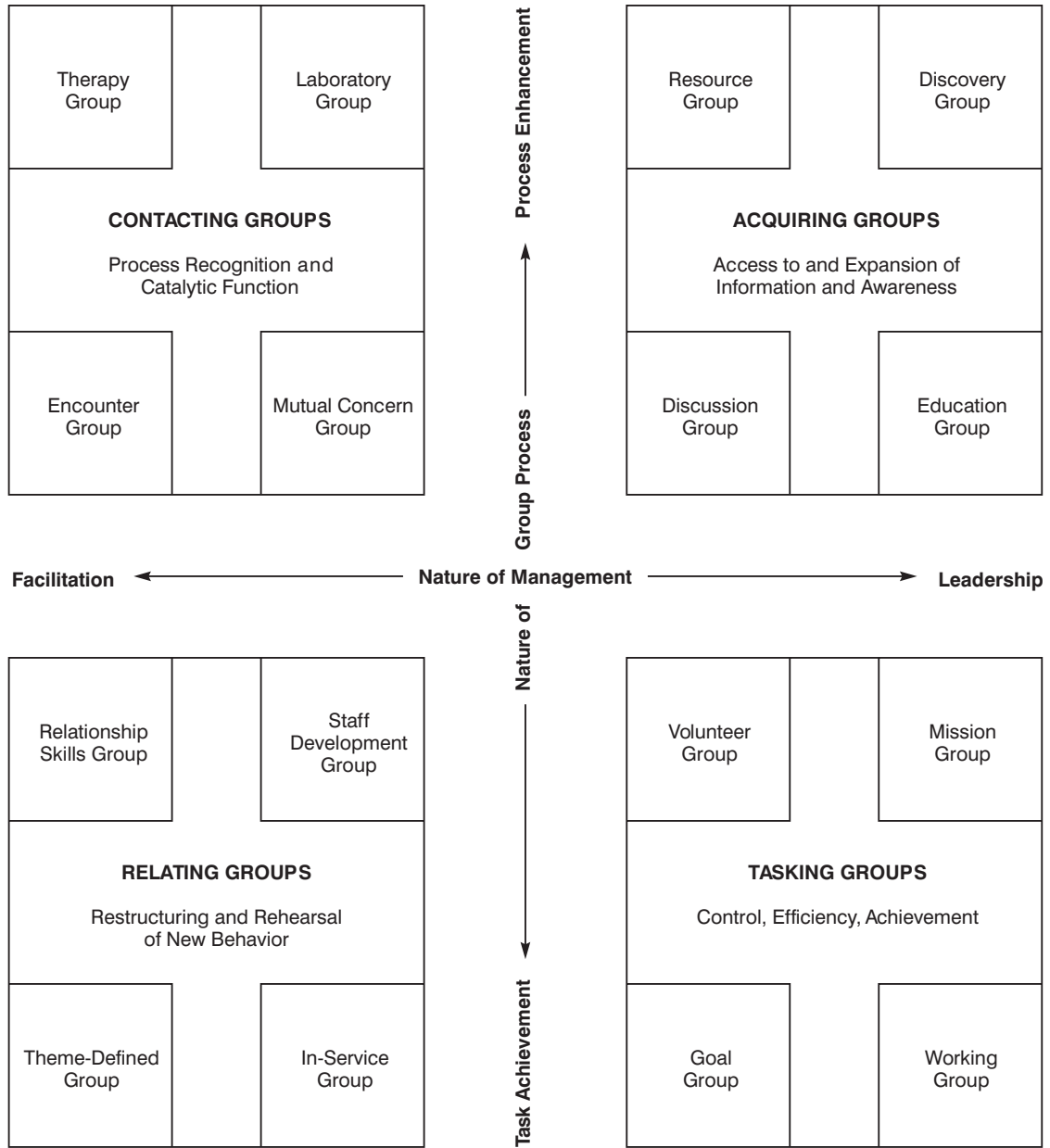


FIGURE 1.1 The TRAC map of group processes and management. Source: Robert E. Saltmarsh, Stephen J. Jenkins, Gary L. Fisher, Figure 1.1: The TRAC map of group processes and management, "The TRAC Model: A Practical Map for Group Processes and Management" *Journal for Specialists in Group Work*, 11, p. 32, Taylor & Francis—US Journals, 1986, 32.

The main characteristic that distinguishes one type of group from another in this model is the focus. *Tasking groups* are focused on task achievement. *Relating groups* emphasize the options for movement within the life of each person. *Acquiring groups* are directed toward learning outcomes that members can apply to others. In contrast, *contacting groups* are focused on the individual growth of members. (Saltmarsh et al., 1986, p. 34)

It is possible by using this model to explain how groups that start out in one major area (e.g., tasking) may move into other areas (e.g., relating). For example, a group set up for a special event, such as staging a race for a charity, may evolve into one where members simply enjoy getting together and hold frequent “reunions.” The **TRAC model of groups** clearly delineates group process and management and the types of specific groups found in each of four areas. It was the forerunner of the ASGW (1991, 2000) *Professional Standards for the Training of Group Workers*, which delineated the four types of groups that we now discuss: task/work, psychoeducational, counseling, and psychotherapy.

TASK/WORK GROUPS

Task/work groups “promote efficient and effective accomplishment of group tasks among people who are gathered to accomplish group task goals” (ASGW, 2000, p. 330). They are the “only group type not inherently formed with personal psychological learning as a primary objective” (Ward & Ward, 2014, p. 45). There are as many types of task/work groups as there are kinds of everyday jobs and assignments. The major types of tasking groups, according to Saltmarsh et al. (1986), are volunteer groups, mission groups, goal groups, and working groups. Task/work groups also take the form of “task forces, committees, planning groups, community organizations, discussion groups, and learning groups” (ASGW, 1991, p. 14).

Regardless of type or form, all task/work groups emphasize accomplishment and efficiency in successfully completing identified external work goals (a performance, an assignment, or a finished product) through collaboration (Falco & Bauman, 2014; Stanley, 2006). Skillfully led work groups engage workers in a process where problems are identified and explored and collaborative solutions are developed and implemented (Letendre, Gaillard, & Spath, 2008). Unlike other groups, task/work groups do not focus on changing individuals. Whether the group is successful depends on **group dynamics**—the interactions fostered through the relationships of members and leaders in connection with the complexity of the task involved.

Because task/work groups run the gamut from informal subcommittee meetings to major Hollywood productions or corporate transactions, the number of members within a task/work group may be large, but this type of group usually works best with fewer as opposed to more people. In an analysis of group size, development, and productivity, Wheelan (2009) examined 329 for-profit and nonprofit work groups in organizations across the United States. She found that groups

containing 3 to 8 members were significantly more productive and more developmentally advanced than groups with 9 members or more. Groups containing 3 to 6 members were significantly more productive and more developmentally advanced than groups with 7 to 10 members or 11 members or more. The groups with 7 to 10 members or 11 members were not different from each other. Finally, groups containing 3 to 4 members were significantly more productive and more developmentally advanced on a number of measures than groups with 5 to 6 members. (p. 247)

From her study Wheelan concluded that work-group size is a crucial factor in increasing or decreasing both group development and productivity. In small groups, unintended subgrouping does not occur and members may focus more on the tasks at hand.

The length of a task/work group varies, but most are similar to other groups in that they have a beginning, a working period, and an ending. Total quality groups found in business settings are a good example of task/work groups. These groups apply group methods “to solve problems related to consumer satisfaction and quality” (Smaby, Peterson, & Hovland, 1994, p. 217). Juries are another good example of task/work groups. The movie *12 Angry Men* not only illustrates how some task/work groups operate but shows the many facets of group process as well (Armstrong & Berg, 2005).

Like other types of groups, task/work groups run best if the following assumptions are met:

- If the purpose of the group is clear to all participants,
- If process and content issues are balanced,
- If the systems of the group as a whole, leader, member, and subsets of members are recognized and acknowledged,
- If time is taken for culture building and learning about each other,
- If the ethic of collaboration, cooperation, and mutual respect is developed and nurtured,
- If conflict is addressed,
- If feedback is exchanged,
- If leaders pay attention to the here-and-now,
- If members are active resources,
- If members learn to be effective and influential participants,
- If leaders exhibit a range of skills for helping members address task and human relations issues,
- If members and leaders take time to reflect on what is happening. (Hulse-Killacky, Killacky, & Donigian, 2001, pp. 21–22)

There are, however, at least two major differences between task/work groups and other types of groups. First, these groups may disband abruptly after accomplishing their goal. In this way they have the most similarity to psychoeducational groups that may end hurriedly because of time constraints, especially in a school setting. If members or leaders pay little attention to the termination stage in a task/work group, then members may feel incomplete when the group is finished. A second difference between task/work groups and other types of groups is that task/work group members and leaders may have considerable contact with others in an organization in which the group is housed. The reason is that task/work groups need input and feedback from people who are not group members.

Reflection

Task and work groups can either be rewarding or disappointing. What is the most satisfying task/work group you were ever in? What made it so? What was the worst? What factors contributed to your being disappointed in the group?

An Example of Task/Work Groups: Teams

Task/work groups “have great importance for our everyday lives, our jobs, our government, and our world” (Stanley, 2006, p. 27). A special type of a task/work group is a team. A **team** is a

group of “two or more people who interact dynamically, interdependently, and adaptively and who share at least one common goal or purpose” (Azar, 1997, p. 14). In this respect, a team is more than the sum of its parts. Just think of athletics teams, for instance, such as those in the Olympics or at the college or professional level. There may be some players who are more skilled than others, but if the team as a whole does not cooperate and work together to maximize strengths and abilities, the team will fail to reach its potential.

Teams differ from other types of groups in four main ways (Kormanski, 1999; Reilly & Jones, 1974): (a) They have shared goals, as opposed to individual goals, as in most groups; (b) they stress interdependency more; (c) they require more of a commitment by members to a team effort; and (d) they are by design accountable to a higher level within the organization. “A lack of commitment to the team effort creates tension and reduces overall effectiveness” (Kormanski, 1999, p. 7).

Teams differ from task/work groups in at least a couple of ways. For one thing, more interdependence and accountability are evident in a team than in a task/work group. In addition, in a team effort, there is more sharing of information and work toward a common goal than in a task/work group. The result is usually a greater bonding of members to one another and more cooperation and unity in achieving a common objective (Katzenbach & Smith, 1993). Table 1.1 describes other differences between teams and task/work groups.

Although teams can be classified in many ways, one of the more common is by setting. From this perspective, teams are primarily found within work, sports, and learning situations (Johnson & Johnson, 2013). Examples of teams can be found in environments in surgery (such as the 4077th M*A*S*H medical unit of film and television notoriety), exploratory excision

Table 1.1 Task/work groups versus teams.

Working Groups	Teams
A strong, clearly focused leader is appointed.	Shared leadership responsibilities exist among members.
The general organizational mission is the group's purpose.	A specific, well-defined purpose is unique to the team.
Individual work provides the only products.	Team and individual work develop products.
Effectiveness is measured indirectly by group's influence on others (e.g., financial performance of business, student scores on standardized examination).	Effectiveness is measured directly by assessing team work products.
Individual accountability only is evident.	Both team and individual accountability are evident.
Individual accomplishments are recognized and rewarded.	Team celebration. Individual efforts that contribute to the team's success are also recognized and celebrated.
Meetings are efficiently run and last for short periods of time.	Meetings with open-ended discussion and include active problem solving.
In meetings members discuss, decide, and delegate.	In meetings members discuss, decide, and do real work together.

Source: From Johnson, David W.; Johnson, Frank P.; *Joining Together: Group Therapy and Group Skills*, 5th ed. © 1994. Reprinted and Electronically produced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

(such as Lewis and Clark's mapping of the Louisiana Territory), and flying (such as the miracle landing on the Hudson River of a USAirways plane by its pilot, Captain Chesley "Sully" Sullenberger). In a work team, the emphasis is on interpersonal interaction in which members' proficiency and success in doing their jobs are maximized and their efforts are coordinated and integrated with those of the other team members.

A second way to classify a team is by how it is used. Common uses include problem solving (e.g., ways to improve quality, efficiency, and the work environment), special purpose (e.g., facilitating collaboration between unions and management), and self-management (e.g., a small group of employees who produce an entire product or service).

A final way teams can be classified is in regard to what they recommend, do, or run. Teams that recommend include task forces that study and help find solutions for problems, whereas teams that do focus on performance (Katzenbach & Smith, 1993). It is rare for a team to run something, such as an organization, especially a large and complex one such as Microsoft or AT&T.

A number of guidelines should be considered in establishing teams. First, it is important that teams be kept small, half a dozen members or so at most, because large numbers of people generally have difficulty interacting constructively in a group. Second, team members should be selected for their already-established expertise and skills as well as those they have the ability to master. Therefore, effective teams are heterogeneous, and their members possess a variety of abilities. In such groups, team members will often serve as "external memory aids" for one another and "divvy up what needs to be remembered about a task, with individual members remembering different aspects of the task and everyone knowing who knows what" (Azar, 1997, p. 14). A final necessity for forming a team is to bring together the resources necessary to function, including both tangibles and intangibles, such as materials, support personnel, space, and time.

Once a team has been established, it must be structured and nurtured. A crucial ingredient in this process is giving the team a mission and the independence to operationalize the goals that go with the mission. Teams function best when they have a meaningful and worthwhile purpose, such as winning an athletic competition or finding a cure for a disease. A further necessity in structuring and nurturing a team is to provide opportunities for team members to interact face to face or virtually and promote one another's success (Johnson & Johnson, 2013). Frequent and regular meetings are one way this may be done in a face-to-face way, but electronic communication, such as e-mail, Skype, and phone time, can also be counted as time spent together.

Other matters that must be attended to in structuring and nurturing a team, according to Johnson and Johnson (2013), include the following:

- Paying particular attention to first meetings, especially what those in authority do in such meetings because they are the role models for the members
- Establishing clear rules of conduct, especially pertaining to attendance, discussion, confidentiality, productivity of members, and constructive confrontation
- Ensuring accountability of the team as a whole and its members individually
- Showing progress, especially obtaining easy goals early in the life of the group
- Exposing the team to new information and facts that help them redefine and enrich their understanding of their mission, purpose, and goals
- Providing training to enhance both task/work and teamwork skills
- Having frequent team celebrations and opportunities to recognize members' contributions to the team success
- Ensuring frequent team-processing sessions so the team can examine how effectively it is working and discuss ways to improve

Overall, teams that function best emphasize continuous improvement of themselves on an interpersonal, process, and product basis. They work as a group to create a culture that is supportive for members—one that gives them a sense of identity. At the same time, team members focus on specific goals and missions they wish to accomplish and make sure their energy is constantly focused on outcomes that are directly related to their purpose. Effective teams also train together, with the result being better performance over time, increased productivity, and fewer mistakes (Azar, 1997). Teamwork is a set of skills that must be developed through practice and feedback (Levi, 2014).

Case Example

Bradley at the Bat

Bradley has always loved baseball. He was never a great player, but he has now joined the city recreation league and is a member of his company's team. He plays second base, and his colleagues applaud him for both his effort and, at times, his efficiency.

Bradley is the lead-off batter. His job is to get a hit and get on base. He finds that whenever he comes to the plate his teammates cheer for him whether he gets a hit or not. That makes him feel good, and as a result he tries harder.

Bradley has noticed recently that he is becoming closer to his fellow workers at his

company. There seems to be a spillover effect, and whether he is at the ballpark or at his computer, Bradley is trying hard to do a good job. He notices that he and others now, regardless of where they are, use phrases such as "Let's have a winning attitude here" and "Let's do this—for the team!"

Questions

When have you seen a team positively affecting one of its members? What do you think this says about the power of teams and teamwork?

PSYCHOEDUCATIONAL GROUPS

Psychoeducational groups were originally developed for use in educational settings, specifically public schools. "The developmental nature of psychoeducational groups [proved] very useful when working with children's self-concepts and attitudes toward school" (Villalba, 2003, p. 264). One of the first types of groups to evolve in the development of group work, psychoeducational groups were premised on the idea that education is treatment not only because of the knowledge acquired in the process but also because of the perceptions that may be changed as a result (M. Young, 2013). Basically, psychoeducational groups, with well-organized and structured activities and exercises, help increase the self-worth of participants (Villalba, 2003). Because of their structure, psychoeducational groups, in many instances, lend themselves to work with cultural diverse populations (Champe & Rubel, 2012). Furthermore, drawing on Yalom's research on therapeutic factors, these groups provide information, socializing techniques, hope, and modeling (Waldo, Kerne, & Kerne, 2007). Sometimes psychoeducational groups are simply referred to as **educational groups** or **guidance groups**.

Regardless of the name, "psychoeducation group work emphasizes using education methods to acquire information and develop related meaning and skills" (Brown, 1997, p. 1). Thus, psychoeducational groups are able to function on multiple levels and with a wide variety of clients. They can be preventive, growth oriented, or remedial in their purpose and focus. Because of their versatility, psychoeducational groups are increasingly being used in various settings outside of schools, including hospitals, mental health agencies, correctional institutions, social service