

Stage of Group Development

Groups change over time. Numerous framework models have been developed to describe these changes. The models of group development described here are

- (1) The Garland, Jones, and Kolodny Model,
- (2) The Tuckman Model,
- (3) The Northen and Kurland Model, and
- (4) The Bales Model.

Garland, Jones, and Kolodny Model

Garland, Jones, and Kolodny developed a model that identifies five stages of development in social work groups. By describing and understanding the various kinds of development problems in groups, leaders can more effectively anticipate and respond to the reactions of group members. The conceptualization of Garland et al .appears particularly applicable to socialization, therapeutic, and encounter groups, to lesser extent, the model is applicable to self-help, task, problem-solving and decision-making, educational, and recreation/skill groups.

Emotional closeness among members is the central focus of the model and is reflected in struggles that occur at five stages of group growth: preaffiliation, power and control, intimacy, differentiation, and separation.

Pre affiliation

In the first stage, pre affiliation, members are ambivalent about joining the group and interaction is guarded. Members test out, often through approach and avoidance behavior , whether they really want to belong. Because new situations are often frightening, members attempt to protect themselves from being hurt or taken advantage of , maintaining a certain amount of distance and attempting to get what they can from the group without taking many risks. Even though individuals are aware that group involvement will make demands that may be frustrating or even painful, they are attracted because of rewards and satisfying experiences in other groups. These former positive ramifications are transferred to the “new” group. During this first stage, the leader tries to make the group appear as attractive as possible “by allowing and supporting distance, gently inviting trust, facilitating exploration of the physical and psychological milieu, and by providing activities if necessary and initiating group structure.” This stage ends gradually as members begin to feel safe and comfortable within the group and to view its rewards as worth a tentative emotional commitment.

Power and Control

In the second stage, power and control, the character of the group begins to emerge. Patterns of communication, alliances, and subgroups begin to develop. Individuals assume certain roles and responsibilities, establish norms and methods for handling group tasks, and begin to ask questions. Although these processes are necessary to conduct meetings, they also lead to a power struggle in which each member attempts to gain greater control over the gratifications and rewards to be received from the group. A major source of gratification for any group is the leader, who influences the direction of the group and gives or withholds emotional and material rewards. At this point, members realize that the group is becoming important to them. This second stage is transitional, with certain basic issues requiring resolution: Does the group or the leader have primary control? What are the limits of the power of the group and of the leader, and to what extent will the leader use his power?

This uncertainty results in anxiety and considerable testing by group members to gauge limits and establish norms for the power and authority of both the group and the leader. Rebellion is not uncommon, and the dropout rate in groups is often highest at this stage. During this struggle the leader should (1) help the members understand the nature of the power struggle; (2) give emotional support to help members weather the discomfort of uncertainty. Group's members must trust the leader to maintain a safe balance of shared power and control. When that trust is achieved, group members make a major commitment to become involved.

Intimacy

In the third stage, intimacy, the likes and dislikes of intimate relationships are expressed. The group becomes more like a family, with sibling rivalry exhibited and with the leader sometimes referred to as a parent. Feelings are more openly expressed and discussed, and the group is viewed as a place where growth and change take place. Individuals feel free to examine and make efforts to change personal attitudes, concerns, and problems, and there is a feeling of "oneness". Members struggle to explore and make changes in their personal lives, and to examine "what this group is all about."

Differentiation

During the fourth stage, differentiation, members are freer to experiment with new and alternative behavior patterns because they recognize individual rights and needs, and they communicate more effectively. Leadership is more evenly shared, roles are more

functional, and the organization itself is more efficient. Power problems are now minimal, and decisions are made and carried out on a less emotional and more objective basis.

Garland and Frey note:

This kind of individualized therapeutic cohesion has been achieved because the group experience has all along valued and nurtured individual integrity.....

The worker assists in this stage by helping the group to run itself and by encouraging it to act as a unit with other groups or in the wider community. During this time the [social] worker exploits opportunities for evaluation by the group of its activities, feelings and behavior.

The differentiation stage is analogous to a healthy functioning family in which the children have reached adulthood and are now becoming successful in pursuing their own lives. Relationships are more often between equals, and members are mutually supportive and able to relate to each other in more rational and objective ways.

Separation

The final stage is separation. Group purposes have been achieved, and members have learned new behavioral patterns to enable them to move on to other social experiences. Termination is not always easily accomplished, as members may be reluctant to move on and may display regressive behavior to prolong the existence of the group. Members may express anger or may psychologically deny that termination is approaching; Garland and Frey describe the leader's (or social worker's) role his way.

To facilitate separation the [social] worker must be willing to let go. Concentration upon group and individual mobility, evaluation of the experience, help with the expression of the ambivalence about termination and recognition of the progress which has been made are his major tasks. Acceptance of termination is facilitated by active guidance of members as individuals to other ongoing sources of support and assistance.\

Tukman Model

Tukman reviewed over 50 studies, primarily of limited-duration therapy and sensitivity groups, and concluded that these groups go through the following five predictable developmental stages: Forming, Storming, Norming, Performing, and Adjourning. Each stage will be briefly described.

Forming

Members become oriented toward each other, work on being accepted, and learn more about the group. This stage is marked by a period of uncertainty in which members try to determine their places in the group and learn the group's rules and procedures.

Storming

Conflicts begin to arise as members resist the influence of the group and rebel against accomplishing their tasks. Members confront their various differences, and the management of conflict often becomes the focus of attention.

Norming

The group establishes cohesiveness and commitment. In the process, the members discover new ways to work together. Norms are also set for appropriate behavior.

Performing

The group works as a unit to achieve group goals. Members develop proficiency in achieving goals and become more flexible in their patterns of working together.

Adjourning

The group disbands. The feeling that members experience are similar to those in the "Separation Stage" of the Garland, Jones, and Kolodny Model described in the previous section.

Northern and Kurland Model*

Northern and Kurland focus on stages of group development and point out that each stage has its own developmental issues that must be attended to and at least partially resolved before the group can move into the next stage. Northern and Kurland propose a four-stage model with emphasis on socio-emotional themes.

Inclusion-Orientation

The main socio-emotional theme of this stage, as the title implies, is whether or not group members will feel included. This stage is typically marked by anxiety and uncertainty as group members become acquainted with the group leader and each other. The major task for the member is to become oriented to the group and to decide to be included in the group's membership."

Uncertainty-Exploration

The major theme of this stage has to do with group members' uncertainty regarding issues of power and control. The socio-emotional issue pertains to conflict, especially in relationship to the group leader. Group members at this stage explore and test their

relationship with the leader and each other in order to establish order and develop trust and acceptance.

Mutuality-Goal Achievement

At this stage, the group is characterized by mutual aid and problem solving. Socio-emotional patterns among group members show greater self-disclosure, empathy, and mutual acceptance. Conflict and differences are dealt with as a means to achieve both individual and group goals.

Separation-Termination

The final stage focuses on the socio-emotional issues of separation and termination. Members at this stage may be reluctant to leave the leader and the group. The task here is to help prepare members for termination, deal with any unfinished business, and, most importantly, help group members transfer what they have learned in group to life outside the group.

Sequential Stage Models of Group Development

The three models of group development that were just described are sequential stage model. (These models are the Garland, Jones, and Kolodny Model; the Tuckman model; and the Northen and Kurland Model.) Despite the variable nature of the stages of group development described in these three models, these models contain similar stages. As can be seen in Table 1.1, the various phases of group development can be divided into three phases: Beginning, Middle, and End.

In sequential models, the beginning stages of groups are concerned with planning, organizing, convening, and orientation. The beginnings of groups tend to be characterized by an emergence of group feeling. However, group feeling does not emerge without a struggle. Power issues and conflicts by encouraging members often emerge. The leader can help resolve power issues and conflicts by encouraging members to discuss and seek to resolve the power issues and conflicts that arise.

Although some work is accomplished in all stages of a group's development, most occurs in the middle stage. At the beginning of the middle stage, the conflicts over roles, norms, and power issues found in the later part of the beginning stage give way to the members learning effective patterns of working together. Greater group cohesion appears. When this occurs, members concern themselves with the work necessary to accomplish the specific tasks (and achieve the goals) that have been agreed upon.

The end stage of a group is characterized by the completion and evaluation of the group's efforts, and by members terminating their contact with one another in this specific group.

In this stage, tasks groups tend to make decisions, finish their business, produce the results of their efforts, and celebrate the accomplishments. On the other hand, treatment group members (because they have focused on emotional and behavioral issues) often experience the termination of the group as an emotional loss. They are pleased that they have made progress in resolving their issues but have a reluctance to lose the support they have received from the group.

Bales Model

The stages described in the models of group development that were just discussed are sequential-stage models, since they specify sequential stages of group development. In contrast, Robert F. Bales developed a recurring-phase model. Bales asserted that groups continue to seek equilibrium between task-oriented work and emotional expressions, in order to build better relationships among group members. Bales asserts that groups tend to oscillate between these two concerns. Sometimes a group focuses on identifying and performing the tasks that will lead to achievement of its goals. At other times, the group focuses on building the morale and improving the social/emotional atmosphere of the group.

The sequential-stage perspective and the recurring-phase perspective are not necessarily contradictor. Both are useful for understanding group development. The sequential-stage perspective assumes that groups move through various stages while dealing with a series of basic themes that surface when they are relevant to the group's work. The recurring-phase perspective assumes that the issues underlying these basic themes are never completely resolved and tend to recur late.

Program Planning in Social Group Work

Programme is a concept which, when broadly conceived, includes the entire range of activities, relationship, interactions and experience that have been deliberately planned and carried out with help of the social group worker to meet the needs of the individuals and the group.

Groups achieve their objectives through programs that are split into achievable targets, tasks and activities. Therefore, deciding on appropriate programs becomes very important for the progress and development of group and its members.

Planned activities play an important role in social group work practice. These planned activities are the programmes which are organized for many purposes. These include attaining improvement in member's own environmental conditions, promoting a sense of achievement, sublimating and canalizing certain impulses, actualizing problems in an on-going social situation and working through or articulating symbolically problems and feelings which members are unable to express verbally.

Principles of Program Planning

Program planning is an instrument in the hands of the group and the worker and its efficient use results in feasible, well thought out programs. Program planning in social group work has to follow certain principles, is 'criteria of effectiveness. Providing a program of activities is one of the main tasks of a group. Planning the group's activities in advance helps a group run smoothly because:

- Members understand and accept their responsibilities, optimum utilization of resources
- Better coordination between group members, agency and the worker in accomplishment of objectives
- Programs in group work have to be effective since the groups' effectiveness is largely dependent on its programs.
- Program should grow out of the needs and interests of the individuals who compose the group.
- Program should take into account such factors as age of group members, cultural background, and economic differences
- Program should provide individuals with experiences and opportunities which they voluntarily choose to pursue because of their inherent values
- Program should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation

- Program should evolve from the simple to the more complex with movement coming as a result of group growth in ability and readiness. Movement from initially “personal” to “social” or “community” concerns should be an ultimate objective if our programs are to have a greater social significance.

Factors in Programme Planning

In planning programmes, the social group worker must take into account a number of factors.

1. The programme must be according to the facilities and traditions of the community
2. The programme must be tailored to fit into the needs and interest of the group members.
3. The programme must be based upon the resources which exist in the community
4. The programme should provide opportunities for all members to participate

Role of Group Worker in Programme Planning

1. Helping the members to plan the programme
2. Discovering and arousing interests
3. Enabling the group to use environment effectively
4. Making the group to realize limitations

Use of Programme Media

Largely because of its early linkages to the field of recreation, group work has recognized the value of additional types of activities in pursuit of change goals. Often, group workers introduce varied tasks and programme to supplement discussion, depending on the particular composition and goals of the group. Since verbal abilities are less developed among younger children, games and craft activities have been effectively used as part of their programme. With adolescents and adults, on the other hand, a number of social activities and planning for group action are found effective. Within institutions client groups can be helped to explore problems of the social milieu by being permitted to undertake limited self-government. Many messages for social development and conscientization are given through the use of folk media in villages and urban community groups. All these programme activities extend the opportunities for meaningful interaction among clients, significant involvement with social tasks and acquisition of valued interpersonal skills. For any of the types of models or approaches of groups referred there are in any setting of group work practice, one or a combination of the following programme activities which can be used for diagnostic problem-solving or treatment purposes.

1. Play:

The use of all types of games (physical, intellectual, memory, sensory) including playing with blocks, toys, sand and water, in the case of young children.

2. Drama, mime, use of puppets and masks and role-play:

In these, members of the group are asked to act various parts which have significance to their problems or difficulties. Individuals thereby gain insight into their own behaviour and that of others.

3. Music and arts and crafts

The former which can be vocal or instrumental on a solo or group basis depict and provide an outlet for all varieties of human emotions whereas the latter, through work with diverse materials such as wood, clay, paper, straw or paints, give ample scope for self-expression, creativity, balance and harmony.

4. Talk

This is the action most people associate immediately with group activities especially of a problem-solving or therapeutic nature dealing with critical topics related to the clients' personal lives. Included in this activity are small group discussions, lectures, seminars, conversations, sensitivity games and encounter sessions. (A much-used mode of communication, talk is an essential part of most of the other activities).

5. Movement

This kind of activity is being used, as counter to the rather overemphasized verbal communication just referred to. Activities include exploration of touch, non-verbal communication, dance, mime and physical encounter.

6. Work

This activity speaks for itself and covers projects and tasks of all kinds of complexity which involve an ongoing process of cooperative endeavor.

MODELS IN SOCIAL GROUP WORK

Learning Objectives * To learn about various models in group work practice. * To learn about the features of each model. * Role of social worker

1. A model is a conceptual design to solve a problem that exist in reality
2. Group Work Models * Following are the three models: **Social goal model**: which gives priority to provision and prevention. **Remedial model**: prefer restoration and rehabilitation: **Reciprocal Model** It attempts to encompass and reconcile these two.
3. **Social Goals Model:**
4. This model is designed to bring about important social gains for the group. * It is likely to address itself to problems within communities and is practiced in settlement * addressing social problems accompanying community development and growth.
5. Social Goals Model features * Function of the Social Goals Model at this level is to create a broader base of knowledgeable and skilled citizenry, inculcate a sense of social responsibility. * Central problem dealt are those related to social order and social value orientation in small group. * There is no hierarchy in social goal model * Here every group is viewed as having capacity to bring in effective social change. * The group respond mainly to the local needs or local issue
6. Role of social worker in social goal model * Worker viewed as enabler influential person who can fulfill social responsibility. * Worker as a function in stimulating and reinforcing modes of appropriate content enhance directive towards social change. * It is transfer of leadership worker to individual member.
7. Short comings * Individual motivation can be entered by individual needs * The members needs do not match group goals is group likely to disperse * The group should be able to give priority to the community needs, it is not applicable people who as mental illnesses.

8. **The Remedial Model:**

This model tends to be clinically oriented. * Facilitates the interaction among members of the group to achieve change for the individual. * The group supports the member, encouraging new, more appropriate modes of functioning. *

Intervention is reality focused and addresses the problem of dysfunction in the group and within the full range of the individual's relationships.

9. Features of remedial model * Focuses on individual dysfunction and utilizes the group as a context and mean for altering the deviant behavior. * This model deals with differently abled persons and also isolated and alienated people. * Group use in this model to treat problems an adjustment in the person and social relationships. * It is considered as more clinical because that seeks to help socially mal adjusted individual to improve social functioning through guided group experience. * Removing adverse conditions of the individual whose behavior disapproved by society.
10. Role of social worker in remedial model * .worker is the central person, is the object of identification and drives. * Is a symbol and a spokesman tries to maintain norms and values of society * Is a motivator and stimulator. * Is an executive, facilitates the activities of the group in order to gain the said objectives.

11. The Reciprocal Model:

This model serves both the individual and society. * Sees the individual largely as an abstraction that can be studied, understood, and treated only in relation to the many systems and subsystems of which they are a part. It views the individual as being created, influenced, and modified by their relationships, social institutions, and the interdependency between society and the individual.

12. Features of reciprocal model * It advances the helping process that is intended to serve both the individual as well as the society. * The reciprocal model organic and systematic relationship between individual and the society. * The range of social work can include prevention and provision as well as restoration. * The most strike concept of reciprocal model is mutual aid system.

Leadership and Social Group Work

The leadership is a group role that is associated with a high-status position and may be formally or informally recognized by group members. **Leadership is the art of motivating a group of people to act towards achieving a common [goal](#).** Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Leadership involves making sound -- and sometimes difficult -- decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals. A person in the role of leader may provide no or poor leadership. Likewise, a person who is not recognized as a “leader” in title can provide excellent leadership. In the subsequent sections, there is discussion on some approaches to the study of leadership, leadership styles, and leadership and group dynamics.

Why and how people become leaders?

Throughout human history, some people have grown into, taken, or been given positions as leaders. Many early leaders were believed to be divine in some way. Many early kings, queens, and military leaders were said to be approved by a god to lead the people. Today, many leaders are elected or appointed to positions of power, but most of them have already accumulated much experience in leadership roles. Some leaders are well respected, some are feared, some are hated, and many experience some combination of these reactions. This brief overview illustrates the centrality of leadership throughout human history, but it wasn't until the last hundred years that leadership became an object of systematic study.

Before we move onto specific approaches to studying leadership, let's distinguish between designated and emergent leaders. Designated leaders are officially recognized in their leadership role and may be appointed or elected by people inside or outside the group. On the other hand, some people seek out leadership positions not because they possess leadership skills and have been successful leaders in the past but because they have a drive to hold and wield power. Many groups are initially leaderless and must either designate a leader or wait for one to emerge organically. Emergent leaders gain status and respect through engagement with the group and its task and are turned to by others as a resource when leadership is needed. Emergent leaders may play an important role when a designated leader unexpectedly leaves. We will now turn our attention to three common perspectives on why some people are more likely to be designated leaders

than others and how leaders emerge in the absence of or in addition to a designated leader.

Leaders emerge because of their traits

The trait approach to studying leadership distinguishes leaders from followers based on traits, or personal characteristics. In terms of physical appearance, designated leaders tend to be taller and more attractive than other group members. This could be because we consciously and/or subconsciously associate a larger size (in terms of height and build, but not body fat) with strength and strength with good leadership. As far as communication abilities, leaders speak more fluently, have a more confident tone, and communicate more often than other group members.

Leaders are also moderately more intelligent than other group members, which is attractive because leaders need good problem-solving skills. Interestingly, group members are not as likely to designate or recognize an emergent leader that they perceive to be exceedingly more intelligent than them. Last, leaders are usually more extroverted, assertive, and persistent than other group members. These personality traits help get these group members noticed by others, and expressivity is often seen as attractive and as a sign of communication competence. The trait approach to studying leaders has provided some useful information regarding how people view ideal leaders, but it has not provided much insight into why some people become and are more successful leaders than others. The list of ideal traits is not final, because excellent leaders can have few, if any, of these traits and poor leaders can possess many.

Leaders emerge because of the situation

The emergent approach to studying leadership considers how leaders emerge in groups that are initially leaderless and how situational contexts affect this process. The situational context that surrounds a group influences what type of leader is best. Research has found that leaders with a high task orientation are likely to emerge in both highly structured contexts like a group that works to maintain a completely automated factory unit and highly unstructured contexts like a group that is responding to a crisis.

Relational-oriented leaders are more likely to emerge in semi-structured contexts that are less formal and in groups composed of people who have specific knowledge and are therefore be trusted to do much of their work independently. Leaders emerge differently in different groups, but there are two stages common to each scenario. The first stage only covers a brief period, perhaps no longer than a portion of one meeting. During this

first stage, about half of the group's members are eliminated from the possibility of being the group's leader.

The second stage of leader emergence is where a more or less pronounced struggle for leadership begins. In one scenario, a leader candidate picks up an ally in the group who acts as a supporter, reinforcing the ideas and contributions of the candidate. If there are no other leader candidates or the others fail to pick up a supporter, the candidate with the supporter will likely become the leader. In a second scenario, there are two leader candidates who both pick up supporters and who are both qualified leaders. This leads to a more intense and potentially prolonged struggle that can actually be uncomfortable for other group members. Although the two leader candidates don't overtly fight with each other or say, "I should be leader, not you!" they both take strong stances in regard to the group's purpose and try to influence the structure, procedures, and trajectory for the group. Group members not involved in this struggle may not know who to listen to, which can lead to low task and social cohesion and may cause a group to fail. In some cases, one candidate-supporter team will retreat, leaving a clear leader to step up. But the candidate who retreated will still enjoy a relatively high status in the group and be respected. The second-place candidate may become a nuisance for the new emergent leader, questioning his or her decisions. Rather than excluding or punishing the second-place candidate, the new leader should give him or her responsibilities within the group to make use of the group member's respected status.

Leaders emerge based on communication skill and competence

This final approach to the study of leadership is considered a functional approach, because it focuses on how particular communication behaviors function to create the conditions of leadership. This last approach is the most useful for communication scholars and for people who want to improve their leadership skills, because leadership behaviors (which are learnable and adaptable) rather than traits or situations (which are often beyond our control) are the primary focus of study. As we have already learned, any group member can exhibit leadership behaviors, not just a designated or emergent leader. Therefore, leadership behaviors are important for all of us to understand even if we don't anticipate serving in leadership positions.

Leadership Styles

Given the large amount of research done on leadership, it is not surprising that there are several different ways to define or categorize leadership styles. In general, effective leaders do not fit solely into one style in any of the following classifications. Instead, they

are able to adapt their leadership style to fit the relational and situational context. These leadership styles can be described as follows:

- Autocratic leaders set policies and make decisions primarily on their own, taking advantage of the power present in their title or status to set the agenda for the group.
- Democratic leaders facilitate group discussion and like to take input from all members before making a decision.
- Laissez-faire leaders take a “hands-off” approach, preferring to give group members freedom to reach and implement their own decisions.

While this is a frequently cited model of leadership styles, we will focus in more detail on a model that was developed a few years after this one. I choose to focus on this later model because it offers some more specifics in terms of the communicative elements of each leadership style. The four leadership styles used in this model are directive, participative, supportive, and achievement oriented.

Directive Leaders

Directive leaders help provide psychological structure for their group members by clearly communicating expectations, keeping a schedule and agenda, providing specific guidance as group members work toward the completion of their task, and taking the lead on setting and communicating group rules and procedures. Although this is most similar to the autocratic leadership style mentioned before, it is different and flexible. The originators of this model note that a leader can be directive without being seen as authoritarian. To do this, directive leaders must be good motivators who encourage productivity through positive reinforcement or reward rather than through the threat of punishment.

A directive leadership style is effective in groups that do not have a history and may require direction to get started on their task. It can also be the most appropriate method during crisis situations in which decisions must be made under time constraints or other extraordinary pressures. When groups have an established history and are composed of people with unique skills and expertise, a directive approach may be seen as “micro-managing.” In these groups, a more participative style may be the best option.

Participative Leaders

Participative leaders work to include group members in the decision-making process by soliciting and considering their opinions and suggestions. When group members feel included, their personal goals are more likely to align with the group and organization’s

goals, which can help productivity. This style of leadership can also aid in group member socialization, as the members feel like they get to help establish group norms and rules, which affects cohesion and climate. When group members participate more, they buy into the group's norms and goals more, which can increase conformity pressures for incoming group members. The participative method of leadership is similar to the democratic style discussed earlier, and it is a style of leadership practiced in many organizations that have established work groups that meet consistently over long periods of time.

Supportive Leaders

Supportive leaders show concern for their followers' needs and emotions. They want to support group members' welfare through a positive and friendly group climate. These leaders are good at reducing the stress and frustration of the group, which helps create a positive climate and can help increase group members' positive feelings about the task and other group members. As we will learn later, some group roles function to maintain the relational climate of the group, and several group members often perform these role behaviors. With a supportive leader as a model, such behaviors would likely be performed as part of established group norms, which can do much to enhance social cohesion. Supportive leaders do not provide unconditionally positive praise. They also competently provide constructive criticism in order to challenge and enhance group members' contributions.

A supportive leadership style is more likely in groups that are primarily relational rather than task focused. For example, support groups and therapy groups benefit from a supportive leader. While maintaining positive relationships is an important part of any group's functioning, most task-oriented groups need to spend more time on task than social functions in order to efficiently work toward the completion of their task. Skilled directive or participative leaders of task-oriented groups would be wise to employ supportive leadership behaviors when group members experience emotional stress to prevent relational stress from negatively impacting the group's climate and cohesion.

Achievement-Oriented Leaders

Achievement-oriented leaders strive for excellence and set challenging goals, constantly seeking improvement and exhibiting confidence that group members can meet their high expectations. These leaders often engage in systematic social comparison, keeping tabs on other similar high-performing groups to assess their expectations and the group's progress. Achievement-oriented leaders are likely less common than the other styles, as

this style requires a high level of skill and commitment on the part of the leader and the group.