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| Title | Demonstrate knowledge of group processes | | |
| Level | 5 | Credits | 5 |

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| Purpose | People credited with this unit standard are able to: analyse the advantages and disadvantages of working in groups; explain factors that affect group function; and outline strategies to manage conflict in a group. |
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| Classification | Communication Skills > Interpersonal Communications |
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| Available grade | Achieved |
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Explanatory notes

- 1 Definition
A *group* is three or more people who regularly interact with one another over time in pursuit of common goals.
- 2 This unit standard will be assessed against through an individual written or oral presentation which may include an analysis of a case study and relates theory and principles to examples.
- 3 It is acknowledged that different candidates may work from different cultural perspectives. Assessors should recognise the impact of culture on the candidate's responses.

Outcomes and evidence requirements

Outcome 1

Analyse advantages and disadvantages of working in groups.

Range may include but are not limited to – size, skills and knowledge, attitudes, hierarchy, cost, shared goals, time, context, task and process orientation, culture.

Evidence requirements

- 1.1 Situations where the use of a group is appropriate or inappropriate are explained and analysed.

- 1.2 Advantages and disadvantages of working in groups are discussed.
- Range may include but are not limited to – synergy, quality of decisions, commitment to decisions, relationship building, task familiarity, task complexity;
evidence of five advantages and five disadvantages is required.
- 1.3 Factors that influence group effectiveness are examined.
- Range factors may include but are not limited to – group goals, balance of goals, expertise, norms, conflict, attitudes, commitment;
evidence of five factors is required.

Outcome 2

Explain factors that affect group function.

Evidence requirements

- 2.1 Group goals and norms operating within the group are identified.
- 2.2 Task roles and maintenance roles exhibited by participants are identified and explained in terms of their effect on group function.
- 2.3 Leadership styles are explained and compared in terms of their effect on group function.
- Range evidence of at least three leadership styles.
- 2.4 Decision-making styles are explained and compared in terms of their effect on group function.
- Range evidence of at least three decision making styles.
- 2.5 The potential consequences of group-think on effective decision-making are identified and strategies to avoid group-think are described in terms of their effects on group function.
- Range evidence of at least two strategies.
- 2.6 Group processes are explained in terms of the stages of group development.
- 2.7 Cultural influences on group processes are identified and explained in terms of their effect on group function.
- Range evidence of at least three examples of different cultural influences.

Outcome 3

Outline strategies to manage conflict in a group.

Evidence requirements

3.1 The positive and negative effects of conflict are described in terms of their impact on group function.

3.2 Strategies for managing conflict in a group are described in terms of mitigating the impact of conflict on group function.

Range must include – accommodation, avoidance, compromise, competition, collaboration.

3.3 Cultural preferences in conflict management styles are identified and discussed in terms of their impact on managing conflict in a group.

Range evidence of at least two examples of different cultural preferences.

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| Planned review date | 31 December 2021 |
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Status information and last date for assessment for superseded versions

| Process | Version | Date | Last Date for Assessment |
|-----------------------|---------|------------------|--------------------------|
| Registration | 1 | 28 February 1997 | 31 December 2015 |
| Revision | 2 | 8 June 1999 | 31 December 2015 |
| Revision | 3 | 22 January 2003 | 31 December 2015 |
| Rollover and Revision | 4 | 25 July 2006 | 31 December 2015 |
| Review | 5 | 21 May 2010 | 31 December 2017 |
| Review | 6 | 18 June 2015 | 31 December 2020 |
| Review | 7 | 16 February 2017 | N/A |

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| Consent and Moderation Requirements (CMR) reference | 0113 |
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.