

finer the areas of work and communication channels, is aware of team members' merits and defects, a domineering extrovert. *Negative characteristics*: may be despotic, arrogant.

Controller. Control means the analysis of details, a system, standards, rules, keeping to the plan, activities encouraging connectedness. *Positive characteristics*: likes to give time to consideration, is able to carry out objective analysis, to keep strictly to the plan, seeks to check every detail, an introvert.

Negative characteristics: impatient, may be tactless and disrespectful.

Advisor. The advisor's role implies giving information, presentation of plans, training and experience necessary to carry out the task. *Positive characteristics*: likes to make time tables, systems, schemes, needs a precise plan, stresses the team's merits, pleasant, able to listen, rests

on other people's ideas. *Negative characteristics*: may be hostile, hesitant.

At the very start workshop members raised the most urgent practical social problem expecting to solve it in team. When everyone chose his or her role, we suggested forming 6 teams consisting of 4 members each. They were to analyse and solve corresponding social problems.

Teams were given 30 minutes to analyse a social problem and discuss the ways of its solution, and 10 minutes to present their work results, and to speak about the compatibility and significance of roles.

Thus the final stage of the workshop was very interesting as it encouraged the participants to put into practice the theoretical knowledge of team work, and to analyse team work perspectives with reference to social work experience.

References (see Lithuanian version of paper)

Workshop 4. DEVELOPMENT OF COMMUNITY IN LITHUANIA: STRATEGY AND TACTICS

(Moderator: D. Beresnevi en)

Community building in Lithuania: Strategy and tactics (Psychological premises)

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- What is a community?
- What are its purposes and tasks?
- How are the needs of community members satisfied (what is the current strategy)?
- What may a psychological community-building model look like (on what may social policy makers rely)?

The purpose of the article: To analyse the psychological premises for community building in Lithuania.

The tasks of the article:

1. To analyse the notion of "community" within the contexts of social psychology and adults' education.

2. To define the role of a social worker in community building.

3. To provide a psychological model of community building in Lithuania (in terms of strategy and tactics).

According to P.Berger and Th.Luckmann (1999), "society is understood as a permanent dialectical process made of the following 3 features: externalisation, objectivisation and internalisation. A separate member of society externalises his/her own existence into the social world, internalising it at the same moment as an objective reality. To put it otherwise, to belong to a society means to participate in its dialectics" (Ibid. p. 163).

However an individual is not born as a society member. He/she is born with a disposition towards the social, and eventually becomes a

member of society. Individual socialisation starts with internalisation: that is a direct understanding and interpretation of an objective event as a kind of reflection of other human's processes. The individual learns to understand the moods, states, feelings and thoughts of another member of society. This is how socialisation starts.

By understanding another person we kind of share another person's thoughts and feelings. The process of empathy, that is getting into another person's phenomenological reality takes place.

Having learned to understand and accept another person, we relate ourselves with other people. We share with them corresponding motives directed to the future. When the individual achieves this level, he/she becomes a member of society. Then a secondary socialisation begins.

In the process of secondary socialisation other persons already occupying a certain position in the structure of society become significant. This is how a child already in his childhood learns to adopt his own "class" attitude to society as well as the values and attitudes of his/her subculture to society and its values.

Sutton C. (1999) defines a society as "an organised political, municipal or social structure", or as "a group of people living at the same place, or as a group of people united by a religious or some other identity" (Sutton, 1999, p. 156).

How do psychologists define a group? A. Suslavi ius (1995) states that "the first group into which a newly-born citizen enters is the family, later he/she gets into a group of a nursery-school, a kindergarten, or a group of playmates, or a school grade, etc. - into the so-called human microenvironment. Later the maturing personality gets into a wider circle of groups and communities, starting from the local residential community and completing with the region or state, that is a micro-environment".

The development of personality and its growing into a social human takes place within the process of socialisation. The crucial role in this process is performed by micro- and macro-environment (Suslavi ius A., 1995).

Educational and social needs of a human are satisfied by the Ministry of Education and Science through the formal and non-formal adults' education, various public adults' education associations totalling today to 900. They satisfy the needs of education and self-education of various members of society. The Ministry of Social Security and Labour, municipalities, various charity organisations, non-governmental organisations satisfy social and material needs in a "downward" way by planning training or retraining of society members through Labour Market Training Service.

1. Ministry of Social Security and Labour
2. Charity organisations
3. Community members
4. Anonymous societies of drug addicts, alcoholics, self-help groups, offence victims
5. Public associations (NGO, adults' education, social work, etc.)
6. Ministry of Education and Science

System of satisfaction of community members' needs is presented in Figure 1 (see Lithuanian version).

It seems that the Ministry of Education and Science orients itself more to the preventive community work. It organises the training of people belonging to various age groups: starting from nursery-school institutions, general education schools, vocational and college-type schools, and universities. It also offers refresher courses for various professionals.

The Ministry of Social Security and Labour helps various social groups to satisfy their material and social needs, as well as the ones relating to self-realisation and socialisation (re-entering society). It takes care of ex-prisoners, drug-addicts, alcoholics discharged from hospitals, abused children, adolescents and adults, unemployed, women with children, asocial families and other groups of clients.

If the Ministry of Education and Science allegedly takes care of the education of all society, the creation of information community and the development of culture of all society carrying out in this way preventive work, the Ministry of Social Security and Labour gives definite help to community members.

Community members receive a kind of “subsidiary” care from various public associations (NGO, adults’ education, social work, etc. organisations), community members themselves (in the first place family, friends, social workers, adults’ educators, andragogues, pedagogues, social pedagogues, psychologists, medical doctors, etc.) and victims trying to help others (anonymous organisations of drug addicts, alcoholics, self-help groups, associations of victims of violence) are those who provide the most active care “from below”.

So, we may draw a conclusion that a community consists of and is formed by the following interacting parts (see Figure 2 in Lithuanian version):

1. Various social layers of population, including various groups of clients.
2. Social workers who themselves are community members (teachers, educators, psychologists also may act as social community builders).
3. Sociocultural, economic, political, and psychological living conditions of a community.

Main elements of this system are: 1. Community; 2. Living conditions; 3. Social workers; 4. Groups of clients (Figure 2).

Community building is influenced by the conditions securing community’s existence, both material, economic and spiritual ones, such as values, attitudes, religion and moral norms. Social workers as community members try to satisfy the needs of community members, including the existential needs of infants abandoned by parents, of violence victims, of strays and waifs with unsatisfied psychological, material and spiritual needs, of school drop-outs needing education, of drug addicts, offenders, young or medium-aged jobless, young mothers, pensioners, residents of old people’s homes, and of other people wishing to integrate into society and live a full-blooded social community life.

- * How can we satisfy the socialisation needs of community members? What strategy is needed to satisfy the said needs?
- * What characteristic features may a psychological model of community building have?

Community-building strategy (a psychological model)

When creating the psychological community-building model for Lithuania I based myself on the following sources:

1. The experience gained by West Europe in the area of community building (Beresnevi en , 1996a);
2. Lithuanian educational and cultural traditions (Beresnevi en , 1995);
3. Data of my own psychological research.

When creating this model I based myself on already existing traditions and psychological characteristics of personality of students and teachers of various age groups (Beresnevi en , 1995; Beresnevi en , 1996b; Beresnevi en , 1996c).

As is indicated by our research (Beresnevi en , 1995; Beresnevi en , 1999), students currently involved in adults’ education system usually encounter educational problems, assess themselves inadequately, are less skilled than their peers involved in the consecutive education system. Besides, they are usually the children from one-parent or poor families, they have to work and study simultaneously. The analysis of their biographies reveals that they change schools often, get worse marks at junior school, and having achieved an adequate age leave for adults’ school.

So, the psychological model of community building consists of the following components (see Fig.3 in Lithuanian version):

- I. Personal characteristics of social workers:
 - 1) acceptance and understanding of one’s role (attitudes: openness and truth, empathy);
 - 2) self-image, attitudes and expectations (positive attitude to client groups);
 - 3) development of legal, psychological and pedagogical competence (lifelong education).
- II. Formation of client group’s or client’s motivation for socialisation:
 - 4) encouragement of motivation for socialisation (to arouse a wish to leave the existing situation – apathy, helplessness, depression);

- 5) formation of confidence in one's own powers and in the powers of community;
- 6) formation of one's self-image as a community member (I can help someone who has experienced an identical situation).

III. Creation of sociocultural, paedagogico-psychological conditions for community life:

- 7) assessment of psychosocial needs of a community;
- 8) adequate choice of social work methods;
- 9) development of co-operation among community's social skills.

So, a community in Lithuania can be built only by common efforts of all community members.

Conclusions

1. The researched revealed that the notion of "community" is treated differently within the contexts of sociology, social psychology and adults' education.
2. The role of a social worker in the community building process can be defined as the one of a community builder, as well as of its member who may also need social help some day.
3. The psychological community-building model consists of the following components:
 - 1) personal characteristics of social workers (acceptance and understanding of one's own role (attitudes: openness and thoughtfulness, empathy): self-image, attitudes and expectations (positive view to client groups); elaboration of legal, psychological and pedagogical competence;
 - 2) client group's or client's motivation for socialisation (appearance of motivation for socialisation (to arouse a wish to leave the existing situation – apathy, helplessness); formation of confidence in one's own or community members' powers; formation of one's self-image as a community member (I can help someone who has experienced the same situation);
 - 3) creation of sociocultural, paedagogico-psychological community life conditions (assessment of psychosocial needs of a community; adequate choice of social work methods; development of community's social co-operative skills).

References (See Lithuanian version)

Workshop 5. SUPERVISION AND COLLECTION OF DATA ABOUT CLIENT

(Moderators: B. Zimmerling-Svan, N. Stenström and E. Barniškyt)

Combining a computerised case management system with advisory supervision as a tool for knowledge-based social work

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Content

Summary

Introduction

Disposition

1. *The Social Policy and Community Social Services Development Project.*
2. *Computerised case management – a documentation system for assessment, monitoring and evaluation.*
3. *Role of supervision in Lithuania's psychosocial work.*
4. *The advantages of co-ordinating supervision with the documentation system.*

Summary

The need for knowledge-based social work is being widely discussed internationally. The Department of Social Work at Stockholm University has taken part in a pilot project in Lithuania, the aim of which is to develop community-based and knowledge-based social work. An educational and training programme has been adopted for this purpose. An important part of this effort is