Group Microskills: 
Culture-Centered Group Process and Strategies

LEADER GUIDE

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Note. The Professor must contact Elizabeth Robey at Info@emicrotraining.com for a copy of the multiple choice questions and the correct answers.
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Introduction

GROUP MICROSKILLS:
Culture-Centered Group Process and Strategies

Paul Pedersen, Allen Ivey, Mary Bradford Ivey, and Ying-Ying Kuo

The test of a textbook is how easy and enjoyable it is to teach the book in a classroom. A good textbook gives the instructor choices, providing alternative ways of teaching the same basic information and building on that foundation. A good textbook provides enough, but not too much and not too little, guidance for making the class an exciting place to learn. We have worked hard to make Group Microskills a useful and stimulating textbook. We welcome your feedback on how we might make the book and this Web site even better in the future.

Group Microskills and this Web site are focused on building basic group microskills that provide immediate and clear suggestions for beginning group practice. Each skill is developed in detail with guidance on how to use that skill, when to use it and why the skill is important. Transcript examples of groups in action reinforce the skill concepts. You will find that this book provides the basics of group facilitation. Students who complete this text with its many process observation and practice exercises will be able to work with many types of groups. Introductory exercises in each chapter are designed so that teachers and students can use them in their own learning to be group work leaders.

There is no one right way to teach group work. While this book can stand alone as an introduction, some instructors will want to add other texts that, for example, focus more on theory. There is value on multiple points of view and this book is designed so that it also can be used in combination with other approaches. Chapter 10 on group practice, for example, discusses several alternative methods of group facilitation. Each of the approaches discussed here could be amplified with chapters, articles, and books that emphasize varying theories and approaches. For example, if you as instructor favor an existential or person-centered approach, you could supplement this book with extensive reading in those areas. Cognitive behavioral, psychodynamic/psychoanalytic, or multicultural approaches could also extend these chapters.

The practical teaching goals of Group Microskills are: (1) to identify and demonstrate basic listening and influencing skills and strategies essential to group process; (2) to learn to help group members focus their comments in a variety of areas balancing the individual, the group and cultural/environmental context; (3) to conduct a complete theme-centered group session by the time they complete Chapter 6 of this text; (4) to utilize several process observation frameworks to look at and classify groups in action; (5) to understand how all group work involves culturally learned assumptions; (6) to master the skills of interpersonal influence including conflict management and confrontation; and (7) to understand
how microskills and strategies are used in comprehensive and intentional ways among
the multiple orientations to group theory and practice.

There is a consistent format for each chapter in this Instructor Manual as follows:

1. **Introductory narrative.** Each chapter will begin with a narrative discussing the
chapter goals. The importance of process observation in each chapter needs to be
highlighted. One thing unique about this book is that we seek to have people think
about group process all of the time in all life relationships and not restrict group
work exclusively to counseling. Training group leaders to be more intentional is the
central goal of this book. The narrative will also reiterate the teaching strategy for
each chapter. Discussion of how to use the Warm-up exercises will also be covered.

2. **Chapter outline.** A detailed outline of each chapter will be presented. The teacher
may wish to make overheads of selected materials from the outlines for use in the
class. The outlines will provide a quick review of the chapter before class and dem-
onstrate the systematic flow of thinking from one aspect of the chapter to the next.
The outline may also be changed enabling the teacher to fold in her or his own ma-
terials and perspective where it best fits.

3. **Classroom suggestions.** Each teacher will have her or his own unique ideas about
what to cover but these are suggestions that we think might be useful.

4. **Structured exercises.** We will select exercises that we have used to highlight the teach-
ing goals of each chapter. We will also offer suggestions for how the teachers might
generate their own unique exercise that best fits the need of their particular group.

5. **Essay questions.** These can also be used as discussion questions in class or in ex-
aminations. These questions are designed to provoke the student to creatively think
through and apply the basic concepts in each chapter. We seek to create a learning
environment where the course will be stimulating to teach and enjoyable to take.

6. **Each chapter will conclude with a section on annotated Web sites that the teacher
and/or student might find useful.** These Web sites will demonstrate practical applica-
tions of each chapter and provide “internet assisted” perspectives.

**Additional features:** In addition, there are some aspects of this Web site that we’d like to
highlight. Web sites will be identified for additional work by students using this book for
“surfing the web”. An appendix contains two sample syllabi and additional supplemen-
tary material.

The cultural and ethical context of groups is a central idea of this book. Before you start
reading or using this textbook, we’d like to present three multiculturally-related assump-
tions underlying *Group Microskills.*

1. Multicultural issues are generic and present in every group. You may pay atten-
tion to the cultural backgrounds of group members or you may disregard them but
whether you attend to them or not they will continue to influence the group process.
It is dangerous to ignore culture. By analogy you can drive down the street and let
 go of the steering wheel, but there will be undesirable consequences if you do so.

2. Ethical considerations are fundamental in deciding what to do as a leader in the
group context. Group leaders that disregard the ethical rights and responsibilities of
members are not only likely to fail, but can do real harm.

3. Group leaders must become aware of their own culturally learned assumptions, bi-
as, prejudices, strengths and weaknesses. Self-awareness includes how you see
yourself but also how you are being perceived by other group members. It is our in-
tention that this book will increase the reader’s self-awareness and therefore increase
that person’s ability to be an effective group leader.
Writing this book and Web site has been an important learning experience for all of us. Within our small group, we have over 100 years of practice with many types of groups and the sharing of our different group orientations has been highly enlightening to us in the writing process. Our theoretical orientations and practical experiences over time have included a wide range of groups including National Training Laboratory, basic encounter, psychoanalytic therapy, Synanon attack groups, women’s and men’s consciousness raising and support groups, task groups, multiple types of psychoeducational groups, children’s divorce groups, intercultural training workshops, and many others.

We have found that the microskills approach to groups presented here has enabled us to understand and assemble our group experiences in a newly clarified way. We believe that starting with basic skills, emphasizing immediate process observation and practice, followed by continually adding new dimensions of skills and strategies produces feelings of competence among students. Armed with this knowledge and experiential orientation, students are able to facilitate many orientations to groups in a relatively short time.

Again, welcome to Group Microskills. We look forward to your feedback.

Paul Pedersen
Allen Ivey
Mary Bradford Ivey
Ying-Ying, Kuo
Before You Start

1. Narrative:

There are many places to start in looking at the critical issues of group-work. This particular book is focused on the cultural context in which all behaviors are learned and/or displayed as well as the ethical responsibility we have toward other providers and consumers of group-work services. The “Before You Start” section highlights this dual focus as primary to the development of group leaders.

By taking a culture-centered approach, the authors move away from the more exotic perspective of culture and/or multiculturalism to demonstrate instead how accurate assessment, meaningful understanding and appropriate intervention depend on understanding the group members in their own cultural contexts. This means being aware both of the cultural differences—broadly defined to include age, gender, lifestyle, socioeconomic status, etc.—and cultural similarities of aspirational goals that unite a group.

By taking an ethical approach, the authors move toward valuing a respect for the profession of group-work, recognizing the considerable responsibility a group leader and group members as well take on in their shared activities. The ethical standards attempt to guide group-workers, group leaders, group members, instructors and authors of books on group-work in fulfilling their responsibility toward one another. This means that ethical behavior is not something that we do when convenient, but rather a central issue on which we will be judged by others.

2. Outline of the Chapter:

1. There are two central issues crucial to your development as a leader
   1.1. Recognizing that multicultural issues are present in every group
   1.2. Recognizing that ethical issues are the basis of appropriate decision making
   1.3. Multicultural and ethical issues join together in effective group leadership
2. Our multicultural heritage defines our selfhood and personal identity
   2.1. All behaviors are learned and displayed in a cultural context
   2.2. We bring our cultural experiences into the group through our memberships
   2.3. The importance of multicultural identity can be demonstrated in an exercise
3. Multiculturalism, broadly defined, includes many memberships and affiliations as part of the context for each individual group member
   3.1. Social systems context
   3.2. Demographic context
   3.3. Status context
   3.4. Life experience context
   3.5. Other important issues
4. Two vital questions for the group work leader arise
   4.1. How does your life experience affect the way you view the world?
   4.2. How do you become aware of the biases and prejudices you may have?
5. The dominant culture has a great deal of influence
   5.1. Members of the dominant culture have a great deal of social influence and power across situations whether they recognize it or even want it or not
   5.2. In the U.S. and Canada the dominant culture has tended to be White, Christian, heterosexual, young, able bodied, middle/upper class, and those who have lived a life with a minimum of trauma
   5.3. Many members of the dominant culture do not recognize the privileges that come with membership known as “White Privilege”
   5.4. From the perspective of Minority Group members and those sensitive to White Privilege, membership in the dominant culture is exclusionary and unfair
6. It is important to look at issues of power and dominance in learning about group-work by making a list of answers to pointed questions
   6.1. Where does each group member stand in the hierarchy of power?
   6.2. What are the personal feelings and thoughts about dominance and privilege?
   6.3. What are the affective biases we have regarding dominance and privilege?
   6.4. Identify how issues of dominance and privilege are determined by multicultural memberships
   6.5. Identify each person’s unique path as a family member, group member, person-in-community, and member of a geographical community
   6.6. Increased awareness protects us from stereotyping others
7. The ethics of group-work
   7.1. The Association for Specialists in Group Work has developed Ethical Guidelines
   7.2. Ethical guidelines provide practical and specific suggestions for safeguarding group members and leaders
   7.3. Supervision and consultation occurs throughout the beginning and advanced stages of group-work
      7.3.1. Orientation and providing information
      7.3.2. Screening of members
      7.3.3. Confidentiality
      7.3.4. Voluntary/involuntary participation
      7.3.5. Leaving a group
      7.3.6. Coercion and pressure
      7.3.7. Imposing counselor values
      7.3.8. Equitable treatment
      7.3.9. Dual relationships
      7.3.10. Use of techniques
      7.3.11. Goal development
      7.3.12. Evaluation and follow-up
      7.3.13. Consultation
      7.3.14. Termination from the Group
      7.3.15. Referrals
      7.3.16. Professional development
8. Signing a contract between each group member and the leader
   8.1. The contract stipulates nine assumptions that group members need to understand
   8.2. The contract stipulates nine assumptions that group leaders need to understand
   8.3. The understanding of group leaders and members is indicated by signing and dating the contract
Before You Start

3. Classroom Suggestions:

It is important to pay careful attention to how the class begins. This “Before You Start” section highlights some foundation issues that provide the basis for getting the class started by building on cultural and ethical issues.

The first exercise on “Our Multicultural Heritage” is helpful in illustrating the role of culture in all group memberships by looking at how each specific membership influences the group as a whole through the individual members. Otherwise there is a danger that these significant cultural memberships might be overlooked or minimalized. In any case, the identification of cultural memberships will help the leader identify significant similarities and differences that contribute to the group. Each group member has many memberships.

The second exercise on the importance of power and dominance in the group is also important to raise the group’s consciousness. Power issues might otherwise have an indirect influence on the dynamics of group interaction. By looking directly at issues of power and dominance these dynamics can be better controlled and mobilized as a positive force in the group.

In reviewing the importance of ethical issues the instructor might want to review the sixteen categories by which the ethical guidelines are organized. It might be useful to ask students to volunteer their own experiences or hypothetical experiences to illustrate each of these different areas of ethical concern in an incident or situation.

The contract provides a specific agreement to help the student know what is expected of her or him and what he or she can expect of others, including the leader. Some of the specific aspects of this contract might further stimulate discussion in the class. It will be important that all members understand the contract before signing it.

4. Additional Exercises:

It will be important to pay careful attention to how the class begins. This “Before You Start” section highlights some foundation issues that provide the basis for getting the class started by building on cultural and ethical issues.

Exercise #1: Stereotyping

Advertising depends on stereotyping to get a complicated message across quickly and simply...sometimes too simply. By looking at advertisements in one or more popular magazine or journal some of these stereotypes become very apparent. The instructor can clip out significant advertisements and have the group members describe which stereotypes are indicated by that particular advertisement.

This activity can be expanded in several ways. First of all, the group may want to discuss the advertisement to identify implicit and otherwise hidden assumptions about culture and/or identity which are in the advertisement. Second, one of the group members may want to take on the “role” of a key figure in the advertisement and respond (in role) to questions or observations by other group members toward that individual. Third, the group may want to discuss how that advertisement depends on stereotypes to encourage the reader to buy something.

In debriefing this exercise it will be important to point out how our lack of multicultural awareness makes us vulnerable to manipulation by advertisements which speak to implicit stereotypes and hidden biases. Those who think they have no cultural bias seriously underestimate the power of modern advertising.

Exercise #2: Ethical Choices

Ethical choices are always difficult. The guidelines for ethical decision making attempt to help leaders and members of groups behave in responsible ways toward one another. Ask
one group member to come up with an ethical dilemma, where a decision must be made but it is not clear which decision would be the right one. Discuss the critical incident to make sure it is an important decision for all the members of the class.

Divide the class into four small groups. The first group will discuss the critical incident to determine whether the “intentions” of the persons involved were honorable and ethical. The decision about what to do in this incident will be determined exclusively by the person’s intentions.

The second group will discuss the critical incident to determine whether the “consequences” of the incident were acceptable and constructive. The decision about what to do in this incident will be determined exclusively by these “consequences”.

The third group will discuss whether any “absolute” and universally accepted rule for guiding behavior has been violated. That group’s judgment about ethical behavior will be based solely on these “absolute” rules.

The fourth group will discuss the critical incident to determine whether the behavior of people in the incident was acceptable behavior in the community from which those people came. The decision about what to do in this incident will be determined exclusively by these “relativist” ethical perspectives.

When each group has had ten or fifteen minutes to discuss the critical incident ask a spokesperson from each group to present their conclusions about the ethical behavior in the critical incident. It is likely that each of the four groups will come up with different recommendations about which response to the critical incident is more ethical.

In debriefing this exercise it is useful to point out that most classical or philosophical ethical theories rely on consequential, intentional, absolutist or relativist perspectives to determine the difference between ethical and unethical behavior. The students should be encouraged to “think ethically” as they apply the rules and standards of ethical behavior to real world critical incidents.

Exercise #3: Inventing an Excuse

Contracts are often not sensitive to the complexities of the real world. In order to understand the importance of the contract to the group leaders and members it might be useful to look at the exceptions to the rule, when a student or a leader would like to avoid following the literal meaning of the contract items.

Each group member (or small group) is given or selects one of the nine items in the group member’s sample contract or one of the nine items in the group leader’s sample contract. That member (or group) will have five minutes to come up with an “excuse” for breaking that point of the contract because of some real-world situation, like “the dog ate my homework.”

When all group members have had five minutes to come up with an excuse regarding their particular point from the contract then ask each member (or group) in turn to argue for an exception to the rule in their situation because of these real-world events. Give each member a few minutes to present their excuse and let the class decide whether or not that excuse would have been relevant enough to constitute an exception to the rule.

In de briefing this exercise it is valuable to point out the importance of contracts to protect each group member as well as the group as a whole. It is important to point out how each group member’s responsibility goes beyond their own self-interest to influence the quality of the total class experience. While exceptions will certainly come up in the real world, this does not invalidate the contract.

• • • 5. Essay Questions:

While each subsequent chapter will include essay questions, that may not be required for this brief “Before You Start” introduction.
6. WWW Sites:

As group leaders, many challenges will be encountered when working in groups. Ethical and legal issues are always a primary concern. In order to do the best job for the group members, group leaders have to maintain a sensitivity to legal and ethical issues. Codes of ethics represent ideal standards of professional counseling associations as guidelines for protecting clients. One must be familiar with the codes of ethics of counseling associations and relevant legislative information in states and topics so that group leaders can provide not only effective help and services but also avoid harming others.

Multiculturalism is another important area for group counselors. It is necessary to concentrate on recognizing group members’ backgrounds and requirements. It is always essential to be aware of group members’ cultural backgrounds and appropriately assess the meaning of their cultures.

How to get the newest and supplementary information from the Internet is an obligatory skill for group leaders to help them enhance their knowledge of counseling and multiculturalism. Enormous amounts of information related to counseling issues on the Internet can help group leaders to train themselves and become more capable at group work. There are two ways to approach those resources on the Internet, visiting web sites and joining email discussion groups.

Increasing numbers of web sites on the Web provide various new and fresh information with links. Some of them are useful for enhancing knowledge and skills; some of them are helpful in increasing worldwide perspectives. In order to get in touch with web sites, you can either practice the skill of surfing the Web to search the sites that you are interested in (see Appendix) or visit the sites provided in each chapter and the Appendix of this book. Site provided in this book are very useful to visit throughout the course; however, the sites listed in this chapter are more important to visit first. In Organizations, necessary counseling associations are listed so that group leaders can visit them to get useful information for their group work. Group leaders have to become used to using any information when regarding their requirements. Ethical standards of professional organizations, including U.S., Canada, British, and New Zealand, are collected in Code of Ethics to help group leaders review them easily. Multiculturalism, the central focus of the group work, which is emphasized in culture/ethnicity and racism, is covered in Multicultural Issues.

Email has been extensively used in the Information Age because of its convenience. Email could be one-on-one or one-to-group interaction. Email discussion groups consist of people who are interested in a specific topic to share with the same resources and communicate with each other through email. It is open to everyone who is interested in joining a group and subscribing to the mailing list on the Internet. Various topics of discussion groups are set up on the Internet so it is very helpful for group leaders to access interesting resources for group works.

There are several list types of email discussion groups, depending on the software used, such as Listserv, Listproc, Majordomo, or Lyris. List types in Listserv and Listproc are managed by automatic software. Majordomo is a mailing list manager in the Macintosh system. Before joining email discussion groups, there are several things that you have to be aware of:

1. You have the right to participate in or leave discussion groups. Anyone can make a request to join or subscribe to any group that interests you. If you want to leave the group, you also have to send a request to the administrative server.
2. Understand the difference between the Administrative Address and the List Address. The Administrative Address is the email address that you reached to request to join or be removed from a discussion list. It is the address for the server handling the command to the software to manage the list. The List Address is the email address
that you use to communicate with the group. Mails are delivered by this address to
group members.
3. Follow the specific format of subscribing to or removal from the list. Since most of
the lists of groups, subscribing or removing, are handled automatically by software,
it is very important to follow the specific format to send an email to the administrat-
ive address.
4. Check the welcome message from the software that manages the list. If the group
is still active and the address that you sent is correct, you will get a welcome mes-
age later from the Administrative address to confirm that you have succeeded in
subscribing to the mailing list of the group. Otherwise, you will receive an error mes-
age or nothing will happen so you have to double check the address or try it again.
You have to save the welcome message because it contains an important message to
help you understand how to unsubscribe and get more information.
5. To post a message/question, or reply to group members, send emails to the list ad-
dress. If you have problems sending a message or question to the group, you can send
a message to the Administrative address, which you use for subscribing to the list.

It is hard to know how many discussion groups are on the Web. Therefore it is very
important to know how to search a discussion group with a specific topic in which you
are interested. Several tools provide phrase or keyword searching, or list by directory. The
following sites collect the information of discussion groups, which you can search with a
specific topic or browse through to choose an interesting site to join.

The easiest way for groups of people to communicate
http://www.egroups.com/
This is available with registration to get free egroups.com account to participate in
multiple e-mail groups.

Reference.com
http://www.reference.com
This site provides keyword search for discussion groups and newsgroups.

Tile.net/lists— The Reference to Internet Discussion & Information Lists
http://tile.net/lists/
It provides hyperlink search to help you locate the lists of discussion groups, news-
groups, and others.

Other sites are provided as resources to introduce online groups—newsgroups, discus-
sion groups, and support groups, so you can browse interesting groups to join in order to
enhance your knowledge for preparing to be group leaders.

Psychology & Support Groups Newsgroup Pioneer
This site provides various topics of newsgroup as support groups.

Mental Health Support Groups Mailing List Index
http://www.grohol.com/mail.htm
This site organizes resources in three categories, general mental health support
groups, general health support groups, and professional mailing lists. You can send
an e-mail to subscribe and unsubscribe if you are interested in any topic of the list.
Intercultural E-Mail Classroom Connections (IECC)  
http://www.iecc.org/  
IECC, created in 1992, is devoted to help teachers to link with people in other countries and cultures for e-mail classroom pen-pal and project exchanges.

Other Web sites

1. Organizations:

The American Association for Geriatric Psychiatry (AAGP)  
http://www.aagpgpa.org/  
This is a national association to work on promoting the mental health and well being of older people and improving the care of those with mental disorders.

American Association for Marriage and Family Therapy (AAMFT)  
http://www.aamft.org/  
The American Association for Marriage and Family Therapy (AAMFT), founded in 1942, is the professional association for the field of marriage and family therapy. It facilitates research, theory development and education as well as developing standards for practice.

American Counseling Association (ACA)  
http://www.counseling.org/  

American Group Psychotherapy Association (AGPA)  
http://www.groupsinc.org/  
This organization has been enhancing practice, theory and research of group therapy since 1942. This site provides basic descriptions of group psychotherapy, meeting/events, and publications.

American Psychological Association (APA)  
http://www.apa.org/  

American School Counselor Association  
http://www.schoolcounselor.org/  

British Association for Counselling  
http://www.counselling.co.uk/  

The British’s Columbia School Counsellors’ Association (BCSCA)  
http://www.BCTF.bc.ca/psas/BCSCA/  

International Association of Group Psychotherapy Psychodrama Section  
http://members.tripod.com/~portaroma/iagp_pd.htm  

International Communication Association (ICA)  
http://www.icahdq.org/  
This site introduces ICA, which was formed in 1950, to focus on human communication.

Ministry of Education  
http://www.minedu.govt.nz
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National Association of School Psychologists
http://www.naspweb.org/

National Association of Social Workers (NASW)
http://www.naswdc.org/
NASW, the largest organization of professional social workers, created and maintains
the professional standards and promotes social policy.

National Board for Certified Counselors, Inc. (NBCC)
http://www.nbcc.org/

National Career Development Association
http://ncda.org/

The New Zealand Association of Counsellors Inc.
http://www.nzac.org.nz/

Career Practitioners Association of New Zealand
Contact: Pamela Murray Highgrove
Lake Alice Road
RD 1 Bulls, NZ
email: highgrove@clear.net.nz
Web site: www.cpanz.org.nz

New Zealand Association of Social Workers
Contact: NZASW
6th Floor, Consultancy House
7 Bond Street
Dunedin, NZ
phone: 03 477 5793 fax: 03 479 0571
email: natoffice@nzasw.org.nz

New Zealand Association of Psychotherapists
Contact: The Executive Officer NZAP
2 Corunna Avenue
Newtown, Wellington, NZ

New Zealand Psychological Society
Contact: National Office NZPsS
PO Box 4092
Wellington, NZ
phone: 04 801 5414 fax: 04 801 5366
email: office@psychology.org.nz

Other bodies that monitor or control professional counsellor training

New Zealand Qualifications Authority
Contact: NZQA
PO Box 160
Wellington, NZ
phone: 04 802 3000 fax: 04 802 3112
Web site: www.nzqa.govt.nz/
Te Kaiawhina Ahumahi (Social Services Industry Training Organisation, Inc)
Contact: The ITO for Social Services
PO Box 2637
Wellington, NZ
phone: 04 473 1922 fax: 04 473 1923

Agencies that subsidize the cost of specific types of counselling
ACC Accident Rehabilitation and Compensation Insurance Company
CYPFA Children, Young Persons and their Families Agency
DSW Department of Social Welfare
FC Family Court

2. Code of Ethics:
AGPA Guidelines for Ethics
http://www.groupsinc.org/group/ethicalguide.html

American Psychological Association Ethical Principles of Psychologists and Code of Conduct
http://www.apa.org/ethics/code.html

National Association of Social Workers (NASW) Code of Ethics
http://www.naswdc.org/CODE.HTM

NBCC Codes of Ethics
http://www.nbcc.org/ethics/nbcc-code.htm

NZAC (New Zealand Association of Counsellors Inc.) Code of Ethics

Standards for the Ethical Practice of WebCounseling
http://www.nbcc.org/ethics/wcstandards.htm

3. Multicultural Issues:
3.1 Cultural/Ethnicity
3.1.1 General

Resources by and about interracial & multi-cultural people
http://www-personal.umich.edu/~kdown/multi.html
This site, hosted by Karen Down (http://www-personal.umich.edu/~kdown/karen.html) who is a librarian at the University of Michigan, provides the resources of inter-racial & multi-cultural people.

Worldwide Classroom—Libraries of International Programs
http://www.worldwide.edu/

3.1.2 Aboriginal

Links to Aboriginal Resources
http://www.bloorstreet.com/300block/aborl.htm
This site offers aboriginal resources and culture links to Canada, Latin America, New Zealand, United States, and Australia, which covers topics of arts, human rights, environment, laws/legislation, etc.
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Maori on the Net
http://www.geocities.com/Heartland/Park/7572/mlinks.htm

The Maoris New Zealand
http://www.geocities.com/TheTropics/Shores/9338/

The Native Trail Canada
http://www.nativetrail.com/nativetrail/

NativeWeb
http://www.nativeweb.org/
NativeWeb is a resource center of the Native over the world. It presents information about all Native nations of the world, which covers the areas of Asia, Africa, Central & South America, Europe & Russia, Native American, North America, and South Pacific (Oceania).

3.1.3 African American

African American Odyssey
http://memory.loc.gov/ammem/aaohtml/exhibit/aointro.html

African Studies
http://www.sas.upenn.edu/African_Studies/AS.html

AfriGeneas
http://www.afrigeneas.com/welcome.html
This site introduces African American resources, including a beginner’s guide, slave data, state resources, worldwide resources, surname data, etc.

3.1.4 Asian (Asian American)

Asia Society
http://www.asiasociety.org/
Asia Society, focusing on Asia-Pacific region, provides more than thirty countries from Japan to Iran, and from Central Asia to New Zealand, Australia and the Pacific Islands. It presents the diverse materials and programs of Asia to students and teachers and the American people.

Asian Studies WWW Virtual Library

Internment of Japanese Americans
http://www.udayton.edu/~race/02rights/intern01.htm

Taiwan
http://www.taipei.org/
Hosted by Taipei Economic and Culture Office in New York, this site provides information about Republic of China on Taiwan, including Visa, events, news, culture, scholarly research, and links.

3.1.5 Native American

Indian Country
http://www.ihs.gov/misc/links_gateway/Links_Main.cfm
Native Americans
http://www.americanwest.com/pages/indians.htm
This site introduces Native Americans in education, leaders, organization, images, and movies with many related links.

RedRoad—Multi-cultural Zine
http://www.redroad4.com

Techniques for Evaluating American Indian Web Sites
http://www.u.arizona.edu/~ecubbins/webcrit.html

WWW Virtual Library - American Indians
http://www.hanksville.org/NAresources/
This site provide immense resources of Native American with links on Culture, History, Education, Language, Health, Indigenous Knowledge, a big collection of Native American Art.

3.1.6 Hispanic/Latino American

Hispanic Online
http://www.hisp.com/
This site, a leading on-line forum for Latinos living in the USA, offers chat rooms, message boards and issues and links of interest to the Latino community.

Hispanic Research Center
http://www.asu.edu/clas/hrc/
This site, hosted by the Arizona State University, performs research on topics related to Hispanics and provides public service for Hispanics.

Hispanicbusiness.com
www.hispanicbusiness.com

Informatica PR-Net
This sites introduces some information of Hispanic/Latino background.

Lanic—Latin American Network Information Center
http://lanic.utexas.edu/las.html
This is a WWW Virtual Library about Latin American studies, which covers resources from countries, economics, government to social, culture, and technology.

Latino USA
http://www.latinousa.org/
This is a radio journal of news and culture, the only national English-language radio program produced from a Latino perspective, provides cultural resources and issues affecting Latinos for educators, students, and Latinos.

!OutProud!
www.outproud.org
Before You Start

3.1.7 Others

Native Hawaiian Sovereignty
http://www.udayton.edu/~race/02rights/hawaii.htm

Nature of Hawaii
http://www.hawaii-nation.org/index.html

3.2 Racism

The American Anti-Slavery Group, Inc.
http://www.anti-slavery.org/
This site is dedicated to abolishing slavery worldwide and special focus in the worst and most-ignored cases of human bondage: black chattel slavery in North Africa.

Justice and Race
http://www.udayton.edu/~race/03justice/03justice.htm

The Simon Wiesenthal Center Information Resources
This site, hosted by The Simon Wiesenthal Center which provides resources of WWII
(http://www.wiesenthal.com/index.html), provides abundant resources dealing with the Holocaust, the pre-World War II Jewish experience and racism and anti-racism.

Within the multiple choice items in each chapter you will find five marked with a “WWW” in the margin. Those five “WWW” items per chapter will be available to students as an on-line quiz at: http://www.helpingprofs.wadsworth.com/
Chapter 1

Toward Intentional Group Leadership

• • • 1. Narrative:

At each and every session of a group the importance of process observation is primary. The leader and members are encouraged to think about the group process all the time and not just focus on the content being discussed. Process observation skills can transfer to relationships outside the group experience also, to enhance the appreciation of life experiences in a variety of daily activities.

This book is designed to facilitate process observation in a number of specific ways:

(1) Part of becoming an effective group leader is developing the ability to observe and identify multiple aspects of group functioning;
(2) Specific intervention skills and strategies of group leadership apply to a variety of different groups;
(3) Leading your own group in practice sessions allows the group members to take risks in a safe setting;
(4) Generating your own interpretation of each skill and strategy will help group members gain ownership of that skill or strategy as part of their own intentional style;
(5) Integrating the skills and strategies across groups will result in a more intentional group leadership and empower group members to likewise become more intentional.

The following outline will help the instructor review the chapter content and integrate the specific skills and strategies into the focused activities of the instructor’s group.

• • • 2. Outline of the Chapter:

1. Human development occurs in a group context
   1.1. Structured groups such as family, peers, friends and community are essential sources of learning
   1.2. We learn about “ourselves-in-relation” as we assume roles in groups
   1.3. Basic group microskills will increase your ability to function in the many groups to which you belong
2. The Microskills Approach
   2.1. Learning microskills can help to demystify the group experience
   2.2. Intentionality can be increased by learning specific practical microskills
2.3. Process observation can become more efficient
2.4. Interventions can become more appropriate
2.5. Self-confidence in knowing what to do and how to do it can increase
2.6. Adaptations of each microskill can fit your particular context
2.7. You can empower group members more effectively

3. Intentional Group Leadership
3.1. You can learn to flex with the changing situations
3.2. You can develop creative new responses
3.3. You can become more culturally intentional
3.4. You can predict the influence of any intervention
3.5. You can learn how to recover after making a mistake when what you did doesn’t work
3.6. You can develop your own unique style of group leadership
3.7. You can continue to learn from each group experience

4. The Group Context
4.1. Our first group is our immediate and extended family
4.2. Friends, peers, schools, spiritual, leisure time groups and others are also important
4.3. We have learned good and bad habits of behavior through our group participation
4.4. We are both somewhat the same across all group contexts and also somewhat different in each context

5. Alternative Types of Groups
5.1. Group work is the professional practice of helping in a group setting
5.2. Similar process dimensions and interactions occur across different groups
5.3. Some groups will be more structured and others unstructured
5.4. Structured groups, counseling groups and group therapy overlap with one another
   5.4.1. Structured groups have preset agendas and formal plans
   5.4.2. Specific tasks are identified in group goals
   5.4.3. Group counseling explores normal developmental issues
   5.4.4. Group counseling is more unstructured and psychoeducational
   5.4.5. Group psychotherapy is focused on helping manage pathology
   5.4.6. Group psychotherapy is more structured and medical model oriented

6. Steps toward Intentionality in a Pyramid of Microskills
6.1. Breaks down complex leadership into separate microskills
6.2. Skillbuilding gives a clear sense of growing in abilities for action
6.3. Process observation is critical in each chapter
6.4. Focusing builds on process observation
6.5. Theme-centered abilities build on focusing
6.6. Influencing skills build on structuring, reframing, interpretation, logical consequences and reflection of meaning
6.7. Conflict management inside the person, within the group and with the leader build on influencing skills
6.8. Integration of different group types with skills is a synthesis of abilities

7. Chapters follow a uniform outline of subheadings
7.1. Chapter goals
7.2. Warm-up exercises
7.3. Defining the Leadership Skill
7.4. Using the skill with children and adolescent groups
7.5. Moving toward your own leadership style
7.6. Practicing leadership skills
7.7. Supplementary chapter comments
8. Cultural Intentionality
8.1. Empathy is seeing the world through another person’s eyes based on Rogerian person-centered theories
8.2. Accept the group where it is and not where you want them to be
8.3. You need to understand not only each group member’s perception but also the “group perspective” as a whole
8.4. Group empathy requires listening to the group and its process
8.5. Empathy requires acknowledging the multicultural context of each group
8.6. Competencies relate microskill development to the cultural context

9. Story Telling through Group Work
9.1. Group work is like listening to a story where each group member has a role
9.2. Narrative theory is a new model for understanding helping processes
9.3. Group stories can be “there and then” events from the past brought into the present through group discussion
9.4. Basic encounter groups emphasize here and now perspectives
9.5. Positive asset search involves listening actively to each person’s story and finding strengths
9.6. Restoring is a way of reframing past events to emphasize positive resources
9.7. The narrative framework leads groups toward action-oriented new perspectives

10. Moving toward your own Leadership Style
10.1. Keeping a journal helps chart the development of a personal leadership style
10.2. Family and other community groups influence us
10.3. Groups help us define ourselves in relation to others
10.4. Types of groups include structured groups, group counseling and group therapy
10.5. Intentionality provides the foundation of leadership
10.6. Cultural intentionality involves understanding the cultural context where behaviors are learned and displayed
10.7. Story telling and narrative styles are central to group work

11. Practicing Group Skills
12. References
13. Diversity Competencies
14. Listening and Feedback

3. Classroom Suggestions:

You don’t get a second chance to make a first impression. How the instructor begins a class will be an important decision for you as a teacher. You will want to review the material on multiculturalism, ethics, the importance of process observation and other topics as part of the instructor’s first few minutes of class. This will give the class a “starting point” on which to build. The instructor may want to make overheads of specific lists in the Chapter Outline to focus the attention of the group on the meaning of intentionality.

Since the approach of this book through Microskills is somewhat different from other books, you may want to spend some time helping the group members become familiar with the Microskills approach. The rationale for Microskills is indicated both in this Instructor’s Manual and in the first part of the book.

There is an emphasis in this chapter and elsewhere on sharing stories within the group. The instructor might ask members to explain their expectation for the class and write them on newsprint for review later in the class to see if the expectations were met or changed. The instructor might ask members to give examples of other groups to which they belong but the instructor probably does not want to encourage group members to take risks by disclosing private information too early in the group process.

Where appropriate, the instructor might want to make audio or video recordings of the group which will help the instructor and other members review the group activities. If the
instructor begins audio and/or video recording from the first day the members will become accustomed to being recorded and it will be less intrusive than if recording is introduced later. The recorded materials are, of course, kept confidential but they provide a valuable means of learning for the group leaders and members who may want to review them.

The instructor might want to have the group members identify the social systems to which they belong in the “Before You Start” section to help members become aware of their own multiple memberships. The instructor might have the members describe their multiple memberships so that the individual group member can identify similarities and differences. This combined perspective on BOTH how we are similar AND how we are different at the same time will be an important point to understanding culture.

Sometimes I have asked the group to indicate that they have learned something toward the end of the class session and then those who raise their hands are asked to tell us what they learned. By articulating what they learned the learning is better remembered. Also, others in the class are reminded that they have learned the same things as well. The form for writing down the learned insights is also provided in Chapter 1.

Suggestions for practicing group skills such as (1) process observation of positive assets and strengths, (2) the fish bowl and (3) team building are also described in this chapter. The fish bowl especially will be a standard exercise for each chapter and the more it is used the more useful will be the feedback from students on their own process observation. The sharing of a positive story is useful in helping the group members build their trust of and for one another. The instructor may even make that objective explicit, pointing out the importance of trust in a working group.

The references provide suggestions for additional reading outside of the class. The instructor might want to include handouts on some of these readings or mention other textbooks that will be helpful to the group members.

• 4. Additional Exercises:

There are many different exercises which might be useful for this first chapter on group leadership but here are a few suggestions.

Exercise #1: The Tape Recorder

Divide the members into two person groups. Have one person be the SPEAKER and the other the LISTENER. The SPEAKER will talk about her or his culture for 1 minute without interruption while the LISTENER listens carefully without taking notes.

When the first minute is up the leader will ask the LISTENER to repeat back everything the SPEAKER said, felt and meant about her or his culture without interruption for 1 minute.

When the second minute is up then both SPEAKER AND LISTENER discuss for 1 minute how accurate and complete the LISTENER was in repeating back what he or she heard.

When the third minute is up then the SPEAKER and the LISTENER exchange roles and repeat the exercise in the new roles. It is possible to use three persons in the exercise with the third person as OBSERVER to report back what the SPEAKER said, felt and meant.

In the debriefing the leader can discuss how we define culture broadly to include ethno-graphic (ethnicity, nationality, etc.), demographic (age, gender, place of residence), status (social, educational economic), and affiliations (formal/informal) as part of our culture. The leader might also point out how difficult it is to really listen and repeat back what others said, felt and meant.

Exercise #2: The Outside Expert

Another exercise titled “Outside Expert” is where three or four persons are sent out of the room while the rest of the group are organized into a culture. When the outside experts have left the room the leader instructs the group to follow three rules:
(1) members can only respond yes or no, and this rule will be disclosed to the experts when they return to help them work;
(2) men may not talk with women experts and women may not talk with men experts because it would be embarrassing and impolite; and
(3) if the outside expert is smiling the member will respond with a YES, since that is the response the expert seems to want and if the outside expert is not smiling the member will respond with a NO, as appropriate for all serious questions.

When the outside experts return to the group they are instructed to ask “yes” or “no” questions of individual members trying to make contact with each of the group members to gather data on who the group is, what they need/want, how they feel about the outside expert, where they live, and any other relevant information. At the end of five or six minutes the experts are asked to report back individually on what they have learned about this group.

In the debriefing the leader will want to point out the importance of nonverbal cues (gender, smiling, etc.) that yes may not always mean “yes” as you understand it, that we tend to evaluate groups quickly as “good” or “bad”, that “apparent” inconsistency may be an artifact of the expert (smiling/not-smiling) rather than the group and other patterns characteristic of any group that are typically even more complicated than in this three-rule group.

Exercise #3: Role Playing Stories

The instructor may want to role play one of the stories told by a group member, having the story teller help you select other group members for the other roles. By role playing the story in the group it takes on a reality of its own. It becomes easier to restory the event by instructing members in the different roles to respond differently and explore new alternatives. This exercise could be used in subsequent sessions also. It might be useful to have someone other than the story-teller take on the primary role and allow the story-teller to take on another significant role in the story instead of her or his own real life role. In debriefing it is important to keep the situation safe and to stop the interaction if members are starting to take too big a risk too early in the group experience.

5. Essay Questions:

1. How might learning Basic Group Microskills be a useful asset throughout the relationships in your life? Discuss specific examples.
2. What are the arguments you might present for and against the Microskills approach? What are some possible advantages and disadvantages?
3. What are some basic examples of Intentionality as they are applied to group work and how do these examples apply to you personally?
4. Identify and analyze three of the learned “habits” that you have learned to use in working with groups. Link these habits to your cultural background.
5. What are the consequences of belonging to several different cultural groups at the same time? Discuss specific examples.
6. How are structured groups, group counseling and group psychotherapy similar and how are they different? Be specific.
7. What is “process observation” and what is the importance of “process observation” in developing leadership skills.
8. How does the application of empathy to groups differ from the application of empathy to individuals? Discuss specific examples.
9. What is the “narrative approach” and what are the unique advantages of a narrative approach for group work?
10. Explain how you might use the “restory” technique in a group context. Be specific.
11. Give an example of how you would do a positive asset search in a group.
12. What are the guidelines for giving good feedback in a group context? Give examples of useful and harmful feedback.
13. Describe the “diversity competent group worker” who has achieved the first level of multicultural awareness competency. Give examples.
14. Describe the “diversity competent group worker” who has achieved the second level of multicultural knowledge competency. Give examples.
15. Describe the “diversity competent group worker” who has achieved the third level of multicultural skill competency. Give examples.

6. WWW Sites:

The purpose of providing skill-based training for group leaders is to help them gain more intentional ability to assist their group members as well as learn how to lead each group as a whole. It is very important for an effective group leader to develop observation skills and be able to identify multiple aspects of group functions, while generating intervention skills and developing counseling strategies in their own style.

Students are encouraged to identify Web sites through search engines on the internet.
Chapter 2

Attending Behavior:
The Foundation of Listening and Processing Skills

1. Narrative:
This chapter will focus on the basic skills on which all other microskills are based. It is important therefore that the foundation ideas be well understood by group members. There may be a tendency for members to minimalize or even trivialize the goal of attending so it will be important for the instructor to present attending as a skill that increases in importance to a leader over time.

This chapter has several goals:

1. To understand and master the basic skills of listening to visual messages through eye contact;
2. To listen through vocal tone, speech rate, verbal emphasis and verbal hesitations;
3. To listen through verbal behaviors such as following, changing the topic, use of key words and interpreting what was not said but could/should have been said;
4. To listen for body language cues to what an individual is saying;
5. To utilize attending skills for observing individual members and the group process as a whole at the same time;
6. To apply attending concepts to their own group leadership. These basic skills will become part of every subsequent chapter and microskill in the hierarchy of microskills.

If these goals are not completely accomplished in this session there will be many opportunities to improve on the skill in subsequent sessions.

The Warm-up exercise provides a valuable opportunity to try out the skills for the chapter while getting the group going in an active rather than a passive mode. By asking the members to recall a particularly positive or a particularly negative group experience there is some risk so the instructor needs to carefully monitor the activity to keep the group setting a safe place in which to take risks without danger. If the instructor has the group members role play an ineffective group there may be less risk. If, for example, the instructor ask people to respond to one another in sentences that have absolutely no connection whatsoever to what the speaker said first, the resulting chaos will both demonstrate the importance of following and also provide a brief and amusing experience for beginning the class. Finding out what went wrong is a useful way of finding out what goes right.
2. Outline of the Chapter:

1. An effective group leader is skilled in listening and observing
   1.1. Attending behavior is a fundamental but often overlooked competence
   1.2. Listening includes both verbal and nonverbal communications
   1.3. Attending includes both individual and group processes
   1.4. Attending skills will contribute to group leadership development
2. Warm-up Exercises
   2.1. Identify a specific positive group that worked and discuss why it worked
   2.2. Identify a specific negative group experience and discuss why it was negative
   2.3. Compare and contrast the two lists
   2.4. Discuss how you can recover from mistakes made in group
3. Defining the leadership skill of Attending Behavior
   3.1. Only through listening can you understand group functioning
   3.2. Attending and listening skills are too often taken for granted from a monocultural perspective
   3.3. Attending skills will increase intentionality and leadership skills
   3.4. Groups will respond more freely and openly when leaders attend in culturally appropriately ways
   3.5. The skills of attending include both verbal and nonverbal aspects
   3.6. Visual communication is what you and others see with your eyes
      3.6.1. Visual process observation of eye contact styles and patterns
      3.6.2. Visual examples provide data for discussion of group patterns
   3.7. Vocal tones, rates and hesitations communicate emotions more than words
      3.7.1. Vocal process observation demonstrate different styles in the group
      3.7.2. Vocal examples provide data for discussion of group patterns
   3.8. Following the topic verbally demonstrates good listening skills
      3.8.1. Verbal process observation of who talks, turn taking, support, criticism, interruptions, and demonstrating patterns of communication
      3.8.2. Verbal examples provide data for discussion of group patterns
   3.9. Body language
      3.9.1. Nonverbals may represent 85% of communication
      3.9.2. Body language often contradicts the verbal message
   3.10. Nonverbal process communication
      3.10.1. Nonverbals demonstrate important patterns of group behavior
      3.10.2. Nonverbal patterns of harmony and disharmony can be charted
   3.11. Body language example
      3.11.1. Specific examples of body language reveal patterns of harmony
      3.11.2. Specific examples of body language reveal patterns of disharmony
   3.12. The Three V’s plus B include visual, vocal, verbal and body language
      3.12.1. Focus on the group members and the group more than yourself as leader
      3.12.2. Don’t be so distracted by attending that you lose track of what’s happening.
4. Using Attending Skills with Child and Adolescent Groups
   4.1. Teens and adolescents are similar with and different from other groups
   4.2. Younger children require special attention
5. Moving Toward your own Leadership Style
   5.1. You need to observe the many verbal and nonverbal interactions
   5.2. Those who seem to challenge leadership are often very important members
   5.3. Learn to respond to challenge and apparent resistance in the group
   5.4. Individual and cultural styles of behavior in the group may vary
6. Practicing Attending Skills
   6.1. Process observation of attending behavior facilitates learning
6.2. The fish bowl provides a useful exercise for practicing attending skills
6.3. The instructor’s own group practice exercises help master attending skills

7. The style of listening and attending is culturally mediated
7.1. Direct eye contact is appropriate in some but not all cultures
7.2. Correct voice tone, rate and postures are culture specific
7.3. Correct body language may be closed in some cultures and open in others

8. Attending Behavior Process Observation Instruments
8.1. Who talks to whom?
8.2. Who interrupts and how often
8.3. Who uses the 3V’s plus B?

• • • 3. Classroom Suggestions:
Wherever there is a chance to link what is happening in the group with activities in the outside world or current events, that is a valuable opportunity for the instructor. It might be possible to discuss a group interacting in the current news, a TV show or a neighborhood activity so that the group members can try on their ability to evaluate attending skills in action.

It is important to remember that the same behavior in one culture may have a different meaning in another culture and different behaviors across cultures may have the same meaning. It will be important to remind members that behaviors must always be interpreted in the context where those behaviors are learned and displayed. Language and clothing are two obvious examples but group members who are from other cultures or who have experienced other cultures can also probably come up with excellent examples.

To test or illustrate observation skills it might be useful to have everyone close their eyes and then describe the room in which the group is meeting with everyone contributing ideas about what the room looks like and then opening their eyes to check out the accuracy of their observations.

If the group is being videotaped the instructor can put the video on forward search or backward search which will exaggerate the nonverbal patterns that group members have without the distraction of sound. This is usually a safe way of demonstrating how we have nonverbal patterns of which we are unaware.

In analyzing the talk time it is useful to make an audio recording of the group and then ask a member to use the tape counter to form a graph on the left margin of a page while the members names are on the bottom dimension. As different members speak their “face time” is recorded in sequence on the graph, giving a clear visual image of who talks more and who less, who talks after whom or who talks at the beginning and/or end of a group, without the distraction of what any particular member actually said.

In demonstrating nonverbals it might be useful for the instructor to give an emotion such as “happy” or “sad” and ask all the members to demonstrate the emotion nonverbally so everyone can see how others display emotion differently through their nonverbals.

At the end of the class ask those who have learned something new to raise their hands. When people raise their hands, ask them to identify what they have learned. If this becomes a standard way of getting closure to the class the students will use it as a way of giving positive or corrective feedback that they might not give otherwise, because they would be seen as inappropriate. As the students get used to being asked to demonstrate what they learned they learn to listen for insights during class to “get ready.”

The process observation procedure can be very useful. Attending a meeting of an active community group might provide an opportunity to practice process observation for example. Be careful in your process observation that no one is embarrassed or put in an awkward position by what is revealed.

The standard fish bowl exercise is particularly useful. Using the same fish bowl exercise repeatedly enhances its usefulness. Students have the opportunity to use the same fish bowl procedures to focus on many different process or content uses.
The group practice exercise is likewise valuable for focusing on positive stories from each group member’s background. Be sure to allow enough time for debriefing after such an exercise and don’t “leave the member hanging” while the group goes on to something else.

4. Additional Exercises:

There are many additional exercises that can be useful:

Exercise #1: The importance of plural and singular language
Suggest that the group reflect on or discuss their experiences in the group thus far in two brief (5-8 minute) episodes. In the first episode everyone will use an individualistic perspective exclusively and speak in the first person singular (I, Me, My, etc.) but NOT in the plural. In the second episode everyone will use a collectivistic perspective exclusively (We, Our, etc.) and avoid using the first person singular. The content of the discussion will be influenced differently in the singular individualistic than in the plural or collectivistic perspective.

Exercise #2: Network analysis
Ask each member to give the names of one or two others in the group with whom they spend the most time (or look up to or feel good about or some other positive characteristic), have each person sign the paper and turn it in. The leader can then create a sociogram writing the names of each member around the edge of a page while drawing lines with two arrows for reciprocated choices and lines with one arrow for non-reciprocated choices. The group can then discuss the role of subgroups, isolates, coalitions and superstars in the group and decide “intentionally” whether that is how they want to be or not.

Exercise #3: The importance of labels
Attach a sticky label with a positive adjective to the back of each group member and ask the members to interact with one another AS IF the sticky label were accurate, giving feedback accordingly for about ten minutes. Try and get everyone to interact with everyone else in the group individually so that each member gets lots of different feedback. Instruct them not to tell anyone what the label says. At the end of ten minutes each individual makes a guess at what the label says, based on their analysis of feedback, and takes the label off in turn to see how accurate they were. In the debriefing the leader can point out that we actually do wear labels and the labels might not be the ones we think are there or want to be there. We can learn to interpret what other people tell us and only then have the opportunity to “intentionally” change how we are being perceived by those other people, if we like.

Exercise #4: Draw a house
Ask everyone to select a partner. Each dyad is given a piece of paper and a pen. The two people take hold of the same pen and WITHOUT TALKING (this needs to be emphasized) the two people will draw a house on the paper. After two or three minutes ask them to stop and show their drawings to the group. The drawings are described as “data” on cultural patterns as they influence each members behavior. In the debriefing discuss the pattern of Leader (be #1, on top, in charge, up front, competitive) or Follower (facilitate, stay in the background, etc.), Relationship-oriented (helping the other person, cooperative) or Task-oriented (draw a nice house). It is useful to talk about how task-oriented people have a difficult time in cultures that emphasize relationship and visa versa. It should be pointed out that “whose pen it was” and “who had control of the bottom of the pen” significantly influenced the exercise.
5. Essay Questions:

1. Describe the ways an effective group leader can use attending concepts.
2. Is attending behavior often overlooked in training group leaders? Why or why not?
3. What specific behaviors would you consider in understanding and mastering the basic skills of listening? What are multicultural issues related to these behaviors?
4. As a leader, describe how you might “recover” after having said or done something that does not work as anticipated in the group. Give examples.
5. What would you look for in applying “visual process observation” skills?
6. What would you look for in applying “vocal process observation” skills?
7. How might the group leader “buy in” to the group? Give examples.
8. What is the meaning of an “uncomfortable moment” in the group activity? As a leader, what will you do when an uncomfortable moment occurs?
9. What would you look for in applying “verbal process observation” skills?
10. What are the advantages and disadvantages of exploring diverse opinions in the group? How can you most effectively help your group deal with these issues?
11. What would you look for in applying “nonverbal process observation” skills?
12. Describe how you would use “the three V’s plus B” as a group leader.
13. What are some of the ways different cultures might use Attending Skills?
14. How might you practice attending skills differently when working with children and adolescents?
15. Define “group leadership” in your own terms and provide examples.

6. WWW Sites:

Listening, one of the basic skills, is not a simple skill to practice. How to listen is not only connected with verbal behavior, such as vocal tone, speech rate, and topics chosen, but is also related to body language cues, such as inconsistent gestures, eye contact, and unconscious behavior. Effective listening is also influenced by cultural differences. Utilizing listening skills to observe the behavior of group members is also important for understanding the meaning of behavior in different cultures. Poor listening skills make communication inefficient or may lead to an increase in conflict situations.

Two web sites for extra information related to listening skills are provided here. “Poor Listening Skills” describes problems caused by poor listening and proposes suggestions for preventing conflict situations, to help people improve their communication. The site “Self Evaluation—Listening Skills” provides a quiz with several questions to assess the response to different situations and to help group leaders practice listening skills. “Cross-cultural Communication” is provided to explain the importance of culture in schools and in other groups. Communication includes both verbal and non-verbal culturally learned behaviors. Students come from different cultural backgrounds in a class or school just like group members represent different cultures and relationships in a group.

Poor Listening Skills
http://www.colorado.edu/conflict/peace/problem/poorlist.htm
This site is provided by the University of Colorado’s Conflict Research Consortium. Problems related to poor listening and possible treatments for solving poor listening are recommended.

Self Evaluation in Listening Skills
http://www.adv-leadership-grp.com/programs/evaluations/listening.htm
This self-evaluation page is offered by the Advanced Leadership Group, a company that provides training programs in the areas of leadership and communication, contains several different cases to request your responses, then you can submit your answer to get the result.
1. Narrative:

This chapter covers focusing, pacing and leading skills and follows directly from the listening and process skills of Chapter 2. The chapter makes a point that these same skills are used somewhat differently when working with individuals than when working with groups. Leaders who are already familiar with the microskills in the individual counseling context will need to read the chapter carefully to avoid misuse of those same microskills in the group context. Pacing is an application of the listening skills both to the individual members and to the group as a whole. Focusing is both being aware of the group’s priorities and the priorities of individual members at the same time. Leading involves having an interpersonal influence on the priorities of the group as they relate to your intentional objective as the group leader.

There are several goals to be accomplished by reading this chapter:

(1) To understand and master the skills of focusing, pacing and leading;
(2) To understand the concept of linking here-and-now behavior in the group with then-and there behavior from outside the group experience;
(3) To utilize focusing, pacing and leading concepts in the process observation of the group members and of the group as a whole at the same time;
(4) To apply the skills of focusing, pacing and leading to your own group leadership style in an intentional manner.

The “Warm-up exercise” provides an opportunity for the group to get started exploring the skills and how those skills relate to each individual member. This can be done through a fishbowl where volunteers take the role of group members represented in the brief warm-up script and a role-playing leader is added. Volunteers read the script aloud and take on the role of the members, improvising where this situation might go given the various leader responses when you run out of script. The brief role play can be repeated several times, exploring alternative directions the interaction might go depending on the leader’s response and the group member’s reactions. By having observers give feedback on the interaction the analysis and debriefing of the warmup exercise that exercise becomes is much easier and more specific. Guidelines for debriefing are given in the chapter.

Individual group members may want to role play current and contemporary topics in the real world that are either local, regional or national or international in scope. The im-
important points to remember are (1) keep the role plays brief so the members don’t get carried away and (2) do a thorough debriefing of every role play so that the members learn something from the experience and so that any emotional impact from the role play can be dealt with early.

• • • 2. Outline of the Chapter:

1. Group leadership involves many of the same skills as individual counseling
   1.1. Focusing, pacing and leading are particularly important in group work
   1.2. Groups require focusing on individuals, interactions and the total group
   1.3. Balancing relationships between individuals and the whole group is fundamental
   1.4. It is inappropriate to attempt individual counseling in a group context
   1.5. Skills focus both on the group content and the process at the same time
   1.6. Pacing is a form of active listening and focusing
   1.7. Leading is an example of interpersonal influence

2. Warm-up exercise
   2.1. Where did you focus your attention?
   2.2. How do you know which answer is right?
   2.3. How do you address conflict in a group?

3. Defining the leadership skills of pacing and leading
   3.1. Pacing is “being with” the group and group members
   3.2. Trust building results from empathic relations between group members
   3.3. Pacing involves encouraging the individual, subgroup and whole group develop their own story
   3.4. You need to listen to the individual group members, subgroups and the total group all at the same time

4. Leading involves pacing the group while you minimize your own influence as leader
   4.1. Leading is an active dimension, both directly and indirectly, in influencing the group
   4.2. Conflict situations provide opportunities for effective leading
   4.3. The decision to focus itself is a leading skill
   4.4. Group work offers the possibility of intrapersonal and interpersonal growth
   4.5. Leaders exert influence by pacing and listening both by what they do and what they do not do

5. Defining the Leadership Skills of Focusing
   5.1. Good leaders focus on the group, subgroup and individuals at the same time
   5.2. The “wheel” is a technique of involving individuals in sequence for group discussion
   5.3. The multiple dimensions of focus are illustrated in the Ivey Taxonomy
   5.4. The Ivey Taxonomy predicts the effect of specific leads in the group

6. Sherrard (1973) found that human relations groups responded to individually focused leader statements
   6.1. Group therapy members followed the lead only about 25% of the time
   6.2. Individualistic cultures are unfamiliar with the “selves-in-relation” concept
   6.3. If we focus on individuals in the group the members will focus on themselves
   6.4. Group members will respond to a theme and/or topical focus
   6.5. Predicting the effect of leader behavior is sensitive to cultural differences among group members

7. Focusing on the main theme, problem, concern or issue is a form of influencing
   7.1. Each group has a main theme or topic
   7.2. Focusing on the group leader is controversial
7.3. Self-disclosure and sharing should be brief, positive and easy to understand
7.4. Negative feedback is very risky
7.5. Focusing on the cultural/environmental/contextual is important
   7.5.1. Moral spiritual/religious context
   7.5.2. Economic/social context
   7.5.3. Family context
   7.5.4. Community context
   7.5.5. Multicultural context
8. Defining the leadership skills of “here and now” and “there and then”
   8.1. Focusing on the here and now gives members insight on how they are being perceived in the group
   8.2. Focusing is a multiple concept targeting the individual, subgroup and total group at the same time
   8.3. You can bring past experiences into the here and now through discussion
   8.4. Person-centered personal growth groups emphasize discussion on what is happening here and now
   8.5. Discussing what is happening outside in the real world can be a means of avoiding an important group topic
9. The leader will find links between the external world and the internal life of the group
   9.1. Individual members may link their group behavior to outside experiences through insight
   9.2. Here and now behavior might also be linked to cultural/contextual issues
   9.3. The past can be linked to the future through the here and now group experiences through learning new ways
   9.4. Topical or theme-centered groups are more likely to have a there-and-then focus
10. Using pacing, leading and focusing skills with child and adolescent groups
   10.1. It is especially important to take the time to listen with younger children
   10.2. Avoid leading questions or they will tell you what they think you want to hear
   10.3. Children often respond best to focusing on individuals or a specific theme
   10.4. Children will focus on sub-groups but seldom on the group as a whole
   10.5. Reading stories can be a helpful means of focusing
   10.6. Adolescent groups will be more like adult groups
11. Developing your own leadership style
   11.1. Effective groups are conscious of their group identity
   11.2. Include your explicit focus on the group as a whole in your interaction
   11.3. Here-and-now focus brings out the power of a group
   11.4. The cultural/contextual focus is important to understanding a group
12. Practicing focusing, pacing and leading skills
   12.1. The leader needs to observe how the group is focusing and respond with intentionality
   12.2. The concepts of a group interaction can be classified according to their focus
   12.3. Guided observation provides opportunities to practice focusing skills
   12.4. The fish bowl provides opportunities for feedback on focusing skills
   12.5. Classes, workshops or other groups provide the opportunity to practice focusing skills

• • • 3. Classroom Suggestions:
The topic of trust building will come up during this session and should be given special attention. Trust building is extremely important for a group to be successful. Examples of
specific statements for pacing, focusing and leading are provided. The group members might come up with additional statements as well, with some encouragement. It is useful to begin turning the overt group leadership function over to the members giving them chances to take the initiative. Negotiating the balance between passive and active leadership will require some practice. If, for example, you use any “killer phrases” that intentionally or unintentionally discourage members the group will become passive very quickly and you will have a hard time regaining trust. The transcript excerpts in Chapter 3 provide many opportunities to practice pacing focusing and leading.

The idea of a “wheel” exercise that focuses on each individual in turn, like the spokes of a wheel, is frequently used in groups. With children, the wheel functions as turn taking. The exercise of “Nominal Groups” from the Tavistock approach in England likewise gives each individual a chance to make one comment and one comment only, going around the group several times until everyone has had a turn and run out of additional things to say. This is another variation on the wheel and is likewise highly structured. Structure provides safety but it also inhibits spontaneity in the responses of group members.

The practice of two-dimensional focus is suggested as an example of multiple focusing. Air traffic controllers, day care workers and mothers of large families have the highest measured ability for multiple focusing. We contend that this ability will be useful for developing intentionality because it recognizes the complexity of group dynamics and it avoids stereotyping group members into rigid roles.

It is possible to bring there-and-then stories into the here-and-now by telling those stories in the group and focusing on the here-and-now reaction of group members in response to the stories. It is also possible to role play outside stories in the group with group members taking on the roles to literally bring the story into the group. Otherwise, it is too easy to intellectualize about there-and-then stories and drift away into abstract (but safe) speculations. Here again transcripts are included that can become spring boards for practicing the skill of linking there-and-then with here-and-now.

At the end of the class it is again important to have members identify what they have learned. This repeated exercise provides a good opportunity for closure and makes sure that nobody’s special insight gets lost. The exercises on process observation and the fish bowl are also mentioned in the chapter and provide valuable opportunities. The application of focusing, pacing and leading to your own group practice is another important aspect where the group can practice using the skills from the chapter and get feedback from an observer. If the group can be videotaped then watching the feedback will be particularly useful.

4. Additional Exercises:

There are several supplementary exercises which may be helpful to the class in learning about focusing, pacing and leading.

Exercise #1: Secret orders

Distribute “secret orders” to the different group members, assigning a task to each member that is not known to the other group members, such as “disagree with whatever is being said by others in a polite but firm way,” or “agree with whatever others are saying even if that is self contradictory,” or “respond to every question with a question,” or “help the group accomplish a specific task that you have introduced,” or “identify areas of common ground shared by all or most group members and get the group to agree on what you discover.” Many other directives can be developed by the group leader. This exercise should be kept short, maybe five minutes, to make its point but with enough time to have an influence on the focus of the group. In the debriefing the leader will need to focus not just on the content but on the emotional reactions that members had toward one another as each one attempted to follow his or her own separate agenda. The group members may come
up with real world examples of “secret orders” assigned to individual group members and the resulting consequences.

Exercise #2: Symbols of experiences

Have every member spend five minutes drawing symbols (designs, figures, stick-figures, scribbles and anything else BUT NO WORDS) that demonstrate how that member has been influenced through participation in the group thus far. (Alternative topics could be “your culture” or “your identity.”) When everyone has finished or when a time limit of about 10 minutes is up have each member of the group (or subgroups if the group is larger than five persons) describe and explain his/her drawings of the symbolic ways they have been influenced and maybe have influenced others through their interaction in the group. In the debriefing the leader might want to point out that the drawings indicate both similarities across members and differences by individual members. Members in the past have taken their drawings very seriously and have usually carefully folded them to save, as representations of themselves. By avoiding the use of words the exercise is focused on the emotional and nonverbal aspects of the member’s influence, and typically the discussion becomes much less abstract or “intellectualized” as a result.

Exercise #3: Critical incident role play

Have one group member describe a fairly safe incident which occurred to her or him a day or so ago. Then the other members can in turn describe the same incident from the perspective of other people (family, friends, observers, etc.) mentioned in the incident to see how those perspectives might be different. This incident can then be role played by group members with alternative endings as appropriate. In debriefing the exercise it will be important to protect the person who contributed the incident from embarrassment and to be sensitive to real world concerns that might be implicit within the incident. The use of critical incidents can be very meaningful for mobilizing the learning potential of every problem we encounter.

5. Essay Questions:

1. How are group leadership skills similar and different from the skills of individual counseling and psychotherapy? Give examples.
2. To what extent is each group its own micro-culture? How does this group culture develop?
3. Discuss your own particular style of leading as it relates to this chapter. Give examples.
4. Discuss the concept of “linkage” relative to the skills of focusing, pacing and leading. Give examples.
5. How would you go about building trust in a group? Give examples.
6. How would you go about helping a group discover and develop their own “story?” Be specific.
7. Discuss the positive and negative features of “the wheel” as a group technique. Be specific.
8. Describe the multiple dimensions of focus and their importance in group work. Give examples.
9. What did Sherrard (1973) discover about predicting the responses of group members and what was the importance of that discovery?
10. Describe how the past can be linked with the present in a two-dimensional view of group work. Why is this two-dimensional view important?
11. What are the positive and negative considerations regarding self-disclosure by the group leader? Give examples.
12. Discuss the possibilities for focusing within the cultural/environmental/context of a group. Define culture broadly.
13. To what extent will the here-and-now focus be balanced with a there-and-then focus and why? What problems does this balance create?
14. What special consideration should be given to running groups with children? How would focusing, pacing and leading be different for children than adults?
15. What special considerations should be given to running groups with adolescents? Give examples.

6. WWW Sites:

By applying effective listening skills, group leaders can intentionally focus on group members’ reactions and problems, observe each group member’s progress and the group process, and provide interpersonal influence for leading group activities. Additional resources, “Irresistible Communication, Influence and Persuasion Part 1 & 2”, provide more complete materials about the processes of practicing pacing and leading. These skills are very important concepts for running groups as group leaders.

By understanding group work in different situations, group leaders can practice these attending skills to help run an effective group. “How to Lead Group Discussions” emphasizes helping group members become more interested and involved in the group process and clarifies the process of discussions in groups. “Group Facilitation: Goals & Tools” provides tips and detailed material for group leaders and facilitators to focus the members’ discussion, move groups smoothly, and encourages productive discussions. Group leaders have to handle group processes with effective group communication while considering the individual group member’s preferred focus and pace.

Group Facilitation: Goals & Tools

http://pss.uvm.edu/pss162/facilitation.html

This page is part of the course “Developing an excellent group process” (http://pss.uvm.edu/pss162/group.html) at the Department of Plant and Soil Science at the University of Vermont, introduces group leaders and facilitators to how to help a discussion run well. Tools and tips of facilitation are provided.
Chapter 4

The Basic Listening Sequence:
Drawing Out the Story

1. Narrative:

This chapter involves helping participants share their issues and stories through the basic listening sequence. Equally important is helping link each group member’s story with one another in the context of the group. Again, it is important to remember that each member is different in some ways but all members are similar in other ways. The member’s stories will become the basis for discovering those similarities and differences.

The Basic Listening Sequence is perhaps the most fundamental and therefore the most important of all the microskills. All of the later microskills depend on competence in the BLS. It may be useful to refer to the group as developing its own unique culture based on contributions from all group members and that membership in this group is one example of similarity across the different memberships. In this way the group can be perceived as a microcosm of all society with its various cultures, finding a way to work together for mutual survival.

The goals of Chapter 4 emphasize being able to master the five basic microskills:

1. To understand and master the Basic Listening Sequence, including open and closed questions, encouraging/restating, paraphrasing, reflecting feeling, and summarization;
2. To use these five BLS microskills to draw out the key dimensions or facts of each member’s story, the central emotions and the manner in which the story is organized;
3. To utilize the BLS within the Ivey Taxonomy to observe group process;
4. To utilize the community genogram as a strategy to bring multicultural issues into the group as positive resources;
5. To apply basic listening sequence concepts to your own group leadership. This chapter will be the most difficult because of the many component microskills that the reader will need to master. Each of these BLS microskills is, of course, based on the earlier skills of attending behavior just as all the later microskills will be based on these.

The Warm-up exercise gets the group started with an activity to explore the practical utility of the BLS. Three stories about defining multicultural group counseling are summarized for discussion by the group members. Do not expect all the group members to agree
on the same definition, as each member reflects their own perspective. The authors prefer a viewpoint that includes both the more culture-general and the more culture-specific definition at the same time and we contend that this is not only possible, it is essential.

If we ignore the culture-general definition we eliminate common ground. If we ignore the culture-specific definition we eliminate identity. It is possible to reconcile these two definitions by accepting that group members are same and different at the same time. The multicultural perspective of this book applies to all groups where between-group differences are no more but no less important than within-group differences.

The Community Genogram provides a visual representation of the relational connections among members and within a community. This notion of “relational self,” where identity depends on strengthening our relations with others, is offered as an alternative to the “individuated self” where identity depends on separating connections with others. The Community Genogram helps members understand themselves and others as multicultural beings. It brings out both the uniqueness of individual identity and the shared value of person in community. The Community Genogram furthermore provides an opportunity to practice the BLS in discovering our relationship to others in the group.

2. Outline of the Chapter:

1. Each person’s life history is significantly different
   1.1. The Basic Listening Sequence (BLS) emphasizes listening to stories
   1.2. Each group also has a different story and microculture
   1.3. All group work is multicultural
   1.4. Goals and objectives
      1.4.1. Understand the BLS(open and closed questions, encourage/restatement, paraphrase, reflecting feeling summarizing)
      1.4.2. Utilize BLS in the Ivey Taxonomy
      1.4.3. Utilize the Community Genogram strategy
      1.4.4. Apply these concepts to your own group leadership

2. Warm-up exercise
   2.1. Defining your view of multicultural group counseling
   2.2. The culture specific viewpoint describes culture as ethnographic
   2.3. The culture general viewpoint includes any potentially salient category
   2.4. The combined view includes both the specific and the general viewpoint
   2.5. Each individual exists in a cultural/environmental/contextual framework
   2.6. The “contact hypothesis” suggests contact under favorable conditions results in positive outcomes
   2.7. The Community Genogram helps chart cultural backgrounds

3. Defining the Leadership Skills of the Basic Listening Sequence
   3.1. The BLS has five essential microskills
      3.1.1. Open and closed questions
      3.1.2. Encouraging
      3.1.3. Paraphrasing
      3.1.4. Reflecting Feelings
      3.1.5. Summarization
   3.2. The BLS relies on a multiple focus listening to subgroups and the group as a whole
   3.3. We need to listen to individual stories and the emerging group story also

4. Questioning as a Leadership Skill
   4.1. Effective questioning increases the leader’s ability to obtain specific information
   4.2. Effective questioning discourages members from talking too much
   4.3. Effective questioning encourages other members to talk more
   4.4. Effective questioning helps the members understand one another’s story accurately
The Basic Listening Sequence

4.5. Effective open questions
   4.5.1. Begin with What, How, Why or Could
   4.5.2. Encourage members to talk more
   4.5.3. Some questions may intend to be closed but get an open response

4.6. Closed questions
   4.6.1. Tend to be more specific
   4.6.2. Tend to result in short answers
   4.6.3. Help fill in specific information gaps
   4.6.4. Tend to discourage members from talking so much
   4.6.5. Some questions may be intended to be open but get a closed response

4.7. A skilled group leader will use both open and closed questions
4.8. Beginning group leaders tend to overuse closed questions
4.9. Some group leaders overuse questions to “stay in control”
4.10. Questions can result in “grilling the witness” and be disruptive
4.11. Overuse of questions by leaders results in members becoming more passive
4.12. Underuse of questions puts too much responsibility on members

5. Encouraging and Restatement as a Leadership Skill
   5.1. Good leaders show that they are interested
   5.2. Encouragement can be verbal or nonverbal
   5.3. Repetition of key words is a good way to give encouragement
   5.4. Restatements are another form of encouragement
   5.5. Each individual has their own personal style for encouragement
   5.6. Leaders tend to give encouragement selectively to their favorites
   5.7. The same key words being repeated demonstrates an important pattern

6. Paraphrasing as a Leadership Skill
   6.1. Paraphrasing is the process of giving feedback on the essence of what was said
   6.2. Paraphrasing distills the message in your own words but uses the important key/main words of other associations
   6.3. Paraphrasing often includes key words of special importance
   6.4. Paraphrasing provides or invites clarification
   6.5. Paraphrasing is followed by a check-out for validation
   6.6. Accurate paraphrasing allows the group to move on with confidence
   6.7. Accurate paraphrasing prevents the need of repeating the message

7. Reflecting Feeling as a Leadership Skill
   7.1. Significant change rests on an emotional base
   7.2. The leader needs to identify emotions as they occur in the group
   7.3. The four main emotions are often described as sad, mad, glad and scared
   7.4. Reflecting feelings involves observing, feeding back feeling, a context and a check-out
   7.5. Failure to deal with feelings in a group can result in abstract intellectualizing
   7.6. Establishing emotional contact helps build trust through positive stories
   7.7. Both negative and positive aspects of the group are important

8. Summarization as a Leadership Skill
   8.1. Many things are happening in a group all the time in a sometimes chaotic blur
   8.2. Even effective leaders at times have difficulty managing the group dynamic
   8.3. Summarizing helps clients and the group to organize their thinking and stories
   8.4. Groups have multiple stories and may require more thoughtful summarization than individuals
     8.4.1. Starting a group with a summary is appropriate
     8.4.2. Starting a group with a summary provides transition
     8.4.3. Ending a session with a summary provides closure
     8.4.4. Summaries can invite group participation

9. The Ivey Taxonomy: Process Observation
9.1. Group leadership requires awareness of many simultaneous factors
9.2. Classifying leadership behavior with microskills can be helpful
9.3. Classifying helps the leader analyze their own leadership style
9.4. The IT consists of three domains
   9.4.1. Microskill
   9.4.2. Focus
   9.4.3. Time orientation
10. Using the Basic Listening Sequence with Child and Adolescent Groups
   10.1. All skills of this chapter work can be used with younger groups
   10.2. The Community Genogram is particularly useful with children and adolescents
   10.3. The Community Genogram encourages members to tell stories
   10.4. Peer counseling and mediation training with children is useful
   10.5. Open questions may be difficult for younger or less verbal children
   10.6. Reading stories to children helps encourage participation
   10.7. If you simply listen to children they may become silent and active listening is essential
   10.8. Artwork, games and activities can facilitate the listening process for children
   10.9. Each cultural community’s patterns are most evident among the children
11. Moving Toward your own Leadership Style
   11.1. The BLS reminds us to attend and be with our group members all the time
   11.2. All of us can improve our listening skills
   11.3. We need to listen to what is happening within, between and among members

• • • 3. Classroom Suggestions:

There are many different ways to gather information in addition to asking questions. Each of the BLS microskills functions in a different way to gather essential information. Practice with the BLS will increase the group leaders intentionality in regulating, guiding or leading the group appropriately.

In discussing questions, seek to get the group members to come up with examples of open and closed questions. Demonstrate how an open question might be interpreted as a closed question and a closed question might be interpreted as an open question. The function of questions depends not just on how the question is asked but also on how it is received. Perhaps this instructor could go around the group and ask each member to compose a question, open and/or closed, that they have about the leader or about the group so far. By modeling risk-taking, the group members might be put more at ease.

Anything the instructor does and/or does not do could be an encourager in a particular situation, so the intent of the instructor to encourage group members is the essential element. Here again, effective encouragers depend both on how the encourager is sent and how it is received. Ask each member to disclose their encourager of choice in their conversations with friends. The instructor will probably see a wide range of styles. The use of key words is especially important. Ask them if they are more likely to remember the angry words or the friendly words that their parents used with them and the members will probably discover that negative words are much more powerful and remembered than positive words. The transcript and its analysis gives many opportunities for group discussion, role playing and reframing.

In practicing paraphrasing show how most questions can be replaced with a paraphrase. For example ask a question of each member and have them reframe the question into a paraphrase back to you. Each paraphrase is followed with a check-out phrase to make sure the paraphrase was accurate.

In reflecting feeling help the members provide the data on which their reflection is based before giving the reflection. “Your face is red and your hands are clenched. You seem to be feeling angry.” If the instructor shares the data on which conclusions are based then the
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reflection of feeling is more likely to be accepted but if a member “blind sides” another member with a reflection of feeling by surprise, that other member is likely to become defensive, as we all do when we are blind-sided. This also allows the other member to give a rival interpretation of the same data.

Summarization is a longer and more detailed paraphrase often combined with reflection of feeling. We summarize all the time, but we do not think of it as a sophisticated skill. The summary is the heart of the story and therefore is quite important, especially at the beginning, ending or transition from one topic to another in the group. The Ivey Taxonomy on process observation provides the linkage of each microskill with the others as a cohesive hierarchy leading toward intentionality.

At the end of the session the instructor will want to ask what individual group members have learned. Here again by articulating their learnings they will be more likely to remember them. Also by reviewing what they learned they will be teaching one another the ideas put in their own words. The process observation exercise and the fish bowl likewise provide valuable ways to lock in their learning about the BLS.

• • • 4. Additional Exercises:

Almost any of the exercises in this Instructional Manual can be used for this chapter, given the many different microskills that make up the BLS. These are some of our favorites.

Exercise #1: The Rehearsal Demonstration Model

The Rehearsal Demonstration Model is where a partner stands behind each group member to act as an “alter ego” to say what that group member really meant whenever that group member makes a statement. If the person smiles and agrees with the leader the Alter Ego might say: “That doesn’t make any sense at all but since you are giving me a grade I had better pretend to accept what you say and not make waves.” In debriefing this exercise it is important to point out that the Alter Ego might not always be right. However the Alter Ego gives an alternative interpretation and by observing the member’s reaction to that interpretation it will be possible to judge whether the Alter Ego was on target or not.

Exercise #2: Nested emotions

Recruit a resource person to tell a two or three minute story about an incident which happened to her or him. If the story is precise and sharply focused it works better. Then ask all the group members, including the resource person, to give a score from 1 (low) to 10 (high) measuring how much of the following emotions the resource person was experiencing at the time of the event and as he or she was telling about the event. The list of emotions could include: love, happiness, fear, anger, contempt, mirth, surprise, determination or disgust. You may choose other emotions as well. When everyone has scored the resource person on all emotions then the resource person reads off her or his actual degree of feeling and the reason why they gave each emotion such a high or low score.

The group members can then question the resource person regarding those emotions where they guessed incorrectly. After having done this two or three times, the group members become much more accurate in reflecting the feelings of a resource person telling her or his story. In debriefing it is important to point out the natural tendency to project one’s own “sympathetic” feelings on others (How would I feel if it were me!) which can result in error. Each of us experiences feelings in different ways and to different degrees when faced with the same event.

Exercise #3: Hypothetical situations

Read a short story or newspaper article of interest to the group members. Read the article or short story through several times and then have the group members take on “hypotheti-
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cal” roles beginning with the original two or three main characters interacting. Then the leader can bring in other group members in related roles as the “story” develops. The leader directs the story by introducing new actors who may or may not have been part of the original newspaper article or story. The exercise demonstrates how individuals contribute to the group story and how the BLS can be applied to change the direction of the story.

These hypotheticals are often used in business and law education and resembles “group sculptures” that are used in group dynamics classes. In debriefing, the leader will want to provide an opportunity for each participant to describe their changing perspective as the story evolved, particularly regarding their feelings. The group members might be asked to summarize the story at the end. Special attention needs to be paid to how group members may experience the same story differently.

5. Essay Questions:

1. Describe the Basic Listening Sequence and explain why it is important.
2. What are the advantages of defining culture in terms of both similarities and differences at the same time? What are the disadvantages?
3. How and when would you use the Community Genogram? Give an example.
4. What is the meaning of “person as community?” Discuss why this is important in group-work.
5. What are some alternatives to questions for gathering information in groups? Give examples.
6. How are questions used differently in groups than in individual counseling? Give examples.
7. Why are key words an important means of encouraging and paraphrasing? Give examples.
8. How can you protect yourself against being biased toward some topics or people and against others? How will you know your own bias?
9. What are some of the advantages of paraphrasing in groups? Give examples.
10. How would you work differently in a culture that was not individualistic from a culture that was individualistic? Give examples.
11. What are the consequences of minimizing emotional feelings in groups and what are the consequences of emphasizing negative emotional feelings?
12. How are summarizing skills used differently in groups than in individual counseling? Give examples.
13. When would the use of summarizing skills be appropriate for groups? When would they not be appropriate?
14. Describe the Ivey Taxonomy and explain how it can be used in groups. Give examples.
15. How would you use the BLS in working with children and adolescents differently than with adult groups?

6. WWW Sites:

To understand the story of each group member, it is very important to listen and observe verbal and nonverbal behaviors as well as the conscious and unconscious meaning of each story. Group leaders or facilitators have to focus on the group process and recognize the group members’ cultural context. By using listening skills, including open/closed questions, encouraging/restating, paraphrasing, reflecting feeling, and summarization, it is easier to help group members draw out their stories and clarify their questions.

Students are encouraged to use search engines to identify relevant Web sites.
Chapter 5

Integrating Microskills in a Full Group Session, Part I: Theme Centered Group Interaction and Stages/Dimensions

1. Narrative:

We are now almost halfway through the book and begin the process of synthesis, revisiting many of the previous microskills at a higher level of mastery. This chapter will introduce the “theme-centered” approach for integrating the microskills in the group context. The basic premise of the theme-centered approach is to spend one third of the time on the individual, one third on the topic, and one third on the group interaction. While this is not a rigid structure, and each of the three aspects will become salient in different circumstances, the approach provides a useful structure for focusing the leader’s attention. We have found it particularly useful for beginners.

There are several goals to be accomplished in this chapter:

1. To integrate observing, attending, basic listening and focusing skills in a full group session;
2. To understand the basis of theme-centered groups and how you can balance discussion of individual, group and thematic issues;
3. To conceptualize group process as a series of sequential stages or generalized states in the group;
4. To recycle the group back and forth on these dimensions according to the group dynamics;
5. To apply theme-centered group methods to facilitating your own group. Of these goals the task of synthesizing all previous microskills will be the most difficult and perhaps the most important.

In the Warm-up exercise the members are encouraged to identify the themes which define different groups in the student’s own experiences. The student will likely already be familiar with the notion of “themes” as those themes define the various groups in their life. By focusing on gender connections and sex roles the exercise will move the students from familiar topics to the new “theme-centered” balanced focus. Gender is potentially a controversial topic so the leader will need to be especially attentive to the group dynamics. Beginning with positive gender connections the task goes on to consider gender challenges, connections, and connection building. Don’t be surprised if this topic gets the group side-tracked on gender-related topics, which might be very important to individual...
members due to special circumstances. The instructor may want to focus on gender issues for this whole session, accomplishing the other goals within the structure of that theme.

Everyone in the group will have stories related to gender issues. The instructor might even bring a newspaper to class, divide up the pages and have the members come up with gender issues from the advertising and articles reported. This would be a way of bringing the outside world issues into the group discussion activities.

- 2. Outline of the Chapter:

1. Theme-centered interaction is a basic system for skill integration
   1.1. Chapters 5 and 6 should be read as a unit
   1.2. These two chapters combined will provide a foundation for establishing group leadership
   1.3. Ruth Cohn (1969a,b) is cited as the originator of a theme-centered approach
      1.3.1. One third of the time is spent listening to individual stories
      1.3.2. One third focused on the topic itself
      1.3.3. One third is spent on the interaction within the group process

2. Objectives of Chapters 5 and 6 are
   2.1. Integrate observing, attending, listening and focusing in a group session
   2.2. Understand the basis of theme-centered groups and balanced discussion
   2.3. Conceptualize group process as a series of stages and recycled dimensions
   2.4. Apply theme-centered group methods to facilitating your own group

3. Warm-up exercise
   3.1. All groups are defined by central themes
   3.2. The Gender Bender looks at our assumptions about gender issues
      3.2.1. How has gender had a positive impact on me
      3.2.2. What are the gender challenges I have faced
      3.2.3. What are the stories in my life regarding gender

4. Theme-centered group work focuses on the individual (I), the group (WE), and the theme (IT)
   4.1. All individuals include both female and male characteristics
   4.2. How has gender shaped your relationship with others
   4.3. How controversial are gender issues for you

5. Defining the Leadership Skills for Facilitating a Theme-Centered group
   5.1. Theme-centered group work is symbolized by a triangle within a globe
   5.2. The I interacts with the group around a central theme or global context
   5.3. Groups are not static but dynamic as they establish their own microculture
   5.4. Multiple “globes” and changes in emphasis occur over time
   5.5. Pacing and leading ideas from Chapter 4 become important here
   5.6. Dynamic balancing regulates movement from group to individual to theme
   5.7. The here-and-now focus is important to maintain the balance
   5.8. As each individual tells his/her story attend to body language, vocal tone and nonverbals
   5.9. Use attending and observing skills to process discrepancies among group member responses

6. Defining the Leadership Skills for Understanding and Working with Varying Stages and Dimensions of Group Process
   6.1. Microskills will help you attend, observe, listen and focus
   6.2. Theme-centered ideas provide a framework for using microskills
   6.3. Theories provide explanations for the dynamic group processes
   6.4. Four stages in group process are described according to eight theories
      6.4.1. Gazda (1971) cites Bach (1954) as the first attempt to define seven sequential stages of group process
6.4.2. Gazda’s (1971) four stages are exploration, transition, action and termination
6.4.3. Cohn’s (1969a,b) theme-centered theory emphasizes structure and information as important to group process
6.4.4. Tuckman’s (1965) forming, storming, norming, performing, adjourning sequence is also well known
6.4.5. Roger’s (1970) descriptive view of process is person-centered
6.4.6. Corey’s (2000) synthesis of group theories in four stages similar to Gazda

7. A Holistic Perspective: The Ivey Taxonomy
7.1. Groups do not always follow a linear stage model
7.2. Conflict in a group can occur at any point
7.3. Issues and concerns about group process can arise at any time
7.4. Issues constantly surface and resurface in a cyclical fashion
7.5. Recycling has been identified by Parham (1989) as central to group and individual change
7.6. The IT endorses both a linear stage theory and a recycling circular model using stage and dimension interchangeably
7.7. A positive approach to the group provides the basis for growth and understanding
7.8. The leader seeks a dynamic balance between pacing and leading
7.9. Disturbances take precedent in theme-centered group processing

8. Integrating Theme-Centered Group Work and the IT
8.1. A practical checklist is provided for holistic theme-centered group interaction
8.2. Dimension 1: Initiating the group—Rapport and structuring activities
   8.2.1. Go over administrative details and ground rules briefly
   8.2.2. Ask people to share their names and expectations
   8.2.3. A warm-up exercise is a good idea
   8.2.4. Goals are building trust, alleviating anxiety and emphasizing safety so that members will “buy in” to the group
8.3. Dimension 2: Gathering data—Stories and dynamic balancing of focus
   8.3.1. Encourage more group talk
   8.3.2. Leaders can move to a back-up role while actively observing and listening
   8.3.3. Participation is turned back to the group
   8.3.4. Help the group focus on its own process to find similarities and differences
   8.3.5. The original group theme is clearly introduced as the group focus
   8.3.6. A balance of individual focus, group focus and theme focus is maintained
   8.3.7. The leader may summarize the group process to help group members observe themselves
8.4. Dimension 3: The Positive Asset Search
   8.4.1. The PAS can be a third stage but can also be integrated throughout all stages
   8.4.2. The PAS can be part of storying and restorying
   8.4.3. The PAS is a good way to end a group or group session
   8.4.4. The PAS encourages group self-assessment
8.5. Dimension 4: Working—Examining Goals, Sharing, Confronting, Restorying
   8.5.1. The implicit group goal was to explore the theme collectively and personally
   8.5.2. The theme may be explored explicitly or implicitly, consciously or unconsciously
   8.5.3. The group members will react differently to the same theme and it is important to help each member think through their personal response
8.5.4. Help members transfer the learning in the group to the real world outside the group.

8.5.5. Periodic reviews of progress on the theme, individually and collectively can be helpful and requires a dynamic focus by the leader.

8.5.6. Participants will disagree and possibly confront one another on controversies requiring the use of listening and focusing skills.

8.5.7. Restorying and discovering new approaches can build on similarities and differences within the group.

8.5.8. Be aware of how the group is developing their own story and special relationship to the theme and articulate that story through summarizations.

8.6. Dimension 5: Ending---Generalizing and Acting on New Stories

8.6.1. Each group will be evaluated according to the resulting products of group interaction.

8.6.2. The process of ending a group is continuous throughout the group life.

8.6.3. The leader has the responsibility to define the outcomes or products of the group interaction.

8.6.4. Group members may want to develop action plans.

8.6.5. It is useful to have each member articulate what they learned from their group participation.

9. Using Theme-Centered Group Interaction and Stages/Dimensions with Child and Adolescent Groups

9.1. Most groups for young people are theme-centered.

9.2. Special topic groups are important for teens.

9.3. Groups on trauma and violence are increasingly important.

9.4. Many things will be happening at the same time in younger groups.

9.5. Stages are less useful than dimensions for describing younger groups.

10. Moving Toward Your Own Leadership Style

10.1. Three major ideas have been presented in this chapter.

10.1.1. Theme-centered group interaction was presented as it relates to microskills.

10.1.2. Stage theories of group development were presented and discussed.

10.1.3. A circular, holistic circle was drawn integrating stage theory with microskills.

11. Practicing Theme-Centered Group Interaction: Stages and Dimensions

11.1. Process observation of themes in a group.

11.2. The fish bowl exercise.

11.3. Applying the ideas to your own group practice.

3. Classroom Suggestions:

The visual image of the theme-centered approach with the focus divided between the individual group member, the group as a whole and the topic will be a valuable overhead for the students to conceptualize the process. It might be important to provide a brief “summary” every so often in this session of the group pointing out how the group has focused on each of the three aspects. The visual image of a triangle within a globe is also an important symbol for discussion as it places the three foci within the real-world context. The instructor will want to discuss the task of “dynamic balancing” in detail with the group as they relate to these two important visual images. The instructor might, for example, draw a non-symmetrical triangle where the individual is emphasized more, the theme more or the group more and ask the group to describe what they think such a group would be saying to one another. Once the group members become familiar with the three foci, the balancing of them will become more automatic.
In the discussion of stage theory, point out that this is not a simplistic linear one-directional model but that you recognize the complexity of group dynamics. Groups develop in a back-and-forth movement and jump from one stage or state to the other so that only over a longer period of time is it possible to see the directional “drift” of the group from an earlier to a later point. Groups, or at least individual members of groups, may be at different stages or states at the same time, depending on the topic and other circumstances.

The Ivey Taxonomy provides an opportunity for synthesis in a holistic perspective, combining the idealized linear stage/state theory with the recycling that occurs in reality. The five dimensions of group development can be applied to other real-world groups to which the members belong. Ask them to identify some of these groups according to the five dimensions indicating examples of behavior in those groups that could be classified by the five dimensions. Be careful that the members not give the group the attributes of an artificial person. Groups resemble people in some ways, as in developing over time, but it is important to recognize the difference between real persons and actual groups.

The experience of eating together can be a meaningful experience for groups as the group develops toward dimension five. In measuring the success of a meeting, for example, the presence of food and drink during the meeting is not enough to make the conference succeed but the absence of food and drink are enough to make an otherwise successful meeting fail. The instructor might consider bringing food to the group session or organizing a “pot luck dinner” and reflecting on how that makes a difference.

The instructor will want to keep track of changes in her or his own leadership style and perhaps keeping a journal of observations throughout the group sessions will be helpful to chart those changes. The instructor will likewise want to continue the process observation of the group as it changes over time. The five dimensions of group development are helpful for charting change over time. The fish bowl exercise is another helpful activity suggested for this class. Pay attention to how the group members teach one another, with the more insightful members bringing others up to their level of understanding as they move from one small group to another. Videotapes of these practice sessions will be valuable for your own self-analysis and for group discussion.

4. Additional Exercises:

All of the structures presented in this chapter relate to synthesis and bringing together the basic group microskills into patterns, themes or changes over time as the group changes direction. The following are some favorite exercises that might be helpful.

Exercise #1: Midpoint review

It might be useful to do a midpoint review, audit, evaluation or analysis of the group experience thus far. One way of doing that is to hand out a copy of the Ivey Taxonomy, covering all the topics presented in the group sessions up to this point.

Divide the class into two or three person groups to discuss for fifteen minutes what they have learned and any special problems that have come up thus far.

Have the groups of two or three merge into groups of four or six to share what the two groups have discussed and compare their different responses for a second period of fifteen minutes.

Have the groups of four or six merge into a larger group of eight or twelve to repeat the process with each of the smaller groups reporting back in turn to compare and contrast the group member’s experiences.

Continue this process until finally the group meets as a whole and members have had a chance to synthesize their observations about the group process.

In debriefing this experience the group leader might want to not be actively involved in the small group discussions so that members will not be inhibited by being overheard.
Individual members might be reluctant to voice their own opinions until they have had a chance to get feedback from other group members to validate their thoughts and feelings so the insight can be reported as a group finding rather than as an individual opinion. The group offers some degree of anonymity.

**Exercise #2: Internal dialogue**

When two people talk there are three conversations going on at the same time, one being the verbal exchange, a second and third being the internal dialogues of each partner. We think things that we do not say and the more cultural difference there is between members the less likely we are to know what one another is thinking. However we do know that part of our internal dialogue is negative and part is positive, like an angel and a devil in each of us.

This process can be made explicit by assigning one of the group members to role play a “devil” giving consistently negative messages that he/she thinks the other members are thinking but not saying, perhaps walking around behind the group members outside the group. Another member might role play an “angel” giving consistently positive messages that he/she thinks the other members are thinking but not saying and also walking around behind the group members outside the group.

This exercise can highlight the different levels of explicit and implicit communication going on in a group. In debriefing the leader needs to emphasize that this devil and angel are not real people but rather parts of the member’s imagination so the members role playing the devil and angel should not be held responsible for deliberately exaggerating what they think the other individual members might be thinking but not saying.

**Exercise #3: Pot luck dinner**

The idea of a “pot luck” meal together during a session may function as a group exercise and a form of celebration. Eating food together has a significant positive effect on the rapport and interaction. Many of our best memories from our family and friends will be around food and eating.

If the members are encouraged to bring food that somehow symbolizes what they want to say to the group that makes the experience even more potentially meaningful. In debriefing the leader will want to give each member an opportunity to talk about their experiences in the group thus far and what the symbol of eating together means to them.

• 5. Essay questions

1. Describe how Cohn’s (1969a,b) theme-centered approach fits with microcounseling skills.
2. What are the three unique aspects of Cohn’s (1969a,b,) theme-centered approach and how are they useful in group work?
3. Describe how a group may focus on an I, WE and IT in a balanced perspective giving a specific example. Draw and explain the visual symbol used to illustrate the theme-centered approach as it might change over time.
4. How might you monitor your own group process to balance the focus on I, WE and IT?
5. Give specific examples of how the group leader is like an orchestra conductor.
6. Give the arguments for and against a stage theory perspective of group process.
8. What are the implications of accepting both linear stage theory and the holistic cyclic orientation theory of groups as valid?
9. Describe how you would work as a leader in Dimension 1 of a group. Give examples.
10. Describe how you would work as a leader in Dimension 2 of a group. Give examples.
11. Describe how you would work as a leader in Dimension 3 of a group. Give examples.
12. Describe how you would work as a leader in Dimension 4 of a group. Give examples.
13. Describe how you would work as a leader in Dimension 5 of a group. Give examples.
14. How might you work with adolescents and youth differently with regard to theme centered groups? Give examples.
15. Compare and contrast the use of five dimensions with stage theory of group development.

6. WWW Sites:

Theme-centered group work is a triangle within the individual (I), the group (WE), and the theme (IT).

Theme-centered groups are those which have a specific subject for the group. Thematic issues are the topics for group members and the group as a whole. The site, “Group Leading as Attitude and Skill: Theme Centered Interaction (TCI)”, is provided as supplementary material to help group leaders get more knowledge about theme-centered approaches.

There are two ways to decide the themes of a group. The theme is either decided by a group leader for a specific population or by group members.

It is very important to carefully screen and choose group members when setting up a group on a specific topic. When decided by all group members, a group leader may want to know the detailed background and expectations of members as well as have a clear understanding of the group’s purpose. Ethnicity, gender, age, family information, education, experiences, etc. are always very important background information for group leaders to consider about their members for developing a diverse and balanced group. Expectations of members also is an influential factor of group dynamics and processes. Besides, it is very necessary for group leaders to access resources of the specific topics of Web sites or listservs, and newsgroups, as mentioned in the Chapter “Before You Start”.

When decided by the whole group members, a group leader has to integrate observing, attending, listening, and focusing skills in a group session, as well as to lead group members through an organized group process related to the thematic issues. “How to Help a Group Reach Consensus” provides materials to help group members choose and support the subject for the group. Group leaders encourage and help members to explore possible issues, open discussions, and seek a consensus.

Two sites are introduced here for providing possible topics for groups. “Working with Group Index” provides lots of subject indexes to work on groups in general, women, men, and youth. “Bridging the Gender Gap” demonstrates the specific topic of working with groups in the workplace.
Chapter 6

Integrating Microskills in a Full Group Session, Part II: Transcript of a Complete Theme-Centered Session

1. Narrative:

This chapter continues the process of synthesis. By charting progress the group leader can become more intentional in planning future directions. While the group reactions to specific leader interventions are sometimes predictable it is important to remember that groups are complicated and do not always respond as expected. The leader needs to be ready to “recover” when the unexpected happens. The microskills suggest many different “back-up plans” that a leader can use to recover.

There are several goals to accomplish in this session:

(1) To integrate observing, attending, basic listening and focusing skills in a full group session;
(2) To understand the basis of theme-centered groups and how the instructor can balance discussion of individual, group and thematic issues;
(3) To conceptualize group process as a series of sequential stages or states or recycled dimensions as the group moves and changes;
(4) To apply theme-centered group methods to facilitating the group;
(5) To utilize the Ivey Taxonomy for process analysis of groups.

There is no Warm-up exercise in this chapter but it would be possible to repeat one of the Warm-up exercises from previous chapters to put the group members in an active rather than a passive mode. It is important to recognize that each member comes to the group from an active outside life and brings many of those outside concerns, thoughts, hopes and fears into the group with her or him. They will be preoccupied with these outside-the-group interests and might have a hard time making the transition to group participation without some structure such as a Warm-up exercise.

2. Outline of the Chapter:

1. Group leaders can intentionally plan interventions with predictable results in group behavior
   1.1. However, groups can be unpredictable and the effective leader must be flexible
   1.2. Skill integration fits with theme-centered approaches
   1.3. Process analysis using the IT summarizes main ideas of this book
1.4. The additional objective of this chapter is on process analysis

2. Microskills strategies are organized into five major groupings
   2.1. Attending and observing (Chapter 2)
   2.2. Focusing skills (Chapter 3)
   2.3. The skills of the basic listening sequence (Chapter 4)
   2.4. Stages and dimensions (Chapters 5 and 6)
   2.5. Influencing skills and strategies (Chapters 7, 8 and 9)

3. Intentionality implies that leaders can anticipate and predict the consequences of their actions
   3.1. Extensive research on microskills indicates that the group response to specific interventions is generally predictable
   3.2. However, it is important to expect the unexpected
   3.3. Multiple skills and strategies will help the leader be more flexible
   3.4. It is useful to make a transcript a group session for microanalysis of the group process

4. Theme-Centered Group Work in Action: Transcript
   4.1. The transcript provides an opportunity to rehearse your own independent group leadership
   4.2. Theme-centered groups are partially structured with a theme but still unpredictable
   4.3. Theme-centered groups and counseling groups overlap
   4.4. The five group stages/dimensions provide a structure for analysis
   4.5. You may move back and forth and recycle across stages in actual groups

5. A gender socialization group with men and women members
   5.1. The group begins with establishing rapport and letting participants know what is going to happen
   5.2. The goal is to alleviate anxiety and promote comfort and trust
   5.3. Preparation of the group setting ahead of time is important
   5.4. Members are encouraged to “buy into” the group
   5.5. Allow time for members to get acquainted
   5.6. Almost all groups begin with an invitation to participate
   5.7. Disturbances will come up to be dealt with
   5.8. Allow participants to ask questions and share expectations
   5.9. A structuring directive helps establish the basic theme
   5.10. Silence may be an appropriate intervention

6. Gathering Data—Stories and Dynamic Balancing of Focus
   6.1. The second stage builds on the rapport developed earlier
   6.2. The group is building and developing its own identity
   6.3. The telling of stories is important at this point
   6.4. The combined focus on members, the group and the theme are kept in balance
   6.5. Each member will have a story or more to tell if they feel comfortable doing so
   6.6. Each member will have reactions to everyone else’s story
   6.7. A summary can be useful to keep track of the group process
   6.8. Conflicts will emerge and can be dealt with as appropriate

7. The Positive Asset Search
   7.1. The PAS can be integrated throughout the group process
   7.2. This does not mean that conflict should be avoided, but rather reframed in the context of group and/or individual assets
   7.3. Stories of past histories sometimes provides a valuable background of resources
   7.4. It might be appropriate to take “time out” if the conflicts begin to dominate the group
   7.5. The PAS is combined with a clear structure to help the leader manage the group dynamics
8. Working—Examining Goals, Sharing, Confronting, Restorying
   8.1. This stage also depends on having developed rapport in the previous stages
   8.2. With increased complexity, the discussion can become more “hot,” putting multiple issues on the table for discussion and requiring the group to recycle back to rapport building again
   8.3. Goal setting is where the group often moves from an individual to a group focus
   8.4. Some groups skip over goal setting and move directly to sharing, confronting, and restorying

9. Ending: Generalizing and Acting on New Stories
   9.1. The conclusion of a group can be difficult especially if the experiences were extremely positive or negative
   9.2. Conclusions provide a reality check for transfer of skills to the real world
   9.3. The final termination should be a continuation of an ongoing process

10. Moving toward your own Leadership Style
   10.1. Self-examination is an important part of learning to be a group leader
   10.2. A detailed analysis of transcripts is a way of self-examination
   10.3. It is easier to spot the emerging issues and structure in a transcript than in actual interaction
   10.4. Therapy and counseling groups are similar in some ways to theme-centered groups
   10.5. Not all theme groups provide counseling and therapy and these specialized processes require a separate focus

• • • 3. Classroom Suggestions:

It might be useful to have a large chart of the Ivey Taxonomy where the group members can see it in the room as a reminder of where each of the microskills fits in the process of building intentionality. Having the structure always visible might help the group members organize what they are doing and why they are doing it in attempting to bring about positive change. To some extent, each microskill is linked to a predicted group member response, which will be covered in the final chapter of this book. Alternatively, the overheads supplied here may suffice.

A group transcript is provided in this chapter for detailed analysis. It would also be useful to have a detailed transcript from an actual group session if the facilities are available for making such a transcript. Group members are going to be much more highly motivated studying about themselves than about what strangers said to one another. This is another good reason for making audio and video recordings of the group sessions. A helpful teaching procedure is to videotape the group and debrief the video by stopping at significant points in the videotape to discuss what is happening. Videotaping is useful for each class session.

To give this transcript reality it might be useful to assign roles to group members and have them read the transcript like a script for a play. Other group members may want to “invent” additional characters and contribute to the interaction as well, stopping every few minutes to look at the process comments and discussing the group interaction. Often the groups get side-tracked on a topic of special importance to one or more group member that was triggered by something in the transcript.

If different group members have taken on the roles from the transcript you might have them respond (in role) to questions from other members of the group about how they feel the group (in the transcript) is going after reading out loud the transcript for each dimension or stage. In this way the there-and-then transcript becomes a here-and-now interaction for analysis by the group members. By taking on the roles the interaction is made more real for the group members than by “talking about” what the transcripts say. While reading the script out loud will seem awkward at first, it will quickly become easier.
The instructor will want to do a process analysis on her or his own role in the interaction of group, theme and members. Along with the members, the instructor might also want to verbalize what was learned in this session from the group interaction. If the group as a whole is reluctant to identify what they have learned or experienced might be useful to have them find a partner and each one tell the other what he or she learned. Then the two-person team can report back to the group as a whole.

4. Additional Exercises:

The instructor will want to keep the focus solely on the transcript for this session and not be distracted by competing activities. Consequently all three exercises suggested for this session focus on how the group members can process the transcript in a different way.

Exercise #1: Unspoken messages

Ask members to “write in” the un-said things they think each character in the transcript might be thinking but not saying. When everyone has written in their idea of implicit short thoughts and feelings for the character then each can read out to the group what they thought the messages would be. This process will help the group members recognize the un-said messages being generated by group members in the transcript. In debriefing this exercise the leader might suggest that class members here-and-now might also have internal messages about the group interaction.

Exercise #2: Role playing the transcript

Ask an individual group member to volunteer to role play each of the characters in the transcript and be interviewed (in role) by the other group members about what he or she thought about the group in the transcript. By interviewing each of the characters in the transcript the group members will have a chance to analyze, evaluate and process the transcript. This will personalize the transcript through role play.

In debriefing this exercise the leader will want to have group members identify how the interaction has changed their opinion about the character in the transcript. What do they like and not like about each character in the role play? Who do they identify with? What do they think the different characters want out of their transcript group?

Exercise #3: Key words

Break into small groups of two or three members to select the “key words” in the transcript either (1) for each individual character in the transcript or (2) at each stage or dimension of the group. Notice how different stages or different characters have different key words. When everyone has done their analysis of the key words in the transcript have the subgroup report back to the larger group about the key words they have found and what they think those key words mean.

In debriefing this exercise it will be useful to have a newsprint and colored marker handy to record the key words for class discussion of why some words were more important or frequently used than others. This would also be done with key emotions.

5. Essay Questions:

1. To what extent do you think that a group member’s responses to a specific leader intervention will be predictable and why? Be specific.
2. What do you do when the microskill you are using doesn’t seem to be working and why? Be specific.
3. Does intentionality depend on being able to predict how group members react and why or why not? Discuss.
4. What can be learned from composing a transcript of your own group interactions? Be specific.
5. When would you focus on establishing rapport in a group and why? Give examples.
6. As the group moves further into the process what is likely to happen to the role of the group leader? Give examples.
7. How would you go about helping a group develop its own group identity? Be specific.
8. What are the different ways that telling stories can be useful to the group process? Give examples.
9. When would it be appropriate to do a positive asset search and why? Give examples.
10. How might a skilled leader respond when the group faces a real challenge? Give examples.
11. What sorts of group behavior would you expect in the working phase of a group? Be specific.
12. When might you skip over goal setting and move directly to sharing, confronting and restorying in a group? Give examples.
13. How can you make the conclusion of a group less difficult? Give examples.
14. What might happen to cause the leader to “lose the group?” Give examples.
15. How would counseling and therapy groups be run differently than other theme-centered groups? Be specific.
16. Define the five stages/dimensions of groups.

• • • 6. WWW Sites:

The most difficult but interesting challenge for group leaders is the unpredictable responses and processes in groups. Group leaders play important roles in leading groups as teams. It is always a challenge for group leaders to create a flexible balance in group discussion, deal constructively with dilemmas, and accomplish the purpose of the group. “How to Facilitate Teambuilding”, is an essential site for theme-centered groups, identifies five stages of development in groups and discusses how dysfunctional behavior is harmful to groups. Relationship building is a basic step for goal setting in a group and a key word for moving individual members as a group. The site “How to F*** Up Relationships” provides examples of various misunderstandings that destroy relationships between group members. Group leaders will learn to intentionally integrate microskills and establish their own leadership styles for approaching the themes of groups.

How to balance the discussion of individual, group, and themes of groups is a very important goal of theme-centered groups. Cultural-based values and behaviors have a great influence on communication and conflicts. Here, “Managing Cultural Differences in the Workplace” is provided to discuss how to manage cultural differences in groups as in a workplace. Awareness is the first step. Some factors such as resistance to change, inherent bias, and the lack of tools, undermine awareness and disregard cultural values and norms. “Do-it-yourself Mediation” is provided as a tool to help individuals of any ethnicity, gender or race in search of common ground with different cultural backgrounds. Group leaders have to carefully seek mutually satisfactory solutions for all group members.

“Guy’s and St. Thomas’s Hospitals” is introduced here as an example. It offers weekly psychodynamic group analytic therapy to help group members to support each other. They explore and practice new ways of thinking and social behavior.

Managing Cultural Differences in the Workplace
http://www.mediationworks.com/mti/cultdiff.htm

This site discusses the ways of managing cultural differences in the workplace. Factors of cultural differences in the workplace are discussed.
Threat to psychotherapy services run from Guy’s and St. Thomas’s Hospitals

Description of and rationale for the Group Psychotherapy Service

http://www.psyctc.org/info/cat_supp/supp2.htm

This site introduces psychodynamic group analytic therapy in Guy’s and St. Thomas’s Hospital: There are up to eight patients in a group for a minimum two years for most groups. The purpose and techniques of group information are provided.
This chapter moves from the basic microskills of the BLS to the more advanced microskills of interpersonal influence. While many of the skills, such as Listening, are similar to the basic microskills the same skills are now used in a more active mode to bring about specific desired changes in the group. We assume that every behavior is attached to an expectation or goal, whether implicit or explicit, and that human behavior is essentially purposive activity. Even the decision to do nothing is a decision and that “non-behavior” will be interpreted by others to have a purpose and meaning. An administrator I know once said that when gender questions came up in discussion he kept his head down and said nothing because whatever he could say would probably be wrong. He failed to recognize how his unwillingness to speak was also being interpreted as wrong by both sides of the argument! While influencing others is a daring and risky thing to do, you have no other choice. Your only choice is to pick the degree and direction of your influence.

The goals of this chapter focus on understanding and mastery:

1. To understand and master microskills of interpersonal influence;
2. To combine the microskills into more broadly defined strategies;
3. To reframe and interpret the Basic Listening Sequence as an influencing strategy;
4. To learn the skill of appropriate self-disclosure;
5. To learn the skill of accurate and appropriate feedback.

These microskills and strategies will build on the previous six chapters but also introduce new topics by which you can influence the behavior of the group and of group members.
2.2. Distinguish skills and microskills that have influenced us over the years. Stories become the vehicles of our learning.

3. Defining the Leadership Skills and Strategies of Interpersonal influence
   3.1. Groups are about change, expansion and possibility
   3.2. We influence others even when we sit back and do nothing
   3.3. The reciprocal influencing procedure is an example of the dialectics of change

4. The Basic Listening Sequence and Focusing
   4.1. Hearing others talk in the group changes our perception of them
       4.1.1. There is a sense of being heard and recognized as a person
       4.1.2. Being listened to frees us to hear others
       4.1.3. Many people who don’t listen have never been listened to by others
   4.2. Effective listening opens us up for the dialectics of change
   4.3. The leader can model good listening skills to the members
   4.4. Listening is a minimally intrusive way of helping members grow

5. Workplace challenges
   5.1. The transcript of Melanie (the leader) demonstrates multiple microskills
   5.2. Members are influenced to examine themselves in safety and with trust
   5.3. Both here-and-now and there-and-then examples are used in the group
   5.4. The BLS has been used by Melanie to bring out facts, thoughts and feelings

6. Reframing/Interpretation
   6.1. A central goal of groups is to help members look at themselves
   6.2. Reframing is viewing the situation from a new perspective
   6.3. Reframing provides a new frame or point of reference to the member
   6.4. Reframing offers a fresh explanation or a new meaning for what is happening
   6.5. Reframing occurs when members engage in one or more activities
       6.5.1. Tells the story from a new perspective
       6.5.2. Moves from seeing themselves as the fault to finding a balance
       6.5.3. Finds a new meaning in the situation
       6.5.4. Sees a problem accurately from someone else's perspective
       6.5.5. Labels or names their story in a new way
       6.5.6. Learns to think and behave in new ways
   6.6. The responsibility for reframing is on the person providing the new frame of reference
   6.7. Some leaders will avoid reframing and let members find their own direction

7. The Observation of Change Scale helps observe members responses
   7.1. Are members of your group in denial about a new way of thinking, feeling or behaving?
   7.2. Are they starting to change?
   7.3. Are they able to incorporate information from the group to change?
   7.4. Are group members able to generalize group learning to the real world?
   7.5. The OCS is for assessing reaction to reframing and interpretation strategies
   7.6. The OCS is also a way to examine group member responses to microskills
   7.7. It is best to let members reframe their own stories but this, of course, is not always possible
   7.8. Learning to view a situation in a new way is an essential leadership skill
   7.9. Linking is a way to describe reframing, bringing the past into the present
   7.10. Reframes are linked to theoretical orientations

8. Self-Disclosure
   8.1. Self-disclosure is defined as the sharing of stories, information, thoughts and feelings about oneself in the group
   8.2. Self-disclosure can be there and then stories or here-and-now perspectives
8.3. Group experiences become more powerful in here-and-now self-disclosures
8.4. Self-disclosure is the microskill you will see most often in groups
8.5. Leaders need to monitor their self-disclosure carefully
  8.5.1. Too much self-disclosure will cause members to withdraw
  8.5.2. Too little self-disclosure will also distance the leader from members
8.6. When you use self-disclosure as a leader you are temporarily becoming a member
8.7. Some members will use self-disclose too much resulting in embarrassment or fear
8.8. Shallow and superficial self-disclosure is also counter productive
8.9. Self-disclosure can be identified through specific behaviors
  8.9.1. “I” statements
  8.9.2. Description of thoughts, feelings, facts or behaviors
  8.9.3. Here-and-now statements
  8.9.4. Depth disclosures
  8.9.5. Parallel sharing of self-disclosures to match others
9. Feedback
  9.1. Feedback was introduced earlier but also has a more advanced level of meaning
  9.2. Self-disclosure is closely related to feedback
  9.3. Leaders facilitate members providing feedback to one another
  9.4. Leaders will also want to model appropriate receiving and giving of feedback
  9.5. Feedback may be verbal or nonverbal
  9.6. Some basic principles of good feedback are listed
    9.6.1. Readiness
    9.6.2. Relatively non-judgmental
    9.6.3. Concrete and specific
    9.6.4. Focus on strengths and positive assets whenever possible
    9.6.5. Use I/you statements
  9.7. Group feedback itself can be oppressive
  9.8. Corrective or challenging feedback can be helpful in our growth
10. Influencing skills of listening, reframing/interpretation, self-disclosure and feedback with child and adolescent groups
  10.1. Peer counselors and mediators can benefit especially from microskills
  10.2. Influencing skills can help increase self-esteem and self-efficacy for peer helpers and their clients
  10.3. Children’s groups may be shorter and more structured
11. Moving toward your own leadership style
  11.1. Four areas of microskills and strategies have been presented, listening, reframing/interpretation, self-disclosure and feedback
  11.2. Leader modeling is basic to all these microskills
  11.3. The Observation of Change Scale helps assess group members
  11.4. Process observation of interpersonal influence is important

• • • 3. Classroom Suggestions:

The Warm-up exercise asks the group members to assess what they already know about interpersonal influence. The student is reminded of their relationship with others and the overlapping stories we tell about ourselves and others. Students will remember how they have influenced others and how others influence them. A visual image is to ask that they imagine a thousand people sitting in their seat with them whom they have assembled over a lifetime from friends, enemies, relatives, heroes and fantasies.
Our internal dialogue is hearing those thousand people talking with one another and with ourselves. Not only are other people attached to you but you are also attached to other people for whom you have been significant. The inter-connectedness of people with one another is a literal as well as a metaphorical reality. The Warm-up exercise asks the members to identify stories where influence and change has occurred and to learn from that story about how they influence others.

The members are asked to write down specific examples of how they have influenced others and how others have influenced themselves. By becoming more consciously aware of the influence process each group member moves closer toward being intentional in their behaviors. Specific examples of listening, reframing and feedback are requested. You might want to assign these blanks as homework to be done by students in the week between class meetings so that the discussion can move directly into analysis rather than taking class time to write out the examples.

Noting media influences, the group may also take examples from the local, regional, national or international newsmakers as they influence others and examine the ways that influence is made. An excellent example of influencing is advertising, where the add writers get paid for influencing other people’s behavior. Give everyone a magazine and comment on the way that listening, reframing/interpretation, self-disclosure and feedback are used in advertising to influence potential customers.

You may want to read the transcripts in the book like a script for a play and then have the role player (in role) describe how he or she was being influenced and how he or she felt about it. Allow the group members to project themselves into the characters of the transcript and look at those transcripts from the “inside.” In the debriefing of this activity the leader will want to review and discuss the process comments on the right hand column.

Reframing/interpretation is an important but difficult microskill. It involves taking a negative situation or event and putting a positive interpretation or at least a new perspective on it. The group members can practice this by telling the group something painful that happened to them and then something pleasant which came out of that painful experience.

This is not to deny or diminish the pain of some experiences but rather to put the member in direct control of their response to that experience. You can not change experiences which happen, but you can change your response or reactions to those experiences. That is the purpose of intentionality. As members practice the skill of reframing they will discover the many different possible interpretations of each positive and negative event in their lives.

The Observation of Change Scale (OCS) is introduced in this chapter and will be frequently referred to in the last chapters of this book as a useful tool. Give the students a chance to practice using the scale, perhaps by reading a story about someone who changed to the group out loud and have everyone score that person on the OCS. Then compare their scores and discuss which score is most accurate. By using the OCS to score five or six different stories of change the members will become more precise and insightful about measuring changes in persons.

Linking the different perceptions putting different ideas together, the different microskills and the complex variables at work in the group is a very difficult task. One way of doing this is called “mind mapping” where you draw a circle on the board and write the person’s name or a concept in that circle. Then you draw other satellite circles around the primary circle with sub-labels in it for the complex multiple dimensions. Then you draw other satellite circles around each secondary circle with labels also. When you are through a complex network of lines and circles provides a visual “mind map” of how that person or concept is linked to other persons and/or concepts.

Self-disclosure is a higher risk option but when appropriately used can have a powerful effect. You may, for example, hand out small slips of paper with a personal characteristic or past activity or some kind of information on it and then ask each group member in turn to self-disclose that message as though it were actually true. It is important to make the
self-disclosures positive or relatively neutral so that no one becomes embarrassed by coincidentally being forced to disclose something which is real to them. You might also hand out pictures from a newspaper or magazine and ask members to talk about their reaction to the picture.

Giving and receiving feedback is potentially very sensitive also. Have each group member identify one positive and one negative feedback message and ask them how they would give that feedback to a sibling, a mother/father, a boss, a teacher, another student, a complete stranger, etc. to demonstrate how situation specific feedback (both positive and negative) might be. Go over the rules for effective feedback to make sure all the members understand them and their vital importance.

- 4. Additional Exercises:

These are exercises which we have found useful in groups for teaching the microskills of this chapter.

Exercise #1: Anonymous feedback

Circulate a list of positive characteristics to each group member with a seven (or ten) point scale beside each characteristic with a “1” indicating a low score and a “7” indicating a high score. Ask each group member to sign their name at the top of the page and score themselves on where they see themselves on each of the 8-10 characteristics.

When they have scored themselves they each pass the paper to the right (and receive someone else’s paper from the left). They then assign a score to the person whose name is at the top of the page for all 8-10 characteristics and pass that to the right. They do not sign their name to the other person’s paper so their score of others is anonymous. They continue scoring other individual group members until they receive their own completed score sheet back and they can see how well their perception of themselves fit with how they are being perceived by other group members.

In debriefing this exercise it will be important for the leader to help members interpret their scores in a nondefensive way, particularly if others see a member less positively than how the member sees him or herself. It does, however, provide an opportunity to self-disclose and to give feedback that will help each member check out how he or she is being perceived.

Exercise #2: Self-disclosure scale

Even the most homogenous group will differ in what they consider public and what they consider to be private. Sidney Jourard (1964) *The Transparent Self* provides a long list of items that are public for some people and private for others. Professor Dean Barnlund from San Francisco State University developed a short list of these items that he has used in research. Ask students to indicate which of the following topics they would consider private (e.g. they would normally reserve these for discussion with three or four very close family or friends but not with others).


**WORK OR STUDIES** 1. What I feel are my shortcomings, 2. What I feel are my strong points, 3. My goals and ambitions, 4. How I feel about my career, 5. How I really feel about the people I work for or with.

PERSONALITY 1. Aspects of my personality I dislike, 2. Feelings I have trouble expressing or controlling, 3. Facts of my present sex life, 4. Things I feel ashamed or guilty about, 5. Things that make me feel proud.


In debriefing this exercise the leader may want to have members report their scores in five point categories to prevent putting anyone on the spot. It is also important to point out that neither being public or private is wrong but merely a personal choice. The scores will probably be distributed in a bell shaped curve. You can then discuss the effect of respecting or not respecting one another’s sense of privacy in a group.

Exercise #3: Disclosing secrets

Everyone comes up with one secret or item of private information about themselves that nobody else in the group knows. These secrets are typed on a list that resembles a “bingo score sheet” but not indicating which characteristic belongs to which group member. The group members interact with one another to discover which secret belongs to which person and the one who completes the list first is the winner. In the debriefing the leader will point out how relatively little we know about one another, even when we are good friends. The largest part of ourselves is private and secret.

5. Essay Questions:

1. What are the social and political implications of group membership being a purposeful activity with skilled leaders and members?
2. What does it mean to say you cannot “not” influence? Give examples.
3. What are the implications of being people in relation and other than individualistic?
4. What is the likely effect of being heard fully and accurately by other people in your social groups?
5. Explain the dialectics of change and its historical background.
6. Is the basic listening sequence a foundation for change in all groups? Give examples.
7. Under what conditions would you focus on there-and-then in your group discussion and when would you focus on this here-and-now?
8. What are some of the ways that reframing occurs in a group? Give examples.
9. How is the Observation of Change Scale useful? Give examples.
10. When would it be better to let the group members reframe and when would it be better to do the reframing as a leader? How do you know the differences?
11. What is the theoretical basis of reframing? Give examples.
12. Explain how you would use linking? Give examples.
13. What are some of the different ways you can demonstrate self-disclosure? What are the positive and negative consequences of self-disclosure?
14. Discuss the basic principles of effective feedback as used in a group. Give examples.
15. How would you use interpersonal influencing skills differently with children and youth groups? What can you learn from working with children and youth that will help you work better with adults?

6. WWW Sites:

More advanced skills for interpersonal influence are introduced in these two chapters. It is very important to use more active skills to help group members be attentive to their purposes and meanings. “Integrative Reframing” is provided to introduce ways of win-win reframing from different perspectives based on interests, needs and fairness. Stereotypes
and overly simple descriptions of people according to their cultural background, are likely to result from inaccurate images. In “Stereotypes breaking Actions” and “Race Ethnicity Stereotypes”, group leaders can recognize cultural stereotypes and understand the importance of breaking stereotypes.

“Knowledge Group” is introduced to describe the skills of interpersonal influences. It is a focused group setting that uses listening skills to focus and lead the group’s attention to accomplish the clients’ goals by analyzing the employees’ or customers’ reactions. Analyses always focus not only on verbal clues, but also on gestures, incongruent conduct, and feeling states of employees and customers.

Another web site ”Meaning-Centered Family Therapy and Resistance” demonstrates the meaning model of existential psychotherapy. Since meaning is subjective to individuals, group leaders have to avoid being influenced by stereotypes and relate the meaning of each group member’s perspective with different cultures. The family is especially important as a small social unit.

Knowledge Group
http://www.lankton.com/ke.htm
Knowledge Group, developed by Lankton Association, emphasizes using various useful information about group members to carefully analyze employee or customer reaction. Knowledge Group is very goal directed. Verbal and non-verbal responses are studies, including face-to-face or media interface communications. Recommendation for action will be provided corporate customers; and further consulting activities will be described. This site introduces both detailed descriptions of analysis skills.

Integrative (or Win-Win) Reframing
http://www.colorado.edu/conflict/peace/treatment/wwrefram.htm
This site is part of the International Online Training Program On Intractable Conflict which is hosted by the University of Colorado and introduces the idea of focusing on the needs-base framework. Several examples are provided to introduce reframing.

Stereotype-Breaking Actions
http://www.colorado.edu/conflict/peace/treatment/stereobk.htm
This site is part of the International Online Training Program On Intractable Conflict which is hosted by the University of Colorado and introduces how to break stereotypes in order to replace the negative images of people with positive ones.
Chapter 8

Skills and Strategies for Interpersonal Influence, Part II: Structuring Strategies, Logical Consequences, Eliciting and Reflecting Meaning

• • • 1. Narrative:
This chapter continues the emphasis on interpersonal influence introducing the additional microskills of structuring, logical consequences, and eliciting/reflecting meaning. All groups have structure, although the structure may be more explicit in some groups than in others. Even “un-structure” requires a degree of structure to prevent the group from being captured by one or another agenda. Experience indeed is sometimes the best teacher and logical consequences make that point clearly.

Learning from our experiences, however, is not an easy or automatic process and takes some planning and preparation. The meaning in life is often what drives us individually toward our life goals whatever they may be. Psychology provides numerous examples of the importance of meaning in guiding human behavior. These strategies are key elements in this chapter.

There are several goals for the chapter that should be kept in mind:

(1) To understand and master structuring, logical consequences and reflecting meaning as microskills;
(2) To combine these three microskills into a strategy for interpersonal influence;
(3) To master structuring strategies of directives, suggestions and instruction;
(4) To master logical consequences with special attention to behavioral functioning;
(5) To master eliciting and reflecting meaning;
(6) To assess change among members through the Observation & Change Scale;
(7) To apply interpersonal influencing skills and strategies to your own group leadership. These skills will require the use of all previous microskills on which they are based. The bottom line is to learn how to influence people in groups.

• • • 2. Outline of the Chapter:

1. All leaders guide their groups in varying ways
   1.1. In highly structured groups the leader will explain structure
   1.2. In less structured groups the process will be more implicit
   1.3. Exploring logical consequences helps members look at themselves
   1.4. The meanings behind our behaviors help us explain our behaviors and feelings
2. Warm-up exercise
   1.1 Anger management groups are illustrated in a transcript
   1.2 Psychoeducational groups are also theme-centered
   1.3 Both structured and unstructured exercises can be used
   1.4 Exercises are most useful in the first two dimensions of a group
   1.5 The PAS, the third dimension, will be used throughout the process

3. Structuring skills
   3.1. The ABC analysis (antecedent, behavior, consequence) is a basic sequence of questioning skills
   3.2. Directives, suggestions and instruction are designed to make things happen
   3.3. Structuring skills influence the group to follow the leader
   3.4. The issue is not whether to provide structure but how much structure is appropriate
   3.5. In psycho-educational anger management groups some structure is appropriate
       3.5.1. Provide them with an overview of what is expected
       3.5.2. Ask them to share their names and expectations
       3.5.3. Direct them to work in subgroups and report back
       3.5.4. Inform them it is time for a new activity
       3.5.5. Instruct them in skills for anger management
       3.5.6. Encourage them to think in new ways about their anger stories
       3.5.7. Work with them to transfer ideas from the group to the real world

4. The principles of effective structuring
   4.1. Involve your group as much as possible
   4.2. Use appropriate visuals, vocal tone, verbal following and body language
   4.3. Be clear and concrete in your verbal expression
   4.4. Do one thing at a time
   4.5. Check out whether your directive, instruction or suggestion was heard

5. Logical consequences enable analysis of the consequences of one’s actions
   5.1. “If you do this, then that is likely to happen” (Dreikurs & Grey, 1968)
   5.2. Use listening skills carefully to draw out the situation fully
   5.3. Encourage group members to do the thinking themselves
   5.4. Let people examine their own situation and make their own conclusions
   5.5. Provide a nonjudgmental summary of positive and negative consequences
   5.6. Encourage group members to make their own decisions

6. Techniques for understanding consequences are available
   6.1. The Observation of Change Scale becomes useful in understanding logical consequences
   6.2. The ABCDEF acronym of Albert Ellis where A= objective facts about an event, B= the person’s beliefs about A, C= the emotional consequences or how a person feels and acts on A, D= Disputing, looking at the irrational belief and challenging it, E= Effective rational beliefs to replace irrational beliefs, and F= More positive and rational feelings and behaviors
   6.4. Ellis adds D (disputing irrational thinking), E (effect of disputation), and F (new feelings) to the ABC model

7. Eliciting and Reflection of Meaning
   7.1. What sense do you make of all this
   7.2. What is the underlying meaning or reason for what you have done
   7.3. What one thing stands out for you from this experience
   7.4. Eliciting and reflecting meaning gets at deeper issues in the stories
   7.5. Meanings are often the central dimension underlying behaviors, thoughts and feelings
   7.6. A change in one meaning changes the entire interconnected system
8. The relationship of Meaning to Behaviors, Thoughts and Feelings
  8.1. Use listening skills to draw out the story and relevant behaviors
  8.2. Some useful questions to draw out meaning are
    8.2.1. What does this mean to you?
    8.2.2. What sense do you make of it?
    8.2.3. What values underlie your actions?
    8.2.4. Why is that important (or unimportant) to you?
    8.2.5. Could you give me examples of some values that are important in your life?
    8.2.6. Could you give me examples of decisions where those values have been implemented in your life?
    8.2.7. What are some of the reasons you think that happens?
    8.2.8. Which of your personal values support/oppose that behavior, thought or feeling?
    8.2.9. What one thing has stood out for you from the discussion?
    8.2.10. Why?
    8.2.11. What purpose do you have in life?
    8.2.12. How do you want to be remembered?
  8.3. Reflect the meaning much as you might reflect feeling recognizing that feelings and meanings are linked
  8.4. Reflection of meaning is closely related to reframing and interpretation

9. Using the Influencing Skills with Child and Adolescent Groups
  9.1. Structuring strategies are even more important with child and adolescent groups
  9.2. Clarity and direction helps the group move and maintain organization
  9.3. Logical consequences are abstract concepts but helping children see the results of what they have done is helpful
  9.4. The mode of instruction emphasizes brief concrete and specific examples
  9.5. Children can discuss explore meaning by discussing what is important to them and what they value in their lives

10. Moving toward your own leadership style
  10.1. Three interpersonal influences microskills and strategies for change, directives, logical consequences and reflecting meaning
  10.2. Positive Asset Search and Positive Reframing are also important
  10.3. What kinds of structure do you favor?
  10.4. How is looking at consequences likely to be useful in your group?
  10.5. How will you elicit and reflect meaning?
  10.6. What have you learned in this chapter and what does it mean to you?

3. Classroom Suggestions:

The Warm-up exercise looks at stories about anger and conflict and constructive conflict/anger management. This is a topic that is certain to come up in groups where the members are taking risks, learning to change and discovering new information about themselves and others. This can be a frightening process and is likely to result in some anger, along with other related emotions. The anger can be a sign that things are going well. The members are not apathetic, they care about things, they are willing to risk alienation by showing their anger and they are mobilized to make a change if you and/or the group can help guide them in the right direction. In the stages of culture shock, the person in culture shock gets angry as things are starting to get better, not at their worst. The two handouts in the Warm-up exercise demonstrate how members can learn from studying examples of their own anger. People are never completely comfortable with anger, either their own or others, but the instructor can help the group members become more accepting of anger as a learning opportunity.
The ABC model of behavioral functional analysis is an easy way to classify each person’s behavior and particularly those behaviors resulting in anger. Helping each individual remember examples of their own anger and mobilize the learning potential of those incidents will be a valuable experience. This is an example of a structure that the group members can use to better understand themselves and others. Try to help the group learn from their own experiences rather than vicariously from “canned” experiences of others. If the members can identify a particularly valuable group experience, help them describe and define how that group experience was structured. You can do this through mini-lectures or by allowing the group members to take the lead, depending on the situation.

Dispute and challenge the ineffective irrational thought patterns that are discovered

Logical consequences, like putting your hand on a hot stove, are excellent vehicles of learning. Perhaps the instructor can draw examples from the group’s own experiences through the previous six or seven meetings to illustrate how logical consequences can teach us. Again, the more familiar the example the more likely that it will be remembered. The transcript also provides opportunities to look at logical consequences. You may want to role play the transcripts again having each character predict the logical consequences of what they are doing (in role).

Reflection of meaning is a difficult idea to capture. Most of us are not sure ourselves about the meaning behind our own behaviors, not to mention the meanings behind other people’s behaviors. It may be possible to see reflection of feelings as the more obvious signal and the reflection of meaning being “why” the person feels as he or she does at a deeper and less obvious level of analysis. It will be important to avoid intellectualizing and getting abstract as you discuss issues of meaning.

It is also important to point out that it may mean one thing to yourself but something quite different to the people around you. A policeman might look quite different when viewed by a political refugee than by a suburban American. Any of the previous exercises describe in the IM could be adjusted to focus on reflection of meaning.

4. Additional Exercises:

Exercise #1: Action project

Identify an action project (like writing a letter to the Editor of a newspaper) that can be completed by the group within one session and submitted on a topic where the group has strong feeling. Other action projects might range from volunteering as a group for a soup kitchen, going on field trips, cleaning up a park or a section of roadside. In debriefing this exercise the instructor will want to show how a group moves from talking about a problem to doing something about it. It is also important to point out that change happens in a series of very “small wins” and not like a tidal wave.

Help the members see how their small contribution makes a difference when added to others over a longer period of time. Keep the group from being discouraged and help them find the “meaning” of taking action.

Exercise #2: Making decisions across cultures

Bring a resource person into the class from a culture or population with which the group members are not likely to have had previous contact. It is important to find a resource person who is articulate and authentic. It is easy to find people who are authentic to a population but not articulate or who are articulate but not authentic. Ask the resource person to describe difficult decisions he or she has had to make. Have that person describe the situation up to BUT NOT INCLUDING the actual decision that was made. Stop the resource person at that point and have each group member predict what decision the resource person will have made and why.
When everyone has made their prediction then have the resource person explain what decision was made and why it was made that way. In debriefing this exercise it is a good idea to have worked with the resource person ahead of time and coached that person to help the instructor teach the class the concept of logical consequences or reflection of meaning. Allow the group members to ask their questions directly of the resource person and back off as a leader. Be open to the possibility that the resource person’s style might be quite different from the instructors.

Exercise #3: Giving up freedom

An exercise used to teach the perspective of aging is one where the group is given a list of 25 items and they are each asked to identify the top ten priorities for them personally from this list. They should pick those items most essential to their “quality of life.” The items are:

1. Helping others/community involvement
2. Exercise
3. Self-respect
4. Health
5. Happiness and inner peace
6. Mobility
7. Pets
8. Independence
9. Hobbies
10. Sports
11. Safety/security
12. Music and the arts
13. Faith/religion/spiritual development
14. Love/opportunity to love
15. Family/relationships with relatives
16. Sex/intimate relationships
17. Friends/relationships with friends
18. Work/gainful activity
19. Humor
20. Travel
21. Creativity/self-expression
22. Finances/financial security
23. Freedom/choices
24. Wisdom/intellectual development
25. Shopping
26. (Others)

When everyone has identified their ten factors tell them that ten years have passed and they will have to give up three of these factors due to aging. When they have crossed off three items then tell them that twenty years have passed and they will have to give up three more items. When they have crossed three more items off the list then tell them that thirty years have passed and they will have to cross off three more items. This leaves them with only one of the ten items left.

In debriefing the instructor may want to compare the similarities and differences among group members regarding the one remaining item. The instructor will also want to have the members tell how they felt giving up their quality of life. What were the consequences of having to give up these items which were so meaningful. Ask them if they thought the answer would be different if they were to do the exercise over again.
5. Essay Questions:

1. What are the ways that logical consequences can be important in a group discussion? Give examples.
2. Compare and contrast a theme-centered group and a psycho-educational group in their functioning. Be specific.
3. Discuss the usefulness of the Ellis A-B-C and ABCDEF structures for behavioral functional analysis of group dynamics. Give examples.
4. What is the primary function of structuring skills and describe how you would use them. Give examples.
5. Discuss the five principles of effective structuring and provide examples of each principle.
6. What are some important guidelines to consider when using the microskill of logical consequences in a group? Give examples.
7. How would you use the Observation of Change Scale to understand logical consequences? Give examples.
8. Describe why Ellis’ expanded the A-B-C to include a D-E-F sequence of analysis and give examples of these constructs in group work.
9. What might be some problems a group leader will encounter when trying to use the reflection of meaning microskill? How would the leader manage each problem?
10. Explain and define the word “meanings” as it is used in group process. What is the connection between meanings and cultural context?
11. Give a list of questions that might be useful to draw out meaning in a group. Explain the purpose of each question. Be specific.
12. What are the consequences of examining meaning in a group? What are the consequences of ignoring meaning?
13. How would you use influencing skills differently with children and youth? Explain the reason for your answer.
14. Why should your use of influencing skills be done more briefly with children and youth? Give examples.
15. How would you use the positive asset search as an influencing skill with children differently than with adults? Give examples.

6. WWW Sites:

Students are encouraged to use the search engines to identify appropriate web sites for this chapter.
1. Narrative:

This chapter continues the applications of microskills to interpersonal influence in groups by focusing on conflict and conflict management skills. The authors believe that there is a difference between facilitative and disruptive conflict. Conflict between friends or family who trust and love one another can actually enrich that relationship, as long as there is trust. If the love is gone then the conflict becomes destructive. The importance of common ground positive shared expectations is essential in constructive conflict management. In managing conflict between two people or groups where there is a discrepancy the first question to ask yourself is “why.”

What is the other person or group’s expectation when they behave in such a manner? Once the shared, common ground expectation behind the other person or group’s behavior has been identified (Respect, Trust, Safety, Fairness) there may be more tolerance of each person or group’s different behavior. By building a platform of understanding out of the positive shared expectations it might be possible to tolerate or even celebrate the different behaviors that people have to express their shared, common ground expectations.

There are several important goals to be accomplished in this chapter:

1. To understand and master positive skills of confrontation as a “supportive challenge;”
2. To integrate the multiple microskills already studied to help the leader become more intentional and flexible in reframing the conflict from a negative to a positive force;
3. To utilize the constructs of conflict management as a framework for observing group process;
4. To observe and process separately the elements of the conflict which are between individuals and those involving the whole group;
5. To observe appropriately process those elements of conflict directed toward you as the group leader;
6. To observe and make use of discrepancies, incongruities and contradictions as important indicative patterns describing the elements of conflict;
7. To observe and assess the process among group members through the OCS;
8. To apply conflict management skills and strategies toward your own intentional group leadership. These goals are a repetition of the microskills learned in previous chapters but applied to conflict settings. For that reason the microskills themselves will already be familiar.
The Warm-up exercise provides an opportunity to examine the complexity of conflict situations in a group context. Many of the important things we learn in life have been through conflict. To some extent all education or perhaps all change is itself a form of “conflict” as previously learned patterns are exchanged for new and unfamiliar patterns. In any case, it is the leader’s responsibility to reframe the conflict so that group members can take full advantage of the opportunities that conflict provides. The Positive Asset Search is a useful microskill to practice here. Members are asked to list examples in their lives and how they managed conflicts. How have previous conflicts been managed successfully or unsuccessfully and how conflicts are useful in personal growth? Each problem situation you have faced has a tremendous learning potential if one can focus on what it has taught. This chapter will help turn “problems” into “opportunities.”

2. Outline of the Chapter:

1. A natural condition of humankind is to engage in conflict
   1.1. Global complexity causes constant encounters with people who are different
   1.2. Leaders need to manage conflict in groups
   1.3. Conflict can have a potentially positive influence in groups
   1.4. Creative human growth often occurs in conflict situation
   1.5. Individuals who face internal conflict have the opportunity to change
   1.6. Confrontation is defined as a win-win strategy
      1.6.1. Not a direct harsh challenge but a more gentle skill
      1.6.2. Involves listening carefully and respectfully
      1.6.3. Help the client’s self-examination
      1.6.4. Not going against the client but going with the client toward clarification
      1.6.5. A supportive challenge with firmness and assertiveness by the leader
   1.7. Fundamental to conflict management is noting and observing discrepancies, incongruities and contradictions
   1.8. Incongruities may be within the individual, among group members or between the group members and the leader
2. Warm-up exercise
   2.1. Avoiding conflict would be to deny a learning opportunity
   2.2. Search out the positives underlying conflict as in the Positive Asset Search
   2.3. Conflict is not always a negative but also an opportunity for learning
   2.4. Many of us do not particularly enjoy dealing with conflict
3. Defining the Leadership Skill and Strategies of Managing Conflict
   3.1. Conflict is a stimulus to growth and change
   3.2. Conflict can become windows to learning for the group
4. A four step model for managing conflict
   4.1. Maintain positive intentional leadership
      4.1.1. You are not necessarily the target
      4.1.2. Start with your role as leader
      4.1.3. Cultural issues are likely to be important
      4.1.4. Perhaps you are the problem
   4.2. Listen and observe
      4.2.1. Begin with what you already know
      4.2.2. Group leaders learn to anticipate conflict
      4.2.3. Use your process observation skills to note developing discrepancies
      4.2.4. Conflict may be internal to a group member
      4.2.5. Conflict can be between or among group members
      4.2.6. Conflict can be between group members and the leader
   4.3. Confronting and Challenging Conflict and Discrepancies

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4.3.1. Summarize the conflicting behaviors/thought/feelings and meanings clearly
4.3.2. Be nonjudgmental
4.3.3. Bring in the Positive Asset Search
4.3.4. Observe reactions to confrontation
4.3.5. Use other microskills intentionally

4.4. Evaluate the Change Process with the Observation of Change Scale
4.4.1. The OCS helps you understand where the group is at
4.4.2. You may observe significant level 2 changes in members as they understand the conflict better
4.4.3. You will want to work in the here-and-now
4.4.4. Change your interventions as needed to use confrontation skills more successfully

5. Managing conflict in the group: Specific Transcript Examples
5.1. How do theories and abstract principles look in practice
5.2. An anger management group transcript is provided
5.3. Information about all group members is provided as background
5.4. The focus is on helping a member deal with problems outside the group
5.5. Conflict internal to an individual often plays itself out in group process

6. Managing conflict among group members in a second transcript example
6.1. It is important to be intentional and have multiple responses available for every situation
6.2. The use of Positive Asset Search in the confrontation process was effective
6.3. Direct mutual communication (DMC) focuses on here-and-now immediacy
6.4. DMC often begins with good intentions
6.5. The leader allows the wisdom of the group to prevail

7. Managing conflict with the leader in a third transcript
7.1. Intentional group leaders can expect to be challenged
7.2. One can never predict when the leader will be confronted
7.3. Effective leaders will be ready with multiple responses
7.4. The leader is not necessarily the target
7.5. Leaders represent authority figures
7.6. Issues about termination complicate the conflict

8. Intentionality follows some basic principles of effective communication
8.1. Build intentionally on a positive base
8.2. Listen to what the confrontive group member has to say
8.3. Periodically summarize the differences between you clearly and accurately
8.4. Evaluate what occurs on the Observation of Change Scale

9. Using Conflict Management Skills with Child and Adolescent Groups
9.1. Children may face difficult discrepancies and incongruities in their lives
9.2. Most confrontation skills in this chapter can be used with adolescents
9.3. Expect a more egocentric attitude with the typical teenager who focuses on self
9.4. Children may find it difficult to listen to others and particularly the adult authority
9.5. As a general rule encourage adolescents to take as much control as possible
9.6. Younger children will often have difficulty reflecting on what is happening
9.7. Language needs to be much more concrete
9.8. Divorce is a frequent area of conflict children experience in their family
9.9. Peer mediation and conflict resolution training has proven to be effective

10. Moving toward your own leadership style
10.1. Confrontation skills have been presented in a four-point model
   10.0.1. Intentional positive leadership
   10.0.2. Listening and observing
   10.0.3. Confrontation and challenge by summarizing
   10.0.4. Evaluate the change
10.2. Process observation helps increase conflict management skills

• • • 3. Classroom Suggestions:

Look up the list of constructs in Box 9.1 in the text. It is very useful to stimulate group discussion on constructive conflict management strategies. Each item on that list is likely to stimulate group members to remember one situation or another that was successful or unsuccessful. Don’t try to push through the list at the expense of cutting off group members from making their contributions in response to the list. If the instructor does not get through the list in one class period at least model a thorough and sensitive review of what is covered. Students can continue studying the list on their own once they see how that list can unlock secrets in their own life about how they have managed conflict successfully or unsuccessfully.

Try to keep reframing conflict as a potentially positive opportunity, even though some group members will dispute that perspective. This is not to say that conflict is easy or to minimalize the danger of conflict but merely to suggest that no opportunities for positive growth be overlooked. The four step model for managing conflict will be helpful to the students as they discuss the conflicts in their own lives.

The more cultural differences there are in a group the more likely that conflict will occur; but at the same time a culture-centered perspective will allow two people to disagree without either one being wrong. Imagine that someone from the other side of the world disagrees with you. You might possibly think “They come from such a different culture that it is no surprise that they have a different way of doing things.”

Therefore you might be more accepting of their different ways, because they come from a different culture.

You can also reframe conflict between parents and children, brother and sister, husband and wife into a multicultural framework that recognizes the possibility that you can be “culturally different” even from within the same family because of gender, age, lifestyle and socioeconomic differences. Reframing conflict into cultural categories is a valuable way of finding common ground to constructively manage that conflict.

The transcript examples provide a very real opportunity to analyze conflict in a safe way. Here again the instructor can assign roles from the transcript to individual members and read the transcript like a script. Then the instructor can ask what the members learned from taking on the roles. The instructor can also write in negative and positive unspoken messages on the transcript about what that person may have been thinking but not saying. By personalizing the transcript into the here-and-now the interaction becomes much more real but the members still have the safety of “role playing.” Especially in this unit on conflict it is most important to constantly monitor the safety level as perceived by group members. If they do not feel safe they will not take risks and if they don’t take risks they will not learn.

The exercises at the end of the chapter for practicing conflict management using the fish bowl and other strategies are very important for increasing the active participation of group members in learning about groups.

• • • 4. Additional Exercises:

These additional exercises have been used by us in our groups and have helped us develop the ideas we write about in this chapter. You may well have your own favorite exercises to use as well.
Exercise #1: Finding common ground

Ask for two volunteers from the group, one male and one female, to role play a husband and a wife wanting to get a divorce. (A variation of this would be an employer in conflict with an employee, or any two people who are in conflict.) Each of the two is asked to describe for a minute or two (no longer) why they want the divorce or how they have been badly treated by the other.

At the end of these two brief uninterrupted monologues then the rest of the group members are asked to be marriage counselors (or conflict managers) and to ask questions of one or the other person who remain in role “to offer advice.” The other group members may work individually or build on one another’s comments but hopefully everyone will have a chance to contribute. This exercise will seem a little chaotic at first but it gets easier quickly. As long as the members comments focus on the BEHAVIORS that one or the other person is doing the conflict will be seen to escalate, and it is VERY hard not to focus on the behavior. Lead the group members to massage the topic of positive shared expectation (“Tell me about when the two of you met and fell in love.”) without discussing behaviors until both parties in conflict can clearly see that they both want Respect, Fairness, Trust, Safety or some other positive expectation even though their behaviors for expressing or getting that expectation might be different. Then the conflict will be less likely to escalate.

The leader might interrupt the group member “marriage counselors” from time to time, reminding them to avoid interpreting the behavior out of context. In debriefing the leader will want to ask each of the two role players to tell how they felt during the interaction. Which comments seemed most helpful and why. Concepts from this chapter might also be brought into the analysis of the role play.

Exercise #2: Peer helping

The Peer Helpers Association materials describe a model for using peer mediation in managing conflict which has been extremely successful in the K-12 context and elsewhere. In their training program they practice sitting down with two individuals role playing a conflict situation with a third (and sometimes a fourth) person role playing the “mediator.” The materials even have a script for practicing the mediation process with specific rules about what can and cannot be done by the persons in conflict.

Mediation is offered as a better alternative than forced arbitration and has become very popular particularly in family and marriage conflict situations. The instructor might want to contact the Peer Helpers Association for more information on their materials. Materials are available for free use in schools by Win-Win & Associates, 2222 Greenway Ave, Charlotte, N.C., 28204.

Exercise #3: Fighting clean, fighting dirty

Another exercise is to divide the group up into two-person teams asking people to pick someone they are most comfortable working with. Then each team is matched with one of the other teams to role play a conflict situation where each team takes separate sides on the dispute and argues with the other team.

Both teams will be provided with “rules” for fighting fair which are: (1) Be respectful (2) Be direct and honest, (3) Stay calm and in control of yourself, (4) Take responsibility for your part of the problem, (5) Focus on solutions and not blame (let go of making the other person wrong), (6) Listen with an open mind (the angrier you are the harder this is), (7) Stay in the present, (8) Acknowledge the other person’s feelings and point of view (even if you don’t agree), (9) Be flexible and willing to work with instead of against the other person.

Both teams will also be provided with “rules” for fighting dirty that are to be avoided such as (1) Be disrespectful (name call, laugh at, put down), (2) Don’t take responsibility for your part of the problem, (3) Ignore the other person’s concerns (who cares!), (4) Blame,
judge and criticize, (5) Bring up the past, (6) Interrupt and try to get in the last word, (7) Bump, shove, hit or threaten to do so, (8) Generalize by saying “you always…” or “you never…” (9) Avoid or ignore the problem and stuff the angry feelings deep inside, (10) Don’t budge and act as if winning is more important than the relationship.

In debriefing the leader can review the rules for fighting fair and fighting dirty to see how well the argument fit the rules for fighting fair. The instructor may want to discuss this exercise using the feedback rules covered earlier.

5. Essay Questions:

1. To what extent is conflict both a potentially positive and a potentially negative force? Do you believe conflict is helpful in a group? Why or why not?
2. Describe a “gentle” confrontation in an example of conflict. Give examples.
3. What kinds of people are likely to cause conflicts in groups according to Carroll & Wiggins, 1997? Why?
4. Since conflict is a stimulus to growth and change would a group leader ever deliberately cause conflict in the group? Why or why not?
5. Describe the four step model for managing conflict and give examples.
6. How should a leader respond when he or she discovers that they are being perceived as the problem? Give examples.
7. What are the consequences of being judgmental and of being nonjudgmental in conflict management? Give examples.
8. How would you use the PAS in conflict management? Give examples.
9. How would you use the OCS in conflict management? Give examples.
10. How might conflict internal to an individual play itself out in group process and how would you as a leader respond? Give examples.
11. How might conflict between group members play itself out in group process and how would you as a leader respond? Give examples.
12. Describe how you would use the DMC in conflict management? Give examples.
13. How might conflict between group members and the leader play itself out in group process and how would you as a leader respond? Give examples.
14. Discuss the four basic principles of effective confrontation and how to use them. Give examples.
15. What cautions would you take when confronting in a group of children and/or adolescents? Give examples.

6. WWW Sites:

There are tremendous learning opportunities for group leaders and members when they face conflicts in groups. Conflict is a necessary part of the creative group processes; however, it is also potentially a destructive force to the process. Practicing interpersonal influence in conflict management and confrontation skills is always challenging for group leaders.

First of all, when conflicts and contradictions occur in groups, group leaders have to help members be aware of stress and deal with negative feelings, such as anger, sadness, or withdrawal. “How to Master Stress” introduces the topic of how to explore and assess stress and how to manage stress to reach goals as well as stress reduction techniques. “How to Manage Conflict in Groups” provides the strategies of managing conflicts to group leaders. It is very important to observe discrepancies, incongruities, and contradictions among members so that group leaders can manage conflicts in groups.

Finding common ground for members or for the whole group is an essential skill. Through a win-win strategy group leaders help members examine their problems and accomplish positive consequences from conflict. “Conflict Resolution” gives several insights into the conflict resolution process and helps members use effective discussion techniques.

How to Master Stress
http://www.mindtools.com/smpage.html
This site provides very organized structure with abundant resources of stress, which help people understand stress and learn how to manage stress.
1. Narrative:

This chapter provides a spring-board for achieving an advanced level of intentionality using microskills in groups. A variety of different groups and perspectives are presented in this chapter to help the instructor and group members appreciate the virtually unlimited possibilities of intentional group leadership. Because this advanced level is condensed the instructor will need to read in other books and sources cited in the chapter to gain a comprehensive understanding of the concepts introduced. We hope that the learning will continue even after this course is complete. Think of this chapter as an outline for group learning that can continue for the rest of your life as a part of one’s professional continuing education.

The goals for this chapter are based on mastery and understanding:

1. To identify and define your favorite orientation to group work;
2. To articulate your understanding of how the microskills are used differently across different theories and strategies;
3. To incorporate a variety of theories and strategies into your own style of running a group;
4. To appreciate the importance of task groups;
5. To appreciate the importance of assertiveness training;
6. To appreciate the importance of communication skills training;
7. To appreciate the importance of support groups;
8. To appreciate the importance of consciousness-raising groups. These goals are more “aspirational” and open-ended goals than the goals in previous chapters, recognizing their level of difficulty.

2. Outline of the Chapter:

1. Implementing multiple orientations and practices in group work
   1.1. Five dimensions/stages of the group
   1.2. Microskills platform in the IT
   1.3. Ruth Cohn’s Theme-Centered group interaction
   1.4. The basis for applied theories in practice
2. Warm-up exercise
   2.1. Microskills provides a new approach for thinking about group work and group theories
2.2. Each conception of group has its own pattern of microskill use
2.3. Start with yourself and your own favorite skills and strategies

3. Comparisons and Contrasts Among Orientations to Group Work
3.1. First, note the important commonalities among the approaches
   3.1.1. All group systems have listening and observation as fundamental
   3.1.2. A focus on the group itself seems to be universal
3.2. Examine transcripts of Carkhuff, Lifton and Goldberg with a summary of findings
   3.2.1. Talk time, the number of sentences each leader uses
   3.2.2. Focusing, the degree of structure used
   3.2.3. Microskills strategies used
3.3. Your choice of leadership style will effect what occurs in your group
3.4. You as a leader have a strong influence on your group

4. Skills being used in group work
4.1. All group leaders use the basic listening sequence, emphasizing various aspects
4.2. Focusing is used much more by some group approaches than others
   4.2.1. A task group will focus on the theme or problem
   4.2.2. A psychoanalytic therapy group will tend to focus mostly on the individual
   4.2.3. Multicultural groups will tend to focus on the context
   4.2.4. Person-centered groups will tend to emphasize here-and-now
   4.2.5. Educational groups might emphasize there-and-then
4.3. Questions may be used more by some approaches than others
4.4. Reflection of feeling will be used more by some approaches than others
4.5. Influencing skills will be used differently
   4.5.1. Interpretation is central to psychoanalytic groups
   4.5.2. Existential-humanist leaders will tend to do minimal reframing
   4.5.3. Behavioral groups will tend to use more directives and structure
4.6. Feedback is important in all groups but especially in existential-humanist and person-centered theories
4.7. Structuring will be important in assertiveness training groups
   4.7.1. Theme-centered groups vary in their use of structure
   4.7.2. Behavioral groups tend to be highly structured
   4.7.3. Psychoanalytic groups and existential-humanist groups vary
   4.7.4. Person-centered groups have a structure focused on here-and-now
   4.7.5. Few theories support truly unstructured groups

5. The importance of members engaging in skills
5.1. Leaders themselves will need to encourage members to engage in skills
5.2. All effective leaders encourage listening among group members
5.3. Facilitators of a conscious-raising group will emphasize contextual issues
5.4. Most group leaders will encourage more here-and-now conversation
5.5. Existential-humanist leaders will encourage members to self-disclose and provide feedback
5.6. Task group leaders will support members who provide clear ideas
5.7. Leaders often encourage skills and strategies for a smoothly working group
5.8. Leaders can take power away from groups by speaking too quickly or impulsively or with too much direction and structure

6. Integrative styles
6.1. Most group leaders vary their styles
6.2. Most leaders are eclectic in their integrated skills, strategies and theories
   6.2.1. Leaders have learned to vary their styles
   6.2.2. Leaders have learned to appreciate multiple possibilities
   6.2.3. Each leader has some skills or strategies they favor
6.3. Multicultural counseling and therapy (MCT) is eclectic

7. Integrating Microskills with Varying Orientations to Groups
   7.1. How might you facilitate an assertiveness training group
   7.2. How might you facilitate a communication skills training session
   7.3. How might you facilitate a task-oriented decisional group
   7.4. How might you facilitate a consciousness-raising group
   7.5. This is an introductory and intermediate textbook
      7.5.1. This textbook is not a comprehensive theory textbook
      7.5.2. This textbook is skills based and practice-oriented
   7.6. Further work in theory and methods beyond this book will be required

8. Structured and Psychoeducational Groups
   8.1. A task group focused on decision making is the most common group
   8.2. There is a high degree of structure and direction

9. Task and Decision Groups
   9.1. Serve organizational needs through committees, task forces, delegates or administrative agencies
   9.2. Serve client or member needs through teams, conference and social action
   9.3. Some groups work through the task stage earlier than other groups
   9.4. Focusing is a particularly important skill
   9.5. Encouragement of divergent thinking can be helpful
   9.6. Other typical strengths and problems will occur

10. Assertiveness Training Groups
    10.1. Focus on making the individual group members more assertive
    10.2. Cultural issues are important
    10.3. Addressing interpersonal conflict issues
    10.4. Confronting discrepancies, incongruities and difference

11. Communication Skills Training
    11.1. All group leaders lead communication skills groups
    11.2. Usually begins with listening training
    11.3. Videotape and audiotape is particularly helpful
    11.4. Primary focus is on the theme or topic or skill
    11.5. Need to provide clear, accurate and positive feedback
    11.6. Summarization is important for building
    11.7. Listening is important in skill development

12. Theme-Centered Groups
    12.1. One third on theme, one third on individual, one third on the group
    12.2. Other possibilities for focus include the cultural context
    12.3. Basic listening sequence is particularly important

13. Support Groups and Consciousness-Raising Groups
    13.1. One of the most common functions of groups
    13.2. Support groups tend to become consciousness-raising groups
       13.2.1. Examine stories
       13.2.2. Examine issues
       13.2.3. Focused on difficulties and finding positive assets
       13.2.4. External issues and barriers
    13.3. Some support groups move toward action
    13.4. Support groups are intended to help individuals cope as a primary focus
    13.5. Consciousness-raising groups have a larger focus
    13.6. Each support group will be unique in its dynamics
    13.7. Support groups teach us that we are not alone
    13.8. There are general principles of support groups
       13.8.1. Become informed as to the special needs and life demands
13.8.2. Become involved
13.8.3. Do your homework
13.8.4. Prepare as much as possible before the group meets
13.8.5. Pick a co-leader from the target population

13.9 The story, positive asset, restory, action model works well in support groups

14. Theory-oriented Group Work
14.1. Five example groups are described
14.2. Much work and study will be required before beginning such a group
14.3. Each approach uses listening and observation, conflict management and feedback
14.4. Each group uses dimensions or stages somewhat differently
14.5. Psychoanalytically-oriented groups
14.5.1. Relating the past to the present is essential
14.5.2. Linkage to the unconscious is important
14.5.3. Storytelling and discussion of concerns are valuable
14.5.4. Leadership style is unstructured
14.5.5. Interpretation/reframing is a main leader skill
14.5.6. May be a difficult style for minority cultural groups due to the lack of attention to context

14.6. Cognitive-Behavioral Groups
14.6.1. Assertiveness training, ABC Behavioral Analysis, REBT and Communication Skills training are examples
14.6.2. Originally came out of behavior therapy emphasizing directly observed behavior
14.6.3. CBT leaders use all microskills but tend to use more structure than other models
14.6.4. CBT can be used in multicultural situations, with adaptations and a focus on cultural context

14.7. Person-Centered Groups
14.7.1. Rogers applied his individualistic theory to groups
14.7.2. His approach has replaced T-groups and Encounter groups
14.7.3. Relatively little structuring is used
14.7.4. Listening and observing are central
14.7.5. Meaning issues are important
14.7.6. Reflection of Feeling with minimal use of questions
14.7.7. Self-disclosure is encouraged
14.7.8. A strong here-and-now focus

14.8. Existential-Humanist Groups
14.8.1. The focus is on finding meaning
14.8.2. A strong emphasis on personal freedom of choice
14.8.3. Members use the group to define their personal goals
14.8.4. The leader provides minimal structure
14.8.5. A strong here-and-now focus
14.8.6. Can produce casualties with inexperienced or too charismatic leadership

14.9. Integrative Group Work
14.9.1. Draw methods, skills and strategies from multiple sources
14.9.2. Multicultural counseling and therapy groups are an example
14.9.3. Consciousness-raising groups
14.9.4. Assertiveness training groups

15. Using Various Orientations with Child and Adolescent Groups
15.1. The approaches of psychoanalytic, person-centered and existential-humanist are most likely not suitable
15.2. Support groups work well for children from divorced families
15.3. Communication skills training can be useful
15.4. Cognitive behavioral orientation groups are suitable when adapted
15.5. The instructor needs to adapt style to each particular group

3. Classroom Suggestions:

The Warm-up exercise looks at varying orientations to groups and group theories. Think of yourself as a “filter” through which the information about all these different theories and approaches to group work will be processed. By being introspective about personal group work experiences, preferences, and insights, each group leader and member will experience the theory or approach differently. Review the different approaches to identify for yourself which of the microskills you are likely to use and why. Each member might want to compare their preferences with other group members and will probably discover that different members have different preferences. While this chart resembles a “Consumer Report” checklist we are not trying to check the quality or “price” of any particular microskill but rather to match each microskill with each theory, approach or context.

The instructor may want to give more emphasis to some parts of this chapter and less to other parts, since the chapter covers such a broad area of all group theories and different approaches. It may be better to do a few theories and approaches in greater depth than to try and cover everything and end up being superficial. Each instructor will make their own decision about classroom priorities for their particular group.

The different theories and approaches will also help the group leader and member identify their own personal preferences in group work and better understand why those personal preferences exist. In a similar mode, each group leader and member has personal preferences for some microskills more than others. Intentionality requires some insight into one’s personal preferences so that the instructor and member can make appropriate decisions about how to proceed.

It is important to allow the group members to articulate and accept that each member will have a different interpretation of each microskill and its usefulness so that the microskill hierarchy not be interpreted too rigidly. At the same time it is important that each member have confidence in their competence to master each of the microskills at this point and, ideally, could teach the microskills to others.

Each orientation to groups will also favor some microskills more than others. Psychoeducational groups, task and decision groups, assertiveness training, communication skills training and consciousness raising groups will all present their own preferred profile of microskill usage. It might be useful to quiz the members about which microskills would fit which approach and why to verify (check-out) their understanding of how to match microskills with the different approaches.

Group members might be asked to tell stories of when they or someone they know had the benefit of a support group for getting through a rough time in their lives. This involves some risk on the member’s part but at this point in the group there is probably a high level of trust.

Each of the different group theories also favors some microskills more than others. It might be useful to quiz the members to see if they can match the favorite microskill with each theory and explain why they make that particular match. Ultimately the group members will probably rely on an eclectic approach that incorporates different parts of different theories. It might be useful to ask each member which parts of which theories he or she likes best for groups and why. Additional references are provided in the text.

As the instructor continues to refine her or his own leadership style and eclectic basis for doing group work it might be useful to step back, from time to time, and see if the style has changed over time based on experiences. Groups are complex organizations and each group offers its own different complexity of variables. The fish bowl exercise for this
chapter will provide a good opportunity for both the leaders and members to reflect on the rationale for their particular preferences in group work.

4. Additional Exercises:

While all the previous exercises can be used to examine alternative approaches to group work, these seem particularly relevant.

Exercise #1: The Johari Window

The Johari was invented by Joseph Luft and Harry Ingham in 1955, to examine our own behavior and perception of that behavior in relation to others. This figure has had heuristic value for speculating about human behavior in groups. The “window” has four quadrants.

In Quadrant #1 the behavior and motivation are known both to self and to others.
In Quadrant #2 others can see things about ourselves about which we are unaware.
In Quadrant #3 we can see things about ourselves which are not known by others.
In Quadrant #4 there are things about us about which neither we nor others are yet aware but may learn about in the future.

The group can be divided into teams of two or three people who attempt to identify data in each of these four cells, based on their personal experience during the group class meetings. In debriefing the leader might have a large diagram on the board or overhead of The Johari Window four quadrants to help the group visualize the model. As people get to know one another more information is likely to move into Quadrant 1 and less data will be left in the other three areas. The leader might want to discuss the consequences to a group of any one Quadrant being larger or smaller than the others.

Exercise #2: The Dangers of Ineffective Skills

The dark side of skills is the recognition that they can be used to make things worse as well as make things better. Ask the group to discuss in small groups the list of how to become a more sophisticated saboteur in groups (B. Gertz, 1969, “How to become a more sophisticated saboteur in groups,” pp. 87–88 in Mill C. R. Selections from Human Relations Training News, Washington D.C. NTL) and discuss examples of how these skills might frustrate the progress of a group.

1. Find a scapegoat to blame and/or ultimately blame the “social order.”
2. Declare that you do not have “the” answer, which gets you out of having any answer at all.
3. For every proposal made come up with an opposite so that the middle ground (no proposal at all) appears to be the wisest choice.
4. Argue that we must not move too rapidly, which avoids the necessity of getting started.
5. Point out how any attempt to reach a conclusion is a “futile quest for certainty” and that doubt promotes growth so that, if challenged, you say something that nobody in the group can understand.
6. Look slightly embarrassed when the problem is brought up, hinting it is in bad taste or too simplistic to discuss.
7. Point out that no problem can be separated from any other problem, so no problem can be solved until all problems have been solved.
8. Suggest that the problem is simply a projection by unhappy group members of their personal problems onto the group.
9. Ask what is meant by the question, which will consume the discussion until time runs out.
(10) Point out all sides of every issue to hide your own indecisiveness in the illusion of objectivity.
(11) Insist that the group wait until an expert can be consulted.
(12) Retreat into general objectives on which everybody agrees but which are so general that they do not suggest a course of action.
(13) Give profound thanks to the person raising the problem and the profound discussion the problem has stimulated.

In debriefing this exercise the leader may want to be careful in case one or another of these strategies may have been frequently used by one or more group member in the past.

Exercise #3: The Super Hero’s Debate

Imagine a discussion of the four or five most famous leaders from the different theories such as Sigmund Freud, Carl Rogers, Albert Ellis, etc. about which theory of group work is the “best.” Ask four or five of the most articulate group members to take on one or another of those famous identities and participate in a discussion together, with the other group members arranged in a fish bowl outside to do a process analysis. The volunteers will need to have a week or two to prepare themselves so that their point of view is consistent and coherent as well as an accurate representation of the theory. In debriefing the group leader will want to point out any inconsistencies of interpretation by the role playing volunteer and perhaps alternative strategies which the role playing volunteer might have used but did not.

5. Essay Questions:

1. Evaluate the positive and negative features of the microskills approach to group work. Give examples.
2. Give examples of commonalities in skill use across approaches to group work and different theories.
3. Give examples of differences in skill use across approaches to group work and different theories.
4. Compare Carkhuff, Goldberg and Lifton’s use of talk time, focusing and microskills as described by Sherrard (1973). Be specific.
5. Describe how you would use the BLS from several different theoretical perspectives. Be specific.
6. Describe how you would use focusing from different theoretical perspectives. Be specific.
7. Describe how you would use structuring from different theoretical perspectives. Be specific.
8. Which approaches would favor the here-and-now and which approaches would favor the there-and-then approach to groups? Why or why not?
9. Describe the role of the leader from different theoretical perspectives. Give examples.
10. Describe an eclectic approach to group work and give examples.
11. What are some of the special problems and opportunities in multicultural groups?
12. How would you use microskills with structured and psychoeducational groups? Give examples.
13. How would you use microskills with task and decision groups? Give examples.
17. Describe the different ways in which support groups have become an important resource for influencing skills.
18. Describe the possible dangers of consciousness-raising groups for members and how a skilled leader might respond appropriately.
19. Describe the use of microskills in psychoanalytically oriented groups. Give examples.
21. Describe the use of microskills in Person-Centered groups. Give examples.
22. Describe the use of microskills in Existential-Humanistic groups. Give examples.
23. Describe the use of microskills in multicultural counseling and therapy groups. Give examples.
24. Which theoretical orientations are most likely to work with children and adolescent groups and why?
25. What are examples of cultural bias in the literature about group work?

6. WWW Sites:

Varieties of different groups working on different purposes based on different theories and microskills, are discussed in this chapter. Some groups focus on the approaches, such as support groups, theme-centered groups, cognitive-behavior groups, psychoanalysis oriented groups, person-center groups, etc. “Person-Centered International”, as a supplementary material, presents T-groups and Encounter groups of Roger with more detailed resources. Multicultural counseling and therapy groups, for example, work on personal concerns and emphasize the context, such as addiction, abuse, parenting, grief, relationships, etc.

“Co-Counseling International (UK) Homepage” is introduced here because it applies various skills, such as giving free attention, scanning, checking, discharging, and feedback, which are similar to microskills introduced in this book. However, it emphasizes a two-way counseling process, in which members can take a turn as both client and counselor. The built in assumption here is that clients are going to increase self-awareness to become professional people. It is client-directed so it focuses on clients more than counselors, no matter whether in individual or group settings.

Another kind of group available through Internet technology is also very important for group leaders. Online groups, such as discussion groups by e-mail, newsgroups, chat, and in-person meetings are examples of internet groups. Online groups, are very useful and essential for group leaders learning how to use knowledge efficiently in the Information Age. In “Before You Start”, “listserves” were introduced as one way to help group leaders gather information efficiently. The site, “The Geezer Brigade”, provides steps for studying an online group. First, it is very important to understand the backgrounds of other people in the group, such as the founders, group leaders, or group members. Then, one must get to know the strategies of communication of the group. There are many types of communication among members, such as e-mail lists, private e-mail, newsgroups, and chat by the Internet or phone. It becomes very important to establish group cohesion and maximize strengths of groups through using many different strategies for communication such as—webs, daily e-mails, feedback, real time chat, telephone contact, and in-person gathering. Other factors, such as how to address the needs of members, how to get recognition, how to feel a sense of belonging, and what developmental stages are provided for groups are also discussed.

It is especially important to understand the background, personality, and vision of the founders, leaders, and members of a group. Online groups are very unique examples provided by the Internet and it would be impossible to create them in the “real” world due to geographical distance. The possibility of finding people with similar topics and interests, as well as different styles of communication is increased through the net.

The Geezer Brigade – Steps in Studying an Online Group
http://www.rider.edu/users/suler/psycyber/geezerb.html
This site introduces information that how to set up an online group, how to influence the dynamics of the online group, and how to address the needs of members.
Person-Centered International
http://personcentered.com/group1.htm
This site provides detailed resources of encounter groups, coined by Carl Rogers, in the principles of the person-centered approach.
1. Narrative:

The final chapter is designed to help the group leader and members define their own personal profile of microskill preferences. This chapter serves as a kind of “exit interview” for the book, doing an inventory of exactly what has been learned. By focusing on this chapter, the instructor will help the group find closure to the many and complex topics that have been introduced. By now, group members will have an understanding that the microskills such as “listening” and “attending” are not as simple as they first seemed but are quite complicated and sophisticated. We have learned to have a great respect for these familiar and perhaps elementary skills as we have discovered new levels of meaning in their use.

The goals of this chapter are all focused on finding closure:

1. To assess the student’s personal skill level with the several skills, strategies and dimensions/stages discussed in this book;
2. To review and assess your personal skill level with the process observation approaches and instruments presented in this book;
3. To audiotape or videotape oneself with a group and do a process analysis of a transcript from that tape;
4. To review the concept of intentionality and how it relates to your group practice in the future.

There is no Warm-up exercises provided for this chapter but we suggest that you begin the class with an activity that puts the members in an active rather than passive mode and "gets things going." You may, for example, ask each member in turn to talk about what, among all aspects of this book and/or class meetings was the single most important feature. Student statements that begin with “I learned…” are often helpful.

2. Outline of the Chapter:

1. It is easier to be intentional if you have many alternatives
   1.1. The more skills you have mastered the more opportunities you have
   1.2. The Basic Listening Sequence provides a basic foundation skill
   1.3. Consequences are not always predictable and surprises happen
   1.4. There are several levels of mastery toward achieving intentionality
1.4.1. Classification mastery to identify the skill
1.4.2. Basic mastery to engage in the skill
1.4.3. Intentional mastery to use the skill in multiple ways
1.4.4. Teaching mastery to teach the skill to others

1.5. A self-audit of your own level of mastery and recovery is provided
1.5.1. Attending behavior
1.5.2. Focusing (Pacing and Leading)
1.5.3. Focusing (Topical Aspects)
1.5.4. Focusing (Time and Linking)
1.5.5. Basic Listening Sequence
   1.5.5.1. Open questions
   1.5.5.2. Closed questions
   1.5.5.3. Encouragers and restatements
   1.5.5.4. Paraphrases
   1.5.5.5. Reflection of Feeling
   1.5.5.6. Summary
1.5.6. Dimensions/Stages
   1.5.6.1. Initiating the Group—Rapport and Structuring, Establishing Goals
   1.5.6.2. Gathering Data
   1.5.6.3. Positive Asset Search
   1.5.6.4. Working—Examining Goals, Sharing, Confronting Restorying
   1.5.6.5. Ending
1.5.7. Influencing Skills
   1.5.7.1. Listening
   1.5.7.2. Reframing/Interpretation
   1.5.7.3. Self-Disclosure
   1.5.7.4. Feedback
   1.5.7.5. Structuring
   1.5.7.6. Logical Consequences
   1.5.7.7. Eliciting and Reflecting Meaning
   1.5.7.8. Confronting

2. Assessing and Reviewing Process Observation Skills
2.1. Skills are vital to a competent group leader
2.2. Accurate observation of what’s going on in the group is equally important
2.3. A process evaluation is provided
   2.3.1. The intentional group leader will constantly be observing what is occurring in the group
   2.3.2. There are multiple ways of considering process in the group
   2.3.3. In the early stages it is important to engage in one type of process observation at a time
   2.3.4. With experience and increased sensitivity the process observation activity becomes automatic and intuitive
   2.3.5. Observe other groups in operation and learn from them
   2.3.6. Audiotape or videotape your own group for self-analysis
   2.3.7. Ask members to set outside the group and provide feedback as process observers
   2.3.8. Don’t hesitate to seek supervision and consultation

3. Examining Your Own Group Practice
3.1. Transcripts provide a valuable way of analyzing the group
3.2. Write in your own process observation analysis of the transcript or have a supervisor write in comments
3.3. Developing transcripts is time consuming but important in practice
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3.4. Team up with a partner or small group to get and give feedback
3.5. Review the materials on pre-screening and ethics
3.6. Evaluate your groups on a standard form
3.7. Get evaluation of the leader on a standard form

4. Intentionality: A review
    4.1. Intentionality demands having multiple responses and leadership skills
    4.2. The intentional leader will expect (predict) consequences of each intervention
    4.3. But the intentional leader will also be able to recover from unexpected surprises
    4.4. Effective group leaders will also be intentional
    4.5. Intentionality provides greater degrees of freedom and multiple possibilities

3. Classroom Suggestions:
There are many group exercises which demonstrate that the more alternatives you have to consider the more likely you are to make right choices. That a group makes better decisions than individuals working alone is a well established finding in social psychology. Another well established finding is that people are more likely and easier to change in a group context than they are by themselves. Group pressure is one of the most significant influences on our lives and one of the strongest incentives to change our behavior. For these reasons your increased ability to work intentionally in groups is of particular importance.

The instructor may want to ask the class members to indicate which of the microskills they have not yet achieved a teaching mastery in and how do they plan to achieve that teaching mastery. Ask the members to make a list of those skills that will continue to require “homework” before they will have teaching mastery of the skill. The long list of microskills is provided in the chapter. Then ask the members to make a list of those skills where they believe they have teaching mastery and which they can manage in an intentional and purposive way. By going around the group you will probably find that different people have different levels of ability on each of the microskills, with some favoring one and others favoring another.

Some of the seemingly “simple” but clearly foundational skills, such as listening and observing, are also among the most difficult. Be sure the class members do not minimalize or trivialize these basic skills by underestimating their importance. It is also possible that students either overestimate or underestimate their ability in any of these microskills. When students indicate that they can teach a skill, ask them to give a specific and concrete example of when they have succeeded. When students claim to be deficient in a skill, also ask them to give you a specific and concrete example of where they have failed.

Remember to use, and encourage students to use their process observation skills especially during this last session. By now process observation may have become a more or less automatic activity so if you turn to one or another member and suddenly ask them to talk about what is happening right now in the group, they should (after a slight hesitation) be able to tell you. By giving them individually an occasional “pop quiz” of this sort you will also encourage them to pay close attention. Each of us develops certain strategies and short cuts for process observation, like focusing on noise level, key words or key group members for clues. Find out what short cuts the members may have discovered for process observation.

It is useful to have some sort of an evaluation of the group both individually and collectively during this last session. Sometimes Paul Pedersen develops a set of abilities, such as from the chapter goals, and organizes them on a list with a seven point scale indicating high or low ability beside each item.

At the first class meeting he asks the members to make an “X” on the seven point scale indicating where they are at that point and a check mark “/” on the seven point scale indicating where they expect to be at the end of the class.
At the last class meeting he produces the same list of skills or goals and have them make an “X” on the seven point scale indicating where they are at that point and a check mark “/” on the seven point scale indicating where they were before taking this class.

In this way it may be possible to indicate growth even when the mean score at the end is lower than at the beginning, because of the new appreciation for the goal’s difficulty. It is also possible for the members to see if they accomplished their objective for the course. In any case, some form of evaluation will be helpful to the instructor and to the individual group members.

Ultimately, intentionality is an aspirational goal. No matter how intentional you become you will always be able to increase your level of intentional behavior. Intentionality teaches you humility and respect for the task of working with groups. You may ask each member to speak for a few moments about what intentionality means to them now that they have completed the course. You can be sure each member will have a different interpretation.

4. Additional Exercises:

All of these exercises are directed to finding closure for the group and constructing a “platform” from the accomplishments of the group across these many sessions. The platform needs to be strong enough for each individual to “stand on it” and ideally strong enough for the whole group to stand on each member’s platform, metaphorically speaking.

Exercise #1: Giving recognition

Each member will have received a gift from one or more other members of the group during the sessions. This gift may have been a small comment, observation or interaction that may seem small or even unremembered by the giver but significant and meaningful to the receiver. There may not have been any appropriate time to thank that person for their help at a time of need.

Ask each person to identify one or another group member who has done “something special” for them during the course of group meetings and explain to the group what that “something special” was. This is a way of thanking that person in public for their contribution.

In debriefing this exercise the leader needs to be sensitive to the possibility that some individuals in the group may not be singled out for thanks (or may not want to be singled out for thanks) and that this might be embarrassing to those individuals. To some extent this is a “natural consequence” of their contribution to the group. However, the leader might be able to do a Positive Asset Search and discover some example for these individuals so that they will not feel left out.

Exercise #2: An agenda for increasing skills

Ask each group member to identify one microskill that they feel less adequate to teach to another person and where they think they have the least ability. Then organize the members into groups of two, three or four, depending on the group size. Ask each member in turn to teach that “weakest” microskill to the other members of the subgroup, who will respond as though they had no previous understanding of the skill. When the “teacher” is through teaching the skill the other subgroup members can give feedback to that person about what he or she might have done more or less often.

In debriefing this exercise focus on the life-long learning possibilities these microskills present both in practicing how to do them and in processing feedback from others on how well they are doing.

Exercise #3: Action plans

Ask each group member to identify an “action plan” describing what they are going to do differently in the personal and professional groups to which they belong as a result of
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learning these microskills. The plan might involve a professional or a personal activity (or both) but it should be specific and concrete, indicating a particular action at a particular time in a particular place. Give everyone about five minutes to come up with their action plan and then have each person in turn share that action plan, and the commitment to carry out the plan, with the other group members.

In debriefing this exercise the leader will want to identify ways each member can find support (financial, emotional, professional) through the network of community resources for carrying out their plan. You may also want to find ways that different members can help one another complete their plan effectively.

5. Essay Questions:

1. Discuss the importance of the basic listening sequence in using microskills for group work.
2. Discuss the four stages of mastery relative to a particular microskill. Give examples.
3. Discuss the predicted effects of good attending skills by a group leader. Be specific.
4. Discuss the predicted effects of good focusing skills by a group leader. Give examples.
5. Discuss the predicted effects of good BLS by a group leader. Give examples.
6. Discuss the microskills most used when initiating a group in the first stage and the predicted responses to those skills. Be specific.
7. Discuss the microskills most used in the second stage of gathering data and the predicted responses to those skills. Be specific.
8. Discuss the microskills most used in the third stage of positive asset search and the predicted responses to those skills. Be specific.
9. Discuss the microskills most used in the fourth stage of working and the predicted responses to those skills. Be specific.
10. Discuss the microskills most used in the fifth stage of ending and the predicted responses to those skills. Be specific.
11. Discuss the predicted responses of influencing skills and give examples of when surprises might occur.
12. Which is more important, microskills or observing carefully what is occurring in your groups? Why and/or why not?
13. Describe some of the different process observation systems and indicate your preferred system.
14. What are some of the ways you can develop your own process observation skills? Develop a systematic plan.
15. Discuss the value of making a transcript of your group in terms of learning specific microskills. Give examples.
16. What is the purpose of evaluation in groupwork? What are the advantages and disadvantages of evaluation?
17. Describe a truly intentional group leader. Be specific and use guidelines from the text.

6. WWW Sites:

It is very important for group leaders and their members to review and evaluate their personal learning for closure. Focusing on closure, assessing personal skill level, strategies practice, and process observation are all necessary for intentional group work.

“How to Evaluate Work Sessions” provides some guidelines for evaluation of a work session and question design. The objectives of evaluation are to decide whether or not the goals have been achieved as well as to identify effective and ineffective elements for future groups. An evaluation form provided as an example in “Individual and Group
Assessment of Collaboration Skills” is introduced for both individuals and the group. Four kinds of skills are assessed; trust building, leadership, decision making and problem solving, as examples of conflict management from the perspective of a group member and of a whole group.

Another example, “The Adjective Checklist—Interpretive Group Report”, is provided to give a profile of the group. Detailed information about the members and the group are provided in Internal-External Focus, Global Behavior, Emotional Intelligence, Modus Operandi, Psychological Needs, and Topical Scales.

An extra reading is offered here. “The Effectiveness of Psychotherapy—The Consumer Reports Study” is an article introducing the effectiveness of psychotherapy, not limited to group work. It favors no specific modality of psychotherapy more than any others. There is no difference in effectiveness for psychologists, psychiatrists, and social workers. It provides a basis for group leaders to identify a plan for individuals with proper consideration of background, applied theories and microskills.
In this Information Age, libraries are no longer the only places where we can find information and do research. The Internet provides lots of resources with interactive reactions on various topics. The information on the Internet is increasing at an unbelievable speed, beyond our imaginations. It encompasses various topics and subjects just like a library. More impressively, most information on the Internet can be easily and quickly accessed via a modem and phone line at home or any other place with no charge or monthly connection fee. How can we find the information we want on the Internet?

In libraries, when we want to find a book, we have to search the index system by author, title, or subject through the card catalog or the computer databases to find out the location of the book. What should we do to locate resources without any reference or index system on the Internet?

How can we avoid getting lost in cyberspace? Knowing the web address is the way we can visit because every web site has a unique address on the Web.

How do we begin the surfing if there is no web address available? Using search tools is the easiest way to start the surfing, just like getting help from librarians in libraries.

**Search Tools—Introduction**

The purpose of a search tool is to provide the information related to a search query. There are two major types of search tools on the Web, web directories and search engines. Web directories are man made databases. Originally, web designer’s submit their web pages description; then, directory administrators collect, classify, and maintain the information. Search engines use automatic search software—spiders or robots to search and build up information in databases.

**I. Web Directories**

Web directories are organized lists of web sites, which are evaluated and organized by human editors and then placed in the appropriate position of a hierarchical subject tree. The subject trees are similar to the library classification system and help users link to a specific level of subject. Yahoo is a typical example. Web directories rely on people to classify, maintain, and update the resources list of the Internet, with the following characteristics:

There are fewer resources provided than in search engines. It could be an advantage for some people, but a disadvantage for others, depending on the purpose of the search. If us-
ers want to search for a general topic, it will be less time-consuming to go through a result list from web directories because search engines might present a result with thousands of pages of resources.

Annotations and categories of the web sites are provided. An annotation is a brief summarized introduction of a web site to help users get an idea about the site. Directories are the topics rated and classified by human judgment in different levels of subject. With the help of this information, users not only can better understand the resources available, but also get good quality control for evaluating web information. However, annotations and categories of the resources are very subjective to users so it is very hard to give sites accurate credits.

Information doesn’t get updated as frequently in web directories as in search engines. It takes a lot of time to categorize and rate web sites; therefore, it is hard to constantly update the database of web directories, compared with search engines.

II. Search Engines

Search engines use automatic searching software—spiders or robots to find out hyperlinks of related webs and load them into databases with different indexes. When a user submits a query through a browser, search engines search their databases with the submitted keyword(s). Search engines usually search the entire text of web sites. Web sites’ titles, Uniform Resource Locators (URLs), and <META> tags in HTML files are also searched by some search engines. There are hundreds of search engines on the Web. They apply different searching strategies in searching, even though they try to index the whole Internet. Therefore, it is important to understand the features of each search engine you use to get a better result. The syntax of each search engine is different, so it is helpful to check “Help” before using a new search engine.

Features

The words used in a query are searched as keywords by search engines. Therefore, it is very important to choose proper words and to spell accurately. Most search engines are designed with a default setting so it will be more efficient to perform a search if you understand the features of searching functions, such as Boolean Operators, phrase searching, case sensitivity, and others. By understanding more about the features of search engines, users can get better searching results with a proper use of the search engine.

Below just listing some of the most useful features:

- **Boolean Operators**
  Major Boolean operators include AND, OR, NOT, and (), which define the relationship of search words. An “AND” between words can narrow down search topics. “AND” requires search engines to retrieve the web sites containing all the words in an index. An “OR” between words can enlarge the search result. A “NOT” between words is used to search the sites excluding the word after NOT. Lots of search engines set a default to automatically place OR or AND between words if users put nothing between words. There are more combinations of operators nested in Boolean logic searches.

- **Phrase Searching**
  Phrase searching is when the query takes the form as a phrase, words usually next to each other. The difference between phrase searching and AND Boolean searching, is that the words in phrase searching must appear next to each other. For example, when you search “group counseling” as a phrase search, the results will present the related sites based on this specific phrase search. When you do a Boolean search for “group AND counseling”, the results will show the sites with both “group” and “counseling”. Most search engines require double quotation marks, “and” in the beginning and at the end to implement phrase searching.
• **Case Sensitivity**
  Case sensitivity can lead to a much more precise search; however, some search engines recognize capitalization, and some cannot.

• **Output format of the search result**
  Virtually, search engines provide results in ranking, from the most relevant to the least relevant, for a search query. Annotations are always provided in a short paragraph to briefly introduce the site. “Results per page” is an option provided by some search engines to allow you to choose the number of web sites listed on a page.

There are more features in all search engines. Always check with the help pages before you use a new search engine because it is constantly adding more features in search engines.

• **Search Tools—Sites**

  Basically, web directories and search engines have developed differently. Yahoo and Magellan were designed in a web directory basis to start with; Excite, Lycos, and Alta Vista emphasized primarily the features of search engines. However, recently many more search tools in newer versions serve both types of functions together. The functions of these tools have become more similar. Here, we introduce current features of some major search tools for beginners. For more advanced information and skills, “Further Reading” is suggested as supplementary material.

  **Yahoo**
  [http://www.yahoo.com](http://www.yahoo.com)

  **Yahoo Search Option**
  [http://search.yahoo.com/search/options](http://search.yahoo.com/search/options)
  Yahoo works on a directory basis; however, users can get different search results by switching within five areas—Categories, Web Sites, Web Pages, Related News, and Net Events. In Web pages, the results show in both directories and web pages with annotations. A related sub-directory search is provided in the areas of Categories, Web Sites, and Web Pages. Options of searching for Stories, Photos, or Full Coverage are provided in Related News. More options are provided in Yahoo Search.

  **Yahoo Search**
  [http://search.yahoo.com/search/options](http://search.yahoo.com/search/options)
  In Boolean and phrase searching, Yahoo Categories or Web Sites, time period and the options of display. Besides, there are more than 20 kinds of language available and chosen by users.

  **Excite**
  [http://www.excite.com](http://www.excite.com)
  Excite provides both directory and keyword searching in the Excite database and on the Web. The result shows both directories’ resources and web sites in top 10 matches ranked by relevancy. Users also can select words to add into new searches with a language choice. There are several shortcuts provided on the home page.

  **Lycos**
  [http://www.lycos.com](http://www.lycos.com)
  Lycos consists of a directory by subject and simple search by keywords. The result pages display in four parts—popular, web sites, news articles, and shopping with annotations and related information. Advanced search allows users to choose four features—content, page field, language, and link referrals—to search for more specific sites.
There are some search tools that provide specific functions or focus on a specific area as a database, and are also very user friendly and easily focused on. The browser, Netscape, provides a searching function by a part of or a complete site name as a URL to search. For example, you just type in “U.S. Bureau of Census”. Netscape will automatically connect to the site of the U.S. Bureau of Census because it is a unique site fitting this specific name or return a list of possible sites to let you choose from. About.com is a search tool that provides some specific areas as a database. For example, NetPsychology-About.com (http://netpsych.com/) displays a database providing mental health resource sites, which allow you to search with keywords in this specific database. Women’s Issues-3rd World is the site which provides resources on women in different countries and some issues concerning women, such as marriage, violence, health, human rights, etc. HIS Hyperlink Resource Database is the site for the Indian Health Service, which provides resources with site links and documents related to Native Americans.

OpenHere
http://www.OpenHere.com specifically focuses on creating resources for the family.

Those sites all have the same searching functions as others, but focusing on a specific topic in their database will help you narrow down your searching list.

• • • Basic Searching Steps

There are hundreds of different search tools on the Internet. Each tool with a different emphasis on their features, such as speed, accuracy, precision, and database size, produces search results slightly different from one another. People usually feel comfortable using one or two search tools they prefer so that they don’t have to learn different searching strategies for different ones. However, it is strongly recommended that users NOT LIMIT themselves to try one or two tools to surf the Web. It is more efficient and users can achieve more surprising results by using different search tools.

Here are basic searching steps, which can be applied to major search tools, to help you begin your surfing on the Web. If you wish to learn more about search tools, “Further Reading” is suggested as a supplementary resource.

1. Connect to your Internet provider or online services. Most of them charge you a monthly fee for connection and set a limit on hours of usage per month.
2. Open a browser, Netscape Navigator, Internet Explorer, or the interface provided by online services.
3.A. For Web directories:
   a. Key in a Web directory’s address in “location” and enter to go to the home page of the directory.
   b. Browse the top-level subject categories in the home page of the directory.
   c. Choose and click a subject category to get to the page of the subject. More detailed sub-subject categories are on the page for you to choose.
   d. Continue browsing and then choosing to click a subject on the page.
   e. Wait until the timer stops blinking and disappears.

Example: Use Yahoo as an example to browse the possible counseling sites (demo date: Jan. 28, 2000).

   a. Click “Health” on the top-categories to get into the secondary categories.
   b. Click “Mental Health” sub-category for the next sub-categories.
   c. Click “Counseling and Therapy” for the next sub-categories.
   d. Then, three sub-directories came up with many sites related to counseling topics. Visit the sites so that you can judge whether they are what you want.
3.B. For Search Engines
   a. Key in a search engine’s address in “location” and enter. Go to the home page of the search engine.
   b. Key in word(s) with Boolean searching or phrase searching, if the search engine supports this kind of feature.
   c. Click “Search” or “Go” to start the search.
   d. Wait until the timer stops blinking and disappears.
4. The result of the query by search engines
   In most search tools, the results show the number of findings ranked in relevancy. Every page lists about 10 to 40 related web sites for browsing, based on the design of search tools. “Next Results” can be clicked if you want to browse more related web sites.
5. Click on any title of the list (usually in blue), if you would like to visit the site. The browser automatically links you to the home page of the web site.
6. If you fail to connect to the targeted site, one of the following messages will appear:
   a. “This site is no longer active or no longer exists”; it means this site has been closed for some reason. You have to click “Back” on the top of the browser to return to the previous page.
   b. “This site has already moved to a new address.” You can click on the new address, and wait for the home page to appear.
   c. “Not found” or “Error.” It indicates something wrong in connection with the web site, you can try to connect to it next time or may not be able to connect it any more.
   d. Ask for your username and password. If you cannot provide the correct username and password, it will appear “You are not authorized to access this site”. You have to click “Back” on the top of the browser to return to the previous page.
7. Begin to browse the home page
   The home page might be designed in a hierarchy setting, which shows in different colors with a different structure design. More navigation skills are explained below:
   a. Back and Forward
      If you want to revisit the previous page, just click “back” on the left of the browser. “Forward” means you want to visit the page that has been visited after the current page.
   b. Links
      On the screen, if you move the cursor on words underlined in colors, the cursor changes to a hand, which means the words links to other resources. You can click on it to visit it.
   c. Bookmarks/Favorites
      If you think a site is useful, you can click “Bookmark” or “Favorite” on the top of the left side and click “add to your bookmarks”; then, you can find it easily and visit it whenever you want.
   d. Open/close a new window
      If you want to open a new window and keep the original window at the same time, you have to click on the words with a link using the right key of the mouse; then, click on “open new window” to get a new browser window. When you are ready to exit the site, you just have to click the little “X” mark at the right side of the top to close it.
   e. Switch the window
      You can click on ALT first and click TAB at the same time to choose the window you want to read. After releasing both keys, the page you choose will appear on the screen.
f. Print
If you would like to print the information on the page, you can either click on the printer symbol or click “File” on the left side of the top to choose the “Print” function. If there are several frames on the web sites, you have to click on the frame; then, click print to indicate the information of the frame you choose to print.

8. Help
Remember to check “Help” or “Tips” when you have any questions about using the search tool. The information of “Help” will provide you with the newest and most detailed information to correctly use it.

•  •  • Some Searching Tips

It is not always true that big search tools retrieve more useful materials than small ones. There are no agreements yet on calculating the size of a database in a search tool. Getting the sites you are looking for is more important and time-saving than having a result with pages of sites which you have to screen one by one. It is hard to say which way will get a better result because of the different designs of search tools. However, the result will be always listed in ranks order from the most relevant to the least, no matter how many records are listed. The first ground rule for searching is DON’T MISSPELL. Here we provide some searching tips with examples to help you build up your confidence and enjoy surfing on the Web.

1. Understand the background of the information that you want to search, such as organizations, handbooks, related experts or professors. Identify a possible source of information.

Example: If you try to find some web sites of counseling organizations or a private practice, check the name of the organization or the private practice; then, key in the full name of it. If you want to find out the sites related to “Counseling Association”, you can search using in the following steps.

a. Type in “Counseling Association” in any search tool and begin to search.
b. The result might come up with a number of sites, however, the sites will be ranked by relevance, so you can easily find the best match.
c. If you choose “American Counseling Association”, click on the underlined blue words; and then you are automatically hyper-linked to the web site of American Counseling Association.

2. Brainstorm possible keywords. You can try terms in the Glossary or any possible combination as keywords. You also can try to narrow down the range of searching with more specific keywords. Do not just try one search tool. The more kinds of search tools you try, the more new sites you might find.

Example 1: When you try to find out some sites on “group counseling”, you definitely need to think of whether it is a phrase, “group AND counseling”, or “group OR counseling”.

a. First, check the features of search tools.
b. Type in “group counseling” in the search tool, to enable the tool to search the query as a phrase (if provided).
c. Type in “group AND counseling”, “group OR counseling” to the search tool with the Boolean logic.
d. Check the sites beginning from the highest ranked relevance.
Example 2: Actually, group counseling is a very broad area to search. A better searching strategy will be to divide the area of group counseling into several specified areas of focus. Therefore, if you want to search group counseling in addiction, then consider typing in “addiction group” (as a phrase), or “addiction AND group” (without quotes), or ‘recovery AND “group counseling”’.

Example 3: If you want to find web sites related to counseling or psychotherapy theory, try to narrow down to search by the specific name of the theory, because “counseling theory” is a broad query for searching. You can try to search with the name of theory, such as “Behavior theory” or with the full name of a specific theorist, like “Freud, Sigmund”.

3. Try some URLs guesswork if you don’t want to use search tools. It is very helpful to just key in part of the URL on the browsers, Netscape Navigator or Internet Explorer, such as the organization’s name or abbreviation, and end with .com (for commercial sites), .edu (for educational institutions), .gov (for the U.S. government), or .mil (for the U.S. military). It might turn up some possibilities on your browser. However, this trial and error way is more time consuming than using search tools.

Example: When you type in “www.counseling.com” you will get another site, rather than American Counseling Association (ACA), which is “www.counseling.org”.

4. When beginning this search, visit Web directories first to understand some possible sites. Along with getting some sites, continue to search and visit some links to find other related sites.

5. If you find too few or too many web sites, you can consider doing the following instead:
   a. Using less connected of ANDs Boolean searching for the result with too few sites. For the result with too many sites, you might consider adding “AND” or “NOT” Boolean searching. Or changing to another term or synonym to search again is another approach.
   b. Try to use different search tools for different situations. If you have a broad term to search, you can consider using a web directory as the beginning of the search. If you have a more specific term, you can choose search engines to search. It will be helpful to choose different search tools for the same query.

Example: If you want to search “listening skills” in counseling, and search by Yahoo (www.yahoo.com) and Excite (www.excite.com).
   a. In Yahoo, key in ‘listening and counseling.’ But it will show, “Sorry, no matches were found containing “listening and counseling”.
   b. In Excite, key in ‘listening and counseling’ (it doesn’t matter with “listening AND counseling” in Yahoo). It will come up with the top 10 sites and you can continue to browse through the results that follow.
   c. Or you can choose to use Yahoo’s “web pages”, just click the top headline of the homepage and it will show over 14,000 web pages for “listening and counseling”. Then, you can read the annotation of each page to decide which one you might want to visit.

6. When you get one site from a search tool, you might consider tracing it back to see what other resources might be useful to you.
Appendix

Example: You find a site’s title with “GROUP FACILITATION: GOALS & TOOLS”. If you would like to know other things about this resource, you can follow the steps below:

a. Find out the address of “group facilitation: goals & tools”. It is [http://pss.uvm.edu/pss162/facilitation.html](http://pss.uvm.edu/pss162/facilitation.html).
b. Key in the address by guessing, … , and hope to get the site might cover the site “group facilitation: goal & tools”.
c. Then when the screen comes up, the site shows information of curriculum, which is not related to a counseling area, so you might just get back and keep the original page.

7. Links are always worthwhile to visit. Links are what authors of homepages contribute to their collection, favorites or interests to readers, so visiting links is an excellent way of finding good and useful sites.

Example: When you get into the site of “Behavior Online” ([http://www.behavior.net/grohol/index.html](http://www.behavior.net/grohol/index.html)), click on the World Wide Web pages, then you will find a bunch of sites provided through this link which are recommended for you to visit.

- Counseling Sites

Theories introduce related counseling theories, health concerns about taking care of self and understanding disease as another example of diversity, including sub-categories in general, such as aging, AIDS/HIV, and others. Special topics involve the areas of awareness of the individual person and the person in relationships, such as grief, marriage/family, sexual, and self-growth on the areas. Gender combines the topics related to women and men. Communities cover various type of community information based on ethnicity, culture, gender, personality, life styles, or religions/beliefs. Religions/Spirits introduces various religious concepts in the worldwide context. Career Development offers several worth career sites for career guidance and development. Recommended sites worthwhile visiting include; Journals for sites introducing professional counseling publishing, Legislation sites which provide access to legal issues related to the areas of counseling and the law.

There are increasing numbers of counseling sites in the Internet waiting for your search. This is just a beginning list for you to explore, we believe you will find more interesting and even more valuable sites through these sites and their links with additional sites.. We hope you will enjoy this convenient and efficient search on the Web.

1. Theories

Albert Ellis Institution
[http://www.rebt.org/index.html](http://www.rebt.org/index.html)
This site was formerly known as the Institute for Rational-Emotive Therapy. It provides some resources for the public to use, such as lectures, books, referral lists, etc.

The B. F. Skinner Foundation
This site provides a detailed list of B. F. Skinner’s publications.

Classical Adlerian Psychology
It provides lots of resources of Adlerian psychology, including a theory of personality, a model of psychopathology, a philosophy of living, a strategy for preventative education, and the technique of psychotherapy.
Existential Psychotherapy
http://members.aol.com/timlebon/extherapy.htm
This site introduces Existential Psychotherapy to enhance clients’ self-knowledge and allow them to be the author of their own lives.

The Gestalt Therapy Page
http://www.gestalt.org/index.htm
This site is sponsored by The Gestalt Journal and the International Gestalt Therapy Association. It provides person-centered international resources and materials of Gestalt Theory.

Personality and Consciousness
http://www.wynja.com/personality/theorists.htm
This site provides many psychologists’ theories and books.

Person-Centered International
http://personcentered.com/index.htm

Sigmund Freud and the Freud Archives
http://plaza.interport.net/nypsan/freudarc.html
This site provides a collection of links related to Sigmund Freud and his works.

Transactional Analysis: TA-TUTOR
http://www.ta-tutor.com/

Viktor Frankl Institute
http://logotherapy.univie.ac.at/indexE.html
This site introduces Logotherapy and Existential Analysis, developed by Viktor Frankl, regarding the search for meaning as the primary human motivation.

2. Health

2.1 General

American Health Care Law
http://www.udayton.edu/~health/syllabi/health/index.htm

Behavioral Healthcare Resources on the Web
http://www.umdnj.edu/psyevnts/pointers.html

The Boulevard
http://www.blvd.com/
This site provides information about quality products and services available to health-care professionals and individuals with disabilities.

Health World Online
http://www.healthy.net/
This site covers various resources for men, women, and children in various topics.

Knowledge Exchange Network
http://www.mentalhealth.org/

Mental Health touches everyone
http://www.athealth.com
Appendix

Online Dictionary of Mental Health
http://www.human-nature.com/odmh/index.html
This site provides a global information resource and research tools of mental health to help people understand the knowledge of mental health.

2.2 Aging
Aging Research Center
http://www.arclab.org/
This site provides information, news, and research related to the aging process. It also introduces this field to laymen who would like to know more about the research that is being conducted in this field.

Alzheimer’s Disease
http://www.athealth.com/Practitioner/Newsletter/FPN_3_42.html

Diagnostic Approach to the Confused Elderly Patient
http://www.aafp.org/afp/980315ap/espino.html

ElderWeb
http://www.elderweb.com/
This site provides resources of eldercare on the Web for professionals and family members, which includes legal, financial, medical, and housing issues, as well as policy, research, and statistics.

Geriatric Depression Scale
http://www.stanford.edu/~yesavage/GDS.english.short.score.html

2.3 AIDS/HIV
AEGIS
http://www.aegis.com/
This is an AIDS/HIV site providing news and resources of the world and is updated hourly.

Critical Path AIDS Project
http://www.critpath.org/
This site provides resource of life-extending or life-saving AIDS prevention, treatment and referral information for researchers, service providers, treatment activists, and people in urgent needs.

2.4 Others
Hepatitis Central
http://hepatitis-central.com/
This site provides related information on Hepatitis; discussion and treatments.

Sandman’s Sleep Mall
http://www.sleepnet.com/index.shtml
It provides information on sleep and health needs.

3. Mental Illness
3.1 Addiction (Alcohol, Drug, Sex,…)
AA Intergroup Phone Numbers
http://www.anonpress.org/phone/
This site helps people to check out AA groups’ phone numbers in the U.S. and other countries.
Appendix

Alcoholics Anonymous
http://cti.itc.virginia.edu/~jkh8x/soc257/nrms/aa.html
This site provides very detailed information about Alcoholics Anonymous, including it’s background and history, related issues and controversies, as well as a bibliography to read.

The Big Book
http://www.recovery.org/aa/bigbook/ww/
This site introduces the Big Book for Alcoholism or addicted people, including 12 steps, prayer, and etc.

Center for Alcohol CAAS and Addiction Studies
http://center.butler.brown.edu/
This site is hosted by Brown University.

Co-Anon Family Groups
http://www.co-anon.org/
This is a site providing information for a fellowship of men and women who are husbands, wives, parents, relatives or close friends of someone who is chemically dependent.

Cocaine Anonymous World Service
http://www.ca.org/
This is a fellowship of men and women who share their experience, strength and hope with each other so that they may solve their common problem and help others to recover from their addiction.

Dual Recovery Anonymous
http://dualrecovery.org/
This site is to help men and women who experience a dual illness. They are chemically dependent and are also affected by an emotional or mental illness.

3.2 Abused/ Post Traumatic Stress Disorder

Children Are Worth Saving
http://www.geocities.com/CapitolHill/7836/main.html
The goal of this site is to create abuse awareness, education, recognition, prevention, and intervention of children.

National Center for PTSD
http://www.ncptsd.org/
This site, a program of the U.S. Department of Veterans Affairs, carries out a broad range of PTSD activities and information for their families, researchers, etc.

Recovering from Experiences of Spiritual Tyranny (REST ministries)
http://geocities.com/Athens/Forum/9575/index2.html
This site addresses the problem of spiritual abuse.

SMART Recovery
http://www.smartrecovery.org/
This is a free, non-religious, non-12 step, self-help group. Information on recovery from alcohol abuse, drug addiction and substance abuse.

Spiritual Abuse in the Church
This site helps people be aware of some problems which they can encounter in some churches and organizations with providing information.
Appendix

Therapeutic Communities of America
http://www.tcanet.org/
It is an association of substance abuse treatment organizations working together to promote the understanding of the self-help therapeutic community (TC) methodology for the treatment of drug and alcohol abuse.

3.3 Attention Deficit Disorder (ADDH)

ADD ACTION GROUP
http://www.addgroup.org/
This is a non-profit organization (with IRS 501 (c) status) that helps people find alternative solutions for: Attention Deficit Disorder, Learning Differences, Dyslexia, and Autism.

ADD/ADHD Links Pages
http://user.cybrzn.com/~kenyonck/add/Links/index.html

CHADD (Children and Adults with Attention Deficit Disorders)
http://www.chadd.org/

Christian ADHD Alternative Treatment List
http://www.christianadhd.com/alt.html
This site is for parents and adults who are uncomfortable with, and who have decided not to use, pharmaceuticals in the treatment of their or their children’s ADD/ADHD.

3.4 Disorder

ANRED
http://www.anred.com/
This site provides information about anorexia nervosa, bulimia nervosa, binge eating disorder, compulsive exercising, and weight disorders and includes the work of recovery and prevention.

Anxiety Network
http://www.anxietynetwork.com/
This home page provides information, support, and therapy for the three largest anxiety disorders: social anxiety disorder (social phobia), panic/agoraphobia, and generalized anxiety disorder.

Borderline Personality Disorder Sanctuary
http://www.mhsanctuary.com/borderline/

Mental Health—Resources
http://www.athealth.com/Consumer/Disorders/disorders.html

Obsessive-Compulsive Foundation
http://www.ocfoundation.org/
It provides resources for people with obsessive compulsive disorder (OCD) and related disorders and their families, friends, professionals and other concerned individuals.

Sexual Compulsives Anonymous
http://www.triangleclub.org/
This is a fellowship of men and women who share their experience, strength and hope with each other, that they may solve their common problem and help others to recover from sexual compulsion.
4. Special Topics

4.1 Grief

Griefshare
http://www.griefshare.org/index.html

GriefWorks
http://www.griefworks.com/
This site provides resources, information, and education about grief and loss in life with links to help people deal with grief.

4.2 Marriage/Family

Aware Parenting Institute
http://www.awareparenting.com/english.htm
This site introduces a philosophy of child-rearing to propose a new relationship of parents and their children.

Divorce.com
http://www.divorcesource.com/

Marriage Builders
http://www.marriagebuilders.com/
This site introduces some ways to overcome marital conflicts and some of the quickest ways to restore love.

Parents, Families and Friends of Lesbians and Gays (PFLAG)
http://www.pflag.org/
The site provides resources of parents, families, and friends who are lesbians and gays.

Straight Spouse Network
http://www.ssnetwk.org/
This site, an international support network of heterosexual spouses and partners, current or former, of gay, lesbian, bisexual, and transgender mates. It offers support program and resources to help them deal with their issues, rebuild bridges, and care for their strengths.

4.3 Sexual issues (homosexual, bisexual, transgender)

Children of Lesbians and Gays Everywhere
www.colage.org

Gay, Lesbian, and Straight Teachers Network
http://www.glsen.org/

Transgender Forum's Community Center
http://www.transgender.org/
This site works as a transgender community to provide a space and resources at U.S. for supporting people who need help.

4.4 Self-growth (Awareness)

Selfgrowth.com
http://www.selfgrowth.com/
This site is for personal growth and self-improvement, which provides resources and links specializing in self-improvement, mental health, spiritual development, self-help, etc.
Appendix

5. Gender

Gender and the Law
http://www.udayton.edu/~gender/

Psychology of Women and Women’s Studies
http://web.lemoyne.edu/~hevern/nr-women.html

Women & Gender Studies—for Latin American
http://lanic.utexas.edu/la/region/women/

Women for Sobriety, Inc.
http://www.womenforsobriety.org/
This non-profit site works on helping women overcome alcoholism and other addictions. It provides a new life program, a pen pal program, moderator meetings, and articles for women to self-help or support each other on the path of recovery.

Women-friendly Workplace Campaign Speakout
http://www.now.org/issues/wfw/speakout/index.html#00175
This site, collecting transcript interviews, talks about workplace harassment and discrimination.

Women’s Business Center
http://www.onlinewbc.org/
This site provides information and resources to help women to succeed in becoming own boss and run business better.

Women’s Freedom Network
http://www.womensfreedom.org/
Women’s Freedom Network seeks alternatives to extremist ideological feminism and the anti-feminist traditionalism. In “Newsletter”, it provides various materials related women’s concerns and emphasizes a philosophy of defining women and men as individuals and not in terms of gender.

6. Communities

Bisexual Resources Center
www.biresource.org
This site is to serve the bisexual community.

Community Access, Inc.
http://www.cairn.org/
This site helps people with psychiatric disabilities make the transition from homelessness and institutions to independent living.

Educational Justice
http://www.edjustice.org
This site provides resources of the issues of equity, culture, and institutional racism for educators in order to promote quality of education for students of all races and cultures.

Strengthening Families
http://www.strengtheningfamilies.govt.nz/
This site, supported by the Ministries of Health and Education, the Department of Social Welfare and many other agencies throughout New Zealand, works on improving the well-being of families.
7. Religions/Spirits

Catholic Online  
http://www.catholic.org/

The Jewish Spirit Online  
http://www.jewishspirit.com

Jewish Spirituality & Tradition  
http://www.relationshipjourney.com/jewish.html

The Religious Movements Page  
http://cti.itc.virginia.edu/~jkh8x/soc257/utilities/sitemap.htm

World of God  
http://www.wordofgod.ca/

8. Career Development

Bureau of Labor Statistics (BSL) Career Information  
http://stats.bls.gov/k12/html/edu_over.htm
This site, hosted by Bureau of Labor Statistics, provides job information for kids, including areas of Music/Arts, Science, P.E./Outdoors, Social Studies, Reading, and Math.

Career Planning for Students and Parents  
http://www.bced.gov.bc.ca/careers/planning/
This site provides information for parents, and children, including “Parents Helping Teens”, “Information about Occupations”, and “British Columbia Career Program Opportunities”, etc.

Careers Service Rapuara  
http://www.careers.govt.nz

Contact Point—Counselor Resources  
http://www.contactpoint.ca/

Monster.com  
http://www.occ.com/
This site offers job searching and career resources as well as provides toolkits for career development and to chat with experts.

9. Recommended Web Sites

Allaboutcounseling.com  
http://www.allaboutcounseling.com/
This site covers various therapy resources and is divided into five major parts: general, benefits, symptoms, issues, and self-help. Each part focuses on different topics. Some of them are assertiveness, self-esteem, anger, anxiety, codependency, denial, shame, domestic violence, gay issues, new masculinity, women’s issues, and sexual abuse.

Behavior Online  
http://www.behavior.net/index.html
Appendix

Counseling Zone
http://www.counselingzone.com/
Many interactive features, including message boards, chats, discussions, and video-conferencing CZONE, a stimulating listservs mailing lists, are available. A free Web-page to qualified members.

International Mental Health
http://www.mentalhealth.com/
This site provides mental health information as an encyclopedia, which discusses mental disorders in American and European description. By providing definitions of disorders, online diagnosis, and resources, it devotes to help mental health professionals, patients and their friends and families, related support groups, and students.

10. Journals

American Psychologist
http://www.apa.org/journals/amp.html

Consulting Psychology Journal: Practice and Research
http://www.apa.org/journals/cpb.html

Cultural Diversity and Ethnic Minority Psychology
http://www.apa.org/journals/cdp.html

Developmental Psychology
http://www.apa.org/journals/dev.html

ERIC Digests
http://eric.ed.gov/ERICWebPortal/Home.portal
ERIC Digests are short reports (1,000-1,500 Words) on topics of prime current interest in education.

Group Dynamics: Theory, Research, and Practice
http://www.apa.org/journals/gdn.html

Journal Homepage
http://www.wkap.nl/jrnllist.htm/JRNLHOME

Journal of Consulting and Clinical Psychology
http://www.apa.org/journals/ccp.html

Journal of Counseling Psychology
http://www.apa.org/journals/cou.html

Journal of Educational Psychology
http://www.apa.org/journals/edu.html

Journal of Personality and Social Psychology
http://www.apa.org/journals/psp.html

Psychological Bulletin
http://www.apa.org/journals/bul.html
11. Legislation

Contacting the Congress
http://www.visi.com/juan/congress/
This is a very up-to-date database of congressional contact information, including the email address, related phone numbers of Senators, Delegates or Representatives.

Covenant-Marriage Legislation

IDEA 2004 Regulations
http://idea.ed.gov/

The Lesbian and Gay Immigration Rights Task Force
http://www.lgirtf.org/
LGIRTF addresses the issue of discriminatory impact of immigration laws on the lives of lesbians, gay and people with HIV and provides them legal services, information, referrals, and supports.

Special Education Legal Rights Strategies and Resources for Parents
http://www.reedmartin.com/

State Credentialing Boards
http://www.nbcc.org/Bstates/info.htm

Thomas–Legislative Information on the Internet
http://thomas.loc.gov/
This site provides search functions for checking out legislation information, congressional records, and committee information.

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Further Reading

One-Book Syllabus for Intentional Group Counseling: A Microskills Approach

To the Instructor: This syllabus has been designed as we might teach the course. Each instructor will want to balance the time on various chapters and issues to meet the needs of the unique class. If your class has a solid background in listening skills, for example, you may choose to cover more chapters per week in the early part of the course and allow more time for the influencing skills, group conflict management and other theories/orientations discussed later in the text. On the other hand, if your students are weak in listening skills, more time may need to be devoted to the early chapters.

You will also note that this syllabus allows considerable time at the end for review and integration. You may wish to delete the final session and spend more time on, for example, the influencing skills and strategies or the alternative orientations to group work. This is particularly recommended for advanced groups. This extra time may also allow beginning students to have more time on the foundational listening skills earlier in the course.

We have indicated specific suggested assignments selected from the book. You may want to substitute others from the text or use those of your own design. In addition, the Instructor Manual provides a wide array of possible exercises that might be employed either in the classroom or as assignments for students.

One possible exercise is introduced on group practices in Chapter 7. You may want to include it earlier to ensure regular practice of skills. Most students can find groups with whom to work, but pairing is useful in this process. Groups of three may be preferable—thus we can have two leaders and one process observer outside the group.

Supplementary bonus exercise: Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

This syllabus is available online from Brooks/Cole (Wadsworth) or you may obtain a disk. In this way, you could use all this syllabus as it is or change it as you feel appropriate for your setting.

The content of our syllabus follows:

Course Objectives: This course will focus on a skill-based approach to training group leaders to become more intentional in bringing about specific changes at the level of individual group members and in the group as a whole. Upon the successful completion of this course students will be able to lead a variety of group types. In addition, students may also be able to teach others to lead groups. Central in this process
is the idea that group work is a culture-centered process and one cannot lead groups effectively without an awareness of the cultural/environmental/context.

**Course Objectives:** With the successful completion of this course each student will be able to do the following:

1. **Become skilled in process observation by developing the ability to observe and attend to multiple aspects of group functioning.**
2. **Develop specific intervention skills and strategies of group leadership and integrate these skills into various types of groups.**
3. **Take on the role of group leader in practice sessions where the member can take risks in a safe setting.**
4. **Define the member’s own eclectic repertoire of theories, skills and strategies and teach these to others.**
5. **Empower other group members to become more intentional, implementing skills and strategies for which one may anticipate a predictable result and effect.**
6. **Equally important as 5. above is the awareness that intentional use of skills and strategies simply does not "work" as one might hope or expect. Individuals and groups are each totally unique. As such, "recovery skills" and the ability to change direction within a group as appropriate are vital.**
7. **Examine one’s own personal style of group work through audiotaping or videotaping a group. Generating a written transcript from that group and analyzing one’s use of skills and strategies can be invaluable in understanding oneself and the group process as a whole.**
8. **Increase understanding in the multicultural and ethical foundations of group work and group process.**


**Audience:** This course is designed for upper-division undergraduate students and masters level students in counseling courses and counseling related courses across disciplines where group leadership is an important function. These courses may include helping courses in: Business, Communication, Counselor Education, Nursing, Public Health, Psychology, Social Work, and other related fields. The course is designed to emphasize the multicultural complexity of any and all groups as a positive learning/teaching resource across disciplines.

**Internet and Links:** The internet provides additional information and access to knowledge for the students and the course instructor. Links to specific group-related sites and class discussion and chats via email can amplify ideas in the course.

**Code of Ethical Behavior:** Guidelines for ethical behavior in groups and group leadership are provided in the text. These standards of ethical behavior include behavior in meeting class assignments, as well as the behavior of class members in their own small groups. **All participants in this course will be held accountable for knowing and following the Ethical Guidelines of the ASGW as presented in the textbook or through appropriate ethical statements in psychology, social work, or other fields.**

**Prerequisites:** The course is primarily designed for masters level students. The prospective student should have at least junior/senior status or permission from the instructor. While previous course work in counseling is desirable, this is not a prerequisite. In addition, students who plan to enroll must be competent in the use of the computer to access, download, retrieve and send information on the Internet.

**Student Responsibilities:** Each student is responsible for meeting the requirements of the course listed below:
Appendix

- Filling out and signing the contract in this syllabus
- Reading and understanding the textbook
- Completing the weekly assignments on schedule
- Participating in ALL scheduled class activities
- Interacting in small groups according to ethical guidelines
- Completing all in-class and take-home exams
- Keeping a journal
- Preparing a written transcript of a group session

Students will send the instructor by email, fax or regular mail the completed assignments prior to each meeting. The student will also provide feedback on the class and the student’s reaction to class activities in a journal that will be collected weekly.

**Time Requirements:** This is a three/four credit semester upper-division course or graduate level course. Most students will need to spend at least two hours outside of class for each hour spent in class or about six to eight hours a week to complete the assignments. *Please save copies of any classwork you turn in to guard against receiving an incorrect grade.*

**Evaluation:**
- Class attendance and active participation in class (10 points)
- Electronic portfolio or journal (10 points)
- Completion of classroom exercises and activities (10 points)
- Final Examination (30 points)
- Written transcript (40 points)

**Bonus Points:** Students who wish to earn extra credit and bonus points can make those arrangements with the instructor and design an appropriate activity outside of the normal classroom activities.

**Journal:** This course tends to provide all of us with thought-provoking material, both about leadership issues and about ourselves. Please keep an informal journal discussing your thoughts, feelings, and meanings as they develop during the course. You are free to generate any style of journal that you wish. The journal entries are completed once or twice weekly during the term. Each entry is about one page. The journal typically includes observations, personal insights, events and changes in your perspective during the term. It may include newspaper articles and materials from your daily experiences, if you feel that they are appropriate. The journal can be sent to the instructor via email for the Instructor’s reactions or turned in with a hard copy.

Save a second copy of journals and assignments. Instructors have endless piles of paper and it is always possible that something can be misplaced. And, all of us have pushed the wrong key on computers and lost important information. Thus, it is essential that you back-up save a hard copy of all electronic material.

And, equally important, keep a second copy of all work turned in. This can help prevent misunderstandings. It is your responsibility to keep a second copy of all material that you complete for this course. The student is also expected to keep a hard copy or electronic copy of the PIL for discussion in class from time to time.

**Schedule of classes:**
1. **First Session: Introduction to the course activities, group members and instructor.**
   The class will review the syllabus, complete a contract, clarify the use of computers in class, review the course objectives, review the required reading, and prepare for participation in the class. A 30 minute lecture-discussion will cover the “Before You Start” introduction and discuss the role of an “Intentional” group leader.
Reading: Ivey, Pedersen & Ivey, “Before You Start”

Assignment: Your Multicultural Heritage: Review the list of multicultural characteristics in “Before You Start”. Briefly list your multicultural background, sharing as much as you feel comfortable sharing. Write a paragraph summarizing your thoughts and feelings about this exercise. Please complete this exercise and it is due the following week.

2. Second Session: Introduction. This class will focus on defining Intentional Group Leadership, introducing the Microskills approach, discussing empathy, the diversity competencies and the ASGW guidelines for ethical behavior in group leadership.

Reading: Ivey, Pedersen & Ivey, Chapter 1

Assignment: Process observation of positive assets and strengths is the first practice exercise in Chapter 1. Please complete this exercise and it is due the following week.

3. Third Session: Attending Skills.

Reading: Ivey, Pedersen & Ivey, Chapter 2

Assignment: Process observation of attending behavior. Select the one instrument that appeals to you for this observation. Note ethical guidelines for observation. Please complete this exercise and it is due the following week.


Reading: Ivey, Pedersen & Ivey, Chapter 3

Assignment: Your own group practice, Practice Exercise 4. It is now appropriate that you start some direct practice in group work. You may wish to work with another person from this class. Provide a two-page summary of this experience.

In addition, you may wish to complete Process observation of focus dimensions as in Exercise 2 for extra credit.

Please complete this exercise and it is due the following week.

5. Fifth Session: The Basic Listening Sequence (BLS).

Reading: Ivey, Pedersen & Ivey, Chapter 4

Assignments: Please complete your own Community Genogram and write a one-page summary of your observations from this exercise. In addition, complete Exercise 1, process observation of basic listening skills.

Please complete these exercises and they are due the following week.

6. Sixth Session: Theme-Centered Group Interaction and Transcript. The two classes will integrate the microskills studied thus far in a full group session. In addition, students will be asked to complete a full group session themselves.

Reading: Ivey, Pedersen & Ivey, Chapters 5 and 6

Assignments for the two week period:
- Exercise 1, Chapter 5, Process observation of themes in a group.
- Exercises 2 and 3, Chapter 5. You are asked to facilitate a theme-centered group and to audiotape or videotape this experience. Using the format of Chapter 6 of the text, classify your leads and conduct a process analysis of your own work. The minimum time for a transcript is 15 minutes, but more is preferable. Find a place in the transcript where you speak at least five times. If this is not feasible
(you don’t talk that often), complete 15 minutes of the group analyzing as much of your own behavior as possible plus, of course, that of group members. But, list your own verbal statements in other parts of the session and discuss them through process analysis.

Please complete these exercises and they are both due in Week 8. In addition, you may wish to comment on the gender-bender exercise for extra credit. How does this exercise relate to other multicultural areas? What meaning might this have, for example, for groups concerned with race/ethnicity, spirituality, sexual orientation, or other concerns?

7. Seventh Session: Theme-Centered Group Interaction and Transcript (continued).

Reading: Ivey, Pedersen & Ivey, Chapters 5 and 6

Assignment: Continue Week 6 assignments, due Week 8.


Reading: Ivey, Pedersen & Ivey, Chapter 7 and “Examining Your Own Group Practice” from Chapter 11.

Assignment:

- Supplementary bonus exercise: Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

Please complete these exercises and they are due the following week.

MAJOR ASSIGNMENT DUE AT COURSE COMPLETION: During the next several weeks, plan and conduct a full three-hour group. Audiotape and videotape this group and present a minimum of a 45 minute transcript of this session. The general format follows the transcript of Chapter 6 and specific suggestions for procedure and analysis may be found in “Examining Your Own Group Practice” in Chapter 11.


Reading: Ivey, Pedersen & Ivey, Chapter 8

Assignment:

- Supplementary bonus exercise: Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

Please complete this exercise and it is due the following week.
10. **Tenth Session: Managing Conflict Via Confrontation.**

*Reading:* Ivey, Pedersen & Ivey, Chapter 9

*Assignment:*
- Exercise 1. Process observation. Select one of the two process observation exercises.
- Supplementary bonus exercise: Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

Please complete these exercises and they are due the following week.

11. **Eleventh Session: Alternative Approaches Using Microskill Strategies.**

*Reading:* Ivey, Pedersen & Ivey, Chapter 10

*Assignment:* Exercises 2 and 3. Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

Please complete these exercises and they are due the following week.

12. **Twelfth Session: Assessing Your Own Personal Group Style.**

*Reading:* Ivey, Pedersen & Ivey, Chapter 11

*Assignment:* Your own mastery levels. Please complete the Ivey Taxonomy form on mastery of skills, strategies, and intentional prediction and present it with your comments on your own style.

Please complete these exercises and they are due the following week.

13. **Thirteenth Session:** The class will review and discuss the integration of Intentional Group Microskills with theories of group work in a lecture-discussion format.

14. **Fourteenth Session:** This last session will be negotiated with the class to meet special needs that have arisen during the term.
To the Instructor: This syllabus has been designed as we might teach the course by combining the microskills approach with a second book emphasizing theory. The first seven weeks of a fourteen week term will focus on the microskills approach and the second seven weeks will focus on theory.

In the first seven weeks each instructor will want to balance the time on various chapters and issues to meet the needs of the unique class. If your class has a solid background in listening skills, for example, you may choose to cover more chapters per week in the early part of the course and allow more time for the influencing skills, group conflict management, and theories/orientations discussed later in the text. On the other hand, if your students are weak in listening skills, more time may need to be devoted to the early chapters.

We have indicated specific suggested assignments selected from the book. You may want to substitute others from the text or use those of your own design. In addition, the Instructor Manual provides a wide array of possible exercises that might be employed either in the classroom or as assignments for students. One possible exercise is introduced on group practice in Chapter 7. You may want to include it earlier to ensure regular practice of skills. Most students can find groups with whom to work, but pairing is useful in this process. Groups of three may be preferable—thus we can have two leaders and one process observer outside the group.

Supplementary bonus exercise: Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

This syllabus is available online from Brooks/Cole (Wadsworth) or you may obtain a disk. In this way, you could use all this syllabus as it is or change it as you feel appropriate for your setting.

The content of our syllabus follows:

Course Objectives: This course will focus on a skill-based approach to training group leaders to become more intentional in bringing about specific changes at the level of individual group members and in the group as a whole. Upon the successful completion of this course students will be able to lead a variety of group types. In addition, students may also be able to teach others to lead groups. Central in this process is the idea that group work is a culture-centered process and one cannot lead groups effectively without an awareness of the cultural/environmental/context.
Course Objectives: With the successful completion of this course each student will be able to do the following:

1. Become skilled in process observation by developing the ability to observe and attend to multiple aspects of group functioning.
2. Develop specific intervention skills and strategies of group leadership and integrate these skills into various types of groups.
3. Take on the role of group leader in practice sessions where the member can take risks in a safe setting.
4. Define the member’s own eclectic repertoire of theories, skills and strategies and teach these to others.
5. Empower other group members to become more intentional, implementing skills and strategies for which one may anticipate a predictable result and effect.
6. Equally important as 5. above is the awareness that intentional use of skills and strategies simply does not “work” as one might hope or expect. Individuals and groups are each totally unique. As such, “recovery skills” and the ability to change direction within a group as appropriate are vital.
7. Examine one’s own personal style of group work through audiotaping or videotaping a group. Generating a written transcript from that group and analyzing one’s use of skills and strategies can be invaluable in understanding oneself and the group process as a whole.
8. Increase understanding in the multicultural and ethical foundations of group work and group process.

The following are some popular texts, there are also other texts you may prefer for your students.

Microskills Text:

Theory Texts to consider:

Audience: This course is designed for upper-division undergraduate students and masters level students in counseling courses and counseling related courses across disciplines where group leadership is an important function. These courses may include helping courses in: Business, Communication, Counselor Education, Nursing, Public Health, Psychology, Social Work, and other related fields. The course is designed to emphasize the multicultural complexity of any and all groups as a positive learning/teaching resource across disciplines.

Internet and Links: The internet provides additional information and access to knowledge for the students and the course instructor. Links to specific group-related sites and class discussion and chats via email can amplify ideas in the course.

Code of Ethical Behavior: Guidelines for ethical behavior in groups and group leadership are provided in the text. These standards of ethical behavior include behavior...
in meeting class assignments, as well as the behavior of class members in their own small groups. All participants in this course will be held accountable for knowing and following the Ethical Guidelines of the ASGW as presented in the textbook or through appropriate ethical statements in psychology, social work, or other fields.

Prerequisites: The course is primarily designed for masters level students. The prospective student should have at least junior/senior status or permission from the instructor. While previous course work in counseling is desirable, this is not a prerequisite. In addition, students who plan to enroll must be competent in the use of the computer to access, download, retrieve and send information on the Internet.

Student Responsibilities: Each student is responsible for meeting the requirements of the course listed below:
- Filling out and signing the contract in this syllabus
- Reading and understanding the textbook
- Completing the weekly assignments on schedule
- Participating in ALL scheduled class activities
- Interacting in small groups according to ethical guidelines
- Completing all in-class and take-home exams
- Keeping a journal
- Preparing a written transcript of a group session

Students will send the instructor by email, fax or regular mail the completed assignments prior to each meeting. The student will also provide feedback on the class and the student’s reaction to class activities in a journal that will be collected weekly.

Time Requirements: This is a three/four credit semester upper-division course or graduate level course. Most students will need to spend at least two hours outside of class for each hour spent in class or about six to eight hours a week to complete the assignments. Please save copies of any classwork you turn in to guard against receiving an incorrect grade.

Evaluation:
- Class attendance and active participation in class (10 points)
- Electronic portfolio or journal (10 points)
- Completion of classroom exercises and activities (10 points)
- Final Examination (30 points)
- Written transcript (40 points)

Bonus Points: Students who wish to earn extra credit and bonus points can make those arrangements with the instructor and design an appropriate activity outside of the normal classroom activities.

Journal: This course tends to provide all of us with thought-provoking material, both about leadership issues and about ourselves. Please keep an informal journal discussing your thoughts, feelings, and meanings as they develop during the course. You are free to generate any style of journal that you wish. The journal entries are completed once or twice weekly during the term. Each entry is about one page. The journal typically includes observations, personal insights, events and changes in your perspective during the term. It may include newspaper articles and materials from your daily experiences, if you feel that they are appropriate. The journal can be sent to the instructor via email for the instructor’s reactions or turned in with a hard copy.

Save a second copy of journals and assignments. Instructors have endless piles of paper and it is always possible that something can be misplaced. And, all of us have pushed the wrong key on computers and lost important information. Thus, it is essential that you back-up and save a hard copy of all electronic material.
And, equally important, keep a second copy of all work turned in. This can help prevent misunderstandings. It is your responsibility to keep a second copy of all material that you complete for this course. The student is also expected to keep a hard copy or electronic copy of the journal for discussion in class from time to time.

Schedule of classes:
1. **First Session: Introduction to the course activities, group members and instructor.**
   The class will review the syllabus, complete a contract, clarify the use of computers in class, review the course objectives, review the required reading, and prepare for participation in the class. A 30 minute lecture-discussion will cover the “Before You Start” introduction and discuss the role of an “Intentional” group leader.

**Reading:** Ivey, Pedersen & Ivey, “Before You Start” and Chapter 1

**Assignment:** Your Multicultural Heritage: Review the list of multicultural characteristics in “Before You Start”. Briefly list your multicultural background, sharing as much as you feel comfortable sharing. Write a paragraph summarizing your thoughts and feelings about this exercise.

   Process observation of positive assets and strengths is the first practice exercise in Chapter 1.

2. **Second Session: Attending and Focusing:** This class will focus on discussing empathy, the diversity competencies, the ASGW guidelines for ethical behavior in group leadership, attending behaviors and focusing.

**Reading:** Ivey, Pedersen & Ivey, Chapters 2 and 3

**Assignment:** Process observation of attending behavior. Select the one instrument that appeals to you for this observation. Note ethical guidelines for observation.

   Please complete these exercises. They are due the following week. In addition, you may wish to complete Process observation of focus dimensions as in Exercise 2 for extra credit or your own group practice, Exercise 4. It is now appropriate that you start some direct practice in group work. You may wish to work with another person from this class. Provide a two-page summary of this experience.

3. **Third Session: Basic Listening Skills.**

**Reading:** Ivey, Pedersen & Ivey, Chapter 4

**Assignments:** Please complete your own Community Genogram and write a one-page summary of your observations from this exercise. Also see Exercise 1, process observation of interpersonal influence. Please complete these exercises and they are due the following week.

4. **Fourth Session: Theme-Centered Group Interaction and Transcript: Integrating Microskills in a Full Group Session.** This session will integrate the microskills studied thus far in a full group session. In addition, students will be asked to complete a full group session themselves, Theme-Centered Group Interaction and Transcript. This is due later in the term when the class will integrate the microskills studied thus far in a full group session.

**Reading:** Ivey, Pedersen & Ivey, Chapters 5 and 6

**Assignments for the two week period:**
- Exercise 1, Chapter 5, Process observation of themes in a group.
- Exercises 2 and 3, Chapter 5. You are asked to facilitate a theme-centered group and to audiotape or videotape this experience. Using the format of Chapter 6 of
the text, classify your leads and conduct a process analysis of your own work. The minimum time for a transcript is 15 minutes, but more is preferable. Find a place in the transcript where you speak at least five times. If this is not feasible (you don’t talk that often), complete 15 minutes of the group analyzing as much of your own behavior as possible plus, of course, that of group members. But, list your own verbal statements in other parts of the session and discuss them through process analysis. In addition, you may wish to comment on the gender-bender exercise for extra credit. How does this exercise relate to other multicultural areas? What meaning might this have, for example, for groups concerned with race/ethnicity, spirituality, sexual orientation, or other concerns?

5. **Fifth Session: Skills and Strategies for Interpersonal Influence, Part I: Listening Reframing/Interpretation, Self-Disclosure and Feedback and Part II: Structuring Strategies, Logical Consequences, Eliciting and Reflecting Meaning Skills.**

*Readings: Ivey, Pedersen & Ivey, Chapters 7 and 8*

*Assignments:* Please complete your own Community Genogram and write a one-page summary of your observations from this exercise. Please complete this exercise and it is due the following week. Also, see Exercise 1, process observation of interpersonal influence.

*Supplementary bonus exercise:* Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

Please complete these exercises and they are due the following week.

6. **Sixth Session: Managing Conflict Via Confrontation.**

*Reading:* Ivey, Pedersen & Ivey, Chapter 9

*Assignment:* Exercise 1. Process observation. Select on of the two process observation exercises.

*Supplementary bonus exercise:* Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.

Please complete these exercises and they are due the following week.

7. **Seventh Session: Alternative Approaches Using Microskill Strategies, Examining Your Own Group Practice and Assessing Your Own Personal Group Style.**

*Reading:* Ivey, Pedersen & Ivey, Chapters 10 and 11

*Assignments:*
- Exercises 2 and 3. Facilitate your own group session using the skills and provide a brief summary of what occurred. Be sure to have a process observer comment on your work and/or use audiotape and videotape in this process. Ensure that usual ethical guidelines are followed and present evidence of this in your summary report.
- Your own mastery levels. Please complete the Ivey Taxonomy form on mastery of skills, strategies, and intentional prediction and present it with your comments on your own style.

Please complete these exercises and they are due the following week.
**MAJOR ASSIGNMENT DUE AT COURSE COMPLETION:** During the next several weeks, plan and conduct a full three-hour group. Audiotape and videotape this group and present a minimum of a 45 minute transcript of this session. The general format follows the transcript of Chapter 6 and specific suggestions for procedure and analysis may be found in "Examining Your Own Group Practice" in Chapter 11.

**Assignment:** Continue Week 6 assignments, due Week 8.

8. **Eighth Session:** The class will review and discuss the first chapters of the Theory book in a lecture-discussion format. We recommend that this be combined with role playing or structured exercises to enhance the interactivity of the class.

9. **Ninth Session:** The class will review and discuss chapters of the Theory book in a lecture-discussion format.

10. **Tenth Session:** The class will review and discuss chapters of the Theory book in a lecture-discussion format.

11. **Eleventh Session:** The class will review and discuss chapters of the Theory book in a lecture-discussion format.

12. **Twelfth Session:** The class will review and discuss chapters of the Theory book in a lecture-discussion format.

13. **Thirteenth Session:** The class will review and discuss the remaining chapters of the Theory book in a lecture-discussion format.

14. **Fourteenth Session:** The class will review and discuss the integration of the Theory book with the Microskills approach in developing Group Leaders. This last session will be negotiated with the class to meet special needs that have arisen during the term.
Overheads or PowerPoint Slides

The following overheads or power point slides highlight the basic contents of this book. Figures and “boxes” are provided for each chapter of the book and these may be copied from the book to make overheads also. Finally, the instructor may wish to highlight through overheads as well. Overheads provide a valuable visual point of reference for students. “One in the eye is worth two in the ear.”

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