



Course program and reading list

Semester 1 Year 2022

School: Arison School of Business M.A. in OBD

Group Facilitation

Lecturer:

Dr. Yael Ben-David yael.bendavid@runi.ac.il

Course No.:	Course Type :	Weekly Hours :	Credit:
28919	Workshop	2	2

Course Requirements :	Group Code :	Language:
Final Paper	221289192	English



Course Description

Organizations base a large part of their management on group processes: management teams, task groups, project teams and more. Organizations tend to emphasize the functional side of groups, which is required to prove efficiency and is measured by standards such as meeting targets, timetables, etc. At the same time, an in-depth professional look at working groups reveals a rich inner world in which, alongside growth and empowerment forces, there are often emotions, conflicts and resistance. Many of these are expressions of the tension between the individual and the group.



Course Goals

Course goal

The goal of the workshop is to make the group facilitation a meaningful and effective tool for the participants as future OD and HR practitioners. The workshop includes key themes in group work, such as: group development, social roles in groups, unconscious processes in groups, psychological needs of group members, leadership, and tools for planning and

intervening effectively in groups.

Course structure

The course opens with five theoretical introduction classes devoted to basic topics in group work. In the following seven sessions, participants will experience in group facilitation around chosen topics that are related to groups. The summary session will be devoted to the integration and processing of theory and practical experience in the classroom.



Grading

Course grade components:

1. **Active Participation** (including attendance to classes, arriving on time, handing all reflexive journals on time and reading) – 15% of the grade.
2. **Experiencing in facilitation** (including preparation of an outline for facilitation and a summary journal of the learning experience) – 15% of the grade.
3. **Final assignment** – 70% of the grade.

Course requirements:

Active participation

The course will be conducted in a workshop format and will provide a unique and professional look at what is happening in groups in organizations. Our learning will be experiential and theoretical and will depend on its members to create positive experiences and meaningful learning. The more you invest in the reading, preparation for classes, “thinking out loud” raising questions and providing other participants with feedback, the more you will gain from this course and contribute to others. Accordingly, the active presence of each participant is critical to the success of the course. If you cannot attend to one of the meetings, I will ask you to inform me and the group in advance.

I ask that you do not use laptop computers (excluding lectures) or cell phones during the course of the workshop so you can be fully present within the lesson. Bring a regular notebook to a lesson and writing tools.

Attendance to the course

In accordance with the requirements of OBD program, attendance at all classes is mandatory. According to the program's regulations, absence from more than two classes disqualifies you from completing the course. Hybrid presence will be allowed only in case of 'biddudim'/lockdowns. In special cases, you must contact the student coordinator of the program, who will pass the decision to the Dean of Students.

I will forward an attendance page at the beginning of each lesson.

*due to the dynamic nature of the course, classes won't be recorded in order to allow a safe space for the participants.

Academic Reading

For most of the sessions, you are asked to complete a reading assignment, according to the list below. The reading items form the basis of the theoretical discussion that will take place in the classroom as well as the final work. Reading for lessons is critical so that we can engage in a common discussion of the concepts rather than their imparting.

Reflexive Journals:

You are responsible for keeping a personal Journal (the "Reflexive Journal") during the course. This is a vehicle for you to notice your observations and experiences; to reflect upon them making use as appropriate of theoretical materials; and to pull out insights and learnings. A Journal entry should be written for three of the classes in which a student facilitation occurs.

Write a page that relates to your personal experience during the session. It is possible to expand on a particular moment during the meeting that you found meaningful or important and/or the meeting can be described from the perspective of another participant, as you saw the participant during the meeting.

The Journal entry must be submitted to me by email no later than Monday following the class meeting. Writing the Reflexive Journal is meant to serve you and will be at hand for the final task. I collect them during the semester so as to be strict about the framework, but I will respond to the letters only at the end, with the final task. The letters should be sent directly to me.

Group facilitation experience

The course provides you with an opportunity to guide a group around one of the topics learned in class. You will work in pairs and guide the work together. You are asked to prepare an outline for your work with the group. (Instruction page appears on the course site). The outline should be sent to me no later than Wednesday at 8:00AM in the week of your facilitation (i.e., two days before the facilitation). The length of the facilitation experience is 45 minutes. We will then conduct a feedback session and extract key insights relevant to group facilitation in general and in conjunction with the theory. You should also submit a reflexive letter about your learning as facilitators. The letter should be sent individually to my email no later than Monday in the week following the meeting.

At the first meeting, you will be invited to assign in pairs to one of the facilitation units. Instructions for planning the facilitation unit will be presented in class.

Final assignment

In the final assignment, you need to offer a theoretical reading of the group processes in which you participated. The work will include a reference to four components: (a) a main theme that was salient in the group during the semester. This could be an issue that preoccupied the group or a dynamic that was prominent in the group through out the semester. (b) an integrative reference to at least two different theoretical perspectives presented in the syllabus articles. In this regard, you must address two theoretical papers. You will be asked to relate to the main concepts in each article and to the basic assumptions underlying the approach offered by the authors, and to possible correspondence between the chosen perspectives. (c) the implementation of the theoretical contribution to understanding the group experience both within the group process and the experience in guiding the group. In order to implement the theoretical ideas, you may choose several passages from the journals you have written, or offer a holistic reading of the journals around a central theme that stands out for you. All sections or letters should be attached as an appendix to the assignment. (d) Based on the theoretical reading and the implementation of the group process, articulate at least 2 recommendations to managers on the subject of managing groups. Assignment must be done individually.

The final work must be submitted by February 8th, 2022.



Lecturer Office Hours

Monday, 18:00-19:00, by appointment.

Email: yael.bendavid@idc.ac.il,



Reading List

Readings and course plan

<u>Suggested Readings</u>	<u>Compulsory readings</u>	<u>Class Topic</u>	<u>Date</u>
Yalom, I., Leszcz, M.(2005). The theory and practice of group psychotherapy. New York, Basic Books, 5th ed. Chapter 1, pp:xx-xx.	Freud,S;Starchy,J.(trans).(1922). Group psychology and the analysis of the ego. New York, NY, US: Boni and Liveright. Chapter 3:Other accounts of collective mental life, pp 23-32.	Introduction to groups	Week 1+2

<p>Freud,S;Starchy,J.(trans).(1922). Group psychology and the analysis of the ego. New York, NY, US: Boni and Liveright. Chapter 2:Le Bon's description of the group mind. Pp 5-22.</p>	<p>Whitaker, D. S. (2003). <i>Using groups to help people</i>. Routledge. Chapter 4, Pp: 31-42.</p>		
<p>Bennis, W.G., Shepard, H.A., (1956). A theory of group development. Human Relations,9, pp.415- 437</p>	<p>Mackenzie, R.K. & Livesly,W.J.(1983).A developmental model for brief group therapy. In: Dies, R.R., & Mackenzie, R.K. (eds). Advances in group psychotherapy monograph 1, pp 101-116.</p>	<p>Stages in group development</p>	<p>Week 3</p>
<p>Yalom, I., Leszcz, M.(2005). The theory and practice of group psychotherapy. New York, Basic Books, 5th ed. chapter 13.</p>	<p>Mackenzie, R.K. & Livesly,W.J.(1983).Social roles in psychotherapy groups. In: Dies, R.R., & Mackenzie, R.K. (eds). Advances in group psychotherapy monograph 1, pp 117-135.</p> <p>Wells, L. (1980). The group as a whole: A systematic socio- analytical perspective on interpersonal and group relations. in Alderfer C. P.& Cooper, C.L. (eds), Advances in Experiential Social processes, Vol. 2, New York, Wiley.</p>	<p>Projective identification and Social roles in groups</p>	<p>Week 4</p>

	<p>Ben-David, Y., Ickeson, T., & Kaye-Tzadok, A. (2021). Lost in the matrix: Dialectical tensions in facilitating virtual video groups during COVID-19 pandemic. <i>Internet Interventions, 26</i>, 100445.</p> <p>Weinberg, H. (2020). Online group psychotherapy: Challenges and possibilities during COVID-19—A practice review. <i>Group Dynamics: Theory, Research, and Practice, 24</i>(3), 201.</p>	The psychology of virtual groups	Week 5 (zoom class)
	<p>Yalom, I. D., and Leszcz. M., (2006). The therapist working in the here and now, Chapter 6,," in Theory and Practice of Group Psychotherapy, New York: Basic Books, pp. 141-199.</p> <p>McCormick, D. W. and White, J., (2000). Using oneself as instrument. <i>Organization Development Journal, 18</i> (3) pp. 49.</p>	Content and process + intervention techniques	week 6
<p>Klein, M. (1959). Our adult world and its roots in infancy. <i>Human Relations, 12</i>, 291-303. <small>[11] [SEP]</small></p>	<p>Smith, K.K., Berg, D.N., (1987). A paradoxical theory of group dynamics. <i>Human Relations, 40</i>, 10 pp. 633-644 (- 648).</p> <p>Nitsun, M. (1991). The anti-group: destructive forces in the group and their therapeutic potential.</p>	<p>Facilitation sessions - themes :</p> <p>-paradoxes in groups</p> <p>-Anti group</p>	Week 7-12

<p>Foulkes, S. H. (1984). <i>Therapeutic group analysis</i>. Karnac Books.</p> <p>Schein, E.H. (1998). Facilitative process interventions: Task processes in groups, Chapter 8, in <i>Process Consultation Revisited</i>, Prentice Hall, pp. 145-171.</p> <p>Schein, E. H. (1998). Facilitative process interventions: Interpersonal processes, Chapter 9 in <i>Process Consultation Revisited</i>, Prentice Hall, pp. 172-181.</p>	<p>Group Analysis, 24, 7-20.</p> <p>Weinberg, H. (2007). So what is this social unconscious anyway?. <i>Group Analysis</i>, 40(3), 307-322.</p> <p>Hoper, E.(2001). The social unconscious: Theoretical considerations. <i>Group Analysis</i>, 34(1), 9-27.</p> <p>Rioch, M.J. (1970). The work of Wilfred Bion on groups. <i>Psychiatry</i>, Vol. 33, 22/70, pp.55-66.</p>	<p>and resistance -Psychology of virtual groups</p>	
		<p>Summary</p>	<p>Week 13</p>