

References

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Appendix A

Study guide and letters to the students



**MHB 801: I/O Psychology Practice
(Working with groups)**



1. Introduction and welcome

Dear student, welcome to this module. This module (I/O Psychology Practice: Working with groups) focuses on how to identify, understand and work with group phenomena in organisational contexts. It is different to what you have experienced before and the group phenomena you will work with is also on a different level to what you have been exposed to thus far in your academic career.

Please read this study guide carefully. In addition to the study guide, you will also receive three study letters to which I want to draw your attention.

- **Study letter 1** is attached to this study guide and provides important information on the main input for this module, the group experience;
- **Study letter 2** will be given to you after your group experience and will contain the information you will need to complete your first assignment, the personal reflection;
- **Study letter 3** will be given to you after the theory-and-application workshop on 19 September 2009 and will contain the information needed to complete the second and final assignment.

2. Significance of this module

This module takes a specific focus on the practical application of the Industrial and Organisational Psychology field. The module's main aim flows from the fact that an understanding of complex group dynamics is imperative for effective consultation and intervention in practice. Such an understanding, however, cannot be taught without a strong focus on first-hand experience, reflection and application. This module thus follows a unique "inside-out" approach that combines the experience of being part of a group with theory on groups as well as application-possibilities.

3. Educational approach

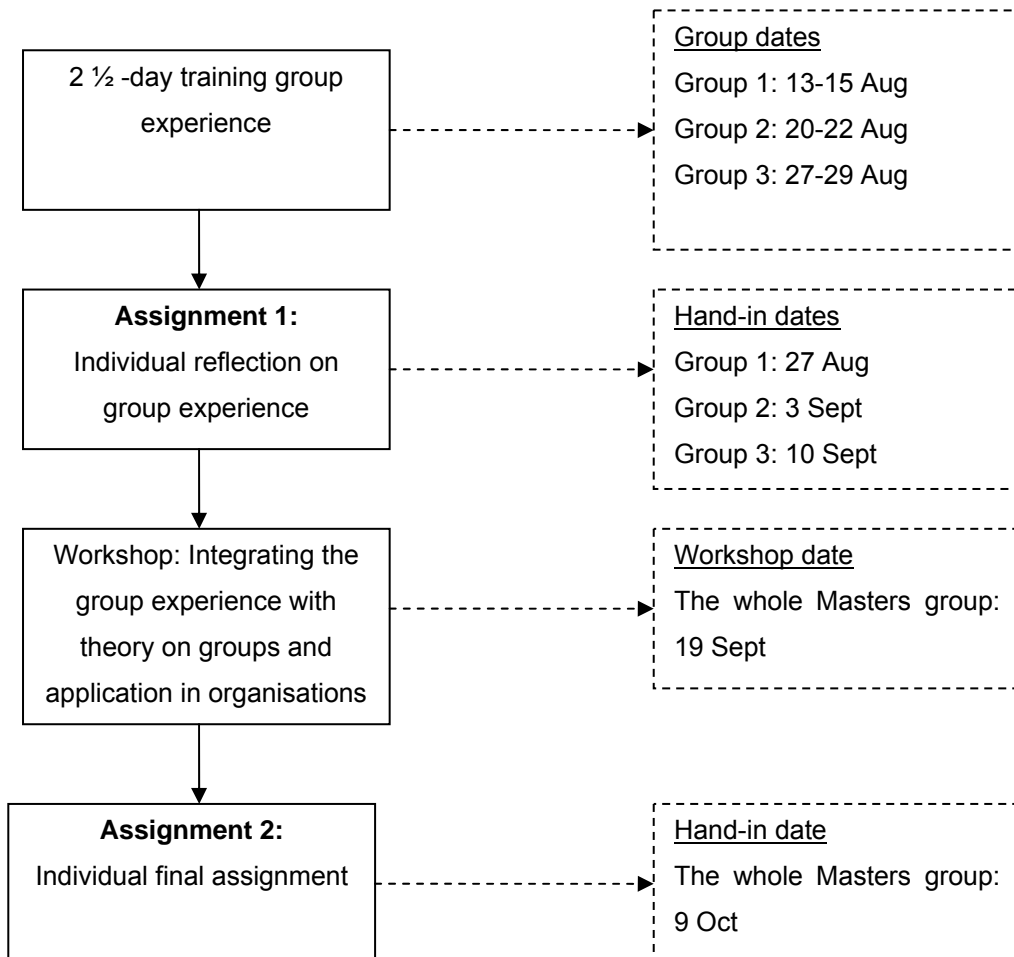
The approach followed for this module is in line with what is expected from students at Masters level. We will only provide broad guidelines and parameters within which it will be the students' responsibility to construct value. This module comprises an experiential, theoretical and application component. It will require of students to take part in a group, reflect on the group, integrate your experience with theory and apply it to organisational practice.



4. Contact information

	Name	Room no.	Contact information
Masters Programme manager	Prof JS Basson	E&B 3-77	Tel : 420 3431 johan.basson@up.ac.za
Lecturer	Mr JH Cooper	E&B 3-81	Tel : 420 3846 jean.cooper@up.ac.za
Secretary	Mrs C Smith	E&B 3-77	Tel: 420 3108 christa.smith@up.ac.za

5. Module map



6. Study Units

9

I/O PSYCHOLOGY PRACTICE: STUDY UNIT 1: WORKING WITH GROUPS

6.1. Overall aim

To provide the student with the opportunity to explore and understand the dynamics in groups and organisations in order to be able to make interpretations and intervene as part of organisational consulting practice.

6.2. Learning outcomes

- ✓ Demonstrate the ability to critically reflect on the processes and behavioural dynamics in a training group;
- ✓ Demonstrate the ability to critically reflect on own behaviour and experiences in a training group;
- ✓ Demonstrate the ability to integrate the first-hand experiences of group processes and the experiences of self-in-group with relevant theory;
- ✓ Demonstrate the ability to transfer this integration of group experience with group theory to contemporary organizational contexts.

6.3. Overall description

The focus of this module is to give you a deeper understanding of groups and of yourself in the context of being a group member. It consists of an experiential component which is followed by a theoretical component. It concludes with exploring various application-scenarios and integrating the experience and theory with application possibilities.

6.4. The 2 ½ -day training group experience

This will provide an experience of being a participant in a group. The main focus will be training with an added possibility for learning about your own interactions in a group. This should be a unique training experience that makes this course different from most other courses that you have experienced so far. The group will be facilitated by Mr. Greyling Viljoen (Clin Psych, private practice) and Prof. Drikus Kriek (Clin

Psych, UNISA School for Business Leadership). The facilitators will be assisted by the course leader, Mr. Jean Cooper (Ind Psych) with regards to the observation of and reflection on the group. More information regarding the group experience and logistical arrangements is given in your first study letter (attached to this study guide).

6.5. Assignment 1: Individual reflection on group experience

You will be required do reflect on your group experience. This reflection needs to be handed in two weeks after your group session, as indicated in the module map (number 5) above. More detail regarding what is required will be given in your second study letter at the end of your group experience. This reflection will be done individually but will not count towards your module mark. However, failure to do the reflection will lead to you being penalized on your final mark.

6.6. Concluding workshop: Integrating the group experience with theory and practice

This workshop will take place on 19 September 2009 in EB 2-78, from 08:30 - 16:00. The purpose of this workshop is to, as a group, discuss and explore various theoretical conceptualizations of groups, to link this with your first-hand group experience and to understand how this applies to organisations.

6.7. Assignment 2: Individual final assignment

You will be required to analyze and integrate your group experience with group theory within the context of an organisation. This assignment needs to be handed in on 9 October 2009. More detail regarding what is required will be given in your third study letter to be handed to you after the concluding workshop on 19 September. This assignment will be done individually and will count 100% of the total module mark.

6.8. Prescribed reference work

Ringer, T.M. 2002, *Group action : the dynamics of groups in therapeutic, educational, and corporate settings*, Jessica Kingsley, London ; Philadelphia.

I encourage you to use this book as primary guideline and to incorporate other relevant works.

Study letter 1: The group experience

17 July 2009

Dear Masters' student

These 2 ½ days will provide an experience of being a participant in a group. The purpose of the group is to learn about how groups function by studying your own functioning as a group. The main focus will be training (learning about groups) with an added possibility for learning about your own interactions in a group. This will and should be a unique experience that makes this course different from most other courses that you have experienced so far.

When the group starts, the facilitators will not introduce a topic or content but instead will allow the group to take its own course. After the group has progressed for a while (i.e. a day) we will take a break from the group and reflect on what has happened in the group. We will also do this at the end of the 2 ½ days. The purpose of these reflection times is that we will capture and make sense of the experience and of what is happening in the group. These 2 ½ days usually take a fair amount of energy so expect to be tired at the end of each day.

The group will run over a Thursday evening and a whole Friday and Saturday in room EMS 2-84. Please refer to the group and date allocation below. On the Thursday evening we will arrive and settle in between 17:30 and 17:50 and start at 18:00. On the Friday and Saturday we will arrive and settle in between 08:00 and 08:20 and start at 08:30. As traffic into Pretoria can be very busy, please make sure that you allow yourself enough time so that we can start on time. Depending on how the group progresses, we will finish between 21:00 and 22:00 on Thursday and between 17:00 and 18:00 on Friday and Saturday, so keep your own diaries and travel arrangements flexible.

This 2 ½ day group experience will form the main input into this module. You will, however, only form part of the training group for 2 ½ days, after which it will disband. Although you will still participate in the remaining concluding (theory and practice) workshop as part of this module, this will be in the capacity of the entire Master's class, and not as a continuation of the training groups.

Should any personal or inter-personal discomfort exist after the 2 ½ days, both the facilitators and myself will be available to assist and advise you. You don't need to prepare anything for the group experience, but bring a pen and paper with for personal notes. This way of experiencing and learning about groups is very exciting. We hope that you are looking forward towards it as much as we do.

Best wishes

Jean Cooper

THE FACILITATION AND REFLECTION TEAM

Course leader

Jean Cooper, MCom (Ind Psych), MPhil

Industrial Psychologist, Registered with HPCSA, Member: ISPSO (International Society for the Psychoanalytic Study of Organisations), Member: (SIOPSA) Society for Industrial and Organisational Psychology of South Africa, Team and Organisation Development Consultant.

Group facilitators

Greyling Viljoen, MA (Clin.Psych)

Psychologist in private clinical and sport psychology practice, Contracted to the High Performance Centre (hpc) at UP in performance psychology; group facilitator; part-time lecturer in group and team dynamics.

Drikus Kriek, DD, MA (Clin Psych), MBA

Clinical Psychologist, Registered with HPCSA, Teambuilding Consultant, Adventure Therapy and Organisation Development Specialist, Member of Board of International Adventure Therapy Conference.

GROUP ALLOCATION

Group 1 13 - 15 Aug 2009	Group 2 20 - 22 Aug 2009	Group 3: 27 - 29 Aug 2009
Name Surname	Name Surname	Name Surname
Name Surname	Name Surname	Name Surname
Name Surname	Name Surname	Name Surname
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PROGRAMME

Thursday	Friday	Saturday
Start: 17:30 for 18:00	Start: 8:00 for 8:30	Start: 8:00 for 8:30
End: Between 21:00 & 22:00	End: Between 17:00 & 18:00	End: Between 17:00 & 18:00

29 August 2009

Study letter 2: Guidelines for assignment 1

Assignment 1: Personal reflection

This assignment asks of you to write a critical reflection on the group experience. Specifically reflect on the following:

- a) Your own experience of becoming/being a member of the group (especially on a psychological level)
 - o What made it easier for you to join the group? (reflect on specific incidents or situations);
 - o What made it difficult for you to join the group? (reflect on specific incidents or situations);
 - o How did you experience being a member of this group? (reflect on specific incidents or situations).
- b) Significant moments in the group for the group-as-a-whole
 - o Reflect on one or two specific moments in the group that, according to you, were especially significant for the group as it moved through the 2 ½ days.

What standard of work is required?

It is important to be able to critically reflect on one's experiences in groups. This assignment is there to help you develop this skill before you move on to the final assignment. The better the quality and depth of this reflection, the more you will be able to compose a good quality final assignment for assessment purposes. I will therefore provide feedback on this assignment in order to help you develop your reflexive ability. If your reflection is not up to standard, you will be asked to re-submit before being allowed to move on to the final assignment. A critical reflection of good quality is one that explores the questions for reflection in depth and on various levels; uses evidence, examples and anecdotes from the group to substantiate claims and enrich your descriptions (thus being specific in stead of making general statements) and takes a critical and self-critical stance.

Structure, format and due date

Between 10 and 15 pages in length. Submit an electronic copy (to jean.cooper@up.ac.za) before or on 10 September 2009. Referencing is not required as this is only a personal reflection and you are not required to consult literature at this stage.

I trust that you will make this a meaningful exercise.

Best regards

Jean Cooper

19 September 2009

Study letter 3: Guidelines for assignment 2

Assignment 2: Individual final assignment

Learning outcomes (as per the study guide)

This assignment requires you to:

- ✓ Demonstrate the ability to integrate the first-hand experiences of group processes and the experiences of self-in-group with relevant theory;
- ✓ Demonstrate the ability to transfer this integration of group experience with group theory to contemporary organizational contexts.

Assignment

1. Do an in-depth study of the theoretical material in order to further understand the theoretical concepts discussed in class. Make use of the following material:
 - a. Class notes: Overview of the conceptual structure of small groups by Greyling Viljoen;
 - b. Class notes: Group phenomena in work teams by Jean Cooper;
 - c. Book: Group Action (Ringer 2002);
 - d. Any other material you deem appropriate to the assignment (i.e. furthering your understanding of the concepts discussed in class on 19 September 2009).
2. Use your understanding of the theoretical concepts discussed in class to describe and interpret any organisational scenario / case / dilemma where you are (or have been) involved. This interpretation should display your ability to use your theoretical knowledge to make sense of (interpret) group processes in an organisational context.
3. In your description and analysis of the real-life organisational scenario, you are encouraged to illuminate the theoretical concepts not only from the literature, but also from your training group experience. And then, after illuminating the concepts, apply the concepts to the organisational context.

Structure

Between 15 and 20 pages in length. Appropriate referencing is required.

Hand-in date

9 October 2009 in electronic format (MS Word attachment via email to Mrs Christa Smit) as well as hard copy. The hard copy must also be handed in at Mrs Smit.

All the best, and please contact me should there be any questions

Jean Cooper

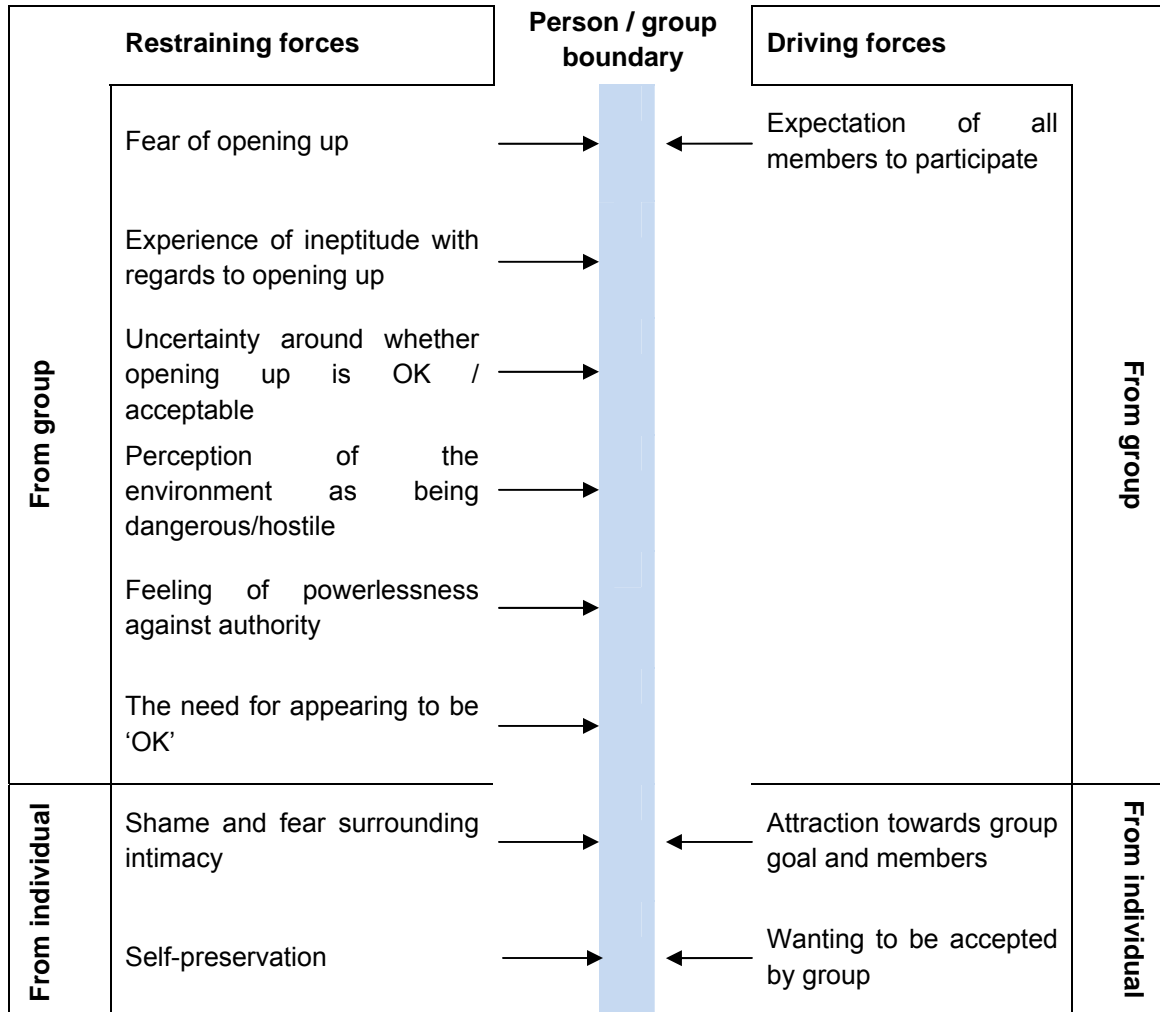
Appendix B

Preliminary attempt at data analysis

FIRST PRELIMINARY DATA ANALYSIS AND RESULTS

1. Outcome of the analysis

Figure 1: The driving and restraining forces involved in the process of becoming a member of a small group



2. Introduction for Prof Basson:

My analytic process up to now has been as follows: I first looked at the main underlying group-level themes. I did this by coding and creating families. These codes and families all focus on the systemic level of the group-as-a-whole and forms the background for the next step in the analysis. The next step was to focus on specific communication transactions. Here the focus shifts from the group-as-a-whole to the boundary between the person and the group. I have started with MAGGIE. In session 1 there were 4 communication transactions between her and the group. The picture above is the result of analyzing these 4 transactions against the

backdrop of the group-as-a-whole. For each of the transactions I asked the following questions in order to arrive at the forces underlying the transaction:

- Is this a dependent, independent or interdependent communication transaction (see picture below)? In other words, was MAGGIE as well the group's boundaries open for information from the other party and the subsequent possible change?
- If the party (either MAGGIE or the group) changed or showed the potential for change after or during the transaction, the boundary was open. If no change was effected or if change was resisted, chances are the boundary was closed.
- I would then ask: Why? i.e. why was MAGGIE's boundary open? Why was the group's boundary closed? Why did MAGGIE's boundary change from open to closed? Or why the group's boundary changed from closed to open? I would here come up with conjectures that are plausible when viewed against the backdrop of what was happening in the group.
- I would also ask: What made it easier for the boundary to be open? What made it more difficult for the boundary to open? There are always driving and restraining forces at work simultaneously.
- Then I would come up with possible forces (derived both from my interpretation of the transaction dynamics as well as my understanding of what was going on in the group-as-a-whole) which really are hypotheses/conjectures i.e. plausible conclusions based on the data and theory.
- My hope is that, as I progress through the other group members and the other group sessions, I will be able to put these interactional forces and group-level themes next to one another and find congruency between them. If there is no congruency between an identified force and the group themes and/or the other forces identified through the analyses of the other interactions, then I probably have the identified group themes or forces wrong.
- I also resisted the first analyses to be too deep. I would thus, at this stage, rather put the force down as "Shame and fear surrounding intimacy" as it came from the data, than putting it down as "Defence against being destroyed by the mother's love" as in psychoanalytic language. I can always later take the discussion of the results to the deeper level, but at this stage I might miss the finer nuances if I immediately go to the core forces of sex and death...;-)

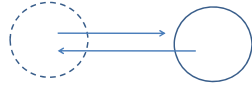
O yes, my assumption is that a group member is someone who experiences himself, and who is experienced by the group, as being a member of the group. In boundary-language: if the individual's boundary is open for input from the group, and if his/her input is accepted by the group, then the individual can be regarded as a member of the group. There are, however, no fixed and final membership state as membership develops as the group develops. The forces we focus on are forces that either make the person/group boundaries more permeable or more rigid.

I will now first show schematic representations of the types of cross-boundary transactions as described by Agazarian and then continue my discussion of these specific results:



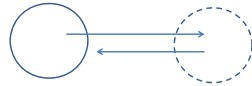
Dependent transaction

- Individual boundary open for input from group (change is possible)
- Group boundary closed for input from individual (no change possible)



Independent transaction

- Individual boundary closed for input from group (no change possible)
- Group boundary open for input from individual (change is possible)



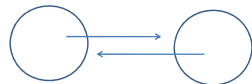
Interdependent transaction

- Individual boundary open for input from group (change is possible)
- Group boundary open for input from individual (change is possible)



Mutually exclusive transaction

- Individual boundary closed for input from group (no change is possible)
- Group boundary closed for input from individual (no change is possible)



The following section is the Atlas output of all the code families on the group-as-a-whole level. I am not discussing them now, I will discuss them in the thesis. But for now, see that it shows the family name, the codes, the number of codes as well as the number of quotations. I did not work strictly on the quantity of occurrences. Sometimes I selected 20+ lines of text where the phrase “sexual harassment” occurs 15 times but I only coded it once as “sexual harassment”. The reason is that with the type of agenda-less group discussion, the content is unconsciously chosen from the underlying group process. A specific word at a specific time (as with a

Freudian slip) could mean more than a 100 words in a neatly organized string of speech. I looked at the content, the communication patterns and the mood in the group to come up with the themes (families).

3. Code Families: Group-as-a-whole level (Backdrop against which the analysis is done)

These are themes derived from 1) the content that the group discussed through free association, 2) patterns that started to emerge on the group-as-a-whole level as well as the mood in the group. These themes form the backdrop against which the subsequent analysis of driving and restraining forces is done.

a. Code Family: Ambiguity towards the group and its leaders

Created: 06/08/2010 09:47:04 AM (Super)

Codes (2): [Content topic: Sexual Harassment - the boundary?] [Sensing tensions and intentions]

Quotation(s): 7

b. Code Family: Competition for selective (sexual) attention by men in positions of authority

Created: 06/07/2010 01:04:41 PM (Super)

Codes (13): [Content topic: Attractive candidates getting better attention] [Content topic: Being attractive vs not] [Content topic: Jealousy between women] [Content topic: Sexual Harassment - the boundary?] [Pattern: trying to prevent the ERNA show] [Pattern: ERNA Juggling Show] [Pattern: jealousy between the females] [Pattern: DEBBIE challenging the ERNA show] [Pattern: PAM: trying to take it away from ERNA] [Pattern: LINDA: Try to link to MAGGIE via story of her own] [Pattern: Pairs (PAM and CHRISTA)] [Pattern: trying to prevent the ERNA show] [Sensing tensions and intentions]

Quotation(s): 22

c. Code Family: Do not force us!

Created: 06/08/2010 09:28:15 AM (Super)

Codes (6): [Content topic: Being forced to talk] [Content topic: Cultural integration shouldn't be forced] [Content topic: Sexual Harassment - the boundary?] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is experienced by many members of the masters group]

Quotation(s): 14

d. Code Family: Fight

Created: 06/08/2010 09:57:05 AM (Super)

Codes (6): [Content topic: Being forced to talk] [Content topic: Cultural integration shouldn't be forced] [Content topic: Sexual Harassment - the boundary?] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is

experienced by many members of the masters group]

Quotation(s): 14

e. Code Family: Fighting the harassing authority figures

Created: 06/08/2010 09:16:29 AM (Super)

Codes (4): [Content topic: Fighting the harassers] [Content topic: How do I draw up the boundaries here and for future interaction] [Content topic: It's difficult to stand up against this authority figure] [Content topic: Stand up against the older manager]

Quotation(s): 5

f. Code Family: Fleeing: from the group and from authority figures

Created: 06/08/2010 09:20:25 AM (Super)

Codes (13): [Content topic: Abstinence] [Content topic: Christian fellowship outside] [Content topic: Going to Mauritius] [Content topic: Joke on ?] [Intervention: bringing it back to MAGGIE] [Intervention: Keeping it with MAGGIE] [Intervention: Referring to her not feeling understood] [Intervention: The group isn't listening to each other] [Intervention: trying to bring it here and now] [Intervention: What can be sensed here and now?] [Pattern: JOSHUA: taking it away from what can be sensed here] [Pattern: Fleeing out of the room] [Pattern: Taking it away from MAGGIE]

Quotation(s): 11

g. Code Family: Forming alliances (against what?)

Created: 06/08/2010 09:24:06 AM (Super)

Codes (12): [Content topic: Diversity assignment: HIV Uganda South Africa] [Content topic: Diversity Assignments: Cultural Diversity] [Content topic: Diversity Assignments: Generations Diversity] [Content topic: Diversity Assignments: Homosexuality and the glass ceiling] [Content topic: Diversity Assignments: Introversion in the workplace] [Content topic: Diversity Assignments: Religion] [Content topic: Diversity Assignments: Work Permits] [Content topic: Diversity Assignments: Xenophobia] [Pattern: PAM: trying to take it away from ERNA] [Pattern: LINDA: Try to link to MAGGIE via story of her own] [Pattern: Pairs (PAM and CHRISTA)] [Pattern: Pairs (pattern)]

Quotation(s): 19

h. Code Family: Personal identity

Created: 06/08/2010 09:30:59 AM (Super)

Codes (8): [Content topic: Being respected for who you are - identity] [Content topic: My name is important to me] [Content topic: Name vs nickname] [Content topic: Nicknames at work] [Content topic: Nicknames that we don't like] [Content topic: Other nicknames] [Content topic: The name my family calls me] [Respect me]

Quotation(s): 15

i. Code Family: Similarity vs difference

Created: 06/08/2010 09:33:57 AM (Super)

Codes (13): [Content topic: Cultural diversity] [Content topic: Cultural integration shouldn't be forced] [Content topic: Cultural stereotyping] [Content topic: Diversity assignment: HIV Uganda South Africa] [Content topic: Diversity Assignments: Cultural Diversity] [Content topic: Diversity Assignments: Generations Diversity] [Content topic: Diversity Assignments: Homosexuality and the glass ceiling] [Content topic: Diversity Assignments: Introversion in the workplace] [Content topic: Diversity Assignments: Religion] [Content topic: Diversity Assignments: Work Permits] [Content topic: Diversity Assignments: Xenophobia] [Content topic: Residence cultures] [Content topic: We are all the same and we are all different]

Quotation(s): 25

j. Code Family: Taking part (in intercourse and in this group) could be exposing, shameful and deadly

Created: 06/07/2010 02:30:31 PM (Super)

Codes (25): [Content topic: Abstinence] [Content topic: Attraction: OK or not?] [Content topic: Diversity assignment: HIV Uganda South Africa] [Content topic: Diversity Assignments: Homosexuality and the glass ceiling] [Content topic: If you sleep around you get a bad name] [Content topic: Religion and guidelines for sex] [Content topic: What are the rules of conduct here?] [Here and now comment: Feeling exposed] [Here and now comment: Feeling uncomfortable] [Intervention: bringing it back to MAGGIE] [Intervention: Clarifying for MAGGIE] [Intervention: Clarifying MAGGIE sense of sexual discomfort] [Intervention: Keeping it with MAGGIE] [Intervention: Referring to her not feeling understood] [Intervention: The group isn't listening to each other] [Intervention: trying to bring it here and now] [Intervention: What can be sensed here and now?] [Mood: Anxious] [Mood: Bored] [Mood: Nervousness] [Mood: Uncomfortable] [Pattern: Fleeing out of the room] [MAGGIE: maybe it's my fault] [MAGGIE: maybe it's my fault that I feel exposed] [MAGGIE: Opened my boundary and now exposed cause the group didn't reciprocate]

Quotation(s): 21

k. Code Family: Unwelcome / uninvited (sexual) attention from men in positions of authority

Created: 06/07/2010 02:23:23 PM (Super)

Codes (22): [Content topic: Being disrespected by older men] [Content topic: Being forced to talk] [Content topic: Fighting the harrassors] [Content topic: How do I draw up the boundaries here and for future interaction] [Content topic: It's difficult to stand up against this authority fogure] [Content topic: Religion and guidelines for sex] [Content topic: Sexual Harassment] [Content topic: Sexual Harassment - the boundary?] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is experienced by many members of the masters group] [Content topic: Stand up against the older manager] [Content topic: What are the rules of conduct here?] [Here and now comment: Feeling exposed] [Here and now comment: Feeling uncomfortable] [Mood: Anxious] [Mood: Bored] [Mood: Nervousness] [Mood: Uncomfortable] [Motive behind interaction:] [Pattern: Fleeing out of the room] [Sensing tensions and intentions]

Quotation(s): 28

4. Code families: Group member level (Forces on the person/group transaction level)

The focus here is first placed on those communication transactions where the group member doesn't act in complete unison with the group movement at the moment of interaction, but still acts towards the direction of the group goal. The reasoning behind this is as follows: According to Agazarian's use of Lewin's field theory, the forces in the group become visible at the group boundaries and are defined as sets of behavior that work in a specific direction or towards a specific goal. A group member here is defined as someone who engages with the group in interdependent communication transactions aimed at the overall group goal. (The assumption is that there is no final and fixed state of group membership) Interdependent communication transactions are transactions across the person/group boundary where the boundaries of both the person and the group are permeable (open) for input from each other. Thus, the more permeable the person/group boundary, the more information can flow from the group to the person which has the potential of effecting change in the person. The more permeable the group/person boundary, the more information can flow from the person to the group which has the potential of effecting change in the group. The forces that will subsequently be focused on, are those forces that either drive or restrain greater permeability of the boundary between the person and the group (from the individual's point of view) and the boundary between the group and the person (from the group's point of view). There are thus driving and restraining forces from both the person and the group that influence group membership. The reason then for first choosing transactions from individuals that are not in total unison with the group movement is that it makes it easier to see the forces working in on the boundaries. To illustrate: it is like a person swimming with the current or across the current. The effect of the current on the person is easier to recognize if the person is swimming across the current, than if the person is swimming with the current. So here we start with the first group member that tries to move in the direction of the group goal while the group is not moving in the direction of the group goal yet.

MAGGIE is the codename for the individual to protect her anonymity. MAGGIE1 refers to the first transaction by MAGGIE that will be analyzed. MAGGIE2 refers to the second transaction, and so forth. The analysis of the person/group transactions happen against the backdrop of the group-level analysis that was done first. Here the first four transactions by MAGGIE is analyzed. I first give a background sketch of each of the transactions as well as the actual dialogue quotations of all four transactions. I then give the code family outputs as generated by Atlas where it shows the family name, the comment I made regarding the family when it was created, the constituent codes etc.

MAGGIE1 background sketch:

The group has just started and kept themselves busy with taking turns to share what the focus areas of their respective assignments for diversity management are. After 3 minutes and 20 seconds the discussion comes to a type of standstill with one of the group members remarking that this is quite uncomfortable "sitting here and being forced to talk". It is at this moment that MAGGIE makes her first verbal contribution to the group. What is interesting about this contribution, is that it is the first time that someone shares something on a level that is not only academic, and thus somewhere out there outside of the group, but that is also a bit personal, and thus potentially closer to the group itself.

MAGGIE1 quoted from text:

MAGGIE Since everyone is sharing their topics hm J and myself are doing

introversion in the workplace.

PAM Okay.

CHRISTA Ja, but that's so funny because you're not an introvert.

MAGGIE I am

CHRISTA You're very (inbetween)

MAGGIE You know when I first started working for Siemens, I was placed in this big office (indistinct) people and their relationships and I'm with how to (indistinct). It took me literally a few months before I can ... so, I think what's (indistinct) ... out of it.

LINDA (indistinct)

DEBBIE En as jy nou kon praat wat sou jy se?

FRANCIS Uhm ... we're doing ... we first wanted to do this religion and (indistinct) ...

MAGGIE2 background sketch:

This communication transaction takes place only about one minute after the first transaction. What is interesting here is how the group again, after having cut her off previously, invites MAGGIE to join in the conversation, but on a non-personal, academic level. MAGGIE abides by the unspoken agreement to interact on this level.

MAGGIE2 quoted from text

DEBBIE Are you still doing the leadership

MAGGIE We still go on with it.

ERNA Are you still going to present it? When are you presenting?

MAGGIE Uhm ... on the 12th

CHRISTA Are you ready?

MAGGIE No. Actually, the (indistinct) that somewhere in between certain things I got this idea that, you know, why must I do it for exercises. I can come up with exercises. It's like its going to be like your industrial psychology. And logistically telling it is quite hard and it's really a type of program, so then I came up after last week with a few ideas and ... but now I'm still working on it. I'm still trying to do (indistinct) with of my own ...

CHRISTA Preferably (indistinct) ...

MAGGIE No, I don't have anything in place and (indistinct) ...

CHRISTA It's like we did (indistinct) as well.

MAGGIE3 background sketch

After the quoted text a short discussion on this transaction, which is the main movement for MAGGIE's relationship with the group until now and which also sets the tone for her future interactions. A pattern that started to emerge in the group before this transaction (which takes place x minutes after the previous transaction) is that of the "ERNA juggling show", as I have coded it. In order for the group to abdicate its responsibility to do its work, a pattern is adopted by which one group member (ERNA) starts talking and talking and entertaining and entertaining with all the others sitting and watching. Complete as if it was a juggling show in a circus going on. At times, ERNA will drop one of her juggling balls, so to speak, and one of the group members, usually JOSHUA, but sometimes someone else, will metaphorically speaking, pick up the ball and throw it back to ERNA to continue her show. The MAGGIE3 transaction happens just after one of these ERNA Juggling shows, at a point where the group ran into a silence of not knowing what to do next. Right at the time of that silence, MAGGIE steps in and takes the lead yet again in setting the group in motion. See the quoted text and the brief

discussion below:

MAGGIE3 quoted from text

ERNA I stay in (indistinct), so I stay far from all this mess
JOSHUA (laugh) ... all this mess
ERNA Ja, so ... eish.
GROUP silence
MAGGIE I once read a study that good-looking people are more positively perceived than non-good-looking people.
DEBBIE Uhm ... job interviews, maybe its you that doesn't ... uhm, when I did my Honours in Psychology, or Social Psychologically, basically we did those.
CHRISTA Don't give away your age.
DEBBIE Dawid ... (indistinct). Uhm ... it's basically ja, people who are perceived as more attractive get / are evaluated as more intelligent, more sociable, more likeable, more ...
PAM Like my colleague at work she has the IT Manager after her, some other guys after her and they all come and say hallo, and I'm like oh, please leave.
JOEL Are there anybody with experience of that?
DEBBIE Me.
CHRISTA Now we're not laughing to say that you're ugly.
DEBBIE No.
JOEL Because of your attractiveness that you experienced it?
DEBBIE Yes. Ja.
JOEL Ja.
DEBBIE You get treated differently.
JOSHUA I've been told that by a guy. That's scary. Anyway, moving on ...
ERNA And? Does that make you feel uncomfortable?
CHRISTA But Lise don't you pick it up from guys though. If a guy ... let's say a guy is appointing a girl and if she looks pretty and she's intelligent they'll appoint her, but if it's a chick appointing a chick and we pick up, oh she wears so much make-up, she makes herself so big, she obviously has no personality.
CHRISTA Ja, well I might be very dof when I judge someone, but if I look and someone and they look all dolled up and, I think to myself I wonder if you have friends. You always just think about if you have beauty have you brains. It doesn't (indistinct) very well.
PAM Sometimes when you ask them talk, they actually (indistinct)
CHRISTA I mean, we've had it. We've seen some pretty people and they are quite twat and they're very pretty, but they're stunning.
PAM Or just jealous.
CHRISTA Well, that's what I'm saying. Maybe it's (indistinct) ... and they think you know, don't have brains (indistinct) you're jealous of them; whereas a guy would look at that. I don't know (indistinct) ...
PAM Ja, look at me, not her.
MAGGIE Ja, it's the interview (indistinct).
MAGGIE Now how do you guys feel about being told directly, I mean, they ... cause I had ... I'm too embarrassed even to talk about it actually. Uhm, because the company I was working for was so big, there was a lot of people that I got to meet and, you know, even nine months in and I'm still meeting people, and ... uhm, I think the last guy I had a meeting with he was so



much older than me and I don't know if I was discriminating I don't need to be (indistinct), but he says, you know, so he had some other meeting and had our meeting rescheduled, and he said 'oh, if had known that you are so pretty I would not rescheduled'. And I was just ... it ... it was unacceptable.

DEBBIE (indistinct) Sort of.

CHRISTA Ja, but that (inbetween) ... he could have portrayed that as a little bit of a joke. Ja ... she's ... her personality is also what ... this ...

PAM (indistinct) ... because you're (indistinct)

CHRISTA I don't ... I would laugh. I'll laugh if it was me.

JOSHUA But it is quite difficult to draw the line in the sense of when it becomes inappropriate and harassing, and aggressive, and (inbetween)

DEBBIE But if you feel uncomfortable it's not normal.

JOSHUA Ja. Because ... ja, but remember that's a subjective ... (inbetween)

DEBBIE Some people can handle it.

LINDA Personal experience ...

JOSHUA I can walk out here and there can be a girl standing and I can tell her you've got nice eyes and she'll think 'stalker' or she can let it go.

ERNA I won't like it when (indistinct) ...

JOSHUA It could differ - the response. Or ... no, or he can go and tell himself well, you've got nice eyes. You can be pleased, or something like that.

ERNA Ja.

JOSHUA But the fact is I'm giving you an honest compliment.

DEBBIE But that's personal boundaries.

JOSHUA So, now you're subjective, now you're feeling subjective - I'm uncomfortable or you can feel no I'm not uncomfortable, it's a compliment. So, you can't really say at the moment I feel I am uncomfortable then it must be harassment.

ERNA Ja. They always say you must go back and (indistinct) ...

DEBBIE I am very in tune with the energy that other people sends off.

SHELLY And that's also (indistinct).

DEBBIE No, I think you're right. Do you know why?

JOEL How did you take it?

MAGGIE I meant ... it's not like I haven't been complimented before, I just found that particular incidence unfitting and I was actually ... it was a meeting but it was more of a training session, so you know, with a training session you go and prepare with certain things to say and then you sense this and I was feeling a bit weird. And then he kept pretending as if he didn't have aaptop. I had to sit ...

I

DEBBIE Next to him?

MAGGIE directly next to him.

PAM Oh, not cool.

MAGGIE Ja.

PAM Ja, because he was saying that (indistinct) ... before we get something else.

MAGGIE And then he says should I close the door and I'm like ... no.

PAM Oh, no.

MAGGIE So, it's ... ja.

DEBBIE Don't you agree that you kind of ... you sense ...

MAGGIE Ja.

DEBBIE ... I don't know how else.

MAGGIE Okay, some people would say oh, you know you're really pretty or whatever and it's just a compliment, and it ends there.

DEBBIE Ja.
MAGGIE You know. There's nothing further. They're not looking for something out of it and some people will say this and then it's like the whole (indistinct) and, you know, you can feel like ... but you're right, you sense it.

STEPHAN Other people that had that same awkward feeling?
CHRISTA Not at work, no.
ERNA Has anybody has had a sexual harassment?
LINDA Hey?
CHRISTA Why do I not find that surprising?
ERNA Are you saying I'm bringing it on to myself?
CHRISTA No, I just need to know (indistinct) ... You don't. You don't want to be very quiet hey. You will ... if you've got (indistinct) ... you will bring it up. You've got not (indistinct). Like in (indistinct)

ERNA No, I ... look, sometimes I think we give them their credit, okay, and then they continue, because you feel like ... I mean, like for instance you can just keep quiet and you know let it slip for the time, and then they continue. And for me I find it rather a little bit difficult because there is that older guy, deserving to be my dad; he's black; my ... and you know, I was not sitting very far from him, like you know in an open plan. I was sitting here was another lady and he was like sitting on the other side and, I mean, you know ee gossip and stuff - office gossip. And we get to hear how he is, you know, how he carries himself like he's got a girlfriend outside there in the world that we don't know of or of course he's married and all, and what happened was then he started ... kind of, you know, making moves on me. Then I kind of ... you know when this guy say hell, you know, all of a sudden he's just ... I mean, I'm not used to ... like I said, you know, sometimes this cultural thing can come where I respect him and see him you know as my father to a point where even in the workplace that issues where I know I will go crazy, but you know when he perhaps be around I might not approve, try to come to his level of respecting what if what not. And you know he said ... I remember there was one time on my birthday, my gosh, he kissed me in front of everyone on my cheek. And, you know, you're not like normally when you have birthdays you know you bring a cake and everybody in the office will come to the boardroom and whatever, and then you know congratulations C. And then he just came over and oh, you made it ... uhm. And you know this lady who was sitting next to me, you know, she was kind of my friend and whatever, and we were laughing afterwards, you know, it was like oh, my gosh, he what? And then it was just like you know it's a birthday thing - nothing really happened. And a couple of weeks later and then he started, you know C, you know on Friday we used to knock off at half past one, and then he's like you know where are you going afterwards; you know, well come to club wherever; you know, we must just go for margarita's and stuff. Uhm ... I was like what he even drinks those type of drinks? Really discriminative, because I mean, like I say, you know in the background, I mean he's that type of a guy, he's black and all - really, what does he know of a cocktail, this and that - margarita? You know, and I started thinking cocktails with me? You know I don't do alcohol. And I start that part first. You know, and I find it very ... with me? What will we talk about, you know. You know like how's your dad? His dad is the big boss and you don't really have anything much to say except how are you, thank you; good; goodnight; bye. You know, that type of a thing. No, it was like what

are we going to talk about and then I'm like (indistinct) ... no, you know, and then I just let it, you know. And then the next weekend he did the same thing - the next Friday he says the same thing, and I'm like no, I'm still going to go wherever and what not, I mean I've got a lift club where I was driving this late to work and back, and you know those type of things. And then he was the boss of this lady. Then ... he ... then I kept on saying, no I'm leaving with her, so I can't really ... she's relying on me to go home with her, so I can't really leave her. Then he came up with mechanism of realising her at 10 o'clock in the morning, so I'm alone. And then ... ja, I don't have an excuse according to him. Then he's like okay, so ... uhm, you know, the lady's name was Boni. So Boni's not here. So, what's up? Can we? I'm like no.

PAM
ERNA

Can I ask a question? Were you married then?

Yes. Yes, I was married and all. He was there with the invitations and what not. He knows everything. Uhm ... you know, and then okay fine, then I'm like no, I don't want to, but then I was like you now, (indistinct). Then one of these days we were in the kitchen alone with him, somewhere somehow. You know when you go to the kitchen and you make coffee and what not and the next thing it's just the two of us, you know, stalling and what not. And then he grabbed me - I love you, dammit. Oh, leave me alone, you know! You know, I was like (indistinct) I was (indistinct) and I'm looking at it, you know, that awkwardness, did I really (indistinct) ... did I, was he, was he ... was he, you know? And then I just jumped off and I left and I kept quiet. And then I'm ... uhm, what do we do, what do you do, what do you call him. Then I sent an e-mail to my manager, CC the Labour Relations Manager and I said I'm going to cry, I'm going to crack and cry if this guy does this again, like you know, I didn't mention the names and what not. I just said you know this is something that happened, if it happens again I'm going to cry. I'm going to be forced to do something drastic, like you know a sexual harassment case. I will open it. I will do everything. And then the Labour Relations Manager called me. You know my Manager is very sweet, kind and doesn't like conflict and fighting, so he's like could I speak to you a minute. So, I spoke to him and he's just like okay, maybe ... oh, and then I told him you know what because of I know how this, you know, the prejudice and what not behind it in the work, I'm not going to reveal who the person is at the moment. I'm not going to say who he is, I'm just going to and then you know sometimes they try to lead all of these questions - is it a black person? I'm like I'm not going to say anything. I'm just saying this is what is happening. You will tell me how I am supposed to handle it now, you know. And then it's like no, just send and e-mail and you inform them that they're in HR because I mean they're the same department and like you know, you inform them so that you know they should know as an HR practitioner what is going to happen, what sexual harassment means, how important, you know, how critical it can be and you know how much harm it can do to their reputation or this, whatever, whatever, and see what is going to happen, you know. And just after our discussion when I went back I see an e-mail from him saying 'I am serious. I love you and I want you. Period.' That's ... that's, you know, like literally he was saying. And then I just kind of copied his words, you know, cuts out everything and forward it to the Labour Relations Manger and then he called me again and says okay, you've ... like you know, okay saying that he was ... we agreed to give him the e-mail and if he phone me



again that this is the steps that I'm going to take and see if, you know, if he repeats it again. And I did. And it stopped. He didn't do anything anymore. And I left. And three months later I hear from this lady that now he's now on the case of the, what do you call it, HR Administrator. He did the same thing, like you know another lady in the same department. She's going through the same thing and apparently, I mean, she kind of allow him to drive her like you know because she didn't have a car and all, so there was like a hiccup that he created that she was on it all along. So ... but ja.

JOSHUA So, he's just gone back
ERNA He's devious. Ja, he is. I think he's unstable in all his ways.
PAM Okay, Louisa.
DEBBIE Hey?
PAM And you? Do you want to discuss?
DEBBIE I don't know if I want to. Okay. Well, it's the Deputy Headmaster at school.
LINDA Ag, no.
DEBBIE Ja.
JOSHUA (indistinct)
DEBBIE Where I'm working currently. Where I'm very unhappy currently.
LINDA Shoe.
DEBBIE But I actually recorded him and now I treat him like the asshole he is basically. Ja.
ERNA So, you never did anything (indistinct).
DEBBIE Well, I can ... I basically said to him well I played it back ... and I said to him if it does not stop I am going to do something about it. So, he leaves me alone.
ERNA Uhm.
DEBBIE But I can't stand seeing him.
LINDA It must be quite ... (inbetween).
DEBBIE It happens.
ERNA I don't know.
DEBBIE I guess. I mean, I've heard of a lot of ... I mean I've heard of L and G ... ja. So ...
ERNA It does when they get away sometimes.
DEBBIE No, it's funny. It's ... somehow I'm wondering how pervasive it actually is, hey?
ERNA Uhm.
DEBBIE Because in one Master's class we were four people within this year or the previous year.
LINDA Shoe.
ERNA Okay, happy ending?
DEBBIE But listen here, there must be a speakers or something. These walls aren't that thin.
CHRISTA Someone's shouting hey.
ERNA No, no, no ... it's ... but today's things ... you're right. Unless it's that student, Christian fellowship.
CHRISTA Uhm.
ERNA They usually meet here what's this house again, just next to (indistinct), But on Friday evenings. I don't know. Thursday evenings?

3 Brief discussion and background to MAGGIE4

Refer to the picture below. This transaction follows this pattern: At the point of the standstill, MAGGIE starts with a safe and academic topic: "I once read a study that...". This sets the group in motion and a number of different members participate. Then the group gets to another standstill, almost as if their course of action inevitably brought them to the edge of the precipice where they now need to climb down, but suddenly finding themselves too scared to move forward and not wanting to go back to cover ground that they already covered. At this standstill MAGGIE moves forward again and shares a sensitive and personal experience. The group responds by setting the ERNA Juggling show in motion to help them flee from the personal level MAGGIE has introduced. The ERNA show seems to reciprocate on a content level as it is also about sexual harassment, but the feel to it is not at all personal and sensitive, in fact, it feels like being entertained. Directly after the ERNA show, the group wants another member to share a similar story, but the mood is now of such a nature that she very unwillingly shares her story in superficial, broad strokes. The group then flees the room altogether by starting to talk about singing that they can hear coming from outside. This is where the transaction as I have punctuated it stops. The next transaction, MAGGIE4 starts immediately after the group fled to the singing outside with MAGGIE taking another step towards the goal of the group by saying: "I am feeling a bit exposed right now."

MAGGIE4 quoted from text

ERNA They usually meet here what's this house again, just next to (indistinct), but on Friday evenings. I don't know. Thursday evenings?

MAGGIE I am feeling a bit exposed now.

DEBBIE No, they're not.

MAGGIE But I mean ... I mean ...

CHRISTA Well, you cleared it up very well.

MAGGIE No, it wasn't ... you know, I think with something like sexual harassment, it's not always going to be a case where someone said something really out there, you know. It's just how ... you know, how one person feel. And I think in my situation why I felt uncomfortable was because he was maybe discriminating on my part. I don't know. But because he was so much older than I am. He was really a lot older, and it turned out that the cultural thing that you're saying also, you know, maybe it's about all of our cultures actually to respect the elderly, you know, I mean.

DEBBIE For the elderly.

G Laughs

MAGGIE To ... ja. I mean I wouldn't just say I would not call him by his first name. You know, I would say Mister / whoever, you know, I mean ... so, I had that sort of general impression then he (inbetween)

ERNA Then ... ja.

MAGGIE Uhm.

JOEL Do you feel like you have to explain yourself in here?

MAGGIE A little, ja.

JOEL A little?

MAGGIE Ja.

PAM Do you feel guilty? Do you think you've provoked it?

MAGGIE Ja.

ERNA But he ... she speaks, you know ... I'm trying to figure out the introversion, you know, because ...

DEBBIE No, but she always does that - no emotions.

CHRISTA That's quite good.

DEBBIE Ja, she always does that
CHRISTA She's comfortable now with us (inbetween)
JOEL Explains herself
DEBBIE she always explains herself.
DEBBIE Ja, she always explains herself.
MAGGIE I know.
DEBBIE Explain yourself (indistinct)
MAGGIE No, I'm an extreme analyzer, so there is little that happens that I don't process because of the incident.
ERNA And she don't dream about (indistinct).
MAGGIE I think because ... I think that maybe because I didn't say anything about that situation to anyone and now I'm talking about it. Maybe that's what I'm feeling a bit exposed.
ERNA Uhm.
JOEL And you want to make sure that they understand you correctly?
ERNA Ja.
MAGGIE Ja
CHRISTA You want us to hear the whole the story.
LINDA Well, I've worked in another place for a very short time and it's sort of mechanical - mechanics, and people like that, and I was only temporarily in another woman's place, and the managers are all fifty and older. So, they're much older than what I am. All married. They have children - the works. And when they would come into my office they would say to each other 'look at the pretty thing we've just hired'. But that's the way they speak to everyone. So, it was okay for me because I realised that that's the things they do. They're like that. Or they would speak about their drinking habits in front of me, which is not something I want to know about.
MAGGIE Ja.
LINDA But that was their culture in that organisation. So, I don't think you should feel bad about it because I think stuff like that happens and makes you feel uncomfortable. I felt uncomfortable the first two times it happened and then I just realised that that's how they are. So, I don't feel threatened by it.
MAGGIE I think ... (inbetween)
LINDA (indistinct)
MAGGIE Ja, to the (indistinct), but ... uhm ... the things I brought up that it's hard to define, it's hard to say okay, you know, this is inappropriate and you know anything besides that is not inappropriate. You sense it. You but they give it to you and (indistinct) as well because it could be your own personal stuff. I mean, I'm not really (indistinct) felt that I could digest it and I didn't ... not that in my religion we ... how do you put that? You know there are certain restrictions on how unmarried woman would interact and so I'm not as comfortable I think with certain interactions as may be other people may be. So I can't really judge another person and say you know, you're being in ... not with this particular instance, but in general, judge another person and say you are being inappropriate, because it's also my own personal thing.
SHELLY Okay.
ERNA If it's a culture issue you must talk.
MAGGIE Ja.
STEPHAN But the sense? What's the sense? You said you can sense it?
MAGGIE It's ... I think the sexual harassment thing. I think it's a ... (inbetween)
G (inbetween)

JOSHUA Ja, it's not just angry, because I agree with you also, apart from it being subjective to the person that gets into your space there, but I agree with you also in the sense that you can sense that person's intention, not only in sexual harassment, but in any...

MAGGIE You know if someone really likes you or whatever.

DEBBIE Ja.

LINDA Uhm.

DEBBIE I've started with Ninjitsu a while ago and the way they explained to us this ... you have your personal space and you immediately, I promise you, you immediately know if someone has aggressive intend towards you. They might have like a poker face, but you know. You feel it. And you sense it.

MAGGIE I can (inbetween)

DEBBIE I do.

MAGGIE Ja.

JOSHUA I heard a stupid joke the other day.

ALL laugh

DEBBIE Gaan jy nou ninjas mock?

Below follows the Atlas outputs of the code families that I have labeled as forces. I did a set of forces for each of the MAGGIE transactions. So of course there are overlaps, but I am keeping them apart here so that I can write comments in Atlas pertaining to my reasoning behind my identification of each force per communication transaction. The comments that are displayed below are my comments I made in Atlas and have not been edited, integrated or interpreted. But this will give you an idea of where I am heading. My only concern is that this was a lot of work for only 1 person's interactions in 1 of the ten sessions. There are in total 9 group members and 10 sessions...But I think it will go quicker with the rest.

a. Code Family: MAGGIE1 Driving force from group: Everyone should participate

Force name: Everyone should participate
Type: Driving force
Direction: From group towards greater permeability of group/person boundary
Transaction: MAGGIE transaction 1, session 1

This driving force enables MAGGIE to share in the first place. It is the "as if" assumption that drives behaviour towards the "as if" goal. Thus the group acts as if the goal of the group is to give everyone a chance to participate around common ground and a safe topic. Until now MAGGIE has been one of two group members who haven't said anything. Directly after this transaction the group focuses its attention on the last member (FRANCIS) having been silent until now "En as jy nou kon praat wat sou je se?" (And if you could talk what would you say?)

Codes (4): [Pattern: DEBBIE Taking it away from MAGGIE] [Pattern: Taking turns to share around the 'common theme' of academic assignments on diversity] [Pattern: MAGGIE first interaction (second last person to speak)] [MAGGIE1 Dependent transaction]

Quotation(s): 4

b. Code Family: MAGGIE1 Driving force from individual: Attraction towards group goal and members

Force name: Attraction towards group goal and members
Type: Driving force
Direction: From MAGGIE towards greater permeability of group/person boundary
Transaction: MAGGIE transaction 1, session 1

This driving force comes from within MAGGIE and enables her to open up the person/group boundary even more than what the group is prepared for. So, in conjunction with the driving force from the group to open up all person/group boundaries enough for participation from all to happen on a safe and predictable manner, this force further pushes towards greater permeability of MAGGIE's person/group boundary. Throughout the group life MAGGIE tries to work towards the group and its goal. This transaction is the first one so far that moves from academic towards personal. This member later on describes her feeling exposed / ashamed by her feeling attracted to the group and opening up - "Is it my fault that I feel abused?"

Codes (4): [Pattern: Level of communication moves from academic to personal] [Pattern: MAGGIE tries to work towards group and goal] [MAGGIE:Was it my own attraction that caused the uncomfortable situation?] [MAGGIE1 Dependent transaction]
Quotation(s): 10

c. Code Family: MAGGIE1 Restraining force from group: Fear of opening up in hostile environment

Force name: Fear of opening up in hostile environment
Type: Restraining force
Direction: From group towards greater rigidity of group/person boundary
Transaction: MAGGIE transaction 1, session 1

Fear of opening up / need to be guarded / fear of intimacy and the probable negative consequences. This fear is not the same as the fear of being consumed by love and intimacy. This is a fear of making yourself vulnerable not knowing if you will be respected or killed off. This force is part of the group's ambivalence towards being a group and pursuing the group goal and is the counter force for the driving force towards participation. The group in effect says: we want you to take part but we do not want you to take us in the direction of the group goal (which is to be open for learning and change). Directly before this transaction the group's issue with leadership and its goal is openly voiced: "This is uncomfortable: sitting here and being forced to talk". The moment MAGGIE then actually participates (in line with the group driving force towards participation), the conversation is taken away from her towards FRANCIS, the last member who has not participated up to this point.

Codes (30): [Content topic: Abstinence] [Content topic: Being disrespected by older men] [Content topic: Being forced to talk] [Content topic: Diversity Assignments: Cultural Diversity] [Content topic: Diversity Assignments: Homosexuality and the glass ceiling] [Content topic: Diversity Assignments: Introversion in the workplace] [Content topic: Diversity Assignments: Xenophobia] [Content topic: Funeral killing cow] [Content topic: Jealousy between women] [Content topic: Sexual Harassment] [Content topic: Sexual Harassment - the boundary?] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is experienced by many members of the masters group] [Here and now comment:

Feeling exposed] [Here and now comment: Feeling uncomfortable] [Intervention: The group isn't listening to each other] [Mood: Anxious] [Mood: Nervousness] [Mood: Uncomfortable] [Pattern: ERNA Juggling Show] [Pattern: JOSHUA: taking it away from what can be sensed here] [Pattern: Fleeing out of the room] [Pattern: jealousy between the females] [Pattern: Pairs (PAM and CHRISTA)] [Pattern: Pairs (pattern)] [Respect me] [Sensing tensions and intentions] [MAGGIE: Opened my boundary and now exposed cause the group didn't reciprocate] [MAGGIE1 Dependent transaction]

Quotation(s): 52

d. Code Family: MAGGIE1 Restraining force from group: Not knowing how to open up

Force name: Not knowing how to open up

Type: Restraining force

Direction: From group towards greater rigidity of group/person boundary

Transaction: MAGGIE transaction 1, session 1

The incompetent novice feeling around sex and being intimate. How far is too far? How many is too many? Is there some operating instructions somewhere? When is it good and when is it bad? In this group: We don't know how to engage and how to safely manage our engagement here.

Codes (6): [Content topic: How do I draw up the boundaries here and for future interaction] [Content topic: If you sleep around you get a bad name] [Content topic: Religion and guidelines for sex] [Content topic: Sexual Harassment - the boundary?] [Content topic: What are the rules of conduct here?] [MAGGIE1 Dependent transaction]

Quotation(s): 8

e. Code Family: MAGGIE1 Restraining force from group: Not sure if opening up is OK

Force name: Not sure if opening up is OK

Type: Restraining force

Direction: From group towards greater rigidity of group/person boundary

Transaction: MAGGIE transaction 1, session 1

Is it OK (good and proper) to open up the person/group boundary? Isn't it better to abstain, not be attracted by or attractive to the group members? Is my special way of opening up good and proper? Are we permitted to really open up? Won't I get a bad name for opening up and enjoying it? When is opening up good and OK and when will it be interpreted as improper/harassing? In other words: Is sex OK? Is it OK to enjoy sex? And in the group: Is opening up here OK? Is it OK to enjoy opening up here in the group?

Codes (7): [Content topic: Abstinence] [Content topic: Attraction: OK or not?] [Content topic: Diversity Assignments: Homosexuality and the glass ceiling] [Content topic: Diversity Assignments: Work Permits] [Content topic: If you sleep around you get a bad name] [Content topic: Sexual Harassment - the boundary?] [MAGGIE1 Dependent transaction]

Quotation(s): 11

f. Code Family: MAGGIE1 Restraining force from individual: Shame and fear surrounding intimacy

Force name: Shame and fear surrounding intimacy
Type: Restraining force
Direction: From MAGGIE towards greater rigidity of person/group boundary
Transaction: MAGGIE transaction 1, session 1

This is the force from within the individual that makes it difficult to open up the person/group boundary. MAGGIE almost immediately in this transaction explains why she has not participated thus far i.e. what has made it difficult for her: "I am an introvert". The content of her story (finding it difficult at her previous company to interact and open up) then reiterates her introversion. The title of her diversity assignment (the common denominator used until now to get all to participate) is also "introversion". Fairbairn's psychoanalytic (object relations) theory emphasizes the relationship between introversion, fear of intimacy and cognitively gifted individuals. MAGGIE shows her fear of and shame about intimacy in her later exchanges about sexual attraction and feeling exposed

Codes (9): [Content topic: Attraction: OK or not?] [Content topic: Religion and guidelines for sex] [Intervention: Clarifying MAGGIE sense of sexual discomfort] [Pattern: MAGGIE explaining herself] [MAGGIE: I am an introvert] [MAGGIE: maybe it's my fault] [MAGGIE: maybe it's my fault that I feel exposed] [MAGGIE: Was it my own attraction that caused the uncomfortable situation?] [MAGGIE1 Dependent transaction]
Quotation(s): 12

g. Code Family: MAGGIE2 Driving force from group: Everyone should participate

Force name: Everyone should participate
Type: Driving force
Direction: From group towards greater permeability of group/person boundary
Transaction: MAGGIE transaction 2, session 1

Here the group wants to make sure that, after being left exposed, MAGGIE is still on board in the game of superficial participation. This is evident from the fact that the group manages to get MAGGIE to now also, as the rest of the members, interact on an academic instead of a personal level. Further evidence is that not only one person, but three, prompt her about her leadership assignment (she also, ironically, attempted to take the lead in MAGGIE1 by being the first to want to move deeper. She is here being asked about leadership by two other members who also played leading roles in the group thus far). Thus, in search for an equilibrium of forces, the goal of this force is to attain safe conversational ground for everyone. This creates safety because everyone can be 'seen' by the group and if everyone acts 'as if' the goal is to safely speak about academic topics, then the group will not have to open its person/group boundaries and risk change

Codes (2): [Group gets MAGGIE to move to academic level again] [Invitation to MAGGIE to get on board again]
Quotation(s): 1

h. Code Family: MAGGIE2 Driving force from individual: Wanting to be accepted by the group

Force name: Wanting to be accepted by the group
Type: Driving force
Direction: From MAGGIE towards greater permeability of person/group boundary
Transaction: MAGGIE transaction 2, session 1

This is the force that compels MAGGIE to interact on the level requested from the group or else the possibly perceived risk of being excluded/expelled. MAGGIE responds on the same level as has been the norm thus far. This force becomes evident later again when she apologizes for wanting to push the group too far.

Codes (2): [Group gets MAGGIE to move to academic level again] [Pattern: MAGGIE tries to work towards group and goal]

Quotation(s): 6

i. Code Family: MAGGIE3 Driving force from group: Everyone should participate

Force name: Everyone should participate
Type: Driving force
Direction: From group towards greater permeability of group/person boundary
Transaction: MAGGIE transaction 3, session 1

This driving force has now more or less freed MAGGIE up to join in the group discussion. Still the goal of this force is only to get people to participate, not to get them to participate towards the group goal necessarily. At this point in time the group comes to a halt, so this force drives MAGGIE, who has already shown her willingness to act as leader in the group, to enter into a communication transaction and to invite others to join on a level proven to be comfortable to everyone.

Codes (3): [Group role: Leadership towards goal taken by MAGGIE] [Invites other members to join in] [MAGGIE3 Dependent transaction]

Quotation(s): 2

j. Code Family: MAGGIE3 Driving force from individual: Attraction towards group and goal

Force name: Attraction towards group goal and members
Type: Driving force
Direction: From MAGGIE towards greater permeability of person/group boundary
Transaction: MAGGIE transaction 3, session 1

This is the same force operating as in MAGGIE1. MAGGIE starts the interaction on the same academic level that she has been 'invited' to interact on during MAGGIE2. She does this at a point where the group comes to a standstill/silence of not knowing where to go now. The group then takes her contribution and interacts around it until again it comes to a standstill/impasse. MAGGIE then starts the interaction again, being driven by the force originating from within her, by opening up her person/group boundary and sharing a deeply

personal and sensitive experience with the group

The movement this force creates is in the direction of the group goal (being a group, thus opening up person/group boundaries for change and learning to occur) and the other members (she starts her interaction as a question to the others) - two elements that MAGGIE has shown attraction/openness towards throughout the group life.

Codes (5): [Group role: Leadership towards goal taken by MAGGIE] [Invites other members to join in] [Pattern: Group not-knowing-what-to-do-now-pause] [Pattern: Start on academic level, then move to personal level] [MAGGIE3 Dependent transaction]

Quotation(s): 3

k. Code Family: MAGGIE3 Restraining force from group: Fear of opening up in hostile environment

Force name: Fear of opening up in hostile environment

Type: Restraining force

Direction: From group towards greater rigidity of group/person boundary

Transaction: MAGGIE transaction 3, session 1

This fear of what might happen in this hostile environment prevents the person/group boundaries to open up.

Codes (11): [Content topic: Being attractive vs not] [Content topic: Fighting the harassers] [Content topic: Jealousy between women] [Content topic: Sexual Harassment - the boundary?] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is experienced by many members of the masters group] [Pattern: ERNA Juggling Show] [Pattern: Fleeing out of the room] [Pattern: jealousy between the females] [Pattern: Pairs (PAM and CHRISTA)]

Quotation(s): 30

l. Code Family: MAGGIE3 Restraining force from group: Perceived hostility

Force name: Perceived hostility

Type: Restraining force

Direction: From group towards greater rigidity of group/person boundary

Transaction: MAGGIE transaction 3, session 1

The hostility, jealousy and competition between members all work together as a force that creates an environment where it is not safe to open up. Remember the environment is also wider than this group as suggested by DEBBIE when referring to the other class members being sexually harassed. This group function within an academic environment where competition and envy is rife. And here especially the tension is on a very primal sexual level as there are only one male group member, eight female group members and two male group leaders

Codes (25): [Content topic: Abstinence] [Content topic: Attractive candidates getting better attention] [Content topic: Being attractive vs not] [Content topic: Being disrespected by older men] [Content topic: Being forced to talk] [Content topic: Diversity assignment: HIV Uganda South Africa] [Content topic: Diversity Assignments: Xenophobia] [Content topic: Don't like te idea of killing - rather packaged meat] [Content topic: Fighting the harassers] [Content topic:

Funeral killing cow] [Content topic: Jealousy between women] [Content topic: Religion and judgment of others] [Content topic: Sexual Harassment] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is experienced by many members of the masters group] [Content topic: You have to kill the cow to eat it] [Pattern: jealousy between the females] [Pattern: DEBBIE challenging the ERNA show] [Pattern: DEBBIE Taking it away from MAGGIE] [Pattern: Pairs (PAM and CHRISTA)] [Pattern: Pairs (pattern)] [Pattern: Taking it away from MAGGIE] [Sensing tensions and intentions] [MAGGIE3 Dependent transaction]
Quotation(s): 35

m. Code Family: MAGGIE3 Restraining force from individual: Fear of intimacy

Force name: Fear of intimacy
Type: Restraining force
Direction: From MAGGIE towards greater rigidity of group/person boundary
Transaction: MAGGIE transaction 3, session 1

This is the same force from within MAGGIE that has been operating since the start of the group. This force gets activated again once she takes her second movement in this transaction by opening up her person/group boundary and therefore pushing against the boundaries of the other members. She starts her story by saying that she is actually too embarrassed to talk about it. Still, in the interaction between the driving and restraining forces from within MAGGIE, the driving force moves the equilibrium to a place of increased boundary permeability in comparison with the academic safe place.

Codes (1): [MAGGIE: I'm too embarrassed to talk about it]
Quotation(s): 1

n. Code Family: MAGGIE3 Restraining force from group: Feeling powerless against the older male authority figures

Force name: Feeling powerless against the older male authority figures
Type: Restraining force
Direction: From group towards greater rigidity of group/person boundary
Transaction: MAGGIE transaction 3, session 1

This underlying feeling of powerlessness that gets manifested both by the content themes and the patterns of fleeing away from the here and now literally takes away the group's ability to take charge of its own fate, manage its boundaries and invite change on both the group and the individual level.

Codes (14): [Content topic: Attractive candidates getting better attention] [Content topic: Being disrespected by older men] [Content topic: Being forced to talk] [Content topic: Being respected for who you are - identity] [Content topic: Best parts go to the old people or authority figures] [Content topic: Diversity Assignments: Generations Diversity] [Content topic: It's difficult to stand up against this authority figure] [Content topic: Sexual harassment by older married men in authority positions] [Content topic: Sexual Harassment by older men in authority positions] [Content topic: Sexual harassment by older men is experienced by many members of the masters group] [Content topic: The tribe goes to the grave diggers] [Pattern: Group not-

knowing-what-to-do-now-pause] [Pattern: Pairs (PAM and CHRISTA)] [Pattern: Pairs (pattern)]
Quotation(s): 23

o. Code Family: MAGGIE4 Driving force from individual: Attraction towards group and goal

Force name: Attraction towards group and goal
Type: Driving force
Direction: From MAGGIE towards greater permeability of person/group boundary
Transaction: MAGGIE transaction 4, session 1

Her exchange here shows that she is working towards the group and its goal. So even though she had other options available to her (like sulking and retreating) she decided to interact in a way that was congruent with the stated goal of the group and with her feelings of respect towards the group and its members. She thus opens herself up yet again by saying that what the group just did was not OK.

Codes (1): [Pattern: MAGGIE tries to work towards group and goal]
Quotation(s): 6

p. Code Family: MAGGIE4 Restraining force from group: Fear of opening up

Force name: Fear of opening up
Type: Restraining force
Direction: From group towards greater rigidity of group/person boundary
Transaction: MAGGIE transaction 4, session 1

Quotation(s): 0

q. Code Family: MAGGIE4 Restraining force from group: We (all) are (should be) OK

Force name: We (all) are (should be) OK
Type: Restraining force
Direction: From group towards greater rigidity of group/person boundary
Transaction: MAGGIE transaction 4, session 1

We are all and should all be OK. So as long we can believe this, there will no need for opening up boundaries so that change can occur in the group and its members.

Codes (4): [Pattern: LINDA: Try to link to MAGGIE via story of her own] [Sensing tensions and intentions] [Story to show tht actually all is fine and OK] [Theme: Group: How is MAGGIE? How do we understand her?]
Quotation(s): 5

r. Code Family: MAGGIE4 Restraining force from individual: Self-preservation

Force name: Self-preservation

Type: Restraining force

Direction: From MAGGIE towards greater rigidity of person/group boundary

Transaction: MAGGIE transaction 4, session 1

Although one could possibly classify this entire transaction as one with the purpose of self-preservation, it actually seems like an interaction between the driving and restraining forces from within MAGGIE. Although it is also in self-preservation's best interest that MAGGIE be open and frank about her emotions, she immediately starts to explain and justify 1) her feeling exposed and 2) the story that she told. It is as if MAGGIE entrusted the group with something dear to her, but they nonchalantly ignored having received the gift. The fact that the group is not listening (impermeable group/person boundary) necessitates her to stop being in the here and now with her statement of feeling exposed, but to start explaining. The way that she then explains it, is as if she wants to protect the group from any blame or responsibility and she plays along with the group that then says she always explains herself. This pattern is mirrored in the story she told, on a content level. She describes the sexual harassment but then starts putting the blame on herself and taking the responsibility to be accountable from the manager onto herself. So here she tries to shield out any information flow from the group towards her by maintaining a habitual interactional pattern.

Codes (7): [Here and now comment: Feeling exposed] [Pattern: MAGGIE bringing it back to herself] [Pattern: MAGGIE wanting to be understood] [MAGGIE explaining / justifying herself] [MAGGIE: maybe it's my fault] [MAGGIE: maybe it's my fault that I feel exposed] [MAGGIE: Opened my boundary and now exposed cause the group didn't reciprocate]
Quotation(s): 6



Appendix C

Letters of consent



DEPARTEMENT MENSLIKEHULPBRONBESTUUR
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT
Tel.: 012-420-3074
Fax: 012-420-3574

17 July 2009

**INFORMED CONSENT FOR PARTICIPATION IN AN ACADEMIC RESEARCH
PROJECT IN THE DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

Dear group participant

You are invited to participate in an academic research project conducted by Jean Cooper and Melissa Brak from the Department of Human Resource Management, supervised by Prof. Johan Basson. The purpose of the project is to explore the dynamics and experiences in a training group and will mainly be based on the training group experience which forms part of the module MHB 801 (I/O Psychology Practice) of your Masters programme in Industrial and Organisational Psychology / Human Resources Management.

For the purposes of the research, a video recording of your MHB 801 (I/O Psychology Practice) training-group experience will be made. You will also be asked to give written feedback on your experience in the group. Further, depending on how the study unfolds, you might be approached by the research team to take part in an interview.

Should you thus give your consent for taking part in the research, this means that:

- The 2 ½ day training group experience that forms part of your MHB 801 module will be video recorded and transcribed by the research team;
- You will be asked to give written feedback on your training group experience;
- You also might be asked to take part in an interview, which will be recorded and transcribed;
- All the data from the training group, the written feedback and the interview will be interpreted and analyzed by the research team.

All written, transcribed and video material will be treated as confidential and will only be available to the research team. Also, your identity will not be associated with any research reports or publications that use the results from this study. Your participation (or not) in the research will not have any effect on your marks for the Module MHB 801 which the training groups form part of. You can also withdraw your consent at any time during the research process.

Taking part in the research could be a positive experience with regards to further learning about groups as we co-explore the group experience as researcher and research participant. Also, once completed, the results from the research will be shared with you.

With regards to risks: there are no significant risks involved in taking part in the research. Although there might be periods of discomfort experienced in the training-groups, taking part in the research process (i.e. giving consent for the data recording and analysis) should have no adverse consequences. Should any risks arise during the study, they will be disclosed to you.

Should the data from this research be used for future research projects, your informed consent will once again be obtained.

Any further questions or comments can be directed to the research team.

Consent

I, (Full name and surname) ----- hereby give my full and informed consent to participate in this study. I declare that I have read and that I understand the consent form.

Signature of participant

Date

Research team

Researcher 1

Jean Cooper
Doctoral student (PhD I/O Psychology)
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Researcher 2

Melissa Brak
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Research supervisor

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2 November 2011

Tel: +27 12 420-2306
E-mail: anske.grobler@up.ac.za

Prof JS Basson
Department of Human Resource Management

Dear Professor Basson

Project: *The forces involved in becoming a member of a small group*
Researcher: JH Cooper
Reference No: 96147815
Supervisor: Prof JS Basson
Department: Human Resource Management

The Committee for Research Ethics' letter dated 15 October 2009 regarding the research of the above doctoral candidate refers.

After our discussion today and clarification of the outstanding issues requested in the abovementioned letter, The Committee for Research Ethics formally approved the above study on an *ad hoc* basis on 2 November 2011.

The approval is subject to the candidate abiding by the principles and parameters set out in his application and research proposal in the actual execution of the research.

The Committee requests you to convey this approval to Mr Cooper.

Sincerely

PROF AF GROBLER
CHAIR: COMMITTEE FOR RESEARCH ETHICS

cc: Prof KJ Stanz

Members:

Prof AF Grobler (Chair); Dr N Barkhuizen; Prof C de Villiers; Prof JHvH de Wet; Mr T Gerber; Prof JF Kirsten; Prof B Lubbe; Ms K Plant; Prof M Stiglingh; Prof C Thornhill; Prof R van Eyden; Prof J van Vuuren

Ex officio members:

Chair: Research Committee; Prof SR van Jaarsveld, Faculty of Law

Appendix D

Full co-occurrence table

FULL CO-OCCURRENCE TABLE

Notes

1. This table shows all the codes as they have been allocated to each group member per session

Table key

C = Christa

D = Debbie

E = Erna

F = Francis

J = Joshua

L = Linda

P = Pam

S = Shelly

T = Total

Group: All sessions	C	D	E	F	J	L	M	P	S	T
Away from Belonging	17	41	46	10	33	1	4	19	13	184
Away from Belonging: Cutting other member short	0	1	0	0	0	0	0	0	0	1
Away from Belonging: Detached response	0	0	1	0	0	0	0	0	0	1
Away from Belonging: Exclusion of non-Afrikaans speakers	0	3	0	0	0	0	0	0	0	3
Away from Belonging: Exclusion of non-Christian, pro gay adoption part of group	0	1	4	0	4	0	0	2	0	11
Away from Belonging: Group pushing Erna away	0	0	1	0	0	0	0	0	0	1
Away from Belonging: Isolating herself	0	0	1	0	0	0	0	0	0	1
Away from Belonging: Leave me alone	1	6	11	8	1	0	0	1	0	28
Away from Belonging: Not meeting the level of vulnerability and directness in the question	0	0	0	0	0	0	0	0	1	1
Away from Belonging: Not meeting the level of vulnerability displayed	2	1	0	0	0	0	0	0	1	4
Away from Belonging: Pairing between Debbie and Francis withholding from the group	0	4	0	2	0	0	0	0	0	6
Away from Belonging: Resisting participation in the group	5	0	0	0	0	0	0	0	0	5
Away from Belonging: Retaining sense of separateness from group by linking to partner	9	19	13	0	24	0	0	14	10	89
Away from Belonging: Silence from members who are not willing to participate or contribute	0	6	15	0	4	1	4	2	1	33
Away from Individuality	9	20	12	0	24	0	0	17	12	94
Away from Individuality: Asking permission to speak	0	0	0	0	0	0	0	1	0	1
Away from Individuality: Not taking the stand / risk out there	0	0	0	0	0	0	0	0	2	2
Away from Individuality: Pairing in order not to stand alone	9	19	12	0	24	0	0	16	10	90
Away from Individuality: Relativizing her contribution	0	1	0	0	0	0	0	0	0	1
Away from Task	118	316	315	69	434	122	67	106	158	1705
Away from Task: Christa shying away from level of honesty displayed in the question	2	1	0	0	0	0	0	0	0	3
Away from Task: Create alternative group task	0	0	3	0	1	0	0	0	0	4
Away from Task: Disconnect Erna Doesnt have a clue	0	0	2	0	0	0	0	0	0	2
Away from Task: Discussing off-task topic	103	287	251	67	399	117	61	101	147	1533
Away from Task: Encouraging participation around frivolous talk	0	0	1	0	0	0	0	0	0	1
Away from Task: Experimenting with another group project	0	0	0	0	1	0	0	0	0	1
Away from Task: Fleeing from the room	2	4	2	0	1	0	0	1	0	10



Group: All sessions	C	D	E	F	J	L	M	P	S	T
Away from Task: Fleeing to jokes	0	0	0	0	6	0	0	0	0	6
Away from Task: Flight from deeper sharing	0	0	1	0	1	0	0	0	1	3
Away from Task: Grappling for alternative group task	3	11	21	0	9	1	4	2	2	53
Away from Task: Hiding behind Erna's activity	1	3	29	0	1	0	0	0	0	34
Away from Task: Intellectualizing and not here and now	0	1	0	0	0	0	0	0	0	1
Away from Task: Not being fully honest	4	0	0	0	0	0	0	0	0	4
Away from Task: Resisting the openings created by leader to move to task	3	6	2	0	12	0	0	1	0	24
Away from Task: Shelly refusing to be honest	0	0	0	2	0	1	2	0	6	11
Away from Task: Shying away from conflict	0	1	0	0	0	3	0	0	0	4
Away from Task: Shying away from deep-level honesty	0	0	0	0	0	0	0	0	2	2
Away from Task: Trying not be pulled into conversation	0	0	1	0	0	0	0	0	0	1
Away from Task: Trying out group project with random discussion topic	0	2	2	0	3	0	0	1	0	8
Towards Belonging	207	518	422	89	486	202	235	179	214	2552
Towards Belonging : Are you in or out? How should we relate to you?	4	1	0	0	0	0	0	0	0	5
Towards Belonging: Accept me and respect me	0	0	0	0	0	0	0	0	3	3
Towards Belonging: Accept me! Say I'm good enough!	0	41	0	0	0	0	0	0	0	41
Towards Belonging: Accepts help from Debbie	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Active listening behaviour	0	6	2	0	2	10	2	1	0	23
Towards Belonging: Activting Erna's initiating role	0	1	0	0	1	0	0	0	0	2
Towards Belonging: Affirming fellow member	0	7	1	3	0	9	19	2	4	45
Towards Belonging: Agreeing	0	0	0	0	0	2	0	0	1	3
Towards Belonging: An inclusive and non-judgemental approach to group norms discussion	0	0	0	0	0	1	1	0	0	2
Towards Belonging: Approaching the group as a pair	9	19	13	0	24	0	0	14	10	89
Towards Belonging: Are you OK with this feedback-process?	0	0	0	0	0	0	3	1	0	4
Towards Belonging: Are you OK?	1	7	12	8	1	0	1	1	0	31
Towards Belonging: Asking fellow member to elaborate	16	2	3	0	2	4	1	2	1	31
Towards Belonging: Asking for safe self-disclosure	3	0	0	0	0	1	4	0	0	8
Towards Belonging: Asking permission to ask	0	0	1	0	0	0	4	0	0	5
Towards Belonging: Attempt to include Erna on a different level	0	0	0	0	1	0	0	0	0	1

Group: All sessions

	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Becoming visible in order to be understood	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Being apologetic	0	2	0	0	0	0	4	0	0	6
Towards Belonging: Belonging by participation	0	0	7	0	0	0	0	0	0	7
Towards Belonging: Building on other member's contribution	1	12	0	1	0	0	15	0	4	33
Towards Belonging: Building the bridge for the conflict	0	0	0	0	3	1	0	0	0	4
Towards Belonging: Challenging leaders by creating solidarity by sitting on the ground	18	21	29	4	71	7	0	17	5	172
Towards Belonging: Challenging the leaders by creating an us and them	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Checking ages of members	3	2	0	0	0	5	3	0	1	14
Towards Belonging: Checking in - reporting on last night	1	4	8	2	2	4	3	2	5	31
Towards Belonging: Checking on other member's attendance	0	0	1	0	0	0	0	1	0	2
Towards Belonging: Clarifying contents of current discussion	0	2	1	0	0	0	0	0	0	3
Towards Belonging: Collective nervous grapple for something to do	3	5	6	0	5	0	0	0	1	20
Towards Belonging: Confirming the existence of a subgroup to protect against feeling exposed	0	2	0	0	0	0	0	0	0	2
Towards Belonging: Creating an external enemy in the taxi drivers	0	0	0	0	0	0	0	0	1	1
Towards Belonging: Creating expectation for other's contribution	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Creating sub-group to belong to	0	1	4	0	4	0	0	2	0	11
Towards Belonging: Direct question regarding other member's feelings	0	0	0	0	0	1	1	0	0	2
Towards Belonging: Directing the turn-taking	1	0	0	0	0	1	0	0	0	2
Towards Belonging: Drawing Maggy into conversation	2	0	0	0	0	0	0	0	0	2
Towards Belonging: Drawing the group into her story with more detail	0	0	0	0	0	0	0	0	4	4
Towards Belonging: Empathic and patient tone	0	0	0	0	0	0	2	0	0	2
Towards Belonging: Empathizing with fellow member	0	0	0	0	0	0	0	0	1	1
Towards Belonging: Emphasizing her presence in order to belong	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Emphasizing similarities	0	3	0	0	1	0	0	0	0	4
Towards Belonging: Emphasizing similarities	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Encouraging others to join her sub-group outside	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Encouraging others to join in the current discussion	0	0	2	0	0	0	0	0	0	2
Towards Belonging: Erna's audience	1	2	30	0	0	0	0	0	0	33
Towards Belonging: Explaining herself	0	1	1	0	0	0	4	0	1	7



Group: All sessions

	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Feelings of togetherness put above feelings of conflict	0	1	0	0	0	6	0	0	0	7
Towards Belonging: Frivolous participation	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Giving a story to support fellow member	0	0	0	0	0	3	0	0	0	3
Towards Belonging: Giving advice	0	0	5	0	1	0	2	0	0	8
Towards Belonging: Giving Erna an opportunity to enter the conversation again	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Giving new direction to current discussion to include more members	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Group participation in open reflection	0	46	18	5	21	2	5	17	21	135
Towards Belonging: Help with translation	0	0	0	0	1	0	0	0	0	1
Towards Belonging: How did you experience US as a group?	0	0	0	0	0	0	0	0	1	1
Towards Belonging: I dont want to hog the conversation	0	2	0	0	0	0	0	0	0	2
Towards Belonging: I like you guys	0	0	0	0	1	0	0	0	0	1
Towards Belonging: I want to know you better	0	0	0	0	0	1	0	0	0	1
Towards Belonging: I will not judge you and I will be there for you	0	0	0	0	0	0	1	0	0	1
Towards Belonging: I won't judge you	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Ice-breaking conversation	2	5	0	0	4	0	1	2	0	14
Towards Belonging: Identifying with other member	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Including member into current discussion	0	4	0	0	0	0	0	0	0	4
Towards Belonging: Inclusion by translating	0	2	0	0	0	0	0	0	0	2
Towards Belonging: Interacting with Debbie around her differences	0	3	0	0	3	1	0	0	0	7
Towards Belonging: Introducing safe topic for discussion	0	2	7	0	7	3	1	2	0	22
Towards Belonging: Invitation to come and join the group on its level	0	1	0	0	0	0	2	0	0	3
Towards Belonging: Joining a new discussion	0	5	0	0	0	0	0	0	0	5
Towards Belonging: Joining Debbie in asking about facilitators' position	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Joining the sub-group in fleeing from the group task	2	4	2	0	1	0	0	0	0	9
Towards Belonging: Joking	4	7	1	0	24	1	5	2	0	44
Towards Belonging: Let US get a new task for the group	0	0	5	0	1	1	0	0	0	7
Towards Belonging: Lets agree to disagree	1	0	0	0	0	0	0	0	0	1
Towards Belonging: Linking between Debbie and Linda to create understanding	0	3	0	0	0	3	0	0	0	6
Towards Belonging: Making contact with Francis	5	0	0	5	0	0	0	0	0	10



Group: All sessions

	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Making it easier for new group member to join the group	0	1	2	0	0	0	0	1	1	5
Towards Belonging: Negotiating possible boundary crossing with the group	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Opening up and making vulnerable	2	3	0	0	0	0	3	0	0	8
Towards Belonging: Pairing between Debbie and Francis	0	4	0	2	0	0	0	0	0	6
Towards Belonging: Participating in current discussion	111	230	202	41	285	82	46	85	136	1218
Towards Belonging: Positive feedback to other member's contribution	2	1	0	0	0	1	0	0	1	5
Towards Belonging: Reaching out to Afrikaans subgroup	0	3	0	0	0	0	0	0	0	3
Towards Belonging: Ready for safe self-disclosure in service of belonging	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Relativizing her contribution	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Rescuing the group from the awkward silence	0	0	0	0	0	8	0	0	0	8
Towards Belonging: Responding to direct question	1	0	0	0	0	0	0	0	0	1
Towards Belonging: Responding to invitation to join group on its level	0	0	0	0	0	0	1	0	2	3
Towards Belonging: Responding to Linda's attempt to console her	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Safe self-disclosure of personal information	4	10	10	9	1	15	50	16	6	121
Towards Belonging: Searching for group harmony	1	0	0	1	0	2	0	0	0	4
Towards Belonging: Seeking common ground	0	0	0	0	0	0	0	1	0	1
Towards Belonging: Self-deprecating joke	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Setting up initiation ritual for Joshua	0	0	0	0	0	0	0	1	0	1
Towards Belonging: Sharing personal history to explain	0	0	0	0	0	0	0	0	1	1
Towards Belonging: Showing empathy and interest in other group member	0	2	7	0	0	3	32	2	1	47
Towards Belonging: Showing gratitude	1	3	0	0	0	1	0	0	0	5
Towards Belonging: Showing understanding of Debbie	0	0	0	1	0	1	0	0	0	2
Towards Belonging: Soothing behaviour in order to not deal with task	1	0	0	0	0	0	0	0	0	1
Towards Belonging: Sub-grouping with Maggy around not judging	0	0	0	1	0	0	0	0	0	1
Towards Belonging: Suggesting activity to alleviate anxiety	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Supporting other member	0	2	3	0	1	1	2	1	0	10
Towards Belonging: Supporting the newly introduced topic	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Taking part in norms discussion without really becoming visible	0	5	4	3	0	7	0	0	0	19
Towards Belonging: Taking responsibility for getting yet another topic going	0	0	1	0	0	0	0	0	0	1

Group: All sessions	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Taking the lead in keeping the conversation going	0	0	4	0	0	0	0	0	0	4
Towards Belonging: Taking turns in safe self-disclosure	2	2	2	1	1	3	2	1	1	15
Towards Belonging: True words spoken in jest	3	1	0	0	1	0	1	0	0	6
Towards Belonging: Try to pull the facilitators in	1	2	4	0	0	0	0	0	0	7
Towards Belonging: Trying to get a new discussion going	0	6	15	0	4	1	4	2	1	33
Towards Belonging: Trying to get member to participate	0	0	0	1	0	0	0	0	0	1
Towards Belonging: Trying to get new discussion going / Who's who in the zoo	0	4	0	0	0	0	0	0	0	4
Towards Belonging: Trying to give other group members a chance to participate and not hide behind Erna	0	0	1	0	0	0	0	1	0	2
Towards Belonging: Trying to include member in the discussion	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Trying to make amends again after competitive behaviour with Debbie	1	0	0	0	0	0	0	0	0	1
Towards Belonging: Trying to re-enter the group	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Trying to resolve conflict between Christian sub-group and group	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Trying to shift show to Debbie	0	0	0	0	0	0	0	1	0	1
Towards Belonging: Trying to understand other member better	0	5	3	0	2	6	2	1	0	19
Towards Belonging: Us vs other possible groups in this situation	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Very diplomatic towards Erna	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Wants to become part of the group	0	0	0	0	6	0	0	0	0	6
Towards Belonging: We like this group	0	2	0	1	0	0	2	0	0	5
Towards Individuality	48	198	85	42	74	45	185	83	102	862
Towards Individuality: Becoming visible by singing	0	1	0	0	0	0	0	0	0	1
Towards Individuality: (Pairing) Emphasizing difference between member and group	9	19	13	0	24	0	0	14	10	89
Towards Individuality: Asserting herself	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Asserting herself and her religious foundations	0	0	0	0	0	0	1	0	2	3
Towards Individuality: Becoming visible by breaking the silence	0	4	1	0	0	0	0	0	0	5
Towards Individuality: Becoming visible by pushing her opinion	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Becoming visible by speaking first	0	2	0	0	1	0	0	0	0	3
Towards Individuality: Becoming visible by speaking last	1	2	0	0	0	0	0	0	0	3
Towards Individuality: Becoming visible by taking the lead	0	2	4	1	7	2	1	0	0	17
Towards Individuality: Becoming visible through moving around in his chair	0	0	0	0	1	0	0	0	0	1

Group: All sessions	C	D	E	F	J	L	M	P	S	T
Towards Individuality: Being open and honest	0	35	1	5	10	2	5	15	2	75
Towards Individuality: Challenging Debbie	1	0	0	0	0	0	0	0	0	1
Towards Individuality: Challenging other member	0	6	1	0	3	0	0	0	1	11
Towards Individuality: Challenging the Christian sub-group	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Challenging the leaders	2	0	0	0	0	0	0	0	0	2
Towards Individuality: Competitive behaviour towards females	10	0	0	0	0	0	0	0	0	10
Towards Individuality: Critical thinking	0	0	0	2	0	0	1	0	0	3
Towards Individuality: Defending her own preference	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Defending herself	2	1	1	0	0	1	0	0	6	11
Towards Individuality: Defending herself, I will spend time with whom I like and I like my name so use it!	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Defensive and irritated about having group speaking about her accent and culture	0	0	0	0	0	0	0	0	2	2
Towards Individuality: Defensive, sarcastic request	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Defensively coming out with her racial difference	0	0	0	0	0	0	0	0	2	2
Towards Individuality: Defensively explaining herself	0	0	0	0	0	0	0	0	9	9
Towards Individuality: Differentiating behaviour, I am man and this is my opinion	0	0	0	0	1	0	0	0	0	1
Towards Individuality: Differentiating herself by making it clear that she is not included in the subgroup that understands	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Differentiating herself by pointing to the African traditions	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Distancing herself from 'this mess'	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Distinguishing herself by aligning herself with the facilitators	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Distinguishing herself by emphasizing her special characteristics, activities and accomplishments	0	28	0	0	0	0	0	0	0	28
Towards Individuality: Distinguishing herself by giving 'therapy-like' interpretation	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Distinguishing herself by moving to higher level of complex thought	0	13	0	0	0	0	0	0	0	13
Towards Individuality: Distinguishing herself by showing her different approach to the group	0	3	0	0	0	0	0	0	0	3
Towards Individuality: Emphasizing her presence by changing the common ground topic to topic of her own choice	0	0	2	0	0	0	0	0	0	2
Towards Individuality: Giving new direction to the topic	0	0	0	0	0	0	0	0	1	1
Towards Individuality: I dont want to say what I feel.	0	0	0	0	0	0	1	0	0	1
Towards Individuality: I want some of the limelight too	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Individual struggle between group purposes and her perceived value from it	0	0	0	7	0	0	0	0	0	7
Towards Individuality: Isolating herself by showing that she is not connected to what's going on in the group	0	0	1	0	0	0	0	0	0	1

Group: All sessions	C	D	E	F	J	L	M	P	S	T
Towards Individuality: Not willing to relinquish the initial position taken	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Passing moral judgement	0	0	0	0	1	0	0	0	5	6
Towards Individuality: Personal identity, I like the sound of my own name	0	0	0	0	0	0	0	0	3	3
Towards Individuality: Personal struggle with cultural diversity becomes visible	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Retaining her right to be silent	4	0	0	0	0	0	0	0	0	4
Towards Individuality: Revealing physical discomfort and possible leaving	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Sarcasm to protect herself from perceived attack	0	0	0	0	0	0	0	0	2	2
Towards Individuality: Self-disclosure of biographical facts (personal)	0	0	0	4	0	1	0	1	0	6
Towards Individuality: Self-disclosure of fact regarding cultural/religious background	5	0	3	0	0	0	9	4	0	21
Towards Individuality: Self-disclosure of facts and biographical info	5	11	3	6	4	22	16	18	10	95
Towards Individuality: Self-disclosure of feelings connect to personal / private material	0	16	4	0	2	9	44	17	4	96
Towards Individuality: Self-disclosure of here and now emotion	0	15	6	4	0	0	58	0	7	90
Towards Individuality: Self-disclosure of personality	1	4	4	1	0	0	33	2	7	52
Towards Individuality: Self-disclosure on ice-breaker level	1	4	15	1	4	2	3	2	3	35
Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences	5	16	8	3	15	6	9	9	20	91
Towards Individuality: Self-preservation behaviour	1	6	11	8	1	0	0	1	0	28
Towards Individuality: Self-preservation by defending herself	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Stating her own needs and expectations of the group	0	2	2	0	0	0	0	0	0	4
Towards Individuality: Taking a personal stand / risk	0	0	0	0	0	0	3	0	0	3
Towards Individuality: Taking an uncompromising stance	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Taking authority to direct the conversation	0	2	0	0	0	0	0	0	0	2
Towards Individuality: Trying to satisfy her own curiosity	1	0	0	0	0	0	0	0	0	1
Towards Individuality: Warning before being honest about own experience	0	0	0	0	0	0	0	0	1	1
Towards Task	71	547	215	128	252	96	312	147	160	1928
Towards Task: asking for feedback from the group	0	3	0	0	0	0	0	0	0	3
Towards Task: Bringing the discussion back to where it was before it was hijacked	0	1	0	0	0	0	0	0	0	1
Towards Task: Checking perceptions with other members	2	3	0	0	0	0	0	0	0	5
Towards Task: Checking the place boundaries	0	3	0	0	0	0	0	0	0	3
Towards Task: checking time boundaries	0	0	0	0	1	0	3	0	0	4

Group: All sessions

	C	D	E	F	J	L	M	P	S	T
Towards Task: Inviting members to join in task	0	4	0	0	0	0	4	0	0	8
Towards Task: Leade'rs intervention and response by one member	3	6	2	0	12	0	0	1	0	24
Towards Task: Let's just be	0	1	0	0	0	0	0	0	0	1
Towards Task: Open and honest reflection	0	2	0	0	0	0	6	0	0	8
Towards Task: Open and honest self-reflecting on own projections	0	0	0	0	0	0	2	0	0	2
Towards Task: Reflecting on groups struggle with finding topics	0	0	0	0	0	0	0	1	0	1
Towards Task: Reflecting on 5-minute silence project	0	6	7	5	6	0	0	5	3	32
Towards Task: Reflecting on and sharing current feeling here and now regarding self	0	0	0	0	0	0	1	0	0	1
Towards Task: Reflecting on being in the group	0	2	0	0	0	0	0	0	0	2
Towards Task: Reflecting on group boundaries and norms in terms of depth	0	59	26	8	24	2	34	20	21	194
Towards Task: Reflecting on group norms	2	6	11	8	8	4	0	9	0	48
Towards Task: Reflecting on group's ice-breaking activity	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecting on group's readiness to go deeper	0	36	2	5	10	2	8	15	2	80
Towards Task: Reflecting on here and now emotion regarding interpersonal	0	0	0	0	0	0	3	0	0	3
Towards Task: Reflecting on judgementalness in group	0	42	18	9	20	5	15	2	28	139
Towards Task: Reflecting on life story request	0	0	0	0	0	0	0	0	1	1
Towards Task: Reflecting on member's behaviour in the group	1	20	15	10	2	1	47	5	5	106
Towards Task: Reflecting on members current state	0	0	0	0	0	0	1	0	0	1
Towards Task: Reflecting on pairing dynamic between Pam and Christa	1	2	0	0	0	0	0	3	0	6
Towards Task: Reflecting on purpose - lets just talk	0	0	3	0	0	0	0	0	0	3
Towards Task: Reflecting on purpose of being present in the moment	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecting on silence	0	2	0	0	2	0	2	0	0	6
Towards Task: Reflecting on the group's direction	0	8	14	5	8	6	0	8	4	53
Towards Task: Reflecting on theme of security in the group	0	3	4	0	0	0	2	0	0	9
Towards Task: Reflecting on value from group	2	12	4	21	15	7	5	5	11	82
Towards Task: Reflecting on what just happened	2	2	1	0	0	0	0	0	0	5
Towards Task: Responding to direct question by Maggy	0	0	0	0	0	0	0	0	1	1
Towards Task: Responding to facilitator's question	0	15	1	1	3	0	2	2	3	27
Towards Task: Self-reflective/ disclosure behaviour	0	9	5	1	0	0	54	8	15	92



Group: All sessions	C	D	E	F	J	L	M	P	S	T
Towards Task: Self-reflective/ opening up behaviour (making self vulnerable)	0	5	4	1	0	0	37	1	1	49
Towards Task: Showing critical attempt to listen and understand topic content	0	0	0	0	0	3	0	0	0	3
Towards Task: Stating the need to clear something out	0	0	0	0	0	0	1	0	0	1
Towards Task: Struggling with the group task	0	1	3	0	2	0	0	3	0	9
Towards Task: Trying to find an opening for exploring deeper	0	4	2	0	0	1	0	1	0	8
Towards Task: Trying to get the group going around a common theme	0	6	15	0	4	1	4	2	1	33
Towards Task: What am I supposed to do?	0	0	1	0	0	0	0	0	0	1
Group: Session 1	C	D	E	F	J	L	M	P	S	T
Away from Belonging	6	3	5	0	4	0	0	9	6	33
Away from Belonging: Cutting other member short	0	1	0	0	0	0	0	0	0	1
Away from Belonging: Exclusion of non-Afrikaans speakers	0	2	0	0	0	0	0	0	0	2
Away from Belonging: Group pushing Erna away	0	0	1	0	0	0	0	0	0	1
Away from Belonging: Retaining sense of separateness from group by linking to partner	6	0	4	0	4	0	0	9	6	29
Away from Individuality	6	0	3	0	4	0	0	9	6	28
Away from Individuality: Pairing in order not to stand alone	6	0	3	0	4	0	0	9	6	28
Away from Task	36	42	93	6	39	13	14	18	22	283
Away from Task: Disconnect Erna Doesn't have a clue	0	0	2	0	0	0	0	0	0	2
Away from Task: Discussing off-task topic	34	37	70	6	35	13	14	18	22	249
Away from Task: Encouraging participation around frivolous talk	0	0	1	0	0	0	0	0	0	1
Away from Task: Fleeing from the room	2	4	2	0	1	0	0	0	0	9
Away from Task: Fleeing to jokes	0	0	0	0	3	0	0	0	0	3
Away from Task: Flight from deeper sharing	0	0	1	0	0	0	0	0	0	1
Away from Task: Hiding behind Erna's activity	0	1	17	0	0	0	0	0	0	18
Towards Belonging	55	86	108	6	60	31	24	37	39	446
Towards Belonging: Accept me and respect me	0	0	0	0	0	0	0	0	3	3
Towards Belonging: Accept me! Say I'm good enough!	0	18	0	0	0	0	0	0	0	18
Towards Belonging: Active listening behaviour	0	5	2	0	2	10	2	1	0	22

Group: Session 1

	C	D	E	F	J	L	M	P	S	T
Towards Individuality: Distinguishing herself by moving to higher level of complex thought	0	7	0	0	0	0	0	0	0	7
Towards Individuality: Distinguishing herself by showing her different approach to the group	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Emphasizing her presence by changing the common ground topic to topic of her own choice	0	0	2	0	0	0	0	0	0	2
Towards Individuality: Isolating herself by showing that she is not connected to what's going on in the group	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Personal identity, I like the sound of my own name	0	0	0	0	0	0	0	0	3	3
Towards Individuality: Personal struggle with cultural diversity becomes visible	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Self-disclosure of biographical facts (personal)	0	0	0	0	0	1	0	0	0	1
Towards Individuality: Self-disclosure of fact regarding cultural/religious background	3	0	0	0	0	0	0	4	0	7
Towards Individuality: Self-disclosure of feelings connect to personal / private material	0	1	0	0	0	0	3	0	0	4
Towards Individuality: Self-disclosure of here and now emotion	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Self-disclosure of personality	0	1	0	0	0	0	2	0	0	3
Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences	0	0	0	0	0	0	2	0	2	4
Towards Individuality: Self-preservation by defending herself	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Taking authority to direct the conversation	0	2	0	0	0	0	0	0	0	2
Towards Task	2	7	1	1	5	0	7	1	1	25
Towards Task: Checking the place boundaries	0	2	0	0	0	0	0	0	0	2
Towards Task: checking time boundaries	0	0	0	0	1	0	0	0	0	1
Towards Task: Clarifying task boundaries	0	1	0	0	0	0	0	0	0	1
Towards Task: Critical listening and reflecting	0	2	0	0	0	0	0	0	0	2
Towards Task: Critical thinking about discussion topic	0	0	0	1	0	0	0	0	0	1
Towards Task: Exploring other member's feelings with regards to topic discussion	0	0	1	0	1	0	1	1	0	4
Towards Task: Expressing immediate emotion with regards to group	0	2	0	0	0	0	0	0	0	2
Towards Task: Giving feedback about fellow member's behaviour in the group	2	0	0	0	0	0	0	0	0	2
Towards Task: Humour and playfulness	0	0	0	0	3	0	0	0	0	3
Towards Task: Reflecting on and sharing current feeling here and now regarding self	0	0	0	0	0	0	1	0	0	1
Towards Task: Responding to direct question by Maggy	0	0	0	0	0	0	0	0	1	1
Towards Task: Responding to facilitator's question	0	0	0	0	0	0	1	0	0	1
Towards Task: Self-reflective/ disclosure behaviour	0	0	0	0	0	0	2	0	0	2
Towards Task: Self-reflective/ opening up behaviour (making self vulnerable)	0	0	0	0	0	0	2	0	0	2

Group: Session 2

	C	D	E	F	J	L	M	P	S	T
Towards Individuality: Giving new direction to the topic	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Passing moral judgement	0	0	0	0	1	0	0	0	5	6
Towards Individuality: Self-disclosure of biographical facts (personal)	0	0	0	1	0	0	0	0	0	1
Towards Individuality: Self-disclosure of facts and biographical info	0	0	0	0	0	0	0	1	0	1
Towards Individuality: Self-disclosure of here and now emotion	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Self-disclosure on ice-breaker level	0	1	10	0	2	0	2	0	0	15
Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences	4	3	1	2	4	0	3	2	8	27
Towards Individuality: Taking an uncompromising stance	0	0	0	0	0	0	0	0	1	1
Towards Task	4	5	4	0	6	0	4	1	1	25
Towards Task: Bringing the discussion back to where it was before it was hijacked	0	1	0	0	0	0	0	0	0	1
Towards Task: Clarifying what other member meant	0	0	0	0	0	0	1	0	0	1
Towards Task: Commenting on group not speaking	0	0	1	0	0	0	0	0	0	1
Towards Task: Critical thinking about discussion topic	0	1	0	0	0	0	1	0	0	2
Towards Task: Critically evaluating question and its relation to the discussion	0	0	0	0	0	0	0	0	1	1
Towards Task: Expressing immediate emotion with regards to group	0	0	0	0	1	0	0	0	0	1
Towards Task: Giving feedback about fellow member's behaviour in the group	2	0	0	0	1	0	0	0	0	3
Towards Task: Here and now comment regarding other member	0	1	0	0	0	0	0	0	0	1
Towards Task: Humour and playfulness	2	2	1	0	4	0	0	1	0	10
Towards Task: Reflecting on here and now emotion regarding interpersonal	0	0	0	0	0	0	1	0	0	1
Towards Task: Reflecting on what just happened	0	0	1	0	0	0	0	0	0	1
Towards Task: Stating the need to clear something out	0	0	0	0	0	0	1	0	0	1
Towards Task: What am I supposed to do?	0	0	1	0	0	0	0	0	0	1

Group: Session 3

Away from Belonging

Away from Belonging: Retaining sense of separateness from group by linking to partner

Away from Individuality

Away from Individuality: Pairing in order not to stand alone

	C	D	E	F	J	L	M	P	S	T
Away from Belonging	3	0	6	0	0	0	0	3	3	15
Away from Belonging: Retaining sense of separateness from group by linking to partner	3	0	6	0	0	0	0	3	3	15
Away from Individuality	3	0	6	0	0	0	0	3	3	15
Away from Individuality: Pairing in order not to stand alone	3	0	6	0	0	0	0	3	3	15



Group: Session 3

Away from Task

Away from Task: Discussing off-task topic

Away from Task: Hiding behind Erna's activity

Towards Belonging

Towards Belonging : Are you in or out? How should we relate to you?

Towards Belonging: Accept me! Say I'm good enough!

Towards Belonging: Active listening behaviour

Towards Belonging: Activting Erna's initiating role

Towards Belonging: Approaching the group as a pair

Towards Belonging: Asking fellow member to elaborate

Towards Belonging: Asking for safe self-disclosure

Towards Belonging: Becoming visible in order to be understood

Towards Belonging: Building on other member's contribution

Towards Belonging: Checking ages of members

Towards Belonging: Checking in - reporting on last night

Towards Belonging: Creating an external enemy in the taxi drivers

Towards Belonging: Directing the turn-taking

Towards Belonging: Drawing Maggy into conversation

Towards Belonging: Empathic and patient tone

Towards Belonging: Erna's audience

Towards Belonging: Explaining herself

Towards Belonging: Help with translation

Towards Belonging: I want to know you better

Towards Belonging: Introducing safe topic for discussion

Towards Belonging: Joining Debbie in asking about facilitators' position

Towards Belonging: Joking

Towards Belonging: Let US get a new task for the group

Towards Belonging: Making contact with Francis

Towards Belonging: Participating in current discussion

	C	D	E	F	J	L	M	P	S	T
Away from Task	6	7	17	3	7	7	2	5	1	55
Away from Task: Discussing off-task topic	5	5	11	3	6	7	2	5	1	45
Away from Task: Hiding behind Erna's activity	1	2	6	0	1	0	0	0	0	10
Towards Belonging	44	25	52	19	15	33	30	16	15	249
Towards Belonging : Are you in or out? How should we relate to you?	4	1	0	0	0	0	0	0	0	5
Towards Belonging: Accept me! Say I'm good enough!	0	2	0	0	0	0	0	0	0	2
Towards Belonging: Active listening behaviour	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Activting Erna's initiating role	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Approaching the group as a pair	3	0	6	0	0	0	0	3	3	15
Towards Belonging: Asking fellow member to elaborate	8	0	2	0	1	2	0	1	0	14
Towards Belonging: Asking for safe self-disclosure	3	0	0	0	0	1	2	0	0	6
Towards Belonging: Becoming visible in order to be understood	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Building on other member's contribution	1	0	0	0	0	0	0	0	0	1
Towards Belonging: Checking ages of members	3	2	0	0	0	5	3	0	1	14
Towards Belonging: Checking in - reporting on last night	1	3	5	1	2	2	1	2	3	20
Towards Belonging: Creating an external enemy in the taxi drivers	0	0	0	0	0	0	0	0	1	1
Towards Belonging: Directing the turn-taking	1	0	0	0	0	1	0	0	0	2
Towards Belonging: Drawing Maggy into conversation	2	0	0	0	0	0	0	0	0	2
Towards Belonging: Empathic and patient tone	0	0	0	0	0	0	2	0	0	2
Towards Belonging: Erna's audience	1	2	6	0	0	0	0	0	0	9
Towards Belonging: Explaining herself	0	0	0	0	0	0	0	0	1	1
Towards Belonging: Help with translation	0	0	0	0	1	0	0	0	0	1
Towards Belonging: I want to know you better	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Introducing safe topic for discussion	0	2	2	0	1	2	0	0	0	7
Towards Belonging: Joining Debbie in asking about facilitators' position	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Joking	0	0	0	0	0	0	0	1	0	1
Towards Belonging: Let US get a new task for the group	0	0	2	0	0	1	0	0	0	3
Towards Belonging: Making contact with Francis	5	0	0	5	0	0	0	0	0	10
Towards Belonging: Participating in current discussion	5	3	9	3	5	6	2	5	1	39

Group: Session 3

	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Ready for safe self-disclosure in service of belonging	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Safe self-disclosure of personal information	4	3	6	9	1	7	12	3	4	49
Towards Belonging: Self-deprecating joke	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Showing empathy and interest in other group member	0	0	0	0	0	1	1	0	0	2
Towards Belonging: Supporting other member	0	0	3	0	1	0	2	0	0	6
Towards Belonging: Supporting the newly introduced topic	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Taking responsibility for getting yet another topic going	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Taking the lead in keeping the conversation going	0	0	4	0	0	0	0	0	0	4
Towards Belonging: Taking turns in safe self-disclosure	2	2	2	1	1	3	2	1	1	15
Towards Belonging: Try to pull the facilitators in	1	2	4	0	0	0	0	0	0	7
Towards Belonging: Trying to understand other member better	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Very diplomatic towards Erna	0	0	0	0	0	0	1	0	0	1
Towards Individuality	17	13	21	11	4	17	21	8	38	150
Towards Individuality: (Pairing) Emphasizing difference between member and group	3	0	6	0	0	0	0	3	3	15
Towards Individuality: Becoming visible by speaking last	1	0	0	0	0	0	0	0	0	1
Towards Individuality: Becoming visible by taking the lead	0	2	2	0	1	1	0	0	0	6
Towards Individuality: Challenging the leaders	2	0	0	0	0	0	0	0	0	2
Towards Individuality: Defending herself	2	0	1	0	0	1	0	0	3	7
Towards Individuality: Defensive and irritated about having group speaking about her accent and culture	0	0	0	0	0	0	0	0	2	2
Towards Individuality: Defensive, sarcastic request	0	0	0	0	0	0	0	0	1	1
Towards Individuality: Defensively coming out with her racial difference	0	0	0	0	0	0	0	0	2	2
Towards Individuality: Defensively explaining herself	0	0	0	0	0	0	0	0	9	9
Towards Individuality: Distinguishing herself by emphasizing her special characteristics, activities and accomplishments	0	2	0	0	0	0	0	0	0	2
Towards Individuality: I dont want to say what I feel.	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Sarcasm to protect herself from perceived attack	0	0	0	0	0	0	0	0	2	2
Towards Individuality: Self-disclosure of biographical facts (personal)	0	0	0	3	0	0	0	1	0	4
Towards Individuality: Self-disclosure of fact regarding cultural/religious background	2	0	3	0	0	0	9	0	0	14
Towards Individuality: Self-disclosure of facts and biographical info	5	5	3	6	1	13	7	2	6	48
Towards Individuality: Self-disclosure of feelings connect to personal / provate material	0	0	0	0	0	0	1	0	0	1

Group: Session 3

	C	D	E	F	J	L	M	P	S	T
Towards Individuality: Self-disclosure of here and now emotion	0	0	1	1	0	0	2	0	0	4
Towards Individuality: Self-disclosure on ice-breaker level	1	3	5	1	2	2	1	2	3	20
Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences	0	1	0	0	0	0	0	0	6	7
Towards Individuality: Trying to satisfy her own curiosity	1	0	0	0	0	0	0	0	0	1
Towards Individuality: Warning before being honest about own experience	0	0	0	0	0	0	0	0	1	1
Towards Task	17	20	14	5	1	1	16	13	11	98
Towards Task: Clarifying facilitator's question	1	0	0	0	0	1	0	1	0	3
Towards Task: Critical listening and reflecting	2	2	1	0	0	0	3	1	0	9
Towards Task: Critical thinking about discussion topic	0	0	0	0	1	0	0	0	0	1
Towards Task: Explaining her motives	1	0	0	0	0	0	0	0	0	1
Towards Task: Explore emotions expressed by other member	0	0	1	0	0	0	0	0	0	1
Towards Task: Exploring curiosity about other member	7	0	0	0	0	0	0	0	0	7
Towards Task: Exploring her own reaction towards question	0	0	0	0	0	0	0	0	5	5
Towards Task: Exploring norms of what can be asked and what not	3	2	9	4	0	0	10	5	2	35
Towards Task: Exploring reactions regarding being stereotyped	3	2	2	0	0	0	0	2	0	9
Towards Task: Expressing immediate emotion with regards to group	0	0	0	0	0	0	0	1	0	1
Towards Task: Giving feedback about fellow member's behaviour in the group	0	1	0	0	0	0	2	0	0	3
Towards Task: Humour and playfulness	0	0	0	0	0	0	0	1	0	1
Towards Task: Inviting honest response	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecting on life story request	0	0	0	0	0	0	0	0	1	1
Towards Task: Reflecting on what just happened	0	1	0	0	0	0	0	0	0	1
Towards Task: Responding to facilitator's question	0	11	1	1	0	0	1	2	3	19

Group: Session 4

Away from Belonging

Away from Belonging: Retaining sense of separateness from group by linking to partner

Away from Individuality

Away from Individuality: Pairing in order not to stand alone

	C	D	E	F	J	L	M	P	S	T
Away from Belonging	0	4	1	0	6	0	0	1	0	12
Away from Belonging: Retaining sense of separateness from group by linking to partner	0	4	1	0	6	0	0	1	0	12
Away from Individuality	0	5	1	0	6	0	0	1	0	13
Away from Individuality: Pairing in order not to stand alone	0	4	1	0	6	0	0	1	0	12

Group: Session 4

	C	D	E	F	J	L	M	P	S	T
Away from Individuality: Relativizing her contribution	0	1	0	0	0	0	0	0	0	1
Away from Task	13	32	41	1	43	15	13	19	16	193
Away from Task: Create alternative group task	0	0	3	0	1	0	0	0	0	4
Away from Task: Discussing off-task topic	13	30	33	1	36	15	13	18	16	175
Away from Task: Experimenting with another group project	0	0	0	0	1	0	0	0	0	1
Away from Task: Fleeing to jokes	0	0	0	0	2	0	0	0	0	2
Away from Task: Hiding behind Erna's activity	0	0	3	0	0	0	0	0	0	3
Away from Task: Trying out group project with random discussion topic	0	2	2	0	3	0	0	1	0	8
Towards Belonging	14	61	45	6	52	36	17	21	16	268
Towards Belonging: Accept me! Say I'm good enough!	0	14	0	0	0	0	0	0	0	14
Towards Belonging: An inclusive and non-judgemental approach to group norms discussion	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Approaching the group as a pair	0	4	1	0	6	0	0	1	0	12
Towards Belonging: Asking for safe self-disclosure	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Asking permission to ask	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Being apologetic	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Building the bridge for the conflict	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Challenging the leaders by creating an us and them	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Erna's audience	0	0	3	0	0	0	0	0	0	3
Towards Belonging: Identifying with other member	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Interacting with Debbie around her differences	0	3	0	0	3	1	0	0	0	7
Towards Belonging: Introducing safe topic for discussion	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Joking	0	0	0	0	3	1	0	0	0	4
Towards Belonging: Let US get a new task for the group	0	0	3	0	1	0	0	0	0	4
Towards Belonging: Linking between Debbie and Linda to create understanding	0	3	0	0	0	3	0	0	0	6
Towards Belonging: Participating in current discussion	13	30	33	1	35	15	13	18	16	174
Towards Belonging: Relativizing her contribution	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Safe self-disclosure of personal information	0	0	0	0	0	0	1	2	0	3
Towards Belonging: Searching for group harmony	1	0	0	1	0	2	0	0	0	4
Towards Belonging: Showing understanding of Debbie	0	0	0	1	0	1	0	0	0	2

Group: Session 4

	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Taking part in norms discussion without really becoming visible	0	5	4	3	0	7	0	0	0	19
Towards Belonging: Trying to understand other member better	0	0	0	0	1	5	0	0	0	6
Towards Belonging: Us vs other possible groups in this situation	0	0	0	0	1	0	0	0	0	1
Towards Individuality	0	35	10	8	13	3	6	4	4	83
Towards Individuality: (Pairing) Emphasizing difference between member and group	0	4	1	0	6	0	0	1	0	12
Towards Individuality: Becoming visible by breaking the silence	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Becoming visible by taking the lead	0	0	0	0	1	0	0	0	0	1
Towards Individuality: Defending her own preference	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Distinguishing herself by emphasizing her special characteristics, activities and accomplishments	0	13	0	0	0	0	0	0	0	13
Towards Individuality: Distinguishing herself by showing her different approach to the group	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Individual struggle between group purposes and her perceived value from it	0	0	0	7	0	0	0	0	0	7
Towards Individuality: Self-disclosure of facts and biographical info	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Self-disclosure of feelings connect to personal / provate material	0	2	0	0	0	0	1	0	0	3
Towards Individuality: Self-disclosure of personality	0	1	0	0	0	0	0	0	1	2
Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences	0	10	7	1	6	3	4	3	3	37
Towards Individuality: Stating her own needs and expectations of the group	0	2	2	0	0	0	0	0	0	4
Towards Task	9	62	78	40	51	27	4	34	18	323
Towards Task: Exploring curiosity about other member	0	0	0	0	0	0	4	0	0	4
Towards Task: Exploring differences	0	5	1	0	4	0	0	1	2	13
Towards Task: Exploring norms of what can be asked and what not	0	5	4	3	0	7	0	0	0	19
Towards Task: Expressing immediate emotion with regards to group	0	2	0	0	0	0	0	0	1	3
Towards Task: Giving feedback about fellow member's behaviour in the group	4	13	31	1	15	5	0	2	4	75
Towards Task: Having or on the verge of having peronsal insight	0	5	0	0	0	0	0	0	0	5
Towards Task: Humour and playfulness	0	0	0	0	1	0	0	0	0	1
Towards Task: Let's just be	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecitng on groups struggle with finding topics	0	0	0	0	0	0	0	1	0	1
Towards Task: Reflecting on 5-minute silence project	0	6	7	5	6	0	0	5	3	32
Towards Task: Reflecting on being in the group	0	2	0	0	0	0	0	0	0	2
Towards Task: Reflecting on group norms	2	6	11	8	8	4	0	9	0	48



Group: Session 4

	C	D	E	F	J	L	M	P	S	T
Towards Task: Reflecting on purpose - lets just talk	0	0	3	0	0	0	0	0	0	3
Towards Task: Reflecting on purpose of being present in the moment	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecting on the group's direction	0	8	14	5	8	6	0	8	4	53
Towards Task: Reflecting on value from group	2	4	4	18	4	2	0	5	4	43
Towards Task: Reflecting on what just happened	1	0	0	0	0	0	0	0	0	1
Towards Task: Responding to facilitator's question	0	3	0	0	3	0	0	0	0	6
Towards Task: Showing critical attempt to listen and understand topic content	0	0	0	0	0	3	0	0	0	3
Towards Task: Struggling with the group task	0	1	3	0	2	0	0	3	0	9

Group: Session 5

Away from Task

	C	D	E	F	J	L	M	P	S	T
Away from Task: Discussing off-task topic	0	2	0	0	5	0	0	2	0	9
Away from Task: Fleeing from the room	0	0	0	0	0	0	0	1	0	1
Away from Task: Flight from deeper sharing	0	0	0	0	1	0	0	0	1	2

Towards Belonging

	C	D	E	F	J	L	M	P	S	T
Towards Belonging	3	15	6	2	12	10	9	8	1	66
Towards Belonging: Affirming fellow member	0	0	1	2	0	7	0	2	0	12
Towards Belonging: Are you OK with this feedback-process?	0	0	0	0	0	0	3	1	0	4
Towards Belonging: Asking permission to ask	0	0	1	0	0	0	0	0	0	1
Towards Belonging: Empathizing with fellow member	0	0	0	0	0	0	0	0	1	1
Towards Belonging: Emphasizing similarities	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Erna's audience	0	0	1	0	0	0	0	0	0	1
Towards Belonging: I dont want to hog the conversation	0	2	0	0	0	0	0	0	0	2
Towards Belonging: I will not judge you and I will be there for you	0	0	0	0	0	0	1	0	0	1
Towards Belonging: I won't judge you	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Ice-breaking conversation	2	5	0	0	4	0	1	2	0	14
Towards Belonging: Introducing safe topic for discussion	0	0	0	0	2	0	0	0	0	2
Towards Belonging: Joking	1	0	0	0	3	0	3	0	0	7
Towards Belonging: Negotiating possible boundary crossing with the group	0	0	0	0	0	0	1	0	0	1

Group: Session 5

	C	D	E	F	J	L	M	P	S	T
Towards Belonging: Participating in current discussion	0	0	0	0	3	0	0	2	0	5
Towards Belonging: Safe self-disclosure of personal information	0	2	0	0	0	0	0	0	0	2
Towards Belonging: Showing gratitude	0	2	0	0	0	0	0	0	0	2
Towards Belonging: Trying to understand other member better	0	4	3	0	0	1	0	1	0	9
Towards Individuality	0	12	2	0	4	0	5	0	0	23
Towards Individuality: Becoming visible by speaking first	0	0	0	0	1	0	0	0	0	1
Towards Individuality: Becoming visible by taking the lead	0	0	0	0	2	0	0	0	0	2
Towards Individuality: Challenging other member	0	0	0	0	1	0	0	0	0	1
Towards Individuality: Distinguishing herself by aligning herself with the facilitators	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Distinguishing herself by moving to higher level of complex thought	0	2	0	0	0	0	0	0	0	2
Towards Individuality: Distinguishing herself by showing her different approach to the group	0	1	0	0	0	0	0	0	0	1
Towards Individuality: I want some of the limelight too	0	0	1	0	0	0	0	0	0	1
Towards Individuality: Revealing physical discomfort and possible leaving	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Self-disclosure of feelings connect to personal / private material	0	5	0	0	0	0	0	0	0	5
Towards Individuality: Self-disclosure of here and now emotion	0	3	1	0	0	0	4	0	0	8
Towards Task	9	125	38	26	42	10	36	12	24	322
Towards Task: Checking the place boundaries	0	1	0	0	0	0	0	0	0	1
Towards Task: Clarifying task boundaries	0	1	0	0	0	0	0	0	0	1
Towards Task: Clarifying what other member meant	0	2	3	0	0	0	1	0	3	9
Towards Task: Critically defending what's happening in the group	0	0	0	0	1	0	0	0	0	1
Towards Task: Disclosure, feedback and reflection on member's behaviour	9	91	21	26	36	8	6	9	21	227
Towards Task: Expressing immediate emotion with regards to group	0	1	0	0	0	0	0	0	0	1
Towards Task: Giving feedback about fellow member's behaviour in the group	0	0	0	0	0	1	0	0	0	1
Towards Task: Humour and playfulness	0	2	0	0	1	0	1	0	0	4
Towards Task: Invitation for personal feedback	0	2	0	0	0	0	0	0	0	2
Towards Task: Open and honest self-reflecting on own projections	0	0	0	0	0	0	2	0	0	2
Towards Task: Reflecting on group's ice-breaking activity	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecting on group's readiness to go deeper	0	1	1	0	0	0	3	0	0	5
Towards Task: Reflecting on group boundaries and norms in terms of depth	0	8	5	0	3	0	18	2	0	36

Group: Session 5

	C	D	E	F	J	L	M	P	S	T
Towards Task: Reflecting on judgementalness in group	0	6	1	0	1	0	1	0	0	9
Towards Task: Reflecting on theme of security in the group	0	3	4	0	0	0	2	0	0	9
Towards Task: Self-reflective/ disclosure behaviour	0	2	1	0	0	0	0	0	0	3
Towards Task: Self-reflective/ opening up behaviour (making self vulnerable)	0	0	0	0	0	0	2	0	0	2
Towards Task: Trying to find an opening for exploring deeper	0	4	2	0	0	1	0	1	0	8

Group: Session 6

	C	D	E	F	J	L	M	P	S	T
Away from Task	26	92	44	27	135	36	15	20	21	416
Away from Task: Discussing off-task topic	23	86	42	27	123	36	15	19	21	392
Away from Task: Resisting the openings created by leader to move to task	3	6	2	0	12	0	0	1	0	24
Towards Belonging	41	153	89	36	218	45	20	53	47	702
Towards Belonging: Challenging leaders by creating solidarity by sitting on the ground	18	21	29	4	71	7	0	17	5	172
Towards Belonging: Group participation in open reflection	0	46	18	5	21	2	5	17	21	135
Towards Belonging: Introducing safe topic for discussion	0	0	0	0	1	0	0	0	0	1
Towards Belonging: Joking	0	0	0	0	2	0	0	0	0	2
Towards Belonging: Participating in current discussion	23	86	42	27	123	36	15	19	21	392
Towards Individuality	0	39	1	7	11	2	5	15	2	82
Towards Individuality: Becoming visible by taking the lead	0	0	0	1	1	0	0	0	0	2
Towards Individuality: Being open and honest	0	35	1	5	10	2	5	15	2	75
Towards Individuality: Distinguishing herself by emphasizing her special characteristics, activities and accomplishments	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Self-disclosure of here and now emotion	0	3	0	1	0	0	0	0	0	4
Towards Task	3	101	38	11	54	4	10	35	42	298
Towards Task: Leader's intervention and response by one member	3	6	2	0	12	0	0	1	0	24
Towards Task: Reflecting on group's readiness to go deeper	0	35	1	5	10	2	5	15	2	75
Towards Task: Reflecting on group boundaries and norms in terms of depth	0	46	18	5	21	2	5	17	21	135
Towards Task: Reflecting on judgementalness in group	0	11	17	0	11	0	0	2	19	60
Towards Task: Self-reflective/ opening up behaviour (making self vulnerable)	0	3	0	1	0	0	0	0	0	4

Group: Session 7	C	D	E	F	J	L	M	P	S	T
Away from Belonging	3	11	15	2	4	1	4	2	3	45
Away from Belonging: Silence from members who are not willing to participate or contribute	0	6	15	0	4	1	4	2	1	33
Away from Task	2	8	15	2	4	5	6	2	9	53
Away from Task: Grappling for alternative group task	0	6	15	0	4	1	4	2	1	33
Towards Belonging	2	38	28	6	5	12	114	14	13	232
Towards Belonging: Asking fellow member to elaborate	0	0	1	0	0	0	1	0	0	2
Towards Belonging: Checking in - reporting on last night	0	1	3	1	0	2	2	0	2	11
Towards Belonging: Safe self-disclosure of personal information	0	5	4	0	0	0	37	11	1	58
Towards Belonging: Showing empathy and interest in other group member	0	2	4	0	0	0	31	0	1	38
Towards Belonging: Trying to get a new discussion going	0	6	15	0	4	1	4	2	1	33
Towards Belonging: Trying to give other group members a chance to participate and not hide behind Erna	0	0	1	0	0	0	0	1	0	2
Towards Individuality	0	25	12	1	0	0	127	31	8	204
Towards Individuality: Self-disclosure of feelings connect to personal / provate material	0	8	4	0	0	0	37	16	1	66
Towards Individuality: Self-disclosure of here and now emotion	0	9	4	1	0	0	50	0	5	69
Towards Individuality: Self-disclosure of personality	0	2	4	0	0	0	31	0	1	38
Towards Task	2	60	30	16	12	8	171	12	27	338
Towards Task: Reflecting on group boundaries and norms in terms of depth	0	5	3	3	0	0	11	1	0	23
Towards Task: Reflecting on member's behaviour in the group	0	10	4	1	0	0	46	4	5	70
Towards Task: Self-reflective/ disclosure behaviour	0	7	4	1	0	0	52	5	5	74
Towards Task: Self-reflective/ opening up behaviour (making self vulnerable)	0	2	4	0	0	0	33	0	1	40
Towards Task: Trying to get the group going around a common theme	0	6	15	0	4	1	4	2	1	33
 Group: Session 8	 C	 D	 E	 F	 J	 L	 M	 P	 S	 T
Away from Belonging	4	0	0	0	0	0	0	0	0	4
Away from Belonging: Resisting participation in the group	4	0	0	0	0	0	0	0	0	4
Away from Task	4	1	0	0	3	0	0	0	1	9



Group: Session 8

	C	D	E	F	J	L	M	P	S	T
Away from Task: Discussing off-task topic	0	0	0	0	3	0	0	0	1	4
Away from Task: Intellectualizing and not here and now	0	1	0	0	0	0	0	0	0	1
Away from Task: Not being fully honest	4	0	0	0	0	0	0	0	0	4
Towards Belonging	0	10	2	1	3	19	9	0	5	49
Towards Belonging: Affirming fellow member	0	0	0	0	0	1	2	0	0	3
Towards Belonging: Are you OK?	0	0	0	0	0	0	1	0	0	1
Towards Belonging: Asking fellow member to elaborate	0	2	0	0	0	1	0	0	1	4
Towards Belonging: Being apologetic	0	1	0	0	0	0	0	0	0	1
Towards Belonging: Building on other member's contribution	0	6	0	0	0	0	0	0	0	6
Towards Belonging: Giving advice	0	0	2	0	0	0	2	0	0	4
Towards Belonging: Invitation to come and join the group on its level	0	1	0	0	0	0	2	0	0	3
Towards Belonging: Participating in current discussion	0	0	0	0	3	0	0	0	1	4
Towards Belonging: Rescuing the group from the awkward silence	0	0	0	0	0	8	0	0	0	8
Towards Belonging: Responding to invitation to join group on its level	0	0	0	0	0	0	1	0	2	3
Towards Belonging: Safe self-disclosure of personal information	0	0	0	0	0	8	0	0	1	9
Towards Belonging: Showing gratitude	0	0	0	0	0	1	0	0	0	1
Towards Belonging: Trying to get member to participate	0	0	0	1	0	0	0	0	0	1
Towards Belonging: Trying to understand other member better	0	0	0	0	0	0	1	0	0	1
Towards Individuality	4	3	0	2	10	21	5	0	15	60
Towards Individuality: Asserting herself	0	1	0	0	0	0	0	0	0	1
Towards Individuality: Critical thinking	0	0	0	0	0	0	1	0	0	1
Towards Individuality: Retaining her right to be silent	4	0	0	0	0	0	0	0	0	4
Towards Individuality: Self-disclosure of facts and biographical info	0	0	0	0	3	9	2	0	4	18
Towards Individuality: Self-disclosure of feelings connect to personal / private material	0	0	0	0	2	9	2	0	3	16
Towards Individuality: Self-disclosure of here and now emotion	0	0	0	1	0	0	0	0	2	3
Towards Individuality: Self-disclosure of personality	0	0	0	1	0	0	0	0	5	6
Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences	0	2	0	0	5	3	0	0	1	11
Towards Task	1	24	0	12	0	7	22	0	25	91
Towards Task: checking time boundaries	0	0	0	0	0	0	3	0	0	3

Group: Session 8

	C	D	E	F	J	L	M	P	S	T
Towards Task: Clarifying what other member meant	0	5	0	0	0	2	5	0	0	12
Towards Task: Critical listening and reflecting	0	5	0	0	0	2	4	0	0	11
Towards Task: Critical reflection on group and comparison with yesterday	0	1	0	4	0	0	0	0	0	5
Towards Task: Critical thinking about group process	0	1	0	0	0	0	0	0	0	1
Towards Task: Disclosre, feedback and reflection on member's behaviour	0	4	0	6	0	3	1	0	14	28
Towards Task: Expressing immediate emotion with regards to group	0	0	0	1	0	0	0	0	0	1
Towards Task: Having or on the verge of having peronsal insight	0	0	0	0	0	0	3	0	1	4
Towards Task: Inviting members to join in task	0	4	0	0	0	0	4	0	0	8
Towards Task: Reflecting on member's behaviour in the group	0	3	0	1	0	0	1	0	0	5
Towards Task: Reflecting on members current state	0	0	0	0	0	0	1	0	0	1
Towards Task: Reflecting on what just happened	1	0	0	0	0	0	0	0	0	1
Towards Task: Responding to facilitator's question	0	1	0	0	0	0	0	0	0	1
Towards Task: Self-reflective/ disclosure behaviour	0	0	0	0	0	0	0	0	10	10

Group: Session 9

Away from Belonging

Away from Belonging: Leave me alone	1	6	11	8	1	0	0	1	0	28
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Towards Belonging

Towards Belonging: Are you OK?	1	6	11	8	1	0	0	1	0	28
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Towards Belonging: Joking

Towards Belonging: Joking	0	2	0	0	1	0	2	0	0	5
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Towards Individuality

Towards Individuality: Self-preservation behaviour	1	6	11	8	1	0	0	1	0	28
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Towards Task

Towards Task: asking for feedback from the group	0	3	0	0	0	0	0	0	0	3
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Towards Task: Disclosre, feedback and reflection on member's behaviour	5	104	0	4	60	33	29	26	4	265
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Towards Task: Exploring and reflecting upon leaders' role and impact and members response to leaders	17	11	1	2	6	0	4	5	0	46
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Towards Task: Reflecting on member's behaviour in the group	1	6	11	8	2	1	0	1	0	30
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Towards Task: Reflecting on silence	0	2	0	0	2	0	2	0	0	6
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Group: Session 9

Towards Task: Reflecting on value from group

C	D	E	F	J	L	M	P	S	T
0	8	0	3	11	5	5	0	1	33

Group: Session 10

Away from Belonging

Away from Belonging: Detached response

Away from Belonging: Isolating herself

Away from Individuality

Away from Individuality: Asking permission to speak

Away from Individuality: Pairing in order not to stand alone

Away from Task

Away from Task: Discussing off-task topic

Away from Task: Trying not be pulled into conversation

Towards Belonging

Towards Belonging: Affirming fellow member

Towards Belonging: Are you OK?

Towards Belonging: Asking permission to ask

Towards Belonging: How did you experience US as a group?

Towards Belonging: I like you guys

Towards Belonging: Joking

Towards Belonging: Participating in current discussion

Towards Belonging: Showing gratitude

Towards Belonging: True words spoken in jest

Towards Belonging: Trying to re-enter the group

Towards Individuality

Towards Individuality: Self-disclosure of feelings connect to personal / private material

Towards Individuality: Self-disclosure of personality

Towards Individuality: Self-disclosure regarding values, beliefs, interests, preferences, opinions and experiences

Towards Task

Towards Task: Critical thinking about discussion topic

C	D	E	F	J	L	M	P	S	T
0	0	2	0	0	0	0	0	0	2
0	0	1	0	0	0	0	0	0	1
0	0	1	0	0	0	0	0	0	1
0	0	0	0	0	0	0	3	0	3
0	0	0	0	0	0	0	1	0	1
0	0	0	0	0	0	0	2	0	2
0	0	1	0	0	0	0	0	2	3
0	0	0	0	0	0	0	0	2	2
0	0	1	0	0	0	0	0	0	1
36	37	2	1	16	3	5	3	13	116
0	0	0	0	0	0	2	0	0	2
0	1	1	0	0	0	0	0	0	2
0	0	0	0	0	0	1	0	0	1
0	0	0	0	0	0	0	0	1	1
0	0	0	0	1	0	0	0	0	1
1	1	0	0	0	0	0	0	0	2
31	33	0	1	14	3	1	3	12	98
1	1	0	0	0	0	0	0	0	2
3	1	0	0	1	0	1	0	0	6
0	0	1	0	0	0	0	0	0	1
2	0	0	0	0	0	0	7	0	9
0	0	0	0	0	0	0	1	0	1
1	0	0	0	0	0	0	2	0	3
1	0	0	0	0	0	0	4	0	5
1	9	0	0	0	0	2	7	6	25
0	3	0	0	0	0	2	0	0	5



Group: Session 10

	C	D	E	F	J	L	M	P	S	T
Towards Task: Exploring other member's feelings with regards to topic discussion	0	2	0	0	0	0	0	0	0	2
Towards Task: Reflecting on member's behaviour in the group	0	1	0	0	0	0	0	0	0	1
Towards Task: Reflecting on pairing dynamic between Pam and Christa	1	2	0	0	0	0	0	3	0	6
Towards Task: Reflecting on value from group	0	0	0	0	0	0	0	0	6	6
Towards Task: Reflecting on what just happened	0	1	0	0	0	0	0	0	0	1
Towards Task: Self-reflective/ disclosure behaviour	0	0	0	0	0	0	0	3	0	3
Towards Task: Self-reflective/ opening up behaviour (making self vulnerable)	0	0	0	0	0	0	0	1	0	1