**AGPA Connect 2023 Presenter Information**

**Course Code:** XI

**Course Title:** Leadership Development: Utilizing Group Therapy Skills in Corporate Culture

**Course Times:** 9:30 AM - 5:30 PM & 9:00 AM - 5:00 PM

**Course Dates:** Tuesday, March 7 & Wednesday, March 8

**Instructors:** Rick Tivers

**Course Description:** Leadership Development: Utilizing Group Therapy Skills in Corporate Culture will be an experiential Executive Leadership Training. The Institute will focus on issues of authority, power, and control and will assist participants to work through their leadership resistance. Members will learn to transfer their group therapy skills into organizations for agencies, business and industry. Defenses, parallel process, and business interventions will be highlighted during the training. This feedback focused Institute will help re-frame what therapeutic stance means in the business world.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎‎‎‎Identify and list major components and dynamics of an Executive Leadership Training.
2. Diagnose defenses in self and corporate culture.
3. Design appropriate interventions using business non-clinical language.
4. Differentiate between traditional group therapy and group development in business.
5. Work through fear of internal power and authority.
6. Choose best practices in needs assessment and goal attainment.
7. Select Sociometric methods appropriate for the group.

**Significant Articles:**

1. Noe, R, (2017). Employee Training and Development. New York, NY: McGraw Hill.
2. Morrison, T.& Conway W. (2006). Kiss, Bow, or Shake Hands. Avon, MA: Adams Media
3. Bridges, W., & Bridges, S. (2016). Managing transitions Making the most of change (4th ed.). Da Capo Lifelong Books.
4. Cran. C. (2016). The Art of Change Leadership: Driving Transformation in a Fast-paced World . John Wiley & Sons, Inc.
5. Lawrence, J.T., & Beamish, P.W. (Eds.). (2013). Globally Responsible Leadership: Managing according to the UN Global Compact. SAGE: publications,Inc.

**Agenda**

1. Intro/Goals: Creating Buy In: Needs Assessment (60 min, Obj. 1, Lecture/Experiential) Group contract discussed Each participant list 3 goals for the day. Role of control and resistance explained. Parallel between clinical verse business needs assessment. Demonstrate needs assessment in action.

2. Best/Works Traits of a leader (20 min, Ovj. 1 and 5, Lecture/Experiential) Group members share a strength and a weakness for a leadership form. This is the start of healthy vulnerability.

3. Responsibility Assessment: Emotional and Rational (50 min, Obj. 1 and 4, Lecture/Experiential)

Participants evaluate themselves on responsibility and how that transfers over to corporate culture.

Actor verses reactor, victim versus proactive mindset and how this transfers into the level of management at which an individual would end up. This assessment is used to design a Professional Development Program for the employee. Process as a group (10 min)

4. Language of Non-accountability (15 min, Obj. 1 and 3, Lecture/Experiential) Language that reinforces lack of responsibility for oneself.

5. Beginning to move from Individual Exploration to one's role in group and group as a whole (60 min, Obj. 1,3,and 4, Lecture/Experiential) Diagnose self defense mechanism. Each person and the group will form a master list that illustrate that individual defenses are the group's defenses. These group defenses will be placed throughout the room during the entire Institute . Group will process their feelings and reactions from the start up to the point.

6. Sabotage Process Activity (25 min,, Obj. 1 and 3, Lecture/Experiential) Group members write down on a piece of scratch paper how they have sabotaged either their personal or professional lives. There often will be anxiety in the room. Each member will then stand up and will through the paper into the garbage which represents letting go of past acting-out activity. This process reinforces both universality and therapeutic safety. This is also used for diagnostic purposes to see if the group ask for the garbage to be thrown out. This denotes trust or lack of trust either towards the group or the therapist.

7. Continuation of Individual Within The Group ... Feedback Focused (Obj. 1, 3 and 4, Lecture/Experiential) Emotional intelligence (25 min): Group members choose their best aspects of emotional intelligence and their weakest. Will share reactions to different group members. Raft process (55 min): Individual thoughts, values and ideas leading to group consensus. Roles individuals too during the raft process (45 min): Provides continual feedback and group member experiences of each other.

8. Executive 360 Feedback (Obj. 1, 3, and 5, Experiential) Projection exercise during instructors modeling of the Hot Seat, each group member will experience sitting in the Hot Seat for 6 to 10 minutes to receive feedback on various components of their professional life based on the needs assessment. Usually at the start there is tremendous anxiety and thought the process members experience feeling seen, acknowledged, and understood. The role of the therapist will be highlighted during this section to mode healthy constructive feedback and to avoid scapegoating. Group members will experience feeling both protected and challenged by the therapist. Some members on a voluntary bases my chops to do additional process work based on fears, power, authority, and control. Each time the purpose of the intervention will be explained. Especially with how it fits in with a business environment. Hot Seat 2 (120 min) -- Each group member will experience sitting in the Hot Seat for 6 to 10 minutes to receive feedback on various components of the professional life based on their need's assessment. Usually at the start there is tremendous anxiety and through the process members experience feeling seen, acknowledged , and understood. The role of the therapist will be highlighted during this section to model healthy constructive feedback and to avoid scapegoating. Group members will experience feeling both protected and challenged by the therapist. Group Process (10 min).

9. Sociometry (70 min, Obj. 1 and 7, Experiential) Each group ember who is willing to places group members physically demonstrating distance and closeness. This represensents the group development process. Each volunteer places the entire group into three different stances. (1) Where they viewed each member as the start of the group; (2) Where they view each member now; (3) How they want the group to look as a fully functioning team. The entire room is to be used and group members will be giving each other feedback regarding the increase or decrease in trust and closeness from start to finish. Goodbye process (20 min)

10. Didactic (30 min, Obj. 1,4, and 8, Lecture) Brief lecture on group process, language use therapeutic stance, and what the therapist did to create safety within the group. Fee structure and ethics will be briefly touched upon. time of question .

11. Evaluations (5min)

**Assessment Questions**

Question 1 (include possible answers)

The group therapist in a business training should use feeling oriented language to be most effective (True or False)?

Correct Answer 1

False

Question 2 (include possible answers)

How does transference occur on a regular business and industry? a) Unresolved issues of authority with family get placed on supervisors. b) Unconscious people pleasing will regularly occur. c) An individual's own internalized authority will not surface due to fear of authority. d) All of the above.

Correct Answer 2

d

Question 3 (include possible answers)

Employees demonstrate the following defenses a) Withdrawal b) Agression c) Passive/Agressive d) All of the above

Correct Answer 3

d

Question 4 (include possible answers)

The trainer must mirror the following in order to create safety and reinforce responsibility. a) Demonstration of taking a stance with the group. b) Acknowledging mistakes to reinforce accountability and healthy vulnerability. c) Actively honor those participants who demonstrate risk taking behaviors while honoring participants boundaries. d) All of the above.

Correct Answer 4

d

Question 5 (include possible answers)

Individuals in corporations who are afraid to use their voices are fearful of the following: a) Fear of success b) Fear of failure c) Fear of criticism d) Fear of conflict e) All of the above

Correct Answer 5

e

Question 6 (include possible answers)

6. Individuals in concrete positions such as engineering or computer science respond effectively when: a) Asked about their feelings. b) Asked about their reactions.

Correct Answer 6

b

Question 7 (include possible answers)

Employees emotional hungers to be seen and validated should be attended to by: a) What is in the best interest of the employee given if they are an extravert or an introvert. b) Not employing cookie cutter acknowledgments for each employee. c) To be able to understand the true needs, goals, and desires of each employee. d) All of the above.

Correct Answer 7

d

Question 8 (include possible answers)

How does the trainer deal with resistance in a group? a) Acknowledge and honor the resistance. b) Confront the resisting participant. c) Throw the participant out of the training.

Correct Answer 8

a

Question 9 (include possible answers)

A dynamic leader will: a) Micromanage b) Provide supervision based on the personality and learning style of the employee. c) Expect the employee to grow on their own.

Correct Answer 9

b

Question 10 (include possible answers)

Fee structures are based on the following: a) Specialization and expertise b) Experience level c) Market rates d) Number of employees impacted as a result of the training e) All of the above

Correct Answer 10

e

Specific Focus Process Group registration limit

20