

the psychodramatic process is compelled, through role reversal, to move out of his own perceptual sphere, and to try to feel his way into a particular person (or 'thing') who is significant in his life. Since he must take the role of the 'significant other' within the psychodramatic framework, the protagonist begins to get a deeper understanding of the actual life style and situation of that person. The greater the number of people the protagonist can role reverse with, the more links he establishes with the world around him, and he becomes more sensitive and aware of his reality.

2) The Soliloquy

The soliloquy is used to open the psyche to a more subtle range of experiences. It is used so that the protagonist may let his mind wonder in spontaneous thought, and he verbalizes them. For example, Joe might be saying one thing about his boss, but it is very evident that his feelings are not truly being spoken. So, if Joe is asked to soliloquise his feelings aloud, it might go something like this - *'I might say anything to my boss to please him, but I really can't stand the bastard. He just raised someone else's salary, but not mine! I'm sure I've done enough ass kissing to deserve a raise'*. Joe has clarified his true feelings through soliloquy.

3) Mirror

This technique enables the protagonist to see himself as others see him. While he watches from the audience, members of the group 'mirror' his behaviour on the psychodrama stage. The technique helps to sensitize the protagonist to the reality of how other people experience *him*.

Brian Granwell

Working with another Trainer in a Group

These are random observations made as a result of working with a variety of different colleagues in different training situations during the past few months.

They are an attempt to clarify in my own mind those things which have seemed helpful and vice versa. This could either provide a set of 'expectations' for future colleagues, guidelines for my own memory or a point to which to look back at some future date to see if my expectations or values have changed.

In this paper the groups referred to are the type of unstructured or semi-structured groups usually referred to

as T-groups or therapy groups, or open groups designed to examine interpersonal interactions.

For convenience I have sorted these notes into two general parts. Firstly, what are the areas I need to know before I can begin to work in a group with a colleague? Secondly, what behaviour have I found to be useful or dysfunctional during the actual running of the group?

Firstly it seems that the fundamental areas I need to work on when I know that I am going to be working with a colleague are:-

- a) My colleague as a person.
- b) His training style.
- c) Our joint objectives.
- d) His commitment to the group (caring).

I have found that to enter a group with a colleague whom I do not know other than in superficial terms is for me dysfunctional. This does not mean that there is no learning in the situation if I don't know him well, or that the group progresses better or worse for my knowing him or not knowing him. I do however find myself under constraints of identity and acceptance in situations where I do not know my colleague. It is not, in my experience, helpful for me to sit wondering if my colleague values and accepts my contributions, fantasising as to whether he is evaluating and rejecting them. It is helpful for me to know the areas of his experience and background, his values, expectations and ambitions.

In addition when I have not found out enough about him and he obviously knows little about me, I find myself anxious that he should realise that he is free to contribute and that I will accept his contributions. I wonder if I have made him feel sufficiently free to 'do what comes naturally'. This is particularly true where the colleague has come into a group in which I am the accepted authority figure by process of having set up the group or been appointed to lead it.

Even knowing such details and mannerisms as facial expressions or hand gestures may prove to be important. An example occurred recently with a co-trainer who turned out to have a perpetually 'gloomy' face which was not apparent in the short discussions we had on first acquaintance before the group started. I assumed (quite wrongly as it turned out) that he was extremely unhappy with me, the group, and the

whole exercise, which made me depressed. (I also did not feel that I knew him well enough to ask him about it). I later discovered from group members who knew him better that this was his normal expression.

Styles of Leadership

Secondly, I would like to know my colleague's 'style' before beginning the group, if I am going to operate effectively. This does not mean that I expect him to change his style to suit me or that style is something to be taken off or put on like an overcoat at will.

It will however be helpful for me to know the 'school' from which he is accustomed to operating. He may wish, for example to practise remote style, in which he sees his role as a fairly clinical one, dissecting group processes from outside the group and occasionally feeding these processes back in to the participants. It would not be my style, but he has every right to it. It will help me to know that this is the way he sees his role and when I do I can use him as a resource in that way to the benefit of both the group and myself.

I will also like to know whether he sees himself in a fairly constrained role, or as being utterly congruent. While it may seem odd not to expect a trainer to act in congruence with his feelings, I have in practice known few who are prepared to be so congruent as to leap across the room, grab hold of a participant by the lapels and shout 'You bloody liar' full in his face.

Group Objectives

Thirdly, it may, like much else in the paper, seem self-evident that when 2 trainers are working together, especially for the first time, that they will set time

aside beforehand to work out what they hope to achieve as a group and individually, how they will go about it, and how they will measure if their objectives have been achieved. It is because of my recent experiences when this did not happen that I feel the need to write this in. The discipline of working out joint objectives, and exposing individual goals and difficulties is what I am engaged in trying to bring about in other organisations under the name of Organisation Development. If I am not prepared to do this for my own organisation I have no right to advocate it as a way of managing for others. For me, 'We did it this way, last time, and it worked' is not a *sufficient* reason for repeating anything.

When it is not done, the sort of situation arises as it did recently where two of us were running a group for a third party, each of us believing that he had charge. The stated objective, given by the third party was 'to give an awareness of group processes, identify the role of feelings and establish feedback processes'. In practice the group very quickly became involved in handling members' personal problems and never moved off this. The fact that this fitted with my colleague's and my own values probably had a great deal to do with it, together with the fact that the objectives set by the third party were felt to be imposed.

It is also not feasible, in my experience, for a trainer to have no personal agenda objectives of his own, apart from those of the group, even if he is not fully aware of what they are. It is helpful to both trainers to spend some time in thrashing these out, not only for the well-being of the group and benefit of both trainers, but as a contribution to their own growth and development.

Caring Or Chore

Finally, for me the most important issue before we can begin work is to know the degree of commitment and caring with which my colleague approaches his work with the group. This aspect will colour all the others, - objectives, openness and training style. For me this will be a fundamental issue because if I feel that to him the group is just another chore, and that he is not sufficiently interested to take time and trouble over setting out what we want to achieve and how we are to work, I will have reservations about working with him before we begin. We may do no better a job nor achieve any better results through high commitment but I will at least feel that all reasonable precautions and steps have been taken, and that the reason for the group's apparent failure was not such a basic and avoidable process issue as the trainers having different objectives. And this caring I will expect to be just as high for a group of non-paying students as for senior businessmen paying astronomical fees. I do not believe that 'caring' can be switched off for one group and on for another, or for one person and not another. And if my colleague cares little for the group he is to work with, how will he care for me when I am in and part of that group?

This does not mean that I believe that those who do not approach the group in the same way cannot perform a good job. What it does mean is that if I am going to work satisfactorily with another person I would like to feel that he shares my commitment to some degree. Again this is not to say that I would never work in any other circumstances, but just that I would prefer to work in this way. For my richest experiences have come when working with a colleague who has been committed to the task in the way I have

described. My own growth experiences as a person and a trainer have come about through working with colleagues who shared a commitment to achieve growth and provide each other with appropriate feedback.

Behaviour During The Group

I am resisting a temptation to start thinking in terms of how my colleagues should behave when in a group with me - a situation into which no experienced or self-respecting trainer would willingly get.

I would rather set out more of what my colleagues might expect from me in a group than vice versa. If he is aware of these before we begin, I feel that my cards are on the table.

I have never found it to be anything other than helpful to give feedback to my colleague openly before the group on at least an equal footing as to any other group member. We may thereby assist those who have difficulties in their attitudes to authority figures. The same principles apply to self-disclosure. By my opening up my hidden side in appropriate circumstances, and with my colleague doing the same, the group will hopefully realise that those in authority also have their doubts and problems and will be encouraged to open up themselves.

I will do my best to avoid defending a colleague against the group, simply because he is a staff member. Once I indulge in this I feel we would lose the trust of the group, and a win/lose Staff/group situation may result.

I have found it helpful to be given feedback by a colleague about my own behaviour in the group or as it affects the group, as soon as possible after it happens. If my approach has been too

'gloomy' or aggressive, if I have been too talkative or directive, if I have been appropriate or inappropriate in my interventions, it is helpful to the group and to me to know this when it happens rather than several hours later, I have found it very unhelpful to be with a colleague who gives no indication that he has observed anything at all. There are occasions when it is difficult to feed back processes when they occur, in view of the importance of the content, and the need for it not to be interrupted. In this case it can be fed back at the end of the session or at an open staff meeting.

Where my colleague finds himself in a confrontation with another member of the group, I will expect to use my skills to help them both bring about a positive resolution, and to use the conflict to enhance group learning. I would hope that he will do the same for me. In the same way I want him to feel free to intervene with any individual in the group where he feels that this will be useful to that individual or to the group as a whole.

Occasionally when working with a colleague who has little or limited training experience he may have doubts about the reason for my intervention or action. I have seldom found it to be anything less than helpful to express these doubts openly in the group. The only exception will be if I am engaged in an intervention designed to help an individual group member on a 'one to one' basis such as the alter ego exercise where it is helpful if all others present keep absolutely quiet.

To summarise, one of my objectives in groups will almost invariably include raising the level of trust between members. As I see them, the behaviours outlined above indicate trust between trainers which is essential as a prerequisite

for trust between other members. This state does not come about by accident and groups are quick to sense trainers are

half-hearted, or lacking in warmth or caring.

Hans Lobstein

Why I didn't Yell

I hate people, I really do. I hate their posturing. Their silly belief in themselves. I, I, I Their selfimportance, wanting my attention, insisting that I pay attention to them, trying to make me listen, being polite to me, making small talk, smiling weakly, assuming that I want to know the inane things they want to say to me Look here, leave me alone! Don't you hear my no? How often do I have to say no before you hear me? I hate your guts, your silly imposition, wanting, wanting, wanting . . . never enough.

To start with I was pushed out of your warm cushy and comfortable nest, out into the cold hostile world. You cut my umbilical cord against my will. Slapped my bottom, grinned at me, cooed at me, treated me as an object for your pleasure or your hate, particularly the latter when I didn't turn out as you expected of me. Never me, never just me, always you, for your delight, your pride, your vicious, cruel satisfaction. Me. That is what I am to you, to show you up. Stop yelling, you scream at me. Stop yelling or I will hit you. I'll give you something to yell about! If there is any yelling to be done, we'll do it, they screamed at me. I was in their power, helpless except for my yelling, and they hit me and hit me and shut me up. I hate them, I hate you all. The teachers said, sit up and take notice. Take note of what I am saying to you, learn something, you ungrateful wretch. By then I had learned obediently to sit up and take notice. I imitated what they put before me, those stupid teachers,

malevolent in their intent, frustrated in their growth, waiting for their meager pensions. The battle lines are clearly drawn between us, you hate me and I hate you. I stopped yelling, I had learned more subtle ways of warfare. Even when I hurt I didn't yell any more, I buried my hatred under layers of pink goo.

Thirty years later I wrote on a piece of paper: 'I want to yell when I hurt'. I meant hurt physically but I did not write that down. The problem had become quite real because I have had some massage and just could not yell when the pain was too much for me. I knew that it was perfectly all right for an adult to yell or make any other noise. But the more I hurt the more tightly closed I kept my mouth.

In the clay therapy session I was asked: what stands in the way of solving your problem? I thought for a long time and then I made the model of a hand in plasticine. It was my mother's hand and it sprang to mind when I was confronted with that piece of paper. It was a large strong wellformed hand, outstretched, all ready to slap. I labelled it 'memories'. What else stands in the way of your being able to yell? I made as small child, all hunched up and I labelled this 'isolation'. The next model was ragged, holey and looked ugly to me. I called this misery. These three models all represented situations in the past which I was thinking about as I rubbed the plasticine between my fingers. My mother didn't