



A.K. RICE INSTITUTE GROUP RELATIONS LEARNING OBJECTIVES

Learning objectives can be written for the conference as a whole or only for the events for which you wish to offer CEs. These need to be written in behavioral terms that describe what the member will learn and be able to do at the end of the conference. This packet includes guidelines on writing learning objectives written by the CE co-sponsor. It also includes a list of verbs to use and avoid in writing these objectives.

Since learning objectives are part of the conference design and planning they probably are best written by the Director or a working group under the leadership of the Director. This will ensure congruity and integrity between the conference design, consulting, and learning objectives. These along with the names and credentials of conference consulting staff can be compiled for the application by the Administrator and/or a working group. The Administrator can handle the technical aspects of offering CEs and function as the liaison to the organization that sponsors the CEs. In lieu of this arrangement a Center may wish to set up a working group under the leadership of the Director to oversee the application for and awarding of CEs.

Learning objectives can be written for each event and the leader's credentials for the event listed. If you decide to write objectives for the whole conference BART provides a simple way to think about categories.

Below are some sample Conference Learning Objectives from past Group Relations Conferences. They are meant simply as examples for you to draw on as you write ones which express the purpose of and relate to and reflect a particular conference.

1. Describe and have personal strategies for dealing with group dynamics such as competition, splitting, and the development of projective fields in settings both within and beyond the conference. (NOTE: this objective is particularly strong because it identifies some of the underlying psychological processes in groups, organizations, and society, of people in them and recognizes the interplay of the two and therefore the results are easy to understand.)
2. Differentiate between role and task in work groups.
3. Distinguish between personal authority and institutional authority.
4. Differentiate between the stated task of a group and the task s it appears to be pursuing.
5. Recognize under the surface forces that impact individuals, groups and organizations.
6. Judge instances of unauthorized boundary crossings.
7. Assess instances in which I have used my personal authority.
8. Differentiate between task leadership and emotional leadership in groups.

9. Examine the ability to make cogent observations regarding how rapidly group norms emerge and how such norms then influence both the group's success over time and one's own thinking and actions.
10. Interpret intra and interpersonal experiences that may be shared by others within the organizational system to further the group's work.
11. Compare how such roles as leadership are authorized and how this authorization impacts the effectiveness of the group's work.
12. Evaluate concepts of boundary, authority, role and task to increase effectiveness in one's life in work, society and personally.
13. Examine how one's leadership style affects the group by experimenting with how one responds to the developing organizational culture.
14. Specify instances of unauthorized boundary crossings.
15. Connect dynamics operating in a small group to the dynamics operating in the larger institution within which the small group is operating.
16. Analyze how authority is vested in a group and is both accepted and challenged as a group engages in its task.
17. Analyze the emergent roles that are taken up and "assigned" by a group to individual members of the group.
18. Analyze the unconscious aspects of group life and how they might inform and influence one's experience in groups.
19. Articulate instances in the conference or outside life when I have used my personal authority and instances when I did not use my personal authority.
20. Develop skill in analyzing opportunities as they arise regarding choosing between for effective leadership or followership roles.
21. Identify opportunities to mobilize your own authority in situations where it has a favorable impact on the mission/task system of the organization and systems both within and beyond the conference.
22. Attendee can describe realistic alternatives regarding different ways they as individuals can take up their own authority in the role of working within an organization more effectively in the future.
23. Discover aspects of group life that create vitality and goal fulfillment and those, which lead to resistance, complacency, inertia, and decline.
24. Identify underlying patterns of group interaction by forming groups, establishing leadership structures, and relating with other groups and the institution as a whole.
25. Experience and observe the patterns of group formation, internal workings, and relationships with other groups as they emerge in the context of the conference.
26. Recognize personal and collective reactions to well-defined authority and clearly delineated boundaries.

Here is a listing from the A.K.Rice Annual Group Relations Conference publicity for 2022. It provides a good overview of areas to cover.

- Study authority, leadership and intention in the emerging “new now”
- Learn about covert and overt group processes in groups
- Identify underlying patterns when we:
 - Forming groups
 - Establish leadership structures
 - Create alignment with other groups
 - Engage the social ecosystem
- Explore in “real time” how we:
 - Take up roles
 - Negotiate authority
 - Accomplish tasks
 - Manage boundaries reflect on
 - Learning in “real time”
- Examine the fluidity of roles and identities in an emergent context.
- Work with competition, collaboration, conflict, coalition-building, envy, delegation, and love.
- Encounter isolation, autonomy, affiliation, collaboration, and coalition building
- Deepen awareness of capacity to lead and advocate in home organizations
- Apply what has been learned and experienced to life choices