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UNIVERSITI SAINS ISLAM MALAYSIA

جامعة العلوم الإسلامية الماليزية

ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

APPENDIXES

Appendix A

**CONFLICT MANAGEMENT TRAINING MODULE FOR
GROUP COUNSELORS**



CONFLICT MANAGEMENT TRAINING MODULE FOR GROUP COUNSELORS

Introduction

Ever since counseling is made a helping profession, training of group counselors have received considerable attention. The success of group work is primarily dependent on the competency of the leaders, thus counselors-in-training should be exposed to adequate and appropriate training as group counselors before they can successfully lead a group towards its closure. This responsibility poses a tremendous challenge to counseling programs. All counseling programs must ensure that their programs are able to train students who are able to perform effectively as counselor in group counseling.

The ability of counselors to lead group counseling depends on their competency which is an integration of personal qualities, understanding of group leadership functions, general and specific group skills, and attitude as group counselors. The interplay among the personality, knowledge and skills will influence the counselors' attitude towards their responsibilities and towards the group.

As group counseling involves intense interpersonal interaction, conflicts will most probably arise. Conflict, no matter how mild, is usually present in all groups from the beginning to the termination stage (Brown, 2009). Conflicts occur at various stages of group's development and center around a variety of concerns. Conflict is highly perceived with skepticism because it offers a mixture of the good, the bad, and the uncertainty. According to Donigian (1996), conflict is a sign of healthy group interactions. However, if group leaders fail to handle conflict well or choose to avoid conflict rather than learn to manage it effectively (Levi, 2007) then the group will suffer. The consequences are poor decision making and more problems later in the group's life. Group will not grow and members will leave the group feeling disappointed and angry (Corey, Corey, & Corey, 2011).

Counselor trainees who are not comfortable with conflict will be unable to capitalize on the positive sides of conflict. They would ignore or smooth it over for fear that conflict will emerge and disrupt group development. However, if they can recognize the factors leading towards conflict, this would be an opportunity for them to guide group members to overcome

their differences and avoid misunderstanding between them. How the counselor trainees handle conflict can send a powerful message to the members that conflict can be constructively managed, and it can strengthen relationship instead of tearing it apart (Lulofs & Cahn, 2000).

In order to train competent counselors who are ready to lead group counseling and to face the critical incidents in the group, three important elements of group counseling: knowledge, skills, and attitude, require special attention. Given the knowledge related to conflict and group leadership functions, acquired the strategies to manage conflicts, together with the correct attitude, the trainees will be able to guide their counseling group to achieve its goals.

The Conflict Management Training Module for Group Counselor is developed to guide counselor trainees to increase their competency in managing different types of conflict in group counseling. This is accomplished by increasing their understanding of conflict and group leadership functions, conflict management strategies, and attitude towards conflict and towards group leadership functions. This module also hopes it can meet the needs for advanced training of competent group counselors in Malaysia.

Objectives of Module

The purpose of the module is to increase the ability of counselor trainees in managing conflict in group counseling. The Conflict Management Training Module is developed to meet the following objectives:

1. to improve the counselor trainees' understanding of group leadership functions in group counseling.
2. to improve the counselor trainees' understanding of conflict functions in group counseling.
3. to guide the counselor trainees' application of conflict management strategies in group counseling.
4. to guide the counselor trainees to develop positive attitude towards conflicts in group counseling.
5. to guide the counselor trainees to develop positive attitude towards group leadership functions in group counseling.

The objectives of the training module take into consideration that in order to help the trainees develop positive attitude, they need to be equipped with knowledge on leadership functions, conflicts, and also to experiment with the different conflict management strategies.

Target population:

The module is developed to meet the needs of counselor trainees in particular and other group counselors in general. The module can serve as an advanced training of group skills or as an intervention tool to enhance counselor trainees' understanding of conflict management in group counseling. It is highly appropriate for counselor trainees who (i) are not having adequate understanding of conflicts in group counseling and group leadership functions, (ii) are not being able to manage conflict constructively, and (iii) possess negative attitude towards conflict and group leadership functions.

Mode of Delivery:

The module relies on several modes of delivery like mini lectures, role-playing, modeling, and small group activities.

Time:

The module is organized as a two-day workshop. It consists of six sessions with three sessions per day. Each session runs for two hours. Counselor trainees have to complete the two-day training workshop for them to meet the objectives.

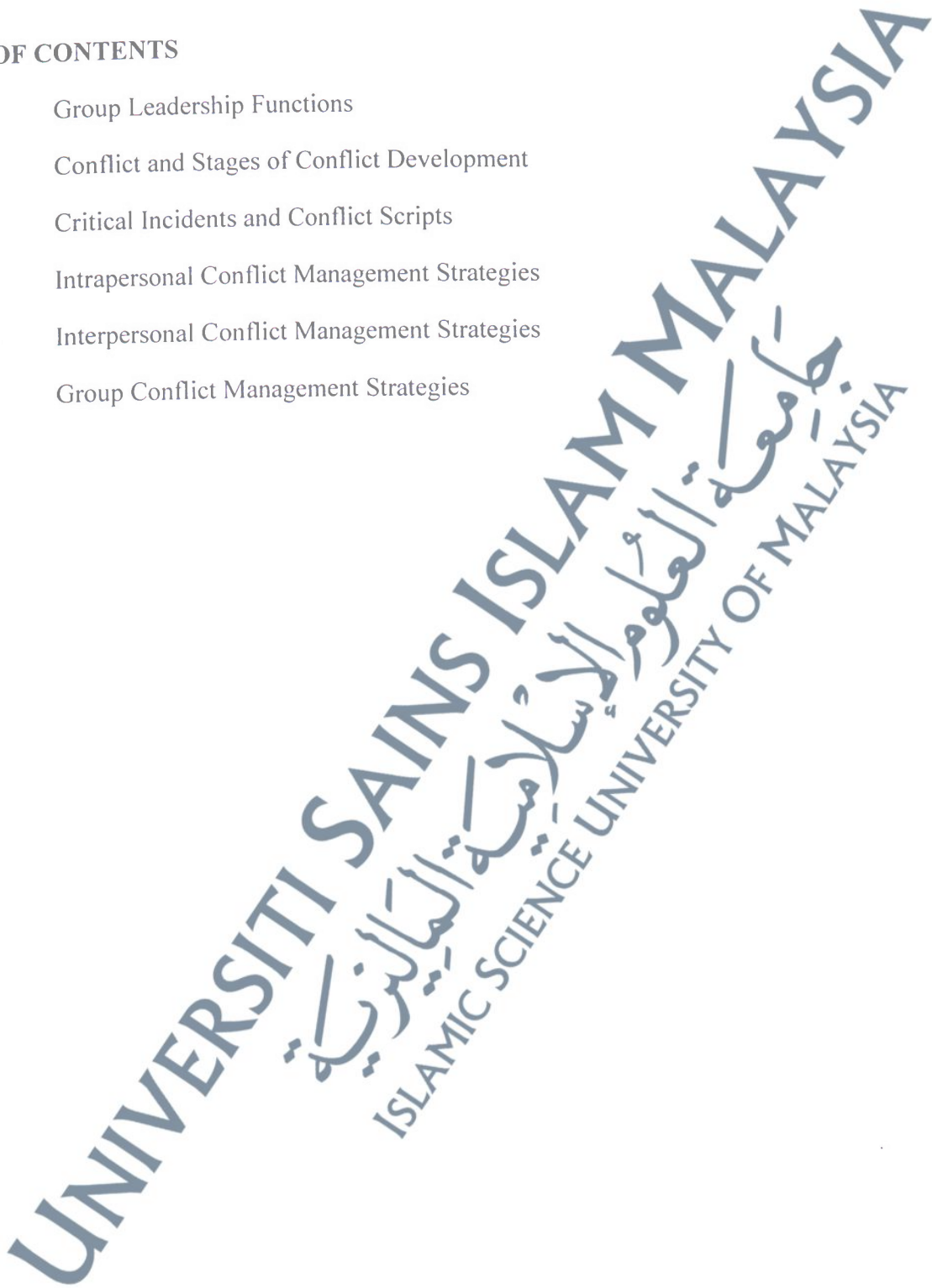
Trainer:

The trainer for the module is the person who has constructed the module itself. She has more than fifteen years of experience teaching group counseling courses at the undergraduate and graduate levels at the Faculty of Educational Studies, University Putra Malaysia (UPM). She has a bachelor degree in Psychology and a Master in Counseling and Student Personal Psychology from the University of Minnesota-Twin Cities, US. Currently, she is pursuing her Ph D. study in Counseling at the Islamic Science University of Malaysia (USIM).

CONFLICT MANAGEMENT TRAINING MODULE FOR GROUP COUNSELOR

TABLE OF CONTENTS

Session 1	Group Leadership Functions
Session 2	Conflict and Stages of Conflict Development
Session 3	Critical Incidents and Conflict Scripts
Session 4	Intrapersonal Conflict Management Strategies
Session 5	Interpersonal Conflict Management Strategies
Session 6	Group Conflict Management Strategies



SESSION 1 GROUP LEADERSHIP FUNCTIONS

Time: 2 hours

Mode of Delivery: Mini lecture; Small group activity; Role-play

Material: Note A – Group Leadership Functions
Note B – Group Skills

Exercise 1: Scenarios
Exercise 2: Group Leadership Functions and Group Skills

Participant: 10 – 12 people

Objectives: At the end of the session, the participants will be able to:

1. understand the group leadership functions in group counseling.
2. understand the responsibilities of counselors in group counseling.
3. explore their attitude towards group leadership in group counseling.

Instructions:

1. Facilitator welcomes participants to the group.
 - a) Facilitator introduces herself and asks participants to share some information about themselves.
 - b) Facilitator explains the objectives of the session to the participants.
2. Facilitator explains the Lieberman, Yalom, and Miles (1973) four leadership functions: emotional stimulation, caring, meaning attribution, and executive function. Refer to Note A.
3. Facilitator discusses with the participants about the responsibilities of group counselors.
 - a) Participants share their perception of leadership in group counseling.
 - b) Participants discuss the counselor roles in group counseling.
 - c) Participants explore their attitude towards leadership in group counseling.
 - (i) What do you like about being a counselor in group counseling?
 - (ii) What do you dislike about being a counselor in group counseling?
 - (iii) What motivate you to lead group counseling?
4. Facilitator describes the group skills briefly. A list of the group skills is given to the participants. Refer to Note B.
5. Facilitator divides the participants into two small groups.
 - a) A list of scenario is presented to the participants. They choose four scenarios from the list. Refer to Exercise 1.
 - b) Participants identify the appropriate group leadership functions and group skills to handle each scenario. Refer to Exercise 2.
 - c) Each group chooses two scenarios to role-play. The other groups observe and give feedbacks.
 - d) Participants share their experience performing the different leadership functions using group skills.

- (i) Participants share what makes certain leadership functions easy to perform.
- (ii) Participants discuss their personal limitations in carrying the different leadership functions.

6. Facilitator concludes the session with:

- a) Group counselor should be able to carry several leadership functions during a group session.
- b) To effectively carry out the functions, the counselor should acquire group skills.
- c) Attitude towards leadership in group counseling can be changed if one understands and accepts the responsibilities of a group counselor.
- d) With practice and guidance, a counselor can effectively lead a group.

SESSION 2 CONFLICT AND STAGES OF CONFLICT DEVELOPMENT

Time: 2 Hours

Mode of Delivery: Mini lecture; Small group activity; Role-play

Material: Note C – Functions of Conflict
Note D – Stages of Conflict Development

Exercise 3: Conflict and Me

Participant: 10 – 12 people

Objectives: At the end of the session, the participants will be able to:

1. understand the functions of conflict in group counseling.
2. understand the stages of conflict development in group counseling.

Instructions:

1. Facilitator welcomes participants to the group.
 - a) Facilitator explains the objectives of the session to the participants.
2. Facilitator distributes a piece of paper with the word "CONFLICT" written in the middle. Refer to Exercise 3.
 - a) Participants write down the words or phrases they associate with the word "CONFLICT".
 - b) Participants count the numbers of positive, negative or neutral words or phrases they have written.
 - c) Facilitator divides the participants into two small groups and asks each participant to choose one word from the positive, the negative, and the neutral categories. They then share their past experience with conflict.
3. Facilitator discusses the functions of conflict in counseling group. Refer to Note C.
 - a) Participants discuss the effects of conflicts on the group development.
 - (i) What are the growth values of conflict on group development?
 - (ii) What are the negative impacts of conflict on group development?
 - b) Participants share how they feel about conflict in group counseling.
4. Facilitator describes the stages of conflict development. Refer to Note D.
 - a) Facilitator divides the participants into two small groups.
 - a) Participants identify the triggering factors to conflict based on their past experience with conflict in group counseling.
 - b) Participants share their reactions to the triggering factors.
 - c) Participants share how they managed the conflict.

5. Facilitator concludes the session with:
- a) Something that we don't like may not always be bad. It may bring positive effects if we can change the way we feel and think about it.



SESSION 3 CRITICAL INCIDENTS AND CONFLICT SCRIPTS

Time: 2 Hours

Mode of Delivery: Small group activity

Material: Exercise 4: Critical Incidents and Group Stage Development
Exercise 5a: Conflict Scripts
Exercise 5b: Rewrite Conflict Scripts

Participant: 10 – 12 people

Objectives: At the end of the session, the participants will be able to:

1. identify critical incidents in group counseling
2. explore their conflict scripts
3. understand their attitude towards conflict in group counseling.

Instructions:

1. Facilitator welcomes participants to the group.
a) Facilitator explains the objectives of the session to the participants.
2. Facilitator discusses the critical incidents in group counseling.
a) Participants identify the critical incidents that can precipitate conflict in group. Participants are highly encouraged to recall examples from their own group experience.
b) Participants identify the critical incidents that can occur during each stage of group development. Refer to Exercise 4.
b) Participants identify their immediate reactions to the critical incidents in term of behavior, emotions, and thoughts.
c) Participants identify the strategies to handle the critical incidents.
3. Facilitator discusses the connection between cognition and attitude. Facilitator explains about cognitive scripts and conflict. Facilitator encourages the participants to explore their conflict scripts. Refer to Exercise 5a.
a) Participants identify as many conflict scripts they associate with critical incidents in the group.
b) Participants share their conflict scripts and other members give feedbacks.
(i) What do you think of the conflict scripts?
(ii) What are other ways to react to the situation?
(iii) What can you do to change the conflict scripts?
(iv) What will the new conflict scripts be?
c) Participants rewrite their conflict scripts by exploring alternative ways they can perceive, react, and feel about the situation. Refer to Exercise 5b.
d) Participants share their new conflict scripts with the group.
4. Facilitator concludes the session with:
a) Critical incidents and conflict are highly related.
b) Conflict scripts can affect one's attitude towards oneself and the group.
c) By changing one's conflict script one can change one's attitude towards conflict.

SESSION 4 INTRAPERSONAL CONFLICT MANAGEMENT STRATEGIES

Time: 2 Hours

Mode of Delivery: Mini lecture; Role-play

Material: Note E – Models of Conflict Management Approaches in Group Counseling

Participant: 10 – 12 people

Objectives: At the end of the session, the participants will be able to:

1. understand the different types of conflict in group counseling
2. understand the emotional and intrapsychic approaches to conflict management
3. manage intrapersonal conflict in group counseling.

Instructions:

1. Facilitator welcomes participants to the group.
 - a) Facilitator explains the objectives of the session to the participants.
2. Facilitator explains the different types of conflict in group counseling: intrapersonal, interpersonal, and group. Refer to Note E.
 - a) Participants give examples of the kinds of conflict they have encountered in group counseling
 - b) Participants categorize them according to the different types of conflict.
3. Facilitator asks the participants to focus on the intrapersonal conflict.
 - a) Participants identify the triggering factors to intrapersonal conflict.
 - b) Participants identify the verbal and nonverbal behaviors associated with intrapersonal conflict.
4. Facilitator explains two approaches to intrapersonal conflict management
 - a) Facilitator demonstrates how to integrate the following in the management of intrapersonal conflict
 - (i) group skills: paraphrasing, clarifying, reflecting, and interpreting.
 - (ii) group leadership functions: emotional stimulation and caring.
 - b) Facilitator demonstrates how to use emotional approach to guide in expression of pent-up feelings
 - c) Facilitator demonstrates how to use intrapsychic approach to correct perceptual distortion
5. Participants form two small groups for role-play activity. Participants take turn to practice the emotional and intrapsychic approaches to handle intrapersonal conflict.
6. Participants share their experience handling the intrapersonal conflict in the big group.
7. Facilitator concludes the session with:
 - a) Conflict can occur at different levels in group counseling.
 - b) Group counselors can choose several approaches to handle conflicts in group counseling.
 - c) By appropriately managing intrapersonal conflict, counselors can avoid it from turning into interpersonal or group level conflict.

SESSION 5 INTERPERSONAL CONFLICT MANAGEMENT STRATEGIES**Time:** 2 Hours**Mode of Delivery:** Role-play**Material:** Exercise 5: Role-Play Conflict Management**Participant:** 10 – 12 people**Objectives:** At the end of the session, the participants will be able to:

1. understand the interpersonal approach to conflict management
2. manage interpersonal conflict in group counseling.

Instructions:

1. Facilitator welcomes participants to the group.
 - a) Facilitator explains the objectives of the session to the participants.
2. Facilitator asks the participants to focus on the interpersonal conflict during the session.
 - a) Participants identify the triggering factors to interpersonal conflict.
 - b) Participants identify the verbal and nonverbal behaviors associated with interpersonal conflict.
3. Facilitator demonstrates how to use interpersonal approach to manage communication flow
 - a) Facilitator demonstrates how to integrate the following in the management of interpersonal conflict
 - (i) group skills: giving feedback, facilitating, reframing, blocking.
 - (ii) group leadership functions: emotional stimulation, caring, and executive functions
4. Participants form two small groups for role-play activity. Participants take turn to practice the interpersonal approach to manage communication.
5. Participants share their experience handling interpersonal conflicts in the big group.
6. Facilitator concludes the session with:
 - a) Interpersonal conflict often involves two or more people with different values, perceptions, or attitudes about an issue or object.
 - b) Misunderstanding and lack of communication are usually the factors underlying the conflict.

SESSION 6 GROUP CONFLICT MANAGEMENT STRATEGIES

Time: 2 Hours

Mode of Delivery: Role-play

Material: Exercise 6: Conflict Management, Group Leadership Functions, and Group Skills

Participant: 10 – 12 people

Objectives: At the end of the session, the participants will be able to:

1. understand the group-as-a-whole approach to conflict management.
2. manage group level conflict in group counseling.

Instructions:

1. Facilitator welcomes participants to the group.
 - a) Facilitator explains the objectives of the session to the participants.
2. Facilitator welcomes the participants and asks them to focus on the group level conflict
 - a) Participants identify the triggering factors to group level conflict.
 - b) Participants identify the verbal and nonverbal behaviors associated with the group level conflict.
3. Facilitator demonstrates how to use group-as-a-whole approach to transform the group dynamics.
 - a) Facilitator demonstrates how to integrate the following in the management of group level conflict
 - (i) group skills: mediating, confronting, evaluating.
 - (ii) group leadership functions: emotional stimulation, caring, meaning attribution, and executive functions.
4. Participants form two small groups for role-play activity. Participants take turn to practice the group-as-a-whole approach to manage group level conflict.
5. Participants share their experience handling group level conflict in the big group.
6. Facilitator asks the participants to share their experience applying the various conflict management approaches to manage conflicts in group counseling. Refer to Exercise 6.
7. Facilitator concludes the session with:
 - a) Group-level conflict reflects the attitude of the group towards certain issue or individual in the group.
 - b) Depending on the conflict, most of the time more than one conflict management approaches can be applied to better managed the conflict in group counseling.
 - c) Group counselors must remain neutral and fair throughout all the different levels of conflict.

Exercise 1: Scenarios for Role-Playing

The following are some scenarios for you to choose from. You can also use your own experience for the exercise.

Group member is crying

Group member is sick

Group members are bored with topic discussed

Group member is often late for group meetings

Group member competes for attention (eg. dominant)

Group member hesitates to describe her feelings

Group member lacks motivation to change

Group member is talking on the phone

Group members talk without focus

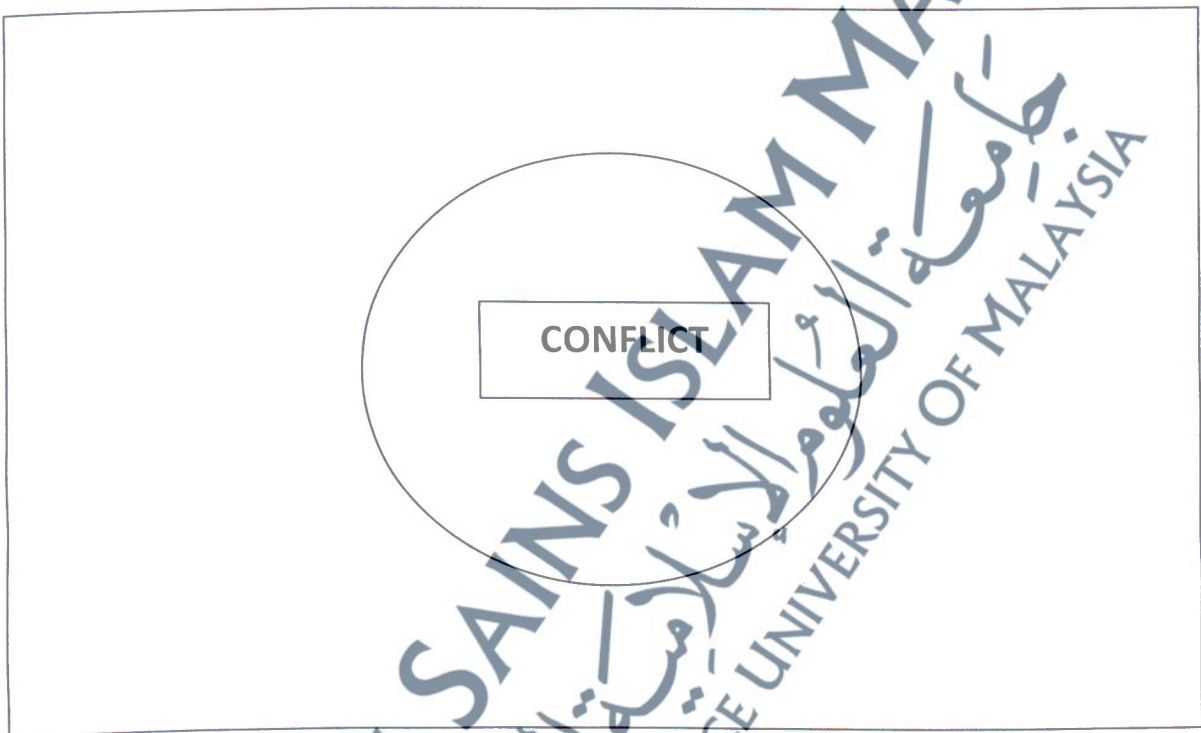
Group is silent

Exercise 2: Leadership Functions and Group Leadership Skills

Situation	Leadership Function	Group Skills

Exercise 3: Conflict and Me

Write the word "conflict" in the center of a blank piece of paper and draw a circle around it. Quickly jot down all the words and phrases you associate with the word conflict by arranging them around your circle. Review your list of associations and categorize them as positive, negative, or neutral. Count the total number of positive, negative, and neutral associations, and calculate the percentages that are positive, negative, and neutral.



Exercise 4: Critical Incident

This exercise is to explore your understanding of critical incidents in group. Critical incident refers to any events that happen in a group that can promote or hinder growth in the group if they are not properly handled. These events do not normally conform to the norm of the group or they can be unexpected behaviors portray by group members.

This exercise will provide you with an opportunity to reflect on past experiences in leading group counseling. Using those experiences as a guide, please identify the critical incidents and your responses in handling them.

Stage of group development	Critical incidents	Responses (How did you handle the incident?)	Alternative strategy
Preparation			
Initial			
Transition			
Working			
Ending			

Exercise 5a: Conflict Scripts

When (critical event) happens I feel
 (feelings) because it makes me think "I'm (thought).
 Conflict makes the group
 and the members
 The members will judge my leadership as if I (perceptions).
 As a result, the members will (consequence).

When (critical event) happens I feel
 (feelings) because it makes me think "I'm (thought).
 Conflict makes the group
 and the members
 The members will judge my leadership as if I (perceptions).
 As a result, the members will (consequence).

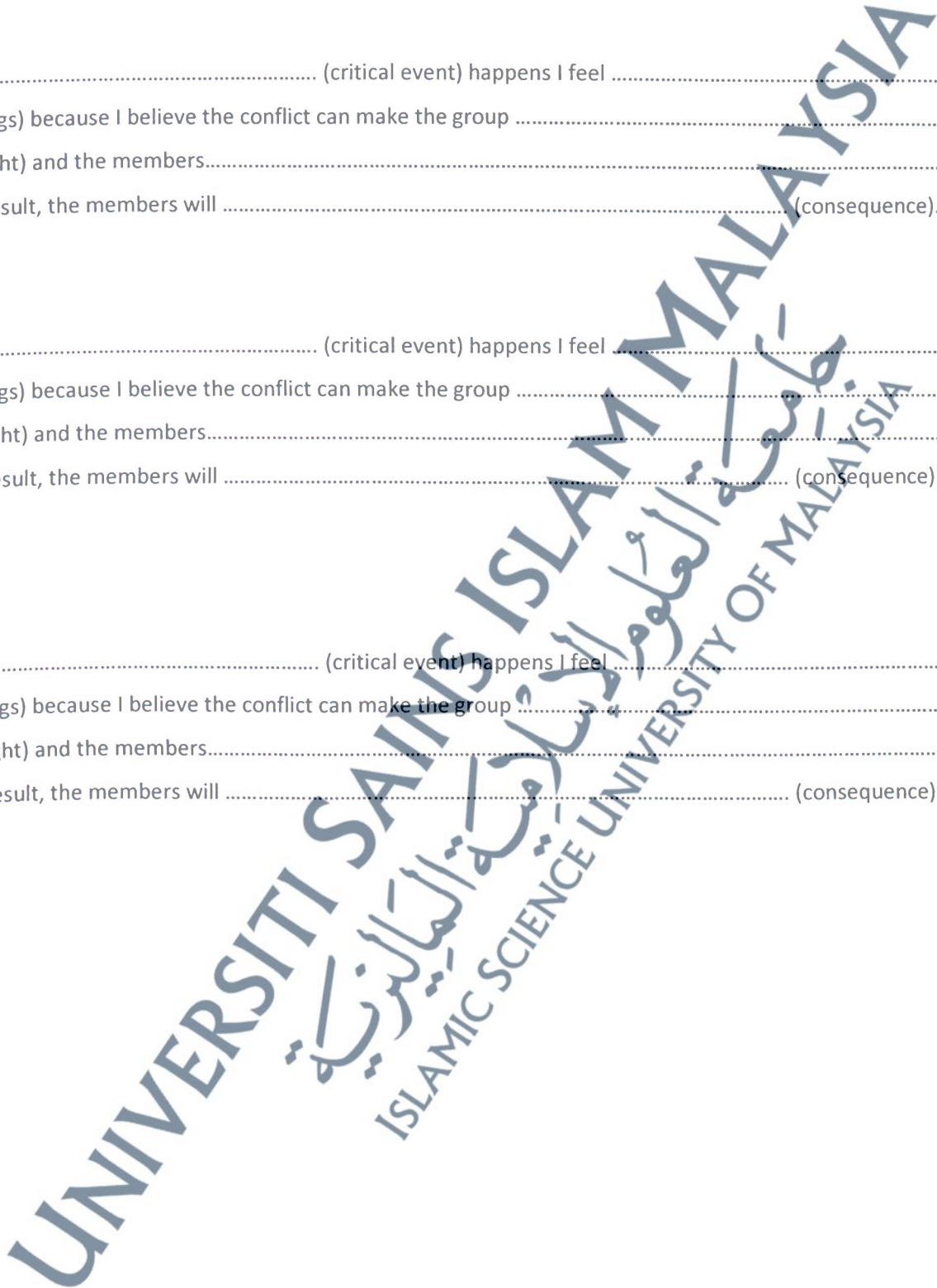
When (critical event) happens I feel
 (feelings) because it makes me think "I'm (thought).
 Conflict makes the group
 and the members
 The members will judge my leadership as if I (perceptions).
 As a result, the members will (consequence).

Exercise 5b: Rewrite Conflict Scripts

When (critical event) happens I feel
(feelings) because I believe the conflict can make the group
(thought) and the members.....
As a result, the members will (consequence).

When (critical event) happens I feel
(feelings) because I believe the conflict can make the group
(thought) and the members.....
As a result, the members will (consequence).

When (critical event) happens I feel
(feelings) because I believe the conflict can make the group
(thought) and the members.....
As a result, the members will (consequence).



Exercise 6: Role-Playing with Conflict Management

In groups of four or five, select a conflict to work together on.

Step 1: Describe the conflict and the circumstances surrounding it (5 min)

Step 2: Determine the role of each group member, who will lead the group, and who will play the members in conflict (2 min)

Step 3: Role play the conflict and attempt to reach an understanding among the members (20 min)

Step 4: Evaluate the group’s role play using the following checklist (5 min)

Evaluation of Role Play

	Went well	Suggestions for improvement
Clarity of conflict and information surrounding conflict		
Understanding of the cause of the conflict		
Listening actively to each other		
Working towards finding common ground		
Focusing on the future, not the past		
Satisfaction with the outcome		

Exercise 7: Conflict Management, Group Leadership Functions, and Group Skills

Approaches	Theoretical Basis	Main Objective	Group Leadership Functions	Group Skills
Emotional	Frustration-Aggression	Expression of pent-up aggression		
Intrapsychic	Transference displacement	Correction of perceptual distortion		
Interpersonal	Interaction	Communication		
Group-as-a-whole	Social psychology of groups; Group system theory	Transformation of group dynamics		

Note A: Group Leadership Functions

(Lieberman, Miles, & Yalom, 1973)

Group Leadership Functions	Descriptions
Emotional Stimulation	promote sharing on an affective as well as an intellectual level through confrontation, expressing feelings, and risk taking
Caring	show genuine concern for others through protecting members, seeking friendship and giving affection
Meaning attribution	explain to group members in a cognitive way what is occurring in the group by clarifying, interpreting, and providing framework for how to change
Executive	manage the group as a social system that allows the group and its members to achieve specific goals by setting limits, suggesting goals, and offering suggestions.

Note B: Group Skills

Skills	Descriptions
Active listening	Attending to verbal and nonverbal aspects of communication without judging or evaluating.
Restating	Saying in slightly different words what a participant has said to clarify its meaning.
Clarifying	Grasping the essence of a message at both the feeling and the thinking levels; simplifying client statements by focusing on the core of the message.
Summarizing	Pulling together the important elements of an interaction or session.
Questioning	Asking open-ended questions that lead to self-exploration of the “what” and “how” of behavior.
Interpreting	Offering possible explanations for certain behavior, feelings, and thoughts.
Confronting	Challenging participants to look at discrepancies between their words and actions or body messages and verbal communication;
Reflecting Feelings	Communicating understanding of the content of feelings.
Supporting	Providing encouragement and reinforcement.
Empathizing	Identifying with clients by assuming their frames of references.
Facilitating	Opening up clear and direct communication within the group; helping members assume increasing responsibility for the group’s direction.
Initiating	Taking action to bring about group participation and to introduce new directions in the group.
Goal Setting	Planning specific goals for the group process and helping participants define concrete and meaningful goals.
Evaluating	Appraising the ongoing group process and the individual and group dynamics.
Giving Feedback	Expressing concrete and honest reactions based on observation of members’ behaviors.
Suggesting	Offering advice and information, direction, and ideas for new behavior.
Protecting	Safeguarding members from unnecessary psychological risks in the group.
Disclosing Oneself	Revealing one’s reactions to here-and-now events in the group.
Modeling	Demonstrating desired behavior through actions.
Dealing with Silence	Refraining from verbal and nonverbal communication.
Blocking	Intervening to stop counterproductive behavior in the group.
Terminating	Preparing the group to end a session or finalize its history.

Note C: Five Functions of Conflict

Lulofs and Cahn (2000) identify five functions of conflict. According to them, conflict involves opportunity as well as risks and the trainees' actions determine how the conflict will be managed.

First, conflict help people find the boundaries of their relationship with other members in the group, or they may mark the end of an existing relationship.

Second, conflict from an external source may strengthen the cohesiveness of a group or it may destroy a group's ability to think clearly and adapt productively to the situation.

Third, conflict may help the group clarify its goals or it may tear the group apart.

Fourth, conflict facilitates trust building among group members or it keeps them apart.

Fifth, the experience of being in conflict builds empathy because members begin to understand the feelings experienced by others in similar situations.

Note D: Stages of Conflict Development

Thomas (1976) suggests a process model of interpersonal conflict that moves through a series of five recognizable stages or phases. This model is also applicable within a group counseling setting where members have intense interpersonal relationship with each other. These stages are the prelude to conflict, the triggering event or the behavior phase that points to as the beginning of the problem, the initiation phase, the differentiation, and the resolution phase. Conflicts may follow this sequence of events quickly or slowly (Thomas, 1976). A conflict may begin to cycle through the phases and stop, or it may return to previous stage when new issues are introduced and added to the conflict. From this stage perspective, an unsuccessful conflict is one that becomes stuck in one of the first three stages.

The prelude stage consists of the variables that make conflict possible between those involved. The variables may include the group members as the participants in the conflict situation, the relationship between them, and the group context itself. The group members involved in the conflict have the greatest influence on whether a conflict will arise and on how it will be played out. Differences in the group members' temperaments, attitudes, and value are the potential for conflicts to occur in group (Cloven & Roloff, 1995; Roloff & Miller, 2009). The relationship between the members affects the way they perceive and react to conflict. Conflict in a new relationship may be threatening because of high levels of uncertainty. If the group members have had personal experience engaged in unsatisfactory conflict prior to their participation in the group, they may expect that the current conflict will also be difficult, thus polluting the conflict situation by bringing in the unresolved issues from the past (Lulofs & Cahn, 2000). Finally, the social context where the conflict occurs determines how the conflict is acted out. Group that thinks of conflict as normal probably engages in conflict in a fairly open manner compared to group who thinks of it as abnormal (Roloff & Miller, 2006).

The triggering event phase refers to certain behavior that creates the perception of conflict within the group. The triggering event, as described by Lulofs and Cahn (2000), is perceived when the member experiencing the conflict observes one of the following behaviors in other group members: (1) group members fail to perform as expected, (2) group member imposes his or her wants, needs, desires, or demands on other member of the group, (3) group member criticizes or finds fault with what another member is doing or saying or feeling, (4) group members realize they held different attitudes, lifestyle, and opinion between them and realize that it occurs more than once, and (5) group members mutually or interactively involve in creating cumulative annoyance between them. Witteman (1992) identifies five situational variables that affect the way people assess the presence and severity of conflict before deciding on the appropriate action to manage the situation. The variables include: the frequency of the issue being raised, the degree to which members believe the leader and other group members will allow them to achieve their goals, the uncertainty associated with achieving goals, the degree to which they believe the other is responsible for the conflict, and the degree of negative feelings held toward the other.

The initiation of conflict begins when at least one member of the group including the counselor observes a triggering event. The counselor would normally assess the event to determine who is involved in the conflict, or how the issue is tied to other group members, and how serious the issue is.

Given the assessment of the issue and the time and opportunity to reflect, the counselor then chooses to confront or avoid the conflict. Even though conflict is necessary to clarify issues, it is feared because of the feelings of vulnerability and frustration it can arouse (Folger, et al., 2009). When conflict is feared and seen as something to avoid, then the counselor may decide to avoid it. The initiation stage involves mental processing where the counselor cognitively processes the situation to determine whether he or she should confront the group members, avoid the issue, or take other actions. When the counselor or one or more of the group members initiates communication about the conflict, it moves into the differentiation stage.

The differentiation stage happens when group members reveal their differences and call attention to the fact that conflict exists. At this stage, conflict is made obvious, and members may decide to openly disagree, argue, strongly state their point of views on the issue, or totally withdraw from dealing with the situation. The relationship, the conflict history of the group members, and their preferred styles in doing conflict all affect how the conflict escalates and how the others view the escalation behavior (Lulofs & Cahn, 2000). Folger, et al. (2009) claim that the most successful conflict resolution occurs when group focuses on substantive issues rather than on the people involved. But differentiation can be so stressful that sometimes the leader will simply cling to rigid behaviors that may have served them in the past but do not serve them well in the present (Brown, 2009; Folger, et al., 2009). Folger, et al. (2009) and Roloff and Miller (2006) identify several sources of rigidity in a conflict: personalization of the conflict, stress of acknowledging opposing stands or emotional statements, uncertainty about the outcomes of conflict, and the heightened awareness of the consequences of not reaching a conclusion. All these sources of rigidity may create a competitive escalation cycle, when group members enter the conflict with a win-lose orientation, create threats to the other person's self-image, and suppress issues rather than resolving them. Lulofs and Cahn (2000) find that conflict focuses on behaviors are more likely to lead to conflict resolution or management than complaints focused on personal characteristics.

Throughout the differentiation phase, the group may undergo goal revisions as they examine whether the objectives they had for joining the group in the first place are still fruitful to pursue. If the conflict has to do with group structures or group norms, employing new norms or eliminating irrelevant rules may deescalate the conflict (Corey, 2008). As the group starts to search for solutions, and once solutions are the focus of discussion, the conflict moves into the resolution stage.

The resolution of conflict stage involves two orientations: resolution where the conflict is resolved and the group will not have to deal with the issue again, and management where the issue has been dealt with for now but is not really to the satisfaction of all group members involved and will probably have to be addressed again in the future. When members are able to bring their conflicts to a successful resolution, it reinforces positive thinking about conflict, and increases the chances that future conflicts will be productive for the group growth (Lulofs & Cahn, 2000; Thomas, 1976). An open attitude towards the management of conflict makes the future management of it more possible and welcome by the group.

Note E: Model of Conflict Management Approaches in Group Counseling (Kellermann, 1998)

Approaches	Theoretical Basis	Main Objective
Emotional	Frustration-Aggression	Expression of pent-up aggression
Intrapsychic	Transference Displacement	Correction of perceptual distortion
Interpersonal	Interaction	Communication
Group-as-a-whole	Social psychology of groups; Group system theory	Transformation of group dynamics

Appendix B

Experts’ Assessment of Questionnaire Items

Knowledge on Conflict

Item	Statement	Original +/-	Change +/-	Comments
1.	I understand the objectives of group counseling.	+	+	
2.	I understand the responsibilities of a leader in group counseling.	+	+	
3.	I understand my attitude toward s leadership in group counseling.	+	+	
4.	I understand my functions as a leader in group counseling.	+	+	
5.	I acquire some group leadership skills.	+	+	
6.	I understand the functions of conflict in group counseling.	+	+	
7.	I understand my attitude towards conflict in group counseling.	+	+	
8.	I can identify critical incidents in group counseling.	+	+	
9.	I understand the different levels of conflict in group counseling.	+	+	
10.	I understand the different approaches to conflict management.	+	+	
11.	I can handle intrapersonal conflict in g counseling.	+	+	
12.	I can handle interpersonal conflict in group counseling.	+	+	
13.	I can handle group level conflict in group counseling.	+	+	

Conflict Management Strategies

Item	Statement	Original +/-	Change +/-	Comments
1.	Respond to nonverbal communication	+	+	
2.	Respond to feelings	+	+	
3.	Focus on the conflict	+	+	
4.	Deal with one issue at a time	+	+	
5.	Able to manage emotions	+	+	
6.	Able to remain calm	+	+	
7.	Use respectful words towards group members	+	+	
8.	Show respectful actions towards group members	+	+	
9.	Listen to all opinions	+	+	
10.	Demonstrate understanding of differing perspectives	+	+	
11.	Listen in a supportive way, using whole body	+	+	
12.	Handle conflict in a sensitive way	+	+	
13.	Handle differences in a sensitive way	+	+	
14.	Reframe the conflict	+	+	
15.	Clarify the nature of the problem	+	+	
16.	Give feedback in a constructive way	+	+	
17.	Use humor effectively	+	+	
18.	Do not prejudge	+	+	
19.	Do not interrupt expression of ideas	+	+	
20.	Do not interrupt expression of feelings	+	+	

21.	Does not blame anyone	+	+	
22.	Avoid from presenting personal opinion	+	+	
23.	Do not make personal attack	+	+	
24.	Generate new perspective	+	+	
25.	Summarize main points	+	+	

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Attitude towards Conflict in Group Counseling

Item	Statement	Original +/-	Change +/-	Comments
1	To me, conflict helps group develop to the next stage.	+	+	
2	To me, successful group should be without conflict.	-	-	Rewrite: "To me, group should be without conflict."
3	To me, conflict can cause psychological pressure to group members.	+	+	
4	To me, conflict strengthens relationship amongst group members.	+	+	
5	I fail as a leader if I cannot resolve conflicts in the group.	+	+	
6	I cannot think rationally when conflict happens in the group.	-	-	Need to rewrite the item. Expert 3 disagreed with "cannot think rationally" – change to "mentally stuck"
7	Conflict makes me more creative in group.	+	+	
8	Conflict makes me more tolerant of individual differences.	+	+	
9	I will try to prevent discussion of issues that can cause conflict in group like personal, ethnic or religious issues.	-	-	
10	I will stop the group when conflict happens.	-	-	
11	I will try to resolve conflict when it happens.	+	+	
12	I will encourage discussion among members to resolve the conflict.	+	+	
13	I feel angry when members try to impose their ideas on others.	-	-	
14	I feel scared when members raised their voice when speaking.	-	-	

15	I feel happy when member shows respect to ideas different from his.	+	+	
16	I feel sad when conflict causes members to be unfriendly to each other.	+	+	
17	I feel pressure when members argue with each other.	-	-	
18	I'm worried when I cannot solve conflict that happens in the group.	+	+	
19	I feel disappointed when conflict causes group to be silent.	+	+	

Attitude toward Group Leadership Functions

Item	Statement	Original +/-	Change +/-	Comments
1	Feel motivated to be in the group.	+	-	Change to “feel pressured ...”
2	Accept expression of feelings among group members.	+	+	
3	Block counterproductive behavior in the group.	+	+	Rewrite “Discourage counterproductive behavior in the group (late to group; cut off member’s sharing).”
4	Help members express positive feelings in the group.	+	+	
5	Help members express negative feelings in the group.	+	-	Change to “feel uncomfortable when ...”
6	Am willing to try new way of doing things in the group.	+	+	
7	Motivate group members to change their less effective behaviors.	+	+	Change “change” to “look into”
8	Enjoy being part of the group dynamics.	+	+	
9	Am supportive of group members’ efforts to make changes in their life.	+	+	
10	Contribute to the positive change in the member’s life.	+	+	Add “Am willing to”
11	Appreciate the relationship I developed with group members.	+	-	Change to “keep my distance from getting socially involved ...”
12	Am happy when members show positive change in the group.	+	+	
13	Empathize with group members’ issues.	+	-	Change to “find it difficult to empathize ...”
14	Protect members from psychological pressure caused by other group members.	+	-	

15	Share my observation of the group dynamics with the members.	+	-	Change to “Do not share my experiences ...”
16	Lead members toward the change they desired.	+	+	
17	Provide theoretical framework for members to understand their behavior within the group context.	+	-	Change to “Provide reasons for members...”
18	Clarify misunderstanding between members.	+	+	
19	Help members solve their problems.	+	+	
20	Can interpret events in the group using counseling theory.	+	+	
21	Educate members on their roles as group members.	+	+	
22	Am responsible for the success of the group.	+	+	Change “responsible” to “accountable”
23	Am responsible to meet the psychological needs of the group members.	+	-	Change to “am not responsible to ...”
24	Guide group members toward their objectives.	+	-	Rewrite: “Let the group members behave as they wish in the group”
25	Offer suggestions when asked by group members.	+	-	Change to “Offer advice when ...”
26	Am willing to reduce my influence as a leader when members show their confident to lead the group on their own.	+	+	Rewrite – “Am willing to share leadership role with group members when they show their confident to lead the group.”

Appendix C

Knowledge on Conflict

The following are statements about your understanding of conflict and group leadership in group counseling. Please read and circle your response to the statement given the scales below. There is no right or wrong response.

- 1 Strongly Disagree
- 2 Disagree
- 3 Slightly Agree
- 4 Agree
- 5 Strongly Agree

No.	Statement	Response				
1.	I understand the objectives of group counseling.	1	2	3	4	5
2.	I understand the responsibilities of a counselor in group counseling.	1	2	3	4	5
3.	I understand my attitude towards leadership in group counseling.	1	2	3	4	5
4.	I understand my functions as a leader in group counseling.	1	2	3	4	5
5.	I understand the functions of conflict in group counseling.	1	2	3	4	5
6.	I understand my attitude towards conflict in group counseling.	1	2	3	4	5
7.	I can identify critical incidents in group counseling.	1	2	3	4	5
8.	I understand the different levels of conflict in group counseling.	1	2	3	4	5
9.	I understand the different approaches to conflict management.	1	2	3	4	5
10.	I acquire some group skills.	1	2	3	4	5
11.	I can handle intrapersonal conflict in group counseling.	1	2	3	4	5
12.	I can handle interpersonal conflict in group counseling.	1	2	3	4	5
13.	I can handle group level conflict in group counseling.	1	2	3	4	5

Conflict Management Strategies

The following are statements on your perceptions of your conflict management skills. Please use the 5-point Likert scale to evaluate your skill at performing each of the tasks below.

- 1 Not at all Competent
- 2 A Little Competent
- 3 Somewhat Competent
- 4 Competent
- 5 Highly Competent I

No	Conflict Management Strategies	Scale				
1.	Respond to nonverbal communication	1	2	3	4	5
2.	Respond to feelings	1	2	3	4	5
3.	Focus on the conflict	1	2	3	4	5
4.	Deal with one issue at a time	1	2	3	4	5
5.	Able to manage emotions	1	2	3	4	5
6.	Able to remain calm	1	2	3	4	5
7.	Use respectful words towards group members	1	2	3	4	5
8.	Show respectful actions towards group members	1	2	3	4	5
9.	Listen to all opinions	1	2	3	4	5
10.	Demonstrate understanding of differing perspectives	1	2	3	4	5
11.	Listen in a supportive way, using whole body	1	2	3	4	5
12.	Handle conflict in a sensitive way	1	2	3	4	5
13.	Handle differences in a sensitive way	1	2	3	4	5
14.	Reframe the conflict	1	2	3	4	5
15.	Clarify the nature of the problem	1	2	3	4	5
16.	Give feedback in a constructive way	1	2	3	4	5
17.	Use humor effectively	1	2	3	4	5
18.	Do not prejudge	1	2	3	4	5
19.	Do not interrupt expression of ideas	1	2	3	4	5
20.	Do not interrupt expression of feelings	1	2	3	4	5
21.	Does not blame anyone	1	2	3	4	5

22.	Avoid from presenting personal opinion	1	2	3	4	5
23.	Do not make personal attack	1	2	3	4	5
24.	Generate new perspective	1	2	3	4	5
25.	Summarize main points	1	2	3	4	5

Attitude Towards Conflict In Group Counseling

The following are statements on your attitudes toward conflict in counseling group. Please read and circle your response to the statement given the scale below. There is no right or wrong response.

- 1 Strongly Disagree
- 2 Disagree
- 3 Slightly Agree
- 4 Agree
- 5 Strongly Agree

No	Statement	Responses				
1.	To me, conflict helps group develop to the next stage.	1	2	3	4	5
2.	To me, group should be without conflict.	1	2	3	4	5
3.	To me, conflict can cause psychological pressure to group members.	1	2	3	4	5
4.	To me, conflict strengthens relationship amongst group members.	1	2	3	4	5
5.	I fail as a leader if I cannot resolve conflicts in the group.	1	2	3	4	5
6.	I feel mentally stuck when conflict happens in the group.	1	2	3	4	5
7.	Conflict makes me more creative in group.	1	2	3	4	5
8.	Conflict makes me more tolerant of individual differences.	1	2	3	4	5
9.	I will try to prevent discussion of issues that can cause conflict in group like personal, ethnic or religious issues.	1	2	3	4	5
10.	I will stop the group when conflict happens.	1	2	3	4	5
11.	I will try to resolve conflict when it happens.	1	2	3	4	5
12.	I will encourage discussion among members to resolve the conflict.	1	2	3	4	5
13.	I feel angry when members try to impose their ideas on others.	1	2	3	4	5
14.	I feel scared when members raised their voice when speaking.	1	2	3	4	5
15.	I feel happy when member shows respect to ideas different from his/her.	1	2	3	4	5
16.	I feel sad when conflict causes members to be unfriendly to each other.	1	2	3	4	5
17.	I feel pressured when members argue with each other.	1	2	3	4	5
18.	I get worried when I cannot help to solve conflict that happens in the group.	1	2	3	4	5
19.	I feel disappointed when conflict causes group to be silent.	1	2	3	4	5

Attitude Towards Group Leadership Functions In Group Counseling

The following are statements on leadership in group counseling. Please read and circle your response to the statement given the scales below. There is no right or wrong response.

- 1
- Strongly Disagree (Sangat Tidak Setuju)
- 2
- Disagree (Tidak Setuju)
- 3
- Slightly Agree (Kurang Setuju)
- 4
- Agree (Setuju)
- 5
- Strongly Agree (Sangat Setuju)

As a group counselor, I ...

No	Statement	Response				
1.	Accept expression of feelings among group members.	1	2	3	4	5
2.	Help members express their positive feelings in the group.	1	2	3	4	5
3.	Feel uncomfortable when members express their negative feelings in the group.	1	2	3	4	5
4.	Feel pressured to be in the group.	1	2	3	4	5
5.	Discourage counterproductive behavior in the group (late to group; cut off member's sharing).	1	2	3	4	5
6.	Am willing to try new ways of doing things in the group.	1	2	3	4	5
7.	Motivate group members to look into their less effective behaviors.	1	2	3	4	5
8.	Enjoy being part of the group dynamics.	1	2	3	4	5
9.	Challenge group members to make changes in their life.	1	2	3	4	5
10.	Am willing to contribute to the positive change in member's life.	1	2	3	4	5
11.	Keep my distance from getting personally involved with group members	1	2	3	4	5
12.	Am happy when members show positive change in the group.	1	2	3	4	5
13.	Find it difficult to empathize with group members' issues.	1	2	3	4	5
14.	Protect members from psychological pressure caused by other group members.	1	2	3	4	5
15.	Do not share my experiences of the group dynamics with the members.	1	2	3	4	5
16.	Guide members toward the change they desired.	1	2	3	4	5
17.	Provide reasons for members to understand their behavior within the group context.	1	2	3	4	5
18.	Clarify misunderstanding between members.	1	2	3	4	5

19.	Help members to solve their problems.	1	2	3	4	5
20.	Help to interpret events in the group using counseling theory.	1	2	3	4	5
21.	Educate members on their roles as group members.	1	2	3	4	5
22.	Am accountable for the success of the group.	1	2	3	4	5
23.	Am not responsible to meet the psychological needs of the group members.	1	2	3	4	5
24.	Let group members behave as they wish in the group.	1	2	3	4	5
25.	Offer advice when asked by group members.	1	2	3	4	5
26.	Am willing to share my leadership role when members show their confidence to lead the group.	1	2	3	4	5

Respondent A

Date and time: 2 December 2011, at 10.00 am-11.10am

I: How do you define leadership in group counseling?

P: A leader should be knowledgeable. He can lead a group, can lead group members towards the directions. That direction may not come from the leader, but it's from the group. You have a direction and lead the group towards that direction.

I: How do you define your role a group leader?

P: I see myself as a something like a catalyst or a bridge that links between members because when someone brings his emotion or his idea I need to some sort like a linking bridge that work through as a communication hub. When this member, A, shares something, but B member sometime didn't understand. So I can do a lot of thing. I can do a summary for them to have a clear picture what does it mean. Or when group members share something which deviates quite far from the group target or our goal.... I can pull them back. Also, I give some motivation and encourage the member to speak more. Sometimes they are not confident about what they want to say, so I provide them a platform to share.

I: How do you prepare yourself to lead group counseling?

P: First, of course I follow the course in my university which is here at UPM, other than that is through the practice with my group members and also from the voluntary work I did outside. For me, to lead group counseling I need to have all those skills. Of course the theory is the base. I need to master the theory first and then apply other techniques to support me. So I take a course, participate in voluntary work, and also do some readings. Since I'm new in this subject I need to read some books like Corey's books, the group counseling book. So from there I can get some information.

I: Did you do group counseling at the NGO?

P: Most of the times I did group activities. For example like in a Buddhist society, most of the time I deal with teenagers. There is a group of students about 40 students, so I kind of conduct some activities in the group. This is my first time to lead the real group counseling which is part of the group counseling assignment. So I find members from Buddhist Society. They are form 3 students, going to form 4 next year. So I form a group and do counseling session with them. That is the real group counseling.

I: What do you mean by leading a group?

P: First of all, I'm a little bit nervous because I put high expectation for my self. I hope I can make some different for my members, give them some different exposure through the group counseling. So what does it mean for me to lead group counseling? It is responsibility and it's a learning process for me. Through out the group I see my group members as a mirror for myself. Sometimes when I ask a question or when we discuss something, and when I hear their response, it seems like "eh, I can get this type of thinking in my mind..." they are like a mirror to reflect on my own emotion and my thinking.

I: What is your source of motivation to lead group counseling?

P: What keep me going is when I can see the progress in my group members. It is not 100% guaranty that every person will have a very good progress. But you can see most of the students, after some time, they got like improvement in their life. So this is something that pushes me to go further because I can see the improvement in their life.

I: How competent are you in leading group counseling?

P: From 0 to 100 marks where 100 is perfect, maybe I give myself 65 to 70. I need to admit that some times I still do not spend enough time reading. I still got a lot of room for improvement. I need to do more reading. Some time on the spot I can't really catch what the members are saying even though the number of the members is not big, only six

students. Some times I need to write down their sharing and pay attention to their body language. What are the content of what they are saying, and their emotions. So sometimes I'm a little bit clumsy. The hardest part for me is to catch the real meaning of what my group members are saying. My group is a career development group. They need to plan the courses they want to study. So when we talk about family, in particular talk about father's role in career development I still could remember one of the members said something but another member felt hurt. He was hurt by the statement. But, at that moment I couldn't really catch the feelings. I'm not so good in catching the real emotion behind the words. Sometimes we are still at a surface. So how am I going to be able to reflect on the emotions, to bring it to the level of self-reflection if I couldn't see it. Or, to be able to confront members on the spot. That is the hardest part for me.

I: What are the characteristic of a group counselor you possess?

P: I think it is the listening skills. I have the basic listening skill and able to read body language. The appropriate way to seat, for example when the member says something I lean forward and keep eye contact with her. Positive energy like when leading a group. One of the things a leader should do when leading a group is to portray positive energy. He should be positive. He can have an image that let the members feel welcomed and comfortable when they enter the group.

I: What kind of a person you are?

I'm a warmth and friendly. I can make the group members feel accepted. I'm non judgmental. As a new counselor I still have my own value and perception. Dr. always asks to put down my values but somehow when group members say something my idea will come out. This can become a perception bias or prejudice to members and may lead to irrational thinking in my mind. I need to improve on this. I think I can develop a clear goal for group members to strive for. I'm good at summarizing. I have a structured mind. So, when they say something I can organize their ideas and let them see a clear picture of the direction they want to go.

I: What are the group leadership skills you used in leading group counseling?

P: I think I'm ok with this part. For the goal setting, I just now say that I have a structured mind. I can help members see their direction clearer. Second, I can control the group. Based on my previous group activities where I became the group leader in a small group, I could catch the members' attention. When they simply say something which is out of the topic, I can catch their attention to this moment.

I: The counseling skills..?

P: I think basic listening skills like paraphrasing, reflections of the content and emotion, and the body language.

I: How do define conflict in group counseling

P: Sometimes when the members have different ideas. For example I asked some questions or issue to discuss with. Maybe 6 members would support me in this stand but the other 3 or 4 students supported another stand. This is where the conflict starts. Emotions also can create conflict. When one of the members got very angry his anger could affect other members. Their emotions were being affected by this member. They could not be calmed down. They got emotionally distress because they had different point of views.

I: What does conflict mean to you?

P: Conflict in general is something that reflects the contradiction in opinions or thoughts. When two persons clash in the opposite sides or when two ideas do not match, conflict happens. Conflict can be psychological and physical. Conflict can lead to fighting.

I: Why did conflict happen in group counseling:

P: It is very normal. I think it is one of the paths that you must overcome before you move to another stage. Conflict happens when member A and member B have their own thinking. B has his own opinion. So when they met together conflict happened. We (the leader and the members), as the third party, see them like "Wah! They are quarreling." But at the

same time, we helped them by asking them to reflect on what happened. So, when they went through this process they could see they grow psychologically. So to me conflict in group is normal. But if one cannot handle the conflict it can drag in other members in the argument. That becomes not so good because it affects the growing of the whole group. Maybe that group gets stuck in that stage because of the conflict.

I: How do you know that conflict is developing in group?

P: From the members' facial expression. Somehow I could see when we discussed the career development issue, whether parent should decide on their child future career. Then member A said we couldn't strongly depend on parent and we should have our own idea. I could see another member reacted strongly to the statement. Her face would suddenly give an expression. I asked this member why she gave this type of expression. I could feel something is developing in her heart. I asked so she could pour out her feelings. So that is from body language. Sometime it is very obvious. For example, when I asked the group to discuss certain issue and the other member directly disagreed with the topic. It was a direct confrontation. Very obvious. Sometime conflict has to do with person's personality. But this is not so obvious. I need to see from their interaction. Sometime after the group ended they walked down the stairs to wait for the bus somehow I could see this person. No one spoke to him. Maybe he has said something in the group and it has offended another group member. But it was not so obvious. But sometimes we cannot put some perception on this.

I: What is your attitude toward conflict happening in group counseling?

P: For me I know that it is normal to have conflict in a group. But in a real situation actually I kind of see thing to perfection. I always have the idea the group should be without conflict. Somehow when the group deviates from my idea it creates some conflict in myself. I kind of think why it happened like this. I will try to resolve the conflict. If not I'll accept it. I feel a little bit of anxiety because it didn't happen like in my idea. A little bit tense. Stress. It does not go to high intensity but it's still there.

I: What are the positive effects of conflict to group members?

P: When conflict happened group members would think "why these two persons?" But conflict is not restricted to that particular persons, it involved the whole group. I think everyone will be involved directly or indirectly. These two have their own idea and then insisted on their idea. At the same time other group members would examine their own thinking. "If I were in this situation how I would handle it? What is my stand? Where should I be?" They would all be thinking. This conflict would improve their self awareness. They would have a clearer picture of what is their value.

I: What are the positive effects of conflict to group leader?

P: To group leader, the leader can view the issue from another perspective. Members come from different backgrounds. Conflict helps the leader to widen his view of the issue discussed. Another thing is acceptance. I learn to accept more. Maybe I used to have very concrete thinking about something but when they argued other idea came out. I could sort of view the issue more from different angles and accept the different ideas.

I: What are the positive effects of conflict to group development?

P: I think the rapport building will be better because after the conflict they (the members) know more about this person. When one has some quarreling, but its not really quarreling, then I get to know this person better. For example, I get to know whether this person is very strict or not. So next time I know when something is not right with the person or when I should not step on his toe. So the group process would be smooth. The sessions will be more smooth going than previously. The group dynamics would be better.

I: What are the negative effects of conflict to group members?

P: My perception of the effects of conflict on group members is members somehow might feel that this person is not part of the group. They will make the group member feels, "I'm the one who think in different way, making subgroup in the group." That's not so good

for the group members and the relationship will not be so good, the rapport building will be defect.

I: What are the negative effects of conflict to group leader?

P: Conflict affects the confidence of members toward the leader. When conflict happens the members look at how the leader will solve this conflict. It is because the leader is the one who is responsible to guide the group. Another thing is when conflict happens between group leader and the members it will affect their relationship and rapport. The relationship building will turn bad because of this.

I: What are the negative effects of conflict to group development?

P: The group will not move. If the conflict is not solved in appropriate way the group will get stuck. Maybe you see everyone is laughing; they smile but their heart is closed. Although they look opened their heart is closed. The exploration cannot go deeper. We can touch only on the surface cannot go deeper inside.

I: What kind of conflicts is most challenging to handle?

P: I think the group level conflict is the most challenging. When the group members meet yet they are not really in this group. They find it hard to express themselves. My group members is all from 3 Chinese students. When I proposed I want to do group counseling they were very excited. But when I said they must use English or BM to express themselves they seemed a little bit anxious "why do I need to use English or BM?" I got a little bit tense when they tried to say something but couldn't find the appropriate words to express themselves. They would say "ahh... mmm..." or they would get confused whether to use passive or active sentence or how to construct a sentence. They took a long time to construct a sentence and their main idea will disappear. And what they expressed what just the surface only. That makes me stress sometimes.

I: What were the emotions you experienced during conflict in group counseling?

P: The conflict in the group I led is not so obvious. Maybe the conflict was not so big. I did feel worry and a little bit of stress. Not really anxiety. Maybe if all the members stood together or only one member insisted on his idea then it could create anxiety in me. It was not so good for the group. I think I must have the idea how to help them to solve or strike a balance point in the situation.

I: What did you do to control your emotion?

P: I did deep breathing or muscles relaxation technique. I asked my muscle to tense and release. I told myself to relax in particular part of the body. Relax and deep breathing.

I: What did you do to control your physical reaction?

P: During the conflict I physically tensed up. I think most of it is the muscle and maybe the heart beat rate was a little bit faster than usual. But it was not so obvious. Sometimes before a group session began I would think of how to handle the group I could feel my muscle tense a little bit.

I: How did your emotions affects your ability to understand conflict?

P: When the emotion came out it would block me from looking at the problem or conflict in a rationale way. When I was angry, just a little bit anger in myself, and a group member said something I would have some prejudice in my perceptions. Then I could not really hear the content. This might affect me from being really rational to see, to hear what he or she say.

I: What did you do to manage conflicts in group counseling?

P: Stopping. If the situation got too emotional meaning their emotions came out very obvious I would stop all discussions. Stopping is like "Ok, everyone silent for a while. 5 seconds." It was not a sudden stop but to let them cool down for a few seconds. If they kept on talking they couldn't see the real content. Maybe they would come out with some harsh words which were not so appropriate. And then I paraphrased or summarized the session. Then I gave my points from the third person perspective. If the condition allowed I might ask other members to join. If not I straight away showed the blind spot and

discussed it. Sometimes I asked the group to reflect on the purpose of the group. “Why are we here? Why am I here?” To let them understand that we grew through our sharing. Maybe they were too emotional and could not communicate rationally. Sometimes I would tell them that “I cannot give you a lot of things. If I give you everything it is more education, like I’m the teacher. No. Everyone here is a teacher because during the sharing everyone learns from each other.” So they would sort of understand a little bit about their roles. Let them see their responsibility towards other group members. When two group members shared different ideas I would let them get their chance to share their ideas. So that, I could let B see why A say such thing. I asked some questions to encourage them to express more, “Why are you saying something like that? Can you explain more to the group?”

I: How competent are you to handle conflict in group counseling?

P: If given 0 to 10 and 10 is very comfortable. I think I’m at 7. I think I can handle conflict because in my mind I think it is normal and I can accept it. So when you can accept it in the first place you will feel comfortable. Sometimes I’m not so clear about the conflicts so I hope I can have a more sharpen mind. Sometimes I’m not fast in sensing it and I need to feel it faster before it turns into a big conflict.

Respondent B : Gan Kah Liang (RE8)
Date and time: 7 December 2011, at 8.40am – 9.50am

- I: How do you define leadership in group counseling?
- P: Leadership in counseling is a little different from what we always mention in the public. *In group, the leadership is about decision making, how to guide the group, to achieve what the group wants. It shares the similarities with of the public concept of leadership. Leadership in group counseling requires the leader to entertain individual differences and how to guide these differences come into a consensus that works for the group.*
- I: How do you define your role as a group counselor?
- P: *As a group counselor, as an educator, and information giver when it is necessary. As a leader, a skill trainer to train the members with specific skills to cope with an issue, and as an encourager for the group to grow.*
- I: How do you prepare yourself to lead group counseling?
- P: First is to study and second as an observer of educational material. I practically exposed my self to group counseling in different settings. I've tried to conduct group in hospital setting with several types of patients like cancer patients, rehab patients, and also patients with adjustment issues. Through the experience, I hope I can be more competent to conduct group in school setting, like the motivations group and help students cope with their study stress. That is basically how I prepare my self. A few years back I was involved in three different groups. During my form six, I joined group to get away study stress, then during my degree I joined the grief management group, and during graduate study I joined the group counseling conducted by my senior as part of his course assignment.
- I: What does it mean for you to lead group counseling?
- P: It's not for myself; it's for the group members' benefit. Looking back at my own experience, I led the groups as clients needed it and tried to help them have a new perspective on their own issue. But most of my experience is more on team based like the stress management, anger management, grief, and how to communicate well with patients, plus a little bit about counseling skills. They were more to psycho education style. As for the individual personal growth, I'm still lack of experience. *When I lead a group I want to make sure that the whole group becomes more able to manage themselves as well as to encourage their locus of control from focusing on the external factors to become more internalized, meaning they do not point the issue outside themselves but rather learn to take responsibility for themselves.*
- I: What is your source of motivation to lead group counseling?
- P: Initially, I was very scared to conduct group compared to individual counseling. But somehow after I experienced leading group counseling in the hospital setting the first feedback I received motivated me to continue. I conducted the group for cancer patients, then for rehabs, and the third group for adjustment issues. I got a lot of satisfaction from the first group. The feed backs I received gave me the sense of "ok, I can help more then one person within the time frame". In individual is like 1 hour for one client but for group within one and half hour I can help ten to twelve clients. And, the group dynamics developed in the group led by the members gave me a sense of support that I couldn't really see and examine in the individual counseling. The feedback was given by a patient. I think she already passed away. She said to me, "I've never experience such a caring community." She's already in depressed mood because of the cancer, and then had to deal with marital issue because of the illness, and then divorce. After session she said to me, "Thank you very much. This group really helped me and I would like to join more." Even though it is a very simple statement it actually made me think. "Yes I can do more than what I'm doing now." After that group she requested the nurse let her join group

counseling every week. Initially she didn't want to come for medication because she was already given up, but somehow after that group she continued with the check up and follow up, and started to make new friends in the ward.

I: How competent are you in leading group counseling?

P: I still can't really say I'm very competent but I'm on the way to. I think there are a few obstacles stopping me to become very competent. First is the cultural issue. I conducted a few groups in the hospital with multiracial patients. I think I am not really culturally competent in a sense I am not really aware of a lot of issues, for example the Malay diet. I didn't know it is in the beliefs that the Malays cannot eat certain foods but the Chinese said otherwise. We had quite a discussion and I really couldn't help because lacked of knowledge and cultural competency. I really couldn't be able to guide in giving the correct information. But in term of skills I think for the team base I'm able to cope with it but for individual growth I still lack the experience. I can't relate much to what are the underlying issues. So it is quite difficult for me right now, to guide them from initial stage to working stage. It is not so much the cultural issue because it also happens within the same gender group. Let's talk about the city Chinese, in individual counseling that's not an issue. The same is for the Malays because in the individual counseling it involves only one source of information. In group there is conflicting opinions from the group members even within the same race because a lot of the clans practice differently.

I: What are the characteristics of a group counselor you possess?

P: I think it is the openness. I accept, meaning I am not leaning to one side opinion. Through the exploration I'm able to accept even when some clients talked about sexual issues like gay or homosexual. That's ok for me to discuss about it. The clients felt comfortable. Another characteristic I have is I like to think a lot, thinking about the client's issue or the team. I like to analyze the issue from different aspects, and how I can use creative ways to help them understand certain concept. For example, some 16 to 17 years old patients who didn't really understand the meaning of stress, so I used some activities to help them. And, another thing is I'm easy to talk to, I'm approachable by children, adolescents, adults, and even by senior citizens. Even suicidal clients they are able to talk, to open to me.

I: What were the group leadership skills you used in leading group counseling?

P: *Decision making but sometimes that also becomes an obstacle for me because I'm worried if I make wrong decision or guide them in wrong directions. So far only once or twice that failed me when I led the group to the wrong path. But after the third session I felt something was wrong so I went to see my supervisor. So, I guided them back and gave appropriate information like some sort of psycho education. Another thing is training. I'm able to train them. I able to communicate, listen, express my ideas, and use creative method like drawing to train them through activities.* The basic counseling skills so far I am alright. Attending, keeping eye contact verbal tracking, active listening, questioning, confronting, and observing, especially the facial expression and the behavior. I like to observe, and a little bit of influencing skills. I try to practice what I have read. But it doesn't really work. I'm still searching what actually I'm lacked of.

I: How do you define conflict in group counseling?

P: *When there is an interaction between group members, contradiction in terms of experience will take place. Someone may challenge certain members or do personal attack rather than talking about the issue. That's to me is when the conflict happens in group counseling.*

I: What does conflict mean to you?

P: It represents that I am growing. When I have conflict new idea will come. When I have conflict, I try to resolve it and learn new skill. My locus of control is internal. I believe I'm able to manage conflict. Conflict gives the chance to learn about the person more. Conflict is challenging, especially if it is an external conflict, not within oneself. Within myself I

can manage to solve and handle it within a short period of time. But if conflict comes from family, classmates, and friends, it gives me headache sometimes.

I: Can you describe the different kinds of conflict in group counseling?

P: I'm aware but I do not know how to classify conflict. I just feel the intensity of conflict and how serious it is. I feel the way some group members said certain thing where they didn't mean it. They laughed at others in the group but somehow that person took it seriously. They did not yet against each other or put a boundary over there.

I: Why did conflict happen in group counseling?

P: When they are not open enough, especially when group members have interpersonal conflict. First they are not aware of other people feelings or maybe the empathy skill did not yet become part of the group, and then personal attack which they called personal suggestions or personal comment. "They shouldn't do that. If you do like this you look stupid." I had one patient who actually came with this statement. Maybe she didn't mean it but the people took it seriously. After the group she came to see me. I already noticed something was wrong after I heard her words. It's like she was challenging me. I was not comfortable in the group. That's how the conflict happens.

I: How did you know that conflict is developing in group counseling?

P: The group member was reluctance to share. From my experience handling the group, the moment being labels as stupid the person kept quite. And then the members would start to gang up. For those who shared similar thought, they would be in one group. And they fought against the other group. For the internal conflict, the person would not so called concentrate on the group. They were thinking about them selves internally. And then they showed frowning expression, giving me a hint that the person might experience conflict but need attention. Something contradicting within himself, the thoughts and feelings were not congruent. When the group proceeded but he was still hanging there.

I: What are positive effects of conflict to group members?

P: Whether the conflict is internal or external it will bring significant insight to the group. They realize something that they might not be aware of and they will gain confident through the group support and learn to handle the conflict.

I: What are the positive effects of conflict to group leader?

P: It really is a test on their skills, especially the confronting skill. Even though the client experiences the internal conflict, he and the counselor can explore together. It's more to interpersonal skill and to the group leader the conflict brings a positive effect. It is an another form of awareness on the group dynamics, and also to evaluate whether the direction of the group is correct or not. Something positive is that he doesn't care about the session objective. It is another form of growth or extra growth I would say. For example, the pain management group for cancer patient, I planned for 11 sessions but somehow the family issue poked out and everyone shared a similar thing. Then they experienced the conflict within the group. When they started to share their personal experience in family and some members felt bad as it goes beyond the group objective, which is pain management. Then the whole pain management group had to add two extra sessions before it was terminated.

I: What are the negative effects of conflict to group members?

P: Conflict will cause them to not concentrate anymore, maybe they totally lost interest. If it doesn't handle well this will bring a lot of effects like they just ignored or they felt the group is not for them. It did happen when the group talked about religious value. I had three members who withdrew from the group in the middle of a discussion. I was really comfortable with the discussion and wanted to explore more but they already excuse themselves from the session. But they joined the group back on the 6 or 7 sessions.

I: What are the negative effects of conflict to group development?

- P: The conflict will somehow make the group slow down. I wanted to stay there to resolve the conflict and I had to prolong the number of sessions from 11 to 14 due to the conflict. The time management was somehow dragged of.
- I: What are the negative effects of conflict to group counselor?
- P: *If I failed to handle them I would doubt whether I'm doing the right thing or whether I guide the group in a wrong way or is there something that I need to be sensitive to, especially if the issue involves cultural element. Sometimes the conflict is not between the group members but between the co-leaders, and the members enjoy watching the leaders.* I haven't experienced the group level conflict. I don't not know how the condition is but I think that is the hardest because it involves a lot of things. Maybe the group gang up and go against the group leader or the group turns into a war zone. For the intra or interpersonal conflict it is manageable for me but for the group one I have no idea how the situation is.
- I: What is your attitude toward conflict happening in group counseling?
- P: *For group counseling I think conflict is positive. If there is an interpersonal conflict it is better to put it in front of the group and solve it. I take it as a form of growth. Sometimes I asked the client to think and explore what actually make him get into conflict.*
- I: What were the emotions you experienced when conflict happened in group counseling?
- P: I felt so bad, like "How come eh? Is there a problem in me?" *I felt disappointed with my self, frustrated at that moment. For a short period of time I felt angry. Angry at myself especially regarding my commitment to the group and responsibilities as a group leader.* When the group was in conflict, sometime I felt reluctant to attend to the session.. Then I confronted myself, "Yes, I respect the members and uniqueness in their individual experiences. They will stop talking about it as time pass.
- I: What did you do to control your emotions?
- P: *I stopped the group for 5 minutes. Take a break. But before that I made some conclusion. "Just now we talked about this topic and this issue arises. Now we take a 5-minute break. And, we'll resolve this issue in the second half of the session." So, I went to the toilet and washed my face. I took a deep breath and made my self calm down. And, then I continued like nothing happened. I told myself they (the three members who left the group) were just absent for the second half. But, when they didn't come back I wonder what made them left or maybe it has something to do with their attitude or the opinion.*
- I: What were some of the physical reactions you experience during conflict?
- P: My heart beats were fast. That's why I have to calm down. I still remembered when it happened my body felt so tight.
- I: How did your emotions affects your ability to understand the conflict?
- P: *During that moment, I said to myself "I will be irrational if I keep thinking about the issue. I will be irrational if I don't get rid of this emotion." I was aware of this, that's why I asked for the break. During the conflict my mind would be irrational. A lot of judgments would come like "this person did not open enough. This would stop the flow of communication."*
- I: How did your emotions affect your leadership functions?
- P: I might make wrong decision or the focus is wrong. It might distract me from the original plan of helping the members to achieve their objectives.
- I: What did you do to manage conflict in group counseling?
- P: *First is to explore the conflict through observation, listening, questioning, and then I would confront gently the underlying issue meaning that the conflict itself could be just superficial. And, the client's personal experiences could actually be the cause. For example, the client's personal values over other family members'. He thought, "my father should be this way" but in reality his father has already portrayed what he expected but somehow he still felt not satisfied with his father. For interpersonal conflict I put in some extra skills like the gestalt "hunches." I love to use that skill. Sometime, by using the*

technique of “hunches”, the conflict may get solved as it creates an opportunity for group members to pour out their mind and thinking. If the conflict was still there, then I would have to acknowledge and deal with the conflict with all members. *I recollected the information from the members, what aspects of the conflict were not suitable for them or whether the way I structured the group was not preferable to them. So I checked what their expectation was towards the group and what kind of group that they liked. I would check on those things before I planned for the next session. Maybe they got bored. Maybe I should shift to another aspect on what work for them rather than think what should work for them but eventually would produce negative outcome or the session became meaningless.*

I: How competent are you to handle conflict in group counseling?

P: *If there is a 10-point scale I would rate my self at 7 in managing group conflict. I'm still able to work it through my awareness and analytical thinking of what actually goes wrong. I'm able to pull back the string using the basic counseling skills like listening and empathy help me a lot rather than the group leadership skills.*

Appendix E

Received on Tuesday, September 25, 2012, 10:27 pm

Walaikumussalam w.b.t..

First of all, saya juga ingin merakamkan jutaan terima kasih kerana memberi peluang kepada saya untuk menghadiri workshop ini. secara keseluruhannya, saya berpuas hati dengan pengisian workshop yang dapat membantu saya memahami konflik dalam kelompok secara lebih mendalam. dalam pada itu juga, sedikit sebanyak ianya mengubah persepsi saya terhadap konflik sebelum ini. latihan amali yang telah dijalankan dapat menambahkan pengetahuan sekaligus menguji kemahiran saya dan yang paling penting ianya dapat mengubah persepsi negatif terhadap konflik dalam group counseling. if possible, point2 yang diterangkan akan dapat difahami dengan lebih baik jika disertakan dengan contoh. sekiranya saya tidak menghadiri bengkel ini mungkin saya menggunakan cara pengendalian konflik yang berbeza atau skill yang tidak tepat. namun jika bilangan pelajar lebih ramai, berkemungkinan lebih banyak pengalaman dan perkongsian yang diperolehi. this workshop really relevant to my future career, if i wanna stay in this field. Overall, this workshop was useful n informative. tqvm. p/s: saya harap saya akan dapat slide yang ditayangkan sepanjang workshop. thanks madam!

Masturina

Received on Wednesday, September 26, 2012, 9:33 am

Dear Pn Asmah,

You are most welcome & we as participants should be the one who say: "Thank You" 😊

Even it was just a 10 hours workshop, I was happy to be with Pn Asmah & other participants. In my personal view, this was a successful workshop. It was short, but condense. I was relax and totally open up myself during the discussion and role play. I enjoyed the progress. I understood if want to handle conflict well in group, at the first place I must handle my personal conflict. Through this workshop, I gained knowledge and learnt the effective skills in coping with conflict. Praise should be given to the Pn Asmah who conducted this workshop as she tried very hard to put the participants in such a comfortable condition and get closer with participants.

Handouts and information that shared in this workshop is very useful. New terms directed me for further reading in helping people. It can always be my reference in handling conflict in group counseling. On the other hand, I benefited from role play session too with Pn Asmah's guidance at side. I felt her encouragement and learnt from the mistakes I made. I flashed back the group counseling that I conducted especially dealing with conflict. I realized my procedure sometimes was too fast and direct toward secondary school children. This workshop reminded me to be more patient in solving conflict in the group.

The only limitation was the room was too cold. Anyway, this was just a minor issue & I understood it's not easy to get a room for workshop.

Lastly, thanks to Pn Asmah for the well and warm preparation for this workshop (foods, drinks, book, and handouts). I felt the heart of Pn Asmah in helping students to be successful in their future. Again, thanks for Pn Asmah's effort. I appreciated it very much.

-Thank You- Warm regards, Hui Voon

Received on Tuesday, October 02, 2012, 10:51 pm

Assalamualaikum Pn Asmah,

Secara jujur saya sangat gembira sebab dapat mengikuti bengkel kendalikan konflik baru-baru ini. Bengkel tersebut banyak mengubah persepsi dan pemikiran saya mengenai konflik. Sebelum-sebelum ini saya merasakan agak menakutkan apabila timbulnya konflik di dalam kelompok sehingga saya terlalu berhati-hati untuk menimbulkan konflik. Saya beranggapan apabila konflik di dalam kelompok timbul, saya seperti tidak berkesan untuk memimpin kelompok. Walaubagaimanapun, persepsi saya itu hanyalah negatif.

Melalui bengkel tersebut, saya telah mendapat maklumat mengenai 'level of conflict', critical incidents yang terjadi di dalam kelompok serta bagaimana mahu menguruskan tekanan di dalam kelompok..

Selain itu, bengkel kendalikan konflik ini juga banyak memberi saya maklumat seperti kemahiran-kemahiran yang sesuai digunakan ketika konflik terjadi di dalam kelompok serta sikap-sikap yang perlu ada di dalam memimpin kelompok.

Pada pendapat saya, bengkel ini akan lebih menarik sekiranya ramai peserta yang terlibat. Ini kerana aktiviti yang dijalankan di dalam kelompok akan lebih bertenaga dan aktif.

Terima kasih Pn Asmah.

Maznur

Received on Tuesday, November 06, 2012, 10:49 am

Waalaikumsalam.

A very beneficial workshop. I think more academicians should conduct similar workshops/classes to help counselors, especially novice counselors to improve their counseling skills.

The workshop provided various approaches to handle conflicts in group counseling, or even in management. With such exposure, I have more ideas on managing conflicts in group counseling. Couldn't help but to wonder that I might have gotten different outcomes should I reacted differently in the group counseling sessions I handled during my internship.

The first few sessions on lectures of conflict management and the practical parts were both fruitful for the workshop. Learnt a lot. But more practices during the workshop would be better. But I cannot think of having more practical sessions without extending the duration of the workshop.

Anyway, thank you for the invite and of course, thank you for everything Puan.
Have a good day. Lina

Received on Wednesday, November 07, 2012, 3:44 pm

Salam Pn. Asmah,

sorry for the late reply.

The session was good as it gave me the exposure that i need in handling conflicts in group counseling. By joining the session, i get to identify my weaknesses and also strength in handling sessions.

The way of your teaching is also good as you allow us to try out but at the same time you guide in correcting our mistakes when needed.

I hope there will be more sessions like this in the future and also other topics if possible.

Thank you again for organizing this workshop. I am glad to be part of it.

Regards,
Amelia

Received on Monday, January 07, 2013, 12:47pm

Dear Pn. Asmah

Very sorry since I just forgot to write the feed back.
After Nora send me last time, I did say 'yes', then forgot to write.

I felt happy to join the workshop. It was refreshing my understanding and even many points sounded new to me.

It is probably that my search when I took up Group Counseling Class was insufficient.

The whole workshop is valuable for me, and yet it also made me feel lack in many things, especially now at the end of my master program.

Thank you very much
Kind regards
Fajar Santoadi