

Master of Arts in Conflict Facilitation and Organizational Change Residency 6: Exams and Presentations

The following handout is meant to help you prepare for your final exams. You will find information around scheduling, descriptions of the exams, inviting people to participate in your exams, and criteria for feedback. If you have a question in regard to any of your exams please feel free to contact your examiner in advance.

Residency 6: Schedule

The final residency of the MACF program will begin Monday June 1st and end with graduation on June 11th, 2008. Please see the insert of the detailed schedule.

Final Exams

The exam process, that takes place in the last residency, gives the student an opportunity to demonstrate their skills and present their final project.

There are six exams that are done face-to-face with faculty members. Students will be examined in the following areas:

1. Facilitating an Interpersonal Conflict between Two People
2. Working on Oneself in a Stressful Situation
3. Facilitating a Group Process
4. Case Study Assignment: Facilitation Preparation and Case Analysis
5. Video Presentation of the Student's Facilitation Work
6. Working on One's Own Relationship Conflict

Typical Structure for Exams

One examiner has been randomly assigned to each student for each exam. The schedule has been created in such a way so that a wide range of different faculty can experience your work. One examiner will examine and give feedback to all members of the team for the Group Facilitation exam.

Exams are between 45 minutes and one hour in length. Typically the student works live in front of an examiner for approximately 20-40 minutes. When the work is complete the client leaves and the rest of the time is devoted to exam feedback.

Please see the schedule for your exams. You can be a client for another student's exam if you are not scheduled for one during that time period.

Exam Descriptions

Facilitating an Interpersonal Conflict between Two People

The student facilitates a two-party conflict in front of an examiner. The student will show his abilities in facilitating a relationship conflict: being able to understand the process structure, picking up edges, working with the different levels of interaction (communication, mythical, systems, field, moods), as well as working with the presenting situation and being able to access the dreaming process. The student is responsible for inviting two people to serve as “clients” for the exam process.

Working on Oneself in a Stressful Situation

The student demonstrates her ability to work on herself in a challenging situation. The examiner will discuss what kinds of situations are particularly stressful for the student and help to re-create something similar so the student has an opportunity to show her innerwork skills.

Facilitating a Group Process

The student will be examined in her abilities to facilitate a group process. One examiner will examine a facilitation team of two students. The student facilitators will receive feedback around their metaskills and teamwork, understanding the structure of the group process, ability to use skills and interventions.

Case Study Assignment: Facilitation Preparation and Case Analysis

The student can choose an internship, a peer group, a community group, or a work group that you have been working with over time. The student must prepare a case presentation for the exam and be ready to discuss and analyze the long-term development of that group. The student should be able to discuss: the process structure, the myth and long-term development of the group, the role you play in that group and how it is a part of the group’s process, the group’s roles and how these relate to the myth of the group, and the group’s goals and desired outcomes.

Video Presentation of the Student’s Facilitation Work

The student is expected to bring a video tape of his or her work with a group or a two-party conflict. The student should select a few moments that showcase their interventions and metaskills. Be prepared to discuss process structure, interventions, and group feedback. If your tape is not in English you must discuss this in advance with your examiner and possibly arrange for translation.

Working on One’s Own Relationship Conflict

The student is examined on his abilities to work on a relationship conflict of which he is one of the parties. The student must invite someone to his exam who is willing to explore their relationship, bring up some kind of issue, difference or conflict. In this format, the student has the opportunity to show skills and metaskills around working on our own relationship challenges.

Finding “Clients” for Your Exams

It is the student’s responsibility to find “clients” to participate in the live exams. The local Process Work Community is a rich resource for finding people to participate in your exams. We are giving you this handout, complete with exam schedule, with ample time to network with other students who you might ask to participate in your exams. You can also ask your MACF colleagues to be clients for you if they are not scheduled for an exam during the same time; friends, partners or any other kinds of contacts you have are also possible people to participate in your exam process.

The following exams require you to find clients:

- Facilitating an Interpersonal Conflict between Two People
- Working on One’s Own Relationship Conflict
- Facilitating a Group Process

For the exam:”Facilitating an Interpersonal Conflict between Two People” the student must find two people who are willing to work on their relationship for the exam. You, as the student, will facilitate their process while an examiner is present.

For “Working on One’s Own Relationship Conflict” the student needs to bring someone to the exam who they have some kind of relationship conflict or issue.

Exam Set-Up for “Facilitating a Group Process”

There are eight time slots set up for the exam called “Facilitating a Group Process.” Students will do this exam in teams. You have been randomly paired with one of your colleagues. Since group processes are a rich learning experience, we want to encourage all MACF students to attend every group process exam to help support your fellow students. This helps everyone so you can be assured there will be a group present for you to facilitate, additionally, we scheduled it this way to give you as much experience as possible in participating in group processes as well as facilitating in them. You are also welcome and encouraged to invite the local process work community or any other individuals to participate as group members in this exam.

We suggest that you prepare for this exam by talking to your team-mates and discussing how you would like to structure the exam. Will you just use the MACF group, do you want to invite others, how will you announce this and network with other group members that you would like to participate? Finally you might consider calling a group process on a particular theme or you can have the option to sort issues with whoever is present. All of this is to be coordinated in advance by the examinee.

The detailed schedule for the group facilitation exam can be found in the inserted schedule.

Presentation of the Final Project

The presentation of your final project is a community celebration and opportunity for you to present your work to the MACF cohort, faculty and also to the process work community at large. Each student will have an hour to present their work and can structure it as they wish.

Please see the detailed schedule for more information.

Feedback and Evaluation

The exams are meant as an inspiring initiation and challenging event. They are a unique combination of rigor and demonstration of personal style. After each exam the examiner will give you feedback and evaluate your work.

The following criteria are used to evaluate the student's work:

Meta-skills

- Openness to learning, which includes an ability at sober self-evaluation, awareness of one's own growing edges, and capacity to take feedback:
- Compassion, respect and humility towards clients and fellow facilitators:
- Awareness of personal limits;
- Appreciation and curiosity towards the unknown, including surprises and events yet to be understood;
- Ability to view people and systems in a social context, to respect and appreciate diversity, and to apply a deeply democratic attitude to individuals and systems;
- Conveying the feeling of an elder, one who makes room for all and can hold many viewpoints at once.
- The feeling ability to work inwardly and explore "the other" inside of ourselves.

Skills

- Comprehensive grasp of the process paradigm, and ability to understand a group situations or conflict situation from a process-oriented point of view;
- A comprehensive understanding and ability to further a multi-leveled understanding of a group dynamic or conflict situation, that it is simultaneously a non-local or 'dreaming,' as well as a practical or consensual experience;
- Comprehensive understanding of comparative theoretical material in related disciplines;
- Comprehensive understanding of the larger context in which process facilitation belongs;
- Ability to recognize and hold down edges in group conflict situations;
- Ability to recognize and follow multiple or mixed feedback from an individual system;
- Ability to use roles, know when they change and support natural role changes;
- Ability to use one's self – reactions, feelings, momentary bias or siding – as a part of the system, and to use it to the benefit of the system or individual client;
- Ability to step in and out of roles and have the ability to switch roles;
- Ability to work fluidly with all levels of conflict: intra-psychic, interpersonal, subgroup, large group and systemic.

Graduation Requirements

The last residency, which centers on the exam process and presentation of the final project, is meant to be a culmination of the MACF program, where the student has the chance to receive direct and interactive feedback from an examiner. Students who complete their exams successfully and complete all of the requirements of the program will graduate the last afternoon of the residency. Successful completion of the exams means that the student has prepared for the exams and participates fully in the exam process. Students who do not take the exams, who are not prepared with video-tapes, case analysis or have not organized clients to participate in their exams, will receive an incomplete and will not graduate.

All advisor and supervision sessions should be completed by graduation. Internships and final projects should also be completed to the satisfaction of the study committee. The final study committee meeting should take place at the last residency or earlier if the student has completed his or her work. The study committee should review all of the student's work in every component of the program and make sure the work is completed to satisfaction. The committee will sign the student's record book. When the exams and presentation are completed at the end of the residency the student is ready for graduation.

If the student fails to complete any component of the program, he or she will receive an incomplete. The student has one additional semester to complete his or her work and can then graduate. The student must pay the additional semester fees to continue in the program and complete the necessary work.