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The field of group dynamics was founded out of war-time experience where the competence and cohesion of face-to-face groups of various kinds became of critical importance. The reality of the group as exhibiting a level of behavior over and above that of its individual members became the focus of research inquiry on both sides of the Atlantic. Not surprisingly, the initial emphasis of the Institute's work was on group processes. While group therapy was undertaken in the Clinic, trials were made of various ways in which the dynamics of groups could be studied in real-life situations in education, industry and the social professions.

Bion Revisited: Group Dynamics and Group Psychotherapy. Much use was made of Bion's ideas as put forward in his early *Human Relations* papers ($^{1}94^{8}$-5^{1}). This body of work introduced entirely new theory. He postulated two distinct levels of activity in group life: the first concerned with what the group had to do in the real-life situation—W for the work group; the second with unconscious activity which all too

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often interfered with the first. These ideas, which he was greatly to elaborate, have been and are immensely influential, if still controversial. They are evaluated in Sutherland's contribution to this Theme in which he also relates object relations theory to more recent psychoanalytic concepts of the self. These have to be taken into account in analyzing group behavior.

An EducationalModel for Group Dynamics. The paper by Herbert and Trist is an analysis of an attempt to bring into existence an educational model for group dynamics, as distinct from a clinical or action model. It weaves together some of Bion's ideas with Dewey's concept of the project method. The research describes how a group of teachers interested in improving their understanding of human relations in school undertook a study of their own relations and went through a number of phases at the end of which they made a book-length report of their experience to the profession. The paper shows how topics they brought to the group were related to the here-and-now dynamic of its relation with

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the consultant. It contains a verbatim account of a critical session—the only such account in the literature. It analyses the phenomenon of an absent leader and offers new theory on the basis of charisma. Structural factors in subgroup organization, hitherto unobserved, are identified.

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Experiential Learning in Groups I: The Development of the Leicester Model. This is a form of group relations training, a British version of the Human Relations Laboratories initiated by NTL at Bethel, Maine and inspired by Lewin. The British version began in 1957 and continues at the present time. It is heavily influenced by Bion's ideas and by psychoanalytic thinking on matters such as projection and group transference in the here-and-now. The conferences are residential under social island conditions.

A novel feature is that they include events at three system levels: the primary group, the inter-group and the large group representing the entire membership of the conference. Outside sessions, staff contact with participants is held to a minimum. Interpretative comment is process-centered at the level of the group. Participants come from a great variety of organizations, but predominantly from the helping and social professions. The aim is to make them more aware not only of their own relations with others but with the new factors that come into play at the inter-group and large group levels. In his first paper, Eric Miller makes an overview of this

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whole development. The model has been taken up in many countries, especially in the United States.

Experiential Learning in Groups II: Recent Developments in Dissemination and Application. In this paper Miller describes new methodologies that have only lately been introduced, such as how to make a society an intelligible field of study through direct experience.

The Psycho-Dynamics of an Inter-Group Experience. The dynamics of inter-group as distinct from intra-group phenomena had remained an unexplored field until Harold Bridger introduced an inter-group event into an early Leicester conference. A research study was made of its first trial, a shortened version of which is included under this Theme. Spontaneously and unconsciously, the conference membership partitioned themselves into three groups to carry out the over-all task to be accomplished (designing the program for two days in the second week). One group absorbed the depression, another the conflict, leaving a third to work out creative proposals. The findings

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of this project on complementary group roles in

an unconscious division of labor constitute a major contribution to group theory.

Courses and Working Conferences as Transitional Learning Institutions. The Institute made it a point to explore other approaches and Bridger developed what he has called the task-oriented model of group development. This model is concerned with the roles and relationships of the participants in organizations, and personal change as a by-product of this. The aim is to improve role performance and organizational understanding through a transitional learning institution.

As well as being purpose-oriented,

organizations have also to be learning

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and self-reviewing entities. His model is designed to make participants aware of both these aspects, which he calls the "double task." This notion of the double task needs to be built into organizational culture; special events and procedures are necessary to develop competence in handling it. This competence has become essential now that organizations are facing higher levels of complexity, interdependence and uncertainty. The method has been tried extensively in large organizations as well as in external workshops in a number of countries, including the United States.

Action Research in Minisocieties. In the 196os and 197os fault lines appeared in Western societies disclosing a number of severely alienated minorities and categories of individuals. Gunnar Hjelholt, a Danish social psychologist with whom the Institute maintained a close association, developed a model of group relations training to address this issue. He called his model the "mini-society." In it, members of different and opposing sub-cultures are gathered together

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in a temporary society to learn about each other from the confrontation of their differences. Gurth Higgin describes an early encounter of this kind in which he took part. Hjelholt gives the rationale of the method which has spread quite widely in Scandinavia and several other European countries.

Task and Sentient Systems and Their Boundary Controls. There has been much interest in the subject of group boundaries and where they should best be drawn. In Systems of Organization (1967) Miller and Rice made a distinction between the task group that comprises the individuals employed in an activity system and the sentient group to which individuals are prepared to commit themselves and on which they depend for emotional support. The boundaries of these two types of groups may be the same or different. When they are the same there are advantages of cohesion but dangers of closure. When they are different there is the advantage of openness but the danger of too little cohesion. The trade off between the pros and cons of these two conditions is a major factor that

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needs consideration in organizational design.

This concept has opened up new horizons.

Individual, Group and Inter-Group Processes. Projects which entailed bringing together individual, group and inter-group processes posed the problem of creating a formal framework which could include them all. In this paper Rice shows how systems theory can be used toward this end and offers a mathematical notation to represent the various transactions involved.

The developments described all occurred in the group field during the first 20 post-war years. The more complex and interdependent environments that have since come into existence pose problems of active as opposed to passive adaptation (Emery and Trist, 1972/1973). These problems require approaches

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to group processes which involve the socio-ecological perspective and are described in Volume III. They include the "search conference" (Emery and Emery, 1978), "idealized design" (Ackoff, 1974) and "network therapy" as developed by Laing (Laing et al., 1965).

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