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Essentials of the course „Organisational and Group Dynamics“

Writings on intervention science

Degree Program SHRM, 3rd Semester

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Abstract

Diese Schrift dient dazu, Studierenden im HR-Bereich Definitionen, Anknüpfung zu Literatur und Begriffe zur Verfügung zu stellen, um innerhalb von Organisationen und Gruppen navigieren zu können. Außerdem beinhaltet die Arbeit einen Überblick zu Theorien der Organisations- und Gruppendynamik. Der inhaltliche Fokus liegt auf der FH Lehrveranstaltung Organisational and Group Dynamics. Der theoretische Rahmen stammt aus dem Gebiet der Interventionswissenschaft.

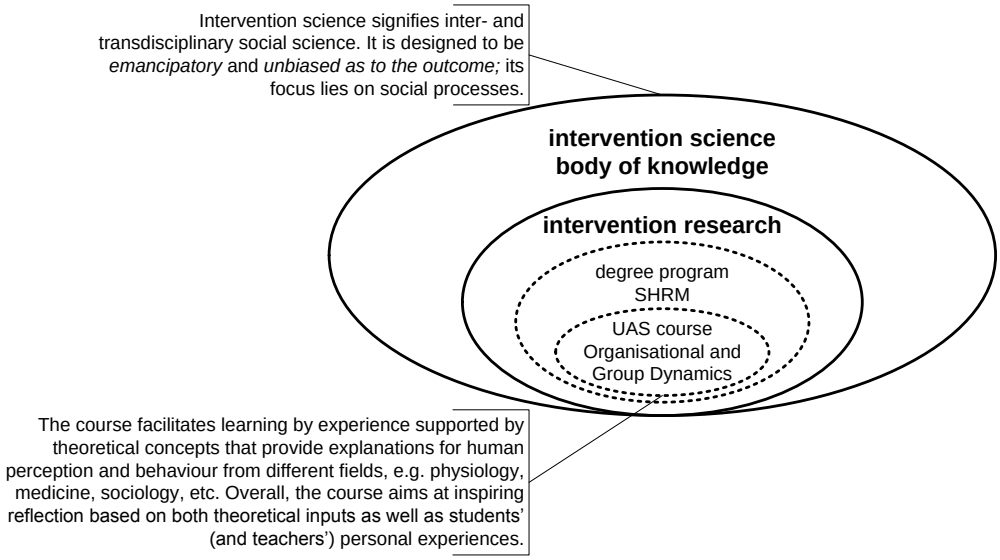
Focusing on the UAS course Organisational and Group Dynamics, this paper provides a set of definitions, literature suggestions and some wording useful for HR students to navigate in organisations and groups, as well as an overview of the topic Organisational and Group Dynamics. The theory applied comes from intervention science.

List of contents

Objective

Focusing on the course *Organisational and Group Dynamics*, this paper aims to provide a set of definitions, literature suggestions and some wording useful for HR students to navigate in organisations and groups, as well as an overview of the topic Organisational and Group Dynamics. The course is held in the third semester of the master program *Strategic Human Resource Management in Europe* (SHRM).[1] As shown in Figure 1, the context is given by intervention science, whose **basic assumptions** provide the background in which both the theoretical and practical parts of the course are embedded. The concept of **hierarchy** forms the beginning of the course journey, whose ultimate aim is the concept of **enhanced hierarchy** in theory as well as practice. The central idea behind enhancing hierarchy by introducing the ability to reflect is to make hierarchy adaptable to change, thereby increasing its flexibility.

Figure 1: Context and focus of the course *Organisational and Group Dynamics*



[1] Total duration of the program: 4 semesters.

1. ECTS[2] Description of the Course *Organisational and Group Dynamics*

The ECTS Description of the Course[3] provides an overview of content and objective.

Course title:	Organisational and Group Dynamics
Semester #:	3
Course type:	Integrated Course (IC)
Hours per week:	1.5
ECTS:	3 (equivalent to 75 hours of student workload in total)
Special fields:	AGHMOG
Instructors' names:	Dr. R. J. Schuster, MSc / Steven Crawford, MA (Senior Lecturer, JAMK)
Course level:	Second Cycle (Master)

Course Contents

Historical development of organisational and group dynamics, issues of organisational and group dynamics in science as well as regarding economic topics with focus on the role of human resource professionals, learning by experience

a) by reflecting students' own role in the UAS BFI Vienna and

b) by the group simulation game *Simidea Island* facilitated by Steven Crawford (visiting teacher, JAMK UAS (http://www.jamk.fi/en/Home/)

Feedback processes used for *reflection in action* are the special focus of the course.

Course Objectives

After completion of the course, students will be able to initiate and design feedback processes. Furthermore, students will be able to recognize, interpret and identify their specific role in organisational and group dynamics. In particular, students will be able to identify and classify the role of human resource professionals in organisations.

Teaching Methods

Integrated course: in total, 50% continuous participation assessment (e.g. forms of group reflection and group discussion, short input, working in small groups, group feedback, simulation of and reflection on a group task, group simulation game *(Simidea Island),* 50% final written examination

Prerequisites

1st and 2nd semesters

Mandatory reading

Schuster, R. J. (2016): Essentials of the Course Organisational and Group Dynamics. In: Working Paper Series by the University of Applied Sciences BFI Vienna, 88 (2016). Downloadable at: http://www.fh-vie.ac.at/Forschung/Publikationen/FH-Workingpapers, (13th May 2016)

[2] ECTS: European Credit Transfer System (ECTS [2])
[3] European Credit Transfer System, e. g. http://www.fh-vie.ac.at/en/ECTS-DS/Description-of-Individual-Course-Units?major=705&studyplan=146&term=3, (30 Dec. 2015)

Recommended reading

OEGGO (2013): Here and Now. Collected Writings on Group Dynamics. Vienna: Verlagshaus Hernals, pp. 77-91, 103-13, 115-21, 123-32, 189-204

Gallos, J. V. (ed.) (2006): Organization Development. A Jossey-Bass Reader. San Francisco: Wiley.

Pesendorfer, B. F. (1983): THE DYNAMICS OF ORGANIZATION

http://www.pesendorfer.de/downloads/BP1983_Dynamics_Organisations_.pdf (pp. 1-13)

Sporidi, K.: Handout “Organizing the HR Function (Evolution (Overview))”

Assessment

Continuous assessment (participation) combined with final exam

2. Basic assumptions according to intervention science

Indispensability of emotions

- Due to biological facts, human interaction always includes emotions (Bull 1968: 21-23; Norretranders 1999: 124-56; Damasio 1999: 133-67). Biological evidence proves that emotions have an impact on organisations (Krainz 2011). Damasio (1999) emphasizes the function of feeling regarding consciousness. He states:

  > Feeling is, in effect, the barrier, because the realization of human consciousness may require the existence of feelings. The 'looks' of emotion can be stimulated, but what feelings feel like cannot be duplicated in silicon. Feelings cannot be duplicated unless flesh is duplicated, unless the brain's actions on flesh are duplicated, unless the brain's sensing of flesh after it has been acted upon by the brain is duplicated (314-15).

  Damasio calls the brain the "body's captive audience" (150) and argues:

  > Under no normal condition is the brain ever excused from receiving continuous reports on the internal milieu and visceral states, and under most conditions, even when no active movement is being performed, the brain is also being informed of the state of its musculoskeletal apparatus (150).

- The question of intervention science is: how are humans in general able to live sustainable mutual lives in complex social togetherness (Krainz 2006: 24)? The special interest of the course Organisational and Group Dynamics lies in the possibility of teaching, training, studying etc. of social skills that – in the best case – enable respectively improve human communication and consensual decision-finding.

- To provide an argumentative basis for explanation, *the way people process data* is segmented into three states: rational, emotional and instinctual. Though in practice not distinguishable by clear boundaries, a verbal distinction can help to understand and to change communication processes. This should help to optimize human communication processes regarding sustainable consensual decision-finding within a reasonable timeframe.

Role(s) of the instructor

- In accordance with the instructor's own psychodynamic balance, it is vital for the success of the teaching process to be able to assess the opportunities, impacts and limits of the instructor's role (Goldmann 2012: 246-54). In other words: don't take it personally but rather take it role-related (Hirschhorn 1985: 335-51).

Awareness of distance to a certain issue (associated / immanent vs. dissociated / transcendent)

- It is assumed that differentiating between transcendent knowledge and immanent phenomena, becoming aware of their connection and using this as a concept for facilitating reflection is meaningful. The teaching *situation 1) someone else there and then* is seen as the most distant, *situation 2) me*[4]*/the group there and then* is in between, and *situation 3) me/the group here and now* is seen as

[4] This implies: "me, the teacher (lecturer)" and the "me" of the students directly involved in the teaching process (in the lecture).

the closest regarding the involvement of the people reflecting[5] (Schuster 2015a: 15-16). Starting from the distant and mostly theoretical *situation 1),* the teacher directs and facilitates a journey to *situation 3)*, to the *here and now*, including reflection on current emotional states as well as the connection to models of explanation for organisation (e.g. organisation charts etc.). The concept of transcendent knowledge and immanent phenomena will therefore be one of the columns of the course regarding theory as well as practice.

Hierarchy biologically, socially and historically

- The biological fact of human beings' dependence within a certain timescale[6] of their development is a vital part of the psycho- and sociodynamic concepts considered. Schwarz distinguishes three phases of individual development: dependence, counter-dependence and interdependence. He argues that parents'[7] authority is necessary for infants simply because they are biologically not able to survive on their own. This adult-infant connection can be seen as – at least temporarily – necessary biological hierarchy. At the start of adolescence the phase of counter-dependence[8] begins and ideal-typically leads adversarially to (social) interdependence. Adults' individual identity and sub- and unconscious roles in society are related to this process. Furthermore, this process is fundamental for an individual's sub-, un- and conscious conjunction to and perception of hierarchy (Schwarz 2001: 104-28).

- Historically – according to Schwarz and highly shortened – the concept of hierarchy resulted from the conflict between (unsettled) hunter-gatherer and (settled) agricultural and stock farming societies. While there were still many hunting-gathering groups around, another way of living developed: agriculture and stock farming. Schwarz (2001) argues that there was a phase of back and forth of hunters robbing farmers and farmers building up structures to defend and protect themselves (177). Another necessity for building/changing structures came with the increasing amount of people interacting. The small groups of hunters were able to use direct communication, the settled farmers needed to develop indirect communication because they were divided into different functions. Schwarz (2001) concludes that ideal-typically small groups of hunters interacted via the exchange of women (exogamy). The exchange of surplus animals and products then is a continuation of the exchange of women (166). Reciprocal exchange of goods happened as early as the hunter-gatherer societies. Large-scale exchange – in the sense of trade – needed division of labour and surplus production as well as a central place where the traders could meet. Schwarz (2001) calls this the centralization of functions and sees the origin of such places as communicative necessity (167). Permanent settlement at the places of centralization needed enforced domination and development of the military, transportation, bureaucracy, stockpiling, etc. under pressure of time. According to Schwarz, the price for the rapid establishment of central government was the enforcement and development of domination (177-78). The author defines four axioms of the new structure: (1) axiom of decision[9], (2)

[5] People concerned in the context of the course are the students attending and the instructors involved.
[6] approximately from birth to the start of puberty
[7] Since it is possible for infants to survive birth despite their mother's death the authority can also be provided by the father alone or other caretakers.
[8] Counter-dependence is related to the parents (caretakers) and seeks for allies outside the family, that is – generally speaking – in society.
[9] Decision is exclusively the right of the central government.

axiom of truth[10], (3) axiom of wisdom[11] and (4) axiom of dependency[12] (178-90). The hypothesis is that over decades the principle of hierarchy solidified and the axioms became a largely sub- and unconscious part of societies. From the vantage point of intervention science hierarchy is a generally (un-)conscious form of organisation in (western) societies with lack of self-reflection as a drawback (Schuster 2012a: in detail: Heintel/Krainz 2000: Schwarz 2007).

Hierarchy crisis, project management and enhanced hierarchy

- According to Heintel and Krainz, hierarchy is facing a crisis because of its resistance to reflecting on itself ("Selfreflexionsresistenz", Heintel/Krainz 2000: 57). In its opacity and infinity a hierarchical organisation frightens the individual. Power, risk, corruption, etc. are all around. Trust is permanently endangered and only attained via detours (Heintel/Krainz 2000: 72).
- Project management is seen as a possibility for hierarchies to overcome crisis (Schuster 2012a: in detail Heintel/Krainz 2000). Project teams have direct communication and the advantage of transparency within small groups. Projects come with a defined duration segmented by milestones, including a start and end date.[13] This helps the people involved to get an impression of the whole and thereby to make sense of the individual effort related to this whole. In small groups, emerging emotions are directly addressable and thereby easier to handle (Heintel/Krainz 2000: 72).
- In interpreting project management as a special concept for overcoming hierarcharcical crisis, the objective of the author (R.J.S.) is to develop *enhanced hierarchy* as a general concept (see below). In the context of teaching the course *Organisational and Group Dynamics*, the challenge is to provide the theoretical concept as well as practice, thereby offering opportunities for learning by experience. It lies in the nature of intervention science that students learning by experience goes hand in hand with teachers learning as well. Furthermore, the teacher has two roles: teacher and researcher. Teaching involves providing – explicit/transcendent – theoretical knowledge and facilitating a process to enable – implicit/immanent – learning by experience. The research process runs parallel to the teaching and includes observation, reflection within the research team and analysis of students' feedback.

Exchange of expertise by reflection

- In focusing on teachers' as well as ***students' expertise*** the aim is mutual exchange within the collective (including teacher(s) and students). This can be seen as *data mining* in the field of interest, the idea being that successful mutual data mining requires a certain state of the collective, which I define as *enhanced hierarchy.* This leads to the necessity to reflect on hierarchy, on its impact on the teaching process as well as on the concerned collective.

[10] Due to the monopoly of information the center had more and more important information than the periphery.
[11] This refers to a monopoly of all contacts and communication involved held by a non-participant third party, i.e. the authority.
[12] This relates to the subordinates' dependency on the superiors. It has to be warranted that the subordinates obey the orders of the superiors. This is secured by far-reaching dependency of the subordinates.
[13] Looking at different definitions of the term project, Maylor (2010) identifies three common themes: projects are unique, temporary and focused (5).

Learning by experience

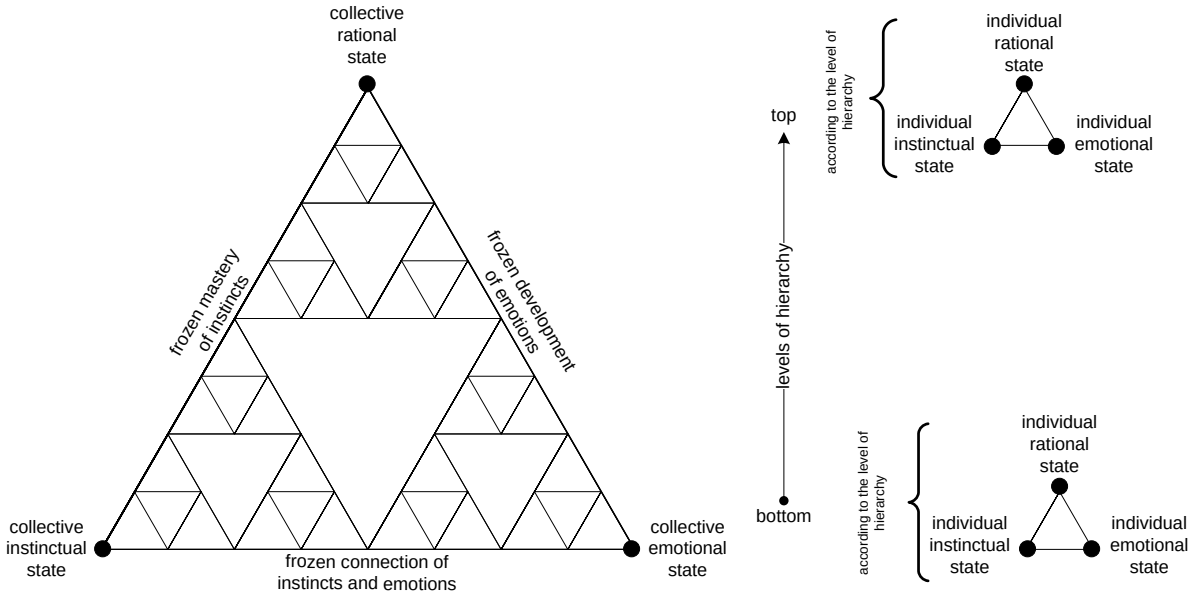
- In experiencing a certain process and reflecting the concomitant phenomena immediately after their occurrence, *learning by experience* should be fostered and increased by teacher facilitation. Thus, there is high probability of raising student awareness by reflecting and discussing the emerging phenomena that everybody – including the teacher (or team of teachers) – is part of. The mutual exchange of individually perceived reality by all participants therefore is an important source of gaining insight into the status quo of a group. Regarding individuals, *half-second delay* (Norretranders 1999: 213-50) means the biological fact that "if we want to perceive consciousness as a materially based quantity caused by activity in the brain, consciousness can never come first. *Something* must have started before consciousness can commence" (222). This fact of *human data processing*[14] shows that reflection (of individuals and/or groups and/or organisations) is not about installing a redundancy of thinking twice on actions taken but rather about dealing with the *inescapably unconscious origins of actions.* It is fundamental for this concept to complement the explicit (transcendent) part, i.e. the knowledge of theory (models, concepts, conceptual ideas, etc.) and different individual life experiences with the implicit (immanent) part, i.e. the experience and reflection of the communication process itself *happening here and now*. The main advantage of the design is the insight gained by direct enlightenment of explicit and implicit aspects.

3. Hierarchy and enhanced hierarchy

The basic idea in organisation is that necessarily a sub- and unconscious matrix is involved to reduce the otherwise overwhelming complexity of mutual human interaction. The conscious part, covered by rationality, is therefore only a very small fraction of the whole. Taking the abovementioned states of human data processing into account, rational interaction within a hierarchical system can be seen as based on a frozen state of instincts and emotions (Schuster 2015a: 16). The term *frozen* indicates that *mastery of instincts* and *allocation of emotions* are usually stable in relation to certain *established routine behaviour* – hence the term frozen – but could be unfrozen and changed.

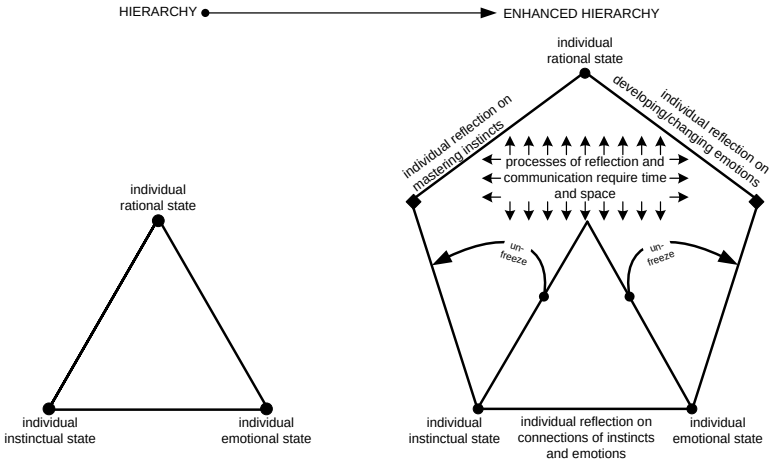
[14] For detailed physiological data, see e. g. Zimmermann 1985, 82-139 (partially quoted in Norretranders 1999).

Figure 2: Frozen state of hierarchical organisation (collective / individual)



The expression *frozen state* is illustrated in Figure 2. Regarding individuals' relation to the collective, the sub- and unconscious matrix of hierarchy is *self-similar*[15] and mutually reinforcing. Though there are differences in the level – individuals are used to a specific level of hierarchy and a promotion to the next level implies changes – in general hierarchy implies certain inertia. An individual's step from hierarchy to enhanced hierarchy is shown in Figure 3.

Figure 3: From hierarchy to enhanced hierarchy



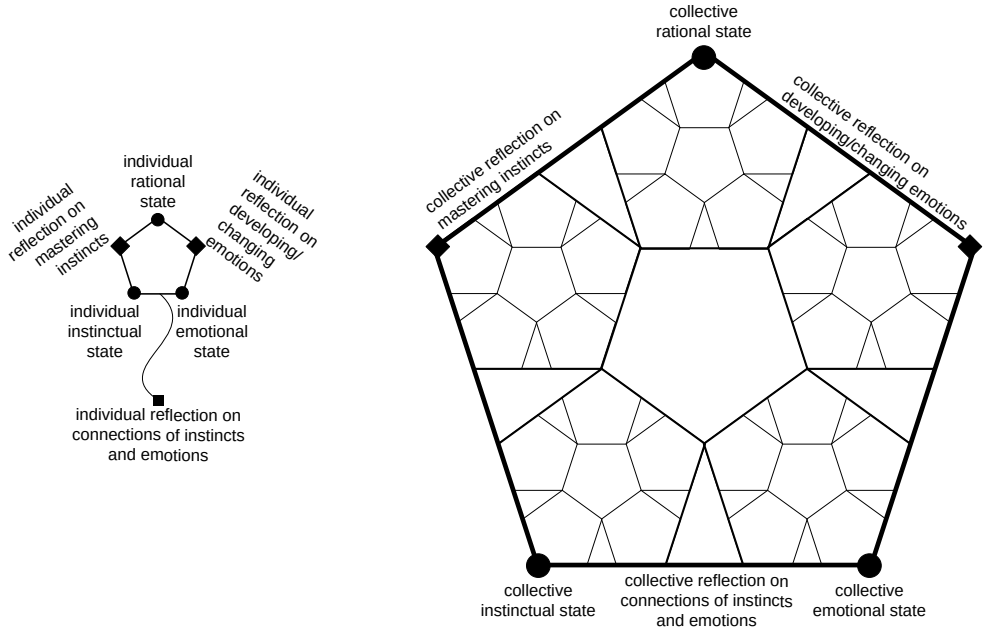
The teacher's challenge is to facilitate the process of reflection within the course. The facilitation requires time as well as space.

The teacher's function is to be a nucleus for the unfreezing process (Figure 4). In the best case, ultimately the collective – including students and teacher(s) – is able to reflect on *mastering instincts* as well as *emo-*

[15] The term *self-similar* is taken from the field of mathematics and used as analogy to explain certain structural properties.

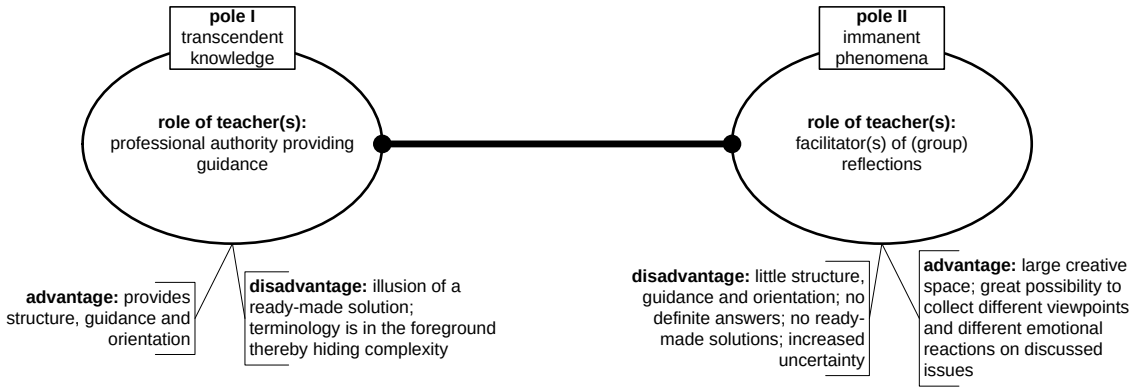
tions and by doing so to develop and/or change *emotional patterns* in a way that enables collective learning (Krainz/Krejci 2013: 203-04).

Figure 4: Individual teacher as nucleus for the collective – including students and teacher(s) – to reach self-similar state of reflection



The overall design of the course aims – at least for the duration of the course – to extend hierarchy to the enhanced mode. The central idea of enhancing hierarchy by introducing the ability to reflect is to make hierarchy adaptable to change and thereby increase its flexibility (Heintel/Krainz 2000). This *bipolar didactic approach* is shown in Figure 5.

Figure 5: Bipolar didactic approach of intervention science



Source: Schuster 2015a: 5

Due to its finality every ready-made solution is an illusion regarding living systems. This disadvantage of transcendent knowledge as shown in Figure 5 is inevitable for *every* theory. It is the conviction of intervention science that every theory – however complex it may be – can be replaced by other models of explanation,

e. g. other theories (concepts, models, ideas, etc.). If a teacher's approach is to teach theory exclusively, without mentioning the inevitable illusion included, there is a danger of planting this illusion into students' subconsciousness (Feyerabend 1982 [1978]: 108). This illusion might then lead to the belief: *if only the theory is studied well enough, everything will function properly.* To counterbalance this, occurring immanent phenomena (pole II) should be introduced by the teacher as a possibility for reflection within the context of theory. In changing from the role of *professional authority* (pole I) to the role as *facilitator of the group* (pole II), the teacher not only talks about the importance of taking a practical look at theory, but the actions are consistent with this message. In other words: she or he walks the talk.

4. Outline of the teaching process

Contrary to the difficulty to choose and define exact boundaries in practice – start or end moments of a process, for instance, do need an explicit decision – the teaching situation has a stringent structure triggered by time. Furthermore, the teaching design is shaped by certain requirements in the degree program. The following abstraction provides an outline of the teaching process within the given boundaries.

The assumption here is that the teaching process contains three phases: the beginning, the working and the conclusion phases. One three-phase sequence is defined as the minimum unit of a teaching endeavour based on intervention science. Depending on the number of courses in a degree program employing this approach, several sequences can be involved.

– **Beginning phase:** from the viewpoint of group dynamics, social systems need a certain time and space to socialize and to establish mutual understanding of the current situation – despite all the written information available, like the mandatory ECTS[16] descriptions, etc. This is the reason for the *beginning phase*, which in the best case produces a field (Carnabucci/Anderson 2012: 23-24) that enables collective working together creatively. The beginning phase ends with the formation of groups (min. 4, max. 5 students per group). Group, intergroup, and plenary work are the three settings used in this process.

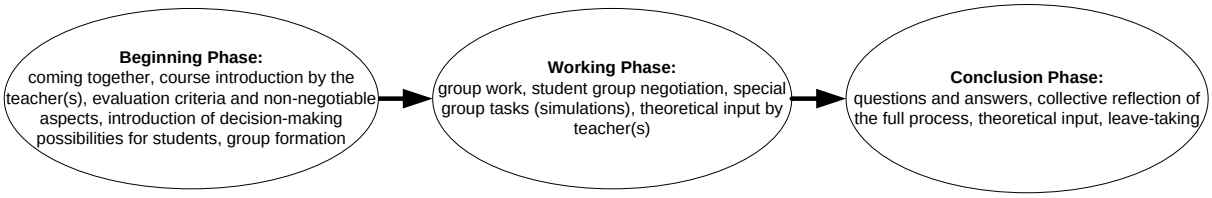
– **Working phase:** in this phase the groups work on alternating tasks – e.g. discuss certain papers, take decisions how to proceed, summarise their opinion on a certain question raised by the teacher(s), fulfil special tasks assigned by the teacher(s), etc. If suitable and/or necessary, a teacher gives theoretical input related to events occurring in the process. Another teaching aspect is the change in the teacher's role(s) between being the authority on theory and the facilitator of a collective process of reflection. In the best case, the working phase allows the students to learn about hierarchy and enhanced hierarchy – and organisational and group dynamics – theoretically as well as by experience and reflection.

– **Conclusion phase:** similar to the beginning, the conclusion phase is an endeavour to address mainly social aspects. It provides time to digest the experiences made. The teachers facilitate a plenary discussion to summarise participants' actual experiences in the teaching process. Ideally, the conclusion phase closes the field opened in the beginning phase, thereby allowing satisfactory leave-taking.

[16] European Credit Transfer System, e. g. http://www.fh-vie.ac.at/en/ECTS-DS/Description-of-Individual-Course-Units?major=705&studyplan=146&term=3, accessed 30th Dec. 2015.

Figure 6 shows the three phases constituting the minimum unit of a teaching process in one course.

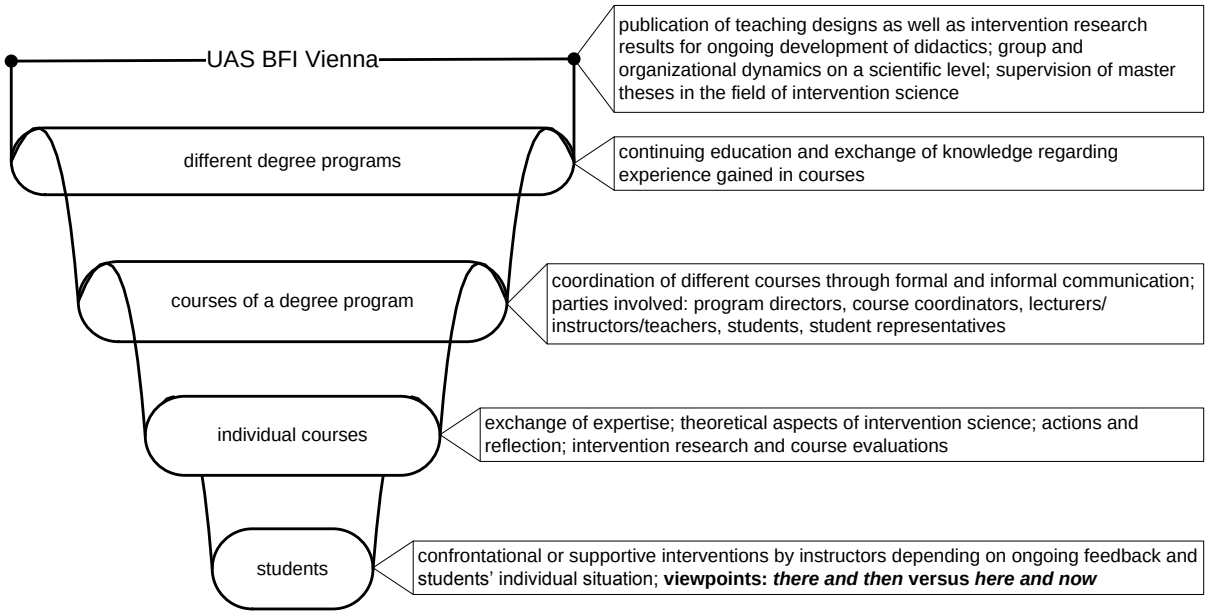
Figure 6: The three phases of a teaching process



5. Dedication in teaching on the institutional level

Dedication in teaching is used to generate synergies by cross-linking different levels of organisation of the University of Applied Sciences BFI Vienna. Figure 7 shows an overview.

Figure 7: Dedication in teaching (connecting job experience, teaching practice and intervention research)



Similar requirements and generalisable principles are collected and publicised. Formal and informal communication between students, lecturers/teachers, department coordinators and program directors leads to adaptation of and fine-tuning between courses. To make this practical knowledge accessible to everyone, *"Practical Experiences for Practical Use"* was initiated and several teaching-related papers have been published (Schuster/Holik/Weiss 2011; Schuster 2012b; Pircher/Schuster 2013; Schuster 2015a). This gives established lecturers/teachers the possibility to see peer approaches while novices have the opportunity to orientate themselves. Of course, students can also access the publications and thereby gain deeper insight into the teaching context as well as instructors' motives.

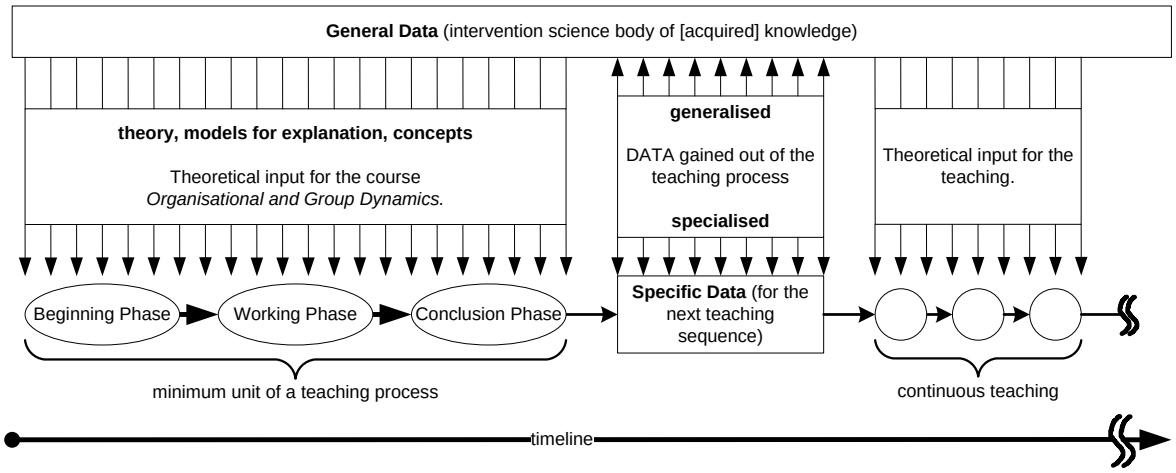
The continuing education (Schuster/Holik/Weiss 2011: 22) seminar *Teamteaching* is offered especially to support novice course instructors. This is seen as a nucleus to live practice in the sense of *life-long learning.*

Apart from the focus on student learning, strong emphasis is also put on lecturer/teacher learning. This results from the fact that knowledge acquisition is the key characteristic of science, thus making life-long learning by employees an inherent principle of every scientific institution. An integral part of this is the supervision of master theses in the field of intervention science by the author (R.J.S.) in the degree program *Strategic HR Management in Europe* (ECTS [1]).

6. Intervention science body of (acquired) knowledge

The theory on organisational and group dynamics is accumulated in the *body of (acquired) knowledge of intervention science* in the form of scientific papers and/or monographs and/or edited volumes. As explained above, it is the idea of intervention science that the teaching process contains the aspect of teaching as well as that of learning and research for teachers.[17] The flow of immanent and accumulation of transcendent knowledge are depicted exemplarily in Figure 8.

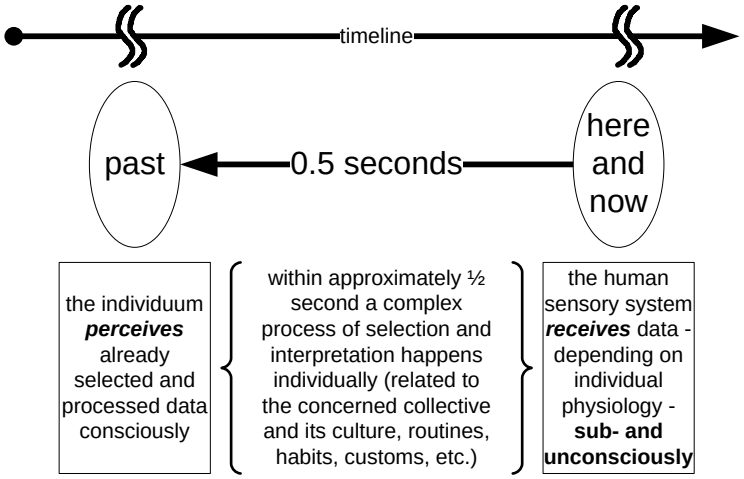
Figure 8: Flow of immanent and accumulation of transcendent knowledge



The minimum unit of a teaching process involves theoretical input by the teachers as well as action.[18] While working on a given issue, the (groups of) students are drawn into the task. Once some work has been done, the instructor changes the focus and starts to facilitate student reflection on the occurring actions and negotiation outcomes. The challenge for the students is to recognise that it is possible to differentiate the layers *reflection* and *action.* Also challenging is the physiological fact of consciousness inevitably being positioned in the past as shown in Figure 9.

[17] Here it is assumed that these lecturers are intervention scientists.
[18] The actions are e.g. inter- and intra-group-work, negotiations, etc.

Figure 9: Physiological aspect of consciousness



Culture, routines, etc. – in general: preconditioned social forms and interactions – are strongly related to the delay of consciousness. It is the idea of intervention science that training the ability to *reflect on phenomena occurring* during a phase of *work-related action* can increase social competence. To do so, it is necessary to observe the *actual phenomena occurring*. In other words: whatever shows up is right and can help to find out existing prejudices and their impact on individual and/or group action in a given social context. The success of a course on action and reflection depends on the self-similarity of the theory on the layers of reflection and action and the implementation of *reflection in action* into the process of the course. A large part of this success hinges on the structure of the course as well as the instructors' ability to fit into their two roles, *professional authority* and *facilitator.*

Finally, in gathering data on the teaching process and discussing and reflecting the cases occurring, general (transcendent) knowledge is gained and accumulated in the body of (acquired) knowledge of intervention science. This knowledge can be used in future courses or transferred to other contexts.

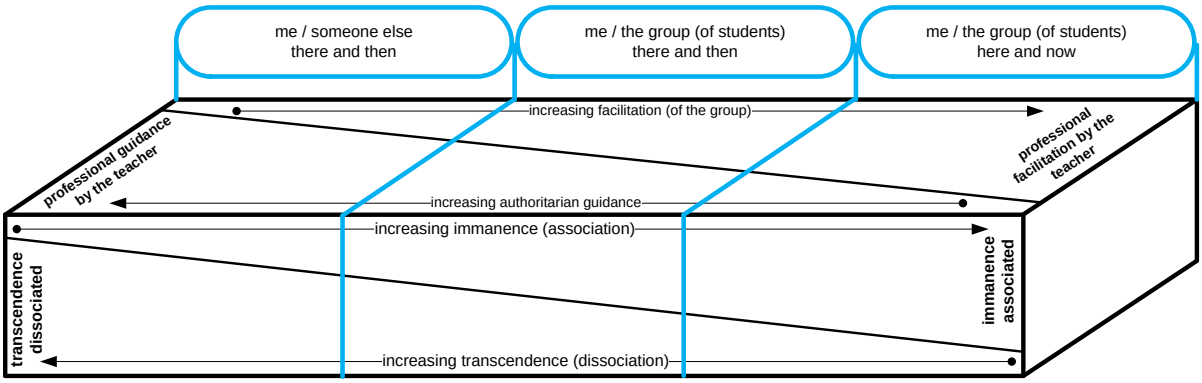
Regarding *self-similarity* it is important to keep in mind that – for a successful teaching process – the form and content of the process *have to be* congruent. Accordingly, the teacher has to be aware of his or her own role and of the structure of the organisation – and/or the changes in them – during the entire teaching process. To enable learning by experience the people involved (students and teachers), the different roles and the teaching design have to be the subject of reflection (*on* as well as *in* action). Especially individual and/or collective reflection of the organisational processes themselves (reflection *in* action) touches – unfreezes – taboos (Schuster 2012a: 4). Unfrozen instinctual and emotional states stir up anxieties in individuals as well as in groups. In the worst case this can lead to mutual reinforcement of these anxieties and to collective defence against the teacher's attempt to facilitate reflection. The challenge for teachers and the art of teaching in this conceptual frame lies in keeping the process within the collective bearable range.

7. Roots of theory

The ideas developed here (Schuster 2015b) are rooted in the Austrian school of group dynamics (Krainz 2006: 27-28) and intervention research (Krainer/Lerchster 2012). Group sizes and different settings in the

teaching process are aligned to optimise human communication towards a balance of action and reflection (Schuster 2010). Furthermore, the general principle of *self-similarity* of the concepts provides an identifiable GESTALT in the sense of gestalt theory (Krainz 2006: 15-16).

Figure 10: Teaching process in relation to immanence / transcendence and guidance / facilitation

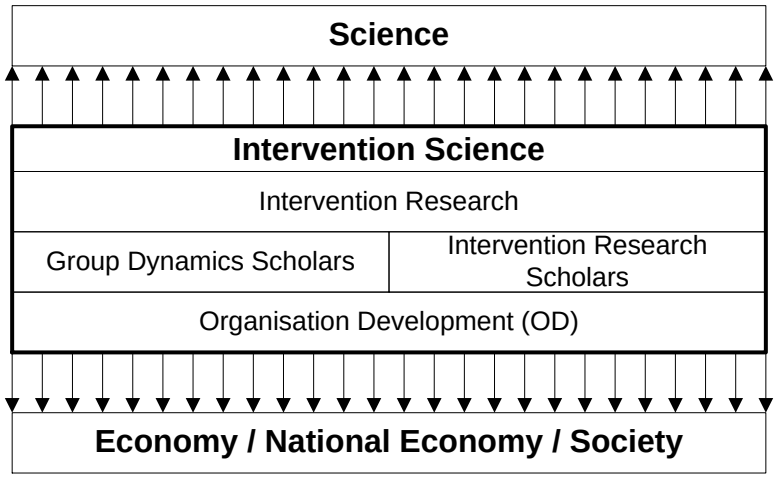


Source: adapted from Schuster 2015a: 16

Figure 10 shows the connection between immanence / transcendence and professional guidance / professional facilitation of a teaching process according to intervention science. At large, *self-similarity* is seen as crucial regarding intervention science itself, its teaching and its application in practice.

The complexity of the course design in general is a key factor in enabling collective learning to cope with the overwhelming complexity of living systems as such (Spindler 2013: 141-50; Lesjak 2013: 77-89). Figure 11 depicts a contemporary overview of intervention science.

Figure 11: Overview of intervention science



Source: Schuster, 2015b [translated by R. J. S.]

Intervention science signifies inter- and transdisciplinary social science. Intervention science is designed to be *emancipatory* and *unbiased as to the result,* its focus lies on social processes.

Intervention science connects practice – economy, national economy and society – with scientific reflection; hence, a differentiation between rather scientifically dominated *intervention research* and rather pragmatic *organisation development* (OD; Jamieson/Worley 2008: 102-4) is useful.

Furthermore, due to the enormous spectrum of special knowledge in intervention science the author suggests a distinction between *intervention research* and *group dynamics scholars.*

The centre of Austrian intervention research is located in Carinthia, Klagenfurt (O. G. I. 2015a; O. G. I. 2015b).

8. Intervention Research

Students interested in writing their master thesis in the field of intervention science and practicing intervention research please contact roland.schuster@fh-vie.ac.at.

It is typical for intervention research to be case-centred and therefore to have a detailed case situation and a rather abstract basis connected. In the best case students do research within their professional environment.

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