

questions from the students about the film scene. In the best case scenario, a dialogue should develop in which the lecturer brings in his or her psychodynamic expertise. At this stage of the process, it is very important for the lecturer not to get caught up in his or her expert role.

The continuum of transcendent relative to immanent states described above is not addressed within a sequential timeline, and there is no guarantee that the state of reflection on the here and now will even be reached. Rather, it is more a dance around the three ideal types, depending on the group, the lecturer, and the actual conditions. It is important for the lecturer to maintain a balance between providing a theoretical foundation and facilitating a group process; therefore, he or she must be a group dynamics specialist. There is no way to force the group to reflect on the here and now. The fundamental question about learning by experience is the quality of the experience itself. Assuming freedom of expression, it is exclusively up to the individual concerned to define the quality of an experience he or she has had. In addition to showing students how to reflect on immanent phenomena, the lecturer's task, as mentioned above, is to create the conditions for learning by experience.

9.5 Conclusion

This section describes a group-dynamic approach to teaching leadership based on intervention science. Beginning with the presentation of the "Jonah" sequence from the movie "Master and Commander" (Weir 2003), students are exposed to both a practical story and a theoretical psychodynamic interpretation. By providing an explanation of the film sequence rooted in psychodynamic concepts, the lecturer defines the context of the lecture. The film scene and the theoretical background form the basis for facilitating a reflective process within the group of students. The aim of the teaching process is to reach a reflection at the "me (individual student)/the group (of students) here-and-now" level regarding aspects of leadership. The advantage of the presented approach is seen in the connection of actual emotional experience with theoretical models of leadership. Theoretical models – such as the section on a psychodynamic view on leadership above – can be memorized without the need to deal with the situations described. Facilitating a group dynamic process, including emotions, creates the opportunity for students to become emotionally involved and feel what it means to be in a leadership or followership situation. Given that the perception of the stress level of a situation is to some extent individualized, this approach provides a great deal of room for individual learning and helps students develop individual coping strategies for complex future leadership situations. It also demonstrates the interdependence of individuals and groups, and increases students' ability to work from within to lead groups. Given the open-ended nature of the approach, there is ample room for further intervention research to monitor student development and the impact of the concepts discussed.