



Learning Group Leadership: An Experiential Approach

Jeffrey A. Kottler, Matt Englar-Carlson

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Focusing on how to conduct and lead groups in a variety of therapeutic settings, **Learning Group Leadership: An Experiential Approach, Third Edition** covers theory, process, leadership, ethics, special populations, and challenges as they relate to group work in a positive, realistic, and knowledgeable way. Jeffrey A. Kottler and Matt Englar-Carlson introduce important conceptual and practical information and then use activities, exercises, field study assignments, and personal application questions to help students apply concepts to their work and lives. The fully updated **Third Edition** brings concepts to life through “student voices” in every chapter, examples drawn from the authors’ combined 55-plus years of experience, and demonstration video content that contains sessions corresponding with every chapter.

“This is the **best book out there** for introducing students to the complex world of groups. The text delivers what it promises in the title. It teaches counseling graduate students how to become solid group leaders (or—to be more precise—how to begin their journey in that direction), and it does this in a way that is positive, knowledgeable, and realistic....The most impressive aspect of the material is the authors’ focus on the experiential approach (training students to be group leaders), combined with an accessible writing style, a lot of knowledge, and an enthusiastic attitude.” —**Marilyn MacGregor**, *Western New Mexico University*

“It’s clear that the **authors have a wealth of experience** with counseling groups—information is conversationally presented and realistically discussed.” —**Marla J. Muxen**, *South Dakota State University*

“This book is **very readable** and clearly explains the points it makes using accessible examples which students can readily understand. Skills discussed can be appreciated and applied to whatever personal experience of facilitating groups the student already has; as such it is a text which ‘grows with the student.’” —**Corinne Hutt Greenyer**, *University of Southampton*

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