EMOTIONS IN EXPERIENTIAL GROUPS: EFFECTS OF AROUSAL AND LEADER LABELS

by

Barbara Coffman
A.B., University of Kansas, 1971

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(Instructor in charge

For the department

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In the spirit of pride and relief, I conclude and submit this project.

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CHAPTER I

INTRODUCTION

Sensitivity training is a relatively new phenomenon in our culture. Its impact is widely felt, but our understanding of the process and its effects is far from complete. Some of the reasons people participate in encounter experiences are to learn to communicate more effectively, to learn how to be more intimate with others, and to gain a better understanding of themselves. Each personal growth group is unique, but attainment of these goals involves a common demoninator: expression of emotion (Lakin, 1972). Group members are given the opportunity to experience and express the emotional part of themselves with more freedom than usual. They are encouraged to discover their emotional dimensions and to talk, not just about what they think, but what they feel (Egan, 1970).

Most descriptions and accounts of intensive group experiences make reference to the centrality of emotional issues (Bennis and Shepherd, 1971; Egan, 1970; Moustakas, 1968; Rogers, 1970). But few authors or group leaders have made an effort to understand the nature of emotion in groups. Gottschalk (1971) stated that high priority is given to participants' facility to report feelings, but "appropriateness of such feelings--that is whether or not they were commensurate to some precipitating circumstance--seems largely to be ignored [in E. Siroka, R. Siroka, and Schloss, 1971, p. 58]."

Kiesler (1973) has urged that group leaders make a concerted effort to enter the cognitive realm in dealing with emotions. Groups would be better learning tools if members talk about "why specific emotions are

felt; whether these emotions expressed in groups have any validity; where the emotion came from; why members are aroused; what are the norms concerning what emotions should be felt [p. 29]." She believes that getting in touch with one's emotions and expressing them may be powerful and exciting but not necessarily helpful outside of the group experience. Once one experiences himself in new ways, he must be able to make a meaningful integration of these aspects into his life. Thus an objective grasp of the situation, in addition to the experiential core, can help incorporate the new information into a changed self-concept and future plans, behavior and decisions.

To answer the question that Kiesler poses, research in the area of emotions in sensitivity groups must be carried out. Certainly an understanding of the process and impact of encounter groups would be incomplete without it. The purpose of this study is to examine the process of perceiving and responding to an emotional T-group experience.

A Theoretical Conception of Emotion

The concept of emotion involves a double reference, both to the object or situation and to the self experiencing the stimuli. It is necessary to define the relationship between these two factors to answer the question; what is an emotion? A review of the literature reveals that the relationship between stimuli and self has been examined in light of what happens in the nervous system, what happens to facial and body muscles, and how one's emotional responses are related to motivation, experience and personality. I would like to discuss briefly some of the major theoretical contributions to the study of emotion, including a sample of each level of inquiry. In this project

I have drawn mainly on the work of Stanley Schachter. It is easier to achieve a critical perspective on his theory if one has an idea of the complexity of the issues raised by others.

Definitions of Emotion

William James made one of the earliest theoretical formulations of the emotion process. Izard (1971) described the sequence of events as James pictured them.

> Following stimulation of one or more sense organs, afferent impulses pass through the cortex, resulting in perception of of the stimulus object. Reflex currents then run down to the muscles and viscera, producing complex changes. The disturbed sense organs send a report of the changes via afferent impulses back to the cortex, and the object which was first simply apprehended is now emotionally felt . . . the afferent feedback from the disturbed sense organs produces the <u>feeling</u> . . . and the conscious awareness of this kind of feeling is emotion [p. 107].

In 1927 Cannon made a convincing case against James' thesis that emotion is a reaction to a reaction, or that the sensation in the viscera fed back to the cortex causes emotion. He found that the separation of the viscera from the central nervous system does not alter emotional behavior and that similar visceral changes occur in different emotional and non-emotional states. Also he observed that the viscera are too insensitive and slow to be a source of emotional feeling. Finally he produced evidence that the artificial induction of visceral changes, typical of certain emotions, does not produce that emotion.

Cannon (1927) supplanted James' theory with a four-step thalemic theory. Basically extermal stimulation is received through the sense organs and sent both to the cortex and the thalamus. Conditioned and patterned neuronal activity in the thalamus then excites different pathways to the cortex and innervates certain muscles and viscera. This

sensation is experienced as emotion.

More recently Arnold and Gasson have suggested that an emotion is the "felt tendency toward an object judged suitable, or away from an object judged unsuitable, reinforced by specific bodily changes according to the type of emotion [Arnold, 1968, p. 203]." This felt tendency refers to a response impelling toward a suitable object or repelling away from an unsuitable object. When one recognizes something as attractive or repulsive, an emotion will occur. The individual judges the object or situation as good or bad for himself. The estimate draws on related elements which have entered into that person's life in the past which are recalled. The emotional situation occurs because the situation is perceived as similar to past events and the effects they had on the individual. Thus emotion depends partially on the evaluation of the situation and its meaning. According to Arnold, the felt tendency toward or away from something has a physiological accompaniment. Organic changes are experienced and continue to reinforce the tendency. An emotion is complete when the whole sequence is carried out: (1) perception and estimation of the situation, (2) the reaction of wanting or avoiding, (3) organic changes and awareness of these bodily responses. Arnold lays heavy emphasis on the cognitive activities and awareness of organic changes which are the essence of one's sensed impressions.

In the past decade Tompkins, Plutchik and Izard have contributed to theory and research in the area of emotions. Each has adopted a typological approach which is distinguished by the assumption that discrete emotions exist.

Tompkins' (1962, 1963) major contribution is the postulate that emotions constitute the primary motivational system for man. He believes that biological drives, without amplification from at least one primary emotion, are not effective. Plutchik (1965) did elaborate work on the concept that primary emotions combine to form secondary emotions. It is these secondary emotions, he believes, which constitute the basis for different personality and temperament traits.

Izard (1971) has made perhaps the most thorough investigation of emotions.

> Emotion is a complex concept with neurophysical, neuromuscular and phenomenological aspects. At the neurophysical level emotion is defined primarily in terms of patterns of electrochemical activity in the nervous system. . . . At the neuromuscular level emotion is primarily facial patterning, and secondarily it is bodily (postural-gestural, visceral and sometimes vocal) response. At the phenomenological level emotion is essentially motivating experience and/or experience which has immediate meaning and significance for the person [p. 185].

His thesis states that neurochemical activity produces discrete facial expressions and body movements. The changes in bodily state are fed back to association areas of the brain and the subjective experience is generated. He hypothesized that every person contains the physiological components to experience any of nine major emotions.

The preceding summary of theory makes it clear that emotion is a complex, multi-faceted concept. Most of the theorists consider all or several of four components of emotion: neural, visceral-glandular, motor and experiential. Different theorists imbue these factors with different levels of importance and associate them in varied sequences. Recurring through them all, though, is the proposition that emotions affect other processes or systems (such as the motor or cognitive

system) and are in turn affected by them. Given this overview of the study of emotion, one can get a better feel for the scenario in which Stanley Schachter's work may be considered. Some theorists such as James, Arnold and Gasson, and Izard believe that consciously or unconsciously physical reactions are fed back to the brain and in part determine the particular emotion experienced. Schachter, on the other hand, emphasizes cognition as the determinant of discrete emotional experience.

Schachter's Theory of Emotion

Stanley Schachter (1964) has developed a theory of human emotional response which explains and predicts intense emotions. He considers emotion primarily as response, an effect of awareness and cognitive processes. Theorists such as Izard would take issue with his overemphasis on cognition and his simplistic explanation, but his theory provides a convenient and insightful framework within which one can examine emotions in encounter groups.

According to Schachter, there are two conditions which must be met before emotion can be felt: (1) physiological arousal and (2) an emotional label cognitively associated with the aroused state. Neither is sufficient without the other. Bodily excitation with no reasonable, apparent source of environmental or imaginary stimulation, is according to Schachter, only a physical sensation. Or if circumstances should permit no bodily reaction, only an intellectual awareness of an emotional stimulus, one experiences a cognition but no sensation, thus no real emotion.

Schachter believes that when a person is physiologically aroused, he experiences a need to explain the physical symptoms. Often the stimuli for arousal are clear, as in the case of a slap across the face or a pornographic movie. Under these circumstances the emotional response is clearly identified and felt. But in some situations the arousal is caused by an ambiguous source or complicated interaction of stimuli. In this case, the person will have to take a close look at his environment to account for the physical changes. Higher levels of arousal produce stronger needs to feel an identifiable emotion. The more ambiguous the situation causing arousal, the greater the role of the immediate environment in determining what emotion is felt.

Schachter has done research which has supported his hypothesis. He and Wheeler (1962) divided subjects into three groups and measured their amusement after watching a funny film. Subjects in Group I were injected with a stimulant (adrenaline) before viewing the movie. Subjects in Group II were injected with a placebo and those in Group III were injected with a depressant (chlorpromazine). The results were as predicted. Subjects in Group I demonstrated most amusement, subjects in Group II were in the middle range and those injected with the depressant were lowest on the amusement scale. Schachter rationalized that the various levels of amusement were due to varied physical ability to react to the same stimulus. It can be argued, though, that the stimulus was not the same for each group; that persons in different physiological states actually perceived the movie differently and naturally reacted differently (Snyder, 1970).

In another experiment Schachter varied the level of arousal, the label and the ambiguity of the situation. He found that subjects

experiencing the same physiological arousal (due to a drug injection) felt distinct and different emotions, depending on the content of their surroundings. In one case a confederate in the room with the subject emoted happiness, and in the other condition the confederate expressed intense anger. The subject used the stooge's behavior as an explanation of his own arousal, thus experiencing an identical emotion. This modeling behavior tended to be stronger when the subject's state of arousal was high. When the subject was unaware of the source of his arousal (ignorant as to the effect of the drug), he was most likely to imitate the confederate's emotion. In the case of high ambiguous arousal the subject was most apt to seek an explanation for his state in the immediate environment (Schachter and Singer, 1965).

Plutchik and Ax (1967) agreed with Schachter that emotions are a product of the interaction of cognition and physiological arousal, but they have evidence which indicates that all emotions are not physiologically similar, differentiated only by cognitive factors. They questioned Schachter's use of pulse rate as a measure of arousal. Also, their close examination of the data revealed that the anger groups showed a mean increase of 9.2 beats per minute, while the euphoric group showed a mean increase of 3.5 beats per minute. Thus one is making some unstable assumptions when he interprets behavior differences as due to cognition, ignoring the possible consequences of differences in arousal.

Underlying Schachter's theory is an assumption that most emotional states are manifested in the body in a similar visceral and sympathetic pattern. It follows, then, that the cognitive label is what causes the individual to <u>feel</u> differently in different emotional states.

This author does not agree in full that there are not physiological differences corresponding to specific emotions. The question of whether or not specific emotional states are manifested uniquely in the body is subject to debate.

Some psychologists and physiologists maintain that emotions cannot be distinguished by vegetative changes alone (Dumas, 1948; Hallion, 1909; Cannon, 1927; Schachter, 1962; Kiesler, 1972). This point of view has been supported by research such as that done by Marañon (1924). He found that persons injected with adrenaline report an indefinite affective state. They remarked upon feeling "as if strained," "as if awaiting a great joy," "as if moved," and "as if I were going to weep." He interpreted these responses as indicative of a specific physiological condition associated with numerous emotions. Without cognitive justification for these sensations, the changes did not provoke real emotion.

Some researchers and theorists argue that particular bodily reactions are paired with perception of distinct emotional stimuli. Various affective states have been found to occur in conjunction with distinct effects on skeletal muscle tone, motoractivity, blood circulation or secretion of noradrenaline (Wolff, 1950; Smith, 1950; Izard, 1971).

Williams (1969) would take issue with both points of view. He rejects the ideas that there exists a universal bodily state which is associated with many different emotions, yet he is no more sympathetic to the generalization that each emotion has a specific physiological accompaniment. He is concerned with individual differences which make these assumptions invalid. He has evidence that genetic differences

which reside in the cytoplasm cause different individuals to think, perceive and feel differently.

A review of the literature suggests that each of these positions is partially correct. There are some aspects of physiological functioning that are unique to certain emotions for most persons, and others that generally accompany a wide variety of emotions for most persons. It seems that a rudimentary division can be made among types of emotion which correspond to two clusters of bodily changes. The rough division has been made between excited and depressed states.

Excited emotional states occur when the habitual state of the organism changes in certain organic and psychological ways. Emotions fall in this category when ideas become more numerous, associations are faster, affectivity is richer, motor reactions are more energetic, pulse beat is quickened and strengthened, respiration increases in speed, secretions are increased, etc. The body experiences a sensation referred to as agitation, excitation or arousal. The depressed or passive forms of emotion are characterized by changes in the reverse direction (Dumas, 1948).

Examples of depressed emotional states are sadness, tranquility, loneliness, passive appreciation or pleasure, and quiet sorrow. Excited states are exemplified by anguish, exhiliration, attraction, fear, anger and contempt.

It seems reasonable that certain emotions (e.g., excited emotions) are close enough in their physical manifestation that different labels to the same feeling reactions could cause a person to experience dissimilar emotions. This would be particularly true when an obvious

explanation for the arousal is unclear.

The implications for this reasoning seem important as they relate to sensitivity training and this study. Quite frequently in encounter groups strong arousal exists, and the reasons for it are complicated and unclear. According to Schachter's theory, it is particularly under these conditions that persons refer to their environment for clues as to the nature of their arousal.

Group participants can find their explanation in the physical setting or the human element. Expectations, norms, behavior of other group members and guidance from the leader can direct labeling in certain directions. It is my purpose in this study to focus on the interpretation of emotions made by the group leader. In sensitivity groups the leader, considered an expert, is a logical source of insight. Thus his or her labels might manipulate the emotions experienced by the participants. Perhaps what he or she says may cause group members to interpret their bodily sensations differently. According to Schachter, the differences in labeling should cause differences in emotional experience.

In order to understand the process of labeling or interpretation of emotional states, it is necessary to look at the "emotional atmosphere" which characterizes most personal growth groups at some point.

Emotions in Groups

T-groups are typically characterized by intense emotional experiences. Members often talk about the expression of love, anger, frustration, loneliness, etc. Several authors have tried to explain the conditions existing in human relations training groups which are

conducive to high emotionality. Gottschalk (1966) attributes the "dramatic reactions" to prelaboratory publicity (expectations of change and self-discovery), the physical setting (isolated, comfortable and intimate), the values of the leader (the importance of owning feelings and talking in the here), the leader's non-directive role, and group pressure to be open.

Schein and Bennis (1965) talk about unfreezing as a prerequisite to learning. "By removing the familiar props and mechanisms from the T-group . . . the rug is pulled out from under foot, so to speak, causing individuals to search and explore the environment for new solutions [p. 43]." These feelings of disorientation, loss of usual ideological and physical support, cause arousal. Anxiety caused by strangeness of the initial situation adds to the excitement. Ax (1953) said the novelty of the situation imposes a threat (fear of the unknown), which causes severe arousal for a long period of time.

Generally when one enters an encounter group the procedure or agenda is labeled "unstructured," yet participants are aware of the fact that certain behaviors and modes of relating are more effective, desirable, and "normal" for a T-group. The process of discovering, understanding and experimenting with these new rules is tremendously arousing. For example, one may be pressured to give up tact for open, direct confrontation. Participants find their old patterns of dealing with authority no longer functional if the leader assumes a non-directive stance. Even the goals are foreign. They are often described abstractly using phrases such as personal growth, self-actualization or personality integration, none of which specify operational behavior. Jargon such as defensive behavior, non-evaluative feedback and confrontation are used,

which have little meaning since they describe behavior which is unknown. Kiesler (1972) suggested that another major source of arousal is the norm to be open, when members are not sure others will approve of their inner thoughts and feelings. All of these factors cause arousal to go up, as members experience confusion, frustration, and insecurity.

Passage of time with no physical outlet (Friedman, 1972), lapses of time with no verbal exchange can cause tension to build. Also, arousal is a common reaction to unexpected feedback about one's self. Playing, loving and touching are yet other sources of excitement in sensitivity groups.

Sometimes seemingly contradictory pressures are sources of arousal, especially when one is trying to abide by new interaction norms. This can be seen when one is "supposed to be supportive, yet honest," and he or she feels hatred and non-caring. A similar quandry exists under pressure to "say how you feel" and "do what you feel like doing," when one feels like withdrawing completely.

All of the above describe forces which may operate before or during a sensitivity training experience. With these sources of arousal in operation it is easy to see why arousal and excited emotion are common in groups. It is also obvious that it would be difficult to determine the exact cause or causes of arousal at any point in time. Often a combination of stimuli is involved. The result is situational ambiguity. In general the atmosphere and structure of laboratory groups is very different from participants' every day lives. The human and physical environmental conditions are novel and unexpected, and a group member's responses and reactions are not routine. The experience tends not to make immediate sense because the sources of arousal are not easily

identified. This combination of intense and ambiguous arousal is common in encounter groups. Participants in this situation, Schachter would conclude, experience a need to grasp the meaning for their sensations. It is logical that they consciously or unconsciously turn to the leader for an explanation.

CHAPTER II

EXPERIMENTAL DESIGN AND METHOD

Statement of the Problem

The basic question that this study addresses itself to is whether group members experiencing arousal for ambiguous reasons define their feelings according to the label affixed to them by the leader. It was predicted that participants would report feeling the emotions described by the group leader, and that their subsequent behavior would reflect these emotions. Based on Schachter's theory, I expected leaders' cues to have a greater effect on participants' affective state when the ambiguous arousal was higher.

The experiment took place in the context of a microlab or microexperience. This is a form of human relations training that is limited in time and depth. The microlab has been widely used when longer group experiences have been impractical. They usually last from two to five hours and are divided into a variety of segments, each containing a different activity (Shutz, 1972; Gibb, 1970; Bradford, Gibb and Lippitt, 1956). The microlab we used was designed as a vehicle to explore new ways of getting to know people and try out new modes of communication. The exercises were all activities that have been used in ongoing personal growth groups at the University of Kansas.

Basically all of the groups underwent a similar microlab experience. Following the exercises and preceding a processing session, the leader made an interpretation of the feelings present in the group. He identified them as either fun and caring or fearful. Actually the subjects had experienced a wide range of emotion during the exercises, so that the label was simplistic at best and in some cases not congruent with the overwhelming reactions.

Regardless of the fit, it was predicted that the label would affect participants' interpretation of the experience. Theoretically the group member would identify his arousal according to the leader's cues. Because the whole experience was new and exciting, I suspected that members could not make an accurate assessment of the variety of emotions felt based on past experience. I predicted that in the resulting state of increased arousal with no readily available cognitive explanation, the leader's label would be quite influential. Thus subjects would think that their bodily reactions were caused by the emotion described by the leader. I am saying that thinking and believing one feels a certain emotion is the same as actually feeling that emotion. Thus group members would report feeling either afraid or happy and probably act congruently.

If this line of reasoning proves correct, leader impact on the group is profound. By making an interpretation of emotions experienced in a group, the leader could in some cases control how participants feel and subsequently behave.

Hypotheses

The hypotheses I was testing for are as follows:

A labeling main effect. Subjects will report and demonstrate more positive emotion[1] in groups where the positive label is applied than will subjects who are in the fear label condition. Specifically, they will report having experienced more enjoyment, social affection, and physical attraction. They will talk more favorably about the experience during a processing session following the exercises. During that processing period group members will be more friendly, personal and warm, and less tense, forced and strained.

Subjects in the fear label condition will report and demonstrate more negative emotion than subjects who are in the positive label condition. Specifically, subjects will report having experienced more fear, shame, and shyness during the exercises. They will verbalize more negative reactions to the exercises during the processing session. And during the processing period they will be more tense, forced and strained, and less friendly, warm and personal.

A label by arousal interaction effect. Subjects in the high arousal groups affixed with the positive label will report having experienced more intense positive feelings than those in the low arousal groups similarly labeled, who in turn will experience more positive feelings than any of the fear label conditions.

Subjects in the high arousal groups affixed with the fear label will report having experienced more intense fear, shame and shyness than those in low arousal groups similarly labeled, who in turn will

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[1]Labeling emotions as either positive or negative does not imply that they are "good" or "bad," or that some emotions are more acceptable than others. It suggests that they are usually experienced as pleasant or unpleasant.

experience more fear-related feelings than any of the participants in positively labeled conditions.

Design

The experimental design was a 2 x 3 x 4 factorial, including two levels of arousal (low and high), three label conditions (positive, negative, and none), and four different leaders, each of whom led one group of subjects in each of the six arousal-label conditions (see Table 1). While both the arousal and label variables were expected to have some independent effect upon experienced emotions, an interaction was of most interest. The theory of emotion predicts that most emotionality should occur when arousal is high, and that the valence of the emotion experienced should be determined by situational cues, particularly in high arousal experiences. This prediction would lead to data as is depicted in Figures 1 and 2.

The No Label condition was added in order to assess the effect of exercise-induced arousal in the group situation when the leader is silent. This condition was important because the manipulation of arousal was by no means "pure" and may have had several cognitive components associated with it.

Procedure

Subjects were members of introductory psychology and speech courses who volunteered to participate. They were told that in exchange for some information they would give the leader, they would be provided an introduction to encounter groups which emphasized new ways to meet people. A total of 130 participated in mixed sex groups of four to seven.

Each group was led by one of four experienced leaders from the

TABLE 1

Experimental Design

Label	Arousal	
	Low	High
Positive	1	2
Fear	3	4
None	5	6

FIGURE 1

Predicted Intensity of Positive Emotions

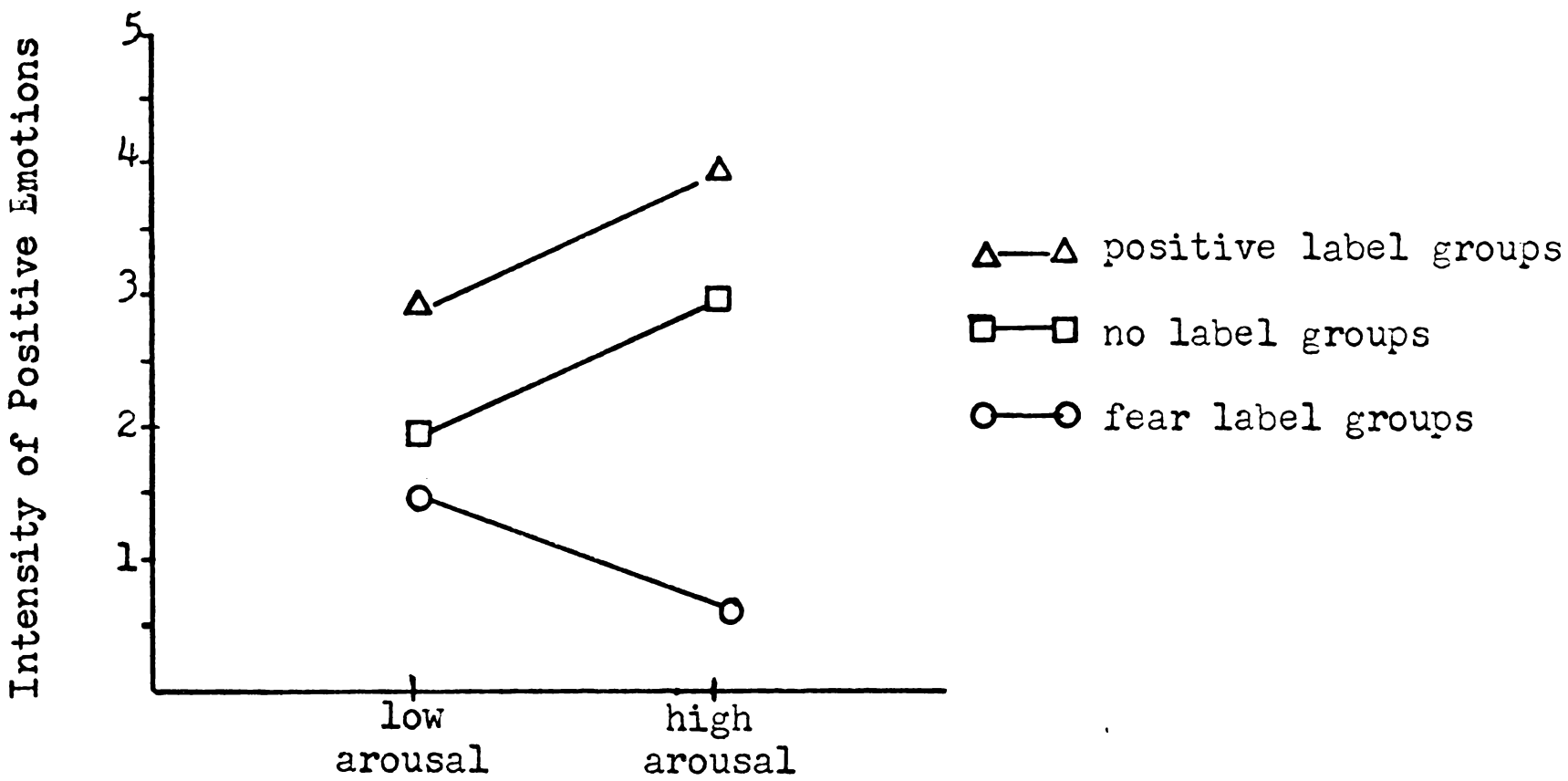
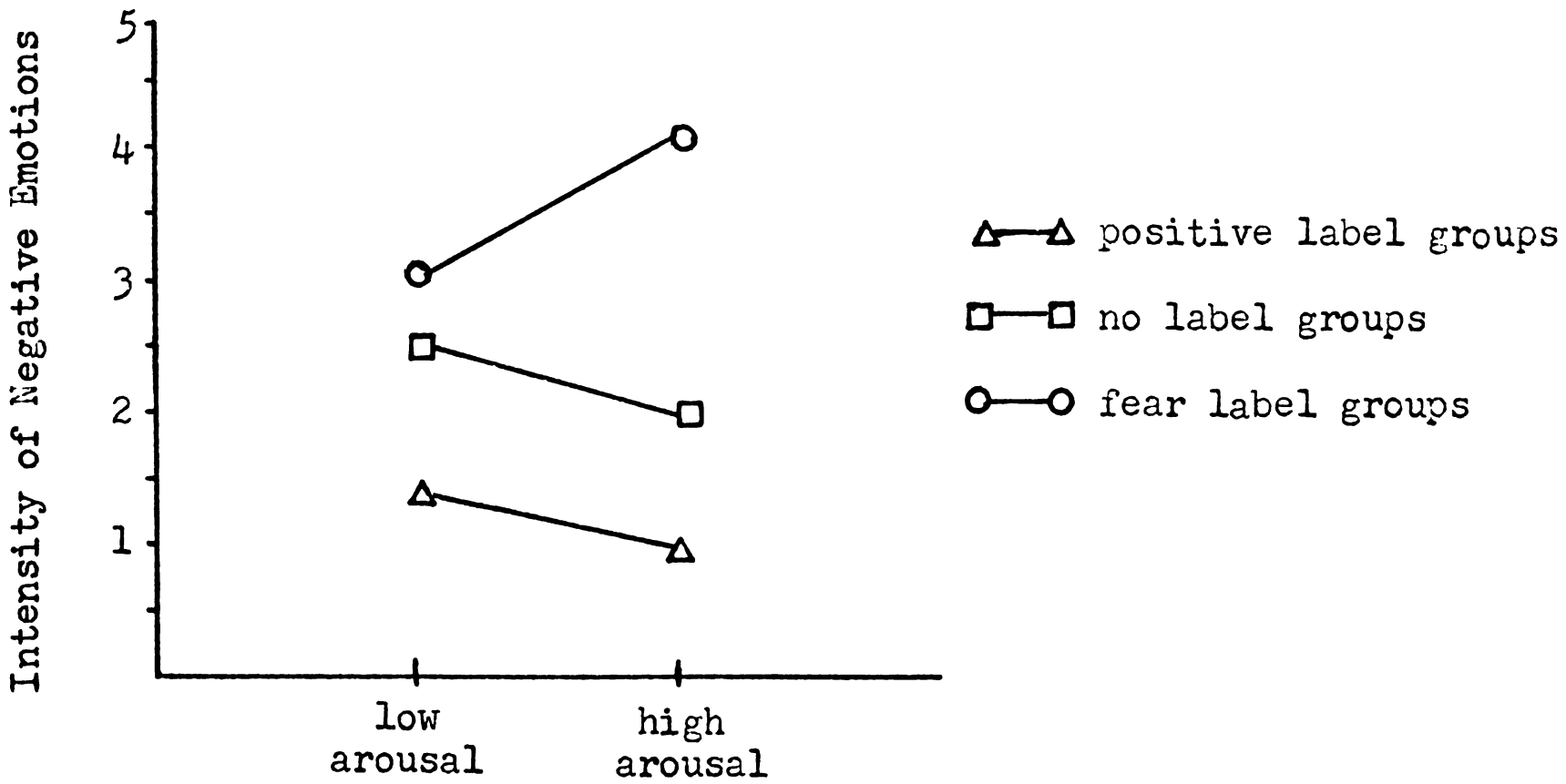


FIGURE 2

Predicted Intensity of Negative Emotions



graduate program in Speech Communication and Human Relations at the University of Kansas. Three were women and one was a man. Each leader had considerable theoretical and practical training in experiential methods of instruction. Only one leader was aware of the hypotheses of the study. Appendix A includes a copy of their script, which describes in detail the directions each leader was to give. Leaders were instructed to stick closely to the script, using their own language when necessary, except during the labeling. Leaders were instructed to give label feedback verbatum. Appendix B is a description of appropriate leader behavior during the processing discussion.

Basically, each condition consisted of a microlab experience. Groups in each condition participated in a series of three non-verbal exercises. This was followed by the leader's comment on what emotions he or she observed in the group, then member completion of a self-report measure of affective state. Finally, as is the usual sequence in a structure T-group experience, members engaged in a processing discussion, in which individuals verbally shared their reactions to each other and the experience. During this part of the microlab the leader assumed a non-directive role (see Appendix B). When the discussion was over, the leader did a detailed debriefing, taking special care to deal with each participant's thoughts and feelings.

The arousal variable was determined by the sequence of exercises. The low arousal exercises required less risk than did those in the high arousal conditions. The three low arousal exercises were chosen because they do not involve extremely novel behavior, and some are actually conducive to relaxation. The sequence in the high arousal conditions was more intense because it incorporated more eye contact, more physical

contact, and more self-disclosure. There was more emphasis on personal choice, individual behavior, and direct feedback, all of which tend to increase arousal. The exercise sequence in both arousal conditions was similar in that they were both non-verbal and lasted about 40 minutes.

To insure that both arousal conditions were treated similarly up until the exercise directions were administered, leaders were unaware of the arousal condition during the introduction. When it came time to begin the exercises, the leader unobtrusively turned over a card which said either High or Low Arousal. He then knew which sequence of exercises to follow.

What follows is a description of the procedure, first in a Low then in a High Arousal condition. For specific instructions see Appendix A. Participants met in a 15' x 15' carpeted room. There was no furniture, except for a table in the corner. The lights were dimmed slightly and curtains in front of the one-way mirror opened about 36 inches. Subjects came in and seated themselves in a circle on the floor. The leader introduced himself/herself, explained the purpose and time schedule for the session, and informed participants of the observer. He asked group members to focus on here and now feelings and to try to be as honest as possible in expressing themselves.

The low arousal group began with a milling exercise. They explored the room, then non-verbally greeted each other member of the group. Participants generally roamed around, touching things in the room, then began approaching each other. A lot of head nodding, hand shaking, and smiling followed.

They were then instructed to draw a group picture of the University of Kansas, including an improvement that each person would like to

see. They were given felt tip markers and a 3' x 10' piece of paper. In most groups participants drew separate pictures, then found a way to join them. They often exchanged pens and added to each other's work. Finally, they taped their creation on the wall.

The final exercise was an individual relaxation procedure. Participants were instructed to lie down, close their eyes and concentrate on rhythmic breathing, then sequentially tighten and relax all the muscles in their body. Most persons were willing and able to do this.

In the high arousal conditions, group members started with some alone time to think of something about themselves that they would like to share non-verbally with the group. After some thought each person, with some embarassment, stood up and did a pantomine. Their gestures usually depicted something they did in their lives that had some personal meaning (like skiing), or some philosophical approach they believed in (assuming a Zen posture), or feelings they were currently experiencing (such as quaking to show nervousness). Once their turn was over, they seemed to enjoy watching other members although there was a lot of empathy for the uncomfortable person who was currently the focus.

Then participants in the high arousal conditions did a milling exercise where they explored the room, then each other. They were asked to pair with each person in the group and get to know him or her by non-verbally touching his/her head. They maintained eye contact, switched roles when done, then moved on to another partner.

The last exercise in the high arousal sequence was an opportunity, still non-verbally, to give feedback and see how one was perceived by others. Each person was asked to take a turn in the middle of the circle, while others came forward to express their feelings toward him or

her. This was difficult, but usually representative of people's first impressions. Subjects were less afraid to touch and show positive feelings than to show negative feelings. Generally they were supportive and sincere, although there was considerable deliberation on the part of the persons giving feedback.

Both exercise sequences were followed by the leader's label application, then the affective self-report measure, a group discussion about the experience, and debriefing.

The second experimental variable was the label given by the group leader to subjects' emotions during the exercises. The leader's feedback came at the end of the exercise sequence as a casual observation of what he or she had seen. Immediately following the last exercise, the leader turned over a card which indicated the correct label for that particular trial. Each leader devised a natural way to turn over the card, so that group members were unaware of the gesture and the manipulation. The cards were randomly shuffled so that the leader did not know the labeling condition during the exercises. For groups in cells one and two (see Table 1) the leader remarked on the warm and joyful atmosphere, commenting also that he could understand the good spirits since it is fun to meet new people. For those who were in cells three and four the leader made reference to the awkward, fearful atmosphere. He stated how it is natural to feel nervous and afraid when confronted with strangers (for exact wording of the manipulation see Appendix A). For those groups in cells five and six, the leader made no interpretation of the prevailing mood and administered directly the affective self-report measure. This control condition was necessary to permit any conclusions about the appropriateness of either label.

Measurement

The above design necessitated the use of independent raters at two points during the microlab (see Appendix C for the rater's general procedure). First, a manipulation check was made during the initial exercises to show, in fact, that the variations in exercises caused differences in levels of arousal. Every five minutes during the exercises the raters did a check on the group atmosphere. They also noted any irregularities in procedure (see Appendix D).

At the end of the exercises raters were asked to comment on various aspects of leader behavior during the exercises, so that differences in leadership behavior could be documented (see Appendix E).

Raters did not hear the label manipulation given at the end of the exercises. Their next responsibility was to monitor leader behavior during the group discussion period. The hypotheses predicted that there would be a difference in interaction depending on the leader's label. It was most important that the leader did not influence the content or direction of the participants' conversation. Raters monitored output which directed the conversation (see Appendix F).

The dependent variables were subjects' scores on the Differential Emotion Scale II and the nature of the groups' conversations following the activities and filling out the questionnaire.

Carroll Izard was central in developing the Differential Emotion Scale II, which is a self-report measure designed for use in the assessment of a person's experience of emotion, or combinations of emotion.[1] The DES II is a standardized instrument which has divided the individual's

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[1]Izard, (1972), pp. 83-88.

description of his emotional experience into discrete, validated categories. In this study the scale was used to assess the participants' moods during the exercises. Verbal and written instructions stated that the purpose of completing the list was to help participants sort out their own feelings.

Fourteen of the 39 items described a general physical or mental state: attentive, alert (Attention factor); surprised, astonished (Surprise); sluggish, sleepy (Fatigue); calm, quiet, liesurely (Deactivation); active, emotional, aroused, excited (Activation), and confused. The latter four items were added by the investigator. All of these were designed as a check on the effects of the manipulation.

The 25 remaining items described a more specific positive or negative emotional state. Items which reflected Izard factors were: delighted, happy, joyful (Enjoyment); downhearted, sad (Distress); disgusted, feeling of revulsion (Disgust); bashful, shy (Shyness); scared, fearful, afraid (Fear); scornful, disdainful (Contempt); angry, irritated (Anger); shameful, guilty (Shame). In addition, the items sensuous, passionate, and sexually stimulated measured Sexual Attraction, and the investigator added affectionate, romantic, loving and infatuated to measure felt caring or Social Attraction. The score for each group of descriptive words was generally treated as a cumulative score (see Appendix G).

The second dependent variable involved the nature of the group discussion. The processing period was observed and rated by the observer. She kept track of the topics of conversation at ten-minute intervals and the tone of the conversation at four-minute intervals (see Appendix H).

CHAPTER III

RESULTS

Effectiveness of the Arousal and Label Manipulations

The independent variables in this study were: (1) the level of arousal and (2) the label affixed to the emotional experience by the leader.

A check on participant arousal was made in two ways: (1) in a self-report measure and (2) via observer ratings. The self-report measure consisted of items on the DES which are related to arousal. Cumulative scores were obtained for the factors surprise, attention, fatigue, deactivation, and activation (see Table 2). In each case participants in the low arousal groups reported having experienced considerably less arousal than participants in high arousal groups.

I was not predicting any kind of interaction on these five items although the analysis of variance revealed a leader by arousal effect for deactivation and a label by arousal effect for activation. The leader by arousal effect for the cumulative deactivation scores ($F = 4.37$, $df = 3$, $p < .01$) can be attributed to leader differences. Leaders #1 and #2 were more effective than leaders #3 and #4 in deactivating subjects in low arousal groups although all four leaders did achieve results in the same, predicted direction (see discussion of leader differences and Table 5).

The cumulative activation item showed a significant label by arousal effect ($F = 3.54$, $df = 2$, $p < .05$). In addition to generally higher activation in high arousal groups, there was a pronounced difference in high arousal groups between groups labeled with positive and

TABLE 2

Self-Reports of Physical and Mental State

Individual Item	Category (Factor)	Mean ratings: Low Arousal	Mean ratings: High Arousal	F^2	p
Attentive[1]	Attention	3.18	4.24	3.57	.10
Alert					
Surprised[1]	Surprise	1.88	2.44	6.28	.05
Astonished[1]					
Active[1]	Activation	2.63	2.94	4.32	.05
Aroused					
Emotional[1]					
Excited[1]					
Calm[1]	Deactivation	3.58	3.01	24.16	.01
Liesurely[1]					
Quiet[1]					
Sluggish	Fatigue	4.49	1.72	16.70	.01
Sleepy[1]					

Note--The higher the mean, the more intense the reported state.

[1]Individual items for which significant differences were found.

[2]Main effect for items in category; df's = 1/106.

fear labels (see Table 3 and Figure 3). This is due mainly to the individual DES item, emotional, although similar non-significant results were obtained for related items active, aroused and excited. Apparently participants in high arousal groups labeled positively were more activated than those in high arousal groups with the fear label ($t = 3.29$, $df = 1,106$, $p < .01$). There was practically no difference in activation between positive and fear label groups in low arousal conditions. This label by arousal effect was not predicted for this factor, but it does lend credence to our hypothesis that different labels will affect the quality of emotional experience, especially in high arousal conditions. The positive label in the high arousal condition had a significantly greater effect on arousal than did the same label in the low arousal condition ($t = 2.38$, $df = 1,106$, $p < .05$).

The second manipulation check on arousal was made by raters behind the one-way mirrors. Every five minutes she rated the participants' level of arousal during the exercises on a scale from one to five. The mean rating taken during low arousal exercises was significantly lower than the mean rating made during high arousal exercises ($t = 3.30$, $df = 94$, $p < .01$). The scores were all obtained by the same rater. However, when her ratings were correlated with those of several other independent raters, the correlation was not significant ($r < .1$).

I also felt it was necessary to check on participant cooperation. The raters were asked to rate, again every five minutes during the exercises, the degree of cooperation (whether or not participants followed instructions). The mean score for low arousal groups (3.45) was not significantly different from that of high arousal groups (3.62). We can conclude that differences between arousal conditions were not due

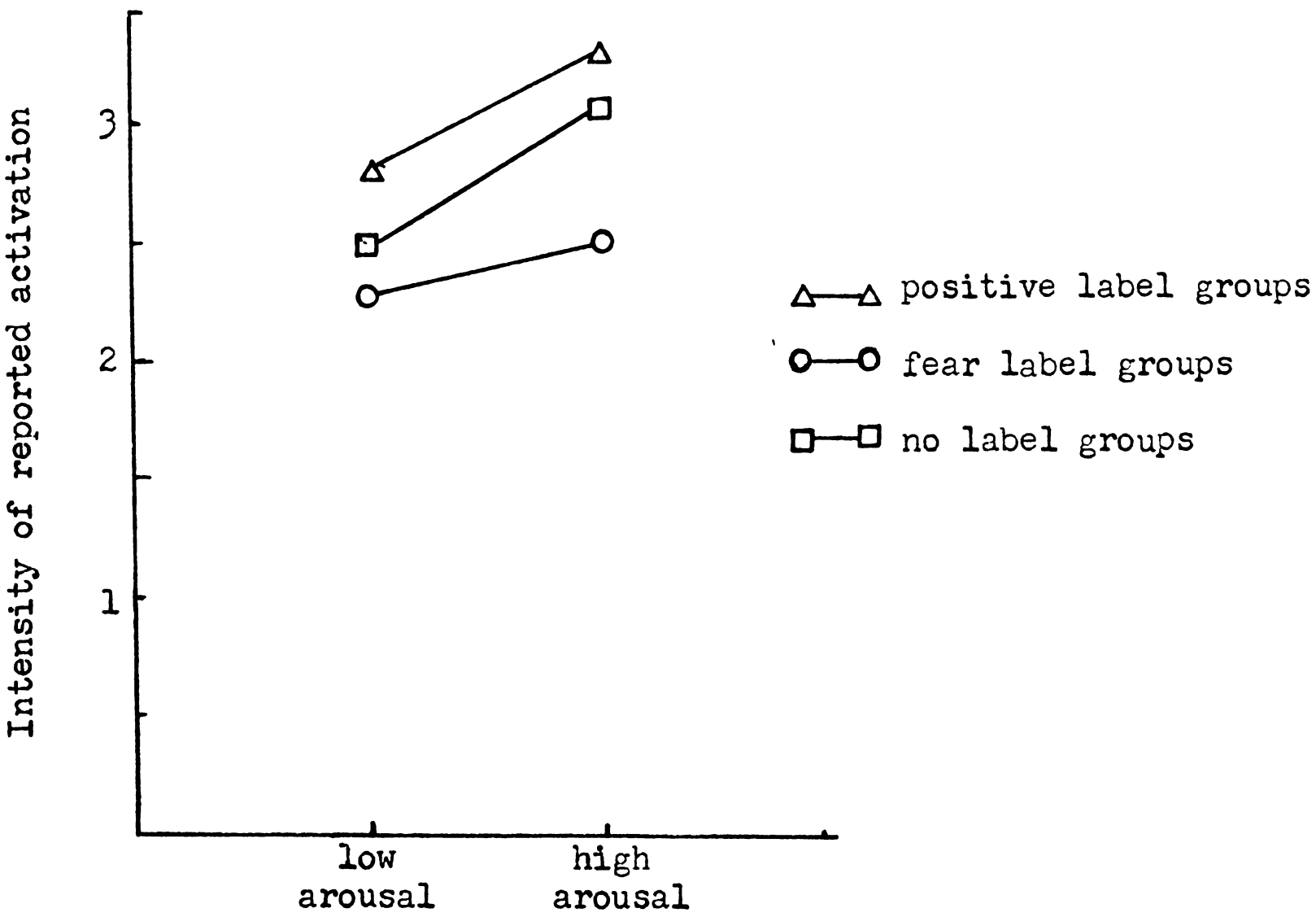
TABLE 3

Means for DES Item, Activation*

Label	Arousal	
	Low	High
Positive	2.73	3.27
Fear	2.27	2.48
None	2.45	3.06

FIGURE 3

Means for DES Item, Activation*



*F = 3.54, df = 2, p < .05.

to varying levels of participation. Again independent rater correlation was low ($r < .09$).

The other independent variable was the label. Leaders report carrying instructions through with no difficulty. Since we did obtain labeling main effects from the DES (on the items infatuated, affectionate, aroused, excited, fearful, shameful, joyful, happy, and delighted), we can be safe in saying that the label had an effect. During the debriefing, when participants were asked by the leader if they recalled the label, they usually could not. This indicates that the cognitive labeling process went on unconsciously.

Leader Differences

In order to interpret main effects of labeling and interaction effects of arousal by labeling, one must be aware of the differences within each condition produced by variations in leadership. All four leaders led one group in each of the six cells. Leader differences were revealed in three ways: (1) by descriptive rater comparisons, (2) in a three-way analysis of variance run on DES scores (leader x arousal x label), (3) by rank order peer ratings. Overall all leaders were able to carry out the label and arousal manipulation, but several differences were found consistently in all three measures. Some of these differences will be related to results which deviated from the hypotheses.

The following is the rater's descriptive summary of leader differences:

> Leader #1--more scared, looked at the script occasionally, uncertain, seemed preoccupied with her own role, didn't make subjects feel as secure.
>
> Leader #2--nervous, directive, broke tension with jokes, tended to push subjects.

Leader #3--more confident than #1 or #2, in better control of the groups, talked and explained more, made more interventions, suggestions and comments.

Leader #4--(These data were collected only during one of her six groups) at least as confident as #3, highly trusted in the group, in complete control of the group, good in general.

On five of the DES items differences in levels of emotion were evidenced in conjunction with certain leaders in particular conditions.

For the items affection and deactivation results indicate a leader by arousal interaction effect. Participants in high arousal groups led by leaders #1, #2, and #3 report more affection than those in low arousal groups led by those same leaders (see Table 4). Leader #4's groups, however, reported the same amount of affection in both arousal groups ($F = 2.81$, $df = 3/106$, $p < .05$).

Deactivation was the other item that showed a leader by arousal interaction (see discussion of effectiveness of arousal manipulation). All of the changes were in the appropriate direction (more deactivation in low than high arousal groups), although the difference was greater for leaders #1 and #2 than it was for #3 and #4. The significant result ($F = 4.37$, $df = 3/106$, $p < .01$) is due to the dramatic difference between leader #2's low and high arousal scores for deactivation (see Table 5).

A leader by label effect was obtained for both anger and contempt. The pattern of emotion is similar for both factors, which is not surprising. A change in one is often correlated positively with a change in the other (Izard, 1972, p. 95), since they are both components of hostility. Participants in fear conditions with leader #3 reported having experienced more contempt ($F = 2.97$, $df = 6/106$, $p < .01$) and anger ($F = 2.34$, $df = 6/106$, $p < .05$) than did those in fear conditions led by any of the other leaders (see Table 6).

TABLE 4

Leader by Arousal Interaction for DES Item, Affection*

Affection	Leader			
	1	2	3	4
High Arousal	2.93	2.84	2.66	2.72
Low Arousal	2.00	1.63	1.97	2.74

*$F = 2.81$, $df = 3/106$, $p < .05$.

TABLE 5

Leader by Arousal Interaction for DES Item, Deactivation*

Deactivation	Leader			
	1	2	3	4
High Arousal	3.29	2.63	2.95	3.16
Low Arousal	3.79	4.07	3.34	3.38

*$F = 4.39$, $df = 3/106$, $p < .01$.

TABLE 6

Leader by Label Interaction for DES Items, Anger* and Contempt**

Fear Conditions	Leader			
	1	2	3	4
Anger	1.42	1.05	1.83	1.12
Contempt	1.08	1.35	2.33	1.19

*$F = 2.34$, $df = 6/106$, $p < .05$.

**$F = 2.97$, $df = 6/106$, $p < .01$.

On the cumulative DES item, fear, leader differences were found between conditions of high and low arousal for fear labeled conditions. This seems particularly relevant to my hypothesis, since the negative label contained an observation of fear in the group. These data will be discussed under Labeling Effects on Negative DES Items.

Labeling Effects on Positive DES Items

The most valid dependent measure of labeling effects under different arousal conditions turned out to be the DES. Generally the data support the hypotheses.

A general feeling of enjoyment (ratings of delighted, happy, and joyful) was reported more frequently by those in high arousal and positive label conditions, but there was no interaction. However, the other two dependent measures of positive emotion, sexual attraction and social attraction, reflected the predicted interaction. That is, under conditions of high arousal, the subjects given either no label or a positive label by the leader, reported more sexual attraction (which includes scores for sensuous, passionate, sexually stimulated) and more social attraction (which includes ratings of romantic, affectionate, loving and infatuated). The positive emotions decreased or did not change significantly under high arousal in the negative label condition. Also in high arousal groups no label conditions produced more positive emotion than did the fear label. Thus it can be assumed that the negative label was counter-productive to the positive affect of the arousing exercises which, along with the leader cues that were consistent with positive feeling, produced feelings of attraction for others in the group. These conclusions are based on the following data.

Subjects in both high and low arousal groups reported feeling more enjoyment in those groups labeled positively than in those labeled by fear. The effect of the labeling was not stronger in high arousal conditions as was predicted. It is interesting to note that in high arousal groups no label produced the highest rate of enjoyment (see Table 7).

The affection factor showed a similar effect although only in high arousal conditions as predicted. The labels made little difference in low arousal conditions. In high arousal groups participants in the fear condition reported feeling significantly less affection than did members of other groups which were either not labeled or labeled positively (see Table 8 and Figure 4).

Ratings of sexual behavior again produced similar results. Participants in low arousal groups in the control and positive label conditions reported slighly less sexual arousal than did those in the fear label condition. In high arousal conditions there was a dramatic reversal. The negative label caused reports of sexual arousal to decrease (see Table 9 and Figure 5).

The difference between levels of sexual arousal in positively labeled groups and fear labeled groups in low arousal conditions is not significant. However, in high arousal groups the difference between sexual arousal in fear and positively labeled groups is significant ($t = 1.92$, $df = 1,106$, $p < .05$).

Labeling Effects on Fear-related DES Items

The effects of labeling on negative emotions is not quite as clear. I have predicted that measures of fear, shame and shyness would be affected by the fear label. While distress (or depression), disgust,

TABLE 7

Means for DES Item, Enjoyment*

Label	Arousal	
	Low	High
Positive	3.21	3.43
Fear	2.69	3.0
None	2.94	3.73

*Label main effect; $F = 3.84$, $df = 2/106$, $p < .05$.

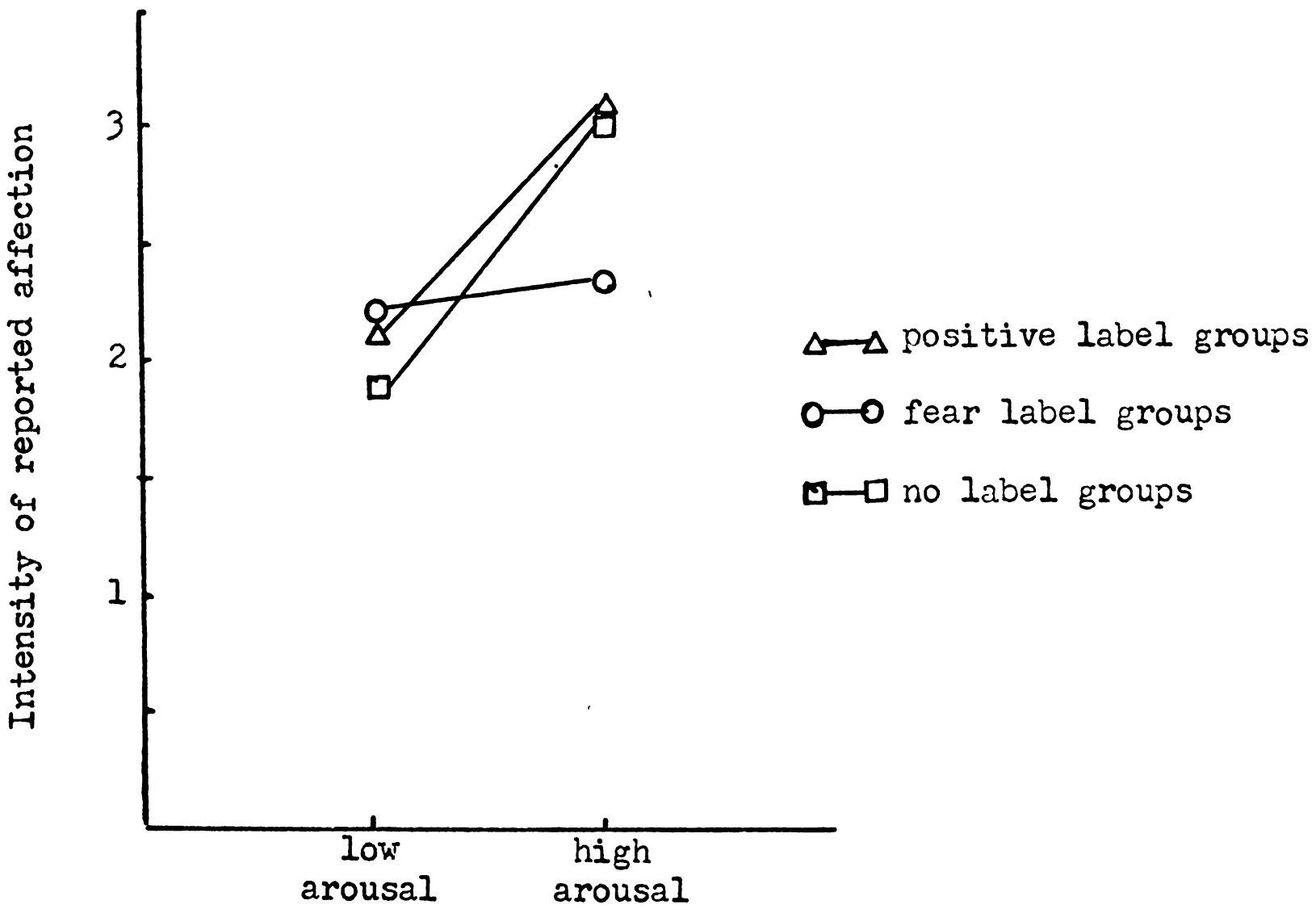
TABLE 8

Means for DES Item, Affection*

Label	Arousal	
	Low	High
Positive	2.15	3.04
Fear	2.18	2.29
None	1.94	3.03

FIGURE 4

Means for DES Item, Affection*



*Label by arousal effect; $F = 3.54$, $df = 2/106$, $p < .01$.

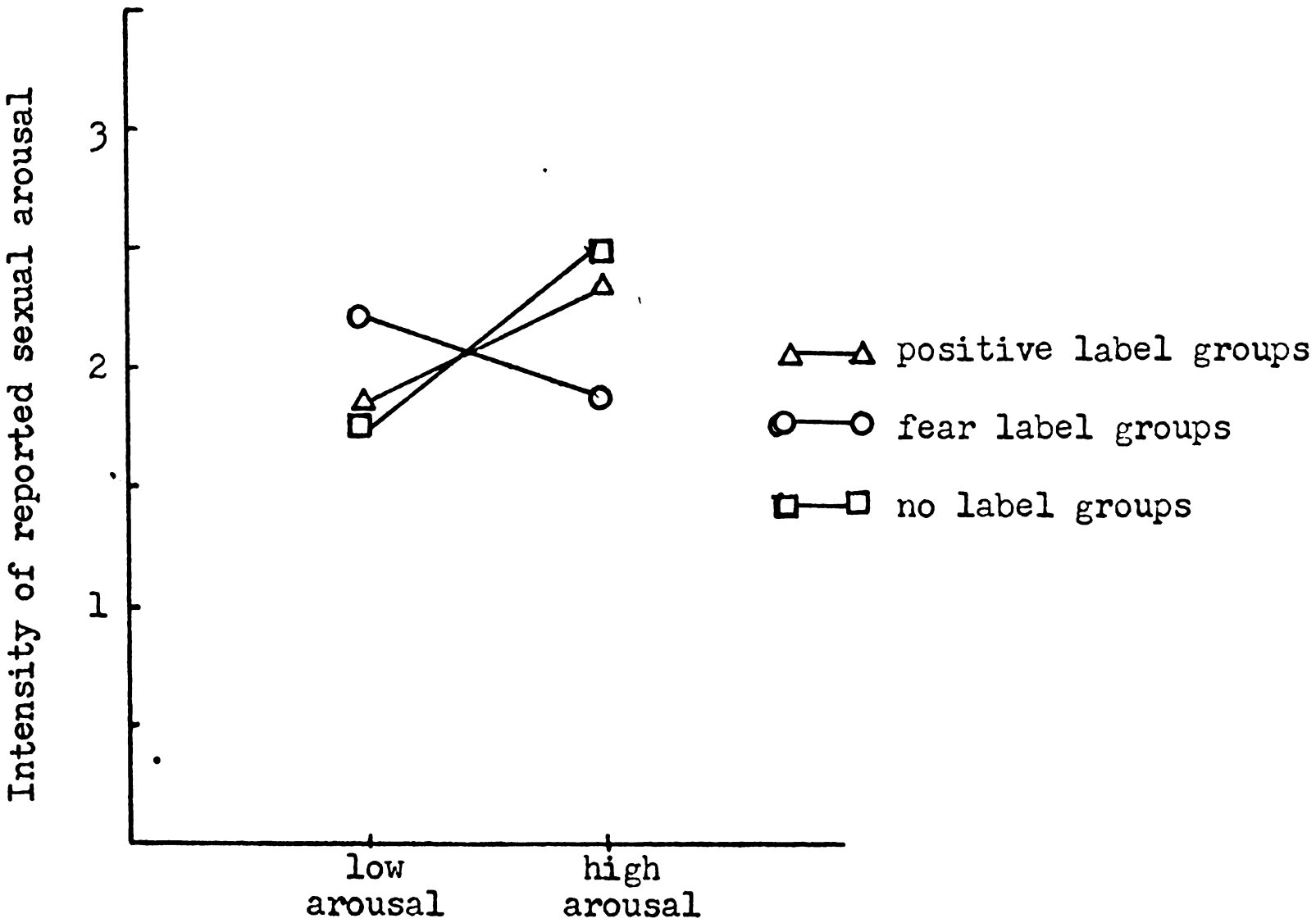
TABLE 9

Means for DES Item, Sexual Arousal*

Label	Arousal	
	Low	High
Positive	1.87	2.37
Fear	2.22	1.87
None	1.8	2.5

FIGURE 5

Means for DES Item, Sexual Arousal*



*Label by arousal effect; $F = 3.54$, $df = 2/106$, $p < .05$.

anger, and contempt are negative emotions, they are less related to fear than to hostility (Izard, 1972, p. 95). No labeling effect corresponded to these four items.

No significant results were reported for the shyness factor, although participants in fear conditions did show slightly more shyness than did those in the positively labeled conditions (see Table 10).

The changes in levels of shame that were experienced due to labeling are more indicative. In the low arousal conditions fear label groups showed slightly less shame than positively labeled groups. But in high arousal conditions the reverse was true in accordance with my predictions; the positive label produced less shame than did the fear label (see Table 11 and Figure 6).

The fear factor is most directly related to the message implied in the fear label. There are some confounding leader effects discussed earlier which make conclusions difficult to draw. It is interesting to note that for leaders #1 and #2 there is a significantly greater amount of fear in fear label conditions in high as opposed to low arousal groups ($t = 1.93$, $p < .05$). However, for leaders #3 and #4 there was basically no difference in fear arousal between conditions of high and low arousal for the fear label.

Also leaders #1 and #2 in high arousal groups produced the predicted difference in level of fear between positive label groups and fear label groups. Both of those leaders in high arousal conditions produced significantly more fear in fear label than positive label groups ($t = 2.19$ for leader #1, $p < .05$; $t = 2.74$ for leader #2, $p < .01$). Leaders #3 and #4 did not produce significantly different levels of fear in high arousal groups between any of the label conditions (see Table 12

TABLE 10

Means for DES Item, Shyness

Label	Arousal	
	Low	High
Positive	2.17	2.66
Fear	2.47	2.84
None	2.13	3.19

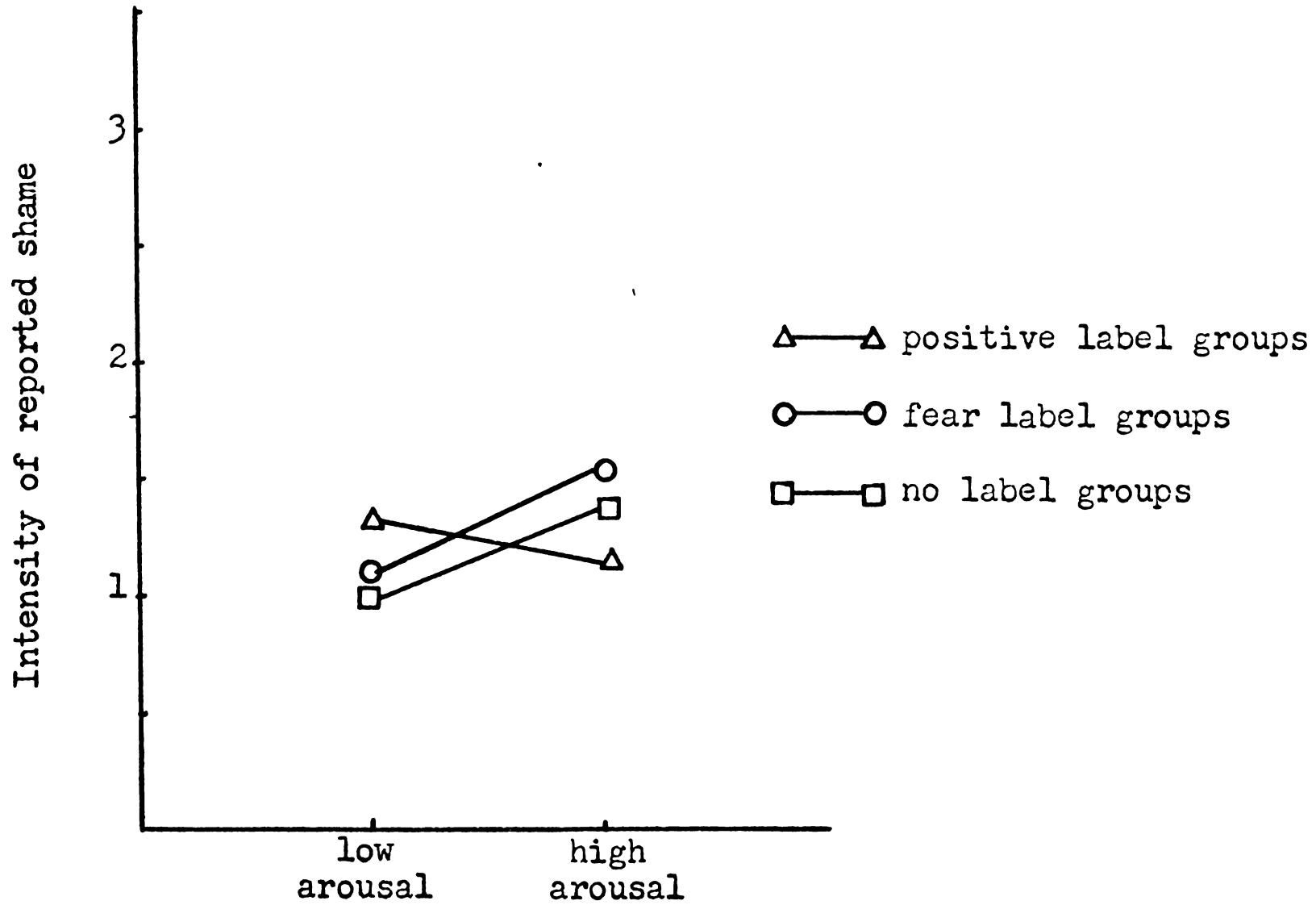
TABLE 11

Means for DES Item, Shame*

Label	Arousal	
	Low	High
Positive	1.34	1.22
Fear	1.13	1.52
None	1.07	1.35

FIGURE 6

Means for DES Item, Shame*



*Label by arousal effect; $F = 2.24$, $df = 2/106$, $p < .10$.

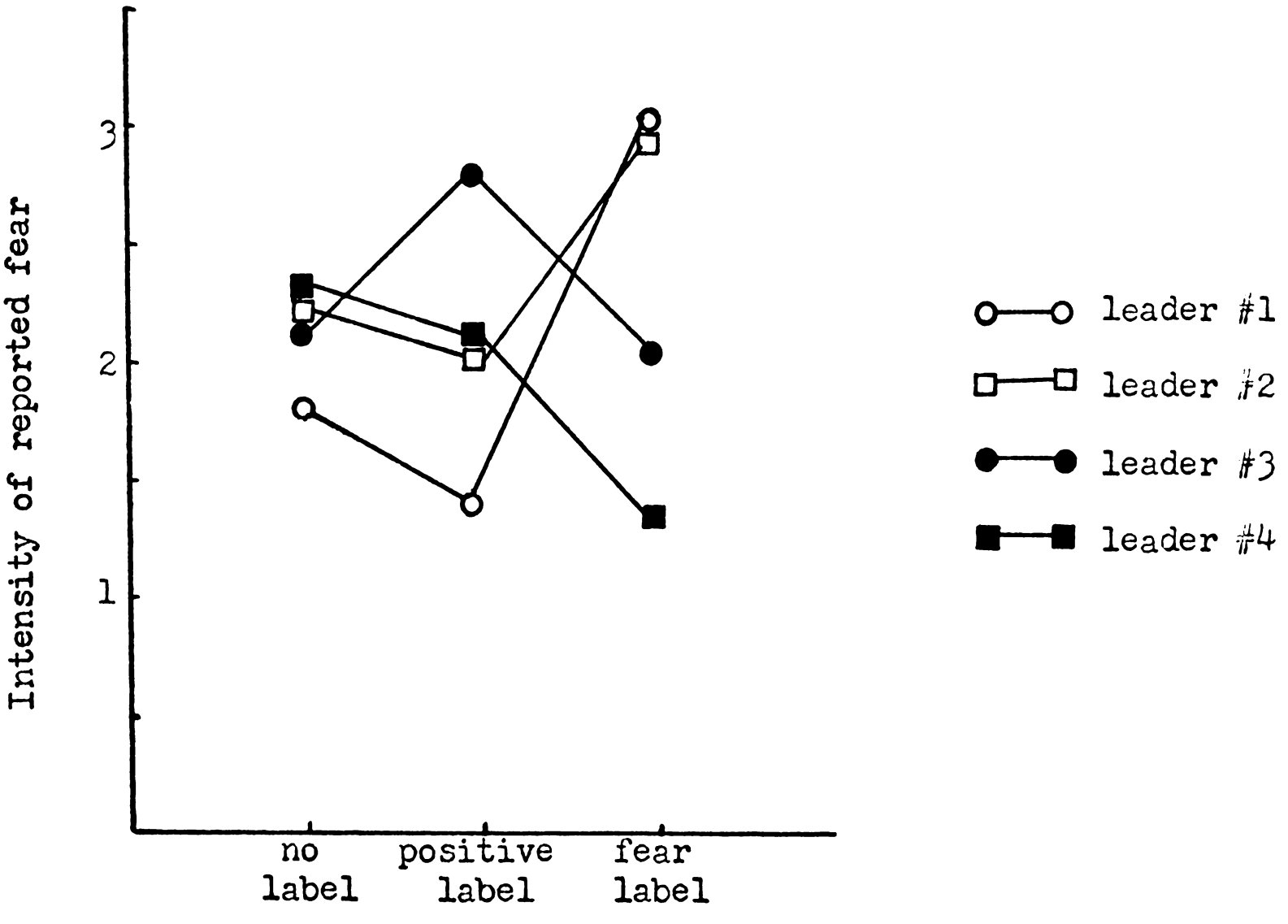
TABLE 12

Means for DES Item, Fear, in High Arousal Groups

Label	Leader			
	1	2	3	4
Positive	1.47	2.00	2.83	2.04
Fear	3.07	3.0	2.08	1.40
None	1.76	2.15	2.12	2.25

FIGURE 7

Means for DES Item, Fear, in High Arousal Groups



and Figure 7). None of the leaders produced significantly different labeling effects in low arousal conditions (see Table 13 and Figure 8).

Important here is the label by arousal by leader effect for the DES item, fear ($F = 2.7$, $df = 6/106$, $p < .05$). These data suggest that leaders #1 and #2 applied the fear label in a convincing fashion, while leaders #3 and #4 were unable to do so. Taken by themselves, the results produced by leaders #1 and #2 support the hypotheses. They suggest that labeling does affect the emotions experienced, especially in high arousal conditions.

The above conclusion is congruent with the rater's descriptive comparison of the leaders (see discussion of Leader Differences). She saw leaders #1 and #2 as more afraid; thus it follows that the fear label was more believable. Also I suspect that leaders #3 and #4 inadvertently "sabotaged" the fear label, verbally or non-verbally, to help alleviate participants' negative feelings. I asked five peers (professional acquaintances common to all four leaders) to rank order the leaders in terms of their warmth, support, and concern for group members. As I predicted, #3 was rated as most warm, supportive and concerned, then leader #4, then #1, then #2 (rho = .76). In light of these results it makes sense that leaders #3 and #4 made a noticeable effort to counter any uncomfortable feelings in the group.

It is worthwhile to note that in groups led by leaders #1 and #2 the predicted results were evidenced. In high arousal conditions the fear label did increase the amount of fear reported. If all leaders had produced an amount of fear appropriate to the arousal and label conditions, perhaps the fear-related data would have supported the hypotheses more strongly.

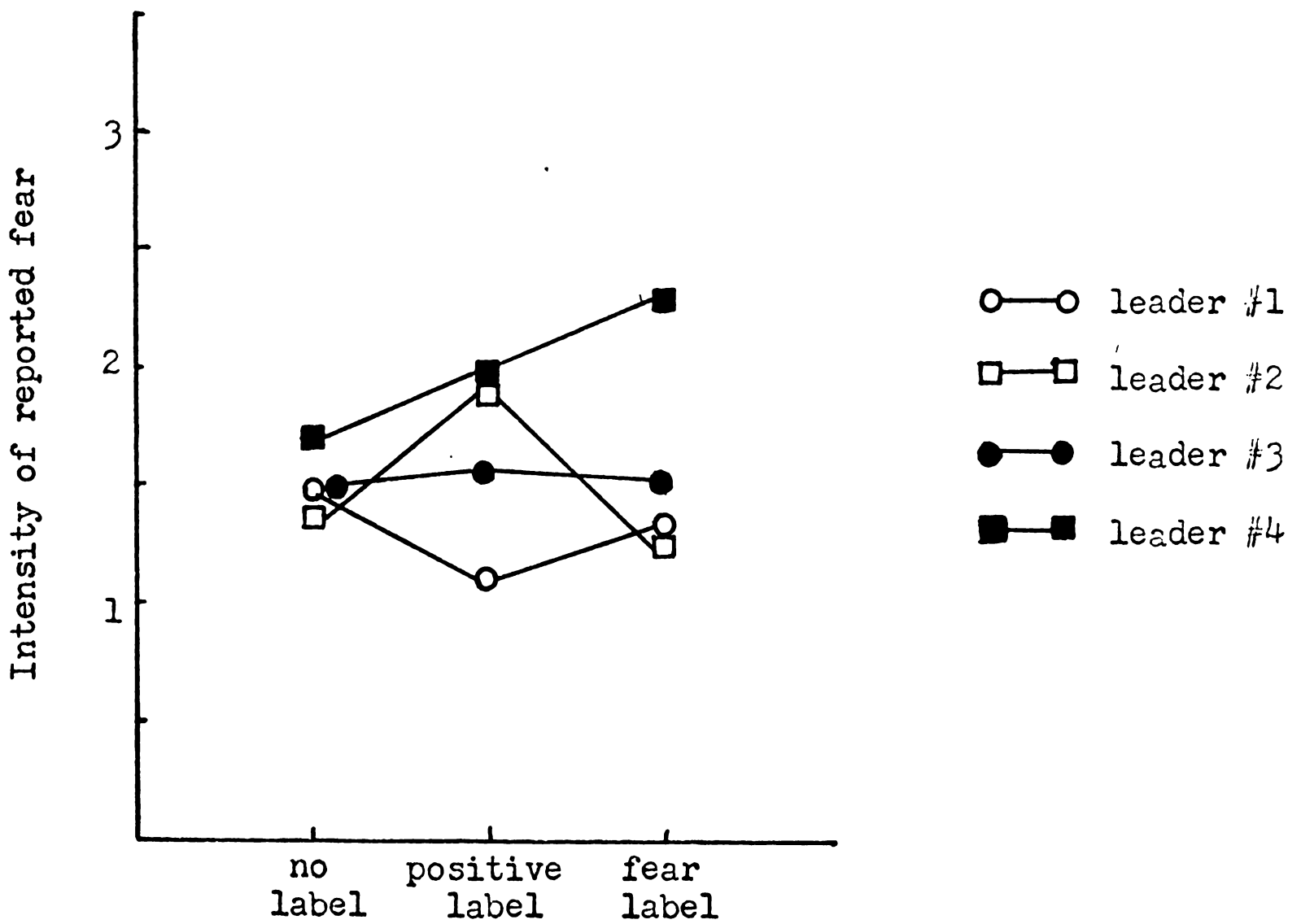
TABLE 13

Means for DES Item, Fear, in Low Arousal Groups

Label	Leader			
	1	2	3	4
Positive	1.1	1.93	1.57	1.94
Fear	1.33	1.25	1.55	2.25
None	1.5	1.4	1.5	1.65

FIGURE 8

Means for DES Item, Fear, in Low Arousal Groups



Other Dependent Measures

The other dependent measures, besides the DES, were ratings of discussion content and tone, made by the observer from behind the one-way mirror. There was no significant difference in topics evidenced by the ratings. Many of the topics were included by the rater in the "other" category and independent rater correlation was near 0. I suspect my instrument was quite poor.

Concerning the tone ratings, the data are suggestive in an unpredicted direction. Raters tended to perceive more friendliness and less strain in fear-labeled groups. However, due to widely varying rater perceptions, these results were not significant. It appears likely that these results are due to poor rater agreement and a vague instrument.

CHAPTER IV

DISCUSSION

The results of the present study may be summarized as follows:

1. Exercises intended to create high arousal caused participants to feel more emotional as well as more physical and mental excitation.

2. Emotions felt following high arousal exercises were positively valenced, unless the leader's cues were negative.

3. Following high arousal exercises and a negative cue, participants reported less emotionality in general, but fear was significantly heightened with two of the four leaders (those who were rated less warm and confident).

These data fit rather well with Schachter's theory of emotion and with data generated in other contexts. Assuming that the manipulation of high arousal had positive implications for the subjects, emotions in

the groups resulted from a combination of high physiological arousal and cognitive cues as predicted by the theory. When the most salient cue (the leader's comment) was negative, positive emotion was suppressed and in some cases a negative emotion (fear) was felt instead. Leader cues or labels by themselves did not cause the subjects to feel emotional.

The addended form of the DES used contained three positive cumulative factors and seven cumulative negative items. It seems quite possible that the fear label might have increased more negative emotion, as well as decreasing positive emotions, but the effect may have spread itself thinly throughout the unpleasant emotions.

An obvious but important conclusion of this study is that different leaders can have different effects on the group's emotional experience, given a similar procedure. This was especially true in regard to the leaders' observations of fear. Although their words were similar, different leaders apparently communicated additional messages which affected participants' emotions.

There is evidence here suggesting that labeling of emotions by leaders can affect how group members feel, especially in high arousal situations. I have examined only several of the infinite labeling possibilities. This suggests the need for further research, perhaps with different labels and better behavioral measures.

The main weakness in this study is the inability to confirm self-report scores with consistent behavioral measures. This makes possible an alternative explanation of significant DES data. Perhaps subjects were trying to please the leader by agreeing with his interpretations of the prevailing emotional atmosphere. I suspect this is not the case,

since most subjects report not having been aware of the label manipulation until mention of it during the debriefing. Even if this were not the case, and group members did contradict their initial responses in the DES in an effort to please the experimenter, I suspect their feelings would move in the direction of their written description.

If one did a replication or variation on this study, a better system for behavioral measurements is surely in order. Also the data might be analyzed slightly differently. Perhaps a sex variable could be considered, to find out whether men or women are more susceptible. Also DES items might be factor analyzed to see if positive and negative emotions form two clusters, which would suggest that emotions may not be as discrete as Izard believes.

It seems essential that group leaders be familiar with the dynamics operating in this study. To the extent that emotions and other cognitions about the self are intensified and directed in systematic ways by conditions manifest in experiential groups it is important to understand their source better and to explore how they might be beneficial or harmful to participants. For example, mislabeled emotions (i.e., emotions not linked with the actual source of arousal) may have negative consequences for what participants "learn" about themselves. Arousal caused by some condition in the group ought to be experienced as an emotion (since no physical cause exists), and further ought to be labeled consistently with salient cues present in the group. However, an emotion thus caused may or may not be consistent with the actual source of arousal.

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APPENDIX A

Appendix A consists of a copy of the script used by all four leaders during the microlab. Each leader memorized these directions and presented them in a manner consistent with his own communication style. Label variations were presented exactly as printed.

I. Instructions to all conditions

Hi, my name is ________________. I am going to be your group leader tonight. I'm in the Human Relations Department and we are studying the effects of short term groups. What we are doing tonight is x called a microlab. The activities we'll do are standard sensitivity exercises to help group members really get to know each other and themselves in new ways. These are some of the most effective tools used in encounter groups. We've used them very successfully in long term groups and we know they work in these groups. Tonight we are going to see if they are effective in the same way in a short term experience.

The overall x schedule for the next hour and twenty minutes looks like this. First we'll go through a series of exercises together. Then you'll fill out a brief questionnaire. Following that we'll open the floor for discussion of x what has happened. Up until the discussion this will be a basically non-verbal experience.

There is an observer behind that one way glass who is keeping tract of the exercises used and differences in leader style. There is a mic. here so she can here my directions. Really, she's seen a million of these groups, so let's just try and ignore her. Are there any questions so far? Is everyone with us?

OK. Ther are two things I'd like you to consider before we start. I think if you keep these things in mind, the experience will be more meaningful to you. First, try and xxxxx remain in the here and now. This means focusing your attention on the

feelings you are having at the present. They may be feelings in yourself or about others in the room. Second, when there is time to express verbally or non-verbally how you are feeling, try to be as honest as possible. Are there any questions about anything before we begin?

(Turn over arousal condition card)

II Exercise sequence

A. Low arousal condition

Let's start with a general milling exercise. Spread out in the room and walk around slowly. Take special care to really experience the different things in the room. Be aware of the shapes... colors... textures... lights... sounds... smells... Now as you are moving, turn your attention to the other people in the room. See if you can get in touch with your first impressions of these people. If you already know them, what are your feelings for them right now? Now, as you meet people, shake hands and greet each other non-verbally. Make sure you greet all the members of the group.

OK. Still without talking, you have a task to work on together. Here is a role of paper and some magic markers. I want you to draw a picture of KU including an improvement that each of you would like to see in the school... somehow connect all the contributions, so it's a group picture.... Here's some tape, you can hang it on the wall when you're done.

Let's take some time now to get in touch with our own bodies. Spread out on the floor and lie down in a comfortable position. Close your eyes and relax (What follows is Jacksonian relaxation... concentration on deep, rhythmic inhalation and exhalation... then

a sequential t[illegible]ing and relaxing [illegible] feet, [illegible]s, abdomen, chest, back, arms, neck, face a[illegible] whole body.) (SLOWLY)

B. High arousal exercises

OK, let's take a couple minutes of close time to think of something about ourselves that we'd like to share nonverbally with the rest of the group. It could be in the form of a pantomime or it could be the description of something you feel or believe, just anything you'd like to share. Take a few minutes to put that together...(the leader then facilitates the process of deciding who goes next, & until everyone has had chance).

Now, spread out in the room so there's no one standing too close to you. Close your eyes and extend your arms. I want us all to feel the personal space surrounding our bodies... That's our own private & space that we take oith us everywhere we go. Keeping your eyes closed, begin to move around the room, feeling what it's like to have other objects and people enter and leave your personal space... now open your eyes and move towards the person nearest you. (If there is an odd number, you be the first one without a partner, then explain that each person will have a turn out). Stand face to face with your partner and maintain eye contact... First one of you explore with your hands your partner's face and head. Try to maintain eye contact... (after they're into it for a bit) Then switch roles and the other person do the touching. (more time) When you both have finished, move on to someone else and do the same thing. (When they're almost done, say they should continue the process until they've been with each other person, but be sure that you direct when it's time to smitch partners)

At this [illegible] you've all [illegible] with each other member of the group. Through your experiences you all have some thoughts and feelings about each other. This last exercise will give you the opportunity, while nonverbally, to share some of your reactions and find out how others are perceiving you. Let's sit down in a circle. Each one of you will take a turn in the center of the circle. When one person is in the middle each of us will go up to him, one by one, and express to him nonverbally what our feelings for him are. The person in the center may or may not respond, whatever he or she wants. Does anyone want to go first?

(Turn over label condition card)

XII Trainer Label (underlined sentences go verbatum)

A. Fear condition

I realize these exercises can be difficult to do. It has been my experience in other groups that people are nervous and afraid when they do them, and I can really perceive that in this group too. Before we talk about it, here's a questionnaire to help you sort out your feelings about the experience. Please try and be as honest as possible.. no names please.

b. Joy-warmth condition

I agree with you, these exercises can be fun to do. It has been my experience in other groups that people get to know and like each other really quickly when they do this, and I can see that by what's happened here too. Before we talk about it, here's a questionnaire to help you sort out your feelings about the experience. Please try and be a honest as possible... no names please.

Before we [illegible] chat [illegible], here's a questionnaire to help you sort out your feelings about the [illegible] experience. Please try and be as honest as possible... no [illegible] please.

(hand out questionnaire)

V. Unstructured Discussion

[illegible] I think it'd be interesting to talk about how you feel about all that has happened, your feelings about each other during the [illegible], your feelings about each other now, [illegible] going. I'm interested in what you are thinking and feeling, so I'm going to try and just listen.

VI. Debriefing

One of our main interests here deals with leadership behavior and its effect on emotions. There is a theory of emotions which says that we experience emotion as a combination of physiological arousal and a cognitive label. We want to know if during an actual T-group experience, the leader's interpretation of what he sees effects your perception of the experience and each other. (explain manipulation, you might not want to call it that) If so, it's terribly important for the leader to realize the effect he has. (They should leave feeling they had a real experience, and that the experimental [illegible] was worth it to get some important information, so leadership can do a better job.)

Please don't talk about this with any other students in [illegible]. It's really important for them and for us that they don't come in with different expectations. (don't forget this part). Thanks...

APPENDIX B

Appendix B is a copy of the instructions for leadership behavior during the processing discussions which followed the exercises.

[illegible]

During the discussion of the [illegible] the leader is to act as a good listener. His role is as an attentive, supportive, inactive leader. Whatever participants do or do not do is fine. Possible leader interventions are defined by the following parameters:

1. Do not initiate any conversation. (exception: you may ask for further comment)
2. Do not name any emotion.
3. Do not discourage or encourage (verbally or non-verbally) any member's impressions or expressions of certain feelings.
4. If you must intervene, do so at the process level. If in doubt, do not intervene.
5. If asked direct questions, answer as briefly as possible (and as honestly as possible). However if questions are raised about your feelings or interpretations, repeat the part of the instructions about being interested in members' contributions. You may tell them that at the end of the discussion you will share with them all the background of the study.

APPENDIX C

Appendix C is an outline of the procedure followed by raters during the microlabs.

GENERAL PROCEDURE FOR RATERS

I. [illegible]

Observe for [illegible] minute intervals, then rate interaction.

II. [illegible] during the last phase of the exercise

either

a. when [illegible] group members lie on their backs on the floor [illegible] tension and relaxation.

OR

b. when the last member of the group gets his or her turn in the middle of the circle.

III. Leave the sound off until they are finished with the Questionnaire [illegible] then switch it on. During this period rate the leader's behavior that he exhibited running the exercises.

IV. Group [illegible]

A. [illegible]

B. [illegible] the [illegible] at [illegible] minute intervals. [illegible] at 4 minute intervals.

APPENDIX D

Appendix D consists of the rating sheet used by raters during the exercises to measure participant arousal.

[illegible]

[illegible] sheet [illegible]

[illegible]

[illegible] number on the scale [illegible] which [illegible] level of the [illegible] the past [illegible].

not at all
or very slightly

1. co-operative	1	2	3	4	
2. aroused/excited	1	2	3	4	
3. nervous/tense	1	2	3	4	
4. confident	1	2		4	5
5. enjoying themselves	1	2	3	4	5

6. [illegible] of group members 4

7. [illegible] talking during [illegible] ✓

[illegible]

8. [illegible] 4

9. [illegible] O

[illegible]

... and observe the group ... a five ... interval ... fill out this sheet ... his presentation ... the ... are finished ... answer ... first ...

(Circle) ... number ... cont... to which the phrase ... the past 5 minutes.

	not at all or very slightly				very much
1. co-operative	1	2	3	(4)	5
2. aroused/excited	1	2	3	(4)	
3. nervous/tense	1	2	3	4	(5)
4. confident	1	(2)	3	4	5
5. enjoying themselves	1	2	(3)	4	5

6. ... of group members______

7. Has anyone been talking during the last 5 minutes? ... ✓

If ... brief description of verbal behavior______

____

8. How ... persons have not partic... ... 0

9. How many ... touching ... 20

... behav... ______

____

[illegible] observe the group [illegible] a five minute interval then fill out this sheet [illegible] procedure [illegible] (Question 6) [illegible]

[illegible] on the [illegible]

[illegible] the past 5 minutes.

	not at all or very slightly				[illegible]
1. co-operative	1	2	3	4	5
2. aroused/excited	1	2	3	4	5
3. nervous/tense	1	2	3	4	
4. confident	1	2	3	4	5
5. enjoying themselves	1	2	3	4	5

6. Number of group members: ________

7. Has anyone been talking during the last 5 minutes? [illegible] ✓

If yes, brief description of verbal behav[illegible] ________

____

8. [illegible] have not participated [illegible]

[illegible] 0

9. [illegible] touching [illegible] 0

10. [illegible] ________

____

[illegible]

[illegible]

	not at all or very slightly				
1. co-operative	1	2	(3)	4	5
2. around/excited	1	2	3	(4)	5
3. nervous/tense	1	2	(3)	4	5
4. confident	(1)	2	3	4	5
5. enjoy myself	1	2	(3)	4	5

6. [illegible]

7. [illegible]

[illegible]

8. [illegible]

9. [illegible]

3 minutes

When the girl who seemed most outgoing was kissed, she completely withdrew into herself + when moving out of circle looked at floor + didn't look up + participate afterwards to end of exercise. Whole group seemed shocked + uncertain.

APPENDIX E

Appendix E is a copy of the form used by the rater to describe and compare leadership behavior and differences during the exercises.

H-J jm

Leader Behavior During Exercises (rate when sound is off)

1. Did the leader participate? yes ✓ No ___

2. The degree to which the leader:

	not at all or slightly				very much
showed confidence	1	2	3	(4)	5
was trusted by group members	1	(2)	3	4	5
had control of the group	1	(2)	3	4	5
adhered to the instructions	1	2	3	(4)	5

3. Any unusual behavior (leader behavior) no

4. Did the leader do anything different in this group than he did in others? made many more intervention and suggestive comments

5. Is this leader markedly different from any of the other leaders in any way?

APPENDIX F

Appendix F is the form used by the rater to record bias in leader behavior during the processing discussion.

Leader Behavior (All group discussion)

We are interested in finding out whether or not the group leader causes one emotion to be dealt with more than another. You are to listen and watch for any emphasis or bias he may show. If he names an emotion, or agrees or disagrees (verbally or non-verbally) with a member's expression of a feeling, he is likely to affect the discussion. If, in your opinion, the leader shows any selectivity, please write in the particular emotion, and indicate whether he gave himself positive or negative reinforcement.

EMOTION	agrees	disagrees
1.		
2.		
3.		
4.		
5.		
6.		
7.		

note: Group leaders have been instructed to limit their interventions to objective remarks. They have also been told to encourage a supportive climate. The tricky part of this check on leader behavior is distinguishing between general support and encouragement, and specific, biased support for any particular emotion. (See attached list of possible emotions.)

Distinct emotions the leader may manipulate

1. Interest-excitement
2. Enjoyment-joy
3. Surprise
4. distress
5. disgust-repulsion
6. anger-rage
7. shame-guilt
8. shyness
9. fear-terror
10. contempt-scorn
11. fatigue
12. deactivation (calmness)
13. activation (excitement, activity)
14. sexual arousal
15. affection-love

APPENDIX G

Appendix G is the addended form of the DES given to participants following the exercises to rate their emotions.

...nis form will be used to sort out in an objective fashion the feelings you experienced during the group exercises. Th... Intensity scale enables you to estimate the strength of the ...l ing. You may circle 1 for "not at all or very slight", 5 f... "very strong", or 2, 3, or 4 for the intensities in between. Think carefully, but work at a good pace. Giving your firs... impression provides the best estimate.

	INTENSITY				
	not at all or very slight				very ... long
1. attentive	1	2	3	4	(5)
2. delighted	1	2	3	(4)	5
3. astonished	(1)	2	3	4	5
4. sad	(1)	2	3	4	5
5. disgusted	(1)	2	3	4	5
6. angry	(1)	2	3	4	5
7. shameful	1	(2)	3	4	5
8. bashful	1	2	3	(4)	5
9. romantic	(1)	2	3	4	5
10. scared	1	(2)	3	4	5
11. scornful	(1)	2	3	4	5
12. sluggish	(1)	2	3	4	5
13. calm	1	2	3	(4)	5
14. active	1	(2)	3	4	5
15. sensuous	1	2	3	4	(5)
16. alert	1	2	3	4	(5)

(turn to next page.)

	[illegible] very slightly				[illegible]
17. happy	1	2	(3)	4	5
18. fearful	1	2	(3)	4	5
19. quiet	1	2	3	(4)	5
20. emotional	1	2	3	(4)	5
21. affectionate	1	2	(3)	4	5
22. mad	1	2	3	4	(5)
23. guilty	1	2	(3)	4	5
24. downhearted	1	2	(3)	4	5
25. irritated	1	2	(3)	4	5
26. feeling of revulsion	1	2	(3)	4	5
27. loving	1	(2)	3	4	5
28. surprised	1	2	(3)	4	5
29. passionate	1	(2)	3	4	5
30. joyful	1	2	(3)	4	5
31. infatuated	1	2	(3)	4	5
32. leisurely	1	(2)	3	4	5
33. afraid	1	2	(3)	4	5
34. aroused	(1)	2	3	4	5
35. disdainful	1	2	(3)	4	5
36. sexually stimulated	1	(2)	3	4	5
37. sleepy	1	2	(3)	4	5
38. excited	1	2	(3)	4	
39. confused	(1)	2	3	4	

My first impression of the leader is Too nice

APPENDIX H

Appendix H is the form used by the rater to record the topics and tone of the processing discussion.

Topics of Conversation

	1-2	3-4	INTERVAL I	5-6	7-8	INTERVAL II	9-10	11-12	INTERVAL III
1. positive reactions to exercises									
2. negative reactions to exercises		✓		✓	✓			✓	
3. the questionnaire									
4. the leader									
5. silent gaps				✓	✓				
6. feelings about (reactions to) each other	✓	✓		✓	✓			✓	
7. questions about other members' behavior	✓	✓		✓			✓		
8. joking							✓	✓	
9. touching				✓	✓			✓	
10. other encounter groups or classes				✓	✓				
11. asking trainer for debriefing		✓							
12. sensitivity training in general									
13. experiments in general									
14. Other: ace, general reactions	✓				✓		✓	✓	
15 Other:									
16 Other:									

Circle the number on the continuum which indicates the degree to which the word describes the tone of the conversation and mood in the group during each interval.

Interval I	not at all or very slightly				very much so
1. friendly	1	(2)	3	4	5
2. tense	1	2	3	4	(5)
3. personal	1	(2)	3	4	5
4. forced	1	2	3	4	(5)
5. warm	1	(2)	3	4	5
6. strained	1	2	3	4	(5)
Interval II					
1. friendly	1	(2)	3	4	5
2. tense	1	2	3	4	(5)
3. personal	1	2	(3)	4	5
4. forced	1	2	3	4	(5)
5. warm	1	(2)	3	4	5
6. strained	1	2	3	4	(5)
Interval III					
1. friendly	1	(2)	3	4	5
2. tense	1	2	3	4	(5)
3. personal	1	(2)	3	4	5
4. forced	1	2	3	(4)	5
5. warm	1	(2)	3	4	5
6. strained	1	2	3	4	(5)