A QUANTITATIVE INVESTIGATION
OF SELECTED DYNAMICS AND
OUTCOMES OF THE BASIC ENCOUNTER GROUP

by

Ronald Douglas Gordon
B.A., San Jose State College, 1966
M.A., San Jose State College, 1968

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Much of this dissertation was written while sitting at a small desk in my nearly three-year-old daughter's bedroom. I should, first of all, ask Liahna's forgiveness for intruding with such stern stuff upon an environment of plastic tea sets, a whole gang of affable dolls, and other assorted and charming paraphenalia. This delightful little girl cramped my style no more than I cramped her's.

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And groupies: thanks.

R. D. G.

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CHAPTER I

INTRODUCTION

Many would agree with at least the first part of Carl Rogers'
statement that the planned, intensive interpersonal group experience,
especially the form known as the "encounter group," is "the most
rapidly spreading social invention of the century, and probably the
most potent..."[1] As we enter the decade of the 70's, the encounter
group is definitely "in."

Such groups, however, have proliferated more swiftly than our
efforts to investigate their internal processes and their external
outcomes. In the present study, therefore, an attempt is made to
examine certain dynamics and effects of the encounter group in a
reasonably rigorous fashion, so as to illuminate, hopefully, some of
the specifics of this contemporary social phenomenon.

Much of the focus of the study is on the process of feedback-giving
and feedback-reception in the encounter group. It could be said that the
basic Laswellian communication model underlies this focus: who says what
to whom, and with what effects?

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[1]Carl R. Rogers, Carl Rogers on Encounter Groups (New York: Harper
and Row, 1970), 1. Rogers briefly discusses the wide diversity of emphasis
in interaction groups in chapter 1, and conveys some of the flavor of the
encounter group in chapter 2 of this book.

Specifically, do initiators of interpersonal feedback which is perceived as being helpful differ from less helpful feedback-givers on such major value and personality dimensions as self-actualization, extraversion, and emotional stability? And is the frequency with which helpful feedback is received associated with changes in self-actualization?

A second focus of the study is more directly on the effects, rather than on the processes, of the encounter group experience. These questions will be raised: does the encounter group result in increased self-actualization for its members? And are the persons who emerge from an encounter group more able to behave in an authentic and facilitative way in a confrontation situation than persons not exposed to the group experience?

In this introductory chapter, an effort is made to relate the concept of interpersonal feedback to the concepts of congruence and self-disclosure, and to the Johari Window; a model of feedback options is presented, indicating what it is that one can be open about and/or give feedback about in the encounter group; the role of feedback in the encounter group is summarized; studies which deal with feedback in the speaker-audience, psychotherapy, and encounter group areas are reviewed; and some recent encounter group outcome research is briefly described.

In Chapter II the hypotheses, variables, and procedures of the present investigation are discussed. Chapter III consists of the statistical analyses of the data related to these hypotheses, and Chapter IV offers a discussion of the findings.

It should be noted at the outset that not all of the content of

this first chapter is vital to an understanding of the subsequent

chapters in this work. For example, the conceptual material to be

introduced next, or the review of the feedback literature in the

speaker-audience field will be of primary value to the reader who is

seeking a somewhat detailed orientation to the general topic of inter-

personal feedback.

I. Concepts and Models Related to Interpersonal Feedback

The term "feedback" was popularized in the behavioral sciences by

Kurt Lewin, who taught at M.I.T. during the evolution of systems concepts

in the engineering sciences.[2] Newcomb, Turner, and Converse broadly

define "feedback" as the information that one gets by monitoring the

effects of his behavior.[3]

In the human relations literature, "feedback" is usually defined

as follows: "In the language of training, the term for a report to the

learner of how his behavior is affecting others is 'feedback.'"[4] In this

same vein, Brilhart offers the following definition and discussion:

In this connection, feedback is defined as information given

to a person by another (or others) about how the other has

[2]Edgar H. Schein and Warren G. Bennis, Personal and Organizational
Change Through Group Methods: The Laboratory Approach (New York: John
Wiley and Sons, 1965), 41.

[3]Theodore M. Newcomb, Ralph H. Turner, and Philip E. Converse, Social
Psychology: The Study of Human Interaction (New York: Holt, Rinehart and
Winston, 1965), 212.

[4]Matthew B. Miles, Learning to Work in Groups: A Program Guide for
Educational Leaders (New York: Teachers College, Columbia University,
1959), 43.

perceived him and been affected by him. This permits the recipient
of feedback to compare the responses of others with the responses
he intended to get. He can also compare his self-image with the
image others hold of him. The recipient often finds that others
see him very differently from how he sees himself. Like a mirror,
the feedback shows him how he is perceived along such dimensions as
active-passive, agreeable-disagreeable, dependent-independent,
warm-cold, cooperative-antagonistic or helpful-harmful. He may
think of himself as warm and friendly, while other group members
see him as aloof and cold, or everyone may perceive him differently.
Since self-images are built upon what we think others think of us,
such feedback can modify a participant's image and feeling about
himself, thus increasing confidence, decreasing dogmatism and so
forth.[5]

This writer feels the need to discuss the notion of feedback as
it relates to two key concepts in the applied behavioral sciences:
congruence and self-disclosure. These terms are so prominent in the
laboratory training and personal growth literature that the concept of
feedback should perhaps be topographically plotted out in relation to them.
Congruence and self-disclosure will be described both in terms of their
conceptual meanings as advanced by their progenitors and the operational
meanings used to quantify occurrences of these or similar behaviors in
research studies.

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[5]John K. Brilhart, Effective Group Discussion (Dubuque: Wm. C.
Brown, 1967), 108-110.

Luft and Ingham's Johari Window will then be presented as it relates to feedback, congruence and self-disclosure, followed by a brief consideration of what one has the possibilities of being open about, as depicted in a model of feedback options.

Congruence (Rogers and Truax)

Rogers, for several years now, has seen the concept of "congruence" as being central to psychotherapy; that is, it should be both a therapist behavior and a therapy goal of the client. Rogers has also extended the concept of congruence to other forms of the helping relationship (teacher-student, parent-child, etc.) and to human interaction in general.[6]

There are two aspects of congruence: first, an individual can be aware or unaware of physiological experiencing at a given moment; second, he may or may not choose to communicate this awareness. The unawareness aspect is usually associated with defensiveness or denial to awareness, and the gap between one's awareness and communication is considered as "falseness."

Incongruence (phase I) between experience and awareness is shown in the man who angrily denies that he is angry; and the woman who exits a social event after having been bored yet who announces her extreme pleasure with the evening is failing to match her awareness and her communication, and is therefore being incongruent (phase II). Rogers provides an example of the hungry and crying infant as the manifestation of both phases of congruence in its purest form.

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[6]Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin, 1961), 51; 61-62; 282-3.

Rogers' presentation of congruence is especially susceptible to misinterpretation: he has not proposed that a person sustain communication of all those feelings of which he is aware; rather, an individual is being incongruent if whatever he does choose to communicate deliberately (knowingly) fails to parallel his awareness. In other words, the person incongruent at phase II is behaving in a self-contradictory manner.[7]

It seems that while honest feedback implies that an individual is being somewhat congruent (he knows what he is feeling, and he is translating those feelings into a message intended for communication to the other), not all congruence is feedback. An individual experiencing fear in response to some inanimate external stimulus, for example, might be aware of his feelings of being afraid, and might communicate these feelings to those present. Yet in this case this congruence is not a reactive communication precipitated by the behavior of the others present, and would therefore not classify as interpersonal feedback. The majority of phase II congruence behavior, however, is probably of the feedback variety.

The following is offered as a "tentative general law" by Rogers:

Assuming (a) a minimal willingness on the part of two people to be in contact; (b) an ability and minimal willingness on the part of each to receive communication from the other; and (c) assuming the contact to continue over a period of time; then the following relationship is hypothesized to hold true.

The greater the congruence of experience, awareness and communication on the part of one individual, the more the ensuing

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[7]Ibid., 339-42.

relationship will involve: a tendency toward reciprocal communi-
cation with a quality of increasing congruence; a tendency toward
more mutually accurate understanding of the communications;
improved psychological adjustment and functioning in both parties;
mutual satisfaction in the relationship.[8]

The bulk of congruence research has been done in the areas of
psychotherapy and counseling. Truax offers a comprehensive review of
such studies, most of which have involved him as principal investigator,
and have employed scales developed by Truax.[9]

Truax's Self-Congruence (Genuineness) Scale defines five stages of
genuineness: stage 1 is analogous to Rogers' notion of congruence
between one's internal experiencing and his awareness of that experiencing.
Stages 4 and 5 appear to be the equivalent of Rogers' congruence between
awareness and communication of that awareness.[10]

Although this scale has carried the burden as a counselor and a
therapist congruence measure in nearly twenty different investigations
reported by Truax and Carkhuff, it cannot be said that its pre-eminence
as an adequate definition of congruence has been established. In five
of these studies the inter-rater reliabililities were computed as Pearson
r's and these co-efficients were .40, .40, .45, .55, and .62. The other
correlations are Ebel intraclass reliabilities, half of which are .60 or

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[8]Ibid., 344-45.

[9]Charles B. Truax and Robert R. Carkhuff, Toward Effective Counseling
and Psychotherapy: Training and Practice (Chicago: Aldine, 1967).

[10]Ibid., 68-72.

below, with a range of from .25 to .95.[11]

In short, Traux's comment that his instruments "are highly inferen-
tial and crude in construction" is warranted.[12] It might be questioned
whether the Self-Congruence Scale is even measuring a single variable
along a continuum, or whether additional variables have been injected
into the measurement space, making scoring somewhat difficult. However,
the results obtained with the Traux definition of congruence have
generally supported the claim that congruence (and, by implication,
feedback) is a contributing factor to successful outcomes in counseling
and therapy.[13]

Self-Disclosure (Jourard and Mowrer)

Much of Jourard's writing is characterized by terms such as
"transparency," "authenticity," "real-self being," "spontaneity," "honesty,"
"I-thou dialogue," "openness," etc...[14] But the central term which binds
together all of these others for Jourard is "self-disclosure."

Self-disclosure, letting another person know what you think,
feel, or want is the most direct means (though not the only means)
by which an individual can make himself known to another person....
Through my self-disclosure I let others know my soul. They can know
it, really know it, only as I make it known. In fact, I am beginning

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[11]Ibid., 43-45.

[12]Ibid.

[13]Ibid., Chapter 3.

[14]Sidney M. Jourard, The Transparent Self: Essays in Self-Disclosure
(Princeton: D. Van Nostrand, 1964), and Disclosing Man to Himself
(Princeton: D. Van Nostrand, 1968).

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to suspect that I can't even know my own soul except as I disclose

it. I suspect that I will know myself "for real" at the exact

moment that I have succeeded in making it known through my disclo-

sure to another person.[15]

This description seems to parallel Rogers' idea of attempted

congruence between awareness and communication. Feedback would be one

aspect of self-disclosure, but, as with congruence, not all self-disclosure

would have to be in the form of feedback. One might disclose his self-

image for example, or a large variety of other cognitions and feelings

which are not immediate responses to another person's behavior.

Under Jourard's conceptual definition, then, "self-disclosure" serves

as an umbrella under which "feedback" definitely has a place. But the

operational definition of self-disclosure, as defined by Jourard and

Lasakow's Self-Disclosure Questionnaire (SDQ) eliminates the notion of

feedback from the disclosure concept.[16] A respondent to the SDQ is asked

to indicate how much of himself he has disclosed to one or more target

persons in each of six different categories (selected because of the

intuitive importance they held for Jourard): Attitudes and Opinions

(racial integration, religion, drinking, etc.); Tastes and Interests;

Work (or Studies): Money; Personality; and Body. The rating scale is

0-1-2 and 'X' to designate misrepresentation of self. There are ten items

in each of the six categories. The instrument is not used to make inquiries

as to whether the respondent gives feedback to others (discloses his

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[15]Jourard, 1964, 25; 10.

[16]Ibid., Appendix I.

responses to them), much less inquiries as to the extent and style of such feedback behaviors.

This leads to the impression that something has been lost in the translation between Jourard's writings and his measuring instrument, or, more accurately, the instrument has not kept pace with the grandiose and exciting heights to which the concept of self-disclosure has been raised in Jourard's writings.

If we choose to, of course, we can use the term "self-disclosure" to mean whatever we want it to, but if we care to remain faithful to its most frequent operational definition, we need to be aware of the restricted range of that definition. Congruence and self-disclosure, as measured by the SDQ, are not the same; a person can be highly congruent and yet a low self-discloser, and conversely, a high self-discloser low in congruence. There need not, by definition at least, be a positive linear correlation between the two. And one's willingness to disclose his reactions to others in their presence (i.e., interpersonal feedback) is a component of the conceptual definition of disclosure, but not of the operational definition.[17]

Another writer who is strongly associated with the term "self-disclosure" is O. Hobart Mowrer.[18] He indicates that during the first four centuries of the Christian era the confession of sin was a public activity, but our present society makes no provision for public confession except to a priest or therapist. Mowrer advances the argument that neurosis is the consequence

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[17]For a compilation of Jourard's research articles on self-disclosure see Sidney M. Jourard, Self-Disclosure: An Experimental Analysis of the Transparent Self (New York: John Wiley and Sons, 1971).

[18]O. Hobart Mowrer, The New Group Therapy (Princeton: D. Van Nostrand, 1964).

of an aggrieved conscience, and open acknowledgment and restitution are the primary remedies for this prevalent condition of contemporary man in our culture. He sees the expression of guilt as the primary definition of self-disclosure, openness, honesty, etc.

So while Jourard has used the term self-disclosure to refer to the expression of a variety of sorts of demographic or attitudinal data, Mowrer is primarily referring to what is equivalent to one item out of the sixty on the SDQ: "Things in the past or present that I feel ashamed and guilty about."

The Johari Window as a Feedback Model

Luft and Ingham designed the popular Johari Window as a graphic model of the four quadrants of a person's awareness.[19] There is that which both person A and others are aware of regarding A's behavior, feelings and motivations (public quadrant), that which person A is aware of while others are not (private), that of which person A is unaware but of which others are aware (blind), and that which is not within the awareness of either person A or his observers (unknown).

Rogers, Truax, Jourard and Mowrer are all describing person A moving from quadrant III (Private) in the Johari Model to quadrant I (Public), in order (1) to announce his internal feelings (phase II congruence, Rogers); or (2) to offer demographic or attitudinal data (Jourard); or (3) to admit to having transgressed valued norms (Mowrer).

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[19]Joseph Luft, Group Processes: An Introduction to Group Dynamics (Palo Alto: National Press, 1970), Chapter 3.

	Known to Self	Not Known to Self		
Known to others	Public I	Blind II	Public I	Blind II
Not Known to others	III Private	IV Unknown	III Private	IV Unknown
	Interactant A		Interactant B	

Rogers' phase I congruence refers to person A decreasing the area of his Blind self, and increasing quadrants I and III (though not all Blind sector material is synonomous with phase I incongruence, nor is all Private sector behavior equivalent to phase II incongruence).

It is important to note once again that none of these writers advocate, of course, the total airing of one's Private self, although this is a point that inevitably arises in a learning group. It is not difficult to misinterpret the congruence and disclosure literature. Nevertheless, Rogers does include the injunction "*if appropriate*" in conjunction with his congruence concept;[20] Jourard posits that the relationship between self-disclosure and mental health is probably curvilinear;[21] Traux notes that if any two of the "necessary" conditions are present in a helping relationship (such as accurate empathy and unconditional warmth) the third (such as genuineness) need not always be present to a high degree;[22] and Mowrer would say that it is better not to violate society's norms than to simply lay claim to the virtue of being a high discloser about such violations.[23]

The Johari Model, aside from enabling us to put a variety of positions within one framework for didactic purposes, suggests reasons why

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[20] Rogers, Op. Cit., 61.

[21] Jourard, 1964, 15.

[22] Truax and Carkhuff, Op. Cit., 91.

[23] Mowrer, Op. Cit., cf. 212-13.

one might decide not to be congruent (in Rogers' phase II). For example,
if person A makes the assessment that the portion of B's behavior to which
he is negatively reacting is quadrant II (Blind) behavior in B's experience
then he might either avoid giving feedback, or utilize "tact," which can
be defined as cautious verbal and non-verbal behavior that pervades A's
attempt to give B feedback about some aspect of B's behavior of which A
believes him to be largely unaware.

If B stimulates some recognition on A's part that B is aware of his
"offensive" behavior, and that he knows others know (Public), then A's
likelihood of being open about these behaviors of B is even greater. For
instance, if B acknowledges, and perhaps parades the fact, that he is
conceited, then A is not likely to suffer extreme internal duress at openly
validating B's self-perception, since this will not be new and inconsistent
information for B. Willingness to give feedback usually depends on A's
estimation of the absolute threat-potential (probably determined through
projective empathy) of the information he is deciding whether or not to
present, combined with A's judgment of B's level of personal defensiveness,
and his conclusions about the suitability of the interaction-context for
such an exchange (time constraints, status factors, others present, propin-
quity, occasion, etc.), and the short-term and long-range gains that might
accrue as a result of the act of openness.

The Johari Window does not indicate what types of things A can have
feelings about. If one were to ask, "who says what to whom, and which
quadrants of behavior and perception are involved?", the Johari model would
not get at the "what" as well as would the next complementary scheme adapted

from Newcomb and originally used in the presentation of balance theory.[24]

A Model of Options for Self-Disclosure and Feedback in Interpersonal Relations

The following is a model of A and B's phenomenal systems consisting of images, evaluations, and perceptions:

Interactant A   Interactant B
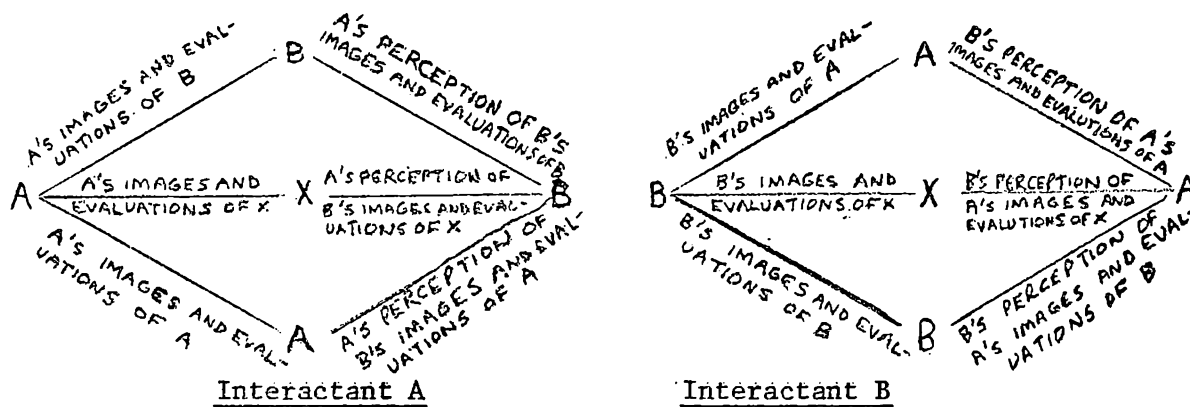
Newcomb's paradigm for the simplest communication act is A to B re X. It could be said that in the encounter group the paradigm is A to B re B, or A to B re A, and it is this deviation from the traditional A to B re X interaction that has resulted in Rogers calling the encounter group possibly the most potent social invention of the twentieth century. In a T-group or encounter group interactant A has a rich catalogue of options available to him when at the choice-point preceeding either self-disclosure or interpersonal feedback. He can share any of the following:

First Order Perceptions:

A⟶A	Self-images and self-evaluation
A⟶B	A's images and evaluations of B
A⟶X	A's images and evaluations of certain concepts, issues, persons, etc.

[24]Theodore M. Newcomb, "An Approach to the Study of Communicative Arts," Psychological Review, 60 (1953), 393-604.

Second Order Perceptions:

(A) B—→B   A's perception of B's self-images and
                     evaluations

(A) B—→A   A's perception of B's images and
                     evaluations of A

(A) B—→X   A's perception of B's images and
                     evaluations of certain concepts,
                     issues, persons, etc.

Third Order Perceptions:

(A)(B) A—→A   A's perception of B's perceptions of
                     A's self-images and evaluations

(A)(B) A—→B   A's perception of B's perception of
                     A's images and evaluations of B

(A)(B) A—→X   A's perception of B's perception of
                     A's images, and evaluations of certain
                     concepts, issues, persons, etc.

Relating these options to the Johari model, A is at these choice points:

1. A can verbally respond to something that B has publicly asserted or done from some aspect of the B model above, or anything from the right half of the A model that B has commented on.

2. A can comment on something about which he surmises that B has images or evaluations, but is not currently revealing. This could include anything in the B model or the right half of the A model. This could be done to assist B to lessen the Private areas of his behavior and perceptions, or for A to help himself in his own movement in that direction from Privacy or Blindness.

3. A can give reactions to or initiate dialogue with B regarding anything in the B model or the right half of the A model about which he believes B to be unaware.

4. A can verbally respond to anything from the A model or the right half of the B model about which he has already been public.

5. <u>A</u> can make public some aspect of the <u>A</u> model and the right half of the <u>B</u> model that he has <u>previously not made public.</u>

This schema can also be used to clarify the existing notions of disclosure, feedback, etc. For example, Jourard's version of self-disclosure can be primarily thought of as A to B re A and/or A to B re X. And the injunction to interactants who intend to give feedback that their verbalizations should be non-evaluative descriptive statements is not always grasped; a more readily understandable approach might be to discriminate between A to B re B statements and those of the A to B re A while-in-the-presence-of-B sort, suggesting that the latter is usually more capable of assimilation by <u>B</u>.

In addition to the pedagogical worth of this model of options, it has apparent heuristic implications: What types and levels of feedback and self-disclosure are stimulated by which lab designs? Could this schema be used with reliability? If a group member tries to model a trainer's feedback and self-disclosure behavior, will his success be dependent on the type and level of the trainer's model behaviors? Does feedback and self-disclosure of a certain type and level tend to establish that type and level as the norm within the group or dyad? Would a useful training procedure be to determine those types and levels of feedback and self-disclosure with which a trainer is most comfortable, proficient, and successful, and then form teams of group co-trainers on the basis of complementary feedback and self-disclosure proficiency? These are a few of the questions that immediately occur upon inspection of the model of options.

II. Interpersonal Feedback as a Focal Learning Process
in Human Relations Groups

A brief review of major writers representing a variety of orienta-

tions to participant learning through group methods indicates that feedback

is invariably seen as a key component in these learning processes. Surveyed

in this next section are the models of Blake and Mouton, who can be viewed

as representing the instrumented approach to human relations training;

Matthew Miles, who is largely associated with learning groups in formal

educational settings; Schein and Bennis, who are representatives of the

residential laboratory method; Jack Gibb, a spokesman for the desirability

of leaderless "growth groups;" Michael Argyle, a social psychologist who

advocates the "skill-building approach" to human relations; Carl Rogers,

the dominant figure in the encounter group movement; and Albert Ellis,

the "founder" of the "rational-emotive" method in focused marathon groups.

In the Blake model,[25] a dilemma is presented to the group by a

trainer, or through group member interaction. Methods are then invented

in an attempt to solve the dilemma. Feedback follows these problem-solving

activities and there is also feedback to the feedback. Generalizations

or hypotheses are then based on this feedback, after which the cycle is

repeated. For obvious reasons, this is termed the "dilemma-invention-

feedback-generalization" model of behavior change. In Blake labs the

feedback is usually channeled through instrumented forms including rating

scales, check lists, and rankings. The feedback most often deals with

such variables as group cohesion, group development, decision making

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[25]Schein and Bennis, Op. Cit., 203-04.

procedures, group climate, and member influence. This guided feedback is the crux of the Blake group method.[26]

In the Miles learner-change model the following cycle is presented: induced member dissatisfaction with the member's current skills; the selection of new coping behaviors; the practicing of these behaviors; the receipt of feedback on these new behaviors; integration of and generalization from this feedback.[27] The cycle then repeats. Feedback is a crucial component of the model. Miles describes a variety of training activities that can be utilized to introduce interpersonal feedback into the training group, such as intermittent process analysis, regular diagnostic periods, practicing service roles, reaction forms, tape recordings, alter ego comments, relationship charting, role reversal, etc.[28] These are in alignment with Miles' model of learner change, with behavior being followed at some point by feedback on that behavior.

Schein and Bennis see five learnings as hopefully accruing from the unstructured group experience: (1) an increased awareness of one's own feelings and the feelings of others; (2) an awareness and acceptance of differences among people in terms of needs, goals, and behavioral styles; (3) an increased awareness of one's impact upon others; (4) a heightened awareness of the complexity of the communication process; and (5) an increased awareness of how groups function, and what the

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[26]Robert R. Blake and Jane S. Mouton, "The Instrumented Training Laboratory," in Irving R. Weschler and Edgar H. Schien (eds.), Issues in Training (Washington D.C.: NTL, 1962), 61-76.

[27]Miles, Op. Cit., 37-45.

[28]Ibid., Chapter 5.

consequences of certain kinds of group action are.[29] It becomes

apparent that all five of these goals are largely to be mediated through

interpersonal feedback.

Feedback is an essential ingredient of all laboratory

training activities. Without it, the idea of the here-and-now

becomes sterile; with it, laboratory training can open up new

channels of communication about the nature of human behavior

and most of all, about the connection between appearances and

reality.[30]

Schein and Bennis see the T-group as eventually modifying awareness,

attitudes, and behavior. The awareness change entails introjecting the

meta-goals of laboratory training, and this makes attitude change

possible, which in turn, in this view, precedes behavior change. This

series of changes are identified by means of Lewin's model of unfreezing-

changing-refreezing.[31] Feedback is vital at each of these stages. At

the unfreezing stage, events or feedback serve to disconfirm, or at least

fail to confirm, the group member's self-image. The change stage is

characterized by a scanning of the interpersonal environment for feedback

as to how the member is coming across to others, or to one person with

whom he is especially able to identify. The refreezing stage consists of

obtaining feedback from others that reinforces whatever personal learnings

and behaviors the member has adopted.

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[29]Schein and Bennis, Op. Cit., 17-18.

[30]Ibid., 42.

[31]Ibid., Chapter 14.

Gibb's TORI model describes four modal concerns of a T-group, and suggests that there is a genetic sequence among these concerns or dimensions.[32] Movement up this concern hierarchy is possible only if some stability and satisfaction is achieved at each previous level. Once trust is experienced, openness (including feedback) can emerge; following openness, goals can be dealt with, and interdependence can develop. But without feedback, there would be neither adequate goal integration nor an appropriate decision-making process in the group.

Michael Argyle has developed a model for understanding social interaction skills which is based on a model of serial motor skills.[33] In both the conduct of motor skills and the emission of social behaviors we find the following: (1) goals, (2) the perception of cues or stimuli relevant to goal attainment, (3) reaction to these stimuli by translating incoming data into a plan of action which the organism will undertake, (4) motor or behavioral acting out of this plan of action, (5) feedback on the results of this acting out, and corrective behavior. Argyle points out that feedback is crucial to learning either motor or social skills. Sheer repetition is a very unsatisfactory method of learning, for people may become experienced at a behavior without becoming effective at it.[34] Feedback is a facilitator of corrective action in behavior.

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[32]Jack R. Gibb, "Climate for Trust Formation," in Leland P. Bradford, Jack R. Gibb, and Kenneth D. Benne (eds.), T-Group Theory and Laboratory Method: Innovation in Re-education (John Wiley and Sons, 1964), Chapter 10.

[33]Michael Argyle and Adan Kendon, "The Experimental Analysis of Social Performance," in Leonard Berkowitz (ed.), Advances in Experimental Social Psychology, Vol. 3 (New York: Academic Press, 1967).

[34]Michael Argyle, The Psychology of Interpersonal Behavior (Baltimore: Penguin, 1967), Chapter 5.

Rogers can be construed as the prime mover of the encounter group thrust in the group interaction area, in which the emphasis is placed not on the development of leadership skills or organizational problem-solving abilities, but upon the experiencing of oneself and others while in human community. Rogers' naturalistic observations of the intensive group experience have led him to describe a pattern of development in such groups.[35]

First, there is a period of milling around, accompanied by a resistance to personal expression or exploration. Next there is a description of past events, or there-and-then events and feelings. Soon, an expression of negative here-and-now feelings tends to emerge. This negatively toned sharing may be a means of testing the freedom and trust of the group, or it may precede a positive expression simply because a person becomes somewhat vulnerable after sharing certain positive here-and-now feelings.

Following this, members usually begin to take some risks, and explore personally meaningful material, especially reactions the group members have to one another in the here-and-now. A healing capacity seems to emerge in the group, and there is a movement toward self-acceptance. There is an attempt by members of the group to help one another remove their masks, to crack interpersonal facades. Data is rapidly generated and made public in the form of feedback, both positive and negative. Relationships begin to form outside the group session as well as inside, and gradations of change in behavior begin to appear within the group. Relationships

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[35]Carl Rogers on Encounter Groups, Chapter 2.

tend to be characterized by an I-Thou quality, interactions tend to

become rehumanized, there seems to be more fulfillment for the

interactants, who are coming to live in the existential here-and-now.

Positive feelings of closeness are expressed, yet negative feelings are

not buried.

Underlying these developments is what Rogers terms "the basic

encounter."

> Running through some of the trends I have just been describing
> is the fact that individuals come into much closer and more direct
> contact with one another than is customary in ordinary life. This
> appears to be one of the most central, intense, and change-producing
> aspects of such a group experience. To illustrate what I mean,
> I would like to draw an example from a recent workshop group. A
> man tells, through his tears, of the very tragic loss of his child,
> a grief which he is experiencing <u>fully</u> for the first time, not
> holding back his feelings in any way. Another says to him, also
> with tears in his eyes, "I've never before felt a real physical
> hurt in me from the pain of another. I feel completely with you."
> This is a basic encounter.[36]

At the heart of the encounter group philosophy, then, is feedback. In

the above example of a basic encounter, it is not enough that one group

member share his grief; the contact - the bridging of interhuman distance -

occurs when another human communicates where he is at in relation to the

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[36]<u>Ibid.</u>, 33.

person who initially spoke. It is this combination and interaction of the two members which constitutes "the basic encounter."

The most prominent non-instrumented yet highly structured intensive group approach is probably that of Albert Ellis.[37] The "rational-emotive" school of attitude and behavior change espoused by Ellis is founded on the assumption that it is not what happens at stimulus point A that makes someone anxious or angry at point C, but rather it is what the person tells himself at point B about what happened at point A that results in dissatisfaction with certain interpersonal relations. The Ellis technique centers around getting the change-target to behave in his maladaptive ways, then directing the target to challenge the fundamental philosophic premises underlying his response at point C. The trainer (who is a therapist) is extremely active in challenging the member's "irrational" thinking and behaving. The intention is that the member will begin to understand that his premises or deductions are inappropriate in many settings, and will attack them himself, through consistent verbal and motor activity, until they are replaced by more adaptive belief-systems. The approach is seen by Ellis as being quite confrontational.

Specific trainer interventions are employed by the rational-emotive trainer to evoke behavior from the members. The following leads are among those used: "What bothers you most right now in either this group situation or in your outside life?" "What member of this group would you like to tell off? Why? Tell him or her off, right now." "Pick someone

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[37]Albert Ellis, "A Weekend of Rational Encounter," in Arthur Burton (ed.), Encounter (San Francisco: Jossey-Bass, 1969), Chapter 8.

in the group who you think might be able to use some help with one of

his basic problems. Sit in the center of the group with him and try to

help him with these problems." Eventually, in a marathon rational-

emotive group, each member is put on the "hot seat" in the center of the

group where he receives feedback on those behaviors he exhibits which

the other members "dislike." Then the "likable" behaviors of that person

are discussed. The effort is designed to assist group members in identi-

fying behaviors or feelings that may be the result of self-defeating

philosophies. While the Ellis conception of encounter is somewhat

different from Rogers conception, feedback is central to both approaches.

Interpersonal feedback, then, is a focal concept in all of the major

models of the learning or change process in T-groups or encounter groups.

It presumably enables the feedback receiver to become aware of aspects

of his behavior, motivations and feelings to which he had been virtually

blind; it brings hidden agendas into the public domain; it constitutes,

when engaged in responsibility, an I-Thou encounter or dialogue, with

confirmation of the existence and importance of the other; it can help

minimize communication denial and consequent social alienation; feedback

can call attention to the manipulations and strategies that members are

wittingly or unwittingly perpetuating; it can possibly minimize the

physical and emotional ills that are alleged to exist when systems are

closed. Feedback, in short, is so fundamental as a concept in the

T-group, laboratory method, encounter group, sensitivity group, develop-

ment group, etc., that it is without a doubt worthy of systematic

research.

III. Research on Interpersonal Feedback

In this section an effort will be made to summarize the major
directions which research on interpersonal feedback has taken within
three areas of study: audience-to-speaker feedback studies; psychotherapy
research; and, more central to this current project, human relations
group studies. The audience-to-speaker and human relations group areas
have one principal commonality: in both there is one person who receives
feedback from usually more than one other person, constituting a many-
to-one situation. In the individual psychotherapy studies we can observe
the effects of feedback in the one-to-one context. This selection of
three areas for review should offer some flavor of the predominant
approaches to the study of feedback in interpersonal settings.

Audience-to-Speaker Feedback Research

People usually enter into communication as public speakers in order
to assist their auditors in assimilating and retaining new information,
and/or in order to alter their auditors' valenced cognitions.[38] Speakers,
in other words, most often function as information transmitters and/or
persuaders. There has been considerable research on the effects that
speakers have on audiences relative to these goals.[39] There has also
been some investigation, to a much lesser extent, of the audience's
effect on the speaker.

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[38]Gerald R. Miller, Speech Communication: A Behavioral Approach
(New York: Bobbs-Merrill, 1966), 16-20.

[39]Wayne N. Thompson, Quantitative Research in Public Address and
Communication (New York: Random House, 1967).

A rather thorough review of the literature has yielded only seven experimental studies in which the social stimulus condition of audience feedback has been examined to determine its effect on speaker behavior and/or attitudes. In four of these investigations live audience feedback has been used, and in the other three various forms of mechanized feedback were employed. Two of the live feedback studies utilized non-verbal feedback concommittant with a speaker's presentation; one used a verbal interruption of the speaker; and one employed verbal feedback subsequent to the speaker's delivered message. These studies will be summarized and briefly commented upon.

Blubaugh assigned fifty-two subjects (college students from sections of a required public speaking course) to speak before either a positive or negative audience.[40] The audience in both cases consisted of three males and two females who had been instructed to manifest cues that had been found to serve as reinforcers or punishers in other settings. In the positive feedback condition there was constant eye contact with the speaker, smiles, positive head nods, the taking of brief notes, and a comfortable but attentive posture. In the negative feedback condition the audience failed to establish eye contact, displayed no smiles, gave no head nods, sat in slouched postures, and engaged in by-play such as the cleaning of glasses, doodling, finger tapping, etc. Different audience members were trained, until satisfactory reliability and validity had been achieved, to emit these positive or negative cues a specific

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[40] John Alfred Blubaugh, "The Effects of Positive and Negative Audience Feedback on Selected Variables of Speech Behavior of Normal-Speaking College Students," (unpub. PhD. Diss., University of Kansas, 1966).

number of times while the speaker attempted to communicate.

After having had a twenty-five minute preparation period, a speaker would enter the room and speak on an assigned topic for four minutes. Upon concluding, each subject was asked to fill out a questionnaire regarding the experience. In addition to this source of data, typescripts were made of each of the speeches and analyzed to determine what differences existed between the two groups on dependent measures of nonfluency, rate, and verbal output.

As hypothesized, the speakers in the negative feedback condition differed significantly from the subjects in the positive feedback condition; they exhibited a higher total nonfluency ratio, a slower rate of speaking, and decreased verbal output. These were taken as indications that anxiety was aroused in the negative feedback treatment, with this anxiety disrupting overt verbal behavior.

As measured by the introspective questionnaire, there were no differences between the conditions on a single-item nervousness measure between the groups when beginning to speak or while speaking. But those subjects receiving negative feedback were more "dissatisfied" with their presentation and derived less "enjoyment" from it than those in the positive condition, and, unlike the speakers in the positive condition, had unfavorable personal reactions to the audience. All of these differences were significant.

The Blubaugh study is valuable in that its independent variables seem to contribute to external validity. That is, live auditors gave non-mechanized, non-verbal feedback to speakers, a condition which is at least typical of the average public speaking course. Blubaugh

correctly notes that his findings do not allow us to determine which components of the non-verbal feedback actually constituted the reinforcing or punishing stimuli, since there was a bundle of administered stimuli.

In another dissertation investigation of non-verbal concurrent feedback, Karns had fourteen audience members emit cues of attentiveness up to a certain point in a speaker's manuscript speech, and then the auditors were to display silent disagreement or lack of understanding.[41] In a control condition there was an absence of this negative feedback. The speakers were four experienced debaters.

While the audience was able to non-verbally influence the speakers to significantly deviate from their manuscripts, there was no difference between the conditions on verbal fluency or utterance rate measures, even though the speakers later indicated that they were able to identify the negative feedback behaviors directed toward them.

It is possible that the previous speaking experiences of these debaters increased their tolerance for negative feedback. Or it may be that an experienced speaker is able to maintain intricate motor behavior even though on introspective or physiological measures he might be said to be "anxious." Or it may be that the manuscript variable (or speaker-by-manuscript interaction) minimized the possibility that verbal fluency would correlate with an induced "anxiety state." In the absence of adequate controls, any of these interpretations are rendered possible, and the clarity of the findings is therefore limited.

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[41]Charles Franklin Karns, "The Verbal Behavior of a Speaker as a Function of Certain Non-Verbal Aversive Stimuli Presented by an Audience in a Public Speaking Situation," (unpub. PhD diss., University of Pittsburgh, 1964); DA, 26, 543-544.

A study by Boman is the only investigation in which a physiological measure was included as a dependent variable.[42] In this case the audience feedback was verbal. Eighteen student teachers were divided into a control group of eight subjects and an experimental group of ten. All were given a week to prepare a five to seven minute speech, to be given to an audience composed of three graduate students. During the delivery of the speech, speakers in the control group were given continuous positive feedback, while those in the negative condition were stopped half way through the speech and told that they were not getting their point across effectively. An increase in heart rate, as measured by a wireless telemetry device, resulted for subjects under both speaking conditions, but at the conclusion of the speech the heart rate for the negative feedback recipients was even more pronounced than for those who addressed the positive feedback group.

It seems the major problem here is labelling the audience's interruption behavior. Does task interruption alone have a significant effect on physiological response, or is such an effect dependent upon the content of that interruption? Was the interruption construed as confusion behavior? Communication denial? Blaming behavior? Deciding how to classify the interruption behavior becomes important if we attempt to generalize findings from Boman's study.

In an attempt to assess the effects of a speech teacher's oral feedback on a speaker's attitudes, Bostrom conducted the following

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[42]Thomas Gerhard Boman, "An Investigation of Selected Causes and Effects of Stress in a Communicator-Audience Situation," (unpub. PhD diss., University of Minnesota, 1966); DA, 27, 2384-2385.

experiment.[43] One hundred and sixty-five college freshmen from
communication skills classes were randomly assigned to either a positive
or negative condition, and further, to either a persuasive or informa-
tive speech topic. Each subject was alloted one hour to prepare a four
minute speech, which he then delivered to a panel of four speech
instructors. After the speech, the experimenter gave either positive
or negative oral criticism, according to a randomly ordered procedure.
The criticism consisted of four comments about the student's speech,
selected from a predetermined list of either ten positive or ten
negative comments. The student was then asked to complete a booklet
that he had also filled out earlier in the semester, containing five
measures. The data analysis indicated that the rewarded speakers
evidenced a positive attitude change toward speech and toward their own
abilities as speakers, while those speakers in the negative treatment
evaluated speech and their competencies as oral communicators more
negatively than they previously had. There was no difference between
the groups on a measure of the importance of speech in our society.

But it may be that an immediate lowering of one's self-assessment
of communication ability, and a deterioration in attitude toward speech,
are both transient attitudes without implication for actual behavior.
Bostrom could have easily extended his study to include the behavioral
consequences of negative versus positive feedback. One procedure might
have been to observe the speakers in a second speaking event half an
hour subsequent to the first, using a variety of behavioral measures

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[43]Robert N. Bostrom, "Classroom Criticism and Speech Attitudes,"
Central States Speech Journal, 14 (1963), 27-32.

(e.g., Paul's anxiety check list for observers)[44] on which to compare the originally "rewarded" and "punished" subjects. The task would be to establish behaviors that bear on one's self-concept and one's general attitude toward speech.

In what will here be termed mechanized feedback studies, feedback has been given to speakers by means of colored cards displayed by audience members and representing degrees of favorability; a meter device, supposedly registering the approval of an unseen audience; and a light panel, also representing the reaction of a supposed audience.

The card feedback study by Amato and Ostermeir showed that speakers in a negative treatment deteriorated in audience ratings of fluency, friendliness, facial expression, nervousness, body movement and eye contact.[45] But the raters had also been assigned the feedback administration roles, and, as indicated in a counter-view article, the assigned response-roles could have influenced the ratings.[46] In a rejoinder, the experimenters claim that a re-analysis of their data supports the original findings.[47] They also note that in the negative conditions speaking time

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[44]Gordon L. Paul, Insight Versus Desensitization in Psychotherapy: An Experiment in Anxiety Reduction (Stanford University Press, 1965) Appendix.

[45]Phillip P. Amato and Terry H. Ostermeir, "The Effect of Audience Feedback on the Beginning Public Speaker," Speech Teacher, 16 (1967), 56-60.

[46]Walter Combs and Gerald Miller, "The Effect of Audience Feedback on the Beginning Public Speaker, Continued," Speech Teacher, 17 (1968), 229-231.

[47]Terry H. Ostermeier and Phillip P. Amato, "A Rejoinder to Combs and Miller," Speech Teacher, 17 (1968), 231-234.

averaged three minutes versus five in the neutral condition, in spite

of instructions to make all speeches five minutes in length.

In Feezel's electronic feedback meter study, negative cues

resulted in an increased mean ratio of silent pauses.[48] Mean silent

time was not affected, although Feezel reports that this NSD may be an

artifact of only one subject's performance out of the nine subjects in

the study. The number of repetitions and false starts was not found to

be influenced by negative feedback. No paper-and-pencil anxiety measures

were employed in the study.

Huenergardt had one hundred and thirty subjects individually speak

in a room with one-way mirrors behind which, supposedly, was an audience

of twenty people.[49] Visible to the speaker was a panel of twenty lights

through which each audience member could ostensibly register approval or

disapproval of the speaker's use of evidence, his analytical and reasoning

abilities, and his clarity of presentation (the topic concerned social

change through public protest). For half of the speakers the audience

was announced as being informed and unbiased, and the other half spoke

to allegedly uninformed and biased auditors. The conditions of positive

reinforcement were two, six, ten, fourteen, or eighteen lights,

administered at twenty-second intervals during the subject's speech,

which he had prepared and practiced for almost an hour. A significant

[48]Jerry D. Feezel, "The Effects of Preparation and Feedback upon Speech Hesitation," Central States Speech Journal, 16 (1965), 182-83.

[49]Douglas Wayne Huenergardt, "An Experimental Study of the Effects of Increasing Percentages of Simultaneous Noncontingent Audience Approval on Speaker Attitudes," (unpub. PhD diss., Northwestern University, 1967); DA, 29 3799-A.

linear trend was demonstrated on all four dependent measures: as approval increased so did the subjects' confidence, attitude toward the audience, self-evaluation of speaking ability, and attitude toward the topic. The linear slope was steeper for subjects in the high expertise condition.

In addition to the seven live or mechanized experimental studies just reviewed, there are two other reports which deserve attention. The first of these involved neither direct live audience feedback nor mechanized feedback, but an indirect feedback procedure. The second study to be described is not an experiment (i.e., no independent variable was manipulated by the researcher), but is a quantitative investigation of students' recall of, and reaction to, instructor-administered feedback.

Bormann and Shapiro had students in public speaking classes fill out a standard measure of confidence as a speaker (the PRCS) following a classroom speech.[50] The students were then asked to name in writing the three most and least confident students who had just spoken. Seventeen pairs of speakers were then matched on the basis of sex and their self-ratings of confidence. During the remainder of the week, each of the experimental subjects was talked with privately, and told that he had been judged as one of the most confident students in the class. He was asked to reveal any of the methods he used to attain such a confident appearance.

The following week another speech was given, and post tests completed. The gains in confidence within the experimental group

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[50] Ernest G. Bormann and George L. Shapiro, "Perceived Confidence as a Function of Self-Image," Central States Speech Journal, 13 (1962), 253-56.

exceeded those occuring within the control group. Amount of change was not shown to be related to location within the pre-test confidence distribution. One interpretation of this increase in confidence is that positive audience feedback contributed to speaker self-image and/or motivation level.

At Northern Illinois University thirty-five students who received oral criticism following a speech in the basic speech course were questioned by Albright.[51] The students represented sixteen sections of the course, taught by eight instructors. The instructors' oral feedback was given to the speaker immediately following his speech, and was simultaneously being recorded on tape. Albright then had the students in one group try to immediately recall the content of instructor's comments, and indicate to what extent these comments were negative and possibly harmful. Another group was not asked to recall the content and tone of the instructor's reactions until the time they next delivered a speech.

Albright found that in this immediate recall group forty-two percent of the instructor's comments were "correctly recalled," fifty percent were omitted, two percent were incorrectly recalled, and six percent were added by the student. Seventy-four percent of the correctly recalled comments were perceived by the students as being negative, with forty-three percent of these negative comments labelled by the student as "hurtful" and "disappointing."

The research in the audience-to-speaker area is characterized by

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[51] Merlyn D. Albright, "The Response of Students in Fundamentals of Speech to Oral Criticism," unpubl. master's thesis (Northern Illinois University, 1967).

the experimental method. The findings are clear: strong audience

feedback (positive or negative) does influence speaker attitudes and

behavior. The extent to which blatantly overt feedback cues (such as

those used in the studies reported) actually exist in the perceptions

of speakers in naturalistic settings was the focus of only one study,

that of Albright. It would seem that audience-to-speaker research should

now go in the direction of further determining to what degree negative

versus positive feedback is perceived to prevail in the classroom setting,

and to which independent and dependent variables this feedback perception

relates.

Psychotherapy Feedback Research

Recent research on therapeutic outcome has established the importance

of what is usually referred to as "the therapeutic triad:" it has been

demonstrated that accurate empathy, genuineness (self-congruence), and

nonpossessive warmth are probably necessary, if not sufficient, therapist

behaviors in therapeutic contexts.[52] The question arises, to what extent

do these behaviors involve feedback?

Staines, in a comparison of the therapeutic communication methods

employed in various schools of therapy, offers an analysis that is

relevant to the above question.[53] For example, Staines calls attention

to the shift in the Rogerian concept of empathy: at one time empathy

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[52]Truax and Carkhuff, Op. Cit., Chapter 3.

[53]Graham L. Staines, "A Comparison of Approaches to Therapeutic Communications," Journal of Counseling Psychology, 16 (1969), 405-14.

was viewed as the reflection or restatement by the therapist or counselor of the client's feelings; but Rogers has recently recast the concept of empathy, so that the therapist behaves much like the Freudian analyst, and not only restates what the client is already aware of in his own feelings and behavior, but also "...works at the edge of his patient's focused awareness. He facilitates the break-through into consciousness of those feelings which are almost about to become conscious in any event, as a result of the therapeutic process."[54] Of the similarity between Rogerian "empathic responses" and Freudian "interpretations," Staines writes:

> 'Modern' Rogerian empathic responses and Freudian inter-
> pretations may thus be summarily compared. A statement of
> Rogerian doctrine with the Freudian interpretation in brackets
> would be as follows. The counselor (therapist) via his empathic
> responses (interpretations) brings to awareness (makes conscious)
> the feelings (strivings) of the experiencing organism (unconscious).
> The important difference between the two (a quantitative, not
> qualitative difference) is that the Rogerian's responses are
> much less deep than those of the Freudian.[55]

As an example of the "depth" notion in a Freudian interpretation, Staines offers the following paradigm: "'You tell me that you feel X (e.g., love for father) but I say you are wrong and in fact you feel Y (e.g., hate for father).'"[56] This is clearly a communication that would

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[54] _Ibid._, 405.

[55] _Ibid._, 406.

[56] _Ibid._

be labelled as feedback, in this case regarding the private or blind

quadrant of the client's feelings. Any more tentative, less "deep"

statement pointing in the same direction would still be classified as

feedback (e.g., the Rogerian comment that, "I kinda get the sorta feeling

that maybe... but maybe I'm all wrong"[57]). Staines then offers the equa-

tion that "depth of AE = depth of interpretation (D/I) = discrepancy of

content..."[58] In other words, Freudian interpretation primarily involves

giving a patient feedback as to the blind quadrant of his behavior,

motivation and feelings, and since a high degree of accurate empathy in

Roger's more recent definition entails interpretation in this sense,

accurate empathy then by definition demands that the client be given

feedback about feelings and behaviors which are not yet within the client's

preconscious meaning. Truax also builds this interpretation component

into his scales, intended for the measurement of accurate empathy.[59] A

second question can be raised: how does the magnitude of the discrepancy

between the therapist's feedback and the client's awareness of the behaviors

(or feelings or motivations) to which that feedback relates affect the

client? Bergman found that low and possibly medium depth accurate empathy

was followed by continued client self-exploration or insight, while deep

interpretations (deep accurate empathy) was followed by flight from

self-exploration.[60] Speisman emerged with findings supporting those of

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[57]Ibid., 410.

[58]Ibid.

[59]Truax and Carkhuff, Op. Cit., 46-58.

[60]Daniel V. Bergman, "Counseling Method and Client Responses,"
Journal of Consulting Psychology, 15 (1951), 216-24.

Bergman.[61]

At first one might question the seeming contradiction between these findings and those reported by Truax and Carkhuff, in which accurate empathy is placed at a premium as a therapeutic variable. But upon closer reading, it becomes apparent that there may be a curvilinear relationship between accurate empathy and therapeutic outcome, at least when extremely high levels of empathy are seen as having to include feedback which consistently deals with the client's blind quadrant. Truax and Carkhuff note in a study of hospitalized schizophrenics and outpatients seen in counseling that while the mean level of offered empathy was higher for patients who were later labelled as "successful" cases, therapist comments which were rated as being empathic at around the eighth stage of a nine-stage scale were associated with failure more than with successful outcome. The therapist comments which received scores of six and seven, however, were much more related to successful outcome than failure.[62] This finding seems especially important to this writer, although Truax and Carkhuff do not make much of it.

Further, in a group therapy study with a population of eighty outpatients, Truax, Wargo and Carkhuff conclude as follows: "Thus in analyzing the effects of the three conditions with outpatients, the data suggest warmth is most important, genuineness less important, and empathy less important."[63] As a matter of fact, seventeen measures favored those

[61]Joseph C. Speisman, "Depth of Interpretation and Verbal Resistance in Psychotherapy," Journal of Consulting Psychology, 23 (1959), 93-99.

[62]Truax and Carkhuff, Op. Cit., 87-88.

[63]Ibid., 94-95.

patients receiving low empathy, while only six measures favored those who received high levels of empathy. This difference is highly significant $(p < .01)$.[64]

In yet another study it was found warmth was negatively correlated (-.40) with both accurate empathy and genuineness, leading Truax and Carkhuff to conclude that it might not be necessary for all three condi- tions to be high for positive client or patient change to result.[65] And in an investigation of lay therapists in a hospital group therapy program it was found that although there was a difference in outcome for those patients receiving low conditions of the therapeutic triad versus those receiving high and moderate conditions, there were no differences on outcome measures for those patients receiving moderate versus high conditions.[66]

In summarizing the therapeutic effectiveness of accurate empathy, Truax and Carkhuff claim that of sixty measurement attempts favoring the hypothesis that accurate empathy is associated with beneficial outcome, twenty-one of these have resulted in significance. Of twenty-eight measures against the hypothesis, none proved significant.[67] How can these results be explained in the light of the comments presented here regarding the possible non-monotonic relationship between empathy and outcome?

Beyond pointing out that the majority of measurement attempts have

[64]Ibid.

[65]Ibid., 91.

[66]Ibid., 110-11.

[67]Ibid., 125.

not resulted in rejection of the null hypothesis, another possible answer

can be suggested: when Truax and Carkhuff demonstrated that a high level

of empathy is related to outcome, "high level" is defined relatively, in

relation to other therapists' levels, or in relation to the same therapist's

levels at different times. This can be illustrated by describing an experi-

ment conducted by Truax and Carkhuff. In one of their few studies in which

an effort has actually been made to manipulate an independent variable

(e.g., accurate empathy), it was concluded that depth of exploration was

significantly associated with the introduction or withdrawal of empathy.[68]

Yet in examining the tables indicating the mean empathy values achieved by

the therapist over time, it can be seen that with one patient the highest

average level of empathy reached was 6.67 on a 9-point scale. For the

second patient the therapist received a 7.33 highest average, and for the

third patient a 6.33 highest average was achieved. The lowest averages

during the empathy-present conditions were 4.33, 4.67, and 4.33, respectively.[69]

In short, the highest level of empathy attained in this one hour interview

did not involve the discussion of preconscuous material. In fact, in a

study by Shostrom the average empathy rating received by a group of

experienced therapists including Carl Rogers, Albert Ellis, Rollo May,

Julius Seemann, and Carl Whitaker was 5.2 on a nine-point scale.[70] It may

well be that high absolute levels of accurate empathy (which therefore

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[68]Ibid., 105-07.

[69]Ibid., 108-09.

[70]Everett L. Shostrom and Clara M.D. Riley, "Parametric Analysis
of Psychotherapy," Journal of Consulting and Clinical Psychology, 32 (1968)
628-32.

involve deep interpretation regarding the client's blind quadrant) are
not necessarily conducive to self-exploration or even successful thera-
peutic outcome, but that such findings are actually a result of the
effects of low absolute values versus middle-range absolute values, such
as scores of five, six, and seven, on the Truax scales.

In summary, accurate empathy, as defined by Rogers and Truax, can
be said to entail interpretation, and this in turn entails interpersonal
feedback. Secondly, it has been suggested that feedback which deals with
the client's blind quadrant (especially if the feedback is "negative")
has anti-therapeutic potential if the feedback differs a great degree from
what the client believes to be true of himself. A number of investigatable
variables such as feedback tone, accompanying nonverbal behaviors, the
quality of the therapist-client relationship, and patient defensiveness
would seem to affect client response to such feedback.

A second member of the "therapeutic triad," genuineness or self-
congruence, has also been shown by Truax et. al. to relate to successful
therapeutic outcome on nineteen of fifty-five attempted measurements,
while out of thirty-four measures against the hypothesis that congruence
is associated with successful outcome, six have proved significant.
Therapist genuineness is discussed by Rogers and Truax as follows:

> So if I sense that I am feeling bored by my contacts with this
> client and this feeling persists, I think I owe it to him and to
> our relationship to share this feeling with him. The same would
> hold if my feeling is one of being afraid of this client, or if
> my attention is so focused on my own problems that I can scarcely
> listen to him. But as I attempt to share these feelings I also

want to be constantly in touch with what is going on in me. If I
am, I will recognize that it is my feeling of being bored which I
am expressing, and not some supposed fact about him as a boring
person.[71]

This congruence expresses feedback as to how the therapist is responding
to the client. How does the therapist acquire the ability to be genuine?
Truax writes that "It is simply something that we experience; we know
when it happens, but there are no clear-cut rules for training beyond
the attempt to 'shape' the trainee's communication by feedback from his
peers."[72] In other words, genuineness itself is fostered by others being
genuine enough to give feedback to the target-person as to when and why
he is coming across as being genuine or non-genuine, whether he be a
therapist in training or a client in therapy.

Leonard Berkowitz has recently criticized the open expression of
feelings (genuineness) when those feelings involve hostility or aggression.

We are often told that people should express their hostile ideas
and feelings; telling someone we hate him supposedly will purge
pentup aggressive inclinations and will 'clear the air' -- whatever
this last cliche means. Quite frequently, however, when we tell
someone off, we stimulate ourselves to continued or even stronger
aggression.[73]

[71]Cited in Truax and Carkhuff, Op. Cit., 330-31.

[72]Ibid., 335.

[73]Leonard Berkowitz, "Experimental Investigations of Hostility
Catharsis," Journal of Consulting and Clinical Psychology, 35 (1970), 1-7.

Robert Holt has rejoined, however, by noting that there are
different types of openness, and that the example chosen by Berkowitz
would indeed fail to "clear the air."[74] Holt describes the destructive
expression of anger as a zero-sum game in which the expressor wants to
win at any cost. In a non-zero-sum expression of anger, on the other
hand, the goal of the expressor is to establish, restore, or maintain
a sound relationship with the other person. Further, the utility of
the open expression anger need not be thought of in terms of a catharsis
theory of expression, or some such hydraulic model of personality.
Indeed, Holt sees constructive openness as a means of cognitive clarifica-
tion, often serving as a nonviolent response to provocations to anger.
It is apparent that the openness of Rogers is consistently of the non-
zero-sum variety, and the popular spokesmen for authenticity of response
(such as George Bach[75] and Haim Ginott,[76] as well as the encounter group
writers) are also calling not for the wholesale adoption of "gut-level"
responses, but for responsible genuineness between persons. But there is
unquestionably a need for research as to which variables distinguish
facilitative genuineness from that which is merely destructive.

There has been a small number of studies recently which have added
yet another variable to those usually investigated in the therapeutic

[74]Robert R. Holt, "On the Interpersonal and Intrapersonal Consequences
of Expressing or Not Expressing Anger," Journal of Consulting and Clinical
Psychology, 35 (1970), 8-12.

[75]George R. Bach and Peter Wyden, The Intimate Enemy: How to Fight
Fair in Love and Marriage (New York: Morrow and Co., 1968).

[76]Haim Ginott, Between Parent and Child (New York: Macmillan, 1965).

triad research: confrontation. These studies, however, do not make

clear the distinctions between accurate empathy and genuineness and

confrontation, nor have there been any factor analyses justifying the

independence of a confrontation factor. Berenson and his colleagues have

defined "confrontation" as follows:

The five types of confrontation employed were experiential,

didactic, strength, weakness, and encouragement to action.

Experiential confrontation was defined as the therapist's response

to any discrepancy between what the patient said about himself

and how the therapist experienced the patient; to any discrepancy

between what the patient said about himself and what he, the patient,

experienced as really true about himself; or to any discrepancy

between the patient's and the therapist's experience of the therapist.

A didactic confrontation was defined in terms of the therapist

responding to the patient's misinformation, lack of information, or

need of information regarding the occupational, educational, or

social, as well as the structure and function of the therapy

process. Confrontation of strengths was tallied whenever the therapist

focused on the patient's constructive resources; weakness was tallied

whenever the therapist emphasized the patient's liabilities or

pathology. Encouragement to action involved the therapist's pressing

the patient to act in life in some constructive manner and/or

discouraging a passive stance.[77]

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[77]Bernard G. Berenson, Kevin M. Mitchell, and Ronald C. Laney, "Level of Therapist Functioning, Types of Confrontation and Type of Patient." Journal of Clinical Psychology, 24 (1968), 111-13.

It seems to this writer that there is an overlap between experiential confrontation, as defined above, and components of the definitions of accurate empathy and congruence (or genuineness). Experiential confrontation, and confrontation of strengths and weaknesses, all seem to be terms for specific kinds of feedback-giving behaviors. A review of this research is appropriate.

Berenson, Mitchell and Laney had two experienced therapists rate fifty-six interviews conducted by as many therapists, with the interviewees ranging from college students seen in counseling centers to hospitalized schizophrenics.[78] Each therapist was classified by the raters as being "high functioning" or "low functioning," depending upon a composite score of the therapist's empathy, genuineness, positive regard (warmth) and concreteness. The two groups of therapists were then compared as to the frequency and types of confrontations they engaged in (both raters having to independently agree on these dependent measures). It was found that the high functioning therapists confronted more frequently, especially with experiential confrontations. The low functioning therapist confronts his patients experientially no more frequently than he confronts their weaknesses. Thirteen high functioning therapists accounted for over fifty percent of the confrontations, while the forty-three low therapists together accounted for less than fifty percent.

In a follow-up study, Berenson, Mitchell and Moravec used the same recordings as in the previous study, employing a different pair of raters.[79]

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[78]Ibid.

[79]Bernard G. Berenson, Kevin M. Mitchell, and J.A. Moravec, "Level of Therapist Functioning, Patient Depth of Self-Exploration, and Type of Confrontation," Journal of Counseling Psychology, 15 (1968), 136-39.

Level of patient self-exploration was rated on a five-point scale, and the mean was used as a dividing line for high and low self-exploration groups, with nineteen and thirty patients, respectively. A third pair of raters rated the frequency and type of confrontation. Again, with new raters, it was found that experiential confrontation was used by high-functioning therapists, and also that self-exploration appeared to be related to whether the patient or client was with a high or low functioning therapist. Level of self-exploration did not interact with any of the confrontation variables.

Berenson and Mitchell conducted a third study using apparently the same tape recordings as in the two previous studies except that (for some unexplained reason) eleven of the fifty-six interviews were dropped in this investigation.[80] Two raters independently assessed the levels of empathy, positive regard, genuineness and concreteness during the three minute time period subsequent to each confrontation initiated by the therapist. It was concluded that therapeutic conditions following the confrontations were rated as neither higher nor lower than prior to the confrontations, in both the high or low functioning therapist groups.

The major difficulty with the Berenson studies is that the findings may be attributed to a confounding of the definitions of the independent and dependent variables. If empathy and genuineness are viewed as often entailing the giving of feedback to another, then confrontation behavior is going to differ between high and low functioning groups since the definition of confrontation is based on feedback. It would be more

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[80] Bernard G. Berenson and Kevin M. Mitchell, "Therapeutic Conditions After Therapist-Initiated Confrontation," Journal of Clinical Psychology, 24 (1968), 363-65.

desirable to learn of the effect that confrontation has on some outcome variable, or at least on the client's perception of the helpfulness of the therapeutic conditions he is receiving.

Susan Anderson has also investigated therapist confrontation, and has emerged with some valuable findings. First, her definition, and the two examples which she offers:

A confrontation occurs when the client describes himself or his situation in a way that is clearly discrepant with the way the therapist views the same situation.

...Client: I'm a cool guy. I really think I'm great... You can tell by the way I dress and talk... I'm just cool.

Therapist: You speak of yourself as being a pretty good guy, but I guess you don't believe it or you wouldn't say it so loud and so often.

or

...Client: Now that I see what my father has done to me all these years, I feel like a new man.

Therapist: Yes, but you're still getting up at 6 AM to cater to his requests just like you always did.[81]

Anderson views two broad categories of confrontations: some bring the client into an awareness of his resources, strengths, and constructive behaviors, while other confrontations are intended to move the client into an awareness of his limitations, weaknesses, and destructive

[81] Susan C. Anderson, "Effects of Confrontation by High- and Low-Functioning Therapists," Journal of Counseling Psychology, 15 (1968), 411-16.

behaviors. These categories would seem to subsume the Berenson categories, excluding didactic confrontation.

In a study to examine the relationship between confrontation and degree of self-exploration during the therapy session, Anderson had two raters, after five hours of training, rate forty initial therapy interviews for the number and type of therapist-initiated confrontations.[82] A college counseling center and a state mental hospital were the settings in which the recordings had been made. Perfect agreement was achieved between the independent raters.

Two other judges then independently rated the same tapes for client depth of self-exploration for the two-minute period immediately before and after each confrontation, on a five-point scale. Two weeks later these same judges rated two five-minute segments from each tape to determine the level of therapist empathy, positive regard, genuineness, concreteness, and self-disclosure. A "high functioning" therapist was defined as one who received an average of 3 or above on these five dimensions, while any therapist receiving an average of less than 3 was defined as "low functioning."

Only four out of the twenty therapists in the study received high-functioning scores. It was found that these therapists confronted clients more frequently than did low-functioning therapists. In the forty sessions a total of fifty confrontations were noted: nine of these were attributable to the low-functioning therapists, and forty-one to the highs. It was also clear that the confrontations by the high-functioners were followed by a gain in depth of self-exploration, while this did not occur

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[82]Ibid.

for the low functioning therapists. Further, the confrontations between the two groups of therapists differed in kind, with the low-functioners confronting the client's limitations almost exclusively. High functioners tended to confront hospital patients with their resources, while they confronted college students with resources and limitations equally. While in-patients engaged in more self-exploration if the confrontation dealt with their resources, college students responded with deeper self-exploration regardless of the aim of the confrontation, as long as it came from a high functioning therapist.

Anderson concludes her study by suggesting at least five potential benefits of confrontation, when presented in a therapeutic climate: (1) it allows the therapist to be open and therefore "true to himself," and his client; (2) it establishes a model of responsible openness for the client to witness; (3) it demonstrates to the client that there is more than one way to see a person or a situation; (4) it gives the client feedback; and (5) it shows the client that the therapist trusts the client's ability to deal with feedback.

In a second study, Anderson asked each of sixteen counselors to confront their student clients twice during the second fifteen minute segment of a forty-five minute interview.[83] Half of the counselors were high-functioning (as defined in the previous study) and half were low-functioning. The clients were also divided into a high- and low-functioning group. Depth of self-exploration was measured during the two-minute period before and after the confrontations.

[83] Susan C. Anderson, "Effects of Confrontation by High- and Low-Functioning Therapists on High- and Low-Functioning Clients," Journal of Counseling Psychology, 16 (1969), 299-302.

As in the original investigation, it was found that clients were more self-explorative after confrontations by high- rather than low-functioning counselors. More confrontations of the limitations type occurred overall, with no difference between the high- and low- counselors. It was also found, however, that during Interview 1 there were more resource than limitation confrontations, while this situation was reversed during Interview 4 for high-functioning counselors. Anderson reasons that the low-functioning counselor is fairly static in his confrontation type, while the high-functioning counselor moves from resources to weaknesses as his relationship with the client progresses over time.

The term "feedback" is not explicitly used in either the Berenson or Anderson confrontation research, although it is obvious that confrontation _is_ feedback. Rogers attempts to make clear the relationship of one to the other when he writes "There are times when the term 'feedback' is far too mild to describe the interactions that take place, when it is better said that one individual _confronts_ another, directly 'leveling' with him."[84] Rogers implies a continuum with the term "feedback" at one end and "confrontation" at the other. Some of the therapist responses which Berenson or Anderson describe as "confrontational" would fall on the inner portion of Rogers' continuum of intensity and might just as easily have the term "feedback" applied to them, while other more intensive interpersonal feedback situations are probably characterized accurately by connotations evoked by the term "confrontation."

[84] Carl Rogers on Encounter Groups, 31-32.

Human Relations Groups: Feedback Research

The human relations group area is relatively devoid of research on

interpersonal feedback, considering the centrality of the feedback concept

to the theory of personal change in groups.

The feedback studies with which Jack Gibb has been associated fall

into two categories: (1) laboratory investigations of the effects of

experimenter-administered feedback in small problem-solving groups, and

(2) laboratory investigations of the effects of the knowledge of pretest

scores on measures of self-insight, role flexibility and role conceptualiza-

tion ability.[85] Since these studies do not deal with on-going inter-

personal feedback in the T-group or encounter group, they will not be

reviewed here.

Gordon Lippitt conducted a study which did not involve on-going

feedback, but which did at least involve a trainer relaying group feedback

to the individuals in that group, in personal interviews.[86] The feedback

concerned the perceptions that the group members had of one another on

three dimensions: frequency of participation, openness to the ideas of

others, and degree of attention seeking (or avoiding) behavior. Each

member of the experimental condition was told both how he was currently

seen on these dimensions and in which directions the group wanted him to

change. Another set of members, matched with the experimental subjects

on the pretest measures, were not given this feedback. To measure the

amount of behavioral change, both nonparticipant observers and post-test

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[85]This research is summarized in Dorothy R. Stock, "A Survey of
Research on T-Groups," in Bradford, Gibb and Benne, Op. Cit., 431-33.

[86]Ibid., 429-30.

ratings were employed. It was found that thirteen of the fourteen

feedback-receivers changed in the desired direction, as compared with

eight out of fourteen in the control condition.

Myers, Myers, Goldberg and Welch also explored the utility of

structured indirect group feedback.[87] In this case, group members rated

one another on a series of five-point scales, rated themselves on these

scales, and predicted how they would be rated by others. This was done

on eight occasions in two experimental groups totaling twenty-three

members. The groups were three days in length, and included a combination

of T-group sessions, lectures, discussions, demonstrations and informal

social interaction.

The experimental treatment consisted of the members receiving the

mean ratings given to the other members and themselves, their predictions

as to the ratings they themselves would receive from the group, and a

sensitivity index as to their degree of accuracy. Two control groups

filled out the rating forms as in the experimental groups but were not

given any feedback on their mutual ratings. In two other control groups

the rating forms were completed only twice, at the first and last sessions,

and again, no feedback on mutual ratings was given.

The major finding was that on the eighth administration of the rating

scales (the post-test) the members of the experimental groups were more

accurate in predicting how others would rate them than were the members

of the control groups. Yet there is a clear alternative explanation for

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[87]Gail E. Myers, Michele T. Myers, Alvin Goldberg, and Charles E.
Welch, "Effect of Feedback on Interpersonal Sensitivity in Laboratory
Training Groups," Journal of Applied Behavioral Science, 5 (1969), 175-85.

the findings of the study: in such a short time-span as three days

one would not expect his behavior to be rated too much differently on

the eighth occasion than on the fifth or sixth or seventh occasion. It

seems that the increased sensitivity hypothesis is perhaps less approp-

riate here than the simple explanation that if you rate someone similarly

over a short time-span, and tell him how you are rating him, it will be

exceedingly likely that he will eventually be able to come close to

guessing the vicinity of his next received ratings before he is given

access to them. The relationship between this behavior and any true

skill in interpersonal sensitivity appears tenuous, and Myers et. al.

admit this possibility.

French, Sherwood and Bradford attempted to vary the amount of

feedback that twenty middle-management employees received in a two-week

T-group.[88] There were five conditions in which different amounts of

feedback, and different channels of communication, were used. In one

condition the member was given written feedback as to how the other

members perceived him, and how they wanted him to change, and this was

discussed with at least two other group members. In the second condition

there was no written feedback from the entire group, but there was an

oral feedback-input by two group members using a structured rating form.

In the other three conditions there was no structured feedback communi-

cated in writing or orally, although in two of these three conditions

peer ratings were secured in order to serve as a stimulus that might

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[88] John R. P. French, Jr., John J. Sherwood, and David L. Bradford, "Changes in Self-Identity in a Management Training Conference," Journal of Applied Behavioral Science, 2 (1966), 210-18.

result in voluntary member utilization of these data.

It was found at the end of the group that receiving structured feedback, or even being rated by others without an externally imposed provision for the hearing of that feedback, resulted in greater changes in positive self-identity, as measured by a series of self-chosen semantic differential scales, than non-structured feedback alone.

The major weakness of the study is that it is difficult to interpret whether the findings resulted from receiving feedback or simply from the rating of oneself prior to the reception of that feedback. In fact, the greatest pre-to-delayed-post change (a ten-month period) took place in a group in which no structured feedback was received. This writer would conclude that the major hypothesis of this study was actually not supported.

Miles has conducted two investigations which, unlike the above three studies, directly involved feedback as it exists in the natural T-group context. The first of these is unpublished, and is cited in Stock's survey of T-group research.[89] Miles found, among other things, that negative feedback was more effective in inducing change than positive or neutral feedback. But since Stock fails to provide Miles' definition of "negative" feedback, or any reference to the medium through which the feedback was given, generalization from this finding would be unwise.

In a second study, Miles was in part interested in determining if feedback that was perceived as being "clear, strong, and helpful" would be related to changes accruing from a two-week human relations training

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[89] Stock, in Bradford, Gibb and Benne, Op. Cit., 433.

laboratory.[90] At the end of both weeks the thirty-four participants

(elementary school principals) were asked to recall the feedback they

had received that week, and then rate it on a semantic differential form.

In addition to the "clear-strong-helpful" ratings, a rating on the "pleasur-

ableness" of the received feedback was also secured, presumably on a single

scale of "pleasurable-painful."

Miles obtained no significant correlations the first week between

the feedback ratings and scores on the laboratory change measures. At

the end of the second week, however, this was not the case. There was a

significant correlation (r=.45, p <.01) between the perceived clarity-

strength-helpfulness of the feedback and self-perceived change, measured

at the laboratory by means of an instrument covering the areas of social

perceptiveness, diagnostic ability, and action skills. The perceived

clarity-strength-helpfulness measure also correlated (r=.43, p <.01) with

the trainer's ratings of the members' changes in the combined areas just

mentioned. The correlation between the perceived clarity-strength-

helpfulness measure and the post-laboratory ratings, however, was extremely

low (r=.04). These delayed post-laboratory scores were combined from the

members' self-ratings and ratings completed by their job associates, eight

months subsequent to the laboratory.

With the "pleasurable" scale no significant correlations were found

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[90] Reported in two sources, with each providing some information
which the other does not. See Matthew B. Miles, "Learning Processes
and Outcomes in Human Relations Training: A Clinical-Experimental
Study," in Schein and Bennis Op. Cit., 1967, Chapter 12; and "Changes
During and Following Laboratory Training: A Clinical-Experimental
Study," Journal of Applied Behavioral Science, (1965), 215-42.

with self-perceived, trainer-perceived, and job associate-perceived

ratings of behavior change (r=.27, .23, and .12 respectively, during

the second week). The pleasurable scale scores were statistically

independent of the clear-strong-helpful scales.

Miles included three personality variables in his study: ego

strength and flexibility (both revised Barron measures) and need affilia-

tion (revised from French). A significant correlation was found between

need affiliation and the perceived clarity-strength-helpfulness of the

feedback received during the second week of the program (r=.36, p<.05).

Also, and even more interestingly, ego strength was associated (r=.33,

and .48 for the two weeks) with the perceived pleasurableness of the

feedback.

Gibb reports that G.L. Bunker, using a group that met two hours

per week for sixteen weeks, found that more net positive feedback was

given to those persons ranked in the upper third of the group on

perceived esteem than those persons ranked in the lower third.[91]

Kolb and Boyatzis, in an investigation of the helping relationship

in the T-group, probed several questions regarding the reception of

interpersonal feedback.[92] Their three main hypotheses were that

[91]G. L. Bunker, "The Effect of Group Perceived Esteem on Self and Ideal Concepts In An Emergent Group," unpubl. master's thesis (Brigham Young University, 1961); cited in Jack R. Gibb, "The Effects of Human Relations Training," in Allen E. Bergin and Sol L. Garfield (eds.), Handbook of Psychotherapy and Behavior Change: An Empirical Analysis (New York: John Wiley and Sons, 1971), Chapter 22.

[92]David A. Kolb and Richard E. Boyatzis, "On the Dynamics of the Helping Relationship," Journal of Applied Behavioral Science, 6 (1970), 267-89.

effective and ineffective helpers, and nonhelpers, would differ from one another on the needs for Power, Affiliation, and Achievement, as measured by responses to the Thematic Apperception Test. It was also predicted that there would be self-image differences among effective helpers, ineffective helpers, and nonhelpers. Thirdly, it was expected that there would be differences in characteristics of the feedback given by effective and ineffective helpers.

The members were M.I.T. master's candidates in eight groups, each group meeting for two sessions each week, two hours or so each session, for approximately eleven sessions.

The investigators verbally defined an "effective helper" as one who attempts to help others while others see this help as significant and important. Operationally, however, a potential helper was defined as anyone who gave feedback that "stood out most" in the receiver's mind at each session, with a maximum of three such choices per receiver per session. Each member was requested to indicate both to whom he had given feedback in each session, and from whom he had received feedback that session.

Members who saw themselves as giving feedback, and who were in fact seen by the intended receivers as having given that feedback, were classed as "effective helpers." Those who saw themselves as giving feedback, but whose intended receivers tended to fail to perceive the feedback, were classed as "ineffective helpers." Those who neither saw themselves as giving much feedback, nor who were seen by others as giving much feedback, were termed "nonhelpers." Group medians were used to implement these divisions.

One might question affixing the term "effective helpers" to individuals who are named by receivers only because they give feedback that "stands out" to the receiver. The form which the investigators used in no way asked the feedback receivers to make an assessment of the helpfulness of the perceived feedback, as in the Miles study. This leads this writer to conclude that Kolb and Boyatzis actually ended up studying successful communicators of feedback, leaving unanswered any questions relating to communicators of that feedback which is perceived as being helpful. This might also explain at least one major unrejected null hypotheses of the study.

In comparing effective and ineffective "helpers" and nonhelpers on a sixty-item semantic differential intended to get at one's self-image, not one of the sixty items differentiated the effective from the ineffective "helpers" at the .05 level, with two-tailed Mann-Whitney U-Tests. However, in describing their proposed model of the helping relationship, Kolb and Boyatzis had asserted: "The helper, on the other hand, must see himself as capable of giving help; yet he must not feel himself to be the 'know-it-all' expert who has never experienced his own ignorance. The issue of superiority is related to the issues of influence and intimacy discussed earlier. The helper must be willing to influence and at the same time have empathy with the feelings he is helping."[93] But they ended up concluding that, "The description of the successful helper is somewhat vague from the self-description in Figure 5 because no adjectives significantly differentiate effective helpers from the other two groups."[94]

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[93] Ibid., 272-73.

[94] Ibid., 286.

The investigators also failed to locate any differences between effective helpers and nonhelpers on the Power, Achievement, and Affiliation motives. The point is that it is not clear whether these failures to reject the null hypotheses are due to definitional problems or, in fact, a lack of substantive differences among the effective helper and nonhelper groups, in this particular case.

The researchers, in another of their major hypotheses, suggested that effective helpers would be associated with perceived positive feedback, while the feedback from ineffective helpers would be more negative. This hypothesis was confirmed, with effective helpers perceived as having a positive/negative proportion of 55%/42%, versus 45%/54% in the ineffective helper condition (p=.04, one tailed). "Positive feedback" had been defined for the members as feedback that was pleasant to hear, while "negative feedback" was defined that which was disagreeable, discouraging, or painful to hear. But returning to the original definition of effective and ineffective help in this study, this finding can be interpreted to mean that positive feedback is what stands out most in a person's memory; it says nothing about the extent to which the member sees that feedback as being helpful. Miles' finding that ratings of perceived pleasurableness of feedback are independent of perceived strength-clarity-helpfulness corroborate this possibility. It should also be noted here that no attempt was made to check the reliability of the positive-negative dichotomy (nor of the sixty self-image scales).

The differences between the effective and ineffective helpers on the TAT responses were significant on all three measures and those between the ineffective helpers and the nonhelpers were significant on

two of the three measures, indicating that ineffective helpers differ

from nonhelpers and effective helpers in that they have very high n

achievement Power scores, and low n Affiliation scores. Yet the

definitional problems of the study continue to make questionable the

interpretation of the findings.

IV.   Encounter Group Outcome Research: Self Actualization

In addition to examining interpersonal feedback in the encounter

group, a major portion of the study to be described in Chapter II is

outcome-oriented. Gibb, in a 1971 summary of the effects of human

relations methodologies, indicates that there are seven earlier reviews,

as well as two annotated bibliographies of training studies.[95] This

leaves the present writer free from the task of summarizing a massive body

of literature, and permits a more restricted approach. The concern here

will be with studies which have employed the same dependent variables as

those used in this investigation, and to be described in some detail in

the next chapter.

The first major dependent variable to be used in the outcome

hypotheses is Everett Shostrom's Personal Orientation Inventory. In a

bibliography of nearly 60 investigations employing the POI up through

April of 1970, only two studies have appeared to utilize the POI in what

might properly be called encounter group outcome studies.[96] One of these

studies also calls attention to this neglect:

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[95]Gibb, Op. Cit.

[96]Everett L. Shostrom, Personal Orientation Inventory: An Inventory
for the Measurement of Self-Actualization (San Diego: Educational and
Industrial Testing Service, 1966), Appended.

However, no data have been published to demonstrate its

/the POI/ ability to show movement within a normal popula-

tion receiving a self-actualizing treatment such as

sensitivity training.[97]

The study itself, by Culbert, Clark and Bobele, entailed the

administration of the POI both prior to and after a sensitivity training

experience that consisted of one two-hour session per week in a group of

ten students, and one pairing per week, lasting two hours, both for a

total of fourteen weeks. Two such groups were studied.

In one of the two groups, ten out the twelve POI dimensions decreased

in mean values, although no one of these changes was significant. In the

other group, on the other hand, all twelve means increased slightly, but

only four significantly. Members in this group felt that they were more

inner-directed, spontaneous, synergistic, and capable of intimate contact

following the group experience. The researchers conclude:

> Thus, the sensitivity training treatments in this study appeared
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> to bring about increased POI scale means for a group initially
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> resembling normals and did not disturb the mean scores for a group
>
> which initially appeared to be near the self-actualizing level.[98]

The major comment appropriate to an analysis of this conclusion is

methodological: it cannot be inferred that the sensitivity training

resulted in the four POI changes which did occur, since no control group

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[97] Samuel A. Culbert, James V. Clark, and H. Kenneth Bobele, "Measures of Change Toward Self-Actualization in Two Sensitivity Training Groups," Journal of Counseling Psychology, 15 (1968), 53-57.

[98] Ibid., 56.

was included in the design. The changes could have been a result of the effects of history, maturation, testing, or any of the other customary sources of internal invalidity.

The second part of the Culbert, Clark and Bobele study is of greater worth. The nineteen usable pre-to-post POI profiles obtained from the two groups were sent independently to three clinical psychologists, each of whom has published research bearing on the validity of the POI (Everett Shostrom, Robert R. Knapp, and Jack Fox). Each of these clinicians was requested to evaluate these profiles, and rank order the nineteen profiles as to the degree of positive pre-to-post "growth."

The researchers also had secured speech samples of the group members during the course of group interaction.[99] There were fifteen early and fifteen late randomly selected tape-recorded segments from each of the nineteen subjects. These segments were transcribed and then rated independently by three trained judges on a 7-step, 14-point Problem Expression Scale of van der Veen and Tomlinson. The PES ratings attempt to make operational the notion of "self-awareness." The Spearman rho coefficients among these judges were .82, .85, and .74.

It was found that there was no relationship between the rank orders of members' increases on the POI and PES within either of the groups. The Spearman coefficients were -.13 and -.36, both in a direction opposite to that expected, but neither significant with N's of ten. Further, there were no correlations obtained between the rank ordered PES changes and either rank ordered POI Inner-Direction pre-test or post-test scores

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Described more fully in Samuel A. Culbert, "Trainer Self-Disclosure and Member Growth in Two T-Groups," Journal of Applied Behavioral Science, 4 (1968), 47-73.

(although it should again be noted here that the N's were only nine and ten in the two groups). The implication is that the POI does not predict what subjects will do verbally in the group, nor is post-diction apparent, nor are changes in verbal behavior associated with changes in POI scores. In reference to the last point, the authors conclude as follows:

> Thus, while sensitivity training seems to be a treatment which supports and perhaps promotes self-actualizing values, concepts, and percepts for its participants, the holding of such constructs by specific participants does not correlate with changes in self-actualizing verbal behavior.[100]

In response to this conclusion, one could question whether the PES does measure "self-actualizing verbal behavior." In another article, employing the data from this study, Culbert indicates that only four out of twenty T-group participants changed significantly in a positive direction on the PES, while one subject decreased her pre-to-post PES mean. Perhaps the PES is not sensitive to the type of changes which are likely to occur in a T-group or encounter group. Culbert's description of the scale makes this possibility seem likely.

> The type of awareness measured by PES ratings specifically entails an individual's first accepting the idea that he is centrally involved in his problems and then progressing through stages where he views his reactions to his problems and his contributions in bringing them about. At higher levels he comes to understand the specific inputs of his own personality dynamics

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[100] Culbert, Clark and Bobele, Op. Cit., 56.

and finally comes to see his personal alternative for

dealing with a given problem.[101]

Perhaps the amended conclusion of the PES portion of the Clark, Culbert,

and Bobele study should simply be that scores on the POI and the way in

which problems are expressed verbally were not shown to be related. This

conclusion does not necessarily mean that scores on the POI are unrelated

to other verbal behaviors which one might predict to be more closely

associated with self-actualizing values, such as the ability to give

helpful interpersonal feedback. The current investigation will consider

this possibility.

A second study using the POI is announced as the only published

experimental investigation of the impact of a marathon group experience.[102]

The experimental group consisted of six male and four female college

students who had volunteered to participate in a marathon "growth group."

The marathon was held for a total of thirty hours during one weekend,

with the leaders, Guinan and Foulds, employing what they refer to as

experiential-gestalt approach.

The no-treatment control group was composed of ten students from

psychology classes who had volunteered to be subjects in an experiment.

It was found that the POI scores in the experimental group signifi-

cantly changed in a positive direction for seven of the twelve scales,

including the primary Inner-Direction scale. In the control group there

were no significant changes between pre- and post-test. This leads

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[101]Culbert, Op. Cit., 70.

[102]James F. Guinan and Melvin L. Foulds, "Marathon Group: Facili-
tator of Personal Growth?", Journal of Counseling Psychology, 17 (1970),
145-49.

Guinan and Foulds to conclude that "the marathon group was a highly
fruitful and growth-inducing experience for the participants."[103]

The major weakness of the Guinan and Foulds study is that the
control group was not a true control group. It was a comparison group
consisting of persons with motivations presumably quite different from
those of students in the marathon treatment. The writers make note of
this fact, and recommend the random assignment of subjects to conditions
in any attempted replication.

Further, it was found that the experimental and control groups had
significantly different pre-test means on six of the twelve POI scales,
including the major Inner-Direction scale (which consists of 127 of the
150 inventory items). The Inner-Direction pre-test mean for the experi-
mental group was 75.1 (S.D.=5.37), and that for the control group was
83.0 (S.D.=2.45). Rather than using an analysis of covariance to adjust
for this initial difference, the t-test for dependent means was inappro-
priately used, making an already questionable control group even less of
a control group. As with the Clark, Culbert and Bobele study, the group
outcome claims made in this study are of dubious validity.

A second marathon study using the POI has recently been published
by Young and Jacobson.[104] The subjects were college students, all
recruited by a poster inviting participation in a "group experience."

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[103]Ibid., 148.

[104]Edward R. Young and Leonard I. Jacobson, "Effects of Time-
Extended Marathon Group Experiences on Personality Characteristics,"
Journal of Counseling Psychology, 17 (1970), 247-51.

The experimental group was composed of six subjects, as was the control group, with subjects randomly assigned. Pre- and post-test were completed four days prior to and four days after the fifteen-hour marathon.

Using an analysis of covariance, it was found that there were no differences between the two groups subsequent to the marathon, indicating that members' levels of self-actualization went unchanged by the group experience (although Marlowe-Crowne Social Desirability means were significantly affected, with the marathon group moving in the direction of decreased need for social approval; no such difference was obtained on the Edwards Social Desirability Scale, however).

Young and Jacobson then analyzed the data using the sign test. Since eleven of the twelve POI scale means increased in value in the experimental group, and since both social desirability means increased, this was taken as an indication of a general trend toward greater "mental health" (thirteen positive changes out of fourteen scales, $p < .002$). In the control group, however, only nine out of thirteen mean scale changes were in the positive direction, resulting in non-significance. This finding is largely responsible for Young and Jacobson's conclusion that the marathon was demonstrated to have "salutary effects."

As with the previous two studies, the methodology and analysis in this effect are deficient. First, the experimenters, with group sizes of only six subjects, minimized the likelihood of statistically evidencing any true effects that the marathon might have had. Secondly, the use of the within-group sign-test, with which differences were obtained, was inappropriate. Rather than each group being independently compared

against the number of changes one would theoretically expect on the basis of chance alone, the number of actual changes between groups should have been analyzed. Using the Fisher exact probability test to compare the total number of positive versus negative mean changes on the twelve POI scales and the two social desirability scales (total N=14), the groups differ at the .10 level, not at the .002 level as determined by the sign test. And, more importantly, when the POI mean changes (total N=12) alone are compared across groups, the between-groups difference is even less significant (p> .10).

These three studies, to this writer's knowledge, offer, at the time of this writing, the only published data relevant to the POI as a self-actualization measure in the encounter group. It cannot be asserted that these studies demonstrate self-actualization changes; their weaknesses do not permit any valid conclusions to be drawn.

Behavioral Outcome Measures

One of the predominant laments of critics on research on T-groups, encounter groups, and laboratory methods in general is that the outcome criteria are too often introspective, and focus on the participant's satisfaction or self-perceptions of change, rather than observing the participants' performances in external situations to see if the training objectives become manifest.

There have, however, been some attempts to employ behaviorally-oriented outcome criteria: Boyd and Elliss, Bunker, Miles, and Valiquet have all done studies in which perceived change data was collected by on-the-job associates of T-group graduates (although the meaningfulness of such changes in the organizational setting are questioned by Campbell

and Dunnette);[105] Bass used responses to the film "Twelve Angry Men"

to assess changes in sensitivity;[106] Harrison reported on interpersonal

constructs as affected by the T-group, using a modified Kelly Rep Test

procedure;[107] Oshry and Harrison rated their subjects' abilities to

diagnose, on paper at least, organizational problems;[108] Hall and

Williams assessed the decision-making qualities and processes of trained

and untrained groups;[109] Gibb and Gibb combined persons who had parti-

cipated in laboratory groups and control subjects, assigning them to a

task and using innocent observers to rate the various members on effective-

ness of participation;[110] Culbert, Clark and Bobele, as previously

discussed, used tape recorded problem-expression tendencies as an attempt

to assess behavioral change.[111] In brief, there have been some

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[105]These studies are discussed in John P. Campbell and Marvin D. Dunnette, "Effectiveness of T-Group Experiences in Managerial Training and Development," Psychological Bulletin, 70 (1968), 73-104.

[106]Bernard M. Bass, "Reactions to '12 Angry Men' As a Measure of Sensitivity Training," Journal of Applied Behavioral Science, 46 (1962), 120-24.

[107]Roger Harrison, "Cognitive Change and Participation in a Sensitivity Training Laboratory," Journal of Consulting Psychology, 30 (1966), 517-20.

[108]Barry I. Oshry and Roger Harrison, "Transfer from Here-and-Now to There-and-Then: Changes in Organizational Problem Diagnosis Stemming From T-Group Training," Journal of Applied Behavioral Science, 2 (1966), 185-98.

[109]Jay Hall and Martha S. Williams, "Group Dynamics Training and Improved Decision Making," Journal of Applied Behavioral Science, 6 (1970), 39-68.

[110]Jack R. Gibb and Lorraine M. Gibb, cited in Gibb's 1971 review article, Op. Cit.

[111]Culbert, Clark and Bobele, Op. Cit.

behaviorally-oriented inquiries, but the number is small, though the
need is there.

The purpose of this introductory chapter has been to offer an
overview of the major research efforts that have been conducted in the
area of interpersonal feedback, and also to review the literature relating
the encounter group to self-actualization as an outcome variable.
Behavioral variables as outcome criteria also received brief reference.
It is the task of the next chapter to describe the efforts undertaken
by this researcher to further investigate these areas.

CHAPTER II

HYPOTHESES AND PROCEDURES

This chapter consists of the presentation and discussion of the
hypotheses and methods of the current investigation. The chapter is
organized under six major headings: (1) Research Context -- a short
description of the course setting within which the study was conducted,
and a profile of the facilitators involved in all or part of the study;
(2) Research Hypotheses -- an overview of where the study is going, and
why; (3) Research Design -- a discussion of the "floorplan" used in the
investigation of the hypotheses; (4) Research Instruments -- the length-
iest section of the chapter, intended to acquaint the reader with the
procedures used to develop a measure of perceived helpful feedback, and
to describe the other research instruments selected; (5) Instrument
Administration -- a chronology of the mechanical aspects of data collec-
tion; (6) Statistical Analyses -- a second presentation of the research
hypotheses, with each set accompanied by a description of the ways in
which the data is to be analyzed.

I. Research Context

Each semester the Division of Speech Communication and Human
Relations of the University of Kansas offers approximately a dozen
sections of a three-unit, junior-senior level course titled "SCHR 141:

Human Relations in Group Interaction."

The course is required or strongly recommended by the schools (or divisions or departments) of social work, nursing, occupational therapy, business (personnel administration), speech communication and human relations, and psychology (clinical). The largest number of enrollments, however, is from students not required to take the course. The sections are typically closed out after the first hour and a half of what is supposed to be a three-day registration period. The course is one of the most heavily sought offerings on the University of Kansas campus.

The usual group meets for two sessions per week, one hour and twenty minutes per session, over a fourteen to sixteen week semester. A special scheduling procedure for four sections of the course in the spring of 1971 was arranged for the purposes of this study. Each group met for seven weeks, three sessions per week, an hour and fifty minutes per session. The reasons for this arrangement will be made clear later in this chapter.

The groups themselves consist of approximately eighteen members and one "facilitator" (and possibly a co-facilitator). The population of facilitators is typically composed of a half-dozen graduate students working toward the Ph.D. in Communication and Human Relations, and two or three faculty members. There are usually one or more groups in which there are co-facilitators. Before a graduate student can become a facilitator in a 141 group he must have completed a prescribed series of four courses, including two group experiences and two human relations theory courses. He also must have completed his coursework for the master's degree, and must have served as a co-facilitator in a semester-

long group with a more experienced facilitator.

The required text for the course is Egan's Encounter: Group
Processes for Interpersonal Growth.[1] Egan describes the encounter group
as consisting, hopefully, of members who want to (1) self-disclose, (2)
become more open and responsible in the ways in which they express their
feelings, (3) become sensitive listeners, (4) become more capable of
giving genuine support, (5) become more skillful at asking another to
engage in self-examination, and (6) become less defensive when responding
to confrontation.[2] It could be said that the aim of the course is
primarily to foster behaviors relevant to, and including, those described
by Egan.

The central vehicle usually chosen by the facilitator is the creation
of an environment in which the main activity is the generation and dis-
cussion of relatively here-and-now data, usually involving the inter-
personal relationships between group members. Such data might be
triggered by verbal exercises, nonverbal techniques, discussions, rating
forms, facilitator interventions, and so on.

The personality orientation of the group facilitator is commonly
assumed to have some degree of influence on the workings of the encounter
group. Therefore, the Personal Orientation Inventory and Eysenck
Personality Inventory profiles (both to be described later in this chapter)
of the three facilitators who participated in all or part of this investi-
gation are presented in Tables 1 and 2.

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[1]Gerard Egan, Encounter: Group Processes for Interpersonal Growth
(Belmont: Wadsworth, 1970).

[2]Ibid., Chapter 3.

TABLE 1
PERSONALITY AND VALUE ORIENTATIONS
OF FACILITATORS INVOLVED IN THE PRESENT STUDY

POI Scales	Facilitators Involved in All or Part of the Present Study			POI Means for a Group of College Juniors & Seniors (male, N=150)*		POI Means for a Group of Normal Adults (N=158)*	POI Means for a Group of Clinically Nominated Self-Actualized Persons (N=29)*
	Ronald D. Gordon	Michael Larimer	Joseph W. MacDoniels				
Time Competence	19	17	21	15.8	(SD=2.9)	17.70	18.93
Inner-Direction	105	88	90	79.9	(9.4)	87.25	92.86
Self-Actualizing Value	23	21	24	19.6	(2.9)	20.17	20.69
Existentiality	26	25	23	18.4	(4.2)	21.80	24.76
Feeling Reactivity	19	19	17	15.1	(2.8)	15.74	16.28
Spontaneity	15	15	12	10.8	(2.5)	11.65	12.66
Self-Regard	16	13	13	12.2	(2.2)	11.97	12.90
Self-Acceptance	20	15	18	14.8	(3.2)	17.09	18.93
Nature of Man as Constructive	14	9	14	11.8	(2.0)	12.37	12.34
Synergy	7	8	8	6.8	(1.4)	7.32	7.62
Acceptance of Aggression	21	16	16	16.5	(3.1)	16.63	17.62
Capacity for Intimate Contact	23	16	16	17.0	(3.6)	18.80	20.21

*Taken from Everett Shostrom, Personal Orientation Inventory Manual
(San Diego: Educational and Industrial Testing Service, 1968), 26.

TABLE 2

EYSENCK EXTRAVERSION AND NEUROTICISM SCORES
OF FACILITATORS INVOLVED IN THE PRESENT STUDY

Facilitator	Extraversion	Neuroticism	Lie Scale
Ronald D. Gordon	12	11	2
Michael Larimer	18	9	1
Joseph W. MacDoniels	21	8	4
College Student Norms (N=1,003)*			
M = 13.1	10.9	3.8
S.D.= 4.1	4.7	1.7
Male Industrial Norms (N=296)*			
M = 10.3	9.1	2.9

*Taken from Hans J. Eysenck and Sybil Eysenck, Eysenck Personality Inventory Manual
(San Diego: Educational and Industrial Testing Service, 1968).

The major POI Inner-Direction scale scores of these three facili-
tators are one standard deviation or more above the mean for college
upperclassmen, and range from falling directly at the mean for a group
of normal adults to rising above the mean of a group of clinically-
nominated self-actualizing persons. The EPI extraversion scores for
MacDoniels and Larimer are one to two standard deviations above the
college undergraduate mean provided by Eysenck. All three of the
facilitators show neuroticism scores that are within what is considered
to be the normal range.

In addition to these self-inventory data, it might be of value to
examine student ratings of these facilitators, obtained in the groups
in which they worked in the fall of 1970, the semester immediately
preceeding this study. These ratings were obtained on forms used to
evaluate all departmental courses, and were distributed by group members
and tallied by the Department of Speech and Drama. See Appendix A for
these data. The one item of greatest interest for present purposes is
number 14: compared with other instructors they had known, MacDoniels,
in one of his groups, was ranked in the top 10% by 14 of the group
members, and in the top 25% by the other two respondents; in his second
group, MacDoniels was ranked within the upper 10% by 4 members, in the
top 25% by 2 members, average by one student, and in the lower 25% by
one student.

Gordon, in one group, was ranked in the top 10% by 11 members, and
in the top 25% by the other two respondents. In his second group he was
ranked as the best instructor one student had ever had, in the top 10% by
9 students, and in the upper 25% by four other students.

Larimer was a co-facilitator in a group with MacDoniels in the present study, and had no previous experience as a facilitator.

More relevant to an interpretation of whatever findings emerge under the outcome hypotheses will be the ratings obtained from the participants in the actual experimental groups.

A short biographical sketch of each of these facilitators, summaries of the facilitation philosophies which they embraced, and their self-perceptions of their styles, strengths and deficiencies as facilitators can be found in Appendix B.

This, then, is the context within which the following hypotheses are investigated.

II. Research Hypotheses

I. Personality Orientation and Feedback-Giving

   A. The degrees of self-actualization which persons feel they have achieved at the time of their entrance into an encounter group will be positively related to their abilities in initiate feedback in the group which is perceived as being helpful.

   B. A positive relationship will also exist between extraversion and feedback-giving which is perceived as being helpful.

   C. Neuroticism will be negatively related to members' abilities to initiate feedback which is perceived as being helpful.

These three hypotheses are in alignment with the Kolb and Boyatzis model of the helping relationship, in which it is predicted that one of the identifiers of the effective helper is that he sees himself as being

capable of giving help.[3] Specifically, it would seem that those group

members who see themselves as relatively fully functioning human beings

are likely to be in a better position to effectively help others than

members who are more apprehensive of external social evaluation (i.e.,

low in self-actualization and/or extraversion, and/or high in neuroticism).

In actuality, however, we know extremely little about how effective helpers

in the encounter group actually do assess themselves on major personality

and value variables, as indicated in Chapter I. Gibb, in this 1971 review

article, concludes that, "The communication processes in sensitivity

training clearly warrant further study."[4]

II. Feedback Reception and Personal Growth

    A. There is a positive relationship between the perception of

        having received helpful feedback in the encounter group and

        movement toward self-actualization.

Campbell and Dunnette, in their popular review article, claim that

"It is imperative that the relative contributions of various technological

elements in the T-group method be more fully understood."[5] The study by

Miles is the only investigation of which this writer is aware which

explores feedback-reception as related to personal outcome in a human

relations laboratory.[6]

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[3]Kolb and Boyatzis, Op. Cit., 272-73.

[4]Gibb, 1971, Op. Cit., 845.

[5]Campbell and Dunnette, Op. Cit., 100.

[6]Miles, 1965, Op. Cit. The Lippitt study, and the French, Sherwood
and Bradford study, investigated the effects of manipulated feedback, as
discussed in Chapter I.

The present hypothesis posits that it is important in the encounter group to receive feedback which, from the receiver's frame of reference, is perceived as being helpful. It is suggested that this feedback can be a mediator of value changes, moving the receiver in the direction of greater self-actualization, since that is an ideal toward which the group members have supposedly contracted to move themselves and others in most encounter groups, including those groups in the University of Kansas program.

III. Encounter Group Outcome

A. Persons who have participated in an encounter group will feel themselves becoming more self-actualizing than persons not exposed to an encounter group experience.

1. This effect might only be demonstrated by those subjects who are initially relatively introverted, and/or emotionally unstable (neurotic), and/or low in self-actualization.

B. Persons who have been in an encounter group will manifest greater facilitative openness in their responses to verbal confrontation behavior than persons not yet exposed to the group experience.

1. This effect might only be demonstrated by those subjects who are initially relatively introverted, and/or emotionally unstable (neurotic), and/or low in self-actualization.

As pointed out in the preceeding chapter, this writer has been able to locate only three studies in which anything termed "self-actualization" has been an encounter group outcome criterion, in spite of

the premium placed on the "quest" for "self-actualization" in the
encounter group literature. Two of these three studies involved marathon
groups which met for 15 or 30 hours over a period of a day or two.[7] Both
studies suffer from serious problems of design and analysis, but even if
they did not it would be of doubtful value to extrapolate their positive
and/or negative findings to longer-term groups. The third study demon-
strated significant self-actualization changes (as measured by Shostrom's
POI, to be discussed in the next section) in one out of two encounter
groups held during a 14 week semester, but no control condition was
used.[8] The control procedures used in the current study should make the
findings related to hypotheses A reasonably interpretable.

The qualifier listed under the main hypothesis states that there
might be an interaction effect favoring those experimental subjects who
have the most room in which to "move" on the dependent variable. It has
been recently argued that more T-group (and related) research should
include personality variables as a major dimension in outcome investiga-
tions.[9]

Hypothesis III-B focuses on a specific behavioral variable amenable
to external observation. The intent is to extend the question, "Do the
participants feel differently now that they've had a group experience?"
into another important question, "Are they capable of behaving differently
as a consequence of the experience?" The latter question has been asked
less frequently than the former, as discussed earlier.

[7]Young and Jacobson, Op. Cit; Guinan and Foulds, Op. Cit,

[8]Culbert, Clark and Bobele, Op. Cit.,

[9]Campbell and Dunnette, Op. Cit., 96-97,

III. <u>Research Design</u>

Feedback hypotheses I and II were investigated in two groups in which this writer was the facilitator. While the desirability of using a broader sample of groups is unquestionable, the imposition of collecting data from encounter group members at every group meeting (and obtaining weekend data) is formidable, and was a burden this researcher did not expect any other facilitator and his groups to assume. It should be emphasized that this facilitator did not have knowledge of his group members' personality test scores during the life of the groups, nor did he know what their perceptions were of the feedback they were receiving, from any source, in the group meetings.

As for the outcome hypotheses, a special scheduling procedure was used to achieve the design presented in Figure 1. In the spring semester of 1971, students who wanted to enroll in an 8:30 or 10:30 MWF encounter group were told they would be assigned to a group which would last for only one half of the semester. Rather than a group meeting for fourteen weeks, twice per week, with the instructor facilitating in two groups throughout the semester, one group would meet three sessions per week, one hour and fifty minutes per session. At the end of seven weeks the first group would conclude, and a second group would begin, consisting of those students who had signed up seven or so weeks earlier but who had not yet been gathered together as a group.

We would expect this design to control for the customary sources of internal invalidity. In the most recent previous encounter group outcome study completed in the Speech Communication and Human Relations Division at the University of Kansas, for example, no untreated "waiting list controls"

FIGURE 1

RESEARCH DESIGN

		Jan. 18		March 3		
Experimental Group A: (N=18)	R	0_1	X	0_2		
Waiting-List Control Group A: (N=21)	R	0_1		0_2	X	(Termination)
Experimental Group B: (N=18)	R	0_1	X	0_2		
Waiting-List Control Group B: (N=18)	R	0_1		0_2	X	(Termination)

Column header "May 3, 1971" appears above the final (Termination) column.

Where
1. R symbolizes random assignment.

2. 0_1 symbolizes the POI and EPI (Extraversion and Neuroticism) pre-test measures.

3. X symbolizes the seven-week encounter group experience.

4. 0_2 symbolizes the post-tests: POI, written responses to confrontation excerpts, and self-ratings on the Carkhuff Facilitive Interpersonal Functioning Scale (also, Ss in control group A completed new EPI forms).

5. Groups A met from 10:30 to 12:20 A.M., MWF, with Ron Gordon as facilitator.

6. Groups B met from 8:30 to 10:20 A.M., MWF, with Joe. MacDoniels as facilitator, and Mike Larimer as co-facilitator.

were included.[10]   Instead, the comparison groups for three experience-based treatments (encounter group, T-group, and instrumented groups) were the students in a case studies class and those in an interpersonal communication class. But in addition to instructor differences, the students in the comparison group were freshmen and sophomores, while those in the more experience-based groups were juniors and seniors.

Further, the expectations and motivations of students entering a highly experience-based group are likely to be quite different from those entering a structured and/or (in the case of the interpersonal communication course) a required course. As a result, all of the highly significant findings favoring the encounter group in this study (on six different criterion measures) are rendered somewhat uninterpretable. The study is valuable in that it offers a comparison across experience-based approaches (although only one trainer was used); but it cannot be said that it substantially evaluates the merits of experience-based learning. This charge could be equally directed at an overwhelming majority of outcome studies in the encounter group and T-group areas, and particularly at the POI studies reviewed in Chapter I.

The major limitation of the present design is that no placebo group and no other "treatment" conditions were used. The design cannot claim that degree of methodological sophistication. It should also be noted that the reason no POI was administered on May 3, when the waiting-list control groups completed the group experience, is that there was no "no-treatment" control group available, and therefore any findings regarding May 3 data, whatever they might have been, would be of dubious value.

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[10]Duane M. Thomas, "Developing Human Potential Through Group Interaction," (Unpubl. doctoral diss., The University of Kansas, 1970).

IV. Research Instruments

A. Toward a Measure of Helpful Feedback

The first step toward dealing with the hypotheses under headings

I and II (Personality Orientation and Feedback-Giving, and Feedback

Reception and Self-Actualization) was to develop a brief instrument for

measuring helpful feedback, as perceived by the feedback-receiver. While

one could define "perceived helpful feedback" by responses to the scales

used in the Miles 1961 study (clarity-strength-helpfulness), Miles offers

no rationale for using and combining the particular scales he did, versus,

perhaps, some other more discriminating set of scales. A more inductive

approach to the development of a PHF measure would have to be considered

preferable.

The procedure used was adapted from a method developed by Darnell

for determining the evaluative capacity and polarity of semantic differen-

tial scales for specific concepts.[11]

Members of two university encounter groups in the fall of 1970

(n=36) were asked to indicate at what points on a series of seven-point

bipolar scales the "most facilitative" and "least facilitative" inter-

personal feedback would fall (see Appendix C). "Facilitative" feedback

was defined for the subjects as that which is most promotive of personal

and interpersonal growth. "Growth" had been defined operationally for

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[11]Donald Keith Darnell, "A Technique for Determining the Evaluative
Discrimination Capacity and Polarity of Semantic Differential Scales for
Specific Concepts," (unpubl. doctoral diss., Michigan State University, 1964).
Also see two publications by Darnell: "Concept-Scale Interaction in the
Semantic Differential," Journal of Communication 16 (1966), 104-15, and
"Semantic Differentiation," in Phillip Emmert and William D. Brooks, Methods
of Research in Communication (Boston: Houghton Mifflin, 1970), Chapter 6.

these group participants throughout the semester by means of readings in

Gerard Egan's book, Encounter: Group Processes for Interpersonal Growth.

It was also suggested that "facilitative" feedback be seen as that which

is conducive to responsible self-exploration on the part of the receiver,

and to the emergence of dialogue and increased understanding between the

source and receiver.

Each subject made such judgments for a total of twenty scales,

thirteen of which had been taken from Osgood, Suci and Tannebaum (nine

of these having been associated with an evaluative factor.)[12]   These were

scales such as "pleasant-unpleasant", "therapeutic-toxic", "beneficial-

harmful", and "kind-cruel", which could all have application to the concept

of interpersonal feedback; so, presumably, could the other seven scales,

selected from various sources (e.g., "warm-cold", "evaluative-non-evaluative",

"confrontational-non-confrontational"). There was at least antecedent

plausibility for the inclusion of all twenty of the scales in a feedback

response instrument.

The purpose of the modified Darnell method was, first of all, to

derive information as to the percentage of subjects who claim that a given

scale does not discriminate, for them, between facilitative and counter-

facilitative (or less facilitative) feedback.

Secondly, for those persons for whom a given scale is indicated as

being a good discriminator, directionality preference is obtained. For

example, "pleasant-unpleasant" for some subjects will be a discriminator,

yet of these subjects some will see facilitative feedback as having to be

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[12]Charles E. Osgood, George J. Suci, and Percy H. Tannebaum, The
Measurement of Meaning (Urbana: University of Illinois Press, 1957).

"pleasant" rather than "unpleasant", while for others it might have to be "unpleasant" in order to be viewed as having facilitative potential.

Those scales which will be of value in the present study are the ones which, first, are found to be discriminators for a high percentage of the subjects. The selection of this percentage level is arbitrary, but 95% would probably be a reasonable lower limit for any scale. This would mean, with an N of 36, that a scale that served as a discriminator for less than 90% of the respondents would be eliminated because of its deviation $(p < .05)$ from this pre-set criterion level of 95% discrimination ability.

Secondly, there should be unidirectionality of preference for any given scale (one pole should be consistently preferred over the other).

Table 3 summarizes these discrimination data. Seven scales with discrimination percentages of 90% and above emerged. It is interesting to note the lack of discrimination abilities of the "positive-negative", "safe-dangerous", "kind-cruel", "good-bad", and "pleasurable-painful" scales for the concept "Facilitative Interpersonal Feedback." This is in accordance with an observation of Osgood, et. al.:

> What is good depends heavily on the concept being judged--
> strong may be good in judging athletes and politicians, but not in
> judging paintings and symphonies; harmonious may be good in judging
> organized process like family life, symphony, and hospital, but not
> so much so in judging people or objects.[13]

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[13] Ibid., p. 180.

TABLE 3

EVALUATIVE DISCRIMINATION CAPACITIES OF SELECTED
SEMANTIC DIFFERENTIAL SCALES FOR THE CONCEPT
"FACILITATIVE INTERPERSONAL FEEDBACK" (N=36)

Scale**	(A) Scale Does Not Discriminate	(B) First Adjective Applies to "Facilitive Interpersonal Feedback"*	(C) Second Adjective Applies to "Facilitative Interpersonal Feedback"
1. pleasant-unpleasant	62%	11%	27%
2. useful-useless	3%	97%	0%
3. positive-negative	49%	35%	16%
4. helpful-obstructive	8%	92%	0%
5. non-evaluative-evaluative	22%	11%	67%
6. constructive-destructive	19%	81%	0%
7. strong-weak	11%	89%	0%
8. productive-destructive	20%	80%	0%
9. therapeutic-toxic	5%	92%	3%
10. helpful-harmful	6%	94%	0%
11. safe-dangerous	47%	20%	33%
12. kind-cruel	49%	43%	8%
13. good-bad	42%	58%	0%
14. valuable-worthless	0%	100%	0%
15. beneficial-harmful	9%	91%	0%
16. pleasurable-painful	70%	6%	24%
17. genuine-inauthentic	3%	97%	0%
18. confrontational-non-confrontational	19%	78%	3%
19. empathic-non-empathic	19%	81%	0%
20. warm-cold	30%	67%	3%

*The question being asked here is "Does this given scale enable you, the respondent, to decide whether a given piece of feedback if 'facilitative', as defined on the instruction sheet?"
**In actual presentation the scale polarities below were often in reversed order.

Darnell, however, has claimed that the majority of research in which the
semantic differential technique is used proceeds as if there were no
recognition of the fact that although a particular scale might discrimin-
ate evaluatively (or fail to) for a particular concept, this does not
warrant the generalization that it will necessarily do so for other
concepts, or that reversal of scale polarity will not occur.[14]

In order to obtain test-retest stability data for the seven
preliminary scales, the subjects participating in the "most-least"
procedure were also asked to listen to five tape-recorded feedback presen-
tations, and, immediately after each one, were asked to respond to the
original twenty-scale form, rating the concept "the feedback you just
heard." The subjects were asked to respond to the feedback as if they
were hearing it in an encounter group, being directed at some generalized
other.

The five feedback samples were each approximately sixty-seconds in
length, ranging from forty-five seconds to a minute and ten seconds. Five
persons from outside of the subject population were chosen to record the
feedback samples. Only one of the samples involved an interaction between
two people. The samples were randomly selected from over thirty possible
samples taken and coded (and slightly revised) from Carkhuff and Berenson,
and Weschler and Reisel (see Appendix D).[15]

At a second point in time (five to nine days later) the subjects
were again exposed to the same samples, and asked to complete five sets

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[14]Darnell, 1964, Op. Cit., Chapter I.

[15]Robert R. Carkhuff and Bernard G. Berenson, Beyond Counseling and
Therapy (New York: Holt, Rinehart and Winston, 1967); Irving R. Weschler
and Jerome Reisel, Inside a Sensitivity Training Group (Los Angeles:
Institute of Industrial Relations, UCLA, 1960).

of scales again, although for this session the number of scales had
already been reduced to nine to ease the speed of administration. The
scales used at time 2 were the seven scales emerging from the discrimina-
tion procedure, and two others.

These data are presented in Table 4. The main finding is that
while most of the scales have high test-retest stabilities for those
subjects who evaluated the feedback as being facilitative at time 1,
there is an obvious movement for those subjects who did not initially
see the feedback as facilitative at time 1; approximately 40% of these
persons rated the feedback as being facilitative at time 2, across most
of the scales. A number of interpretations are possible. For present
purposes, however, the implication of these findings is that in the actual
study an effort should be made to see if received feedback, if it is
initially perceived as not being facilitative, changes in value over time
as the receiver reflects on it. The same procedure should be applied to
feedback initially perceived as facilitative.

From the scales in Table 4, those selected were "beneficial-harmful",
"useful-useless", and "valuable-worthless". Overall these emerged as the
most stable. In Table 5 the combined stabilities and test-retest correla-
tion coefficients are provided. The correlations are only moderate, of
course, due primarily to the shift toward rating the same feedback as being
more facilitative at time 2 than at time 1. These three scales, then,
constitute the PHF (perceived helpful feedback) measure.

The next step was to put these scales in the form of an instrument
with appropriate definitions and instructions for use (Appendix E consists
of this material). Briefly, six sets of PHF scales constituted an

TABLE 4

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TEST-RETEST STABILITY TABLES FOR SCALES WITH
EVALUATIVE DISCRIMINATION CAPACITIES FOR THE
CONCEPT "FACILITATIVE INTERPERSONAL FEEDBACK"

Scale: Helpful-Obstructive

RETEST

TEST	obst.	neut.	help	*
obst.	52%	6%	42%	N=31
neut.	17%	17%	67%	N=12
help.	11%	5%	84%	N=105

Scale: Beneficial-Harmful

RETEST

TEST	harm.	neut.	ben.	
harm.	60%	0%	40%	N=30
neut.	20%	13%	67%	N=15
ben.	9%	7%	84%	N=103

Scale: Useful-Useless

RETEST

TEST	useless	neut.	use.	
useless	53%	9%	38%	N=34
neut.	12%	0%	88%	N=8
use.	9%	2%	89%	N=107

Scale: Therapeutic-Toxic

RETEST

TEST	tox.	neut.	ther.	
tox.	66%	11%	23%	N=44
neut.	28%	33%	39%	N=18
ther.	16%	7%	77%	N=86

Scale: Genuine-Inauthentic

RETEST

TEST	inauth.	neut.	gen.	
inauth.	40%	7%	53%	N=30
neut.	17%	17%	67%	N=6
gen.	18%	5%	77%	N=111

Scale: Valuable-Worthless

RETEST

TEST	worthl.	neut.	val.	
worthl.	56%	5%	39%	N=36
neut.	11%	0%	89%	N=9
val.	5%	6%	89%	N=102

Scale: Helpful-Harmful

RETEST

TEST	harm.	neut.	help.	
harm.	52%	0%	48%	N=23
neut.	22%	4%	74%	N=23
help.	12%	9%	79%	N=102

*Each table contains data pooled from five different taped excerpts;
the N indicated at the right of each table refers to number of
responses, not to number of independent subjects.

TABLE 5

TEST-RETEST STABILITY TABLE FOR THE
COMBINED "BENEFICIAL-USEFUL-VALUABLE" SCALES

	Harm.- Worth.- Useless	Neut.	Ben.- Val.- Use.-	
Harm. -Worth-Useless	56%	5%	39%	N=100
Neut.	16%	6%	78%	N=32
Ben. -Val. - Use.	8%	5%	88%	N=312

Beneficial-Harmful: r* = .30; .56; .69; .45; .46 = .492

Useful-Useless r = .26; .69; .69; .63; .57 = .568

Valuable-Worthless: r = .54; .66; .57; .59; .52 = .576

*Across two times, for each of the five excerpts.

Interpersonal Feedback Form. On this form the respondent is asked to identify those "pieces of feedback" which he received in a given time period, and which also "stand out in your mind; that is, those pieces of feedback which had an impact of some sort on you, be it 'favorable' or 'unfavorable'." "Feedback" was defined as information from person A to person B about how person A is perceiving and/or being affected by person B's behavior. A "piece" of feedback was defined for the group members as follows: one feedback theme + one feedback-giver = one piece of feedback. One "piece" of feedback could last for a few seconds or for several minutes, using this definition.

The receiver is requested to name the giver of the feedback, and to rate it on the PHF scales. Some prescriptiveness of scale usage has accompanied the presentation of the form in the instruction that feedback is probably beneficial, useful and valuable if it results in responsible self-exploration on the part of the receiver, if it is conduce to responsible dialogue and increased understanding between the giver and receiver, and if it creates a climate in which constructive behavior change (or maintenance) is given impetus.

The Weekend Reflection Sheet was composed of six sets of PHF scales and instructions that direct the respondent to re-rate any feedback which has changed in value to him upon reflection.

B. Self Actualization Inventory

The instrument chosen for the "self-actualization" measure was Shostrom's Personal Orientation Inventory, which was designed as a

self-actualization instrument.[16] The POI consists of 150 two-choice (paired opposites) comparative value judgments. Two major scores result: Inner Direction, 127 items, and Time Competence, 23 items. There are also ten subscales, composed of various groupings of items selected from the total 150. The number of items within each of these subscales ranges from 9 to 32. The same items are often included on more than one subscale. Shostrom claims that the following questions are being explored through the POI:

1) Inner-Direction: does the person see himself as basing his actions on internal motivations or on external influences?

2) Time Competence: is the person able to function in the present without over-reliance on the past or future?

3) Self-Actualizing Values: is the person moving toward "growth", or is he frozen into conformity?

4) Existentiality: is the person flexible or dogmatic in his application of values?

5) Feeling Reactivity: is the person aware of and sensitive to his own needs and feelings?

6) Spontaneity: is the person able to be freely open and disclosing of his feelings?

7) Self-Regard: is the person able to like himself for whatever strengths he possesses?

8) Self-Acceptance: is the person able to accept himself in spite of his weaknesses?

9) View of the Nature of Man: is the person able to see his fellow man as having constructive possibilities?

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[16]Everett L. Shostrom, Personal Orientation Inventory: An Inventory for the Measurement of Self-Actualization (San Diego: Educational and Industrial Testing Service, 1963).

10) <u>Synergy</u>: is the person able to transcend dichotomies, and to see opposites in life as meaningfully related?

11) <u>Acceptance of Aggression</u>: is the person able to accept his natural aggressiveness rather than defensively denying or suppressing it?

12) <u>Capacity for Intimate Contact</u>: is the person able to help create meaningful relationships with others which are the "I-Thou" quality, characterized by authenticity and closeness?

<u>Reliability and Intercorrelations of the POI</u>. Klavetter and Mogar, with 48 college students, obtained test-retest reliability coefficients over the period of a week of .77 for the Inner-Direction scale and .71 for the Time Competence scale. The subscale coefficients ranged from .52 to .82.[17] These correlations are no lower than those typically reported for personality measures.

In Table 6 the correlations between the Inner-Direction and Time Competence scales, and with the ten subscales, as obtained in three previous studies, are summarized.

Klavetter and Mogar note that several of the subscales lack unique variance, and that the subscales consistently correlate highly with the more global Inner-Direction scale. This leads the investigators to conclude: "The statistical redundancy in the 12 individual subscales of the POI indicates that performance on this test would be expressed more accurately and parsimoniously in terms of fewer dimensions."[18]

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[17] Robert E. Klavetter and Robert E. Mogar, "Stability and Internal Consistency of a Measure of Self-Actualization," <u>Psychological Reports</u>, 21 (1967), 422-24.

[18] <u>Ibid</u>.

TABLE 6

INTERCORRELATIONS BETWEEN THE MAJOR DIMENSIONS
AND SUBSCALES OF THE PERSONAL ORIENTATION INVENTORY

| | | Major Scales | |
		Inner-Direction	Time Competence
I.	Inner-Direction		
II.	Time Competence		.49; .49; .52
	Subscales		
1.	Self-Actualizing Value	.58; .54; .58	.29; .26
2.	Existentiality	.83; .70; .67	.45; .31
3.	Feeling Reactivity	.78; .58; .70	.28; .20
4.	Spontaneity	.77; .71; .67	.46; .38
5.	Self Regard	.41; .62; .54	.57; .44
6.	Self Acceptance	.66; .63; .67	.41; .43
7.	Nature of Man	.48; .37; .41	.26;*.19*
8.	Synergy	.43; .41; .41	.43; .29
9.	Acceptance of Aggression	.67; .61; .66	.28; .17*
10.	Capacity for Intimate Contact	.83; .55; .76	.23;*.25

The first column of coefficients is from the Klavetter and Mogar study,
with an N of 48 college students; the second column of coefficients under
each major scale is from a study by Knapp, with an N of 138 college
students; the third column of coefficients under the Inner-Direction
scale is from Damm, with an N of 208 high school students. All corre-
lations except four (*) are significant, p < .05.

Damm, using 208 high school students as subjects, concluded that the best overall measure of self-actualization in the POI is probably the raw score of the Inner-Direction Scale, or a combination of the raw scores of the Inner-Direction and Time Competence scales.[19]

Culbert, Clark and Bobele present data indicating that clinicians employing the POI tend to use changes on the Inner-Direction scales as a primary definition of increased self-actualization.[20]

These findings, along with other data, recommend that the 127-item Inner-Direction scale be used as the overall measure of self-actualization resulting from the POI.

Validity of the POI. Shostrom found that the POI discriminated between a group of persons clinically judged to be self-actualized and a group of decidedly non-self-actualized persons. Fox obtained differences among a group of 100 hospitalized psychiatric patients, normal subjects, and a group of self-actualized persons on the major POI scales.[21]

Shostrom and Knapp demonstrated that a group of beginning therapy out-patients differed on all twelve of the POI scales from a group of out-patients who had received therapeutic treatment for a period of just over two years. Zacaria and Weir reported that the POI means of a group

[19]Vernon J. Damm, "Overall Measures of Self-Actualization Derived from the Personal Orientation Inventory," Educational and Psychological Measurement, 29 (1969), 977-81.

[20]Culbert, Clark and Bobele, Op. Cit.

[21]Everett L. Shostrom, Personal Orientation Inventory Manual (San Diego: Educational and Industrial Testing Service, 1968), Part III.

of alcoholics in treatment were lower on all twelve scales than the means of a clinically nominated self-actualized sample, and lower than a normal adult sample on eleven of the twelve scales.[22]

A number of these types of nominated group studies are referred to in the POI Manual.

Several studies have consisted of correlating the POI with other instruments purporting to measure similar variables. In one study members of beginning therapy groups completed both the POI and the MMPI. The Social Introversion-Extroversion scale of the MMPI correlated significantly with the Inner-Direction scale, -.62, and the MMPI Depression scale correlated -.61 with the Inner-Direction scale.[23]

The Eysenck Personality Inventory was correlated with the POI with an N of 94 college students: the Inner-Direction scale correlated with Eysenck's Neuroticism measure -.35, and with the Extraversion measure .33 (both $p < .01$).[24]

In another study, the correlation between the California F-Scale and the Inner-Direction scale, with an N of 128 teachers, was -.53, and the Dogmatism scale correlated -.46 with the POI Inner-Direction scale (both $p < .01$).[25]

In a study using 159 college students, Cattell's Sixteen Personality Factor Questionnaire had five factors which correlated significantly ($p < .01$) with the POI Inner-Direction scale, as follows: Assertiveness,

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[22]Ibid.

[23]Ibid.

[24]Ibid.

[25]Ibid.

.42; Happy-go-Lucky, .32; Conscientious, -.24; Venturesome, .39; Apprehensive, -.29.[26]

In an especially valuable study, McClain had thirty counselors who were attending a summer institute at the University of Tennessee complete the POI.[27] Each counselor, at the completion of the nine-week program, was rated on a six-point global scale of self-actualization by key staff members who had familiarized themselves with a list of behaviors associated with the self-actualized person, as defined in the works of Maslow. The staff members involved were the counselor's practicum supervisor (six counselors per supervisor), his group process leader (who had six counselors in a sensitivity group), and a clinical psychologist who had interviewed and tested each of the counselors on a variety of self-report and projective measures.

These three ratings were then added, with a possible score range of from 3 to 18 for each counselor. These composite self-actualization scores were then correlated with the counselors' POI scores. McClain comments as follows:

> The correlations range from .23 through .69. The correlation
> of .69 (p < .01) is with the Inner-Directed scale. This index
> is the most important evidence of the validity of the POI found
> in this study, not only because it has the greatest magnitude,
> but also because it is based on 127 of the 150 items.[28]

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[26]Ibid.

[27]Edward W. McClain, "Further Validation of the Personal Orientation Inventory: Assessment of Self-Actualization of School Counselors," Journal of Consulting and Clinical Psychology, 35 (1970), 21-22.

[28]Ibid., 22.

He goes on to conclude:

> The 11 correlations, out of the total 14, which correlated significantly with the highly reliable judges' ratings are offered as evidence that the POI does measure self-actualization among normal adults.[29]

Foulds, in a dissertation completed at the University of Florida, was interested in the relationship between POI scores and the communication of empathy, positive regard, and facilitative genuineness during counseling sessions.[30] The subjects were thirty graduate students enrolled in a beginning counseling practicum. Each subject took the POI, and also submitted a tape recording of what he believed to be one of his better counseling sessions. Three-minute interaction samples were randomly chosen from each of the thirty tapes, and were rated by trained judges on five-point scales of empathy, positive regard, and facilitative genuineness. These scores were then correlated with the POI scores. Six of the twelve scales correlated with the ability to communicate empathy, ten correlated with facilitative genuineness, and none correlated with positive regard (possibly because of a lack of population heretogeneity on this variable). The Inner-Direction scale correlated .33 ($p < .05$) with the communication of empathic understanding, and .49 ($p < .01$) with facilitative genuineness. The Time Competence scale did not significantly correlate with any of the three variables studied.

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[29]Ibid.

[30]Melvin L. Foulds, "Self-Actualization and the Communication of Facilitative Conditions During Counseling," Journal of Counseling Psychology, 16 (1969), 132-36.

In summary, there is some evidence of concurrent validity for the POI. The POI manual includes a bibliography of nearly sixty investigations employing the POI up through April of 1970, indicating that the POI is rather popular as a self-actualization measure.[31]

However, this is not to claim that the POI is without imperfections. As previously implied, the POI is in need of factor analysis before one can take seriously Shostrom's rationally-derived dimensions. It is also in desperate need of an item analysis; it appears to this writer that many of the items are probably not functional in discriminating self-actualized groups from normal groups. The inventory could also use some attention from the standpoint of scaling. For example, how would the substitution of a seven-point scale for each item, instead of the present dichotomous arrangement, affect POI responses, and especially POI change scores? There is the very real possibility that a somewhat disclosing person could move in the direction of even greater spontaneity in the expression of his feelings, for instance, and yet not be able to register this incremental progression due to the binary response options imposed by the Shostrom measure. The researcher, in other words, could possibly run the risk of incurring ceiling effects with the instrument in its standard form.

Nevertheless, for the researcher intent upon doing a "self-actualization" outcome or correlational study of some sort, without himself developing or reworking a "self-actualization" instrument, the POI is seemingly the most readily available tool for which there is at least some research support.

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[31]Shostrom, _Op. Cit._, appended.

C. Eysenck Personality Inventory

Eysenck has concluded, on the basis of a substantial amount of data, that the personality facors of extraversion and neuroticism (degree of emotional stability) convey more information about personality than any other set of two noncognitive factors.[32]

The 57-item "yes-no" EPI is probably the most widely used, and thoroughly researched, instrument available for measuring the extraversion and neuroticism dimensions.[33]

Reliability and Intercorrelations of the EPI. The test-retest correlation coefficient over the period of one year for a sample of 92 normal subjects was .82 for the extraversion factor and .84 for the neuroticism factor (both using Form A, to be used in this study). In another sample, with 27 subjects over a nine month period, the respective coefficients were .97 and .88.[34] The split-half coefficient for the extraversion scale in a study with 1,655 respondents was .86, and the neuroticism figure was .89.[35]

In a college sample the correlation between the two factors was not significant (r = -.01, N = 1,003), suggesting factor independence.[36]

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[32]H. J. Eysenck and Sybil B. G. Eysenck, EPI Manual (San Diego: Educational and Industrial Testing Service,1968), 13.

[33]Hans J. Eysenck, Eysenck Personality Inventory (San Diego: Educational and Industrial Testing Service, 1963).

[34]Eysenck and Eysenck, Op. Cit., 14-15.

[35]Ibid.

[36]Ibid.

Validity of the EPI. The EPI has been shown to correlate with other major personality instruments purporting to measure similar dimensions, as summarized in Eysenck and Eysenck. For example, the correlations between extraversion and neuroticism scales and major California Personality Inventory scales were as follows: Dominance and E (extraversion) = .45, D and N (neuroticism) = -.47; Capacity for Status and E = .29, CS and N = -.48; Sociability and E = .53, S and N = -.46; Social Presence and E = .60, SP and N = -.46; Self-Acceptance and E = .59, SA and N = -.33; Sense of Well-being and E = .14, SWB and N = -.67. All of these correlations except one are significant, with an N of 66.[37]

The nominated group technique has also been used with success. That is, when independent judges are requested to nominate subjects whom they believe to be extraverted and introverted, or stable and unstable, it has been found that these nominated subjects tend to answer the EPI in a corresponding manner.[38]

Also relevant, Heslet obtained a correlation of .71 between E scores and the total number of words spoken in the first session of a small problem-solving group, and Williams and Nix are reported to have found that nonparticipants in classroom discussions were higher on the N scale than voluntary participants.[39]

In summary, the EPI is a short, reliable and reasonably valid measure of what Eysenck asserts to the "the two most important dimensions of personality."[40]

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[37]Ibid., 19.
[38]Ibid., 18-19.
[39]Ibid.
[40]Ibid., 23.

D. Carkhuff Confrontation Excerpts and the Facilitative Interpersonal
    Functioning Scale

In hypothesis III-B it is predicted that persons who have had an
encounter group experience (or a specifiable subset of such persons)
will respond to confrontation behavior with greater facilitative open-
ness than persons who lacked the group background. This hypothesis
necessitates some type of confrontation stimulus, and a manageable
technique for evaluating the responses evoked by that stimulus.

It was decided to use three confrontation excerpts from a list of
verbal stimuli used by Carkhuff and his associates to assess the communi-
cation behaviors of prospective helpers.[41] Carkhuff, in rating helpers
(or helpers-to-be), presents the respondent with sixteen stimulus expres-
sions, three each in five areas, and one in a sixth area, as follows:
social-interpersonal area; educational-vocational; child-rearing; sexual-
marital; confrontation of helper; and silence.[42] The respondent is
presented with each stimulus either by a live role player, by tape
recording (the method most frequently used), or in writing. The respondent
is asked, after each excerpt, to formulate either a written or an oral
response (depending upon the testing situation) that is meaningful and
helpful. The responses are then judged by means of a gross scale of
facilitative interpersonal functioning, or by more specific scales
focusing on response variables such as empathy, respect, concreteness,
genuineness, self-disclosure, and immediacy.

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[41]Robert R. Carkhuff, Helping and Human Relations: A Primer for
Lay and Professional Helpers, Vols. I and II (New York: Holt, Rinehart
Winston, 1969), especially Vol. I, Chapter 7.

[42]Ibid., 94-99.

Carkhuff, after reviewing a number of studies, concludes that,
"the communication assessments derived from responses to helpee stimulus
expressions are the most valid standard indexes for selecting persons
equipped to function effectively in the helping role."[43]   Carkhuff is
referring here to tape-recorded stimulus expressions and written helper
responses.

As for the necessity of having prospective helpers respond to all
sixteen stimulus excerpts Carkhuff notes that "the items relating most
highly to the overall ratings as well as to the final outcome criteria
are the confrontations of the counselor in different affects... These
findings have implications for the administration of an abbreviated
version of the helpee stimulus expressions."[44]

The stimulus expressions to be used in hypothesis III-B, then,
consisted of tape recordings of the three written confrontation expres-
sions from the Carkhuff battery (see Appendix F). The first stimulus
expression was recorded by a male, and consisted of confronting the
respondent with elation-excitement behavior. The second stimulus was
recorded by a female, and involved the communication of depression-
distress. The third and final stimulus was characterized by anger-
hostility, and was delivered by the male. In this writer's judgment,
a high degree of believability was achieved in all three recordings,
such that both the style and the content of the confrontations were of
the sort one might hear in any typical encounter group, or in any open

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[43]Ibid., 110.

[44]Ibid., 109.

relationship.

The scoring method was also taken from Carkhuff.[45] A gross nine-point rating scale, intended to include the major variables believed to be necessary to the helping relationship, was adopted for present rating purposes (see Appendix F). Carkhuff labels this gross scale as a measure of "facilitative interpersonal functioning," but for the sake of simplicity and descriptiveness the scale will be referred to as a measure of "facilitative openness" in this study.

The scale instructions ask the rater not only to make a global judgment as to how open, genuine, disclosing, assertive and confrontive the helper has been, but also as to whether the helper has communicated empathy, respect, understanding, appropriateness, flexibility and a commitment to the welfare of the helpee. The criterion is not openness alone, then, but facilitative openness.

The procedure was to have two judges (the writer, and Dr. Kim Giffin) develop some competence in the use of the scale by rating and then discussing written responses collected from a pilot group. Both judges were also familiar with the Carkhuff literature on the helping relationship, and had been exposed to tape recordings that had been rated by Truax and his colleagues using variables not unlike those attended to in this Carkhuff measure.

In a trial run, on 24 written responses to confrontation randomly selected from the pilot group, the independent raters achieved 80% agreement, and never deviated from one another by more than .5 of a scale point, with $r = .83$.

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[45]Ibid., 115.

In summary, the Carkhuff excerpts and rating procedure are an
attempt to get at verbal behavior which is ostensibly related to actual
helping potential, and in this investigation serve as a behavioral
outcome measure.

V.   Instrument Administration

A description of the mechanical aspects of administering the instruc-
ments discussed in the last section, and symbolized in Figure 1, is in
order.

The pre-test POI and EPI measures were completed on the first day
of scheduled classes, spring 1971. All of the students enrolled in
either an 8:30 MWF or 10:30 MWF section of SCHR 141 were told at the
time of registration that they would be expected to fill out some
questionnaires during the first class session, and also that they would
receive information at that time as to whether they would be assigned
to the first or second seven-week group (see Appendix G).

The facilitator of the 8:30 group introduced himself and his co-
facilitator on the first day, and then announced that another member of
the staff would next present the questionnaires. At this point, this
writer prefaced the EPI and POI questionnaires by saying that the SCHR
division was interested in collecting some data regarding the students
enrolled in the course, and the general impact of the course. The
respondents were assured that their anonymity would be preserved, and
that the data was in no way being used to evaluate them as individuals.
They were told that the data would not be scored until their group was
no longer in session. The entire data collection took approximately one
hour.

After each student had finished, he was privately told in which seven-week group he had been enrolled. If he had been randomly assigned to the first group (the experimental condition), he was told the location of the room where his group would begin next session. If the student had been assigned to the control condition, he was told that he would be contacted by mail in about six weeks in order to remind him as to the starting date and location of his group, and to tell him when and where we would like him to report to complete some additional question-naires.

In the 10:30 group the questionnaires were administered by one of the facilitators from the 8:30 group (Joe MacDoniels). In all cases, therefore, the researcher was an "outsider," and not the facilitator of the particular group being asked to supply data.

Approximately two weeks prior to the end of the first seven-week groups, the members of the control groups were sent the letters reminding them of the starting date and place of their groups, and of the next questionnaire session (see Appendix G). The first order of business at that session was the completion of new EPI forms, to establish the baselines on the members upon their immediate entrance into a group. (The control groups were given the EPI at the beginning of the semester only for the purpose of securing data on the personality characteristics of people who enroll in SCHR 141). Then the POI inventories were completed.

Next, the subjects were told that three brief tape-recorded excerpts would be played for them. They were told to imagine that the persons on the tape were addressing the subjects as individuals. The subjects were

told, on forms provided, to write out responses to the stimulus excerpts as if they were talking directly to the stimulus person. It was also stressed that the stimulus person on the tape had originally come to the respondent because he was in need of the respondent's help as a person. Thus a mental set was given to be open yet helpful, if possible. The excerpts were played individually, allowing around three or so minutes for a written response to each. After these forms were collected, the subjects were then told to sign a sheet, giving a summer address, if they wanted to receive a summary of whatever findings emerged from the study.

Those control subjects who did not attend the first post-test session were contacted by phone and asked to attend a make-up session. In spite of this follow-up attempt, three subjects from the 8:30 control group failed to appear at the make-up session. Although it would have been possible to collect data from them once they were in their own group, a one-week spring break was to intervene between the scheduled post-testing and the start of the second seven-week group. It was felt that obtaining data after this vacation period might, in some unpredictable way, confound their responses, therefore there was some subject attrition.

The post-test in the experimental groups was completed during the final group meeting, and was, again, administered by the external researcher.

As for the PHF data collected relevant to hypotheses I and II, the writer used only his own two groups (the first and second seven-week 10:30 groups) for this portion of the study.

The group members were told during their first actual meeting as a group that their facilitator would be collecting data from them at each session in order the explore the whole realm of encounter group feedback. They were assured that they were not being manipulated in any way, and that they were being enlisted more as co-researchers than as subjects of study. A page from Carl Rogers on Encounter Groups related to research in encounter groups was duplicated and distributed to the members (in Appendix E). They were then acquainted with the PHF scales (the IFF form) and the definitions entailed in using the forms. The Weekend Reflection Sheet was explained and the Rogers questionnaire was discussed (responses to this particular item were not to be analyzed for the present study). PHF data collection began at the second actual group meeting. For the first several sessions the facilitator reiterated what he meant by "feedback," and what he was asking the members to do with the forms.

At the final group session, members were asked to rate every other member as a PHF-giver in the group (peer global perception), and to rate themselves as PHF-givers. These data, then, were only once, and were obtained on the "beneficial-useful-valuable" scales.

VI. Summary and Statistical Analyses

Each of the hypotheses presented in the "Research Hypotheses" section will again be listed. In the first case the intention was to briefly expose the reader to the "why" behind the decision to include each of the hypotheses in this project. Now that the reader has some notion as to the direction in which the study is proceeding, and an acquaintance with the instruments to be used, the aim is to summarize, and to indicate the plan for the analysis of the hypotheses.

I. Personality Orientation and Feedback-Giving

    A. The degrees of self-actualization which persons feel they
        have achieved at the time of their entrance into an
        encounter group will be positively related to their
        abilities to initiate feedback in the group which is
        perceived as being helpful.

    B. A positive relationship will also exist between extra-
        version and feedback-giving which is perceived as being
        helpful.

    C. Neuroticism will be negatively related to members' abilities
        to initiate feedback which is perceived as being helpful.

The POI Inner-Direction scale scores and the two EPI scores will
be correlated with the frequency with which the members give feedback
in the group that is perceived by others as being "beneficial-useful-
valuable," according to the PHF instructions already described. Data
collection at every group session will bear on this hypothesis. That
is, during the last five minutes of each group meeting every member is
given the IFF, and is asked to rate whatever feedback he has received
during that session that had an impact of some sort on him. The absolute
number of PHFs given by each of the members will then be correlated
(Pearson 'r') with their pre-test POI and EPI scores. Although all of
the POI subscales will be included in this analysis, the definition of
global level of "self-actualization" being used here is the POI Inner-
Direction scale, composed, as already indicated, of 127 of the 150 POI
items.

II. Feedback Reception and Personal Growth

    A. There is a positive relationship between the perception of having received helpful feedback in the encounter group and movement toward self-actualization.

    The analysis of this hypothesis consists of correlating the number of PHFs received by members with their pre-to-post POI Inner-Direction change scores.

    Feedback hypotheses I and II were both explored in encounter groups in which this writer was the facilitator. None of the data were examined by the facilitator until the groups had been formally terminated.

III. Encounter Group Outcome

    A. Persons who have participated in an encounter group will feel themselves becoming more self-actualizing than persons not exposed to an encounter group experience.

        1. This effect might only be demonstrated by those subjects who are initially relatively introverted, and/or emotionally unstable (neurotic), and/or low in self-actualization.

    The statistical model for this hypothesis is the two-way analysis of variance of Inner-Direction change scores, with the main factors being treatments (experimental and control conditions) and below-the-median POI Inner-Direction pre-test scores vs. above-the-median scores. In a second two-way anova, the second factor will be above-and-below-the-median Eysenck Extraversion scores, and in third analysis the second factor will be Eysenck Neuroticism scores. It is speculated that the group might be most effective for those people who are initially not fully-functioning, relatively speaking. As Campbell and Dunnette have commented:

More measures of individual differences must be incorporated
in future T-group studies. Quite simply, the question is, for
what kinds of people are particular training effects observed?
Initially, most current researchers seem to act as if laboratory
training should have similar effects for everyone. However, this
seems hardly likely, and considerably more effort must be expended
toward mapping relevant interactions with individual differences.

Since the members of the various groups had not been assigned
randomly to all four of the groups, separate anovas will be computed
for each of the conditions (i.e., groups A were at 10:30 MWF and
groups B at 8:30 MWF, with the randomization having been used for those
subjects who had elected to be within A, and those who had elected to
be within B).

B. Persons who have been in an encounter group will manifest
greater facilitative openness in their responses to verbal
confrontation behavior than persons not yet exposed to the
group experience.

1. This effect might only be demonstrated by those subjects
who are initially relatively introverted, and/or emotionally
unstable (neurotic), and/or low in self-actualization.

The analysis of this hypothesis will consist of three two-way
analyses of variance for the responses to each of three excerpts, done
separately for the 8:30 and 10:30 groups (for a total of eighteen such
analyses). The main factors in each analysis will be treatments, and
either initial POI Inner-Direction level, Extraversion level, or

Neuroticism **level.**

In Chapter III the results of this investigation are presented.

CHAPTER III

Results

Included in this chapter are the data relevant to the hypotheses introduced in the preceeding chapter, and other findings which could be of interest to researchers and practitioners concerned with the encounter group.

The chapter is organized as follows: Personality Orientation and Feedback-Giving (and related findings); Feedback Reception and Self-Actualization (and related findings); Encounter Group Outcome; and Summary.

The correlation matrices from which the findings for the feedback hypotheses were taken are located in Appendix H. These matrices are worth direct inspection, since they contain much more data than will be abstracted for present purposes. The raw data upon which all of the findings in this chapter are based are in Appendix I.

Any finding above the .10 level of significance will be reported as non-significant. However, since the number of subjects in the present study is not massive, findings which approach but do not reach the conventional .05 level should be regarded as worthy of attention. If a finding in one group or condition (e.g., in the 8:30 condition) is significant at less than the .05 level, and the same finding is obtained in the other group or condition at less than the .20 level of

significance, this tendency toward corroboration is also seen as worthy of attention.

All numbers contained within tables have been rounded off to two decimal places for simplicity of visual presentation. It will be noticed that the numbers of subjects in the POI analyses are always greater than those in the EPI analyses. This is due to some subjects being eliminated in the EPI analysis due to a "lie scale" score indicating that they might have answered certain questions in a manner intended to make a good impression.[1] Although the POI includes no "lie scale," Shostrom argues that the POI is not readily susceptible to the "faking good" response set.[2]

The numbers of subjects in other analyses will also shift at times. This occurs when a subject failed to respond to all three of the confrontation excerpts, or when a randomly chosen subject needed to be eliminated in order to achieve proportionality in a two-way factorial analysis.

Before examining the hypothesis data, a personality description of the subjects of this study is appropriate. The subjects compared as follows with EPI American college student norms: Extraversion, University of Kansas sample, N=60, $\overline{X}$=13.55, S.D.=3.56 -- American college norm, N=1003, $\overline{X}$=13.1, S.D.=4.1, with no significant difference between these means; Neuroticism, K.U. sample, $\overline{X}$=10.57, S.D.=4.68 -- American college norm, 10.9, S.D.=4.7, again with no significant mean

[1]Eysenck and Eysenck, Op. Cit., 20.

[2]Shostrom, Op. Cit., 22-24.

difference. The subjects in this study, then, do not differ, as a group, from American college students in general on the major personality variables of neuroticism and extraversion.[3]

Shostrom presents a set of POI norms for entering college freshmen, but this would seem less applicable then the I-D statistics he offers for upper-division college males (there is no evidence to date indicating that males and females are from different population on POI I-D scores).[4] The values reported in Shostrom for 150 male juniors and seniors are $\bar{X}$=79.9 and S.D.=9.4, while the K.U. I-D values are N=63, $\bar{X}$=85.43 and S.D.=10.17. The difference between these values is significant, t=4.31, p <.001, two-tailed. Since no random sample from the K.U. population was compared with the K.U. encounter group sample, it should not be inferred that those electing to enroll in a university encounter group are more self-actualizing than the student body as a whole. The implication is rather that the subjects in this study will not have a great deal of room in which to "move" between pre- and post-testing, short of "moving" into the region occupied by clinically nominated self-actualized persons (Shostrom Self-Actualized Group, N=29, $\bar{X}$=92.86).[5]

Under the feedback hypotheses to follow, reference is made to the A-1 and A-2 groups. These are depicted in Figure 1 in Chapter II, with A-1 being this writer's first seven-week group in the spring of 1971, and A-2 being his second seven-week group.

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[3]For these norms see Eysenck and Eysenck, Op. Cit., 8.

[4]Shostrom, Op. Cit., 8, 12.

[5]Ibid., 26.

I. <u>Personality Orientation and Feedback-Giving</u>

A. The degrees of self-actualization which persons feel they have
achieved at the time of their entrance into an encounter group
will be positively related to their abilities to initiate feed-
back in the group which is perceived as being helpful.

<u>Findings</u>. In group A-1 the correlation between PHF-giving and
pre-test scores on the POI Inner-Direction scale was .39, while an $\underline{r}$
of .41 is required at the .10 level of significance with 15 degrees of
freedom. In group A-2 the correlation was -.04.

In neither the first nor second A group were there significant
correlations between any of the POI subscales and PHF-giving.

However, in the A-1 group the <u>post-test</u> scores on the POI I-D
scale were correlated with PHF-giving, 49, p <.05. There were no
post-group POI data for those persons in the A-2 group. The members of
the second seven-week encounter group completed the standard instruments
in January and March, but not a third time at the conclusion of their
group.

B. A positive relationship will exist between extraversion and
feedback-giving which is perceived as being helpful.

<u>Findings</u>. In group A-1 the coefficient between PHF-giving and
EPI Extraversion scores was -.08, and in A-2 the coefficient was -.27.
Neither of these approaches significance.

C. Neuroticism will be negatively related to members' abilities to
initiate feedback which is perceived as being helpful.

<u>Findings</u>. PHF-giving and Neuroticism were not demonstrated to be
related with an r=.07 in A-1, and r=.12 in A-2.

Other Findings. The number of PHFs given was correlated with the following variables:

1. Post-group peer ratings of member PHF-giving behavior, .78 in A-1, p <.001, and .64, p <.01 in A-2.

2. Post-group self-ratings of PHF-giving behavior in the group, .55 in A-2, p <.05, and .36 in A-1, p <.20.

3. Self-ratings of ability to be facilitatively open (Carkhuff scale). In the A-1 group these ratings were made following the group experience, and correlated .61, p <.01, with PHF-giving. In group A-2 these ratings were collected prior to the beginning of the group experience, and correlated .55, p <.05, with actual PHF-giving.[6]

Of all the feedback listed as "standing out" to the receivers in group A-1, 95% was in the "beneficial-useful-valuable" direction, and the other 5% was in the "harmful-useless-worthless" direction (total feedback N=394); 26% of the feedback in this latter category moved into neutrality or into being "beneficial-useful-valuable" when reflected upon, as re-rated in the WRS-L. None of the b-u-v feedback shifted downward in the non-facilitative direction, however.

Of the feedback which was identified by receivers as having some impact in group A-2, 88% was in the b-u-v direction, 4% was in the harmful-useless-worthless direction, and 7% was in the neutral category

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[6]Since Carkhuff provides no test-retest reliability data on this measure when used as a self-rating scale, two K.U. encounter groups other than those studied here were administered this Carkhuff scale (in Appendix F) twice over the period of 7 to 9 days, with a resulting test-retest coefficient of .79, with N=32.

(total feedback N=248). On the WRS-I form 10% of the h-u-w feedback

moved into the neutral or b-u-v categories. It was demonstrated in

the PHF development section in the preceeding chapter that the PHF scales

are especially stable when subjects are responding to feedback which they

perceive as being in the beneficial-useful-valuable direction: in

response to the tape recorded stimulus excerpts the probability was about

90% that if a piece of feedback was seen to be in the b-u-v direction

at the time of its initial presentation, it would also be seen that way

at time 2, a week later (see Table 4, Chapter II).

In neither the A-1 nor A-2 group did any one person indicate

receiving more than two pieces of harmful-useless-worthless feedback,

nor was any giver associated with the initiation of more than a total of

two such pieces. In both groups, the facilitator gave the largest number

of PHFs.

II. Feedback Reception and Self-Actualization

A. There is a positive relationship between the perception of

having received helpful feedback in the encounter group and

movement toward self-actualization.

Findings. The relationship between feedback reception and self-

actualization was tested in just the A-1 group. The correlation was

-.01, therefore no association was shown.

The correlation between the overall perceived beneficiality-usefulness-

value of the feedback each group member saw himself as receiving (a

single post-group rating per member) was also unrelated to POI change,

$r=-.08$.

Other Findings. The <u>number</u> <u>of</u> <u>PHFs</u> <u>received</u> correlated with the following variables:

1. The number of PHFs given, F=.66 in A-1 and .66 in A-2, both p <.01.

2. Scores on the POI subscale labelled "Nature of Man as Constructive," r=.59, p <.02 in A-2, but r=.03 in A-1.

3. Post-group peer ratings of member PHF-giving behavior, .62 in A-1, p <.01, and .70 in A-2, p <.01.

4. Post-group self-ratings of PHF-giving behavior in the group, .48 in A-1, p <.05, and .70 in A-2, p <.01.

5. Self-ratings of ability to be facilitatively genuine, .52, p <.05 in A-1, and r=.10 in A-2. The Carkhuff scale was administered as a post-group measure in A-1, and a pre-group measure in A-2.

6. Facilitative genuineness in response to the distress-depression confrontation (taped excerpt #2), .50 in A-1, p <.05, but r=.05 in A-2.

III. Encounter Group Outcome: Self-Actualization

A. Persons who have participated in an encounter group will feel themselves becoming more-self-actualizing than persons not exposed to an encounter group experience.

1. This effect might only be demonstrated by those subjects who are initially relatively introverted, and/or emotionally unstable (neurotic), and/or low in self-actualization.

POI. The two-way analysis of variance of the POI pre-to-post change scores resulted in no main effect for treatments in the 10:30 MWF condition. As for a main effect for initial POI level, those below the POI pre-test medians in both the treatment and control groups approached the .05 level of significance in making greater changes than those above the medians (F=3.10, p <.10). There was no interaction between this increase and treatment versus no-treatment.

These findings were obtained at a statistically significant level in the 8:30 condition. There was again no difference between the treatment and control group, but there was a general increase in POI post-test scores for those subjects in the lower half of the pre-test distributions (F=4.36, p <.05), with this increase not being unique to those persons in the experimental group. The quantitative data representing these findings are presented in Table 7.

Extraversion. The two-way anova of POI change scores in the 10:30 group employing Eysenck's extraversion scores as one main factor resulted, of course, in no significant main effect for treatments, but there was a main effect for extraversion (F=10.88, p<.005). More importantly, there was an interaction effect approaching the .05 level of significance for those subjects lower in extraversion and in the experimental group (F=3.66, p <.10, with an F value of 2.88 required at the .10 level with 31 degrees of freedom, and an F value of 4.10 required at the .05 level of significance). In short, while the encounter group resulted in no overall self-actualization increase for its participants, those relatively low in extraversion in the encounter group treatment

TABLE **7**

POI CHANGE SCORES AND INITIAL LEVEL
OF SELF-ACTUALIZATION

8:30 Group

				Exp.	Con.
			Higher POI:	+ .50	+2.71
			Lower POI:	+4.88	+9.14

Source	SS	df	ms	F	P
Total	1,572.80	29	---	---	---
Treatment	78.43	1	78.43	1.60	ns
Initial Level of POI	213.34	1	213.34	4.36	< .05
Interaction	7.87	1	7.87	<1.00	ns
Error	1,273.16	26	48.97	---	---

10:30 Group

				Exp.	Con.
			Higher POI:	2.50	2.80
			Lower POI:	8.00	4.20

Source	SS	df	ms	F	P
Total	1,525.05	37	---	---	---
Treatment	48.36	1	48.36	1.24	ns
Initial Level of POI	120.89	1	120.89	3.10	< .10
Interaction	27.99	1	27.99	<1.0	ns
Error	1,327.81	34	39.05	---	---

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TABLE 8

POI CHANGE SCORES AND EXTRAVERSION

8:30 Group

					Exp.	Con.
Higher Extra:					2.71	7.83
Lower Extra:					.57	3.83

Source	SS	df	ms	F	P
Total	1,290.35	25	---	---	---
Treatment	113.47	1	113.47	2.24	< .20
Extraversion	58.50	1	58.50	1.16	ns
Interaction	5.57	1	5.57	< 1.00	ns
Error	1,112.81	22	50.58	---	---

10:30 Group

					Exp.	Con.
Higher Extra:					1.00	1.67
Lower Extra:					10.38	4.44

Source	SS	df	ms	F	P
Total	1,323.60	34	---	---	---
Treatment	48.54	1	48.54	1.73	<.20
Extraversion	304.54	1	304.54	10.88	<.005
Interaction	102.42	1	102.42	3.66	<.10
Error	868.10	31	28.00	---	---

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did tend to move in the direction of self-actualization more than their counterparts in the waiting-list control group.

In the 8:30 group, however, there was no main effect for extraversion, nor was there an interaction effect. There was also no significant treatment effect.

Neuroticism (Emotional Instability). There was no main effect for neuroticism in either the 10:30 or 8:30 conditions, nor were there interaction effects. These data are in Table 9.

POI Subscales. In addition to the two-way analyses of variance on the major POI Inner-Direction scale, comparisons of the subscale change scores for the 10:30 experimentals and controls yielded an overall difference (t-test for independent means) in positive changes on the Feeling Reactivity subscale, composed of 23 POI items, favoring the encounter participants (t=2.05, p <.05, two tailed, 36 d.f.). Those in the encounter group also tended to change more on the Self-Actualizing Value subscale, which consists of 26 items (t=1.93, p<.10, two tailed, 36 d.f., with a t-value of 2.02 required at the .05 level).

There was not only a failure to replicate the findings in the 8:30 condition, but the two significant differences that were obtained were in a different direction. The persons in the 8:30 control group had a higher change score mean on the Self-Regard subscale than those in the encounter group (t=2.17, p<.05, two tailed). The experimental subjects decreased slightly in self-regard while the controls' mean score increased slightly on this 16 item scale, with this combination resulting in significance. This also occurred on the 23 item Time Competence scale

TABLE 9

POI CHANGE SCORES AND NEUROTICISM.

8:30 Group					$\overline{X}$	
					Exp.	Con.
			Higher Neur.:		.33	6.60
			Lower Neur.:		2.63	5.28

Source	SS	df	ms	F	P
Total	1,290.35	25	---	---	---
Treatment	113.47	1	113.47	1.67	ns
Neuroticism	2.98	1	2.98	<1.00	ns
Interaction	20.07	1	20.07	<1.00	ns
Error	1,486.49	22	67.57	---	---

10:30 Group					$\overline{X}$	
					Exp.	Con.
			Higher Neur.:		6.50	3.89
			Lower Neur:		4.44	2.22

Source	SS	df	ms	F	P
Total	1,323.60	34	---	---	---
Treatment	48.54	1	48.54	1.21	ns
Neuroticism	27.84	1	27.84	<1.00	ns
Interaction	2.56	1	2.56	<1.00	ns
Error	1,244.67	31	40.15	---	---

to a significant extent (t=2.05, p <.05, two tailed).

Also, on the 32 item Existentiality scale the control group members tended to show more of an increase than the experimental subjects (t=1.68, p=.12 with 28 d.f., two tailed). All of the POI mean change score values are presented in Table 10.

Carkhuff Facilitative Interpersonal Functioning Scale. In addition to these POI scale comparisons, post-test self-ratings on this Carkhuff measure (in Appendix F) were tested between groups (these forms had not been administered in January, so change scores could not be used). It was found in the 10:30 condition that those who had been in the encounter group tended to see themselves as more facilitatively open,as defined on the Carkhuff instrument, than those who had not yet been exposed to the encounter experience (t=1.96, p <.10, two-tailed). In the 8:30 condition there was no difference between the experimental and control groups (t=.55, p> .20).

III. Encounter Group Outcome: Behavioral Measure

B. Persons who have been in an encounter group will manifest greater facilitative openness in their responses to verbal confrontation behavior than persons not yet exposed to the group experience.

   1. This effect might only be demonstrated by those subjects who are initially relatively introverted, and/or emotionally unstable (neurotic), and/or low in self-actualization.

TABLE 10

POI CHANGE SCORE VALUES

	8:30			Pre-to-Post Changes	10:30		
Scale	Experimental (N=16)	Control (N=14)	Significance*	Experimental (N=17)	Control (N=21)	Significance*
Inner-Direction	2.69	5.00	nsd	5.41	3.85	nsd
Time-Competence	-.88	1.71	t=2.05, p<.05	.58	-.05	nsd
Self-Actualizing Value	1.00	1.00	nsd	1.18	-.05	t=1.93, p<.10
Existentiality	.44	2.14	t=1.68, p=.12	1.88	1.14	nsd
Feeling Reactivity	1.06	.36	nsd	1.53	.14	t=2.05, p<.05
Spontaneity	.94	.95	nsd	.76	.43	nsd
Self-Regard	-.56	.93	t=2.17, p<.05	.47	.62	nsd
Self-Acceptance	-.31	1.14	nsd	1.35	.81	nsd
Nature of Man as Constructive	.00	.00	nsd	-.35	.24	nsd
Synergy	-.06	.43	nsd	-.12	.24	nsd
Acceptance of Aggression	1.25	.50	nsd	1.53	.71	nsd
Capacity for Intimate Contact	1.63	1.86	nsd	.71	.12	nsd

*All t-values are two-tailed

Elation-Excitement Confrontation (Excerpt #1)

The interjudge correlation coefficient (Pearson r) for the judges'
blind ratings of written responses to excerpt #1 was .72 ($p<.001$).
There was 77% exact agreement between the two judges. In all cases of
disagreement the mean of the two ratings was used.

Each of the two-way analyses of variance will be listed by POI or
EPI factor in presenting the results.

POI. There were no main effects for treatment or for pre-test
POI level in the 10:30 condition for this excerpt, nor was there an
interaction effect.

In the 8:30 condition there was also an absence of main and
interaction effects. See Table 11.

Extraversion. The facilitative openness of the written responses
was not shown to be influenced by extraversion level in either the 10:30
or the 8:30 conditions; nor in either condition was there any evidence
of an interaction between treatment and extraversion level in affecting
the written responses to confrontation. Table 12 contains the summary
data.

Neuroticism. In the 10:30 condition there was no demonstration
that neuroticism level affected written responses to confrontation
behavior, nor was there any interaction between treatment and neuroticism
level.

In the 8:30 condition there was also an absence of any statistically
significant main or interaction effects. These data are presented in
Table 13.

TABLE 11

SELF-ACTUALIZATION AND RESPONSE TO
ELATION-EXCITEMENT STIMULUS CONFRONTATION

8:30 Group					$\overline{X}$	
					Exp.	Con.
				Higher Neur.:	1.75	1.71
				Lower Neur.:	1.59	1.86
Source	SS	df	ms	F	P	
Total	2.60	29	---	---	---	
Treatment	.09	1	.09	<1.00	ns	
POI	.00	1	.00	<1.00	ns	
Interaction	.17	1	.17	1.89	p<.20	
Error	2.34	26	.09	---	---	

10:30 Group					$\overline{X}$	
					Exp.	Con.
				Higher Neur.:	1.88	1.72
				Lower Neur.:	1.81	1.69
Source	SS	df	ms	F	P	
Total	3.15	33	---	---	---	
Treatment	.14	1	.14	1.40	ns	
POI	.02	1	.02	<1.00	ns	
Interaction	.01	1	.01	<1.00	ns	
Error	2.98	30	.10	---	---	

TABLE 12

EXTRAVERSION AND RESPONSE TO
ELATION-EXCITEMENT STIMULUS CONFRONTATION

8:30 Group

					$\overline{X}$	
					Exp.	Con.
			Higher Neur.:		1.71	1.82
			Lower Neur.:		1.63	1.79

Source	SS	df	ms	F	P
Total	2.29	25	---	---	---
Treatments	.12	1	.12	1.45	ns
Extraversion	.02	1	.02	<1.00	ns
Interaction	.00	1	.00	<1.00	ns
Error	2.15	22	.08	---	---

10:30 Group

					$\overline{X}$	
					Exp.	Con.
			Higher Neur.:		1.83	1.66
			Lower Neur.:		1.84	1.75

Source	SS	df	ms	F	P
Total	3.05	31	---	---	---
Treatments	.15	1	.15	1.47	ns
Extraversion	.02	1	.02	<1.00	ns
Interaction	.01	1	.01	<1.00	ns
Error	2.86	28	.10	---	---

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TABLE 13

NEUROTICISM AND RESPONSE TO
ELATION-EXCITEMENT STIMULUS CONFRONTATION

8:30 Group

| | | | | $\bar{X}$ | |
| | | | | Exp. | Con. |

Higher Neur.: 1.54 1.75
Lower Neur.: 1.79 1.89

Source	SS	df	ms	F	P
Total	2.29	25	---	---	---
Treatment	.12	1	.12	1.36	ns
Neuroticism	.21	1	.21	2.38	<.20
Interaction	.02	1	.02	<1.00	ns
Error	1.94	22	.09	---	---

10:30 Group

| | | | | $\bar{X}$ | |
| | | | | Exp. | Con. |

Higher Neur.: 1.72 1.71
Lower Neur.: 1.94 1.69

Source	SS	df	ms	F	P
Total	3.04	31	---	---	---
Treatment	.15	1	.15	1.57	ns
Neuroticism	.09	1	.09	<1.00	ns
Interaction	.13	1	.13	1.36	ns
Error	2.67	28	.09	---	---

Distress-Depression Confrontation (Excerpt #2)

The interjudge reliability coefficient for these blind ratings was .64, p <.001, with 71% exact agreement.

POI. In the 10:30 condition there were no significant main or interaction effects. This was also the case in the 8:30 condition. Initial POI level was not shown to influence written responses to a distress stimulus, nor did the encounter group experience modify the facilitativeness of such responses. These data are in Table 14.

Extraversion. In the 10:30 condition there was no interaction between treatment and extraversion, but there was a significant main effect (F=8.85, p <.01) in a direction opposite that anticipated, with those persons lower in extraversion being more facilitatively open than relatively more extraverted persons in a depression-distress situation.

This finding was not obtained in the 8:30 condition, in which there were no main or interaction effects. See Table 15.

Neuroticism. In the 10:30 condition there was no interaction effect, but there was a main effect at less than the .10 level of significance in a direction opposite that expected (F=3.88), with those persons higher in neuroticism rated as more facilitatively open in their responses to distress verbalizations than those lower in neuroticism.

This effect was not present in the 8:30 condition to a significant extent, although the difference was in the same direction (F=1.31, p> .20). See Table 16.

TABLE 14

SELF-ACTUALIZATION AND RESPONSE TO
DISTRESS-DEPRESSION STIMULUS CONFRONTATION

8:30 Group

					$\bar{X}$	
					Exp.	Con.
				Higher POI:	1.51	1.54
				Lower POI:	1.51	1.59

Source	SS	df	ms	F	P
Total	2.99	29	---	---	---
Treatment	.02	1	.02	< 1.00	ns
POI	.00	1	.00	< 1.00	ns
Interaction	.00	1	.00	< 1.00	ns
Error	2.97	26	.15	---	---

10:30 Group

					$\bar{X}$	
					Exp.	Con.
				Higher POI:	1.79	1.60
				Lower POI:	1.61	1.60

Source	SS	df	ms	F	P
Total	2.76	33	---	---	---
Treatment	.07	1	.07	< 1.0	ns
POI	.06	1	.06	< 1.0	ns
Interaction	.07	1	.07	< 1.0	ns
Error	2.56	30	.09	---	---

TABLE 15

EXTRAVERSION AND RESPONSE TO
DISTRESS-DEPRESSION STIMULUS CONFRONTATION

8:30 Group				$\bar{X}$ Exp.	Con.
			Higher EPI:	1.41	1.54
			Lower EPI:	1.61	1.52

Source	SS	df	ms	F	P
Total	3.26	26	---	---	---
Treatment	.00	1	.00	$<$ 1.00	ns
Extraversion	.06	1	.06	$<$ 1.00	ns
Interaction	.08	1	.08	$<$ 1.00	ns
Error	3.12	23	.14	---	---

10:30 Group				$\bar{X}$ Exp.	Con.
			Higher EPI:	1.51	1.45
			Lower EPI:	1.78	1.80

Source	SS	df	ms	F	P
Total	3.10	31	---	---	---
Treatment	.00	1	.00	$<$ 1.00	ns
Extraversion	.74	1	.00	8.85	$<$.01
Interaction	.02	1	.02	$<$ 1.00	ns
Error	2.34	28	.08	---	---

TABLE 16

NEUROTICISM AND RESPONSE TO
DISTRESS-DEPRESSION STIMULUS CONFRONTATION

8:30 Group					$\overline{X}$	
					Exp.	Con.
				Higher Neur:	1.48	1.38
				Lower Neur:	1.54	1.66

Source	SS	df	ms	F	P
Total	3.27	26	---	---	---
Treatment	.00	1	.00	< 1.00	ns
Neuroticism	.17	1	.17	1.31	ns
Interaction	.08	1	.08	<1.00	ns
Error	3.02	23	.13	---	---

10:30 Group					$\overline{X}$	
					Exp.	Con.
				Higher Neur:	1.71	1.77
				Lower Neur:	1.57	1.48

Source	SS	df	ms	F	P
Total	3.10	31	---	---	---
Treatment	.00	1	.00	< 1.00	ns
Neuroticism	.37	1	.37	3.88	<.10
Interaction	.06	1	.06	< 1.00	ns
Error	2.67	28	.095	---	---

Anger-Hostility (Excerpt #3).

The interjudge reliability coefficient for the blind ratings of the responses to this stimulus confrontation was .81 (p< .001). The percentage of exact agreement was 83%.

POI. In the 10:30 condition there were no significant main or interaction effects. Facilitative openness in written responses to an anger confrontation was not demonstrated to be affected by the encounter group experience, nor by initial level of self-actualization.

In the 8:30 condition, however, there was a significant main effect for treatments (F=44.17, p <.001), in the direction opposite from that predicted. The members of the experimental group were found to be less facilitatively open than the persons in the waiting-list control group. There was also a tendency (F=3.05, p <.10, with an F value of 4.24 required at the .05 level, and 2.92 at the .10 level, 25 d.f.) for those persons relatively high in self-actualization, regardless of whether they were in the experimental or control group, to manifest more facilitative openness than those lower in self-actualization. These data are contained in Table 17.

Extraversion. There were no main effects for extraversion in either the 10:30 or 8:30 condition, nor were there any interaction effects within these groups, as shown in Table 18.

Neuroticism. In the 10:30 condition there was no main effect for neuroticism. Approaching significance was the F value for interaction, however, with those persons above the neuroticism median in the experimental group tending to be the most facilitatively genuine in the analysis (F=2.89, p <.10, with 28 degrees of freedom). No such tendencies were apparent in the 8:30 condition, as indicated in Table 19.

TABLE 17

SELF-ACTUALIZATION AND RESPONSE TO
ANGER-HOSTILITY STIMULUS CONFRONTATION

8:30 Group					$\bar{X}$	
					Exp.	Con.
				Higher POI:	1.25	1.92
				Lower POI:	1.06	1.71

Source	SS	df	ms	F	P
Total	5.03	28	---	---	---
Treatment	3.04	1	3.04	44.17	<.001
POI	.21	1	.21	3.05	<.10
Interaction	.06	1	.06	<1.00	ns
Error	1.72	25	.07	---	---

10:30 Group					$\bar{X}$	
					Exp.	Con.
				Higher POI:	1.56	1.44
				Lower POI:	1.56	1.53

Source	SS	df	ms	F	P
Total	9.65	33	---	---	---
Treatment	.04	1	.04	<1.00	ns
POI	.01	1	.01	<1.00	ns
Interaction	.03	1	.03	<1.00	ns
Error	9.57	30	.32	---	---

TABLE **18**

EXTRAVERSION AND RESPONSE TO
ANGER-HOSTILITY STIMULUS CONFRONTATION

8:30 Group					$\overline{X}$	
					Exp.	Con.
				Higher Extra:	1.25	1.79
				Lower Extra:	1.11	1.79

Source	SS	df	ms	F	P
Total	4.32	25	---	---	---
Treatment	2.43	1	2.43	29.38	<.001
Extraversion	.04	1	.04	<1.00	ns
Interaction	.03	1	.03	<1.00	ns
Error	1.82	22	.08	---	---

10:30 Group					$\overline{X}$	
					Exp.	Con.
				Higher Extra:	1.44	1.50
				Lower Extra:	1.69	1.46

Source	SS	df	ms	F	P
Total	6.15	31	---	---	---
Treatment	.04	1	.04	< 1.00	ns
Extraversion	.09	1	.09	<1.00	ns
Interaction	.17	1	.17	<1.00	ns
Error	5.85	28	.21	---	---

TABLE 19

NEUROTICISM AND RESPONSE TO
ANGER-HOSTILITY STIMULUS CONFRONTATION

8:30 Group					$\overline{X}$	
					Exp.	Con.
			Higher Neur:		1.17	1.70
			Lower Neur:		1.19	1.86
Source	SS	df	ms	F		P
Total	4.32	25	---	---		---
Treatment	2.43	1	2.43	29.38		$<$.001
Neuroticism	.05	1	.05	$<$ 1.00		ns
Interaction	.02	1	.02	$<$ 1.00		ns
Error	1.82	22	.08	---		---

10:30 Group					$\overline{X}$	
					Exp.	Con.
			Higher Neur:		1.81	1.46
			Lower Neur:		1.33	1.50
Source	SS	df	ms	F		P
Total	6.15	31	---	---		---
Treatment	.04	1	.04	$<$ 1.00		ns
Neuroticism	.45	1	.45	2.46		$<$ .20
Interaction	.53	1	.53	2.89		$<$ .10
Error	5.13	28	.18	---		---

IV. Summary

Personality Orientation and Feedback-Giving. In one group there
was no relationship between self-actualization (I-D scale) and PHF-
giving, while in the other group pre-test POI scores correlated close
to the .10 level with PHF-giving, and post-test scores correlated
significantly with the number of PHFs that had been given. The results
are therefore mixed regarding the hypothesized relationship.

Neither extraversion nor neuroticism were shown to be significantly
related to PHF-giving within either 10:30 group, therefore the research
hypotheses were not supported.

The other findings most directly related to this set of hypotheses
did not involve personality measures as such, but involved the associa-
tion between the giving of PHFs and the global perception, at a later
time, of PHF-giving behavior. It was found that there was a significant
relationship in both groups between frequency of PHF-giving and end-of-
group peer global ratings of PHF behavior. Post-group self-perceptions
of value as a PHF-giver also tended to be related to actual perceived
PHF-behavior during the group.

Self-ratings on the Carkhuff scale, intended to measure facilitative
interpersonal behavior, were also significantly associated with PHF-
giving, no matter whether these ratings were made prior to or subsequent
to the group.

Feedback Reception and Self-Actualization. There was no relation-
ship, in the one group in which this hypothesis was tested, between the
number of PHFs received and POI Inner-Direction change scores, nor

between these change scores and a single overall end-of-group rating as to how beneficial-useful-valuable the group had been as a source of feedback.

In group A-1, 95% of all received feedback was seen as being in the beneficial-useful-valuable direction, and 5% was in the opposite direction. In group A-2, 88% was in the beneficial-useful-valuable direction, 4% was in the opposite direction, and 7% was rated as neutral.

As for other findings related to feedback reception, it was found that those who received the largest number of PHFs were also those who gave the largest number of PHFs (both groups), were likely to be rated as valuable PHF-givers by other group members (both groups), were likely to see themselves as valuable givers of PHFs (both groups), and to see themselves as being capable of faciliatively open behavior (both groups). Also, there was partial evidence that those who saw themselves as relatively frequent receivers of PHFs tended to have a constructive view of the nature of man (A-2 group), and were more facilitative in their written responses to a distress-depression confrontation (A-1 group).

Encounter Group Outcome: Self-Actualization. Using change scores on the POI Inner-Direction scale as the operational definition of "self-actualization," it was found that those in the experimental groups, in both the 8:30 and 10:30 conditions, did not move in the direction of increased self-actualization to a more pronounced extent than did the waiting-list controls.

It was found in the 10:30 condition, however, that those encounter group members who were relatively low in extraversion did tend to move toward greater self-actualization than their counterparts in the waiting-list control group (p< .10). The variables of neuroticism and initial level of self-actualization were not found to interact with the encounter group treatment in this manner in either the 8:30 or 10:30 conditions.

When POI subscales were examined it was found those in the 10:30 encounter condition moved in the direction of greater feeling reactivity than their controls to a significant degree, and tended to adopt self-actualizing values more than the waiting-list controls (p< .10).

In the 8:30 condition, however, the encounter group seemed to have a somewhat different impact. The experimentals moved downward in both self-regard and time competence, while the controls moved upward, with this combination reaching significance in both cases. There was also a tendency for the encounter group participants to move less in the direction of increased existentiality than the controls (p=.12).

The members of the 10:30 encounter group tended to see themselves as more facilitatively open than their controls at the conclusion of the group, using Carkhuff scale self-ratings. There was no such difference in the 8:30 group.

Encounter Group Outcome: Behavioral Measure. There were no significant differences between experimental and control subjects in their degrees of expressed facilitative openness in response to elation-excitement and distress-depression stimulus confrontations (both 8:30 and 10:30 conditions).

In response to the anger-hostility confrontation, however, the 8:30 experimentals were significantly less facilitatively open than the controls, a finding that runs contrary to prediction.

In the 10:30 condition those persons relatively high in neuroticism and in the experimental group tended to be the most facilitatively open in their written responses to the anger-hostility stimulus $(p < .10)$. Thus, the encounter group receives some support as an agent in promoting facilitative behavior in this condition, but the neuroticism finding was not anticipated.

Regarding the main effects of personality on facilitative openness, those persons relatively low in extraversion in the 10:30 condition were found to be more facilitatively open in their responses to distress-depression confrontation than those higher in extraversion. There also tended to be a main effect for neuroticism in this condition and for this excerpt, with those higher in neuroticism tending to be more facilitatively open $(p < .10)$. These findings are contrary to expectations. They were not replicated within the 8:30 condition.

In the 8:30 condition the only demonstrated personality effect was in response to the anger-hostility stimulus, where those relatively high in self-actualization tended to be more facilitatively open than lower self-actualizors $(p < 10)$. This finding was not replicated in the 10:30 group.

The next chapter entertains speculations as to possible reasons for some of the more surprising findings of this study, and discusses the implications of the findings summarized in this chapter.

CHAPTER IV

Discussion

The purpose of this chapter is to reflect upon reasons for, and implications of, the major findings obtained in this investigation.

I. Personality Orientation and Feedback-Giving

The finding that post-test POI Inner-Direction scores in group A-1 correlated significantly with PHF-giving offers minimal support for the hypothesized relationship between self-actualization and behavior in the encounter group, since pre-test POI scores in neither A-1 nor A-2 were correlates of PHF-giving.

The null hypotheses relating PHF frequency to extraversion and neuroticism were also not rejected. Further, the correlation matrices in Appendix H indicate that neither extraversion, neuroticism nor POI-ID scores are correlated with end-of-group peer ratings or self-ratings of PHF tendencies (none of these correlations were above $\pm.37$ in either A-1 or A-2). In sum, degree of outgoingness, degree of emotionality (neuroticism), and degree of self-actualization were not correlates of self-perceived or peer-perceived PHF-giving behaviors in the encounter group.

In the Kolb and Boyatzis study reviewed in Chapter I (pp. 56-60) it was found that the Thermatic Apperception Test, as used to measure

needs for Power, Affiliation and Achievement, failed to distinguish between "effective helpers" and "nonhelpers" in the T-group, although "ineffective helpers" differed from the preceeding two classifications of members on these dimensions. In the present study it could be said that members saw one another as "helpers" or "nonhelpers", with no one being identified by the group, on the end-of-group peer ratings, as an "ineffective helper."[1]

Both the Kolb and Boyatzis study and this one, then, using different definitions of "helping" behavior and different personality measures, fail to demonstrate major personality differences between "helpers" and "nonhelpers" in the T-group or encounter group.

The Heslet and Williams and Nix studies cited in the Eysenck EPI manual have already been referred to: extraversion was found to be positively related to the total number of words spoken in a small group counseling experiment, and neuroticism was found to be negatively related to classroom participation in another experiment.[2] The import of the present study is that while the extent of verbal participation in an interpersonal context, perhaps including the encounter group, might well be related to the variables of extraversion and neuroticism, the content and quality of that participation, in terms of sharing perceptions and/or feelings in a helpful way, might be independent of

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[1]Out of both groups there was only one subject rated, by his peers, at the neurtral point as a feedback-giver. No one received a mean score below the neutral point. All of the subjects except one, then, received mean peer-ratings that were in the beneficial-useful-valuable direction.

[2]Eysenck and Eysenck, Op. Cit., 19.

those personality variables. It seems reasonable, in fact, that one

can be outgoing, and/or emotionally stable, and still be likely to be

deficient in exhibiting skillful interpersonal feedback behaviors.

This is not to claim that in a heterogeneous population no such rela-

tionship would exist; nor is it to argue that personality is independent

of the ability to formulate helpful responses.

In fact, it will be remembered that in the response-to-confrontation

portion of this study there was a tendency for those persons relatively

low in extraversion, and those relatively high in neuroticism, to

formulate more facilitatively open responses to confrontation stimuli

than more extraverted and less neurotic persons.[3] In looking at this

data in correlational form (Appendix H), in group A-1 there was a tendency

(-.40, with -.41 required at the p=.10 level) for those higher in extra-

version to be less facilitatively open in response to the distress-

depression stimulus. The correlation in the A-2 group was -.39. The

A-2 group correlation between neuroticism and facilitative openness for

this excerpt was +.60, p<.02 (.28 in A-1, nonsignificant). In response

to the anger-hostility confrontation, those persons higher in neuroticism

in A-1 tended to be the most facilitatively open (.59, p<.02), a finding

also receiving some support in A-2 (.41, p=.12).

This leads this writer to the following tentative proposition: it

may be that the relatively ideal layman feedback-giver is not the

happy-go-lucky extravert, or the emotionally stable individual, but is

the person who is relatively introspective and emotionally-oriented;

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[3] In group A-1 the neuroticism and extraversion variables were not
significantly associated with one another (r=-.24), but in the A-2 group
these variables were negatively correlated (r=-.59, p<.02).

this receives some support from the data just presented. However, while this person is able to generate, on paper, in a social vacuum, relatively confrontive yet helpful responsivity, in the actual in vivo setting he cannot bring about a sharing of the responsivity of which he is internally capable, hence the nonsignificant correlations between PHF-giving and personality orientation.

This is speculative, but it does make some sense, not only in terms of the data, but out of informal observation in groups. Silent group members will sometimes emit behaviors that prompt other members to comment on their degree of surprise at how perceptive and potentially valuable the silent member really is, and how he seems to be his own worst enemy in the group in that he deprives the group of his insights and feelings, and often becomes overlooked as a result.

If there is validity to the present interpretation, if we have not gone too far beyond the data, then the primary value of this finding would be, to this writer, pedagogical. Gergen has described the behavioral sciences as historical, in that the humans they study are able to consume the findings of these studies and subsequently modify their behavior in the light of these findings.[4] Perhaps reticent group members can be shown that when they are being encouraged to action in the group it is not simply because the facilitator (or the group) feels a social obligation to include them, but because there is some ground, some data-base, for believing that they are potentially among the most valuable members that the group can have.

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[4]Kenneth Gergen, The Psychology of Behavior Exchange (Menlo Park: Addison-Wesley, 1969), 107-08.

Although no hypotheses were advanced in Chapter II relating

personality orientation to feedback perception, a number of valuable

findings emerged in this area (see Appendix H). Overall end-of-group

ratings of the extent to which members perceived the group as a

beneficial-useful-valuable source of personal feedback (these data were

obtained only in group A-1) were significantly related to the following

pre-test POI personality dimensions: Inner-Direction (.56), Existentiality

(.57), Feeling Reactivity (.51), Self-Acceptance (.43, $p < .10$), Acceptance

of Aggression (.53), and Capacity for Intimate Contact (.66), all $p < .05$,

with 15 degrees of freedom.

These data can be taken to imply that the personality style of the

receiver will be influential in determining how he evaluates the entire

process of receiving interpersonal feedback. This parallels Miles'

finding that ego strength is correlated with the degree to which labora-

tory group members perceive the feedback which they receive as being

"pleasurable."[5]

Since these data are correlational, however, a possible alternative

interpretation is that those persons relatively fully-functioning are

likely to receive interpersonal feedback that is in reality more

beneficial-useful-valuable than that given to other members. This

interpretation is rendered less plausible, however, by the fact that

none of the pre-test POI dimensions correlated significantly with the

number of PHFs received during the group sessions. All six correlations

were between personality and end-of-group gestalt reflection on the PHFs

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[5] See Chapter I of the present study, 54-56.

personally received during the life of the group. This suggests that personality orientation affects the eventual feedback synthesis; that there is a transactional perceptual process in the integration of feedback and self.

The finding that session-by-session PHF-giving was significantly correlated with post-group peer ratings and self-ratings of PHF-giving is suggestive. One of the major implications is for the grading process in university encounter groups.

If group members are to be graded partially on the extent to which they demonstrate certain key behaviors in the group, and if one of these behaviors is to be the extent of PHF-giving, the present results would offer some support for the employment of a single post-group peer-rating PHF-measure, indicating the extent to which this behavioral objective has been demonstrated. This is not to say that whomever is perceived by the group members as being beneficial-useful-valuable feedback-givers will necessarily be seen that way by the facilitator, but it would seem that the group members themselves should have an opportunity to register their perceptions of the extent to which their peers have given them impactful, helpful feedback. It is claimed here that the single post-group peer rating probably has some utility toward that end.

This must be accompanied by a qualification, however. In this study it was understood by the group members that course grades would not be affected by the ratings given, therefore in extending these findings an assumption must be made: announcing that the ratings will constitute one component of the course grade will not significantly alter the integrity of the raters' responses. The tenability of this

assumption would seem contingent in part upon how successful the group

members have been in putting the encounter group values of openness and

honesty into practice during the life of the group.

The finding that the Carkhuff self-ratings correlated with PHF-

giving in both groups is another suggestive finding. The Carkhuff scale

is generally used to rate the facilitativeness of others, but the results

of this study offer some predictive validity data that can be seen as

supporting the usage of the Carkhuff Facilitative Interpersonal Functioning

Scale as a brief self-rating device when a quick measure of facilitative

openness is needed.

II. Feedback Reception and Self-Actualization

Campbell and Dunnette claim that one of the major assumptions

behind the T-group is that a substantial number of group members can

produce articulate and constructive feedback.[6] The findings of this

study offer data on this point: 95% of the significant feedback

received in Group A-1 was claimed to have been in the beneficial-useful-

valuable direction, while 5% was in the opposite direction. In the

second group the respective percentages were 88% and 4%, with 7% rated

as neutral. This would suggest that the feedback received was articulate

and constructive, however, the feedback which was received was not

abundant. The average total number of pieces received was 18 per

individual in group A-1 and 11 in group A-2, summing across seven

weeks. There was no correlation between the absolute number of PHFs

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[6] Campbell and Dunette, Op. Cit., 77.

received and movement toward self-actualization.[7]

This fits in with another of Campbell and Dunnette's points: that the amount of feedback given in some groups might be insufficient for maximum change to occur. In the Lippitt study, for example, it was found that feedback administered outside the group, from the trainer to individual members, resulted in more behavior change than when members did not receive this single piece of outside feedback. Campbell and Dunnette comment, "This would appear to be negative evidence for the sufficiency of T-group feedback."[8] They also interpret a study by French, Sherwood and Bradford in the same way, that T-group feedback alone is less likely to result, in this case, in self-perceived changes than is a more structured approach to feedback-giving.[9]

It may be that the changes which took place in the present study in group A-1 were a function of value discussions, nonverbal activities, modeling behavior, vicarious learning through witnessing of the feedback that other members received, and an internalization of the meta-goals as conveyed through macro-environmental elements such as the text, the facilitator, the structure of the course, the relationships which existed among the group members outside the class, and so on.

Another possible explanation for the lack of a significant relationship is that some members might have received more feedback than they consciously realized or chose to register in writing. This unregistered

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[7] In addition to using the Inner-Direction change scores as a definition of self-actualization, both of the scales on which there was positive movement in this group (Feeling Reactivity and Self-Actualizing Values) were analyzed, and changes on these scales were found to be unrelated to feedback-reception.

[8] Ibid., 97.

[9] Ibid., 98.

feedback could have obscured the association between feedback reception and outcome. In retrospect, a weakness of the procedure used was in neglecting to ask the members at the conclusion of each session not only from whom they received feedback, but to whom they gave feedback. An analysis could then have been made of the number of pieces of feedback members were given (as seen by the feedback-givers) as related to their change scores.

There are additional possible reasons for the failure to reject the null hypothesis. Campbell and Dunnette present three other central assumptions which they see as having to be substantially met if the T-group is to be successful.[10] First, a significant number of the group members must be able to achieve some consensus in their feedback to a given individual; it must have some coherent synthesis if it is to be of any real value. Secondly, the feedback must be relatively complete, and must deal with important aspects of the receiver's behavior. Thirdly, the behavior displayed in the group by the receiver must be representative of his behavior in the external environment if there is to be any transfer value in the feedback.

It may be that although most all of the feedback received was constructively presented and capable of assimilation by the receiver, and therefore deserving of the label "beneficial-useful-valuable," perhaps the feedback frequently did not meet one or more of the assumptions just listed.

In any event, all that can be affirmed out of the present study under this hypothesis is that there was no support for the existence of

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[10] Ibid., 77-78.

of a linear relationship, to a significant degree, between direct

feedback reception and movement toward self-actualization as measured

by POI I-D change scores.

In the Miles study, in which a significant relationship between

feedback reception and outcome was obtained, the outcome measures

consisted of asking the members directly how much they had changed in

certain behavioral and attitudinal domains, and in asking the members'

trainers.[11] Had the direct inquiry approach been used in the present

study, a positive association might have emerged. Further investigation

is needed on the effect of the type of criterion measure (e.g., trainer-

rating of improvement versus personality inventory) on valid change

assessment.

The finding that there was a substantial positive relationship in

both groups between feedback-giving and feedback-reception is intersting

since it is in accord with Bales' finding that in problem-solving

discussions the members who talk most frequently are the ones who are

spoken to most frequently. The traditional task-oriented group and

the more socio-emotional group appear to share this "key-figure"

phenomenon. The finding is also in accord with Jourard's "dyadic effect,"

in which self-disclosure begets self-disclosure.[12]

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[11]See Chapter I of the present study, 54-56.

[12]For a recent study of this effect in the T-group, see Jon A.
Kangas, "Group Members' Self-Disclosure: A Function of Preceeding
Self-Disclosure by Leader or Other Group Member," Comparative Group
Studies, 2 (1971), 65-70.

III. Encounter Group Outcome

The major outcome finding in this investigation was that in one

encounter group there appeared to be some evidence of beneficial effects,

measured both introspectively and behaviorally, while in the other

encounter group there was evidence indicating that the experience may

have resulted in dysfunctional rather than functional effects.

While we are unfortunately unable to engage in causal attributions,

it seems that the 8:30 encounter group might never have gotten much

beyond the unfreezing and catharting stage into more positive, growth-

promoting styles of human interaction. The modest experience-levels

(at the time of the experiment) of the facilitators could have contributed

to some inhibition of the growth potential of the group, simply because

the facilitators, at that point in time, were not too extensively experi-

enced in exploring ways for maximizing facilitativeness in encounter groups.

If this facilitator experience-level comment has any truth to it,

I hasten to add that it serves as no singular enlightment clue to the

reason for the obtained findings; the group ratings received by each

of the facilitators were favorable (Appendix J), such that the group's

overall satisfaction with the facilitators was substantial.

Whatever the combination of reasons, judging from the findings that

the members of this group did not increase in self-regard or in time

competence, while the controls did, it is likely that the disconfirmation

behaviors characteristic of the unfreezing stage in groups dominated

throughout this group's life.[13]

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[13]See Appendix B for MacDoniels' perception of this group.

The disconfirmation of the acceptability of the status quo (in this case, the members' self-images and ideal images) is, in some groups, a phase which precedes a more constructive series of interactions and activities. There are other groups, however, including several in which this writer has been the facilitator, in which there is a prevailing tone of disconfirmation throughout the life of the group. The unceasing task in such groups seems to be the giving of feedback to one another regarding the blind quadrant (in the Johari Window model) of the other, with the feedback-agent giving special emphasis to those behaviors of the receiver which he does not like. The theme, in such a group, becomes feedback-giving tainted with negativism. Not only is self-regard adversely affected in such groups, but excessive rumination on the feedback received (or given) could foster a retrospective time orientation, minimizing the development of time competence.

A consideration of the response-to-confrontation data is not inconsistent with the possibility that the 8:30 group became fixated at an active unfreezing, cathartic stage. It was found in this group that the participants were less facilitatively open than the waiting-list controls in response to anger-hostility confrontation.

In reviewing the written responses from these group members, it becomes apparent (Appendix I, excerpt #3) that many of the responses lacked facilitativeness rather than openness. What seems possible is that this group reached a place where the open expression of inner response was attained (especially anger expression), but that the integration of this openness with a sense of responsibility for the consequences of one's actions as they might affect a receiver was not unanimously achieved.

In fact, 35% of these respondents used wither the expression "Fuck you" or "Fuck off" as the primary or sole feature of their written responses to the helpee (total N=17). In the waiting-list control group, however, none of the responses (total N=14) employed either of these, or similar, injunctions to the helpee. The difference between these proportions is significant, $P < .001$ $(z=4.10)$.

A number of these encounter group graduates, then, met anger with anger, with the rough edges of their anger responses left unsmoothed by the remainder of what they had to say to the helpee (when they did have more to say). The openness was the signal response type; it may have served in a cathartic capacity for the respondent, but the likelihood of the creation of the I-Thou dialogue in these cases is probably severely restricted. From the 8:30 control subjects there was much more accommodation behavior, much less individual assertion from the helpers.

In reviewing the response-to-confrontation data from the 10:30 encounter group, none of the respondents used the 8:30 group's terminology, but there was the employment of profane receiver-directed labels or injunctions by 23% of the group members (total group N=17), versus a 5% figure in the waiting-list control group (total group N=20). This difference is significant, $p < .01$ $(z=2.37)$. In each of these cases, however, the profanity existed within a broader response which would tend to counter the implications of the profanity itself. This was apparently implicitly realized at the time of the ratings of these responses, since the 10:30 experimentals were not rated as being less facilitatively open than their control counterparts.

It is not the profane aspect, of course, of the hostile openness

(the "Fuck you" phenomenon) which leads to the placement of an

unfavorable judgment on its usage in response to an anger-hostility

confrontation. It is simply that in the helping relationship the helpee

is in a heightened need-state for response variables such as warmth

and empathy, above and beyond the more assertive confrontation variable.

As indicated in Chapter I, the Anderson research, and to an extent the

Berenson and Mitchell research, indicates that confrontation is most

effective when used by a helper who operates out of a base of caring

for the helpee's forward progress. The hostile openness responses in

the 8:30 encounter group were buttressed by very meager, if any, cues

of underlying warmth and empathy.

To this facilitator the implication of the hostile openness

phenomenon is not that encounter groups are fated to make worse human

relators out of people than if they had not been in such groups. The

point is rather that this phenomenon has a very real possibility of

emergence in the encounter group, and the facilitator should attempt

to deal with it in a direct way. The rewarding of feeling-oriented yet

hostile response in the group should probably be minimized shortly after

the group gets underway, and alternative models of feeling-oriented

expressiveness should be provided.

Perhaps the adoption of didactic communication training could be

included as part of the group experience. This writer has noticed that

showing the Rogers and Farson film "Journey Into Self" has always seemed

to result in at least short-term modeling effects in his groups.

Ideally, perhaps the behavioral objective of being able to increase

one's ability to respond to confrontational stimuli with facilitative

openness should be the concern of a pre-encounter induction program. Didactic communication training methods, such as those used by Carkhuff for training prospective helpers, would likely to a more efficacious vehicle than the unstructured group experience for modifying verbal approach behaviors. The encounter group could then be given over to personal growth concerns, and dealing with the bridging of inter-human distance in facilitative ways.

The movement toward attempting to help foster a positive group experience and the expression of positive behaviors is already apparent in some of the more recent programs at Esalen, and at the National Center for the Exploration of Human Potential in La Jolla, California. Perhaps the best way of viewing the hostile openness phenomenon is in the historical sense, utilizing the finding itself to help reduce the probability of similar findings in other groups.

It should be clarified that the findings here should not be viewed in an exclusively unfavorable light. The fact that the 8:30 encounter group members were freed-up enough to vent a refracted portion of their anger at having the helpee himself expressing a substantial degree of non-facilitative openness is an achievement. It might even be seen as an improvement over the sheer accommodation response, at least in an ongoing relationship. But a necessary transformational step is yet to come for these persons: the fusion of "To thine own self be true" with the creation of a facilitatively genuine style within which dialogue can have a chance for birth.

IV. Suggestions for Future Research

In future investigations of feedback-giving and personality

orientation, and feedback reception and outcome, a preferred method of

inquiry would be to employ video and/or audio recordings of the groups

to be studied, and then to perform content and flow analyses on the

obtained data. Physical facilities were not adequately suited to this

approach in the present study.

The methodology involved in this ideal study would be more sophis-

ticated than the rather gross procedures used here. The prerequisite

to such a study would be the development of an observational framework,

and personality variables would then be related not to global PHF-giving

but to the specific feedback styles and contents included in the observa-

tional scheme.

This observational instrument would encompass categories derived

from conceptual material such as that provided by Egan.[14] The researcher

would identify, for example, characteristics such as the following for

a given piece of feedback: was it a confrontation identifying perceived

strengths, or weaknesses; did it involve confronting some kind of

discrepancy in the receiver's behaviors, and if so, what kind; did it

involve ritualistic, cliche support; was there evidence of the St.

Sebastian syndrome (" is it bigger than a breadbox?"), or of Red Crossing

(premature support); did it contain any antecedent support, or consequent

support; was it directed to the here-and-now, and there-and-then; was it

A toB re B, or A-to-B-re-A-while-in-the-presence-of-B; did it call for

self-examination, or was it conducive to closure? The categories that

---

[14]Egan, Op. Cit., especially Chapter 9.

served as discriminators, that did not overlap, and that could be used reliably, would compose the final instrument.

Only after such an instrument had been refined, and used in a series of pilot studies, would it be used in a full-scale investigation. Eventually, however, relationships would be teased-out which would truly offer some information as to the dynamics of feedback-giving, receiving, and outcome in the encounter group.

As for future outcome studies, this writer is convinced that the inclusion of a behaviorally-oriented measure, whenever possible, is worth the effort. In this study perhaps the most ingriguing finding resulted from the response-to-confrontation data.

It goes without saying that future outcome research needs to utilize controls more adequately than in the past. In the present study, for instance, had a control group not been used in the 10:30 condition it would have been concluded that the encounter group resulted in overall I-D self-actualization changes, employing a dependent pre-to-post statistic (t=2.86, p <.02). It also would have been concluded, in the 8:30 condition, that simply being in the waiting-list control group resulted in increased overall I-D self-actualization (t=3.28, p<.01). The necessity for having appropriate comparison groups is apparent.

Future self-actualization outcome studies should probably await a modification of the Shostrom POI measure. As suggested in Chapter II, the measure is in need of an item analysis and factor analysis and probably a revision in form, with the binary response option abandoned in favor of Likert-type scales.

In reviewing an early Shostrom article on the POI, it is surprising

to find that Shostrom lists only seven items as significantly differ-entiating Inner-Directed from Outer-Directed persons. In the POI manual these seven items are listed as those which offer the most discrimination between low and high scorers. It is not clear, then, whether the seven items in question are the discriminators or are among a larger number of discriminating items. In any event, when the data was re-examined for the 10:30 experimental subjects, 82% of them had answered "yes" to five or more of these seven items on the pre-test, with a mean of 5.59. In the 8:30 experimental group 81% of the subjects had a pre-test "yes" score of five or above out of these seven items, with a mean of 5.31.

This leaves very little room for improvement to be recorded, and is promotive of a ceiling effect. An outcome measure should allow for movement within some unrestricted territory. The POI has not yet, with a normal population, demonstrated much of an allowance for this, beyond permitting whatever movement we would expect on the basis of chance.

Once again, this writer is proposing a return to instrument development before we launch into a series of time-consuming and taxing investigations with what may be limiting tools.

APPENDICES

APPENDIX A

Group Ratings of Facilitators
Involved in the Present Study:
One Semester Prior to the Experiment (Fall 1970)

Place an "X" in the space that reflects your opinion. Omit and encircle the
number of any items you don't think are pertinent to this course.

1. The preparation and organi-   10. 3.__.__.__.__.__.   The preparation and organi-
   zation of the course was of   zation of the course was of
   high calibre.   low calibre.

2. There has been good morale   7. 6.__.__.__.__.__.   There has been poor morale
   in the course.   in the course.

3. The method of instruction   10. 2.__.__.__.__.__.   Another method of instruc-
   was highly appropriate for   tion should have been
   the subject matter.   employed.

4. Grading in the course has   4.__.__.__.__.__.   Grading in the course has
   been fair and impartial.   been unfair and biased.

5. The instructor has good   9. 4.__.__.__.__.__.   The instructor has poor
   rapport with students, and   rapport with students,
   is easy to talk with.   and is hard to talk with.

6. He seems to have excellent   12.__.__.__.__.__.   He seems to have a poor
   grasp of the subject matter.   grasp on the subject matter.

7. On matters of opinion he is   9. 2.__.1.__.1.__.   On matters of opinion he is
   tolerant of differences.   intolerant of differences.

8. He usually keeps steady in-   10. 3.__.__.__.__.__.   He is usually unable to main-
   terest in subject and stimu-   tain steady interest, and
   lates thinking.   does not stimulate thinking.

9. He expresses personal judg-   9. 3,__.1.__.__.   He is opinionated, and uses
   ments, but labels them as   the class for expression of
   such.   personal beliefs.

10. He is the sort of instructor   10. 1. 2.__.__.__.   He is the sort of instructor
    who has a positive impact on me.   who has a negative impact on m

11. He has zest for teaching and   11. 2.__.__.__.__.   He considers teaching as a
    doesn't view teaching as a burden.   chore, or routine activity.

12. My overall knowledge of the   9. 3. 1.__.__.__.   I haven't gained any new
    subject increased.   knowledge of the subject.

13. I'm satisfied with the way   9. 4.__.__.__.__.   I'm dissatisfied with the way
    things went in the course.   things went in the course.

14. Compared with other teachers I've known I rank this instructor:

The Best	In the top 10%	In the top 25%	Average	In the lower 25%	In the lower 10%	The Worst
___	11	2	___	___	___	___

15. Please make additional specific comments on the back of this sheet.

Place an "X" in the space that reflects your opinion. Omit and encircle the
number of any items you don't think are pertinent to this course.

1. The preparation and organi-   4. 5. 1. 1._._._.__.   The preparation and organi-
   zation of the course was of   zation of the course was of
   high calibre.   low calibre.

2. There has been good morale   10. 5._._._._.__.   There has been poor morale.
   in the course.   in the course.

3. The method of instruction   11. 3._._._._.__.   Another method of instruc-
   was highly appropriate for   tion should have been
   the subject matter.   employed.

4. Grading in the course has   4._._. 1._._._.__.   Grading in the course has
   been fair and impartial.   been unfair and biased.

5. The instructor has good   12. 3._._._._.__.   The instructor has poor
   rapport with students, and   rapport with students,
   is easy to talk with.   and is hard to talk with.

6. He seems to have excellent   11. 4._._._._.__.   He seems to have a poor
   grasp of the subject matter.   grasp on the subject matter.

7. On matters of opinion he is   10. 4._._._._.__.   On matters of opinion he is
   tolerant of differences.   intolerant of differences.

8. He usually keeps steady in-   11. 4._._._._.__.   He is usually unable to main-
   terest in subject and stimu-   tain steady interest, and
   lates thinking.   does not stimulate thinking.

9. He expresses personal judg-   11. 2. 2._._._.__.   He is opinionated, and uses
   ments, but labels them as   the class for expression of
   such.   personal beliefs.

10. He is the sort of instructor 9. 3. 2._._._.__.   He is the sort of instructor
    who has a positive impact on me.   who has a negative impact on m

11. He has zest for teaching and 12. 3._._._._.__.   He considers teaching as a
    doesn't view teaching as a burden.   chore, or routine activity.

12. My overall knowledge of the   9. 3. 1._._._.__.   I haven't gained any new
    subject increased.   knowledge of the subject.

13. I'm satisfied with the way   9. 3. 2. 1._._.__.   I'm dissatisfied with the way
    things went in the course.   things went in the course.

14. Compared with other teachers I've known I rank this instructor:

The Best	In the top 10%	In the top 25%	Average	In the lower 25%	In the lower 10%	The Worst
1	9	4				

15. Please make additional specific comments on the back of this sheet.

COURSE AND INSTRUCTOR EVALUATION
Speech and Drama Department, 1970-71

Place an "X" in the space that reflects your opinion. Omit and encircle the number of any items you don't think are pertinent to this course.

1. The preparation and organization of the course was of high calibre.   1._5_._4_._._._._.   The preparation and organization of the course was of low calibre.

2. There has been good morale in the course.   _8_._4_._4_._._._._.   There has been poor morale in the course.

3. The method of instruction was highly appropriate for the subject matter.   12_._4_._._._._._._.   Another method of instruction should have been employed.

4. Grading in the course has been fair and impartial.   15_._1_._._._._._._.   Grading in the course has been unfair and biased.

5. The instructor has good rapport with students, and is easy to talk with.   16_._._._._._._._.   The instructor has poor rapport with students, and is hard to talk with.

6. He seems to have excellent grasp of the subject matter.   12_._3_._1_._._._._.   He seems to have a poor grasp on the subject matter.

7. On matters of opinion he is tolerant of differences.   13_._3_._._._._._._.   On matters of opinion he is intolerant of differences.

8. He usually keeps steady interest in subject and stimulates thinking.   10_._3_._2_._1_._._._.   He is usually unable to maintain steady interest, and does not stimulate thinking.

9. He expresses personal judgments, but labels them as such.   13_._1_._2_._._._._.   He is opinionated, and uses the class for expression of personal beliefs.

10. He is the sort of instructor who has a positive impact on me.   12_._2_._1_._._._._.   He is the sort of instructor who has a negative impact on m

11. He has zest for teaching and doesn't view teaching as a burden.   12_._1_._1_._._1_._.   He considers teaching as a chore, or routine activity.

12. My overall knowledge of the subject increased.   10_._3_._2_._1_._._._.   I haven't gained any new knowledge of the subject.

13. I'm satisfied with the way things went in the course.   _7_._5_._3_._._._._.   I'm dissatisfied with the way things went in the course.

14. Compared with other teachers I've known I rank this instructor:

The Best	In the top 10%	In the top 25%	Average	In the lower 25%	In the lower 10%	The Worst
___	14	2	___	___	___	___

15. Please make additional specific comments on the back of this sheet.

Place an "X" in the space that reflects your opinion. Omit and encircle the
number of any items you don't think are pertinent to this course.

1. The preparation and organi-   1 .1 .2 .5 .__.1 .__.   The preparation and organi-
   zation of the course was of   zation of the course was of
   high calibre.   low calibre.

2. There has been good morale   1 .__.__.4 .1 .3 .2 .   There has been poor morale.
   in the course.   in the course.

3. The method of instruction   2 .2 .2 .1 .1 .2 .1 .   Another method of instruc-
   was highly appropriate for   tion should have been
   the subject matter.   employed.

4. Grading in the course has   4 .1 .__.2 .__.__.__.   Grading in the course has
   been fair and impartial.   been unfair and biased.

5. The instructor has good   7 .1 .1 .1 .1 .__.__.   The instructor has poor
   rapport with students, and   rapport with students,
   is easy to talk with.   and is hard to talk with.

6. He seems to have excellent   2 .5 .1 .__.__.3 .__.   He seems to have a poor
   grasp of the subject matter.   grasp on the subject matter.

7. On matters of opinion he is   4 .5 .1 .__.__.1 .__.   On matters of opinion he is
   tolerant of differences.   intolerant of differences.

8. He usually keeps steady in-   2 .3 .2 .1 .1 .1 .1 .   He is usually unable to main-
   terest in subject and stimu-   tain steady interest, and
   lates thinking.   does not stimulate thinking.

9. He expresses personal judg-   2 .4 .3 .1 .__.__.__.   He is opinionated, and uses
   ments, but labels them as   the class for expression of
   such.   personal beliefs.

10. He is the sort of instructor 2 .5 .1 .1 .__.2 .__.   He is the sort of instructor
    who has a positive impact on me.   who has a negative impact on r

11. He has zest for teaching and 4 .4 .__.2 .__.__.__.   He considers teaching as a
    doesn't view teaching as a burden.   chore, or routine activity.

12. My overall knowledge of the   2 .5 .2 .2 .__.__.__.   I haven't gained any new
    subject increased.   knowledge of the subject.

13. I'm satisfied with the way   __.2 .1 .3 .2 .2 .1 .   I'm dissatisfied with the way
    things went in the course.   things went in the course.

14. Compared with other teachers I've known I rank this instructor:

	In the	In the		In the	In the	
The Best	top 10%	top 25%	Average	lower 25%	lower 10%	The Worst
__	4	2	1	1	__	__

15. Please make additional specific comments on the back of this sheet.

COURSE EVALUATION

1. Objectives of the course `. . . 5.6 . . . . .` Objectives of the course
were clearly formulated. were undefined and hazy.

2. Grading in the course has `. . . 5.5 . . . .` Grading in the course has
been fair and impartial. been unfair and biased.

3. Content of the course is `. . . 5.9 . . . . .` Content of the course is
inherently interesting boring and fails to
and challenging. challenge the students.

4. The classroom environment `. . . 5.8 . . . .` The classroom environment
aids learning and has interferes with learning
been free of distractions. and has many distractions.

5. Quizzes and examinations `. 6.5 . . . . . .` Quizzes and examinations
have been fair. have been unfair.

6. The course was quite use- `. . . 5.9 . . . .` The course was useless and
ful and worthwhile. a waste of time.

7. It was easy to remain `. 6.4 . . . . . .` It was hard to remain
attentive; the course held attentive; the course was
my interest. boring.

8. The method of instruction `. 6.1 . . . . . .` Another method of instruc-
was highly appropriate for the tion should have been em-
subject matter. ployed.

9. Generally, the subject mat- `. . . 5.4 . . . .` Generally, the subject mat-
ter has impact on students. ter leaves students "cold".

10. There has been good morale `. . . 5.9 . . . .` There has been poor morale
in the course; students have in the course; students don't
a sense of belonging. feel they were a part of
anything.

11. The preparation and organi- `. 6.1 . . . . .` The preparation and organi-
zation of the course was of zation of the course was of
high calibre. low calibre.

12. The instructor's speech and `. . . 5.4 . . . .` The instructor has speech
enunciation were pleasant difficulties and used dis-
and free of distracting mannerisms. tracting mannerisms.

13. He has good rapport with `. 6.5 . . . . .` He has poor rapport with
students, and is easy to students, and is hard to
talk with. talk with.

14. He has more than adequate `. 6.6 . . . . .` He doesn't seem to have a
knowledge of the subject good grasp of the subject
matter. matter.

15. He is tolerant of differen- `. 6.4 . . . . .` He is intolerant of differ-
ces, and encourages expres- ences, and inhibits expres-
sion of conflicting opinions. sion of conflicting opinions.

16. He is innovative and open .__6.6__.__.__.__.__.__   He resists innovation and
    to new ideas, techniques and   changes, and sticks to
    approaches.   traditional methods.

17. He usually keeps steady in- .__.__6.0__.__.__.__.__   He is usually unable to
    terest in subject and stimu-   maintain steady interest,
    lates thinking.   and does not stimulate
                                                           thinking.

18. He expresses personal judg- .__.__6.3__.__.__.__.__   He is opinionated, and
    ments, but labels them as such.   uses the class for expres-
                                                           sion of personal beliefs.

19. He is the sort of instructor.__.__6.3.__.__.__.__   He is the sort of instructor
    who has an impact on students.   who leaves students "cold."

20. He has zest for teaching and.__.__5.9.__.__.__.__   He considers teaching as
    doesn't view teaching as a burden.   a chore, or routine activity.

21. My overall knowledge of the .__.__.5.4__.__.__.__   I haven't gained any new
    subject increased.   knowledge of the subject.

22. I learned about the inter- .__.__.5.5__.__.__.__   I see no practical appli-
    relationships of facts and ideas.   cation of subject matter.

23. I gained in self-confidence..__.__.5.5__.__.__.__   I didn't change in my sense
                                                           of self-confidence.

24. I gained in my understand- .__.__.5.5__.__.__.__   My understanding of others
    ing.   hasn't changed.

25. I gained from this course   .__.__.5.3__.__.__.__   I did not gain from this
    what I expected.   course what I expected.

26. I would advise a friend to .__.__.5.6__.__.__.__   I would advise a friend
    enroll in the course next   not to enroll in the course
    semester.   next semester.

27. I learned to think about   .__.__.5.3__.__.__.__   The course didn't help me
    questions and analyze prob-   think questions through or
    lems for myself.   analyze problems myself.

28. I improved in my ability to .__.__5.9__.__.__.__   I did not improve in my
    take part in group discussions.   ability to take part in
                                                           group discussions.

29. I have been stimulated to   .__.__5.5__.__.__.__   I have not changed in my
    strive for excellence in my   striving for excellence
    own communication.   in my own communication.

30. I think I have clarified my .__.__.5.1__.__.__.__   Clarification of my values
    values as a result of this   has nothing to do with this
    course.   course.

31. I'm satisfied with the way .__.__6.2__.__.__.__.__   I'm dissatisfied with the
    things went in the course.   way things went in the
                                                           course.

APPENDIX B

Brief Self-Profiles of the Facilitators,
and Their Perceptions of the
Groups Involved in the Present Study

JOSEPH W. MACDONIELS, 8:30 Group
Born: 8/7/41
B.A., Culver-Stockton College, Social Psychology, 1963.
M.A., George Williams College, Group Work, 1965
Ph.D., University of Kansas, Speech Communication and Human
    Relations, (Candidate)

I should preface these remarks by giving some background of my group

learning and training experience. I had my first "laboratory" group

learning experiences in connection with training in social group work.

As such, this experience focused on four key objectives: Awareness of

our need in interpersonal interaction; Awareness of expression of need

by others in interpersonal relations; Understanding the nature of groups

and group processes; and development of skill in "conscious use of

self" or behavior which would be recognized as facilitative of either

group process or increased self-awareness or growth by others. I am

sure that this experience and recollection of "significant others" who

model these objectives with great skill affect my trainer behavior

greatly.

Prior to my participation with one of the experimental groups of

this study, I had led two SCHR 141 groups during the fall semester, 1970

at K.U. I was very disappointed with the progress of the group, and with

my own capabilities as a facilitator. I felt that I had experienced in

both groups a dependency upon me by the members which they were unable

to recognize or deal with, and which I unsuccessfully tried to abrogate.

I was aware of my tendency toward authoritative behavior in interpersonal

situations and feel that my behavior in these groups was designed, uncons-

ciously, to deny being authorative, while at the same time sending a

significant number of cues to reinforce in the group members the feeling

that I had very explicit demands which I felt should be met.

Though we dealt with these dynamics in at least one of the groups, I entered the experimental group with two pronounced intentions. First, I felt that I needed to be more honest about my expectations in the group and stop denying the authoritarianess which had been so unanimously recognized by the 36 previous group members, while at the same time expressing my willingness to explore the impact my behavior had on others in the group. Second, I felt it was necessary that group members arm themselves with theoretic insights into the nature of the laboratory experience, group processes and interpersonal dynamics, and, therefore, specified that a reading schedule was to be maintained during the course.

Operationally, these two intentions were less severe than they have been expressed here. The presence of a co-trainer affected, I believe, my ability to articulate and express the learning goals I had for myself and for other group members in a positive way. Likewise, the fact that theoretic input was made by the co-trainer as well as by several members who had begun to read extensively, and who related that reading to the course, relieved my need to "demand" adherence to the reading schedule presented to the group at its outset.

My training style, then, for the experimental group condition was one which involved: a) increased willingness to express my personal objectives for the group experience; b) greater willingness to provide confrontive feedback (probably increased due to the presence of a co-trainer); c) expression of support to the group members (regarded as brotherly or paternalistic in some cases); d) increased amount of modeling of open expression of feelings and perceptions; and e) emphasis

on conscious awareness of, and verbal expression about, the feelings

and perceptions of others. These, then, summarize into a somewhat

verbal, "what's going on here" style of training, rather than a more

nonverbal or inferential style. Most of my interventions in the group,

then, were intended to express personal feelings or perceptions; state

my perception of the feeling or perception expressed by others; identify

significant elements or shifts of the process of the group; and provide

theoretic summaries designed to enable members to accept their feelings

and experiences as various data for learning, rather than as something

artificial, bizzare or pathological which should be denied or repressed.

What are my strengths and weaknesses as a trainer?

Weaknesses.

1. As a trainer I tend to focus on the more cognitive aspects of

interpersonal dynamics rather than enabling greater use of the more

experiential aspects. I seem to be more comfortable with expression

at the level of description of feeling or perception rather than the

acting out of feelings. (I also find it difficult to class this as a

weakness rather than a strength for it seems to me that feelings, finally,

must be dealt with cognitively, consciously and, probably, verbally

before they can be dealt with adequately.) The implication of this

weakness is that I tend to cut off a more intensive acting out of

feelings, such as crying, anger outbursts, or the expression of affection.

I am seeking to be more open to a wider range of such expressions.

2. As the comment above suggests, a second weakness is difficulty

dealing with nonverbal experiences in the group. My understanding of

and acceptance of some aspects of the "whole person" learning model is

limited, though developing.

3. For reasons I cannot explain, I tend to foster dependency in group members (or counterdependency in some cases) at levels which are often dysfunctional.

Strengths.

1. I seem to provide an "approachable authority figure" for group members which seems to be facilitative.

2. I provide support and clarification of expression most effectively (perhaps at the expense of confrontative behavior, or the expression of my own feelings).

3. I feel that I express acceptance of others and the interpersonal experience in such a way that members feel less inhibited by the group experience.

4. I think I have an awareness of more global aspects of the group learning experience--where the group seems headed, for what reasons, the level of development of the group process, etc. (I may be weak on the individual learning model, at the same time.)

Some General Comments About the 8:30 Experimental Group.

Overall, this group stayed pretty "close to home" with their learning experience. Dynamics existing within the group were dealt with in varying degrees and with varied success, and little generalization beyond the group occurred. Initially, the group took a very generalized, impersonal perspective of itself, denying any interpersonal dynamics which might have an effect on the group. This posture was altered by two events in the group. The first involved the confrontation of one member (a male) by another (a female) who felt she had been

placed in an unjustified dilemma. Namely, the male member had expressed to the girl that he was interested only in an easy "A", that the group was a bunch of "crap", and that she had better not "rat" on him or (he implied) he would let everyone know how "twofaced" she was (everyone in and outside the class social milieu). This was a difficult confrontation resulting in a feeling of mistrust among several members and, due to the emotionality of the girl's confrontation, an unwritten rule that "no one must be allowed to cry." The effect of this was for the group to develop a very flippart confrontive style, one which invited members to "laugh it off" rather than ever cry.

The second event affecting the total posture of the group was one member's expression of dissatisfaction with the progress of the group; he felt that there was a great need to "lay it on the line" and not "pussyfoot" around the things people were feeling in the group. This resulted, I think, in the development of an overall attitude in the group of "go ahead and get it out... whatever it is... and we'll deal with it." This form of expression became less important than the expression itself (with the exception that crying was not easily expressed). Most of the verbal styles were in the slang languages of the day, and the use of vulgarities was commonplace and accepted.

Supportive behavior in the group was more on the "we're all in this together" variety than in expressions of personal support to individuals. The assurance for each member lay in the feeling that everything would be worked out through the passage of time, rather than through considerable pairing, or through individual expressions of support. (It should be noted that there was individual support offered

in some cases, and in at least one case the pairing behavior resulted in a long-standing, outside-the-class relationship.)

The group experienced, I believe, a rather difficult and time-consuming "Unfreezing." They found a great deal of satisfaction in their new-found freedom in the "open communication" atmosphere and there was in most cases a high degree of interpersonal comraderie and trust. The group became, in effect, a confrontive clique -- almost of an adolescent nature but with a more mature and more openly expressed feeling of acceptance of other members.

What this group did not become was a fully operating group in which a full range of feelings and issues were identified, expressed and resolved. Perhaps this would have occurred given more time... perhaps given a group of this psychological composition, it never would have proceeded much beyond this level without more intensive interventions.

I feel a great deal of satisfaction about this group's development, regardless of its limitations. The initial atmosphere of impersonal avoidance was changed into a personal, confrontive atmosphere. Though I would have preferred it if we had reached a more interpersonally accepting atmosphere, perhaps our mode was necessary, for whatever reasons, at that time.

MIKE LARIMER, 8:30 Group
Born: 11/11/44
B.A., Fresno State College, California, Speech, 1966
M.A., Fresno State College, California, Speech, 1969
Ph.D., University of Kansas, Kansas, Speech Communication and Human
     Relations, (Candidate)

My basic approach to the encounter group is that such groups provide

individuals with a place to express feelings that might be restricted

in other situations. In the encounter group, members have the chance

to express feelings, desires, and other basic needs. Through working

with others it seems that a constructive environment can be developed

in which each member has the chance to try out new behaviors and experi-

ment with differing modes of behavior. Groups should provide the place

where free expression can take place, leading to an open climate where

true feelings, those free of social situational norms, can be expressed.

The group included in this study that I was involved in was my

first experience with groups in the role of "trainer". This experience

was designed as a co-training experience geared at giving me experience.

I felt that my role was not as full leader but rather as Joe's sidekick.

This meant that on many occasions I looked to Joe for the first move.

I feel that the facilitator should do just what the name implies: I

saw my role in this group as one of a pointing role, basically one of

direction. Although at times I felt that we both might have been

overly directional. I feel that in general this group was not pushed

but rather guided by my inclusion in the group.

RONALD D. GORDON, 10:30 Group
Born: 2/21/44
B.A., San Jose State College, California, Speech Communication, 1966
M.A., San Jose State College, California, Speech Communication, 1968
Ph.D., University of Kansas, Kansas, Speech Communication and Human
     Relations (minor in Psychology), 1971

The experimental group in this study was the eleventh semester-long

encounter group in which I was a facilitator. At that point in time

(spring 1971) I was, frankly, somewhat jaded on group experiences; not

because I was afraid of the negative consequences that any group can

potentially have, but more because I had reached a stage of impatience

with the pace at which most groups move, and a sense of frustration at

what I felt to be the lack of experimentalism with the encounter values

by many of these proverbial "large, midwestern university" students.

Early sessions of a group, in particular, were (and still are)

the most difficult for me to deal with. I want to resist the intellectual-

izations, the head trips, the "look-what-society-has-done-to-us" pre-

occupations. In short, to use Perls' terminology, at times I find

myself bored, or angered, by what I perceive to be excessive "chicken

shit", "bullshit", or "elephant shit."

I was faced with this same circumstance in the spring 1971 encounter

group. I was somewhat enamored with Egan's contract approach to encounter,

yet I still did not feel free to assume a directive leadership role in

the group. So while, on the one hand, I was eager to suggest to groups

that they should strive to engage in confrontation, self-disclosure,

support, contact, and so on, I was reluctant to do anything that would

be construed as a violation of the group's freedom not to engage in these

behaviors. If there were a continuum with Carl Rogers at one end and

Fritz Perls at the other, I probably felt, inside, like Perls (discontent with other than a here-and-now emphasis), and yet tried to behave like Rogers. This was undoubtedly a source of consternation for some people in the group, as well as for me.

In short, my primary unresolved conflict as a facilitator was between nurturance and challenge, and attempting to integrate the two. (I have been somewhat more successful at this integration in my two most recent groups).

A second area of deficit in my behavior at that time was an inability to fuse nonverbal methods with the ongoing series of group events. While I customarily began groups with the trust walk, and usually later introduced the trust circle and some basic touching exercises, I did not consider myself skillful enough to spontaneously employ a nonverbal technique to catalyze or unblock a situation that would occur during a session. Here again was a problem of integration; my desire was to move more into the physical direction in groups, but I felt manipulative whenever I contemplated such interventions. This resulted in groups which over-whelmingly remained with the verbal medium of encounter, with nonverbals added as sort of a smorgasboard effort ("here's what it's like, if you ever want to try some more of it"). This was largely the case in the experimental group. On the one occassion when I did attempt to let a nonverbal grow out of what was happening in the group, the effort was met with resistance, primarily due to a poor choice, on my part, among the possible nonverbal interventions that could have been made.

The group, during the first session, was faced with three members

who expressed skepticism regarding the likelihood of our achieving an open encounter climate. While some of the skepticism was of the "please tell me it can happen" sort, and therefore not a criticism of the group's potential, I am nevertheless slightly put-off by members who want, in part, to be convinced that the group is going to do something for them, as if they can be passive receptors of the experience. While this was not necessarily the predominant attitude in the group, it was prevalent, I felt. As a result, until halfway through the group it would have been a misnomer to label us an "encounter" group. We were coy, utterly civil, and very safety-maintenance oriented, with only spasmodic forays away from the safety zone.

It was not until the midway point in the group's life, after a couple of strong direct confrontations by myself and another group member, that the group began to encounter. For a short time, it was as if a floodgate had been opened; self-disclosure of feelings and perceptions was prominent. We attached ourselves to the notion of "feedback," and our commitment was an active one. An overriding perception that I had throughout the second half of our group, however, was that although we were doing the dance (to be metaphorical), the music was not playing. Most of the feedback, it seemed to me, was out of a sense of duty. We tried to earn the title of "encounter" group; all the while, though, there was a void of strong positive affect in the group. I think that I wanted the group to integrate nurturance and challenge in a way that I had not personally been able to do.

I also had the impression that several individuals in the group who were not congruent at level I, i.e., that they lacked awareness of

of their own internal experiencing. One particularly valuable member in the group spent most of his participation on just this sort of confrontation, trying to indicate to certain members the discrepancies between what they earnestly claimed they were feeling and the nonverbal cues they were giving off which often countered the verbalized feelings. It seems that there were several members whom I never really "trusted," due to this perception.

For me, then, this group was at about the median of the groups in which I had previously facilitated, using the criterion of overall satisfaction with the group's efforts to achieve a climate of disclosure and openness within a context of caring and support.

I think if we had been able to go on for a longer period of time, the group could well have realized more of its potential. As it was, however, I personally left the group liking the individuals in the group, as individuals, but feeling that we had not truly come to the group prepared to be significantly affected by the experience at an emotional level. This perception, which I also held during the course of the group, emotionally inhibited me, and made me a more aggressive, domineering facilitator than I prefer to be.

I should also mention that I think 18 people is too many to have in one group, and I have noticed that I am much closer to the self that I like to be in groups when the group is only about two-thirds that size. The size variable was definitely not a facilitative factor for me or the other group members.

APPENDIX C

PHF Scale-Development:
Instructions to Subjects:

INTERPERSONAL FEEDBACK

Some kinds of interpersonal feedback in the encounter group presumably facilitate a degree of personal and interpersonal growth for the feedback receivers. There are other kinds of feedback, however, that do more damage than good, and are therefore counter-facilitative of personal and interpersonal growth. The purpose of this study is to investigate some of the associations that are aroused in you when you are asked to think of the most and least facilitative kinds of feedback.

On the following page are twenty scales with terms at each end, such as the following:

Slow __: __: __: __: __: __: __: Fast

The intervals on these scales may be interpreted in a way similar to the following example:

| | extremely | quite | slightly | both | slightly | quite | extremely | |
| Slow: | slow | slow: | slow | fast &: slow | fast | fast: | fast | Fast |

You are asked to find that point on each of these scales which would apply to the type of feedback you consider to be the most facilitative (M), and that point which would apply to feedback you view as being least facilitative (L), i.e., counter-facilitative.

For example, if you think interpersonal feedback, in the context of the encounter group, should be simple rather than complex in order to be facilitative, you might indicate on the scale that the most (M) facilitative feedback is quite simple (you do not think overly simple feedback is facilitative, perhaps), while the least (L) facilitative feedback is that which is extremely complex, as follows:

Simple __: _M:__: __: __: __: _L: Complex

If you feel that a particular scale would not serve as a discriminator for you between the most and least facilitative kinds of interpersonal feedback, then put both M and L in the middle-position on the scale, as in the following example:

Slow __: __: __: ML: __: __: __: Fast

This means that this scale, for you, is not a significant discriminator between facilitative and counter-facilitative feedback.

If some position other than the middle one on the scale could apply to both the most and least facilitative feedback, place both M and L in that space, as in the following example:

Pungent ML: __: __: __: __: __: __: Bland

Please make sure that you place an M (most facilitative) and an L (least facilitative) on each scale.

Pleasant	__:	__:	__:	__:	__:	__:	__: Pleasant
Useless	__:	__:	__:	__:	__:	__:	__: Useful
Negative	__:	__:	__:	__:	__:	__:	__: Positive
Helpful	__:	__:	__:	__:	__:	__:	__: Obstructive
Evaluative	__:	__:	__:	__:	__:	__:	__: Non-evaluative
Destructive	__:	__:	__:	__:	__:	__:	__: Constructive
Strong	__:	__:	__:	__:	__:	__:	__: Weak
Productive	__:	__:	__:	__:	__:	__:	__: Destructive
Toxic	__:	__:	__:	__:	__:	__:	__: Therapeutic
Helpful	__:	__:	__:	__:	__:	__:	__: Harmful
Dangerous	__:	__:	__:	__:	__:	__:	__: Safe
Kind	__:	__:	__:	__:	__:	__:	__: Cruel
Good	__:	__:	__:	__:	__:	__:	__: Bad
Worthless	__:	__:	__:	__:	__:	__:	__: Valuable
Beneficial	__:	__:	__:	__:	__:	__:	__: Harmful
Painful	__:	__:	__:	__:	__:	__:	__: Pleasurable
Genuine	__:	__:	__:	__:	__:	__:	__: Inauthentic
Non-confrontational	__:	__:	__:	__:	__:	__:	__: Confrontational
Empathic	__:	__:	__:	__:	__:	__:	__: Non-empathic
Cold	__:	__:	__:	__:	__:	__:	__: Warm

APPENDIX D

PHF Scale Development:
Tape-Recorded Stimuli

Stimulus Excerpt #1

Today I planned to try to see things as Max does so that
perhaps I can get to understand him better. He feels that
voting is the realistic way of handling a problem; it is the
method used in all political, social, and business organiza-
tions; we must therefore be realistic in that this is society's
method and so it should be ours.... Max can't see any value in
discussing a situation in which he feels there is no room for
argument; he reacts to this by becoming impatient, anxious to
change the subject, or is pressed by an overwhelming desire to
remove himself from the situation.... I don't quite know what
to do...., but I am glad Max is in our group because I have met
people in other situations who have affected me in similar ways....

Stimulus Excerpt #2

Mike seems to "take over" so well that I really believe he is
becoming the leader in this class. Everyone seems to listen
to him and respect him. I myself feel no antagonism whatsoever
toward him. What are the qualities that make him the leader of
our group?... I have read these articles on empathy, etc., but
I still cannot see what makes him the leader. Perhaps Mike is
more aware and has more insight than I. Today, for example, he
noticed that one of our group, named Dave, had changed his name
card to read "Duke." I had completely missed observing this....
Perhaps I observe too little. This incident was good for a
laugh. But more than this, it showed to me that Mike has keen
awareness. When Mike passes me in the hall he says "hello, Lew,"
in a very natural manner. I have, in fact, no doubt but that it
comes naturally for him to greet me and call me by my first name.
I sure can't remember names. I have often felt that this part of
my makeup is a detriment. I always notice a person who greets me
by name.... If I can't remember them, I feel inadequate.

Stimulus Excerpt #3

man: Carmen, all these random thoughts inundate you and me.
        You are lost and I have been lost.
woman: I had a fourth grade teacher who told me I'd be a good
        teacher and everyone, everyone has told me I'm a good
        person who can help kids. I went through a lot.
man: You're not listening to me, Carmen. Let me in Carmen.
        I don't want any more of your stories. Let me in.
woman: My sister told me the other night, and a friend of hers
        I just met while we were talking, and I said life can
        be beautiful with good people when a funny thing happened;
        a lot of people say I don't talk, and I listen to everybody;
        and talk; I'm killing myself with words.
man: Right now, shut up Carmen and you listen to me. Damn, you
        think too much. Listen!! That was kind of rough, but you
        look like you're ready to listen to me.

Stimulus Excerpt #4

Today I really formed some reactions. If I listed my gripes
about certain members of this group, I would fill volumes....
Beverly with her up-in-the-clouds attitude is a real gripe;
Robin is a pain, with her I-don't-care attitude, when really
she cares as much as anyone; the same with Bill, and his "I
don't care what grade I get," or with Marie and her psychology
approach which falls as flat as anything I've ever seen. If
Bill is so damned interested in learning, why doesn't he come
more often! He missed exactly half of our meetings. If he is
interested in learning, my name is George Washington!... I
think we all have these feelings toward each other. True--a
lot of what these people say is good, but they hide it with
such a cover of B.S. it's hard to see.

Stimulus Excerpt #5

Several members of the class are really beginning to irritate
me. They are aware of what needs to be done, but want to avoid
it. I am getting tired of incessantly talking and having no
feedback, no idea of what sort of impact, if any, I am having
on the class. Half the reason I talk so much is because I
like to experiment, but hell--there is no reaction! These
people yacking about not knowing what we are doing are just
plain scared.... Now, if ever, is the time for sticking our
necks out and learning to test new ideas!

APPENDIX E

The Interpersonal Feedback Form,
With Instructions For Use

INFORMATION ABOUT THE INTERPERSONAL FEEDBACK FORM

Definition of Encounter Group "Feedback"

When person A tells person B how he, person A, is perceiving and being affected by person B's behavior, then A is said to be giving interpersonal "feedback"to person B. Or person A might intend that the entire group, or several members of that group, be the receivers of his feedback all at the same time.

Definition of "Piece" of Feedback

When you are asked to rate "pieces" of feedback, "piece" of feedback is being defined as a feedback message from one feedback-giver that primarily relates to only one theme. In other words, one "piece" of feedback could last ten seconds or ten minutes; the defining characteristic is that it deals with only one major, dominant "topic," and it has one giver.

If the theme of the feedback changes, and the giver moves on to other aspects of your behavior as they are affecting him, then this is to be considered as a separate "piece" of feedback. Or, if another person joins the initial feedback-giver in giving you feedback, this too is defined as a separate "piece" of feedback (even if the basic theme is the same) since it now comes from a new giver.

In summary: one feedback theme + one feedback-giver = one piece of feedback. When either the theme or the number of givers expand, we have additional "pieces" of feedback.

Definition of Scales on the IFF

Feedback is probably beneficial, useful and valuable if it is conducive to the eventual creation of one or more of the following: (1) responsible self-exploration (overtly or covertly) on the part of the receiver, (2) responsible dialogue and increased understanding between the giver and the receiver, and (3) a climate in which behavior change is likely to occur if the feedback receiver feels that such behavior change is desirable, and if receiver behavior change was one of the goals implicitly or explicitly intended by the feedback-giver.

Harmful, useless, worthless feedback is that which promotes, to some extent, one or more of the conditions opposite to those listed above.

HERE IS HOW YOU USE THE SCALES IN THIS BOOKLET

If you feel that the concept is <u>very closely related</u> to one end of
the scale, you should place your check-mark as follows:

fair: <u> X </u>: ___: ___: ___: ___: ___: ___: unfair

fair: ___: ___: ___: ^{or} ___: ___: ___: <u> X </u>: unfair

If you feel that the concept is <u>quite closely related</u> to one or the
other end of the scale (but not extremely), you should place your
check-mark as follows:

fair: ___: <u> X </u>: ___: ___: ___: ___: ___: unfair

fair: ___: ___: ___: ^{or} ___: ___: <u> X </u>: ___: unfair

If the concept seems only <u>slightly related</u> to one side as opposed
to the other side (but not really neutral), then you should check
as follows:

fair: ___: ___: <u> X </u>: ___: ___: ___: ___: unfair
                          or
fair: ___: ___: ___: ___: <u> X </u>: ___: ___: unfair

If you consider the concept to be <u>neutral</u> on the scale, both sides
of the scale <u>equally associated</u> with the concept, or if the scale
is <u>completely irrelevant</u>, unrelated to the concept, then you should
place your check-mark in the middle space.

fair: ___: ___: ___: <u> X </u>: ___: ___: ___: unfair

IMPORTANT: (1) Place your check-marks in the middle of the spaces,
                 not on the boundries.
            (2) Be sure you check every scale for every concept;
                 do not omit any.
            (3) Never put more than one check-mark on a single scale.
            (4) Do not look back and forth through the items: make
                 each item a separate and independent judgment.
            (5) Your first impression, the immediate "feeling"
                 about the items, is what we want. Do not worry
                 or puzzle over individual items.
            (6) Please try to give us your true impressions.

                   - Please wait for instructions

                       before proceeding -

INTERPERSONAL FEEDBACK FORM

Please respond below to those pieces of feedback which you received during today's session which stand out in your mind; that is, those pieces of feedback which had an impact of some sort on you, be it "favorable" or "unfavorable."

Indicate who gave you each piece of feedback (one person can be named more than once) and how you perceive that feedback in terms of the scales provided.

The feedback may have been directed at you individually, or it may have been directed to a larger number of people, with you as one of several recipients.

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

            Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

            Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

(over)

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

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Name: _____
Week #: _____
Total no. of sessions
attended: 1 2 3 4

WEEKEND REFLECTION SHEET I

First of all, will you reflect on the feedback you received during
the week, and indicate if any of it, with the passage of time, has
changed in its degree of value, beneficiality, or usefulness to you.
If you recall having listed a piece of feedback that you are now re-
sponding to more favorably or less favorably than you did the first
time around (on the IFF), then please rate the way you now feel about
that feedback.

There is no need to try to reconstruct the extact numbers that you
gave the feedback the first time, and mentally compare them with those
you would now give that piece of feedback. Rather, focus on the major
feelings evoked in you at different times when considering the feedback
you previously rated as standing out in your mind, and if those
feelings have been modified for the better, the worse, or simply in
the same direction but now more intensely, register those feelings or
perceptions on the scales provided.

Will you also indicate (beside the name of the feedback-giver)
the session during which you received the feedback you are again re-
sponding to (M or W or F or other).

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

        Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

        Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

(over)

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

Feedback-giver: _____

    Theme: _____

        Beneficial __: __: __: __: __: __: __: Harmful

           Useless __: __: __: __: __: __: __: Useful

        Worthless __: __: __: __: __: __: __: Valuable

THE CHALLENGE TO SCIENCE

From Carl Rogers on Encounter Groups, pp. 165-66.

An exciting question for the future is the challenge posed by the encounter group to science. Here, most clearly, is a powerful and dynamic phenomenon. Science has always advanced by studying such potent situations. But can we develop a human science capable of adequately exploring the real and subtle issues that emerge from the dynamics of an encounter group? Thus far I feel that the research -- hard as individuals have worked on it -- represents only feeble and essentially outdated attempts. Students of the subject have, with rare exceptions, been anecdotal -- as I have tended to be in this book -- or minutely empirical, coming up with "hard" findings of no real significance. The challenge is to develop a phenomenological human science which will be realistic and illuminating for this field of human activity...

How will this come about? I have no answer, but I can put forward a suggestion. Suppose we enlisted every "subject" as an "investigator"! Instead of the wise researcher measuring changes in his subjects, suppose he enlisted them all as co-researchers. There is now ample evidence that the so-called naive subject is a figment of the imagination. The moment a person becomes the object of psychological investigation he starts developing his own fantasies as to the purpose of the study. Then, depending on his temperament and his feeling for the researcher, he sets out either to help develop the finding he thinks he wanted, or to defeat the purpose of the study. Why not bypass all this by making him a member of the research team?

Let me try to make this more concrete by giving a recent fantasy of mine as to how the process of the encounter group, and the process of change in the individual, might be more deeply or humanly studied.

Assemble a number of people without encounter group experience. Tell them explicitly that in addition to the experience we wish to enlist their help in finding out more about it. Then at the end of each session or day, each person could be asked two types of questions, dictating his responses privately and briefly into a tape recorder. Something on this order: (1) "Do you feel you are exactly the same now in your feelings, reactions, attitudes, insights, and behavior as you were at the beginning of this session? If so, simply say so. If, however, you detect changes, no matter how small or large, describe them as best you can and also tell what to you seemed to be the reason, the cause, of these changes. (2) Do you feel the group is just the same as it was at the beginning of the session? Again, if so simply state this. If you feel the group has changed in some way, describe this change or these changes as best you can and tell why you think they occurred."

I believe that out of some such procedures would come a deeper
knowledge and insight into the process of change in the group than
we have at present. ...I have confidence that we could learn more
significantly about many human mysteries if we wholeheartedly enlisted
the intelligence and insight of the person involved. This is not to
say that this is the only answer, but it may be one small channel by
which we can feel our way toward developing a science more adequate to
the study of the human person.

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Name: _____
Week #: _____

WEEKEND REFLECTION SHEET II

1. Do you feel you are exactly the same now in your feelings, reactions, attitudes, insights, and behaviors as you were at the beginning of this week? If so, simply say so. If, however, you detect changes, no matter how small or large, describe them as best you can and also tell what to you seemed to be the reason, the cause, of these changes.

2. Do you feel the group is just the same as it was at the beginning of the week? Again, if so simply state this. If you feel the group has changed in some way, describe this change or these changes as best you can and tell why you think they occurred.

APPENDIX F

Tape-Recorded Confrontation Stimuli,
and the Carkhuff Scale of
Facilitative Interpersonal Functioning

Stimulus Excerpt #1

HELPEE: I'm so thrilled to have found a listener like you. I
         didn't know any existed. You seem to understand me so
         well. It's just great! I feel like I'm coming alive
         again. I have not felt like this in so long.

Stimulus Excerpt #2

HELPEE: Gee, I'm so disappointed. I thought we could get along
         together and you could help me. We don't seem to be
         getting anywhere. You don't understand me. You don't
         know I'm here. I don't even think you care for me.
         You don't hear me when I talk. You seem to be somewhere
         else. Your responses are independent of anything I have
         to say. I don't know where to turn. I'm just so--doggone
         it--- I don't know what I'm going to do, but I know you
         can't help me. There just is no hope.

Stimulus Excerpt #3

HELPEE: Who do you think you are? You call yourself a friend!
         Damm, here I am spilling my guts out and all you do is
         look at the clock. You don't hear what I say. Your
         responses are not attuned to what I'm saying. I never
         heard of such a relationship. You are supposed to be
         helping me. You are so wrapped up in your world you
         don't hear a thing I'm saying. You don't give me the
         time. The minute an hour or so is up you push me out
         the door whether I have something important to say or
         not. I--ah--it makes me so God damn mad!

CARKHUFF FACILITATION SCALE

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relationships with others, in his commitment to the welfare of the other person he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
/	/	/	/	/	/	/	/	/

None of these conditions are communicated to any noticeable degree in the person.	Some of the conditions are communicated and some are not.	All conditions are communicated at a minimally facilitative level.	All of the conditions are communicated, and some are communicated fully.	All are communicated fully, simultaneously, and continually.

APPENDIX G

Written Communications to Subjects

NOTICE*

SCHR 141: Human Relations in Group Interaction

SCHEDULE CHANGES
as of January 13, 1971

The revised SCHR 141 schedule is as follows:

Section #	Time	Days
1	8:30-10:20	MWF
2	9:30-10:50	TR
3	10:30-12:20	MWF
4	11:00-12:20	TR
5	1:00-4:00	R
6	7:00-10:00p.m.	M
7	7:00-10:00p.m.	T (Grad. Students Only)

One of the frequently heard complaints about the scheduling of the SCHR 141 groups is that an hour and twenty minutes per session is not long enough, and two sessions per week is not often enough.

Sections one and three meet for only 7 weeks, rather than 14, but will meet for as many total classroom hours as the groups meeting for 14 weeks. In other words, in terms of time, these sections will be compressed.

One of these compressed 8:30-10:20 MWF sections and one of the 10:30-12:20 MWF sections will begin on January 11 and end on March 5. The other 8:30-10:20 and 10:30-12:20 sections will begin on March 15 and end on May 3.

If you are interested in one of the four "compressed" sections, register for the hour you want. The decision as to whether you will be scheduled for the January-to-March section or the March-to-May section at the given hour will be left up to the department. If you sign up for the 10:30-12:30 MWF group, for example, it means that you are willing to be scheduled either in the January-to-March section or the March-to-May section.

If you have signed up for one of these 7 week groups, you will know Monday, January 18, whether you have been scheduled in the January-to-March section or March-to-May section.

*Distributed at Registration Table.

8:30 MWF GROUP

SCHR: 141   HUMAN RELATIONS IN GROUP INTERACTION*

During the first class section, Monday, January 13, we will be filling out forms, which will take only one hour. The session will be from 9:30 to 10:30, and will be held in Fraser Hall, room 118.

*Distributed at Registration Table.

10:30 MWF GROUP

SCHR 141: HUMAN RELATIONS IN GROUP INTERACTION*

During the first class session, Monday, January 18, we will be filling our forms, which will take only one hour. The session will be from 11:30 to 12:30, and will be held in Fraser Hall, room 118.

*Distributed at Registration Table.

<u>REMINDER</u>*

From: Division of Speech Communication and Human Relations

Re: SCHR 141, Human Relations in Group Interaction

Your human relations 141 group will begin meeting on <u>Monday</u>, <u>March 15</u>, 10:30 to 12:20 MWF, Fraser 119. That is the Monday immediately following spring break.

As a prerequisite to your entrance into the 141 group, we are asking that you complete some additional questionnaires for us. The date, time and place for this particular activity is <u>Wednesday</u>, <u>March 3</u>, <u>10:30-11:30</u>, <u>Fraser 118</u>.

If we are snowed in on that Wednesday, or if for some other reason you find it impossible to make the Wednesday session, please attend on Friday, March 5, 10:30-11:30, Fraser 118.

Your attendance at one of the above two sessions is part of the course requirement. We hope you will find your seven week 141 group experience relevant and productive for you personally. Thank you.

*Sent the first week in March.

APPENDIX H

Correlation Matrices
(10:30 Groups)

POI Scales: January 1971 - Pre-Test

C   FEEDBACK HYPS

CORRELATIONS   COL. = VARIABLE   ROW = VARIABLE

	#of PHF's Given 1	Inner-Dir. 2	Time Comp 3	Self. Ac. Val. 4	Exis. 5	Feel Reac. 6	Spon. 7	Self-Reg. 8	Self-Acc. 9
1	1.0000								
2	0.3915	1.0000							
3	0.3350	0.8093	1.0000						
4	0.2699	0.7724	0.8546	1.0000					
5	0.5267	0.3916	0.6494	0.6237	1.0000				
6	0.2395	0.7572	0.5214	0.4096	0.7580	1.0000			
7	0.2643	0.9122	0.8200	0.8459	0.8185	0.6908	1.0000		
8	0.3298	0.6909	0.7722	0.7988	0.4478	0.3641	0.7201	1.0000	
9	0.3439	0.8590	0.7061	0.5995	0.6391	0.5518	0.7274	0.5211	1.0000
10	-0.1815	0.5538	0.5443	0.5736	0.3912	0.3904	0.6123	0.2600	0.3346
11	0.0952	0.5668	0.7442	0.6797	0.5918	0.2516	0.6697	0.5082	0.5969
12	0.3523	0.5412	0.4898	0.3220	0.5655	0.2912	0.4179	0.3180	0.6433
13	0.1984	0.5067	0.6053	0.5526	0.7225	0.7303	0.7182	0.4924	0.5595
14	-0.0751	0.4807	0.4868	0.4976	0.4560	0.2917	0.5752	0.2907	0.4140
15	0.0692	-0.5843	-0.5942	-0.6780	-0.3912	-0.4152	-0.6716	-0.6553	-0.4698
16	0.7815	0.1231	0.1992	0.0526	0.2146	-0.0692	-0.0326	0.2582	0.1667
17	0.3587	0.2032	0.1886	0.2317	0.3550	0.3031	0.1451	-0.0206	0.0862
18	0.4871	0.7647	0.6568	0.6078	0.7332	0.6299	0.6812	0.5657	0.6859
19	-0.0081	-0.5835	-0.4120	-0.4509	-0.4402	-0.3698	-0.5456	-0.3716	-0.4612
20	0.6616	0.2221	-0.0041	0.1827	0.3743	-0.0498	0.0458	0.0584	0.2931
21	0.6061	0.3828	0.1692	0.1571	0.4329	0.3849	0.2042	0.3648	0.4228
22	0.3912	0.5555	0.3385	0.2803	0.5747	0.5137	0.3933	0.1598	0.4321
23	0.0397	-0.1490	0.0964	0.3654	-0.1133	-0.3635	-0.0022	0.1704	-0.2041
24	0.1744	-0.2207	-0.2213	-0.0491	-0.0546	-0.2664	-0.1750	-0.2508	-0.1735
25	0.1247	-0.3287	-0.2093	-0.2057	-0.1725	-0.2326	-0.3548	-0.3053	-0.3661

| | CORRELATIONS | COL. VARIABLE / EPI ROW = VARIABLE | | | | | | PHF-Giving | | |
	Nat. of Man. 10	Con./Syner 11	Acc.ofAgg. 12	Cap. for Con. 13	EPI Extra 14	EPI Neur. 15	Gestalt peer rating 16	Self-rating perc. (end of group) 17	Post Inner-Dir. 18
10	1.0000								
11	0.4532	1.0000							
12	-0.1168	0.3640	1.0000						
13	0.5963	0.4535	0.3125	1.0000					
14	0.3645	0.5410	0.6037	0.3164	1.0000				
15	-0.5374	-0.4532	0.0115	-0.4724	-0.2417	1.0000			
16	-0.1915	0.0772	0.1994	0.0274	-0.1557	0.1493	1.0000		
17	0.2583	0.0881	-0.1853	0.4047	-0.2029	-0.1515	0.2715	1.0000	
18	0.2391	0.3737	0.4600	0.5601	0.0961	-0.4899	0.1428	0.3744	1.0000
19	-0.5354	-0.3612	-0.2548	-0.5078	-0.6001	0.2951	0.0096	0.2044	0.0696
20	-0.0342	-0.0841	0.1327	0.1033	-0.1702	0.0189	0.6158	0.4798	0.2894
21	-0.2351	-0.0696	0.1981	0.1764	-0.0750	-0.3125	0.4990	0.2973	0.4318
22	0.0972	0.1623	0.5296	0.6550	0.0657	-0.0786	-0.0219	0.2848	0.6317
23	0.0442	0.2507	-0.1541	0.0225	-0.0586	-0.1723	0.0423	0.2790	-0.0363
24	0.0029	-0.1842	-0.2655	-0.1024	-0.3957	0.2812	0.1949	0.5246	-0.0276
25	-0.2037	-0.0754	-0.0065	-0.1358	-0.2362	0.5866	0.1600	0.0512	-0.1163

CORRELATIONS   COL. = GROUP VARIABLE AS   ROW = VARIABLE

	POI Change 19	# of PHF's 20 Rec.	Cark. Self- 21 Rating	Occupat'l 22 Source of PHFs	Ex.1: 23 Elation	Ex.2: 24 Distress	Ex. 3: 25 Anger
19	1.0000						
20	-0.0060	1.0000					
21	-0.0531	0.5165	1.0000				
22	-0.0796	0.2259	0.1319	1.0000			
23	0.1580	0.2521	-0.2375	0.0557	1.0000		
24	0.3154	0.4962	-0.1738	-0.0552	0.3833	1.0000	
25	0.3392	0.0655	-0.5088	0.1897	0.3568	0.3591	1.0000

2 TIME   0.0076 MIN.

1	2	3	4	5	6	7	8	9	10
15.2941	84.7647	16.7647	19.0000	22.4706	15.3529	12.1765	11.2353	16.6471	12.2941

11	12	13	14	15	16	17	18	19	20
7.2353	14.4706	19.0000	12.3529	10.4706	15.9412	16.7059	89.7647	5.4118	17.7647

21	22	23	24	25
3.2647	18.7059	1.8471	1.6353	1.5706

STANDARD DEVIATIONS   COL. = VARIABLE

1	2	3	4	5	6	7	8	9	10
7.3903	12.2909	4.3233	3.5355	3.8262	2.9779	3.6441	3.0317	3.6562	1.5718

11	12	13	14	15	16	17	18	19	20
1.3005	3.1843	3.3912	3.5168	5.5013	2.0147	2.8232	9.5101	7.8027	13.7410

21	22	23	24	25
0.7314	1.9291	0.3281	0.3239	0.4985

.C   FEEDBACK HYPS

CORRELATIONS   COL. = VARIABLE   ROW = VARIABLE

	1 # of pieces of f.b. given	2 POI I.b. Pretest	3 POI TC	4 POI SAV	5 POI EXIS.	6 POI FR	7 POI SPON.	8 POI SR	9 POI SA
1	1.0000								
2	-0.0396	1.0000							
3	0.1846	0.3706	1.0000						
4	-0.3938	0.3708	-0.0221	1.0000					
5	-0.0362	0.7251	0.6705	0.0519	1.0000				
6	0.1559	0.6076	-0.0666	0.4699	0.0923	1.0000			
7	-0.0474	0.5537	-0.0565	0.4091	0.3627	0.3793	1.0000		
8	-0.1643	0.6164	0.1748	0.2856	0.3728	0.3602	0.3459	1.0000	
9	-0.0708	0.7263	0.4710	-0.0796	0.6712	0.1571	0.2911	0.5275	1.0000
10	0.3059	-0.0185	-0.0574	-0.3143	-0.2298	-0.0986	-0.2742	-0.3844	0.0929
11	0.1319	0.2595	0.1517	0.3647	0.2303	0.0569	0.2111	-0.3096	0.0694
12	-0.0053	0.6781	-0.1182	0.5765	0.2595	0.6356	0.6814	0.3033	0.2247
13	0.1258	0.6598	0.5357	-0.2205	0.8265	0.1779	0.2838	0.4822	0.6714
14	-0.2698	-0.0837	-0.1993	0.2182	-0.0194	-0.4512	0.2862	-0.0344	-0.1783
15	0.1151	-0.3671	-0.0029	-0.4116	-0.2465	-0.0613	-0.5224	-0.5733	-0.0725
16	0.6373	0.2322	0.1356	-0.0332	0.1547	0.2099	-0.0489	-0.0893	0.1151
17	0.5470	0.3197	0.2355	-0.2403	0.2836	-0.1058	0.0327	0.0960	0.3219
18	0.6577	-0.0774	0.2303	-0.4154	0.0005	-0.2252	-0.3912	-0.1667	-0.0016
19	0.5522	0.1044	0.2268	0.0122	-0.0589	0.2136	0.2200	0.0786	0.1208
20	-0.0902	0.1497	0.2315	0.3643	-0.0097	0.0145	-0.1502	0.0475	0.2879
21	0.3018	-0.0496	0.1622	-0.0210	-0.1674	0.1373	-0.3807	-0.1034	0.1485
22	-0.0857	0.1476	0.2678	-0.2148	0.2304	-0.0779	-0.1150	-0.2675	0.4373
23	-0.1188	0.8249	0.3759	0.2874	0.6996	0.5211	0.4257	0.4292	0.6391
24	-0.3235	-0.3010	-0.2982	-0.0030	-0.1071	-0.5682	-0.0815	-0.3144	-0.2458
25	0.2399	-0.3246	-0.2014	-0.4037	-0.3981	-0.0102	-0.2892	-0.2862	-0.0638

With $df (N-2) = 14$

$p =$ .10   .05   .02   .01   .001

.4259   .4973   .5742   .6226   .7420

CORRELATIONS   COL. = VARIABLE   ROW = VARIABLE

	10 POINC	11 POISY	12 POI AG	13 POI CC	14 EPI EXTRA (MARCH) DATA	15 EPI NEU.	16 GLOBAL PEER RATING OF PHF-GIVING TENDENCY	17 SELF-PERCEPTION OF PHF-GIVING TENDENCY	18 # OF PIECES OF F.B. RECEIVED
10	1.0000								
11	0.2308	1.0000							
12	-0.0797	0.5666	1.0000						
13	-0.2660	-0.0219	0.1853	1.0000					
14	0.0651	0.3674	0.1992	-0.2060	1.0000				
15	0.1901	0.0853	-0.3162	-0.0972	-0.5847	1.0000			
16	0.2895	0.4177	0.2687	0.0689	-0.1504	-0.0177	1.0000		
17	0.4866	0.3734	0.2737	0.2670	0.2198	-0.2544	0.6871	1.0000	
18	0.5928	0.1195	-0.2552	-0.0248	0.0587	-0.0885	0.6951	0.6962	1.0000
19	0.0355	0.3889	0.3971	0.0409	-0.1135	0.1599	0.3041	0.3429	0.1006
20	0.3416	0.4857	0.1300	-0.2503	0.0427	0.1447	0.0503	0.1044	0.0486
21	0.2336	0.2916	-0.0839	-0.0056	-0.3854	0.6023	0.1673	0.0578	0.0874
22	0.3667	0.3544	0.0903	0.1331	-0.0540	0.4120	-0.0917	0.1277	-0.0555
23	-0.0198	0.2067	0.5199	0.4789	-0.0962	-0.2642	0.2225	0.1790	-0.0520
24	0.2427	0.2726	-0.1194	-0.3518	0.8337	-0.2917	-0.1362	0.0847	0.1762
25	0.2091	-0.1663	-0.3476	-0.0749	-0.5442	0.7312	-0.0781	-0.2348	-0.0509

CORRELATIONS   COL. = VARIABLE   ROW = VARIABLE

	CARKHUFF SELF-19 RATING	EXCERPT 20 #1 ELATION	EX. #2 21 DISTRESS	EX. #3 22 ANGER	JAN. 23 POJ ED. RATING	JAN. 24 EPI EXTRA.	JAN. 25 EPI NEUR.
19	1.0000						
20	0.3181	1.0000					
21	0.3915	0.5481	1.0000				
22	0.1754	0.4587	0.2161	1.0000			
23	-0.0061	0.1033	-0.1470	0.2588	1.0000		
24	-0.4244	0.0733	-0.2981	0.1147	-0.1166	1.0000	
25	0.1686	0.0426	0.5790	-0.0509	-0.4884	-0.4295	1.0000

2 TIME 0.0076 MIN.

	1	2	3	4	5	6	7	8	9	10
	8.5000	86.4500	17.1250	20.1875	23.1250	16.9375	13.2500	12.1875	17.6250	12.6250
	11	12	13	14	15	16	17	18	19	20
	7.3125	17.5000	18.4375	13.6875	9.1875	16.2500	16.2500	9.9375	2.8750	1.7313
	21	22	23	24	25					
	1.6375	1.5250	86.7500	13.1250	10.7500					

STANDARD DEVIATIONS   COL. = VARIABLE

	1	2	3	4	5	6	7	8	9	10
	5.2409	7.7190	2.8255	2.5356	3.8622	2.0807	1.8797	1.9738	3.5940	1.7464
	11	12	13	14	15	16	17	18	19	20
	1.3022	2.3944	2.7801	3.0049	3.0380	2.1756	3.2558	4.4192	0.8062	0.2892
	21	22	23	24	25					
	0.2655	0.4008	6.7478	3.2634	3.9243					

APPENDIX I

Raw Data for All Groups
in the Present Study

	Experimental					Control			
Subject #	Extra-version	Neuro-ticism	POI Pre	POI Change	Subject #	Extra-version	Neuro-ticism	POI Pre	POI Change
1	14	10	95	-8	1	17	12	69	9
2	15	17	77	-1	2	10	9	94	2
3	13	14	70	-5	3	21	7	105	5
4	18	9	86	7	4	13	15	74	-1
5	10	10	95	-10	5	19	4	94	-2
6	18	6	91	6	6	16	7	83	17
7	16	5	93	9	7	16	13	92	6
8	15	3	93	1	8	9	14	79	7
9	19	12	85	-12	9	12	5	74	7
10	11	17	78	-2	10	13	1	95	2
11	10	11	76	5	11	11	9	70	6
12	9	12	84	13	12	16	18	96	12
13	19	15	75	9	13	20	18	94	-5
14	13	11	85	11					

POI CHANGE SCORE DATA:
8:30 Groups

POI Scale	Experimental Subjects	X̄ Change
Inner-Direction	-8 -1 -5 7 -10 14 6 9 1 -12 -2 5 13 9 6 11	2.69
Self-Actualizing Values	-2 0 -1 2 2 0 2 4 2 0 -1 4 2 -2 4 -1	1.00
Existentiality	-3 -3 -4 2 1 0 0 -1 2 -4 -2 0 7 7 3 2	.44
Feeling Reactivity	1 -2 -3 1 -3 4 -1 3 3 -2 -3 5 0 5 1 3	1.06
Spontaneity	0 1 2 0 -3 2 4 0 0 -3 1 4 -1 3 1 4	.94
Self-Regard	-3 -1 -3 2 -1 2 -1 1 -3 -2 1 1 1 -1 1 -3	-.56
Self-Acceptance	-5 -2 -4 5 -4 2 1 2 -2 -3 -1 -4 3 3 0 4	-.31
Nature of Man As Constructive	-1 -1 -2 -1 -1 3 1 2 0 0 -1 2 -1 -3 1 0	.00
Synergy	-1 0 0 2 1 0 0 2 0 -1 -1 0 0 -1 -1 -1	-.06
Acceptance of Aggression	-4 -3 -3 -2 -1 3 4 2 2 3 1 8 3 1 4 2	1.25
Capacity for Intimate Contact	0 -1 0 -1 -3 11 0 1 1 7 0 -2 4 6 1 2	1.63

POI CHANGE SCORE DATA:
8:30 Groups

POI Scale	Control Subjects														$\overline{X}$ Change
Inner-Direction	9	2	5	5	-1	-2	17	6	7	7	2	6	12	-5	5.00
Self-Actualizing Values	3	1	2	0	2	-3	0	1	1	1	3	0	3	0	1.00
Existentiality	2	6	1	0	2	2	8	2	0	1	2	2	4	-2	2.14
Feeling Reactivity	0	-2	2	2	1	-1	1	3	0	1	1	5	0	-8	.36
Spontaneity	2	0	-1	1	-1	1	3	3	1	3	0	0	3	-2	.95
Self-Regard	3	5	0	0	-2	0	1	3	0	1	0	-1	0	3	.93
Self-Acceptance	5	-4	0	-1	1	1	5	3	2	3	-2	0	2	1	1.14
Nature of Man As Constructive	2	-1	2	1	0	-3	0	0	-3	-1	0	2	1	0	.00
Synergy	2	0	1	0	1	3	0	0	-1	1	-1	0	0	0	.43
Acceptance of Aggression	2	0	1	-4	1	1	1	0	1	2	2	2	3	-5	.50
Capacity for Intimate Contact	-1	3	3	6	-1	1	7	2	1	-2	3	0	5	-1	1.86

POI CHANGE SCORE DATA:
10:30 Groups

POI Scale	Experimental Subjects	X̄ Change
Inner-Direction	-2 14 -1 -6 2 -1 7 -3 7 11 8 13 2 7 6 2 26	5.41
Self-Actualizing Values	-2 -2 0 0 3 0 -2 -1 1 4 0 4 3 3 4 0 5	1.18
Existentiality	0 6 0 -1 2 2 2 -1 4 1 7 2 -2 5 -1 1 5	1.88
Feeling Reactivity	-1 3 0 0 -1 1 1 3 0 1 5 1 0 1 3 2 7	1.53
Spontaneity	-3 4 -1 -1 0 -1 2 0 0 2 -1 2 -1 2 1 0 8	.76
Self-Regard	2 1 0 -2 -1 -2 1 0 0 3 -1 2 -1 0 1 0 5	.47
Self-Acceptance	1 3 1 -1 -2 -1 4 -2 -2 3 2 3 1 0 -2 0 5	1.35
Nature of Man As Constructive	-1 -2 -1 -3 0 1 -2 0 1 -1 -1 1 2 1 0 0 -1	-.35
Synergy	0 -1 0 0 0 0 0 0 1 -2 -2 2 -1 1 0 0 0	-.12
Acceptance of Aggression	-1 6 -2 3 0 -1 1 4 0 0 0 6 2 -1 2 0 2	1.53
Capacity for Intimate Contact	-2 2 3 4 -2 -3 0 -2 0 1 0 3 -4 5 -2 2 7	.71
Time Competence	0 4 2 0 1 2 2 0 1 -1 -2 -1 0 -2 -1 0 5	.59

POI CHANGE SCORE DATA:
10:30 Groups

POI Scale	Control Subjects																					X Change
Inner-Direction	4	9	-8	3	4	9	1*	3	9*	0	4	2	1*	3	-1	8	16	2	-2	3*	0*	3.85
Self-Actualizing Values	0	1	-2	0	0	0	-2	2	-1	0	0	-2	-1	2	0	0	4	0	-3	1	0	-.05
Existentiality	4	0	-3	4	-1	6	1	2	-3	5	1	-2	2	-3	1	4	0	1	4	1	0	1.14
Feeling Reactivity	-1	1	0	2	0	2	4	-1	2	-2	-4	0	0	0	-2	-3	3	-2	3	1	0	.14
Spontaneity	-2	-1	0	-1	1	1	1	0	1	0	-2	2	2	0	-1	2	2	1	1	2	0	.49
Self-Regard	0	1	-1	0	1	2	0	-1	-1	-1	3	0	0	4	2	1	2	1	0	1	-1	.69
Self-Acceptance	2	3	-3	1	3	1	1	1	3	-1	6	2	-1	0	-1	3	0	-2	1	-2	0	.81
Nature of Man As Constructive	1	4	0	-2	2	-1	1	1	-1	3	-2	1	-3	-1	2	0	1	3	-3	-1	0	.24
Synergy	1	2	0	1	0	1	0	1	0	1	-1	-1	0	0	-1	-1	1	1	0	1	-1	.24
Acceptance of Aggression	1	2	-1	4	-3	3	1	4	6	-1	-2	1	-4	1	0	-1	6	-4	0	1	1	.71
Capacity for Intimate Contact	2	-1	-6	1	-2	3	-2	2	3	2	0	-3	3	-2	1	2	-2	-3	2	2	0	.12
Time Competence	-2	-1	-2	2	0	5	1	-1	-5	2	3	-4	-6	2	3	1	0	1		0	0	-.05

*These subjects were not included in the correlational analyses due to various pieces of missing data.

10:30 CONTROL GROUP DATA

RAW DATA.

#									
1	8.0000	88.0000	16.0000	19.0000	19.0000	17.0000	12.0000	11.0000	15.0000
	14.0000	8.0000	19.0000	18.0000	15.0000	12.0000	16.0000	18.0000	10.0000
	3.5000	1.5000	1.8000	1.5000	84.0000	13.0000	13.0000		
2	6.0000	98.0000	16.0000	21.0000	26.0000	17.0000	14.0000	13.0000	23.0000
	13.0000	8.0000	18.0000	21.0000	13.0000	10.0000	18.0000	18.0000	9.0000
	2.0000	1.8000	2.0000	1.3000	89.0000	13.0000	15.0000		
3	11.0000	95.0000	17.0000	22.0000	24.0000	19.0000	16.0000	10.0000	19.0000
	14.0000	9.0000	21.0000	16.0000	14.0000	9.0000	19.0000	18.0000	10.0000
	3.5000	1.8000	1.5000	2.0000	99.0000	14.0000	6.0000		
4	1.0000	95.0000	21.0000	25.0000	26.0000	17.0000	12.0000	14.0000	20.0000
	11.0000	9.0000	19.0000	18.0000	14.0000	10.0000	15.0000	15.0000	5.0000
	3.5000	2.5000	2.0000	2.0000	92.0000	13.0000	7.0000		
5	12.0000	87.0000	16.0000	17.0000	18.0000	18.0000	12.0000	13.0000	20.0000
	15.0000	5.0000	15.0000	17.0000	8.0000	13.0000	14.0000	15.0000	9.0000
	3.5000	2.0000	2.0000	1.8000	83.0000	8.0000	19.0000		
6	19.0000	93.0000	22.0000	19.0000	28.0000	18.0000	14.0000	11.0000	17.0000
	11.0000	8.0000	18.0000	23.0000	9.0000	12.0000	18.0000	18.0000	10.0000
	4.0000	1.5000	1.8000	1.5000	84.0000	6.0000	14.0000		
7	14.0000	93.0000	22.0000	20.0000	25.0000	17.0000	12.0000	13.0000	19.0000
	14.0000	7.0000	15.0000	20.0000	15.0000	6.0000	17.0000	18.0000	18.0000
	2.5000	1.8000	1.8000	1.5000	90.0000	15.0000	7.0000		
8	7.0000	82.0000	19.0000	16.0000	23.0000	13.0000	9.0000	9.0000	18.0000
	15.0000	7.0000	13.0000	17.0000	12.0000	13.0000	18.0000	18.0000	17.0000
	2.0000	1.8000	1.5000	2.0000	82.0000	15.0000	12.0000		
9	13.0000	91.0000	17.0000	19.0000	23.0000	17.0000	14.0000	16.0000	20.0000
	10.0000	6.0000	18.0000	20.0000	13.0000	6.0000	19.0000	19.0000	13.0000
	4.0000	1.5000	1.5000	1.0000	87.0000	10.0000	9.0000		
10	11.0000	95.0000	14.0000	19.0000	25.0000	19.0000	12.0000	13.0000	16.0000
	13.0000	7.0000	19.0000	20.0000	13.0000	8.0000	18.0000	19.0000	13.0000
	2.0000	1.5000	1.5000	1.5000	93.0000	15.0000	7.0000		
11	1.0000	95.0000	16.0000	23.0000	23.0000	21.0000	14.0000	13.0000	17.0000
	10.0000	6.0000	18.0000	19.0000	9.0000	11.0000	14.0000	7.0000	2.0000
	2.0000	1.5000	1.5000	1.3000	92.0000	9.0000	13.0000		
12	5.0000	71.0000	12.0000	22.0000	14.0000	15.0000	12.0000	10.0000	8.0000
	11.0000	6.0000	15.0000	12.0000	16.0000	8.0000	14.0000	12.0000	6.0000
	2.0000	1.5000	1.5000	1.0000	70.0000	16.0000	10.0000		
13	2.0000	99.0000	19.0000	22.0000	28.0000	16.0000	16.0000	15.0000	19.0000
	12.0000	6.0000	18.0000	20.0000	17.0000	2.0000	14.0000	17.0000	8.0000
	2.0000	1.5000	1.0000	1.0000	93.0000	14.0000	5.0000		
14	8.0000	99.0000	15.0000	22.0000	23.0000	18.0000	16.0000	13.0000	20.0000
	14.0000	9.0000	22.0000	19.0000	18.0000	6.0000	16.0000	19.0000	9.0000
	3.5000	2.0000	1.5000	2.0000	85.0000	15.0000	9.0000		
15	14.0000	82.0000	15.0000	21.0000	19.0000	16.0000	13.0000	10.0000	12.0000
	14.0000	9.0000	17.0000	14.0000	16.0000	10.0000	18.0000	16.0000	15.0000
	3.5000	2.0000	1.8000	1.0000	80.0000	16.0000	15.0000		
16	4.0000	83.0000	17.0000	16.0000	26.0000	13.0000	14.0000	11.0000	19.0000
	11.0000	7.0000	15.0000	21.0000	17.0000	11.0000	12.0000	13.0000	5.0000
	2.5000	1.5000	1.5000	2.0000	85.0000	18.0000	11.0000		

1 TIME 0.0129 MIN.

REQUIRED TO READ THE DATA AND CALCULATE THE CORRELATIONS.

10:30 Experimental Group Data

RAW DATA.

#									
1	12.0000	99.0000	21.0000	24.0000	27.0000	18.0000	17.0000	11.0000	20.0000
	15.0000	9.0000	16.0000	21.0000	16.0000	8.0000	13.0000	15.0000	98.0000
	-2.0000	13.0000	2.0000	21.0000	2.0000	1.5000	2.3000		
2	18.0000	84.0000	17.0000	21.0000	21.0000	17.0000	13.0000	13.0000	12.0000
	13.0000	6.0000	11.0000	23.0000	8.0000	7.0000	15.0000	21.0000	98.0000
	14.0000	21.0000	3.0000	21.0000	2.5000	2.0000	2.0000		
3	27.0000	98.0000	20.0000	20.0000	25.0000	18.0000	14.0000	16.0000	19.0000
	10.0000	7.0000	22.0000	21.0000	16.0000	15.0000	18.0000	12.0000	97.0000
	-1.0000	14.0000	4.0000	21.0000	1.5000	1.0000	1.8000		
4	3.0000	81.0000	13.0000	16.0000	21.0000	16.0000	10.0000	9.0000	16.0000
	13.0000	7.0000	12.0000	21.0000	14.0000	7.0000	14.0000	15.0000	75.0000
	-6.0000	9.0000	3.5000	18.0000	1.8000	1.0000	1.0000		
5	12.0000	99.0000	19.0000	23.0000	28.0000	17.0000	17.0000	15.0000	22.0000
	13.0000	9.0000	16.0000	23.0000	15.0000	6.0000	16.0000	18.0000	99.0000
	2.0000	27.0000	3.5000	18.0000	2.0000	2.0000	1.5000		
6	10.0000	68.0000	13.0000	17.0000	17.0000	11.0000	10.0000	10.0000	9.0000
	13.0000	7.0000	11.0000	16.0000	15.0000	15.0000	17.0000	14.0000	67.0000
	-1.0000	9.0000	2.0000	15.0000	2.0000	1.8000	2.0000		
7	13.0000	79.0000	20.0000	19.0000	20.0000	15.0000	9.0000	11.0000	17.0000
	12.0000	7.0000	16.0000	18.0000	12.0000	11.0000	17.0000	18.0000	85.0000
	7.0000	12.0000	3.0000	18.0000	2.0000	1.8000	2.0000		
8	32.0000	95.0000	18.0000	21.0000	26.0000	17.0000	13.0000	13.0000	19.0000
	13.0000	7.0000	11.0000	21.0000	7.0000	11.0000	20.0000	21.0000	92.0000
	-3.0000	47.0000	4.5000	19.0000	1.8000	2.0000	1.5000		
9	7.0000	81.0000	16.0000	22.0000	20.0000	14.0000	12.0000	12.0000	14.0000
	12.0000	7.0000	13.0000	17.0000	15.0000	7.0000	13.0000	18.0000	98.0000
	7.0000	11.0000	3.5000	18.0000	2.0000	1.5000	1.0000		
10	16.0000	66.0000	12.0000	15.0000	20.0000	12.0000	8.0000	6.0000	14.0000
	10.0000	7.0000	15.0000	14.0000	12.0000	24.0000	15.0000	16.0000	77.0000
	11.0000	14.0000	2.5000	18.0000	2.0000	2.0000	2.0000		
11	6.0000	79.0000	18.0000	19.0000	17.0000	10.0000	11.0000	14.0000	17.0000
	12.0000	8.0000	13.0000	17.0000	8.0000	7.0000	15.0000	12.0000	87.0000
	8.0000	3.0000	2.5000	18.0000	2.0000	1.5000	1.3000		
12	16.0000	81.0000	18.0000	19.0000	21.0000	17.0000	13.0000	13.0000	15.0000
	12.0000	7.0000	11.0000	14.0000	11.0000	5.0000	16.0000	15.0000	94.0000
	13.0000	5.0000	4.0000	15.0000	1.5000	1.3000	1.0000		
13	23.0000	99.0000	21.0000	21.0000	29.0000	20.0000	18.0000	13.0000	21.0000
	12.0000	9.0000	18.0000	23.0000	15.0000	3.0000	16.0000	18.0000	99.0000
	2.0000	14.0000	4.0000	21.0000	1.8000	1.5000	1.0000		
14	6.0000	79.0000	9.0000	12.0000	20.0000	17.0000	9.0000	6.0000	15.0000
	12.0000	4.0000	13.0000	18.0000	9.0000	16.0000	13.0000	15.0000	86.0000
	7.0000	10.0000	3.0000	19.0000	1.0000	1.8000	1.3000		
15	16.0000	97.0000	23.0000	20.0000	26.0000	18.0000	15.0000	11.0000	19.0000
	15.0000	9.0000	16.0000	24.0000	15.0000	11.0000	17.0000	21.0000	99.0000
	6.0000	10.0000	3.0000	20.0000	1.5000	1.5000	1.5000		
16	24.0000	94.0000	19.0000	22.0000	25.0000	13.0000	14.0000	12.0000	21.0000
	13.0000	7.0000	19.0000	18.0000	16.0000	7.0000	18.0000	17.0000	96.0000
	2.0000	50.0000	4.0000	19.0000	2.0000	1.8000	1.0000		
17	19.0000	62.0000	8.0000	12.0000	19.0000	11.0000	4.0000	6.0000	12.0000
	9.0000	6.0000	13.0000	14.0000	6.0000	18.0000	18.0000	18.0000	88.0000
	26.0000	33.0000	3.5000	19.0000	2.0000	1.8000	2.5000		

8:30 EXPERIMENTAL GROUP:
RESPONSE-TO-CONFRONTATION DATA

SUBJECT #1

Excerpt #1

Bullshit. Talking to me didn't help - you helped yourself.
Maybe you have been too selective and haven't really listened or
understood either. Maybe other people have been offering help,
but you were too concerned with yourself to pay attention.

Excerpt #2

You're right and I'm sorry. I am terrifically embarrassed
by your confidence because I don't think I can help you. I am
inadequate to what you are asking of me.

Excerpt #3

Oh shut-up - see above - and stop being so defensive about
your trivial problem - you're blowing everything out of propor-
tion - inflating your problems   you're yelling so much I can't
hear you.

SUBJECT #2

Excerpt #1

I'm glad you feel that way. I hope I have helped. Let's
talk together again sometime.

Excerpt #2

Perhaps we <u>are</u> on different wave lengths. I'm sorry, but it seems you'd better talk to someone else. Maybe we can communicate better at another time on another topic.

Excerpt #3

Do you really think that way? Or is it just that because I don't have the answer you <u>want</u>, you feel I'm being impersonal. Yes, I think you'd better talk to someone else.

SUBJECT #3

Excerpt #1

Bullshit!

Excerpt #2

I don't think that's necessarily so. I do have some preconceived ideas about you which make it difficult for me to hear you. Please don't be so eager to turn me off. I think that we can work this out if both of us will give more. We both seem to be at fault.

Excerpt #3

Oh fuck-off. You really bore me.

SUBJECT #4

Excerpt #1

Apparently you were in need of understanding and had a strong desire for feedback. I may be the one person you feel can listen to you, but give the others a chance. Everybody can listen if they feel you want them to.

Excerpt #2

Sorry. I think if you give me a chance, that I could help you. However, if you're so turned off to me, maybe you should find someone else.

Excerpt #3

You shouldn't "spill your guts out" to people in the interest of being paid back for others. If I watch the clock while you're talking, it is obvious that I consider the clock more interesting.

SUBJECT #5

Excerpt #1

That makes me feel good. It's great to listen to a friend and to care about what is happening to his head.

Excerpt #2

I feel as if you don't want me to understand. I try to say what I think and feel but you don't seem to think it's the truth or that I'm honest. I do care. Why don't you believe me?

Excerpt #3

That's life! You spill your guts to make me feel sorry for you and to get attention. If you want to talk fine, but you are not the only thing I have to worry about. If you can't be honest I haven't got the time.

SUBJECT #6

Excerpt #1

I'm glad I was here to be able to help; maybe the next person along the line wouldn't have wanted to give a shit. But I do.

Excerpt #2

If you weren't so damn bull-headed you might be able to receive help from others. Be more open-minded.

Excerpt #3

I'm sorry, but I had a bad scene last night and I can't relate. By the way it's 9:15.

SUBJECT #7

Excerpt #1

I'm really glad I could help. It's good to see you feeling better about (problem).

Excerpt #2

I do care! and I really want to help. I guess I just haven't gotten that across to you. I really don't know what to tell you to do. I wish I knew _how_ to help you.

Excerpt #3

Fuck you! I've tried the best I know how.

SUBJECT #8

Excerpt #1

Bullshit! You're just trying to dump responsibility for your problem on me. I was glad to listen but the problem is still yours.

Excerpt #2

I don't agree with your perception, but I doubt that I can change it. Perhaps I have so many problems of my own that I don't have room to listen to yours. I hope you find someone who does.

Excerpt #3

Fuck-off! I don't need this.

SUBJECT #9

Excerpt #1

I hope that I have helped you to understand why the thing
that was upsetting was doing so. I hope that maybe you understood
yourself a little better.

Excerpt #2

I'm sorry that you feel that there's no hope in our
communicating. I have tried to tell you how I feel. I do care
about you.

Excerpt #3

I'm sorry that I've made you mad but maybe you haven't tried
to realize that maybe I have a problem too. You've been so busy
thinking you have the only problem that you haven't looked toward
me.

SUBJECT #10

Excerpt #1

It's all a matter of everybody helping everybody out. I
figure we're all in this thing together and the very least I can
do is listen. We just have to keep looking for people who are
sensitive to us.

Excerpt #2

There's no way right now that I could help you - although I know you're desperately asking for help - because you've really put me on the defensive and my ego is getting the best of me. The only way I think we could work this thing out is to start all over go through what has happened and try to figure out where we went wrong. I still might not admit it even if we do figure out my part of the wrong but we might as well give it a try. It's better than walking away (I think).

Excerpt #3

Fuck you. Nobody is being straight with anybody here. I can't really put myself in that situation very easily - never came up across that much.

SUBJECT #11

Excerpt #1

It feels just as good for me to know you need me to listen. I wish you'd tell me more so I could help.

Excerpt #2

If you shut me off like that how can I ever help. I don't really think that way and I really do want to help. Give me something a little more concrete to go on. Let me really see inside you. I want to care for you but I feel your not letting me inside.

Excerpt #3

Fuck you! You think I'm shutting you out! How do you think that speech helped either one of us. Say something I can deal with or shut up!

SUBJECT #12

Excerpt #1

I'm really glad you can talk with me and you feel I am listening. I suppose it is a good feeling to realize another person will listen and try to help. Please talk to me about these things anytime because I will try to help.

Excerpt #2

Maybe you're not talking to me so that I can understand you. You are so defensive you wouldn't understand any criticism I gave either positive or negative.

Excerpt #3

What do you expect - a miracle cure. You really piss me off and bore me with your ridiculous pleas.

SUBJECT #13

Excerpt #1

.I feel good about what you said. I guess it gives me an analyst or helpful feeling. I don't know whether to really believe what you said. I can only hope that now you have a better insight about your problem.

Excerpt #2

Shut up and think you dizzy bitch. You're showing no inter-personal feeling and would rather give up than get involved. Giving up is the easiest thing in the world to do.

Excerpt #3

You're self-centered. You expect me to point out your problem and offer you a solution. I'll tell you what I feel and you take it from there.

SUBJECT #14

Excerpt #1

Well good! I hope I can give you more help and I'm glad you feel better. I hope we can have an honest understanding.

Excerpt #2

Maybe your not being honest. You shouldn't feel that way. If you really want understanding and give me reason to help you I will. If you continue to have a negative attitude no one can help you.

Excerpt #3

I don't think you know what you're saying. You make me mad too, damn. You don't try to be understanding of my thoughts. I don't think you have anything to say. I really don't want you mad, but if you're going to be like that okay.

SUBJECT #15

Excerpt #1

You're putting me in a very precarious position, putting the responsibility for your happiness (or whatever) onto me. I am only as effective a listener as you are a talker, so be willing to accept the responsibility yourself.

Excerpt #2

That's hip! I'm not supposed to be your analyst - can you dig it?

Excerpt #3

I can only communicate with you on your level, so fuck-off.

SUBJECT #16

Excerpt #1

I'm not the only one who can listen to you. You'd be surprised how many people are willing to care. Sure you get burned once in awhile, but it's worth the risk.

Excerpt #2

Sorry you feel that way, I wish you didn't. Do you want to try again - maybe I can try to listen better this time.

Excerpt #3

If you feel that way - fine. I've said what I feel and if you don't like what I say and what I feel - I can't help it!

SUBJECT #17

Excerpt #1

I feel very uneasy because I don't know whether I've helped your problem, or just relieved your mind because I listened to you. But either way, I'm glad you feel better.

Excerpt #2

I've tried to listen and understand your problem and I'm sure it's partly my fault that I haven't helped you, but maybe you have to understand yourself before anyone else can understand you and help you. Do you really understand yourself?

Excerpt #3

I just can't get into your problem because it doesn't relate to my life. If I could give you some valuable feedback, I would. But since I can't, I feel you would be better off if I said nothing.

8:30 CONTROL GROUP:
RESPONSE-TO-CONFRONTATION DATA

SUBJECT #1

Excerpt #1

Well, I am pleased that it makes you happy to have someone
to talk to. I may not be the best listener in the world, but I
am free for a few minutes if you want to talk.

Excerpt #2

I am sorry but I have a lot of things on my mind right now
and I am having a hard time concentrating on your troubles. I
will try harder to listen to you and maybe try to figure out some
way to help. I do feel strongly for you still and I am trying
to sense your feelings but my mind is not functioning well today.

Excerpt #3

I feel if we were really friends that you would show some
consideration for me. Sure you have troubles but I hear them over
and over again. I have tried to help but if you are really going
to solve them, then you must do something for yourself. Don't
feel sorry for yourself either.

SUBJECT #2

Excerpt #1

Thank you for the compliment. But these kinds of relationships
can be built fairly easily in situations where both people really·

want it to happen. We can feel this way with others as well!

Excerpt #2

But there is hope! Perhaps I haven't been sensitive to the important things you've been saying. But now with my new understanding of where you are maybe I can become part of an important relationship between us.

Excerpt #3

I guess you're correct. I am pretty self-centered. But this is a two-way street. We must both be atuned to each other's feelings and needs. Let's begin building the relationship again if it's worth rebuilding.

SUBJECT #3

Excerpt #1

(Listener smiles softly.) There are lots of people who will listen. The trick is to get them to show that they're listening. (Then direct conversation back to original topics to prevent shift in case he's trying to circumvent further discussion on that subject.)

Excerpt #2

You say that I don't respond to what you say, but I think you are ignoring what I say because it's not what you want to hear. Unless you listen to the advice I give you can't evaluate

it and I can't help you. I care, I want to help - let me.

Excerpt #3

(I can't imagine ever getting into a situation where anyone would have cause to say that to me. If someone could justifiably say that to me I would probably respond.) I'm sorry - you're right I guess my mind was wandering. If you still can call me a friend let's take a walk and talk about your problem and I'll try to help.

SUBJECT #4

Excerpt #1

Thanks for the compliment but I wish you would get off I need your stuff. You're on some ego trip and I don't want to be used as a crying wall for your journey. If I can help you I gladly will, but not as a towel.

Excerpt #2

Well, if that's the way you feel, then there is no use in carrying this conversation any farther. After all we'd be just wasting our time. Maybe neither of us is listening to the other.

Excerpt #3

This is the first honest response we had from you since we began this thing. As for not hearing you; all I can say is that your story today is a rehash of last time's and it was a rehash of the time before, etc.

SUBJECT #5

Excerpt #1

I'm not the good listener, but you have realized your real problems just by talking about them. You have made me feel like I have helped solve your problems when actually you, yourself has helped you the most.

Excerpt #2

I'm sorry but you and I in this first meeting have not communicated. I'm not saying that we never will communicate, but we must try again. Above all, we will never get anywhere. If you decide I can't help by our conversation.

Excerpt #3

You can't be blinded by your anger. I admit not listening closely to you today. Somehow I just can't get with it. By being angry toward my behavior will not make me a better listener.

SUBJECT #6

Excerpt #1

I'm really glad that you do feel so great, but you may be overestimating my part in helping this feeling develop. You've made most of the changes in attitudes and behavior on your own. I'm just glad I was here to listen.

Excerpt #2

Getting along with you does not necessarily mean I can be of any great help to you, which seems to be the only criteria by which you measure our relationship. Many times I feel that you are so tied up in your own world and so intent on seeking "understanding" from others, that you fail to be responsive to comments I make which are very relevant to your needs.

Excerpt #3

Maybe I am supposed to be "helping you" and I apologize for the times I may have appeared rude or indifferent. However, I also have concerns and worries of my own and you will have to take some of the responsibility for helping yourself. Just give me a little slack.

SUBJECT #7

Excerpt #1

It makes me glad that you feel that way. It's good to help you and have you help me by being my friend.

Excerpt #2

Don't shut me out as you say I do to you! If you can give me the patience of your giving, I can try the same.

Excerpt #3

SUBJECT #8

Excerpt #1

Eye contact would be my most immediate response. I would

probably encourage him by assuring him that he is not an imposition

on me and that I enjoy talking and listening with him.   Name ,

I enjoy your company and really feel pleased to know that you're

comfortable with me. That aspect is really gratifying for me

also. It's nice for me too to find someone who really expresses

and feels feelings and emotions.

Excerpt #2

Having a negative attitude isn't going to help the situation

or problem at all. Perhaps now that you have brought your true

feelings out, we might be able to break down the existing

behaviors. Yet be careful as to how much you expect others to

help you; in my opinion one should learn and "experience" others

but the true help is more within yourself. You've taken the

first step in recognizing that you need help; now look within

yourself (with the aide of others) for the answers.

Excerpt #3

Has it occurred to you that perhaps "you" are using me, that

it's really you who doesn't care for me. Perhaps we both could

use more consideration for one another. Perhaps the very things

that are troubling you are troubling me also, but has it occurred

to you to really ask me about. You accuse me of being so wrapped

up in myself which can very well be true but I feel that you're

really wrapped up only in yourself.

SUBJECT #9

Excerpt #1

I'm glad that I could be of some help but I'm sure you could

find others would listen to you if you would only let them.

Excerpt #2

You don't give me a chance to help or understand you and

you expect me to agree with all that you say. It's impossible for

me to understand you when you are constantly talking and don't

try to understand others.

Excerpt #3

I can understand why you might be mad but after two hours

of sitting here arguing and tearing each other apart, I am ready

to split to my next class. I think if we'd all try to be more

understanding instead of cutting other's down, everything would

work out better.

SUBJECT #10

Excerpt #1

I'm really happy that you feel that way and remember that

I'm always around when you need someone to talk to.

Excerpt #2

I think I could help you if you'd just give me a chance, but perhaps the problem is that you expect too much - expect me to work miracles.

Excerpt #3

When I'm quiet and you think I'm not listening I'm usually deep in thought about what you're saying. Somehow I get the feeling though that you want to hear certain things for me, things that would agree with you, instead of my true feelings.

SUBJECT #11

Excerpt #1

I'm glad you're feeling so well. I know from personal experience that it can really be hard when there's no one who you can really talk with, rather than just to. How come you haven't found someone before now, or have you?

Excerpt #2

Well, I'm sorry you feel this way I hadn't realized that I was behaving so, but now that you have brought it out in the open, I'll have to admit I can easily give that impression. Do you suppose you could be a little more specific as to what I did wrong, or would you rather just "say good-bye" and not talk about it any more?

Excerpt #3

I'm sorry; I do get wrapped up in myself at times, and I've been told before this that it's disconcerting to people who talk to me. All I can say is "I'm sorry" and "Do you want to try again?"

SUBJECT #12

Excerpt #1

You need to express yourself more often to your friends. You will find that more people than you think will listen if you will only look for them. If you tell people what is on your mind you will feel good most of the time.

Excerpt #2

Give me a chance. Let's try to find out why we can't communicate - what our problem is. Instead of nagging about it, let's try to do something about it. There's always got to be some hope.

Excerpt #3

Maybe your right. Maybe I don't listen. Maybe I am wrapped up in myself. I'll really try to listen to what you say and see if I can help.

SUBJECT #13

Excerpt #1

I'm glad I can help you even though I am hardly doing anything - I probably understand you a lot less than you think but I think I'm beginning to understand you more.

Excerpt #2

You may be right.

Excerpt #3

Perhaps your own self-involvement does not allow you to realize I have my own problems - it's not that I have no interest in them, I'm just helpless to do anything and apparently you want me to do more than listening, which is all I can do.

SUBJECT #14

Excerpt #1

I'm glad you feel comfortable with me. I enjoy listening to people.

Excerpt #2

I'm sorry you feel this way. I am trying to understand what you're expressing yet obviously we are not completely getting through to each other. Can you help me in trying to understand? Any suggestions?

Excerpt #3

You may be partially right - today I may be wrapped up in
my own problems yet I don't think you are fair in saying I'm
always like this. I'm sorry. Let's try harder, okay?

10:30 EXPERIMENTAL GROUP:
RESPONSE-TO-CONFRONTATION DATA

SUBJECT #1

Excerpt #1

Everyone needs to talk at times and they need people to

listen. If you can talk to me and feel comfortable in doing so -

I am happy to listen and I will honestly try to listen and help.

Excerpt #2

When you are on the "listening" end of a conversation - there

is no way to guarantee that you will help or even be interested.

You took that risk by talking and I am sincerely sorry that I

can't respond in the way you feel is necessary.

Excerpt #3

It seems like you are really putting me on the spot - first

you call me a friend then you say I'm all wrapped up in my own

world, that I don't care about you. Obviously - if I didn't

care I wouldn't be here. Just settle down and think about your

problem - maybe both of us together can work it out. Don't even

ask me to do it alone.

SUBJECT #2

Excerpt #1

It's not just me, you know, there are many good listeners

all around, you have come alive, and now you can continue to do

so elsewhere also, just don't get discouraged. The change has been made in you and even mostly by you, and it is an interesting change, and others will see that in you also.

Excerpt #2

We are very different people, yet I am listening, yet in my own way which you can't see. Maybe your problems are far from my real world and I can't help you, but there is no loss, for I do like you for your honesty and others may be able to understand you. We are different, yet our needs are the same, the important ones, like honesty and warmth.

Excerpt #3

You don't see me looking at the clock now do you? This is the first real emotion you've come across with that I could see, and only now will you benefit. But every time you have "spilled your guts" (according to you) you have only wanted attention, not real feedback. Now I think we can do something worthwhile.

SUBJECT #3

Excerpt #1

I am happy for you and the pleasure was mine. I feel good listening to you.

Excerpt #2

Go fuck yourself. (I realize the need for reassurance but this would be my reaction.)

Excerpt #3

Pardon me .... cool off man. I'm interested in what you have to say but you are so wrapped up in yourself. I'm not gonna lay at your feet. Let's try to accept that and get a fresh start.

SUBJECT #4

Excerpt #1

Great. I'm glad you feel this way, but what the hell is the problem? You're not putting me on are you? Note - I think this guy is either playing a game to sucker me in or is really fruity.

Excerpt #2

Fuck you! Sit down. You seem to think I'm the only one interacting here. You've got to be sincere and try if you really want help. Note - sounds like a freshman bitch ...

Excerpt #3

Would you like a beer? Note - person sounds like he wouldn't listen right then.

SUBJECT #5

Excerpt #1

I'm really glad you feel that way. It makes me feel more warm and understanding that we have been able to communicate.

Excerpt #2

I really do care for you and love you, but there is a barrier between us - a communication breakdown. We both have to give of ourselves to each other and work this out. We can understand each other if we try.

Excerpt #3

Calm down. Take a few deep breaths. Why do you expect me to help you? You can only help yourself. I'm taking everything in, but you have to get away from your self-centeredness and give of yourself to others in a relationship. Just relax.

SUBJECT #6

Excerpt #1

Well I'm glad, I know how it feels to have someone understand. It makes me feel good to know you feel this way, I feel good if I can help someone. Anytime you want to talk just come see me, it's nice to understand someone's feelings.

Excerpt #2

I don't think I'm as unfeeling as you think I am. Now think it over, aren't you just reacting and maybe feeling sorry for yourself. I'm listening and I want to help you. Okay? If you try harder to think about yourself and what goes on between us, I'll try to show more understanding. Let's work together, not against each other. Really I do care.

Excerpt #3

You're being defensive and it makes me angry. I don't think you're really trying to understand yourself. Quit feeling sorry for yourself and maybe we'll get somewhere. Now if you want to try, I do too, and I'll do everything I can for you. But if you insist on saying I'm not listening to you, there's not much we can do until you realize we've got to work together.

SUBJECT #7

Excerpt #1

All I can do by listening is to help you understand yourself. It's not so much that I understand you, you are beginning to know yourself better by discussing your problems with me. Isn't that what really makes you feel good?

Excerpt #2

You aren't letting me help you. Your responses to my attempts to help you cut me off. Understanding is a two-way proposition. You think I'm not listening - I don't think you want me to. You want to believe I can't help you. Why are you so negative if you really want my help? How can I help you if you shut me out.

Excerpt #3

I'm sorry you're so resentful. Time has to serve as a guide for our session. Everything you say is important as long as you are trying your best to relate to me. Forget the clock. You felt I was putting you down do you think I always ignore you?

SUBJECT #8

Excerpt #1

Well that's fine, but why do you think other people don't like to listen to you? Do you have some close friends that you can really talk? You know if you look at yourself and your friends or absence of friends, maybe you can figure out why people can't understand or sympathize with you.

Excerpt #2

Sorry, but I just can't dig the way you come across. I'm willing to listen, very much so, and I believe that there is something deep in you that I can accept to really like, but there's too much crap on the surface right now. You just don't come across as real or sincere. I guess we just need to talk a lot more together.

Excerpt #3

You're all screwed up. We're all trying to help everyone else in here, we can't spend all our time on you; I can't spend all my time on you. Look, I'm trying to listen to you, I've picked up a lot of things. I think you're more together than you think, so just cool it. I don't come on strong right away. I'm concerned in you even if I don't kiss your royal feet.

SUBJECT #9

Excerpt #1

I feel very content that it was I who was able to make him (you) feel so good. The fact that you are able to confide in me is something to believe in.

Excerpt #2

It's too bad. I have given you the kind of feedback that I thought would be beneficial but apparently we missed the boat. Sometimes this happens. Two people don't always respond favorably to each other. I think we should try and find out why.

Excerpt #3

The hell I haven't. If you would get that god damn chip off your shoulder maybe I can respond better. But you're so fucking defensive that it's no wonder I want to look at the clock. If you can settle down maybe I will appear to be listening more but right now I'm getting the hell out of your way. See you later - maybe!

SUBJECT #10

Excerpt #1

Thank you very much. Please, feel free to come talk with me anytime about anything. Okay?

Excerpt #2

    I really don't see how that could be so, <u>but</u> let's try it again because I <u>do</u> want to help you. Really. Starting now - you talk and I'll focus all of my attention on you. All I can do is try to understand. Also, remember that sometimes a person can be so distressed by a situation that any aid or help or assistance from another person might not be appreciated at the time. After you calm down a little later on you may see things in a different light. (Smile.)

Excerpt #3

    I'm sorry if I've hurt you in any way, but you must realize that my whole world doesn't revolve around you solely. I only can try harder to do my best. And you, too, must take into consideration the demands that you are placing upon me. Are they fair? Are they justified? Do you practice what you preach - or do you just preach?!

SUBJECT #11

Excerpt #1

    It's fine that you feel the way you do but somehow I feel as if you're putting me on. If you're really sincere - great. If not, I'm sorry for you. I'm glad that perhaps I've helped you.

Excerpt #2

I'm sorry you feel the way you do. There is not much I can

say to you except that in some way I hope I can reach you. If

not there is really nothing lost. I do hope that you don't shut

me off completely because maybe sometime I can give you good

vibrations.

Excerpt #3

Listen, asshole, if I'm not coming across to you that's too

bad. There was no guarantee that I would. Perhaps some of the

things you say simply mean nothing to me. I can't relate anything

to you I just don't care about. Your defeatist attitude makes

me angry.

SUBJECT #12

Excerpt #1

It gives me such great pleasure and satisfaction to see

another smile and be happy again. I hope you can stay this way.

Excerpt #2

I'm really hurt. I thought I could listen and be of help

to almost everyone. If you won't give me another chance, and you

keep this attitude, we'll just have to part.

Excerpt #3

You're not going to like this but I can't sympathize with you.

I know how and what I am. If you feel this way about me, I know

you could never be my friend. Friends understand each other and can communicate. We aren't doing either.

SUBJECT #13

Excerpt #1

If you mean to sound sincere, you don't. Your voice inflections sound phony. It sounds like you are trying to convey something, but it is not coming across. However, if I talked with you more and found your need to be real, I would try to help.

Excerpt #2

You put me off and don't seem to be concerned if I help or not. It sounds like you might prefer pity.

Excerpt #3

I don't care for your attitude and I'm not especially interested in helping you.

SUBJECT #14

Excerpt #1

The person seemed to be superficial by the tone of his tone. The person (him) sounded like a wierd person in that it sounded kind of feministic (queer). It wasn't really a plea for help.

Excerpt #2

Person is in need of help. The emphasis on no one under-
stands, for you can't help me idea is so true. This is a sincere
effort and pretty much in line how a person reacts to another
when frustrated and needs help. However, the person is negative
in attitude at the beginning and is close-minded. Fear someone
will try to see light and find out what is really bothering this
person.

Excerpt #3

What is said is very often true. People sometimes just don't
care what other people think. Sometimes they are very superficial.
People tend to be self-centered and only try to help themselves but
there is however, some concern for others which sometimes is not
preceived by other as being sincere. This is a fault in humans.
People can't all the time judge or understand about anothers
feelings but at least they try too honestly!

SUBJECT #15

Excerpt #1

Well, I am really happy that I was able to help you out. If
you ever feel the urge to talk again feel free to call on me.
See you later, Tonie.

Excerpt #2

What do you mean by understanding? If you think that we can
sit here and mumble a few words and come to some instant understanding
of one another you're wrong. It just doesn't work that way.
However, I will try and respond more to you in the future.

Excerpt #3

Calm down! Did you ever consider that maybe you ought to do
some of this listening sometime. You sit entirely wrapped up in
your problems and expect me to unravel my whole world and listen
to you. It is a mutual thing this concept of friendship. Try
giving of yourself a little more you selfish bastard.

SUBJECT #16

Excerpt #1

There are many people who could and maybe do understand you
as well. Perhaps they've never felt the need to say anything.
Are you sure you understand yourself? Do you listen to yourself?
Until you feel that you have something to be heard, not extra-
ordinary, but real and substantive, people won't reach out to you.
I must admit your shell breaks easily to reveal you when you are
given the chance. Why don't you leave yourself open to that
opportunity.

Excerpt #2

If you feel that way then I cannot help you. Until you try
to relate to me rather than being so involved with yourself, I will
feel apart from you. If you would reach out to me for me I would
respond in kind. I am not just a sounding board for your thoughts,
emotions and problems - I am me.

Excerpt #3

The feeling is mutual. I guess our words won't meet.

SUBJECT #17

Excerpt #1

I'm glad that you feel that way only from your voice I'm not
sure you're sincere. Maybe it's that quality in your voice that
makes it hard for you to find a good listener. But I understand
that coming alive bit. People who listen to me make life really
worth it.

Excerpt #2

I really resent it that you assume I can't understand you,
that you're so unique or different, that no one has ever felt the
things you do. I mean you are unique but you're human, too; I
wish you wouldn't cut yourself off. And as far giving up hope -
you'll never get anything out of me if you make me feel that I'm
hopeless as far as communicating with you. Let's work together
and I'll try to respond more directly to you, but I want you to
try, too.

Excerpt #3

I'm sorry - I was looking at the clock. It's been a bad day.
I admit I wasn't listening but I am now. That's the first time
you've really expressed a here-and-now feeling. I mean, you're
really mad! I haven't been very interested in you because I felt
you were holding back but I'm glad you got it out finally. You
seem like more of a person to me now.

10:30 CONTROL GROUP:
RESPONSE-TO-CONFRONTATION

SUBJECT #1

Excerpt #1

I'm glad that you've found an outlet for your frustrations.

Excerpt #2

You're right. I don't understand you or your problem, but maybe with time we could reach some mutual understanding - I'll promise to try harder.

Excerpt #3

People play games to keep from getting involved. I suppose that my turning you off is a game that keeps me from getting involved so that I don't have to share your burdens - problems.

SUBJECT #2

Excerpt #1

Thanks - that's what I'm here for - to be your friend.

Excerpt #2

Well wait a minute! Don't be so irrational. Let's slow this thing down and start from the beginning - okay; now what's this all about.

Excerpt #3

What can I say?

SUBJECT #3

Excerpt #1

I'm glad I could help.

Excerpt #2

Your probably right. It's me who needs help not you. I have just been too spaced out lately to listen to anyone. Sorry, my problem is I'm too hung-up in my own problems to help you.

Excerpt #3

I'm listening, and your interpreting defensively. I care, I'm behind you, but you have to try. We have gone through this same thing now enough. You're hiding in your problems.

SUBJECT #4

Excerpt #1

That's really nice of you to say, however, I don't think I'm the only person that you can communicate with in that way. I think you should give other people a chance too. They have your troubles too in talking. Please come back and talk to me though, whenever you like.

Excerpt #2

You're right, we do seem to be having a problem in talking. Maybe it's because I have had other things on my mind at times, or else you misinterpret the way I respond to people. Sometimes I hide my feelings. Perhaps we can try again, but this time let each other know when we think it's going wrong.

Excerpt #3

I think you're being a little harsh. If you think back, you'll remember other times when we really do relate. You can't always have it at the same level, because even though you know I care and really am your friend, I do have to have the time and freedom for my own life as friendship is something I can give you freely but not on demand.

SUBJECT #5

Excerpt #1

I was just telling you what I actually felt, trying to put myself in your shoes. I know myself how it feels to have somebody to listen to and identify with my problems and desires.

Excerpt #2

(Some sort of arm across shoulder jester.) I guess I didn't realize you were calling on me for help. I am sometimes unaware when people turn to me for reassurances or relief. Tell me what the trouble is. I really do care.

Excerpt #3

You're probably right! Every so often I do get kind of wrapped up in my egocentric world. I am glad you brought this to my attention because there is nothing worse than having your best friend not getting into or relating to my problems.

SUBJECT #6

Excerpt #1

Well, I don't know how much I know you but I know that it really feels good when you have somebody that you can talk to when you've got things on your mind. It makes me feel good that you feel good.

Excerpt #2

Well, you're right! When it comes right down to it I can't help you. Any real help will come from yourself. Don't rely on me, because all I can do is listen and respond to you as honestly as I am able to.

Excerpt #3

If I'm not listening to you, I'm sorry. I think that this has something to do with my problems. Sometimes I really don't care about other people's problems.

SUBJECT #7

Excerpt #1

I'm just glad I could be of help to you. It is hard to be
able to communicate with people. We all get so tied up in our
own affairs. We could all feel so much better if we would just
take time to listen to others   and try to understand their
feelings.

Excerpt #2

Why do you feel that way? I am listening to you, but I
guess I'm not doing a very good job. Give me another chance and
we'll try to work together. I am very interested in you.

Excerpt #3

You're right - one of my major downfalls is that I don't
give people the time they need. I am conscious of time and the
schedule I'm on. I do need to slow down and listen to people and
offer what I can. You'd be a good person to start with since I
have avoided you so long. Let's talk.

SUBJECT #8

Excerpt #1

Well, anytime I can help or if you just want to talk - let me
know.

Excerpt #2

You're right, I have had other things on my mind but I am interested in you too.

Excerpt #3

Why don't we talk this over? If this atmosphere is bugging you we could talk somewhere else - on a more informal basis.

SUBJECT #9

Excerpt #1

Good. I guess there are few people who give enough time to others. Glad my listening could help you in some means.

Excerpt #2

I don't see how you feel that way. I've tried very hard to understand you. Evidently we can't communicate. I wish we could.

Excerpt #3

Now wait just a god damned minute! Did it ever occur to you that what you're saying may not make a bit of * @ ! * _ _ _ sense. If I don't pay any attention to you evidently you don't have or say anything that keeps my attention.

SUBJECT #10

Excerpt #1

I am happy that you've confided in me, but what do you think I did that allowed you to seek my advice.

Excerpt #2

If you can't find any of my suggestions helpful and if you are still unsure of yourself it is quite possible that it is my fault that I cannot relate back to you my feelings.

Excerpt #3

Hey listen! If I don't seem to be interested in what you say, perhaps it's because you're not saying anything that you or I don't already know. Try being more constructive of yourself and less cynical.

SUBJECT #11

Excerpt #1

Don't be disappointed. You will have another chance and they will understand you.

Excerpt #2

Have you ever listened what other people have to say to you, do you understand them? Before you expect to be understood, you should try to understand others.

Excerpt #3

Why don't you say it once again, perhaps I did not quite understand what you meant. Let's not fight. The matter is not so important.

SUBJECT #12

Excerpt #1

I'm glad you feel that way. Talking with you has helped me too.

Excerpt #2

I'm sorry you feel that way.

Excerpt #3

Maybe it is you who is not helping yourself.

SUBJECT #13

Excerpt #1

Why did you feel that no one is concerned about you? Do you try and rationalize the situation you are in?

Excerpt #2

By believing that there is no hope you have insulated yourself even more. The matter of your personal isolation may have been found by your subconscious and is projected by yourself into real life situations.

Excerpt #3

You have preconceived notions that you deserve special attention. What is the basis for your claim?

SUBJECT #14

Excerpt #1

I am glad I could help you. Any time you want to talk just come on over and we will talk. Okay?

Excerpt #2

I don't understand why you feel that way. If we both just say what's on our minds it should become easy to be good friends and understand each other better. If I have cut you short, perhaps we can talk about it.

Excerpt #3

I am sorry, maybe I have been watching the clock too much. I am glad you told me about it. It does seem I've been so tied up in myself that I haven't been listening. Let's talk it all over.

SUBJECT #15

Excerpt #1

That's really great! I'm glad you can talk to me. It makes me feel alive too.

Excerpt #2

I'm sorry. I've just got so many things on my mind that I seem to be ignoring you. I don't mean for it to seem that way. Let's try again. Tell me what's bothering you, and I'll really try to understand.

Excerpt #3

If that's really the way I am coming across to you, perhaps you should find someone else to talk to. Yes, I call myself your friend but I guess my definition of friendship must differ from yours.

SUBJECT #16

Excerpt #1

Thank you, that makes me feel really good. I guess I've had many times when I've needed to talk to people and I try to do my best when someone else needs someone.

Excerpt #2

I'm really sorry, I guess maybe I just don't understand what you feel or what you're trying to say. I wish I could help you. If there's anything I can do please let me know.

Excerpt #3

I guess you're right. I have been pretty wrapped up in myself and my problems lately. It's not really fair for me to ignore your problems when you seem always to be there when I want someone to talk to. I'm really sorry.

SUBJECT #17

Excerpt #1

It's not so much that there are few people who understand your feelings, it's more that there are few people who are willing

to drop the facade and actually communicate emotions. By your

being open with me and my responding openly with you, we both

experience a sense of community or friendship, and this is a good

feeling.

Excerpt #2

I really like you, but I am having trouble understanding.

Perhaps we could try it one more time because I really do want to

help you and be your friend.

Excerpt #3

I'm sorry. You're right, today I've had a lot of problems

myself, and I'm having trouble coping with them. I really am

interested in you as a person and hope you'll accept me as a friend

even though I've seemed rather distant just now.

SUBJECT #18

Excerpt #1

Glad to help. Any time.

Excerpt #2

That's just the way I am. Sometimes I unintentionally tune

people out. I hate to be that way but that's the way I am.

Excerpt #3

Tough shit. I'm tired of your wailing and moaning.

SUBJECT #19

Excerpt #1

Well then, you should just keep talking if that's what makes

you feel alive. Just do whatever can sustain that feeling. I'm

glad I could be of help.

Excerpt #2

Maybe that's a lot of your problem - you don't have any hope.

Let's try again, maybe on a slightly different level. I even

promise to try harder to listen. But you must invest some hope

and confidence.

Excerpt #3

All right, perhaps I haven't been listening as attentively

as I should. I do have a tendency to loose myself in my pre-

occupations. I guess I don't have any right to shut you off like

that.

APPENDIX J

Group Ratings of Facilitators
Involved in the Present Study:
8:30 and 10:30 Experimental Groups
(Spring 1971)

Place an "X" in the space that reflects your opinion. Omit and encircle the
number of any items you don't think are pertinent to this course.

1. The preparation and organi-   6 . 5 . _ . 1 . __ . __ . __ .   The preparation and organi-
   zation of the course was of   zation of the course was of
   high calibre.   low calibre.

2. There has been good morale   7 . 7 . 1 . __ . __ . __ . __ .   There has been poor morale
   in the course.   in the course.

3. The method of instruction   8 . 3 . 2 . 1 . __ . __ . __ .   Another method of instruc-
   was highly appropriate for   tion should have been
   the subject matter.   employed.

4. Grading in the course has   9 . __ . 3 . 2 . __ . __ . __ .   Grading in the course has
   been fair and impartial.   been unfair and biased.

5. The instructor has good   10 . 5 . __ . 1 . __ . __ . __ .   The instructor has poor
   rapport with students, and   rapport with students,
   is easy to talk with.   and is hard to talk with.

6. He seems to have excellent   7 . 8 . __ . 1 . __ . __ . __ .   He seems to have a poor
   grasp of the subject matter.   grasp on the subject matter.

7. On matters of opinion he is   9 . 5 . 1 . 1 . __ . __ . __ .   On matters of opinion he is
   tolerant of differences.   intolerant of differences.

8. He usually keeps steady in-   9 . 4 . 3 . __ . __ . __ . __ .   He is usually unable to main-
   terest in subject and stimu-   tain steady interest, and
   lates thinking.   does not stimulate thinking.

9. He expresses personal judg-   7 . 6 . 1 . 1 . 1 . __ . __ .   He is opinionated, and uses
   ments, but labels them as   the class for expression of
   such.   personal beliefs.

10. He is the sort of instructor 7 . 5 . 3 . 1 . __ . __ . __ .   He is the sort of instructor
    who has a positive impact on me.   who has a negative impact

11. He has zest for teaching and 11 . 3 . 1 . __ . __ . __ . __ .   He considers teaching as a
    doesn't view teaching as a burden.   chore, or routine activity.

12. My overall knowledge of the   7 . 8 . __ . __ . __ . __ . __ .   I haven't gained any new
    subject increased.   knowledge of the subject.

13. I'm satisfied with the way   7 . 7 . 1 . 1 . 1 . __ . __ .   I'm dissatisfied with the way
    things went in the course.   things went in the course.

14. Compared with other teachers I've known I rank this instructor:

The Best	In the top 10%	In the top 25%	Average	In the lower 25%	In the lower 10%	The Worst
___	11	4	1	___	___	___

15. Please make additional specific comments on the back of this sheet.

Place an "X" in the space that reflects your opinion. Omit and encircle the number of any items you don't think are pertinent to this course.

1. The preparation and organi-   <u>4</u>.<u>9</u>.<u>2</u>.<u>1</u>.__.__.__.   The preparation and organi-
   zation of the course was of   zation of the course was of
   high calibre.   low calibre.

2. There has been good morale   <u>10</u>.<u>6</u>.__.__.__.__.   There has been poor morale
   in the course.   in the course.

3. The method of instruction   <u>6</u>.<u>5</u>.<u>4</u>.__.__.__.__.   Another method of instruc-
   was highly appropriate for   tion should have been
   the subject matter.   employed.

4. Grading in the course has   <u>11</u>.<u>4</u>.__.<u>1</u>.__.__.__.   Grading in the course has
   been fair and impartial.   been unfair and biased.

5. The instructor has good   <u>11</u>.<u>3</u>.<u>1</u>.<u>1</u>.__.__.__.   The instructor has poor
   rapport with students, and   rapport with students,
   is easy to talk with.   and is hard to talk with.

6. He seems to have excellent   <u>11</u>.<u>4</u>.<u>1</u>.__.__.__.__.   He seems to have a poor
   grasp of the subject matter.   grasp on the subject matter.

7. On matters of opinion he is <u>7</u>.<u>7</u>.<u>1</u>.<u>1</u>.__.__.__.   On matters of opinion he is
   tolerant of differences.   intolerant of differences.

8. He usually keeps steady in- <u>6</u>.<u>8</u>.<u>2</u>.__.__.__.__.   He is usually unable to main-
   terest in subject and stimu-   tain steady interest, and
   lates thinking.   does not stimulate thinking.

9. He expresses personal judg- <u>11</u>.<u>3</u>.<u>1</u>.<u>1</u>.__.__.__.   He is opinionated, and uses
   ments, but labels them as   the class for expression of
   such.   personal beliefs.

10. He is the sort of instructor <u>9</u>.<u>6</u>.<u>2</u>.__.__.__.__.   He is the sort of instructor
    who has a positive impact on me.   who has a negative impact on me

11. He has zest for teaching and<u>11</u>.<u>4</u>.<u>1</u>.__.__.__.__.   He considers teaching as a
    doesn't view teaching as a burden.   chore, or routine activity.

12. My overall knowledge of the <u>10</u>.<u>2</u>.<u>3</u>.__.__.__.__.   I haven't gained any new
    subject increased.   knowledge of the subject.

13. I'm satisfied with the way <u>13</u>.<u>1</u>.<u>2</u>.__.__.__.__.   I'm dissatisfied with the way
    things went in the course.   things went in the course.

14. Compared with other teachers I've known I rank this instructor:

The Best	In the top 10%	In the top 25%	Average	In the lower 25%	In the lower 10%	The Worst
1	11	4				

15. Please make additional specific comments on the back of this sheet.

Place an "X" in the space that reflects your opinion. Omit and encircle the number of any items you don't think are pertinent to this course.

1. The preparation and organi-   1 .3 .2 .3 .__ .__ .__ .   The preparation and organi-
   zation of the course was of   zation of the course was of
   high calibre.   low calibre.

2. There has been good morale   10 .6 .__ .__ .__ .__ .__ .   There has been poor morale
   in the course.   in the course.

3. The method of instruction   6 .6 .4 .__ .__ .__ .__ .   Another method of instruc-
   was highly appropriate for   tion should have been
   the subject matter.   employed.

4. Grading in the course has   8 .5 .2 .__ .__ .__ .__ .   Grading in the course has
   been fair and impartial.   been unfair and biased.

5. The instructor has good   10 .5 .1 .__ .__ .__ .__ .   The instructor has poor
   rapport with students, and   rapport with students,
   is easy to talk with.   and is hard to talk with.

6. He seems to have excellent   9 .3 .4 .__ .__ .__ .__ .   He seems to have a poor
   grasp of the subject matter.   grasp on the subject matter.

7. On matters of opinion he is   9 .7 .__ .__ .__ .__ .__ .   On matters of opinion he is
   tolerant of differences.   intolerant of differences.

8. He usually keeps steady in-   6 .7 .2 .1 .__ .__ .__ .   He is usually unable to main-
   terest in subject and stimu-   tain steady interest, and
   lates thinking.   does not stimulate thinking.

9. He expresses personal judg- 10 .3 .1 .2 .__ .__ .__ .   He is opinionated, and uses
   ments, but labels them as   the class for expression of
   such.   personal beliefs.

10. He is the sort of instructor 11 .4 .__ .2 .__ .__ .__ .   He is the sort of instructor
    who has a positive impact on me.   who has a negative impact on me

11. He has zest for teaching and 9 .7 .__ .__ .__ .__ .__ . He considers teaching as a
    doesn't view teaching as a burden.   chore, or routine activity.

12. My overall knowledge of the 10 .2 .3 .__ .__ .__ .__ .   I haven't gained any new
    subject increased.   knowledge of the subject.

13. I'm satisfied with the way   11 .3 .2 .__ .__ .__ .__ .   I'm dissatisfied with the way
    things went in the course.   things went in the course.

14. Compared with other teachers I've known I rank this instructor:

The Best	In the top 10%	In the top 25%	Average	In the lower 25%	In the lower 10%	The Worst
___	13	3	___	___	___	___

15. Please make additional specific comments on the back of this sheet.

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