

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

2001

The effects of new members on perceived group cohesion

Kristie Lynn Bott

Michele Dawn Reed

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Social Psychology Commons](#), and the [Social Work Commons](#)

Recommended Citation

Bott, Kristie Lynn and Reed, Michele Dawn, "The effects of new members on perceived group cohesion" (2001). *Theses Digitization Project*. 1929.

<https://scholarworks.lib.csusb.edu/etd-project/1929>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

THE EFFECTS OF NEW MEMBERS ON PERCEIVED GROUP COHESION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Kristie Lynn Bott
Michele Dawn Reed

June 2001

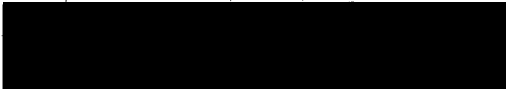
THE EFFECTS OF NEW MEMBERS ON PERCEIVED GROUP COHESION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Kristie Lynn Bott
Michele Dawn Reed

June 2001

Approved by:



Stephen Petty, L.C.S.W., Faculty Supervisor
Social Work

6-5-01
Date



Dr. Teresa Morris, Chair
Social Work



Dr. Rosemary McCaslin, MSW Research
Coordinator

ABSTRACT

This study focused on the effects new members had on perceived group cohesiveness. The participants surveyed within this study were second-year social work students enrolled in the social work program at California State University, San Bernardino. The survey design was primarily quantitative, but did include qualitative features. The quantitative data was analyzed using a t-test for paired samples and the qualitative data was divided into similar patterns of response and analyzed accordingly. The findings did not meet the set statistical level of $p > .05$. However, the patterns shown in both the quantitative and qualitative data suggest that new members do affect the original members' perceived level of group cohesiveness.

ACKNOWLEDGMENTS

We would like to acknowledge Stephen L. Petty, L.C.S.W., for all of his hard work and dedication in helping us complete this thesis. His advanced knowledge in the area of the group dynamics helped us immensely in understanding and completing this research project.

We would also like to thank the Masters of Social Work Department at California State University, San Bernardino for allowing us to conduct this survey on the second-year graduate students enrolled in this program.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	iv
CHAPTER ONE: PROBLEM FORMULATION	
Problem Statement	1
Problem Focus	4
CHAPTER TWO: LITERATURE REVIEW	8
CHAPTER THREE: METHODOLOGY	
Study Design	18
Sampling	20
Data Collection and Instruments	22
Procedures	24
Protection of Human Subjects	25
Data Analysis	26
CHAPTER FOUR: FINDINGS AND RESULTS	30
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	37
APPENDIX A: SURVEY	43
APPENDIX B: INFORMED CONSENT FORM	50
APPENDIX C: DEBRIEFING FORM	53
APPENDIX D: PARTICIPANTS' DEMOGRAPHIC INFORMATION	55
APPENDIX E: PARTICIPANTS' RESPONSES TO THE COHESIVENESS QUESTIONS IN 1999-2000	57
APPENDIX F: PARTICIPANTS' RESPONSES TO THE COHESIVENESS QUESTIONS IN 2000-2001	59
APPENDIX G: PARTICIPANTS' QUALITATIVE RESPONSES	61

REFERENCES	63
ASSIGNED RESPONSIBILITIES	65

CHAPTER ONE

PROBLEM FORMULATION

Problem Statement

Group settings are an integral part of our society. Throughout life we take part in several groups, such as academic groups, social groups, church groups, athletic groups, work groups, family groups, and/or therapy groups. The level of group cohesiveness, or unity, present within these groups strongly affects the overall dynamics of the group as a whole (Northern, 1988). It is no surprise then that the factors affecting group cohesiveness have been the focus of study throughout time. However, one factor that has been given limited attention is the effect that entry of new members has on an established group.

The purpose of this study was to discover the effects new members had on the original members' perception of group cohesiveness. Knowing that "cohesiveness is the unifying force of a group," it was important to discover factors that influence its strength (Dorn & Papalewis, 1995, p. 306). These factors, such as the effect of member dropout, member's level of affiliation, and the leader's style have been studied in the past. For instance, studies have shown that group members who attend group meetings

regularly "...hold significantly greater perceptions of task cohesion than group drop-outs" (Spink & Carron, 1994, p. 26). In addition, "groups in which many members feel strongly attracted to the group may be expected to stay together, resist disruption, and exert stronger effects on their members" (Lieberman, Yalom, & Miles, 1973, p. 302). Similarly, the group leader's style influences the type of group formed and the unity within the group (Lieberman, et al., 1973). Other studies can also explain these and other factors involved in group cohesion. However, literature on the effects new members have on the perceived cohesiveness of an established group is scarce.

Several open-ended groups, such as, school cohorts, athletic groups, and therapy groups are held in which members are free to enter at any time. However, the success of these groups may be hindered as a result. The entry of new members changes the dynamic of the group setting. Roles within the group change, as the new members strive to unite with the group. The new members may take over the role an existing member held, creating conflict between group members. The group, as a whole, may take offence to the new members' attempts to overtake the established members' positions and hold a negative view of these members. Furthermore, the new members may be

excluded from the group when existing members refuse to acknowledge their involvement. The entry of new members may also cause the existing members to become more reserved. They may refuse to disclose personal information in group discussions due to the decrease in the group's comfort level.

On the other hand, if new members are included, they may be able to offer some new insight to the group and change the existing dynamics for the benefit of the group. The personality characteristics of the new members may be able to introduce the missing link needed to create a cohesive group. For example, the new members may assume leadership roles providing the group with a constructive sense of direction and purpose. As Ryska and Cooley (1999) state, it is through the development of roles that "social and task cohesion, respectfully, are developed" (p. 528). They may also be able to offer peace to the group by smoothing over existing problems by offering an alternative point of view. Existing members may appreciate the novelty these new members bring to the group and positive discussions, enhanced relationships, and improvements in overall group performance may occur as a result.

Through this discussion of possibilities, it became apparent that studies needed to be conducted on open-ended groups in order to further understand the implications new members have on the perceived group cohesiveness. It was important to discover whether these new members yielded negative or positive results to the group's perceived level of cohesion in order to weigh the cost and benefits to such an open-ended group. This knowledge may help future group leaders decide whether or not their group should be open-ended, thus improving the development of future groups.

Problem Focus

A careful analysis of the social work graduate cohorts at California State, San Bernardino, revealed that the two separate full-time cohorts were more than just educational groups. Students in each of the cohorts attended classes together twice a week, for six hours, for the last nine months. They were reunited after the summer to continue their journey towards graduation. Although they attended this group in order to obtain the necessary body of social work knowledge, these students came to know each other on a personal basis. During each class meeting, students discussed their personal lives and turned to each

other for advice and support in these areas. They also offered each other emotional support through the rough times in school and helped each other succeed academically. One group member's crisis was often seen as a group task. They worked together to overcome this task and prepared, as a group, to face the next.

Each of the graduate social work cohorts at California State University, San Bernardino had a specific focus. One was aimed more towards child and family welfare, while the other was focused more on mental health issues. Due to the fact that some members changed their focus over the summer, there were some changes in the original groups. Each cohort lost some of their group members and these group members were replaced with new group members. This study intended to evaluate the effects these new group members had on the original groups' perceived cohesiveness.

The results of this study have several possible implications for social work. First of all, the social work program itself discovered the effects that changing the classroom membership had on the cohorts' perceived level of cohesiveness. Although the results were not statistically significant, they showed the effects these new members had on the old members' perception of group

cohesion. The social work department may want to view this change pattern and then decide whether or not consistency in cohorts would improve the overall achievement of the students.

Another notable discovery was the social work student's adaptability to change. Social workers are supposed to be open to change and willing to adjust to the needs of others. They are taught to be accepting and non-judgmental towards others. Identifying how prospective social workers deal with the task of adapting to the introduction of new members into their cohort was pertinent. Some social work students were unable to adapt to the change while retaining their sense of cohesiveness within the group. This may show that further classes are needed to assist social work students in their ability to adapt to change.

This study also had some implications for social work practice in the area of therapy groups. Because of the fact that this graduate program formed a united group, this group had developed some characteristics of a traditional therapy group; such as positive social interaction skills and group values and norms. As mentioned previously, these cohorts shared their life experiences with each other and turned towards each other

for guidance. Studying the effects new members had on this group led to implications for therapy groups. Although the results were not statistically significant, the sample was almost split in half as to the effect new members had on their perception of group cohesiveness. In fact, 12 of the 23 participants felt that the new members decreased their overall feeling of group cohesiveness. A closer look at this study and future studies may help therapists decide whether or not to run open-ended groups and with which population this type of open-ended group works best.

Overall, this study provided an evaluation of the social work graduate program's response to changes in the groups' dynamics, prospective social work students' attitude towards change and the implicit implications this factor had on therapy groups. The concept of group cohesiveness and the underlying factor of the effects of the entry of new members were discussed in this study enabling social workers to develop more productive group settings.

In order to conduct this research project, the following question was asked: "How will the entry of new members into the established social work cohorts affect the original groups' level of perceived cohesiveness?"

CHAPTER TWO

LITERATURE REVIEW

In order to further understand the significance of this study, it is important to turn our attention to the concept of cohesiveness and the benefits it has to offer. Cohesiveness refers to the groups' sense of attraction towards one another and their sense of belonging to the group as a whole (Northern, 1988). When the member becomes more interested in a group and discovers that the members of that group are capable of satisfying their needs, they begin to open up and become more involved in the group process. "Cohesiveness increases as individuals become more attracted to their group and develop a greater wish to take part in its programs" (Zander, 1983, p. 4-5). This increase in cohesion leads to an increase in the group's overall performance (Evans & Dion, 1991). When "cohesiveness becomes stronger in a group, members talk more readily, listen more carefully, influence one another more often, volunteer more frequently, and adhere to group standards more closely" (Zander, 1983, p. 5). In other words, a strong level of cohesiveness not only benefits the group as a whole, but it increases the effect that the

group has on each individual's experiences (Lieberman, et al., 1973).

Cohesion is a process that takes place throughout the life of the group. It "change[s] over time in both its extent and various forms through the process of group formation, group development, group maintenance, and group dissolution" (Carron & Brawley, 2000, p. 92). Despite these changes, cohesion is one of the most important variables within a group. Therefore, the on-going development of positive cohesiveness is necessary to maintain optimal group productivity.

With a better understanding of the meaning of cohesion it becomes relevant to understand the importance it has within a group setting. "The assessment of personal attractiveness to and by a collectivity of people and the measurement of group cohesiveness are important in a variety of social situations" (Aiken, 1992, p. 63). One of the social situations in which group cohesion is found is in the school setting. Shapiro (1993) notes that a strong sense of group cohesion is needed in order to promote a positive classroom environment. "In cohesive classrooms, students value their class mates, are involved with and care about one another, try to help one another, and are proud of their membership in the group" (Shapiro, 1993,

p. 95). Strong group cohesion allows the students to recognize differences and similarities within the group and helps them learn to value individual diversity. Students learn to draw from each other's strengths and support each other's weaknesses, promoting group success (Shapiro, 1993).

Illustrating the importance of group cohesion within the educational realm, Dorn and Papalewis (1995) administered a questionnaire to 108 doctoral students to measure their commitment to their academic cohort. The questionnaire set out to measure the group's level of cohesiveness, group support, and academic persistence. The authors found that "peers provided much needed support, encouragement, and motivation, and that belonging to a doctoral group was a vital aspect of doctoral studies that encouraged students to remain in their programs and make consistent progress towards their degrees" (Dorn & Papalewis, 1995, p. 310). The group was found to be highly cohesive and the group dynamics were very powerful. The students of this program provided support to one another during difficult academic moments. They encouraged each other to complete the task laid before them and celebrated their successes with one another. This group illustrated that "the power of group dynamics could be used to

increase the likelihood of educational success since group members create a collective identity so that the success of the group means the success of the individuals, and vice versa" (Dorn & Papalewis, 1995, p. 306).

In the athletic community group cohesion is important because it influences motivation and participation amongst its members. Spink and Carron (1994) conducted a study to determine whether or not early cohesion within the group's development could predict drop-out rates in exercise classes. Questionnaires were administered in university fitness classes and in private fitness clubs, where it was found that individuals who dropped out held lower perceptions of the cohesiveness of the class than those who remained in the program. This finding supported the authors' hypothesis that "perceptions of cohesiveness in exercise classes play an important role in the adherence behavior of individual participants" (Spink & Carron, 1994, p. 28).

Attention has also been developed on sport team cohesion. Ryska and Cooley (1999) did a comparison study of cognitive-behavioral strategies of U.S. and Australian sport coaches in regard to the benefits of cohesion. The goal of the study was to determine cohesion strategies as well as patterns of use. It was found that if proper

cohesion strategies are implemented to the dynamics of a team then this will "allow each team member to develop a sense of personal belonging and connectedness to the team as a social entity" (p. 528).

The work environment is yet another place where groups are commonly found. With respect to cohesiveness within work teams, Carless and de Paola (2000) found that when individuals unite with their fellow co-workers in order to accomplish a particular task, the success rate of completing that task is significantly higher. The cohesiveness of the work team increases each individual's level of commitment to the completion of the task at hand. Each member works diligently to complete their portion of the task and to help their co-workers accomplish their goal. Riddle, Anderson, and Martin (2000) support this finding, pointing out that the more cohesive a group is, the more willing each individual is to participate in the decision making process each work team encounters. In addition to being motivated and willing to participate, Moore (1997) stated, "groups with high cohesion among group members will experience greater creativity than groups whose members have low cohesion" (p. 84).

Therapy groups may or may not be cohesive in nature. However, the level of cohesiveness may affect the therapy

group dynamics. A high or low level of cohesion may determine the success rates of the therapy session(s) (Northern, 1988). For instance, when working with a family group, Farrell and Barnes (1993) found that the more cohesion amongst family members, the more positive the outcome in the group. Their study used a random-digit-dial screening of 699 families to measure the effects of cohesion and adaptability on family members. Interviewers visited each home, where interviews and questionnaires were administered. What was found was that the benefits of cohesion are "highly significant for all family members," (Farrell & Barnes, 1993, p. 126). As cohesion increases within families, their level of psychological functioning increases as well. Their behavior becomes more constructive, and the perceptions they hold in regards to family relations become positive in nature.

As studies indicate, positive group cohesion leads to productive group dynamics. These dynamics are altered though when new members enter an established group. The entry of these new members, often referred to as inclusion, has been studied in the past (Alder & Alder, 1995). However, the studies on the direct influences that it has on cohesion are minimal.

Adler and Adler (1995) conducted a study on the dynamics of inclusion and the effects that it had on established groups. The study found that when these initial groups, referred to as cliques, formed they became unified. When new members were introduced problems developed. The initial members of the group alienated the new members and referred to them as the out-group. They became hostile towards the out-group members and refused to acknowledge what the out-group members had to offer. Spink and Carron (1995) supported this study stating that in-group members "quickly showed evidence of social categorization (i.e., we versus they), evaluative bias (i.e., favoring ingroup over outgroup products), and outgroup rejection" (p. 28).

The in-group's rejection of the out-group fosters several negative experiences amongst the new members. Holland-Jacobson, Holland, and Cook (1984) conducted a study to discover the factors needed to foster an easier transition period for students who are changing schools. They noted that entering and adapting to new school surroundings is oftentimes a difficult experience. Lane and Dickey (1988) supported this finding, reporting that students often disrespect the new group members by ignoring them and not inviting them into their social

groups. They found that this harsh treatment often leads new members to withdrawal from the group as a whole. Some of these new members even appear to experience the five stages of the grieving process as a result of being treated as an outcast (Lane & Dickey, 1988).

Holland-Jacobsen, et al. (1984) found that in order to change the new member's "outcast" status, the students must be accepted by their peers and their teachers as an appropriate member to the class.

Group cohesiveness is not only affected by the original member's reaction to the new members. Problems also arise when the new members actively choose not to conform to the group's established dynamics. The new members may disagree with how the group is run or may have problems relating to other members. This will affect the new members' acceptance, but it also leaves the group with a dilemma. The group can either accommodate their dynamics to fit the needs of the new members or they can exclude them all together. "Specifically, how majority group members deal with one or two group members' deviance may affect future relational patterns in the group and, ultimately, group performance" (Barker, et al., 2000, p. 471). No matter how the group chooses to deal with it, the dynamics of the group change.

The entry of new members into the group process does not always foster negative consequences. In fact, it may be through group conflicts that problems are brought to the surface. Ryska and Cooley (1999) state that with conflicts "roles are developed and refined, general resistance towards the group is minimized, and enhanced cooperation enables goal attainment" (p. 530). In addition, each individual has something positive to offer the group. Shapiro (1990) reported that each individual member brings his/her personal experiences, or frames of reference to the group. The group then "provides a multidimensional arena in which members encounter one another's frames of reference" (Shapiro, 1990, p. 7). Each member is able to share their experiences and collectively the group is able to have more in depth conversations and is able to make more knowledgeable decisions. Each individual contributes to the productivity of the group by offering solutions to the problems raised within the group and sharing personal experiences in regards to the problems being discussed. To support this finding, Wheeler and Kivlighan (1995) suggest that the "amount of group members' verbal participation is related to enhanced group process" (p. 586).

Through the examination of cohesion and the effects it has on various groups, it becomes easier to validate its importance. In the past, several studies have focused on the benefits of group cohesion and factors affecting the productiveness of groups. However, the effects of the entry of new members on the groups' perceived cohesiveness has received little attention. This study's primary focus was to discover this effect and the implications it has on groups as a whole.

CHAPTER THREE

METHODOLOGY

Study Design

The purpose of this study was to explore whether or not the entry of new members into an established group affected the group's perceived level of cohesiveness. In order to examine this, a survey was conducted with the two full-time social work cohorts at California State University, San Bernardino (see Appendix A). As mentioned before, the two social work cohorts had the opportunity to establish a unified group over the course of the 1999-2000 school year. In the fall of 2000, new members were introduced into each of the two cohorts. The original members in each cohort were surveyed to determine whether or not they felt that the cohesiveness of their group changed due to the addition of new members.

An anonymous survey was the research method of choice because of the fact that participants tend to be more willing to answer honestly if they know that their identity is to remain anonymous. The students surveyed knew that they had to interact within their cohort for the remainder of the year; therefore, they may have been hesitant to talk openly and honestly about their feelings

about the new members in face-to-face interviews. In addition, the survey enabled the researchers to ensure that each participant received the same exact instructions and responded to the same questions, thus eliminating bias.

The design of the study was a survey design. The research participants were asked to fill out a survey that was divided into two sections. After the second section of the survey was completed, students were asked to answer some open-ended questions. The survey was given to the social work students during the winter quarter. Data collection was completed after the survey was administered to both of the full-time social work cohorts.

Due to the layout of the survey, the design was primarily quantitative with qualitative features. The quantitative nature of the survey was the closed-ended questions that were arranged in a manner in which the participants were asked to circle the response that best corresponded to them. The qualitative questions were open-ended and were analyzed based on similar patterns found within the participants' responses. The response rate was high amongst the mental health cohort due to the fact that the professor allowed the survey to be administered during class time. The response rate in the child youth and

family cohort was low because the students had to stay after class time in order to participate.

Prior to the administration of the survey, a pretest was conducted to ensure the content validity of the survey. A limitation to the survey design was that the survey was administered to a small sample size of only California State University, San Bernardino second-year social work students. This small sample size, of 23 participants, is problematic when it is to represent the overall population of social work student cohorts and groups in general. In addition, the sample itself was not randomly chosen. All second year social work students in the social work program were asked to participate in the survey. Another limitation of the study was that the survey was not empirically tested for reliability and validity. The study was based on the following research question: "How will the entry of new members into an established group effect the group's level of perceived cohesiveness?"

Sampling

The sample for the survey was the original members of the two full-time social work cohorts at Cal State, San Bernardino. The first cohort consisted of 14 original

social work students and five new students. The second cohort consisted of 21 original members and two new members. Only the original students were asked to participate in the survey, therefore, the maximum sample size possible was 35 students. All 14 original students in the first cohort participated in the survey. Nine out of the 21 original members in the second cohort participated in the survey. Therefore, 23 out of a possible 35 participants, 65.71%, actually participated in the study. The two cohorts were chosen for the survey after new students were introduced to each of the social work cohorts in the fall of 2000. It was speculated that a change in group cohesion occurred, altering the overall group dynamics.

The sample was realistic because it was easily accessed, and the sample size was practical enough to enable the researchers to obtain and analyze the data within the given amount of time for the study. As mentioned previously, the return rate was high for the first cohort, but was significantly lower for the second cohort. The reason for this high return rate in the first cohort was due to the fact that the instructor allowed the students to complete the survey during class time. The

second cohort's return rate was lower because they had to stay after class in order to participate in the study.

Data Collection and Instruments

As mentioned previously, the data collected consisted of both qualitative and quantitative information. Overall, the data revealed the group's perceived level of cohesiveness prior to and following the entry of new group members. The dependent variable used within this study was the level of measured perceived cohesiveness. The independent variable was the entry of new members into the established groups. The survey's level of measurement was primarily ordinal, which was then transformed into an interval/ratio level of measurement after all of the items were added together. Three of the questions on the survey were qualitative, which were categorized into similar themes. Background data was also a part of the survey and these categories included: ethnicity, age, gender and undergraduate degree. Age was arranged in a ratio level of measurement, whereas gender, ethnicity and undergraduate degree were arranged in a nominal level of measurement.

The questionnaire was designed based on two existing survey instruments. The dependent variable of the study was measured with the use of these two existing surveys;

the Cohesiveness and Persistence Questionnaire (Dorn & Papalewis, 1995) and the Cohesion Behavior Exercise (Johnson & Johnson, 1982). Some questions were taken from each of these surveys and were incorporated into the survey developed for this research project. These surveys did not illustrate information regarding validity, reliability and/or cultural sensitivity to their studies. The survey used within this study was pre-tested on ten outside people prior to the study in order to ensure face validity.

The study was primarily quantitative in nature and analyzed as such. The qualitative component of the survey, which was the three open-ended questions, was used to gather information on the participants' feelings about their group's level of cohesion prior to and after the addition of new group members. The written responses received were divided into similar themes and analyzed accordingly.

The strengths of this study were the availability of the sample, the study's feasibility, and the ability for the study to be replicated. As mentioned previously, the limitations to this study was the small sample size, the fact that the study focused on one distinct group, and the lack of empirical testing on the survey itself.

Procedures

The survey was conducted on the California State University, San Bernardino Campus. In order to graduate, every social work student was required to take the mental health seminar or the child, youth, and family seminar, depending on their concentration. Therefore, both full-time, second-year social work cohorts were administered the survey in their required winter seminar classes. The instructor's permission was obtained to administer the survey either before class, during, or after class, depending on the instructor's wishes.

The first section of the survey, pertaining to the group's feelings of cohesiveness in the 1999-2000 school year, prior to the entry of new members, was administered first. After the students completed the first section, the students received the second section of the survey. This measured their perceived cohesiveness in the 2000-2001 school year, after the entry of the new members. Once the students completed this second section of the survey, the researchers gave the students the final page of the questionnaire, which included the qualitative questions and the background information. The students were asked to place their middle initial, the month, and date of their birth (i.e. L 0125) on each part of the survey that they

received, so that the data could be reintegrated and analyzed correctly. This code also helped maintain anonymity.

The authors of this research project administered the survey in order to ensure that both seminar classes received the same amount of instruction pertaining to the survey. The survey was completed before the end of the winter quarter, so that the data could be analyzed by the start of the spring quarter.

Protection of Human Subjects

Anonymity and confidentiality of the participants were maintained at all times. The participants were not asked to place their name anywhere on the survey. The participants were instructed to place their middle initial, the month, and date of the birthday (i.e. L 0125) on the top of each section of the survey so that the data could be re-integrated once the data collection process was completed. However, the researchers of this project did not know which survey was completed by which student. The researchers do not know the students' middle initials or their birth dates. This information was just used as an identification code for the data itself.

The surveys collected from each student were analyzed as a group and the individual surveys were only viewed by the researchers involved in this research project. This ensured that confidentiality was maintained at all times. In addition, every participant was given an informed consent form (see Appendix B) in which they were asked to check the box indicating that they were willing to participate in the study and that they understood that their anonymity and confidentiality was maintained at all times. After the survey was completed, the participants were given a debriefing form (see APPENDIX C) that discussed the study in more detail. This debriefing form also contained a phone number to reach the researchers or research supervisor in case the participants had any further questions about the study in which they participated. The participants were notified as to when and where the results of the study were posted so that they could assess this material if interested.

Data Analysis

A survey was conducted in order to determine whether or not the entry of new members affected the original group's perceived level of cohesiveness. The questionnaire included 32 questions, which were divided into two

16-question sections. Both sections consisted of the same 16 questions, which were ordinal in nature. The first 15 questions in each section were aimed at measuring the participant's level of perceived cohesiveness. The 16th question was a control variable and pertained to life stressors present in the participant's life. All 16 questions were answered using a four-point Likert scale ranging from "strongly agree" to "strongly disagree." A response of "strongly agree" was assigned the value of 1, whereas the response of "strongly disagree" was assigned the value of 4. This numeric assignment enabled the research to be quantitatively analyzed.

The first section of the survey aimed at identifying the cohorts' feelings of group cohesiveness in the 1999-2000 academic school year, prior to the entry of new members. The second section measured the group's level of cohesiveness in the 2000-2001 school year, after the new members had joined the group. The survey also contained qualitative data. This qualitative data was in the form of three open-ended questions. The background questions asked within the survey obtained information on the participant's gender, ethnicity, age and undergraduate degree. The participant's gender, ethnicity, and

undergraduate degree was a nominal level of measurement, age was a ratio level of measurement.

In regards to the quantitative data, the concepts that were used were the idea of cohesiveness and the effects that new members had on a group's sense of unity. The variables used within this framework were the independent variable, which was new members, and the dependent variable, which was group cohesiveness. This study was conducted in order to determine whether or not there was a correlation between group cohesiveness and the entry of new members into an established group.

The quantitative data was analyzed in several different ways. A univariate analysis was done on the quantitative data obtained within the background section of the survey. A frequency distribution was done on the participants' gender, age, ethnicity, and undergraduate degree. Measures of central tendency and measures of dispersion were also done in order to further analyze this data. The statistical test that was conducted for bivariate analysis was a t-test for paired samples. This test enabled the researchers to determine whether or not a difference existed between the first 15-question section of the questionnaire and the second section of the questionnaire. The result of this test answered the

research question of whether or not the entry of new members affected the cohesiveness of an established group.

With reference to qualitative analysis, the responses to the three open-ended questions were reviewed. The responses were then divided into distinct categories for analysis. These categories emerged from the similar constructs that arose within the responses.

CHAPTER FOUR
FINDINGS AND RESULTS

There were a total of 23 participants in this study. Of these participants, 60.9% of the respondents were in the mental health cohort. The remaining 39.1% were in the child, youth and family cohort. The mental health cohort had a total of 19 students. Five of these 19 students were added in the 2000-2001 academic school. These new members constituted 26.3% of the mental health cohort. The child, youth and family cohort consisted of 23 members, 2 of which were added in the 2000-2001 academic school year. These new members constituted 8.7% of the child, youth, and family cohort. There were 14 members in the mental health cohort that were eligible to participate in this study. Of these 14 members, 100% participated in this study. The child, Youth, and Family cohort had 21 eligible participants. Of these 21 participants, 9 participants or 42.9% of the cohort participated in this study.

A frequency distribution ran on the demographic data (see Appendix D) revealed that 91.3% of the participants were female and 8.7% were male. Ethnicity was reported as follows: 21.7% of the participants were African American; 8.7% were Asian; 60.9% were Caucasian; and the remaining

8.7% were Hispanic/Latino. With reference to age, 2 of the 23 participants failed to report their age. Within the collected data, participants ranged from 23 years to 58 years of age, with the average being 34 years. An analysis of undergraduate degrees showed that 56.5% of the participants had a B.A. in Psychology; 8.7% had a B.S. in Social Work; 13.0% had a B.S. in Sociology; and 21.7% had degrees in other fields.

The Likert score received for questions 1-15 in the survey, which corresponded to the participant's feeling of group cohesiveness, were summed for each academic year. For example, if the participant strongly agreed to all 15 questions they would receive a score of one for each question and a final score of 15 for the year. The scores from the 1999-2000 school year were compared to the scores from the 2000-2001 academic year using a t-test for paired samples. The t-test did not show a significant change in the participant's perceived level of cohesiveness after the entry of new members into the group ($t = -.783$, $df = 22$, $p = .442$). When analyzed separately by each individual cohort, no significant changes from the 1999-2000 academic year to the 2000-2001 academic year were reported. The mental health cohort yielded a t-test score of ($t = -.566$, $df = 13$, $p = .58$). The child, youth,

and family cohort yielded a result of ($t = -.521$, $df = 8$, $p = .62$). Although neither cohort revealed significant results, the probability level was lower for the mental health cohort.

A t-test for paired samples was run on each of the individual cohesiveness questions. None of the 15 questions yielded a significant result. However, patterns were seen when the frequency distributions, run on the responses for each individual question in both academic years, were compared (see Appendices E and F). For instance, in the 1999-2000 academic year, 17.4% of the participants stated that they disagreed with the statement that individual success is appreciated by the group. This level of disagreement increased to 39.1% in 2000-2001 academic year. This significant change was seen again in the third question, where participants were asked to respond to the statement that students encourage other members to voice their opinions. In the first year 60.9% of the participants agreed with this statement, whereas only 39.1% agreed with this statement the second year. The fourth question in the survey pertained to the statement that group members do not reveal personal information during group discussions. The results showed that 4.3% agreed with this statement in the 1999-2000 academic year,

whereas 34.8% agreed with this statement the following year. Another question referring to the group members viewing their fellow members as friends yielded a 78.3% agreement response in the initial year and then decreased to 65.2% the following year. Group members also seemed to enjoy spending time together more the first year, displayed by the decrease in agreement to this statement from 73.9% to 60.9%. This change in percentages was seen in the majority of the questions asked. In fact, the amount of disagreement reported increased from the 1999-2000 academic year to the 2000-2001 academic year for 13 out of the 15 questions asked. The remaining 2 questions received an equal amount of disagreement.

With reference to life stressors, no significant change was discovered, revealing that personal life stressor did not seem to influence the group members' feeling of group cohesiveness.

The qualitative results for each question were analyzed and each response was placed into a distinct category corresponding to its common theme (see Appendix G). The first question, referred to how the group members' felt the group had changed after the entry of new members. The responses for this question fell into four distinct categories, which included: the group grew closer; cliques

formed within the group; the group became less connected; and the group was unchanged. The data revealed that 17.4% of the participants felt that the new members enabled the group to grow closer; 8.7% responded that the group divided into individual cliques; 43.5% reported that the group became less connected, and the remaining 30.4% felt there was no group change. With reference to the mental health cohort, 21.4% of the members felt that the group grew closer, 7.1% reported the formation of individual cliques, 57.2% felt that the group became less connected, and the remaining 14.3% reported no change in the group. A closer examination of the child, youth, and family cohort revealed that 11.1% of their members felt that the group grew closer, 11.1% reported a formation of individual cliques, 43.5% felt that the group became less connected, and 30.4% reported no group change.

A careful analysis of the second question, which referred to the affect that the new members had on the group's overall sense of unity, revealed three distinct response categories. These categories were as follows: the group became more unified; the group was not as unified due to the formation of cliques; and that the group was unchanged. Overall, 13.0% of the participants felt that the group became more unified, 60.9% reported that the

group lacked unity due to the formation of cliques, and 26.1% reported no change in group unity. An examination of the individual cohorts showed that 21.4% of the mental health cohort felt that the group become more unified after the entry of new members, 64.3% reported that group unity decreased, and the remaining 14.3% reported no change. With regards to the child, youth, and family cohort, 0.0% felt that the group became more unified, 55.6% saw a decrease in group unity, and 44.4% reported no change.

The final qualitative question asked whether or not the group members would like to have the group membership held constant throughout the two years of their masters program. Overall, 43.5% of the participants reported that they would like to complete both years of the masters program with the same group members they started with. They made comments like, it would help foster "close relationships and positive team experiences", and that new members aren't "connected to the cohort or understand our traditions." In general, those who responded in favor of this question reported that group constancy increases group cohesion. The remaining 56.5% of the participants disagreed with the concept of holding the group membership constant. This group reported that change was beneficial

and that consistency in group membership was unnecessary. Statements like, "by integrating new values, opinions, educational backgrounds, and cultural perspectives, it diversifies my education", and "change is good for everyone" were given to support this opinion. An analysis of each cohort and their response to this question revealed that 28.6% of the mental health cohort and 66.7% of the child, youth, and family cohort supported the idea that group cohesion is fostered by consistency in group membership. The remaining 71.4% of the mental health cohort and 33.3% of the child, youth, and family cohort reported that change is positive and that new members should be allowed to enter into the pre-established group.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Although the results of this study were not statistically significant, a comparison of the summed data for each academic year revealed that 12 out of the 23 participants did show a decrease in their level of perceived cohesiveness after the new members entered into the group. In addition, many of 11 participants, whose analyzed quantitative data showed an increase in perceived group cohesion, reported a negative feeling of group cohesion within their qualitative responses. This shows an inconsistency between the quantitative data and the qualitative data, suggesting that the qualitative questions asked may not have been representative of the participant's actual feelings. The fact that the survey was not empirically tested for reliability and validity may have affected the purity of the results.

In addition to the survey itself, the sample size used was not randomly distributed and was very small. By choosing to only survey the two full-time second-year social work cohorts, the sample size was limited to 35 participants. Of these 35 participants, only 23 chose to actually complete the survey. The results of this study

may have been different if the researchers were able to survey all of the potential participants. The results may also prove to be different in future studies if the sample size is significantly increased. Smaller sample sizes make it more difficult to yield significant results.

With reference to the individual cohorts, all of the participants in the mental health cohort participated in this study, whereas only 9 out of 21 of the students in the child, youth, and family cohort chose to participate. This difference in response rates between the two cohorts may have occurred for several reasons. First of all, the researchers were members of the mental health cohort, so the students in this cohort may have felt more obligated to participate. The researchers did not know the majority of the students in the child, youth, and family cohort and therefore the sense of unity the researchers had with them was not established. Another factor that affected this response rate was the differences between the professors' willingness to support the survey. The mental health professor allowed the survey to be conducted during class time, whereas the child, youth, and family professor refused to allow the survey to be conducted during class time. The child, youth, and family professor asked the researchers to administer the survey to the students after

class time. The researchers made an appointment to come after a specified class during the spring quarter. The professor held the class ten minutes past the specified class time and the students were unable to stay any longer to participate in the survey because they were late for their next class. The researchers re-scheduled the time to administer the survey. Again, the professor held the class over their allotted time and then made an announcement that the researchers were going to conduct a survey, but that their participation was not required, nor expected by the professor. This difference in the response rates between the cohorts and within the child, youth, and family cohort itself, may have affected the results of this study.

Another difference between the two cohorts was that the mental health cohort received 5 new members whereas the child, youth, and family cohort only received 2 new members. This difference in new members may have affected the group's overall ability to adjust to the incoming members. It may have been easier for the child, youth, and family cohort to accept 2 new members and their personality styles, academic abilities, etc. while maintaining perceived group cohesiveness. The mental health cohort had a bigger challenge adjusting to 5 new

members and the changes they introduced. The results of this study may have been better if this factor was held constant.

Another factor that may have influenced the result was that the first section of the survey relied completely on the participant's memory. The first section of the survey asked the participants to answer questions corresponding to the 1999-2000 academic year. The second half of the survey asked the same questions, but referred to the 2000-2001 academic year. The study would have been more accurate if the first section of the survey was administered in spring of 2000 and the second half of the survey was administered in spring of 2001. This would have captured the group's feeling while they were currently experiencing the dynamics of their group. In addition, answering the same questions twice may have confused the participants. By spacing out the administration of the two sections of the survey, the participants would have probably focused more on each question. They would have had to re-read each question completely, whereas when they completed the sections together in the same day, they were able to skim and answer them according to their short-term memory.

A final explanation for the results may be that the entry of new members may not be the only factor influencing the group members' level of perceived cohesiveness. Although life stressor was controlled for in this study, other influencing variables, such as school burnout, may have needed to be controlled for as well.

Overall, the quantitative data, when analyzed through the comparison of each individual question from one academic year to the next, showed a decrease in the overall level of perceived cohesiveness. A decrease in group cohesion was also reported within the qualitative data. These factors show that further studies need to be done in this area in order to adequately answer the question of whether or not new members affect group cohesiveness in a negative or positive manner.

As shown in the literature review, group cohesiveness is an important factor in the success of a group. Therefore, further research in this area is needed in order to provide sufficient evidence to future group leaders as to what factors positively influence a group experience. The more efficiently group leaders establish their groups, the more the group members will attain from the overall group experience. This is especially important in the academic realm, where increased group cohesion may

assist in raising the student's satisfaction with their academic program as well as their academic success.

APPENDIX A

SURVEY

Group Development Survey

The following statements are designed to measure group development over time. In the first section, questions correspond to the social work cohorts in the 1999-2000 academic school year. In the second section, questions refer to the 2000-2001 academic school year. Please read each statement carefully and indicate whether you strongly agree, agree, disagree, or strongly disagree with the statement by circling the answer that pertains to you. Please answer these questions as honestly as possible. Also, please place your middle initial, the month, and date of your birthday (i.e. L 0125) in the top right corner of your survey, labeled "ID." This will enable the researchers to reintegrate the data once both sections are completed. Your confidentiality will be maintained at all times.

Section #1:

In the 1999-2000 academic school year...

1. The success of one member is appreciated by the entire group.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
2. Group members disclose personal information to other members of the group.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
3. The students in my cohort encourage other members to voice their opinions.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
4. Group members do not reveal personal information during group discussions.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
5. Group members influence each other to attain goals.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

6. The students in my cohort share similar values.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
7. Our cohort has established its own group norms and traditions.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
8. I view my cohort members as my friends.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
9. Members of my cohort trust each other.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
10. I enjoy spending time with my cohort members.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
11. My cohort is committed to the success of each of its members.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
12. I try to make sure that everyone enjoys being a member of the group.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
13. I express acceptance and support when other members disclose personal information.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
14. I try to make all members feel valued and appreciated.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
15. I am influenced by other group members.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

16. In the 1999-2000 academic school year, how would you rate your degree of personal life stressors, such as marriages, divorces, births, deaths in the family, etc.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

Group Development Survey

The following statements are designed to measure group development over the 2000-2001 academic school year as opposed to the 1999-2000 academic year you did previously. Please read each statement carefully and indicate whether you strongly agree, agree, disagree, or strongly disagree with the statement by circling the answer that pertains to you. Please answer these questions as honestly as possible. Also, please place your middle initial, the month, and date of your birthday (i.e. L 0125) in the top right corner of your survey, labeled "ID." This will enable the researchers to reintegrate the data once both sections are completed. Your confidentiality will be maintained at all times.

Section #2:

In the 2000-2001 academic school year...

1. The success of one member is appreciated by the entire group.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
2. Group members disclose personal information to other members of the group.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
3. The students in my cohort encourage other members to voice their opinions.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
4. Group members do not reveal personal information during group discussions.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
5. Group members influence each other to attain goals.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
6. The students in my cohort share similar values.
1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

7. Our cohort has established its own group norms and traditions.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
8. I view my cohort members as my friends.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
9. Members of my cohort trust each other.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
10. I enjoy spending time with my cohort members.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
11. My cohort is committed to the success of each of its members.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
12. I try to make sure that everyone enjoys being a member of the group.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
13. I express acceptance and support when other members disclose personal information.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
14. I try to make all members feel valued and appreciated.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
15. I am influenced by other group members.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**
16. In the 1999-2000 academic school year, how would you rate your degree of personal life stressors, such as marriages, divorces, births, deaths in the family, etc.
- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**

Overall...

1. How has your group changed due to the entry of new members?

2. How has the entry of new members affected the unity of your group?

3. Would you like the members of the group to remain constant through the two years of membership?
If yes, why?

Background information:

1. What is your gender?
 1. Female
 2. Male

2. What is your ethnicity?
 1. African American
 2. Asian
 3. Caucasian
 4. Hispanic/Latino
 5. Native American
 6. Other

3. What is your age? _____

4. What is your undergraduate degree?
 1. B.S. of Psychology
 2. B.S. of Social Work
 3. B.S. of Sociology
 4. Other, please specify _____

APPENDIX B
INFORMED CONSENT FORM

Study of Group Cohesiveness

Informed Consent

The study in which you are about to participate is designed to investigate group development over time. This study is being conducted by Kristie Bott and Michele Reed under the supervision of Steve Petty, Licensed Clinical Social Worker. This study has been approved by the Department of Social Work, a subcommittee of the Institutional Review Board, California State University, San Bernardino. The university requires that you give your consent before participating in this study.

In this study, you will be asked to respond to several statements by stating whether you strongly agree, agree, disagree, or strongly disagree with them. You will also be asked to respond to three open-ended questions related to group development. The survey will be divided into two parts. The first section will contain questions related to the 1999-2000 academic school year. The second section will contain questions related to the 2000-2001 academic school year. The open-ended questions and background questions will be administered after the completion of the second section of the survey. Each section of the survey will take you approximately 5 minutes to complete.

All of your responses will be held in the strictest of confidence by the researchers. All data will be reported in group form only. You are not required to place your name anywhere on the survey. You will only be asked to place your middle initial and the month and day of your birthday (in numeric form) on the top of each section of the survey. The researchers will not have access to your middle initial or your birth date. This information will just be used as a code, which will allow the researchers to reintegrate the two sections of the survey and analyze the data correctly. You may receive the group results of this study upon completion in the spring quarter of 2001.

Your participation in this study is totally voluntary. You are free to withdrawal at any time during this study without penalty. When you complete the survey, you will receive a debriefing statement describing the study in more detail. In order to ensure the validity of this study, we ask you not to discuss this study with other students.

If you have any questions about the study, please feel free to contact Kristie Bott, Michele Reed, or Steve Petty, LCSW at (909)880-5501.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here

Today's Date: _____

APPENDIX C
DEBRIEFING FORM

Study of Group Cohesiveness Debriefing Statement

The study you have just completed was designed to investigate group cohesiveness. Specifically, we were studying whether or not the entry of new members into an established group affects the group's level of cohesiveness. We separated the survey into two sections in order to determine how cohesive you thought the group was before the new members were introduced into the group and how cohesive you thought the group was now that the new members were a part of your group. We are particularly interested in discovering whether or not the entry of new members into an established group is beneficial for the overall functioning of the group.

Thank you for your participation and for not discussing the contents of the survey with other students. If you have any questions about the study, please feel free to contact Kristie Bott, Michele Reed, or Steve Petty, LCSW at (909)880-5501. If you would like to obtain a copy of the group results of this study, please contact the Pfau Library at the end of the spring quarter of 2001.

APPENDIX D
PARTICIPANTS' DEMOGRAPHIC
INFORMATION

Table 1: Participants' Demographic Information

	n	valid %
Gender		
Male	21	91.3%
Female	2	8.7%
Ethnicity		
African American	5	21.7%
Asian	2	8.7%
Caucasian	14	60.9%
Hispanic/Latino	2	8.7%
Age		
20-30 years	9	42.9%
31-40 years	8	38.1%
41-50 years	2	9.5%
51-60 years	2	9.5%
Undergraduate Degree		
B.A. of Psychology	13	56.5%
B.S. of Social Work	2	8.7%
B.S. of Sociology	3	13.0%
Other	5	21.7%

APPENDIX E
PARTICIPANTS' RESPONSES TO THE
COHESIVENESS QUESTIONS IN
1999-2000

Table 2: PARTICIPANTS' RESPONSES TO THE COHESIVENESS
QUESTIONS IN 1999-2000

	Strongly Agree	Agree	Disagree	Strongly Disagree
Individual success is appreciated by the group	21.7%	56.5%	17.4%	4.3%
Group members disclose personal information to the group	30.4%	43.5%	8.7%	17.4%
Students encourage other members to voice their opinions	13.0%	60.9%	17.4%	8.7%
Group members do not reveal personal information during group discussions	17.4%	4.3%	56.5%	21.7%
Group members influence each other to attain goals	17.4%	60.9%	17.4%	4.3%
Students in my cohort share similar values	0.0%	47.8%	34.8%	17.4%
Our cohort has established its own norms and traditions	26.1%	47.8%	26.1%	0.0%
I view my group members as my friends	4.3%	78.3%	17.4%	0.0%
Members of my cohort trust each other	0.0%	56.5%	39.1%	4.3%
I enjoy spending time with my cohort members	0.0%	73.9%	21.7%	4.3%
My cohort is committed to the success of each of its members	4.3%	56.5%	30.4%	8.7%
I try to make sure that everyone enjoys being a member of the group	4.3%	65.2%	26.1%	4.3%
I accept and support other members when they disclose personal information	30.4%	65.2%	4.3%	0.0%
I try to make all members feel valued and appreciated	30.4%	60.9%	8.7%	0.0%
I am influenced by other group members	4.3%	52.2%	34.8%	8.7%

APPENDIX F
PARTICIPANTS' RESPONSES TO THE
COHESIVENESS QUESTIONS IN
2000-2001

Table 3: PARTICIPANTS' RESPONSES TO THE COHESIVENESS
QUESTIONS IN 2000-2001

	Strongly Agree	Agree	Disagree	Strongly Disagree
Individual success is appreciated by the group	13.0%	47.8%	39.1%	0.0%
Group members disclose personal information to the group	17.4%	52.2%	21.7%	8.7%
Students encourage other members to voice their opinions	13.0%	39.1%	39.1%	8.7%
Group members do not reveal personal information during group discussions	0.0%	34.8%	56.5%	8.7%
Group members influence each other to attain goals	8.7%	47.8%	43.5%	0.0%
Students in my cohort share similar values	0.0%	47.8%	34.8%	17.4%
Our cohort has established its own norms and traditions	17.4%	47.8%	34.8%	0.0%
I view my group members as my friends	4.3%	65.2%	30.4%	0.0%
Members of my cohort trust each other	4.3%	52.2%	43.5%	0.0%
I enjoy spending time with my cohort members	13.0%	60.9%	26.1%	0.0%
My cohort is committed to the success of each of its members	8.7%	43.5%	47.8%	0.0%
I try to make sure that everyone enjoys being a member of the group	13.0%	52.2%	30.4%	4.3%
I accept and support other members when they disclose personal information	30.4%	60.9%	8.7%	0.0%
I try to make all members feel valued and appreciated	21.7%	52.2%	26.1%	0.0%
I am influenced by other group members	4.3%	47.8%	39.1%	8.7%

APPENDIX G
PARTICIPANTS' QUALITATIVE
RESPONSES

Table 4: Participants' Qualitative Responses

	Mental Health Cohort	Child, Youth, and Family Cohort	Overall Results
How has the group changed due to the entry of new members?			
Group grew closer	21.4%	11.1%	17.4%
Cliques formed	7.1%	11.1%	8.7%
Groups became less connected	57.2%	22.2%	43.5%
Unchanged	14.3%	55.6%	30.4%
How has the entry of new members affected the unity of your group?			
Group became more unified	21.4%	0.0%	13.0%
Not as unified/ cliques formed	64.3%	55.6%	60.9%
Unchanged	14.3%	44.4%	26.1%
Would you like the members of the group to remain constant throughout the two years of membership?			
Yes: build strength and cohesion	28.6%	66.7%	43.5%
No: Change is good; consistency is unnecessary	71.4%	33.3%	56.5%

REFERENCES

- Alder P., & Alder, P. (1995). Dynamics of inclusion and exclusion in preadolescent cliques. Social Psychology Quarterly, 58(3), 145-162.
- Aiken, L. (1992). Some measures of interpersonal attraction and group cohesiveness. Educational & Psychological Measurement, 52(1), 63-67.
- Barker, V. E., Abrams, J. R., Tiyaamornwong, V., Seibold, D. R., Duggan, A., Sun, P. H., & Sebastian, M. (2000). New contexts for relational communication in groups. Small Group Research, 31(4), 470-504.
- Carless, S. A., & de Paola, C. (2000). The measurement of cohesion in work teams. Small Group Research, 31(1), 71-88.
- Carron, A. V., & Brawley, L. R. (2000). Cohesion. Small Group Research, 31(1), 89-106.
- Dorn, S. M., & Papalewis, R. (1995). Educators earning their doctorates: Doctoral student perceptions regarding cohesiveness and persistence. Education, 116(2), 305-314.
- Evans, C. R., & Dion, K. L. (1991). Group cohesion and performance: A meta-analysis. Small Group Research, 22(2), 175-186.
- Farrell, M. P., & Barnes, G. M. (1993). Family systems and social support: A test of the effects of cohesion and adaptability on the functioning of parents and adolescents. Journal of Marriage & the Family, 55(1), 119-132.
- Holland-Jacobsen, S., Holland, R. P., & Cook, A. S. (1984, September). Mobility: Easing the transition for students. The School Counselor, 49-53.
- Johnson, D. W., & Johnson, F. P. (1982). Joining Together: Group Theory and Group Skills. New Jersey: Prentice-Hall, Inc.
- Lane, K. E., & Dickey, T. (1988, May). On the scene: New students and grief. The School Counselor, 35, 359-362.

- Lieberman, M. A., Yalom, I. D., & Miles, M. B. (1973). Encounter Groups: First Facts. New York: Basic Books, Inc., Publishers.
- Moore, R. M. (1997). The positive effects of cohesion on the creativity of small groups. International Social Science Review, 72(3/4), 84-93.
- Northern, H. (1988). Social Work With Groups. New York: Columbia University Press.
- Riddle, B. L., Anderson, C. M., & Martin, M. M. (2000). Small group socialization scale. Small Group Research, 31(5), 554-572.
- Ryska, T. A., & Cooley, D. (1999). Developing team cohesion: A comparison of cognitive-behavioral strategies of U.S. and Australian sport coaches. Journal Of Psychology Interdisciplinary & Applied, 133(5), 523-539.
- Shapiro, B. Z. (1990). The social work group as social microcosm: "frames of reference" revisited. Social Work With Groups, 13(2), 1-20.
- Shapiro, S. (1993). Strategies that create a positive classroom climate. Clearing House, 67(2), 91-98.
- Spink, K. S., & Carron, A. V. (1994). Group cohesion effects in exercise classes. Small Group Research, 25(1), 26-42.
- Wheeler, J. L., & Kivlighan, D. M. (1995). Things unsaid in group counseling: An empirical taxonomy. Journal of Counseling & Development, 73, 586-591.
- Zander, A. (1983). Making Groups Effective. San Francisco: Jossey-Bass Publishers.

ASSIGNED RESPONSIBILITIES

This was a two-person project where authors collaborated throughout. These responsibilities were assigned in the manner listed below.

1. Chapter One: Problem Formulation

Primary: Kristie Bott

Secondary: Michele Reed

2. Chapter Two: Literature Review

Primary: Michele Reed

Secondary: Kristie Bott

3. Chapter Three: Methodology:

Sampling and Data Analysis:

Primary: Kristie Bott

Secondary: Michele Reed

Procedures:

Primary: Michele Reed

Secondary: Kristie Bott

4. Chapter Four: Findings and Results:

Primary: Kristie Bott

Secondary: Michele Reed

5. Chapter Five: Conclusions and Recommendations:

Primary: Michele Reed

Secondary: Kristie Bott