

ATTRIBUTION OF PERSONAL RESPONSIBILITY FOR
SELF ACTION IN A SMALL GROUP CONTEXT

by

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Chapter One: Introduction

One of the implicit objectives of an experiential growth or therapy group may be to increase the extent to which an individual takes responsibility for his own behavior, becomes aware of his own choices, and plans for the future. In the following pages are described several small group projects in which change in the attribution of personal responsibility was explicitly measured. The predictions were derived from attribution theory, which describes the manner in which individuals ascribe cause and effect to events around them. The theory assumes that man is rational, although his explanation may end up being psycho-logical, rather than logical. The psychologists' attribution theory reflects a view of man called Hellenic by Barrett (1958). Hellenic man assumes that all events are caused. I turn first to a discussion of the implications of this view of man.

Hellenic man is a person of reason. His linear, sequential, and logical way of thinking follows from his view of the causal nature of the universe. In contrast, Barrett's Hebraic man does not perceive the world in terms of cause and effect; he is a man of faith. Barrett suggests that faith is a trust in the relation of one person to another.

In western society there is a very significant occurrence which stems from our Hellenic world view. Religion has been replaced by a faith in science and technology. Burke, in

Permanence and Change (1954), has commented extensively on the tragic drama we are living as a result of our utilitarian, competitive world view. Our rational approach has led to an ordering of society based on function or usefulness. Barrett suggests the resulting depersonalization and partializing has produced an alienation from our essence. Our worth depends on the external judgment and reward offered by society.

Heidegger (in Barrett, pp. 207-208) charges that western society has ignored its Hebraic tendencies. He suggests that we de-emphasize our rationality and view the world in closer proximity to being. For Heidegger this can be accomplished by acknowledging our Hebraic tendencies and going beyond our depersonalized and alienated existence. By confronting the certainty of death, we can put aside wasteful day-to-day habits, and open ourselves to personally essential projects.

Heidegger argues for decreasing the emphasis on our rationality. However, we are primarily men of reason. Thayer (1963) suggests that much of what we do is habitual and well described by a rational cause-effect approach to the nature of man. Certainly our essence in western society is more Hellenic than Hebraic. The key to this problem lies in the realization that it is not necessary for us to irrevocably choose one position or the other. It is possible for man to be both rational and irrational. This position permits us to retain our Hellenic capabilities and to acknowledge our Hebraic tendencies also.

Heidegger's thinking suggests that westerners can benefit by recognizing our personal ability to influence the direction of our lives. He wants men who have been controlled primarily by their external environment to become more aware of their internal urges or directions. This is not to say our environment does not influence what we do, but rather that people can, to a degree, focus their behavior in the directions which are internally and personally satisfying.

In the field of social psychology, the development of attribution theory has focused on this internal-external influence issue. Generally, an attribution serves to place information in a cause-effect relationship. The actor is seen as a constructive thinker searching for causes of events and acting on imperfect knowledge of a causal structure in ways that appear appropriate (in Jones and Nisbett (1971), p. IX). In a given situation behavior can be attributed to the actor, his social and/or physical environment, or more likely, to some combination of these factors.

A second dimension relevant to the present discussion is the tendency in a situation for an actor to attribute his behavior to his environment (Jones and Nisbett, 1971). These authors have also posited that an observer of the same situation tends to place responsibility for behavior in the actor.

There are numerous studies which tend to support this position. Taylor and Koivumaki (NOTE 1) did a study which

involved ratings of positive and negative behaviors of strangers, acquaintances, friends, spouse, and self. In a series of four experiments they found moderate support for the contention that people tend to view their own behavior more situationally than the actions of others.

Storms (1973) reported a study which involved assessing the effects of visual orientation on self attributions. His data showed strong support for actors' tendencies to place responsibility for their behavior in the environment.

Additionally, subjects were asked why they had agreed to participate in research in a study by McArthur (1972). Again, findings were such that subjects (actors) attributed their participation to external factors, such as the importance of the research study.

In sum, theory and research evidence lend support to the notion that an actor has a tendency to attribute the cause of self action to stimuli in the environment. Thus, we see a view of man not unlike that captured in Heidegger's externally controlled man (in Barrett, 1958, p. 219).

Other authors have applied this internal-external conception to different issues. Riesman (1950) in his The Lonely Crowd distinguished between "inner-directed" and "other directed" Americans. He suggested that conformity in earlier generations of Americans was "inner-directed". It involved an individual internalization of adult authority. He believed that contemporary Americans (1950) are more "other-directed", primarily influenced by the opinions of those in the social environment.

McClelland (1954), cognizant of Riesman's work, adapted these notions to his own research on achievement. He advanced two motives for achievement. The first was v achievement. In a study by DeCharms, Morrison, Rietman, and McClelland (1954), v achievers were found to be more responsive to authoritative opinions as to what constituted "correctness" or success. Also, v achievers were found to be generally more conformist than n achievers. This second motive for achievement, n achievement, involved a tendency towards individualism and unwillingness to be pressured into conforming.

DeCharms (1968), a student of McClelland, has developed a theory of motivation which is based on these ideas and those developed in attribution theory. His theory is based on the concept of personal causation, which is "the initiation by an individual of behavior intended to produce a change in his environment." (DeCharms, 1968, p. 6). Behavior, according to DeCharms, tends towards one of two extremes. At one end, when an individual initiates actions, he is the originator of the intention and the behavior. This intrinsically motivated action is described as Origin behavior by DeCharms. On the other hand, when an external source forces or induces one to action, the individual experiences himself as an instrument of that source. This extrinsically motivated action is called Pawn behavior.

It is important to recognize that DeCharms' notions of the Origin and the Pawn function at two levels. First, we may tend

to view others' personalities as primarily Origin or Pawn in nature. Second, the environment in which one is acting will have a relative amount of freedom or restriction for intrinsically motivated behavior. Thus, one's environment can also be conceptualized in terms of its Origin and Pawn characteristics.

DeCharms (1972) describes a study which suggests school children can be trained to become originators of behavior as well as responders to their educational environment. In this study DeCharms points to the vital role personal responsibility and realistic world view play in Origin behavior. Further, he suggests that "to treat a person as an Origin is to help him to take responsibility for his own behavior." (DeCharms, 1972, p. 97). More specifically, he states four goals for personal causation training. First, one is able to set more realistic goals. Second, one has a greater awareness of personal strengths and weaknesses. In addition one is better able to describe concrete actions or steps that will lead to goal achievement. Finally, the individual is more able to perceive whether present actions are conducive to reaching a personal goal. In this study DeCharms (1972) provided convincing data which support his advocacy of personal causation training in school children.

It has been suggested that it might be personally beneficial for individuals to assume greater responsibility for their own actions. However, this is not to say that people should be held responsible for their every act. Valins and Nisbett (1971) have developed a therapy based on the ideas of attribution theory. These authors theorize that failure to use social

consensus to check shameful evaluations can lead to self-ascriptions of mental abnormality. The objective of this attribution therapy is to enable clients to use social comparison processes to check on their self evaluations. The therapist can aid in this process by pointing to alternative and benign explanations of personal behavior. Valins and Nisbett suggest that alternative explanations for personal actions may be either intrinsic or extrinsic depending on the situation. Thus, there are cases where it may be more therapeutic to enable an individual to attribute his actions to external factors than to internal motivation.¹

To summarize, I see western man as primarily a creature of reason, who is, however, influenced by his emotionality. He tends to live an external, environmentally controlled existence. Heidegger and DeCharms have posited that an internal motivation for self behavior encourages more personal satisfaction and self fulfillment in life. Thus, the general question dealt with in this project was: in a given context can these ideas of internal motivation for personal behavior be encouraged, and do individuals perceive themselves to be more responsible for their lives following such experience?

¹Storms' (NOTE 2) thinking is directly related to these ideas. He posits two dimensions of control of personal behavior. One is theoretical. It involves personal and societal demands which are internalized by the individual. The other dimension is a

The context in which these questions were explored was the Life Planning Workshop. The essential purpose of this workshop process is to enable people to be more aware of their influence on their own lives, and to assert themselves in directions which would be personally meaningful and satisfying. Many people do not think of themselves as creators of their own future. Of those who do attempt to influence their future, many have no clear method of approaching the problem. Thus, more specifically, the Life Planning Workshop was intended to increase an individual's awareness as related to the specific dimensions of personal identity, aspirations, capabilities, and possible futures.

Exercises in the identity section focused on defining the self in terms of central personality factors, behavioral patterns, important social roles, and personal values. Personal aspirations were dealt with to formulate and clarify life goals and hoped-for accomplishments. Exercises in this part of the workshop focused on both defining aspirations and creatively exploring for new goals and desired directions. One's capabilities are his skills and resources. Exercises in the third segment of the workshop pointed to activities which an individual enjoys and wants to improve in order to realize his desires and aspirations. Finally, possible

functional one. This involves our reality, what it is we actually say and do. Storms suggests that adaptive behavior occurs when our theoretical and actual behavior are congruent.

futures were explored in the workshop. The purpose here was to begin to use insights from the workshop, and set some realistic goals for the future. Exercises focused on developing concrete and achievable goals. Also, a model for action planning to be used independently following the completion of the workshop was presented and experienced. This model of goal analysis was designed to encourage the development of action steps towards realizing essential projects, assessing needed resources, and analysing internal and external forces which support or work against goal realization.

Thus, the basic thrust of the workshop is towards a clarification of one's identity, aspirations, capabilities, and possible futures. One central notion behind all these sections is the development in the individual the ability to realistically assess the degree to which he is responsible for what happens to him. It is believed this focus enables an individual to initiate more complex, creative, and satisfying actions in areas he can intentionally control.

Maladaptive behavior, such as that suggested by Valins and Nisbett, will tend to occur when our actual behavior is incompatible with our idealized self image.

Chapter II

Overview

There were three general areas of evaluation that I wanted to deal with in this project. First, was an assessment of the degree to which the outcomes of the Life Planning Workshop increased awareness of one's identity, aspirations, capabilities, and possible futures. The second area of evaluation concerned movement towards a more even distributing of self and environmental responsibility for personal behavior. The final area was a more controlled focus on which aspects of the Life Planning Workshop were most influential in clarifying the issue of personal responsibility, and in enabling individuals to perceive more of a balance between environmental and self influence on their own behavior. The project involved three studies. First, I will deal with an evaluation of the Life Planning Workshop.

Study I: Life Planning Workshop Evaluation

Method

Participants in this study were college students and individuals from the local community who were interested in attending the Life Planning Workshop. A small fee was charged to cover expenses and pay leaders of the workshops. In all, 6 workshops were evaluated in a separate sample pretest-posttest design with 3 groups in each condition. It should be noted that each workshop was conducted by a different leader, trained

by the Life Planning Center.

The format of the workshop was as follows. Initially, leaders introduced themselves, briefly discussed the goals of the workshop, and outlined the program to be followed during the session. Section 1 of the workshop consisted of a series of 4 to 5 exercises designed to increase self awareness in terms of personal values, social roles, behavior patterns, and personality tendencies. Section 2 of the workshop dealt with personal aspirations. Here, a series of 3 to 5 exercises were conducted to focus on ideal life goals and accomplishments. The third section of the workshop involved a consideration of personal skills. In this phase 2 or 3 exercises were presented to clarify an individual's abilities, areas of satisfaction, decision making processes, and areas of desired improvement. The final part of the workshop involved 3 to 6 exercises designed to encourage realistic goal setting and commitment to these goals (see Appendix A).

At the outset of the workshop each participant was given a notebook to record his thoughts and any goals that resulted from the workshop. Participants were encouraged to make extensive use of these notebooks, and were permitted to keep them for future use and reference (see Appendix B). During the workshop individuals worked both alone, and in consulting groups of 3 to 4 members designed to make salient individual progress.

The evaluation employed a questionnaire containing 2 sections which was administered either at the beginning or at the conclusion of the workshop (see Appendix C). The first

section of the questionnaire contained background questions as well as 9 Likert type statements designed to detect changes in awareness on the dimensions of personal identity, aspirations, capabilities, and possible futures (e.g., "I have a pretty good understanding of myself."). The second section of the questionnaire was a measure of the balance between self responsibility and environmental influence on personal behavior (Taylor and Koivumaki, NOTE 1).

The hypotheses of the study were: the Life Planning Workshop 1) would increase awareness of self-identity, aspirations, capabilities, and possible futures, and 2) would increase the degree of responsibility for past and present self behavior, and willingness to assume greater responsibility for future personal actions.

Results

A group by question analysis of variance on the nine questionnaire items indicated that the post-workshop scores were significantly more positive than the pre-workshop scores, $F(8,512)=2.76$, $p < .005$. Questions 2, 5, 7, and 9 account for the major proportion of the variance. Question 2, designed to deal with capabilities was: "I have a firm grasp on what have been rewarding and non-rewarding experiences in my life.", $t(8)=2.76$, $p < .05$. Question 5 was: "I think my life style plans might adversely affect family plans.", $t(8)=2.38$, $p < .05$. Question 7 stated: "I have a clear picture of how to get the training necessary to pursue a career.", $t(8)=2.34$, $p < .05$. Finally, question 9 stated: "I feel good about my life.", $t(8)=3.14$, $p < .02$.

It should be noted while the scores on the other five questionnaire items were not significant, the means for these items did indicate a more positive posttest score than on the pretest.

The responsibility measure was designed so that participants could attribute a percentage of cause for personal action to themselves, and to their environment (social and physical) to add up to 100%. Specifically, they were asked:

"Think back to a time when you felt like you were 'spinning your wheels'. Perhaps you felt directionless, or uncommitted to the obligations in your life. In a situation like this there are three important factors to consider in understanding the causes for your feelings. It could be that you are responsible. That is, your own personality and motivations are the cause of these feelings. Another possibility is that important other people in your life are responsible. They could be holding you back, not satisfying your personal needs, etc. A third possibility is that the situation which you are caught up in is forcing you to feel depressed and/or without direction.

'In the spaces provided below, please rate the percentages for each factor which you now believe caused you to have these feelings.'

For purposes of analysis these scores were placed in 2 categories. In the first category were placed all individuals

who felt that personal forces were more responsible for their action than was their environment. The second category consisted of all participants who felt their environment to be an equal or greater influence on their personal behavior than were personal forces. A group by category contingency table shows this distribution (see Table 1). A two tailed χ^2 of this frequency distribution equals, $\chi^2(1)=3.14$, $p < .082$. Posttest scores show a greater frequency of attribution of personal responsibility for self action.

The lack of appropriate controls leaves open a plausible alternative explanation for these results. It is possible participants were exhibiting a positivity effect. That is, they may have completed the questionnaire in a more positive way in order to please the evaluator, or to assist in convincing themselves the workshop had been a worthwhile experience. There are two arguments against this possibility. First, in this separate sample pretest-posttest design, subjects only filled out the measures one time. Thus, there was no readily available means from which one might base an improvement. Second, if a positivity effect alone were responsible for the results reported above, I would expect all the results to be significant. Nevertheless, only some items showed a significant difference. These arguments suggest that the results were a product of the workshop experience.

Table 1

Number of Workshop Participants Attributing
 Responsibility for Their Actions to Themselves
 More Than, or Less Than, Their Environment

Attributions	Time Measured	
	Before Workshop	After Workshop
Self More Responsible for Personal Action	12	17
Environment More Responsible for Personal Action	24	14

Study II

The above explanation of the Life Planning Workshop results is strengthened by the findings of a parallel evaluation of a similar program. A nearly identical questionnaire was administered to participants in an upper level undergraduate college course entitled: Human Relations in Group Interaction I. This course was conducted as a basic encounter group. There were 2 conditions in this study. In the first cell participants were given a pretest, and after eight weeks of training a posttest. In the other condition those who enrolled for the same course the following semester were given the questionnaire at the beginning of their classwork. This was done primarily to control for maturation effects. It seemed possible that results accumulated in this study could be the outcome of an increased maturity on the part of students as a result of their college experiences in general. By administering the questionnaire to participants of the same class the following semester, a conservative test for this possibility could be made.

Results

Basically, the outcomes of this procedure were similar to those of the Life Planning Workshop evaluation. That is, given the goals of the course, significant results occurred in those areas alone, and not in every item.¹

Participants rated themselves as having a better understanding of themselves following training, $F(1,57)=5.65, p < .025$.

¹In Appendix D is a list of goals of this class developed by the instructors of the class in the spring of 1973.

Also, participants felt more able to work well with other people, $F(1,57)=3.65$, $p < .06$. Additionally, participants tended generally to feel better about their lives after training $F(1,57)=3.58$, $p < .06$. The other 3 items on the questionnaire, which were questions related to the goals of the Life Planning Workshop, were not significant. Also, the data from the group included to check for maturation showed no significant differences from the posttest group. This suggests the probability that the above results may be due to maturation. However, examination of the means did show a trend in the same direction of less magnitude. Further work needs to be done in this area to clear up the inconsistencies in these data (see Table 2).

In addition a revised responsibility measure was administered so that participants would fill in the responsibility measure for both a positive experience and a negative experience (see Appendix E). Participants tended to assume more responsibility for positive experiences they had, $F(1,57)=5.13$, $p < .05$, but not negative experiences, $F(9,57)=.48$. These results suggest that encounter group classes may encourage more acceptance of responsibility for a positive experience but not for a negative one.

The responsibility data from the maturation check group was significant.² Following the encounter group participants

²In comparing the posttest scores of human relations groups to the pretest of a similar class of the following semester it is important to remember the assumption of random assign-

Table 2

Means of the Significant Items of the Various
Conditions of the Encounter Group Study

Variable	Time Measured					
	Pretest-Fall		Posttest-Winter		Pretest-Spring	
	T ₁ ^a	T ₂	T ₁	T ₂	T ₁	T ₂
	Questionnaire Items					
Self Understanding	4.00	4.12	4.35	4.50	4.39	4.39
Ability to Work with Others	3.71	4.06	4.21	4.29	4.11	4.05
Good Feelings About Self	4.06	4.19	4.36	4.57	4.17	4.28
	Responsibility Items					
Amount of Personal Responsibility for a Positive Situation	43.8%	32.0%	46.8%	43.9%	35.0%	34.1%
Amount of Personal Responsibility for a Negative Situation	35.6%	35.9%	40.0%	38.6%	32.9%	29.2%

^aT stands for the trainer leading the group.

were much more willing to take responsibility for positive experiences they had than were members of the following semester's class who were given the pretest, $F(1,13)=13.90$, $p < .005$. Also, posttest scores showed that after training, class members tended to be more willing to take responsibility for negative experiences they had than were members of the similar course the following semester who were given the pretest, $F(1,13)=3.27$, $p < .10$. These data are similar but stronger than the initial comparison. They also argue against the positivity effect explanation. Taking responsibility for personal behavior in negative situations is not an act one tends to perform in order to enhance prestige or self-esteem. Thus, the responsibility data concerning the negative situation are in an opposite direction to what I might expect if a positivity variable were operative. However, it is also possible that in this course participants tended to be rewarded for disclosing and taking responsibility for negative occurrences. While this made any inference or generalization difficult, it did seem these variables warranted further study.

ment is violated. That is, persons taking the class in the spring may do so for different reasons than those who take that same class in the fall.

Chapter III

Responsibility Study

The Life Planning Workshop study was based on the notion that individuals can be led to take greater responsibility for their own decisions. The purpose of the third study was to further check part of this assumption in a laboratory setting. Given the positive results of the two studies reported in the preceding pages, I wanted to look more closely at the specific mechanisms which are apparently responsible for the effects or outcomes. Specifically, this project dealt with the question: does clarifying the balance of self and environmental responsibility for personal action in a group setting increase individuals' assumption of responsibility for their own actions. And, if this is true, then how is this process affected by working alone or in groups with a focused or unfocused experiential learning task. Additionally, an attempt was made to assess the effects of the presence or absence of cognitive input on the subject of personal responsibility for self action.

Taking increased personal responsibility after a workshop can be influenced by several different factors. One of these dimensions is new awareness through novel experience. That is, by exposing people to new experiences they will be confronted with new information, and as a result may change in some way. The second factor is the group. Participating in a group opens the opportunity for personal sharing. There are also various group pressures and the impact of public commitment to an action which are conducive to change. Lieberman, Yalom, and Miles (1973)

augment these dimensions by suggesting that specific cognitive input is needed in training. The notion of "feel-don't-think" denies the human capacity for thought. Also, these authors point to a need for clarity. Focused exercises and experiences which reveal both their structure and purpose are more easily grasped and assimilated. If this initial assimilation does not take place, then awareness, personal learning, and change will not occur (see Figure 1). It seems quite possible the success of the Life Planning Workshop was largely dependent on the use of a focused structure and cognitive information.

Therefore, this study dealt with these variables. Knowledge has both cognitive and experiential dimensions. Experience can be focused, unstructured, or a combination of these two extremes. Also, people can work alone or in groups. In sum the purpose of this project was to examine the effects of the presence or absence of these 3 factors on people's experience. For purposes of analysis a group by experience diagram of this study is shown in Figure 2. The direction of the major predicted results in this study was as follows. First, becoming aware of the responsibility issue should lead to an increase in the assumption of self responsibility for personal action. In addition, focused experiential learning should further enhance this effect. Finally, it was predicted that group work in this area would be superior to individual efforts.

Procedure

Participants in this study were 123 undergraduates fulfilling a research requirement for an introductory speech course.

Figure 1
The Life Planning Workshop and
Increased Personal Responsibility

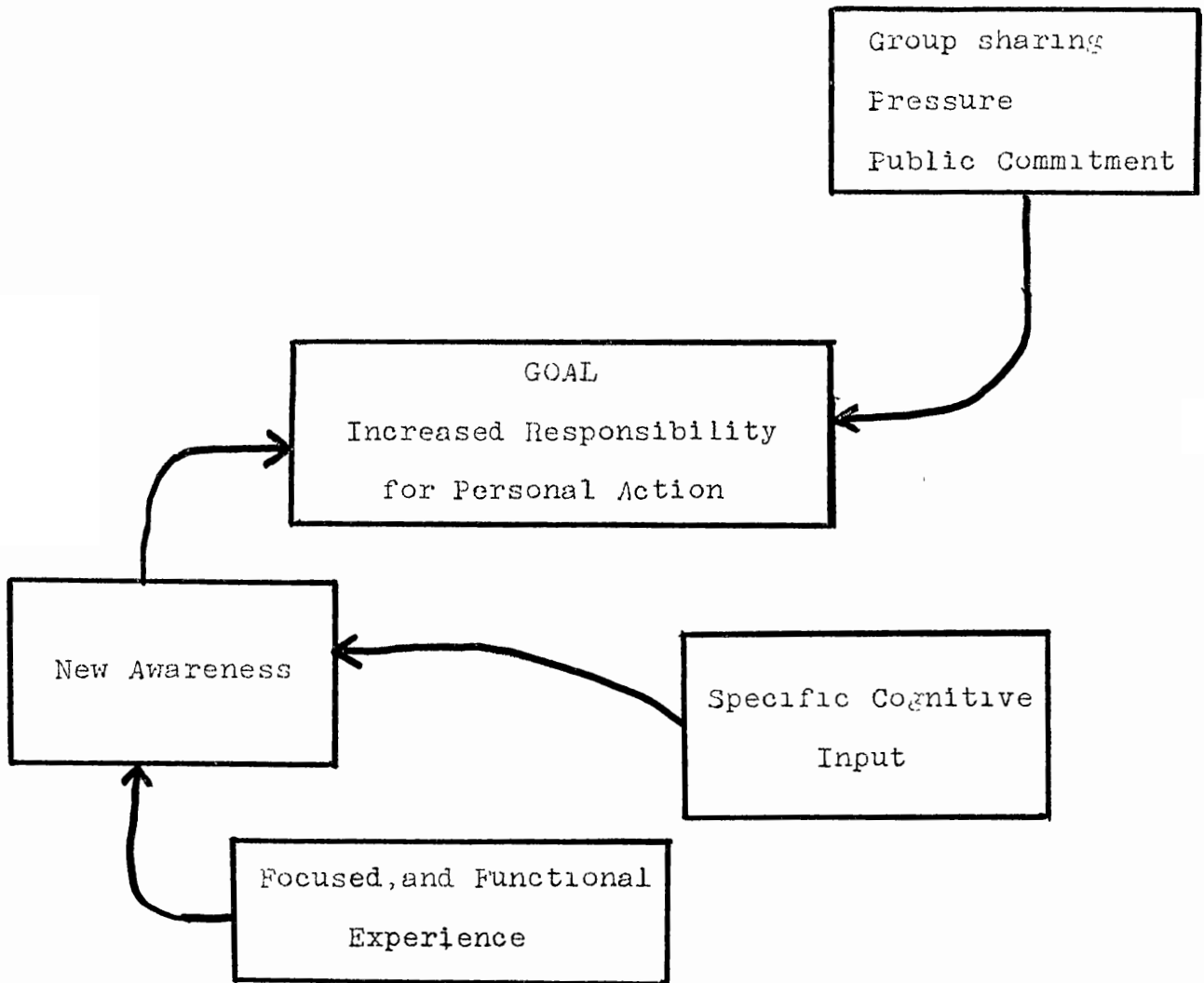


Figure 2

Experimental Design of Study III

<u>Experimental Experience</u> and <u>Cognitive Information</u>	Participation	
	Work Alone	Work in Groups
<u>Origin-Pawn Exercise</u>		
<u>Responsibility Reading</u>		
Unfocused Exercise		
<u>Responsibility Reading</u>		
Unfocused Exercise		
No Reading		

Subjects were randomly assigned to conditions through the use of a random numbers table. Participants who worked individually were met in a waiting room and led to a small room where a brief explanation of the process of the study was given. In the focused experience, cognitive input condition participants were given a responsibility reading and the Origin-Pawn exercise to complete (for a copy of the Origin-Pawn exercise and the responsibility reading, see Appendix F). In the unfocused experience, cognitive input condition subjects were given the responsibility reading and participated in a series of structured exercises which did not specifically center on personal responsibility, (see Appendix G). The unfocused experience, no cognitive input condition participants did the same series of unfocused exercises.

Subjects who worked in small groups were also given a brief explanation of the process they were to follow. In the focused experience, cognitive input condition they were then handed the responsibility reading and a group version of the Origin-Pawn exercise (see Appendix F). In the unfocused experience cognitive input condition they were given the responsibility reading and printed instructions for the group version of the unfocused exercises (see Appendix G). In the unfocused experience, no specific cognitive input condition participants were only given instructions for the group version of the unfocused exercises. In all the group conditions the groups were leaderless. This was done to control for possible leader effects in the various groups.

Following the completion of the experimental task, subjects were taken to a separate room to complete the posttest questionnaire. This questionnaire contained the responsibility measure, the Life Planning Workshop questions, a question about commitment to pursuing the personal learnings of the session, a question as to the functional capability of the participant in making personal changes, a page which advertised and asked for a commitment to actually attend a Life Planning Workshop at a fee of four dollars, and finally, a question which asked participants to write down something they had been wanting to do, but had not had the time to do. An additional requirement of this question was that participants were to be willing to do the act they wrote down during the week following the training session (see Appendix H for a copy of the experimental questionnaire).

The responsibility measure was similar to that used in study I. Embedded in the Life Planning Workshop questions were two questions concerning the participant's commitment to the process of the study and goals developed during the session. Also, participants were told about the Life Planning Workshop and asked if they would like to attend a workshop. Any differences across conditions were to be taken as an indication of greater commitment to the processes suggested in the experiment.

(These workshops were actually being held, and anyone who wanted to sign up was really able to attend.) Finally, the

last measure which concerned doing something participants wanted to do, but had not had the time to do, was followed up by a phone call one week after the training session. Participants were asked whether they actually did the action they had committed themselves to doing. A positive response was taken as an indication of assuming more responsibility for what they really wanted to do.

Following these measures the purposes of the study were explained, questions answered, participants were thanked for attending, and the session was concluded. (See Appendix I for a copy of the script of the experimental session.)

Results of Study III

The analyses of the data in this study show numerous significant findings.

Training Effects

The training condition in which subjects participated yielded several significant effects. First, it was hypothesized that subjects in the Origin-Pawn training condition would rate themselves as being more committed to the personal learnings of this project than the other training conditions. This was the case $F(2,62)=3.81, p < .05$.

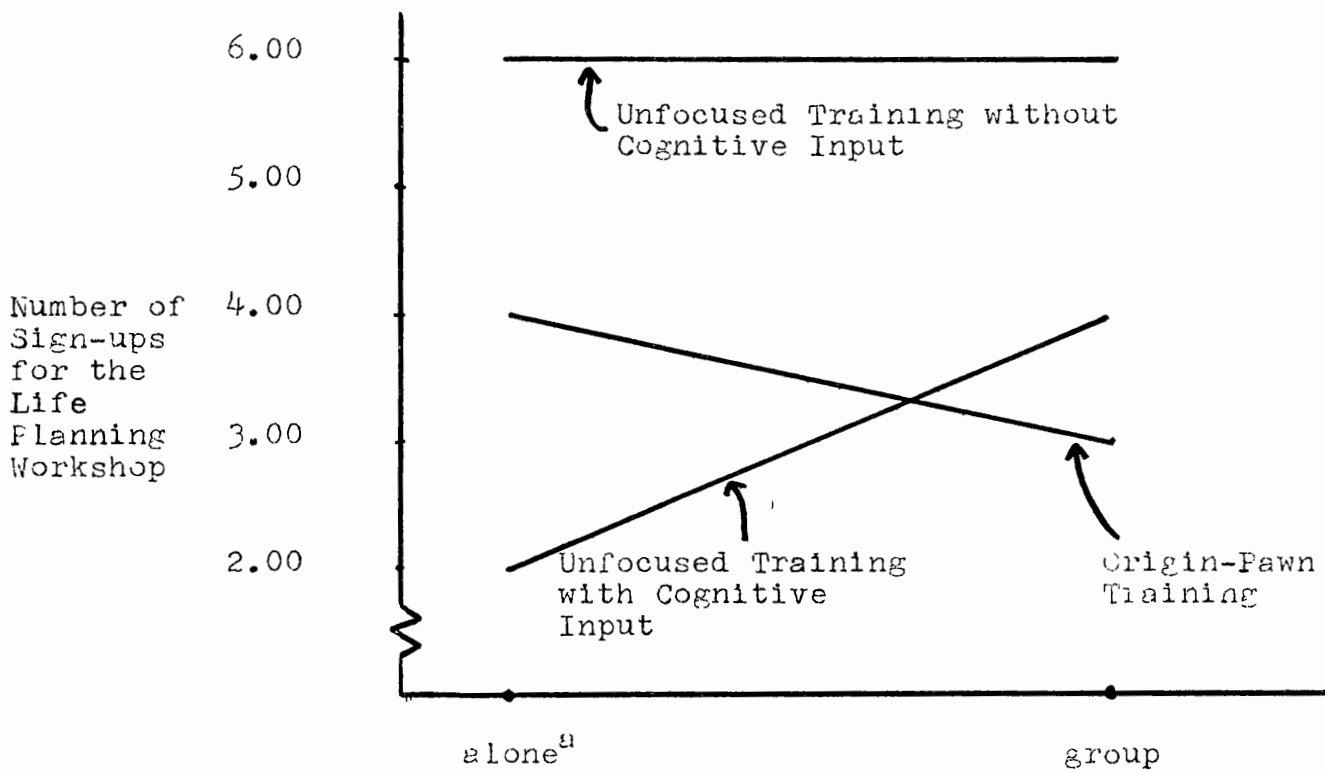
It was also predicted that participants in the Origin-Pawn training condition would sign up more for the Life Planning Workshop than the other training conditions. However, it appears

the opposite tended to be true. That is, the unfocused, no cognitive input training condition yielded more signatures than either of the other two training conditions, $F(2,63)=2.44$, $p < .10$. Additionally, there was a training condition by group-alone effect which further illuminates this finding. The Origin-Pawn training condition exhibited fewer signatures when people worked in groups than did the unfocused training with cognitive input. However, the unfocused training with cognitive input condition showed fewer signatures on the sign-up sheet than did the Origin-Pawn training condition when individuals worked alone during the session (see figure 2). In the unfocused exercise, no cognitive input condition the group versus alone difference was non-existent. It could be that a compliance or obedience effect is responsible for these outcomes (see discussion). Following this line of thinking, the unfocused exercise, no reading conditions tended to be most compliant. The unfocused groups with cognitive input were less compliant than the no cognitive input groups, and about the same as the Origin-Pawn cells. However, the Origin-Pawn group cell was less compliant than the Origin-Pawn alone cell. Also, the unfocused exercise, cognitive input alone cell was less compliant than the unfocused exercise, cognitive input group cell (see Figure 3).

It has been suggested that subjects in the Origin-Pawn training condition should follow through more in terms of actually performing the behaviors they want to do. However, in phone calls designed to find out whether subjects actually

Figure 2

Graph of Significant Findings Related to
the Life Planning Workshop Sign-up Measure



^aIndividuals worked either alone or in groups.

did the actions they wanted to do and committed to doing during the experimental session, participants in the unfocused exercise no cognitive input training condition said more often that they had actually performed these behaviors than did the other two training conditions, $F(3,87)=3.35$, $p < .05$. Further analysis suggests the major difference here is between the general training without cognitive input condition, and the Origin-Pawn training, $t(2)=5.19$, $p < .05$, (see Table 3). All other main effects due to training were not significant.

Nevertheless, one of these, the responsibility percentage measure, is of some interest. The Origin-Pawn alone training condition did score higher in percentage scores than the other alone groups in terms of assuming personal responsibility for self action (see Table 4). This difference was not significant $F(2,62)=.82$. This lack of significance can be partially accounted for by the large error variance involved with this item. The size of this error variance is suggested by the finding that individual groups within each cell were significantly different regardless of condition, $F(4,63)=2.57$, $p < .05$.

Participation Effects (Working Alone or in a Group)

There were also some significant effects related to whether participants worked alone or in groups. First, it was hypothesized that following training, participants who worked in groups would feel more able to make changes in their lives they felt were necessary. This hypothesis was based on the

Table 3

Phone Call Measure Data:
 Percentage of Subjects Who Said They
 Performed Personally Desirable Behavior

Training Variable	Group Variable		
	Alone	Group	Average
Origin-Pawn Training	27%	53%	40%
Unfocused Training with Cognitive Input	33%	73%	53%
Unfocused Training	53%	88%	70.5%

Figure 3

Subsequent t Tests on Training Variable

A. Origin-Pawn training versus general training with cognitive input, $t(2)=2.18$, $p < .20$.

B. General training with cognitive input versus general training, $t(2)=2.95$, $p < .10$.

C. Origin-Pawn training versus general training, $t(2)=5.19$, $p < .05$.

Table 4

Means for the Three Alone Training
Conditions on the Responsibility Measure

	Training Condition		
	Origin-Pawn	Unfocused Training with Cognitive Input	Unfocused Training
Mean*	53.6	47.8%	45.8%

*These percentages are not significantly different,

$F(2,62) = .82.$

notions described in Valins and Nisbett (1971) that negative and debilitating self ascriptions tend to occur when a person does not check out his self evaluations with others. Left alone, the individual in his self perceived uniqueness tends more and more to distrust others and to attribute self-abnormality and personal inadequacy. Thus, in a supportive atmosphere conducive to checking out self attributions, we might expect participants who had worked in groups to be more in control of their lives, and feel more able to make the changes they felt were necessary. However, this did not occur. Overall, people working individually tended to feel more personally capable of making changes in their lives for which they felt responsible than did those who worked in a group, $F(1,63)=5.81, p < .025$. It seems possible that the short duration of the experimental session may account for these findings. That is, individuals had more time to work in the exercises since the groups had to get organized.

It was also predicted those who worked alone would be less likely to follow through in terms of actually performing the behaviors they want to do and have committed to doing than would people who worked in groups. In the phone calls designed to determine whether participants actually did the behaviors they wanted to do and committed to doing during the experimental sessions, persons who worked in groups tended more to say they had followed through with their commitment than did those who worked alone during the training process $F(1,87)=11.96, p < .001$.

Again, if a compliance or obedience effect is responsible for these results, it could be these data suggest that those who worked alone were less compliant than those who worked in a group. Finally, it should be noted these were the only significant results related to the group-alone variable.

Cognitive Information Effects

One of the major hypotheses of this project was that specific cognitive input would have a positive effect in terms of assuming responsibility for personal behavior. It was expected this effect would occur regardless of whether an individual worked alone or in a group. However, people working through the training process as a group tended to be more committed to the personal learnings of the project without cognitive input, while people working alone tended to be more committed to the personal learnings of the session with cognitive input, $F(2,22)=3.29$, $p < .05$. This could be due to a tendency of the group members to resist outside intellectual or cognitive input into their group process.

Correlational Data

In addition to the above analyses the dependent measures were correlated across all subjects to see if any of the items tended to be measuring the same phenomenon. As can be seen in Table 5, variables 1, 4, 7, and 8 tend to form a cluster of positively correlated items. (A correlation of .20 or better yields a significant $Z(93)$, $p < .05$.) Additionally, variables

Table 5

Overall Correlations for the Eleven
Dependent Variables of This Study

QUESTION NUMBER ^a	QUESTION NUMBER ^b								Respon- sibility	"Sign- up"	"Phone call"
	5	6	7	8	9	10	11				
4	.12	.15	.35	-.04	.16	.34	.23	.07	.18	-.06	
5		.28	.06	.10	.05	.14	.28	.00	.03	.05	
6			.11	-.01	.17	.09	.32	-.13	.02	-.06	
7				.02	.19	.31	.15	.16	-.01	.02	
8					.12	.09	.16	.20	-.01	-.11	
9						.26	.06	-.01	-.09	.13	
10							.30	.17	.03	.02	
11								.02	.09	.03	
Responsibility Measure									.08	.03	
"Sign-up" Measure										-.08	

^aVariable Code

1. Questions 4-11 are the eight questions on page 1 of the Responsibility Study Questionnaire.
2. "Responsibility Measure" is "YOU" of the personal responsibility measure on page 2 of the Responsibility Study Questionnaire.
3. "Sign-up" is the "sign-up" measure on page 3 of the Responsibility Study Questionnaire.
4. "Phone Call" is the phone call measure on page 4 of the Responsibility Study Questionnaire.

2, 3, and 8 are positively related to each other. Variable 8 appears in both clusters. It is a general item "I feel good about my life.". There appear to be two dimensions which positively relate to feeling good about one's self. The first dimension involves self understanding. As can be seen below, variables 1, 4, and 7 are:

1. I have a pretty good understanding of myself.
4. I have a concrete understanding of the personal goals I want to work on in the future.
7. I feel personally capable of making the changes in my life that I believe I am responsible for making.

All of these statements deal with self knowledge and understanding. These items may cluster on the basis of future action, as both variables 4 and 7 directly involve this dimension.

The second dimension involves variables 2, 3, and 8 which are listed below. Variable number:

2. I have a firm grasp on what have been rewarding and non-rewarding experiences in my life.
3. I know my limitations and capabilities.
8. I feel good about my life.

This dimension seems to involve a knowledge of the positive and the negative in one's past experience. Otherwise put, these two dimensions suggest that feeling good about one's

life involves a good knowledge and understanding of both past experience and future commitment or direction.

Comparison Group

After the present experiment began, it was decided to add a comparison group to the study. This group worked individually on the Origin-Pawn exercise and received no cognitive input. This was done to check for effects due to the interaction of the exercise and the cognitive information. The 15 subjects in this comparison group were randomly selected from the last 75 participants in the study. The results from this comparison suggest there was not a great deal of difference between doing the Origin-Pawn exercise with cognitive input, and doing it without cognitive input. However, there is a slight trend which suggests the cognitive input had a positive effect (see Table 6). Additionally two items did reach a level of statistical significance. First, it appears that subjects who did the Origin-Pawn with cognitive input were more committed to the personal learnings of the project than were those who did the Origin-Pawn exercise without cognitive input, $t(27)=2.38$, $p < .05$. Also, participants who did the Origin-Pawn exercise with cognitive input scored higher in terms of taking responsibility for their own behavior than did subjects who did the exercise without cognitive input $t(28)=1.79$, $p < .10$.

These results must be interpreted with caution. It does appear the cognitive input dimension adds positively to the

Table 6

Comparison of Means for the Origin-Pawn
Training With and Without Cognitive Input

Questionnaire Items	Training Condition	
	Origin-Pawn Training With Cognitive Input	Origin-Pawn Training Without Cognitive Input
1	4.27	4.20
2	4.27	4.13
3	3.60	3.73
4	4.13	4.14
5*	4.43	3.80
6	4.20	4.00
7	4.53	4.20
8	4.26	4.07
Responsibility Measure "YOU"***	53.0%	40.8%
Life Planning Workshop "Sign-ups"	4	3
Phone Call Measure	4	5

*p < .05

***p < .10

Origin-Pawn exercise, as was predicted. However, since the subjects were not randomly assigned to this comparison these results may be an artifact of the experimental design. As Kiesler (NOTE 3) has pointed out, there is a tendency for the results in the second half of a study to be weaker than the results of the first half of the experiment for various reasons. The present comparison group is especially vulnerable to such a possibility. That is, the scores of the comparison group may be lower for such reasons as, differing subject populations at the beginning and the end of the semester, differing experimenter behavior at the beginning and end of the study, and differing external effects on subjects, such as cold weather, vacations, nearness of final examinations, etc.

Discussion of Study III

At first glance the data reported in Study III appear to be contradictory. On one side there is some evidence which suggests the Origin-Pawn training and cognitive input tended to have the predicted effects. However, the "sign-up" measure and the phone call measure apparently contradict the other evidence since the minimum treatment groups scored highest on these measures. One possible explanation for these results concerns the possibility that the no treatment (see Table 7) and the unfocused, no cognitive input scores reflected a desire on the part of participants to have a Life Planning Workshop experience. That is, the "sign-up" measure and the

phone call measure were higher in these groups because people felt "short changed", and wanted to be in a real workshop. There are several arguments against such an explanation. First, if this line of reasoning were correct, I would also expect the unfocused exercise with cognitive input condition to score similarly to the no treatment group and the unfocused exercise without cognitive input conditions. This did not happen. Also, this explanation fails to account for the data which shows that people in the unfocused training, with cognitive input, group condition signed up more often for the Life Planning Workshop than did similar participants who worked alone (see Table 3). Finally, from personal observation I want to add that participants in the study appeared to be more eager to receive their class credit for being in the study, than they were to understand the purpose or learnings of the project.

Perhaps this problem can be better understood in terms of an obedience or compliance effect. Often cited studies by Milgram (1963, 1965) involve a series of experiments where subjects were instructed to administer increasingly painful electric shocks to other subjects under various conditions of deception. Milgram's results show a high degree of obedience among subjects, even when shock levels may have been fatal. Regardless of motivation, these findings suggest a strong tendency on the part of subjects to obey or comply with the wishes of the experimenter. If this reasoning is correct we

might expect subjects in the minimum treatment conditions to comply to the demands of the experiment more by compliant or externally motivated persons in this experimental setting. Also, fulfilling an obligation, such as actually performing a behavior one has committed to doing, may more often be accomplished by individuals who want or tend to obey the dictates of authority.

This argument is somewhat strengthened by the results from a comparison group which received no treatment.¹ Their scores were not significantly different from the minimum treatment condition (unfocused training, no cognitive input conditions). The fact that in both the Life Planning Workshop sign-up measure and the phone call, follow-up measure the no treatment group scored about as high as the minimum treatment groups, suggests the minimum treatment (unfocused training, no cognitive input) had no effect. (See Table 7.)

Thus, the effects of cognitive input and the Origin-Pawn training may have served as an inoculation against the externally motivated compliance to the demands of the experimental setting. By looking at Figure 2 (page 28) we can see that cognitive input reduced the probability of performing the behavior related to the phone-call measure. Further, Origin-Pawn training combined

¹This group was not a true control group because of non-random assignment. About fifty subjects were run before the need for this condition was decided upon. Thus, this comparison group was randomly selected from the last seventy-five participants in the present study.

Table 7

Scores of the No Treatment Group and the Unfocused Alone, Without Cognitive Input Condition on the Dependent Measures of the Present Study

Measures	Condition	
	No Treatment Group	Unfocused Training ³
1 ¹	4.40	4.20
2	4.27	4.33
3	4.00	3.93
4	3.80	3.93
5	3.27	3.33
6	4.13	4.00
7	4.00	4.40
8	4.67	4.20
Responsibility measure ²		
"YOU"	46.0%	45.9%
"OTHERS"	25.0%	28.8%
"SITUATION"	26.3%	25.3%
Sign-up measure	3	6
Phone call (#of yes answers)	9	8

¹ Measures 1-8 are the eight question on page one of the experimental questionnaire.

² For the no treatment group, some scores did not add up to 100%

³ There were no significant differences between these groups.

with cognitive input reduced this tendency even further.

It could be argued that the positive results related to the Origin-Pawn training were also outcomes of a compliance or obedience effect. If this were true we would at least expect a consistent pattern across measures related to the obedience variable. The minimum training condition scored significantly lower on some measures which required no obedience or obligation, but higher on ones which did. If the obedience variable were to account for the cognitive input and Origin-Pawn training results, these groups should have scored either higher or about the same as the minimum treatment group on all measures. Since this did not occur, there is evidence to support the contention that the Origin-Pawn training and the cognitive input results were more than a product of obedience.

It is interesting to note there was a tendency in this study for individuals who worked alone during the training process to score higher in terms of feeling in control of their lives than did those who worked in groups (see page 29). Also, if the above obedience interpretation is valid, people who worked in groups tended to be more compliant than those who worked individually (see page 32). Taken together these data suggest that people benefited more from this experience when working alone than when working with others. I feel this possibility is probably correct, and that the experimental design is largely responsible for these outcomes. People who

worked alone were put in a comfortable room and left by themselves to learn as much as they were able from the experience during the experimental session. Persons working as a group were probably handicapped in various ways by the group itself. Participants in the groups were generally not well acquainted with each other. Time was spent finding out how to work together. Also, since subjects were given about forty-five minutes to complete the group exercises, there really was not sufficient time available to develop a supportive climate where the group could be an asset to individual efforts. It is even possible that some group members exerted pressures to maintain a superficial level of interaction, and thus inhibit individual efforts.

The cognitive input variable did not seem to have a great effect on the outcomes of this project. However, one item concerning commitment to the personal learnings of the project did provide some interesting data (see page 32). These data suggest that groups in this project were better off without cognitive input, while individuals' performances on this item improved with cognitive input. There is a well-known tendency on the part of some members of personal growth groups to resist cognitive or intellectual input into their group process. These data may reflect this resistance. It would be interesting to follow-up on these findings to see if the results are chance occurrences, or more likely, what the nature of the relationship between commitment to personal learnings and cognitive input is in small groups of this kind. Further exploration in this

area may lead to a better understanding of the dynamics of this resistance, and factors which can lead to a lessening of resistance to cognitive input in this context.

The data related to the clustering of two factors around "I feel good about my life" is probably to be expected. We might predict that knowledge and understanding of one's past experience and future direction are crucial in determining present happiness. This is one of the bases for the life planning concept. However, the evidence is there, and is offered as modest support for the above notions.

In summary the major conclusions of the third project are:¹

1. Some support is given to advocating a form of Origin-Pawn training with specific cognitive input as a means of increasing awareness of the issue of taking responsibility for personal behavior.
2. Further work needs to be done to investigate the effects of working alone or in a group on a task such as this. The present data suggest that in a situation of short duration individual work may be superior in this context.
3. There is evidence which suggests that people in short term groups report less personal learning from cognitive material than those working alone.

¹See summary table of significant results, page 45.

Table 8
 Summary of Significant Findings
 in the Responsibility Study

Questionnaire Items	Training Condition							no Treat- ment
	Origin-Pawn			Unfocused Training				
	alone	group	no cog- nitive input, alone	cognitive input		no cognitive input		
				alone	group	alone	group	
1.	4.27	4.12	4.20	4.53	4.20	4.20	4.31	4.40
2.	4.27	4.59	4.13	4.47	4.33	4.33	4.44	4.27
3.	3.60	3.94	3.73	4.27	3.73	3.93	3.63	4.00
4.	4.13	3.53	4.14	4.00	3.80	3.93	4.06	3.80
5.**	4.43	3.71	3.80	3.80	3.40	3.33	3.69	3.27
6.	4.20	3.82	4.00	3.87	4.13	4.00	3.94	4.13
7.**	4.53	4.12	4.20	4.47	3.87	4.40	4.31	4.00
8.	4.26	4.18	4.07	4.53	3.80	4.20	4.31	4.67
Responsibility Measure "YOU"	53.0%	50.9%	40.8%	47.9%	45.2%	45.9%	53.6%	46.0%
Life Planning Workshop "Sign-ups"*	4	3	3	2	4	6	6	3
Phone Call Measure***	4	8	5	5	11	8	13	9

*p < .10

**p < .05

***p < .01

4. Further support is given to the notion that present happiness in life is based on a knowledge and understanding of both personal past experience and future goals.
5. It is likely that the variable of obedience or compliance was operative in this experiment.

Chapter IV

Conclusions of the Three Studies

It appears that the laboratory study offers further support for the outcomes of the Life Planning Workshop evaluation. The basis of the Origin-Pawn exercise in the laboratory study was Lewin's force field analysis. This kind of analysis was also used in the Life Planning Workshop. The purpose of the force field analysis is to identify and analyze the strength of factors working towards and against a goal. In the present application these factors were further examined to ascertain whether these dimensions were internally or externally controlled. This approach was the central method used to make individuals more aware of the issue of personal responsibility in their lives.

Thus, similar processes were in operation in both studies. The more careful methodological approach of the laboratory study suggests that participants in this process tend to exhibit more commitment to personal learnings, greater resistance to external or situational demands, and a trend to taking more responsibility for self action than did non-participants. It is not too great an inferential leap to suggest similar tendencies may be occurring in the process of the Life Planning Workshop.

As has been discussed, the outcomes of the final study in terms of the cognitive information variable are unclear. However, it seems that individuals may have been better able

to use cognitive information than groups in their learning process. I would suggest the Life Planning Workshops are a combination of individual and group effort. It could be this combined (group and alone) effort allowed people to use the cognitive information available. It would be interesting to find out whether participants in the workshops saw themselves as working primarily as individuals or as a group. From personal experience it seems that workshop participants worked basically for personal learnings, and did not have a strong group identification.

A central idea behind the Life Planning Workshop concept is that a greater awareness and understanding of past experience and future direction is essential in leading a fulfilling and satisfying life. The correlational data from the laboratory study tends to support this concept. That is, feeling good about one's life is related to an understanding of past experience and future direction.

It is interesting to note that in terms of the personal responsibility measure the juniors and seniors in college enrolled in the human relations course of study too tended to score lower than did the primarily freshman control group of the laboratory study (see Table 8). There are two plausible explanations for these results. First, there could be a greater reaction to the testing procedure in the laboratory study. This coupled with a desire on the part of the freshman subjects to be compliant with the wishes of the experimenter,

Table 8

Percentages Indicating the Amount of Personal
Responsibility for Self Behavior

Measure	Subject Classification	
	Juniors and Seniors (human relations class pretest scores)	Freshmen and Sophomores (laboratory study, no treatment group)
Percentage (degree to which I am personally responsible for my actions)	37% N=69	46% N=15

may have caused these data to be inflated. However, it could also be that college life tends to teach or reinforce people towards an externally motivated life style. This is not a conclusion, but it is a possibility. More exploration in this area can help to resolve this interesting problem.

I also want to suggest the changes in responsibility reported in this project are not due to the "Hawthorne effect". That is, they are not caused merely by attention given to participants. The first two studies reported are open to this criticism because of the absence of an appropriate control group. Such groups were included in the final project, and differences related to responsibility were still present.

It was suggested earlier that when one's theoretical or ideal behavior and one's actual behavior are congruent, the individual will feel more in control of his life and be more psychologically healthy (Storms, NOTE 2). The present project does provide some information relevant to this notion. First, if an individual assumes more responsibility for self action, he is likely to experience an internal locus of control over his life. Further, the better one is able to control self actions, the more likely it is that actual and ideal behavior will be congruent. The Life Planning Workshop study, the human relations class study, and to a lesser degree, the laboratory study all indicated that participants who became aware of and experienced the personal responsibility issue

tended to assume greater responsibility for their behavior. This may shed light on why they tended more to "feel good about my life."

It can also be suggested that an increased knowledge of the past influences on one's life and the future direction a person wants to take will enable a better fit between the ideal and actual self. As has been mentioned the data do tend to support such a conclusion for the Life Planning Workshop.

Valins and Nisbett (1971) talked about the necessity of social comparison processes for allowing a person to realize he is not unique or abnormal. I would suggest the group climates in the Life Planning Workshop and the human relations class were conducive to such a process. In the lab individuals performed better in some aspects than did groups. They were more able to use the available cognitive information. Also, people working individually felt more able to make the changes in their lives they felt responsible for making than did those who worked in a group. In addition, if the obedience interpretation of the lab study was correct, overall, individuals tended to exhibit less of a compliance or obedience effect than did groups of people. These results may be explained in terms of social comparison processes. That is, a climate conducive for social comparison did not exist in the lab study. The groups involved strangers acting together during a short period of time. The climate was supportive of social inhibition, not comparison. Thus, we have the unexpected results of individuals performing better alone than in groups in the lab study.

I suggest these results may be an artifact of the experimental design.

In conclusion the results reported in this project suggest that personal responsibility is an issue which can be dealt with in a structured workshop setting. It does seem possible to affect the balance of environmental and personal control of self behavior in favor of self responsibility. Also, some support is given to advocating the Life Planning Workshop as a vehicle for dealing with personal identity, aspirations, capabilities, and possible futures.

Origin-Pawn Theory

Taken together the three studies of this dissertation do suggest that it is possible to increase awareness of the personal responsibility issue and actually enable individuals to modify behavior on the basis of their consideration of this Origin-Pawn dimension.¹ These outcomes do lend support to the validity of DeCharms' notions.

DeCharms' idea of the Origin and the Pawn is a very simple notion of human motivation. It can be a very potent one to some people in certain situations in life. However, because of its deceptive simplicity we may tend toward a categorizing of self and others as Origins or Pawns. Converting these terms to personality traits does an injustice to DeCharms and the attribution theory school of which he is a part.

This theory is situation². We make decisions and act based on a complex and changing interaction of personal and external factors. Each decision and act is original and unique. If Origin-Pawn theory can be helpful, it can serve as a tool to help us begin to clarify the reasons for our choices.

¹Actually, no behavioral measure was used in this study. The phone call measure has been called a behavioriod measure. It differs from a behavioral measure in that subjects are asked if they performed a certain behavior. No direct observation of whether they in fact did perform the behavior was made.

Valins and Nisbett (1971) offer an important amplification to Origin-Pawn theory. In an article which dealt with attribution theory as a basis of a therapy for treatment of certain emotional disorders, these authors posited there are both intrinsic and extrinsic causal factors for behavior. Similarly to DeCharms they pointed out that neither of these classes of motivation for behavior are inherently good or bad. However, Valins and Nisbett have gone beyond DeCharms by suggesting that both intrinsic and extrinsic attribution of causation can be therapeutic in certain circumstances. They point out that extrinsic attribution of cause for personal action can be very beneficial in at least two cases. First, attribution to self may cause maladaptive behavior, such as attributing causation for a personal and extreme fear reaction. Also, in certain situations attributing behavior to intrinsic reasons may result in damaging dispositional inferences (i.e., "I failed the exam because I am unintelligent."). In the above example by attributing failure to "a bad day" instead of personal inadequacy, the individual can go on with his life and begin again working towards goal achievement.

We are left with a more complex picture than when we began. Origin-Pawn theory is not a complete answer to the problem of understanding human motivation. At best it is a sometimes very useful conception subject to many modifications, qualifications, exceptions, etc., such as the one above suggested in the work of Valins and Nisbett (1971).

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Appendix A: The Life Planning Manual

A fuller description of the Life Planning Workshop is available in the form of a Life Planning Manual. This manual was developed by leaders of the workshop for general usage. Copies may be obtained by writing to Otto Zingg, United Ministries Center, 1204 Oread Street, Lawrence, Kansas 66044. A charge of \$5.00 is necessary to cover printing costs.

Appendix B: A Copy of the Life Planning Workshop Participants' Notebook.

I.D. Who am I?

Rationale and context: These exercises will help participants to define themselves in terms of central personality factors, behavioral patterns, important roles, and personal values. Hopefully, they will go beyond superficial roles and discover the more essential characteristics that make each one of them unique. It is important that participants refer to these results later in the workshop. Future plans should be made with these vital essences in mind.

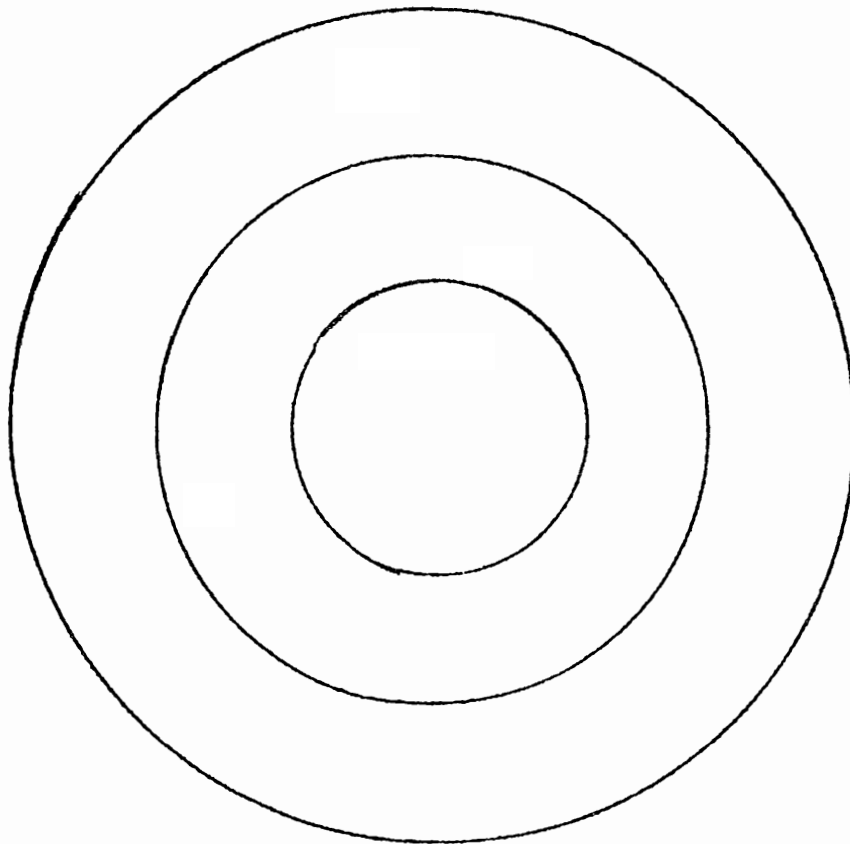
Instructions: "These exercises are aimed at determining what is essential for your identity. Pair up in your consulting groups, or if you have three members, each take a turn being observer. Decide who is interviewer and who will be questioned first. The interviewer will ask his partner, "Who are you?" You may pose the question in any tone or with any inflection you choose, as many times as feels right. The person receiving the question should answer as spontaneously, honestly and deeply as he or she is able. Make sure each person gets the chance to be interviewed.

"Now each person, by yourself, take out the "Who am I?" page in your notebook. In the top ten spaces write down the ten answers to "Who am I?" that describe you most fully. They may be things you like or dislike about yourself, but removal of any of them would cause a major readjustment in your life... When you're done, use the same answers to fill in the concentric circles. In the center write the one (only one) item which is most essential to your sense of yourself. In the next circle write the four items which are closest to that core. And in the outer circle, write the five remaining answers...

"When you're finished re-form your consulting group. Share yourself diagram and any thoughts or feelings that occurred."

"WHO AM I?"

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



II. A. Eulogy

Rationale: This exercise begins the section on aspirations and helps the participant clarify life goals and hoped-for accomplishments that are probably near the conscious level, at least in the person's fantasies about him/herself. The eulogy gives a different perspective to those life fantasies by asking the person to look back on his life from its imaginary end point, thereby setting realistic parameters on what are usually unlimited fantasies.

Context: This exercise follows work on identity and leads into fantasies that will help participants get in touch with and validate underlying hopes, wishes, dreams that are often difficult to affirm because of personal/cultural norms and role expectations.

Instructions: "We have been considering what it is about each of us that makes up our identity. Now we want to move to another area of personal reflection, that of aspirations. We will do that by several means.

"Let's look again at the life line. We are going to consider the far off end point. First, find a comfortable position. You may want to close your eyes for the first part of this exercise. Take yourself to the end of your life, to your graveside. Someone there is speaking about your life and is describing what your life has been in terms of your relationships, your personal accomplishments, your work, your values and your style of living. Hear what might be said about you..."

"When you are ready, open your eyes and write the kind of eulogy you would like to have delivered at the end of your life..."

"When you are finished, take 15-20 minutes to share that eulogy with your consulting group. (Optional) "One way to test its authenticity would be to simulate an actual reading at the graveside. Lie down, close your eyes, allow one of your consulting group to help you become thoroughly relaxed. Have someone read your eulogy over you. Be aware of your feelings and thoughts. Do parts of it sound unrealistic or inappropriate for you? What parts of it do you strongly affirm as hopes or goals for your life? Let your consulting team help you process your eulogy and your reactions to it."

Follow-up: As this can be a threatening exercise for some, it will be important to give "permission" to opt out for any who do not wish to get into it. You might suggest one of the alternate exercises below for those who do not like the eulogy idea. As this can be a deeply personal process for participants, you will want to be extra sensitive to how the sharing is proceeding and how people are handling

their feelings about it. Something to be aware of is the tendency for people to joke about the eulogy because of uncertainty or fear at taking one's death as a reality in life.

Alternatives: News release: "Let's look again at the life line. We are now going to consider the area at the far fight. Let's pretend that you have now reached a point in your life towards that end. There is going to be a newspaper release about you, for whatever reason you want to conjure up, and it will briefly review your career. What would you like to have said about you -- as an individual, your contributions to society, as a family member, etc.? Take a few minutes to write this press release and include a headline that summarizes your life story. Now spend about 15 minutes sharing your news story with your group.

OR

Obituary: "Let's look again at that life line. We are now going to consider the far off end point. Pretend that you have now reached the end and are writing your own obituary. Write it as if it happened many years from now, not immediately. What would you like to have said about you by someone who knew you very well? What were your contributions to society, your job, your family? When you have written your obituary, write a one line epitaph... Now spend about 15 minutes discussing your obituary and epitaph with your small group."

Problems: Some may think this is silly. Go with that. Suggest that it may be fun to do something that seems silly at first. Give it a try.

Eulogy

II. C. Twelve months until I die...

Rationale: Often, desired personal experiences, relationships and plans are put off into the never realizable future and are vaguely defined for that reason. This exercise encourages a choice of those future options and forces the participant to be fairly specific about how to actualize those hopes. With this exercise, it is not unusual for latent desires to arise to consciousness and for the participant to clarify his/her personal priorities. It is a kind of a "Run for Your Life" format, in which a person must decide what is most important for him in the few months he has left to live.

Context: This exercise follows quickly from the "three day fantasy". It is different in that it assumes present resources, relationships, and obligations as part of the context for decision-making. Of all the fantasies, this one is most closely tied to the present reality. It provides additional personal data for the 'ideal life scenario' which follows.

Instructions: "Find a comfortable position, relax, close your eyes. Imagine that after giving you a complete physical, your doctor has just today told you that you have only twelve months to live. He has consulted with other specialists and there is no doubt about the diagnosis and no chance of a cure. You will possess your full physical energy and mental capabilities until shortly before your death twelve months from now. Beginning where you are now -- with your present relationships and resources, how do you intend to spend those last twelve months of your life. What will you do? Where will you go? What will happen to your relationships? What kind of experiences will you seek? Play out that scenario in your mind for a while; make some notes so you will be able to recall your thoughts later..."

"When you are finished, join your consulting group and share what you wish of the last two fantasies (3 days and 12 months). Help each other to draw out your interests, your values and your personal priorities as they show themselves in your fantasies."

Follow-Up: Because the next step is for the participants to set up an ideal life/work situation, it is crucial that this exercise help them clarify what is and what is not personally important to them. Consulting groups may need some guidance in pulling out the learnings.

Alternatives: As with the three day fantasy, the time period may be shortened or lengthened with different effects.

Problems: The notion of death itself may become a diversion for some and a serious problem for others. You might want to point out that the inevitability of one's own death is a major personal issue for everyone, one which culturally we try to avoid or cover over. This exercise is one way of raising some of the substantive issues related to the reality of death.

3-MONTH FANTASY

II. D. Ideal life scenario

Rationale: The life scenario pulls together some of the insights and feelings generated in the preceding fantasies. It begins to give a focus to possible alternative futures without yet committing the participant to decision-making or action-steps. It is another exercise of the imagination.

Context: This exercise concludes the sections on aspirations. Ideally it sets a future vision within which the inventory taking and the goal setting can take place without being locked into a person's past.

Instructions: "This next exercise will involve the use of your imagination also. This activity is different in that you will want to make use of some of your hopes, values, goals, interests, dreams that you clarified in the last few fantasies. Pick an unspecified time in the future when you will be doing what you most want to do and living how you most want to live, year in and year out. Where will you be living? What kind of dwelling will you have? What pattern of relationships will be important for you? How will you be spending your time? How will you be supporting yourself? Make this as complete an ideal life picture as you can, even to the point of drawing your house plan or setting out your daily or weekly schedule or listing itinerary. But remember, this is what you would most like to do and how you would find the greatest personal joy of living and personal fulfillment. You will probably want to make notes as your vision fills out."

Follow-up: Depending on the workshop schedule, you may want the participants either to share their ideal life scenario immediately or sleep on it and share it the following day. A helpful exercise for individuals would be to do a comparison between their life vision and their present situation. This could be done category by category, in terms of place, relationship, work, leisure, use of time, money, life style. Each person could assess whether his/her own present is open and moving towards the projected ideal and what the restraining forces are. This procedure, however, may overlap too much with the goal-setting and action-step exercises in section IV, and take a large chunk of time.

Alternatives: Ask participants to project themselves then years into the future and to draw the floor plan and the surroundings of the dwelling they want to be in at that time. They will also want to decide where it will be, who will be with them and that they will be doing at that time.

Problems: For some this may seem to be simply a repeat of the three-day fantasy. Others may find themselves describing a natural development of their present situation with all its 'realistic' limitations. The value of the exercise lies somewhere in between: it projects an ideal and so breaks free from present reality; it incorporates personal hopes, values, and goals and so is potentially realizable in the future. The ideal life scenario seeks a balance between realism and utopianism.

LIFE SCENARIO

III. A. Life inventory

Rationale: The basic goal of this exercise is to apply the concepts of planned change to an individual's life. The exercise is a good way for a person to focus on self values and resources. It tends to help an individual spell out what it is he does well or poorly, and what he enjoys or dislikes. It aids in pointing out areas of activities that an individual enjoys and wants to improve in order to realize his desires and aspirations.

Context: Prior to the life inventory, group members have dealt with their self identity and their aspirations or desired directions for their future. At this point it can be very helpful to tie down or specifically consider one's resources and capabilities.

Instructions: "This exercise is called the life inventory. In this exercise you generate as many answers as you can to a series of seven question I will ask you. These are questions about your values and the resources you have for realizing those values.

"A good procedure for constructing your life inventory is as follows: First, take a few minutes alone to write down as many answers to the questions I'll be asking as come to mind quickly and without thinking too deeply. In fact, the more spontaneous you can let yourself be, the better. When we have finished listing answers to these questions we will share them in our consulting groups. It could be that others' answers may suggest things to you which you will want to add to your list. Finally, we will take some time to use the consulting groups to take a more searching look at your life inventory, to help you discover still more answers."

The questions: (allow time after each question for participants to answer them)

1. When do I feel fully alive? What things, events, activities, etc. make me feel that life is really worth living, that it's great to be alive?
2. What do I do well? Of what do I have mastery?
3. What would I like to learn to do, or learn to do better? What things would I like to try, or do more of?
4. What under-developed or misused resources do I have? (Resources might be material things, or talents, or friends, etc.) What particular strengths would I like to develop further?
5. What do I want to start doing now?

6. What do I want to stop doing now?
7. What do I do that I want to continue doing now?

"At this point it may be helpful for you to go back over your answers and note what it is that keeps you from doing the things you want to do. Go through your list and put a dollar sign by things you don't do because of money. A "P" by the things you need help from others to accomplish. An "E" by those you need further education to accomplish. A "C" by those you need a radical change in life style to accomplish. A "W" by those that will take more will power."

Follow-up: "Again, the importance of this exercise is that it helps to point to areas or activities which you enjoy and in which you want to improve your capabilities. It can make clearer the gap between your aspirations and your abilities. It helps to suggest where you may want to focus your energy in terms of working on particular skills or abilities."

Alternatives: The leader may want to provide sheets with the questions printed on them and space for answers. The advantages of this approach are: 1) each person can work at his own pace, 2) the information each person generates will be recorded in a more coherent and preservable way. However, there are some disadvantages also. The printed sheets are less personal, they may tend to involve people less in the exercise. Also, working at one's own pace can be frustrating when one or two group members are really holding up the group progress on the exercise. Also, you may want to include an interest-competency survey. This is a sheet designed to have group members place their answers to the seven questions on a chart in terms of enjoyment and ability. A sample chart is pictured below.

INTEREST-COMPETENCY SURVEY

	Things I do well	Things I do poorly
Things I enjoy	1.	1.
	2.	2.
	3.	3.
	4.	4.

Things I do not enjoy	1.	1.
	2.	2.
	3.	3.
	4.	4.

This charting of the answers to the seven questions of the life inventory can further clarify things done poorly, but also enjoyed. In other words it can graphically point out the areas and activities in which a person is likely to have energy and internal motivation for increasing his own capabilities.

Problems: Timing - People are likely to spread out in terms of the amount of time it takes to write down answers to the seven questions of the life inventory. Probably the best thing to do here is to suggest how long people should spend on each question (2-3 minutes), and possibly encourage group members to move along in their consideration of these questions at appropriate times. Of course if the questions are presented verbally this issue or problem will be minimized.

Recording - This information is potentially very useful. Participants should be provided with a format for recording their answers in a way which will be preservable and understandable at a later time.

Transferring learning - It is often difficult to take learnings like these home and apply them to one's life. Perhaps suggesting that participants keep a diary of their problems, progress, and questions in areas they wish to improve will be helpful. Also, it may really help to suggest that participants commit to making contact with one or more other participants between or after the session(s) to discuss problems, questions, and progress in areas related to the life inventory. (It could be that these kinds of suggestions would be more appropriate at the closing of the workshop.)

LIFE INVENTORY

I. When do I feel most alive? Doing what things?

II. What do I do well?

III. What do I want to learn?

IV. What resources do I want to develop?

LIFE INVENTORY (p.2)

V. What do I want to start doing?

VI. What do I want to stop doing?

VII. What do I want to continue doing?

III. B. Major decision analysis: alternatives, influences, feelings.

Rationale: The purpose of the major decision analysis exercise is to help individuals in the group get in touch with the important dimensions which influence their behavior. These influences are not only places, things, events, etc., but also important others, feelings, habits, perceptions, etc. The life inventory aided in tying down one's own resources and capabilities. The major decision analysis focuses on how we come to a particular course of action. That is, it centers on how we decide to use the resources and capabilities we have available.

Instructions: "Think of an important decision that you have made in your life -- one that turned out to be a good decision from your point of view now. List first the decision that you made and then its alternative -- what option you did not take because you decided as you did.

"Now under the decision and the alternative(s), list all the relevant influences you can think of that went in to making that decision and rejecting some of the alternatives. Influences could be significant to others (parents, friends, boss, professor; etc.); place (home, school, work...comfortable, uncomfortable); mood; financial influence, etc. You might want to star the influences that pulled most heavily on you in your decision-making...

"Now think of an important decision that you have made that in your opinion was a bad decision. Again, list your decision and the alternatives that you did not choose that were possible at that time. Do the same with this decision as you did with the first -- list all the influences that helped you make the decision you did and consider which were most important... Before meeting in your consulting groups to share your process of personal decision-making, you might compare the influences on these two major decisions. Are there similarities? Differences? What caused one to be good? One, bad? Are there patterns to your decision-making?

"Break into your consulting groups for further insights into your decisions, for comparison with how others make decisions, with what influences them. Are there apparent deficiencies or biases in your decision-making or those in your group?...."

Follow-up: "When your consulting group is finished, you might want to take a few minutes to record any insights or ideas you might want to remember from the discussion in your consulting group."

Alternatives and/or additions: Depending on the time, you may just want to have the participants analyze one major decision.

Also, at this point it may be very helpful to break into male/female groups. This encourages a certain openness with problems and considerations often not dealt with directly in mixed groups. A good central theme for these discussions is how does my role as man or woman affect my decision and planning?

These discussions can be very free floating. It helps if the leader can initiate the discussion with a relevant self disclosure. That is, he/she thinks about the question asked above and comments how she/he personally and concretely experiences sex role as an influence on planning and decision making.

Problems: There are several problems with male/female experience. Especially with an inexperienced group, it will probably be necessary to have a male and female facilitator to make this exercise work. A leaderless, inexperienced group is likely to have difficulty in effectively using the available.

Also, if the discussions do well, it may be difficult to bring them to a conclusion, and move on with the workshop. A good way to deal with this problem is to schedule caucuses about an hour before lunch, which provides a natural way to insure these discussions do not go on too long.

MAJOR DECISION ANALYSIS

Good Decision:

Influences

Bad Decision:

Influences

Comparison of the decisions:

Influences--

Patterns--

Biases--

TOP PRIORITY GOALS

IV. B. Top Priority Goals

Rationale: The purpose of this activity is to translate earlier insights into concrete, achievable goal statements.

Context: This step follows the self-awareness work and usually is appropriate around the beginning of the last phase, in which specific actions are planned.

Instructions: "We are moving into the section where some specific action steps will be planned. But, we first need to clarify the goals we are seeking. These can best be phrased in terms of specific, achievable behaviors you would like to perform. Thus, "I Want to be happier," is not as useful a goal as "I want to allot a regular time for doing some reading I have been putting off," or "I want to spend more time with my brother, Joe." The latter are goals on which you can clearly check whether or not they are getting done, the former is vague and hard to pin down.

"Look over the preceding exercises, particularly the life Inventory and "Future: Who Am I?" and use them as resources for formulating about three specific goals, which, if achieved, would move you closer toward the kind of future you want to have. Remember to make them as concrete or behavior-oriented as possible. Record these goals on the sheet marked "Top Priority Goals."

Follow-Up: These goals should be shared with the consulting group to double-check that they are behavioral, not amorphous. The leader should visit the groups to stress this point.

IV. D. Goal Selection and Analysis

Rationale: The purpose of this exercise is to identify one goal which the participant will work on and develop a model for action-planning which can be applied to any goal.

Context: It follows identification of high priority goals and precedes specification plans, towards end of workshop.

Instructions: "look back at your list of top priority goals (or at things you want to "start" doing from the life inventory) and select one which you want most to do something about and which you are most likely to work on. We will spend some time analyzing the forces influencing that goal, so write it in at the top of your "goal analysis" page 81.

"It is always easier and more likely that we will take small steps, rather than engage in big, broad projects which as a whole can come to appear at times awesome or impossible. Therefore, underneath that goal try to come up with and list several smaller action steps, each of which will bring you closer to achieving the goal you desire.

"List to the right of these action steps any resources, support, or special opportunities you will need to carry them out. Examples might be a certain amount of time, money, equipment, agreements or assistance from others, information, etc.

"Many of our actions in life are responses we make to internal and/or external pressures to behave in specified ways. It can be helpful to gain an overview of the forces which might influence us to carry out or not carry out these actions. Then, by maximizing the supporting forces and minimizing the restraining forces, your goal is more likely to be achieved. Some possible supporting forces are your own motivation, possessions, skills, encouragement from others, rewards to be gained, etc. Some restraining forces might be conflicting demands on your time, money, resources, or energy, disapproval from others, dangers involved, etc. If your goal were to learn how to play the guitar, supporting forces could be the fun of playing for others and yourself, a friend who also plays, having enough money to buy a beginner's guitar, etc. Restraining forces might be little time to practice, little money for lessons, resisting the discipline of practice, etc. List under the "force-field analysis" those supporting and restraining forces that are relevant to your action steps.

"Review the force-field analysis you developed and list below it additional action steps you might take to increase the supporting forces and to decrease the restraining forces. Action steps from the above example might include scheduling sessions with your friend to share songs, buying a guitar to start your commitment to the process, and perhaps saving money or arranging a trade with someone for lessons. With these additional steps listed you now have a clearly, concretely developed plan optimally designed to achieve a goal you desire. Such an analysis can be done with any one of the many goals you have developed in this workshop."

Follow-up: Suggest that these lists be shared in the consulting groups, where discussion might center on the completeness of the supporting and restraining forces listed and the action steps developed from them.

Several such analyses might be completed for other priority goals.

GOAL ANALYSIS

High Priority Goal:

Action Steps:

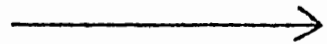
- 1.
- 2.
- 3.
- 4.
- 5.

Resources needed

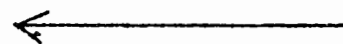
- 1.
- 2.
- 3.
- 4.
- 5.

Force-field Analysis

Forces Supporting My Goal



Forces Restraining My Goal



Additional Action Steps:

[Empty box for additional action steps]

IV: E. Action Contracts

Rationale: The purpose of this exercise is to extend the impact of this workshop beyond the day on which it is conducted.

Context: It comes after specific action steps have been identified, just before the end of the workshop. Several alternatives are possible, any of which can be used singly or in combination with others.

Alternative Instructions:

Alternative #1 - "Next to each of the action steps that you have just identified list a date by which it should be completed. Select about three especially significant action steps and enter each one on a "follow-up" page with the date by which it should be completed. The intent of this process is to determine particular dates for reviewing your progress in carrying out the plans developed in this workshop. At those times you should review your workshop booklet, the steps you actually have taken as a consequence of thinking these things through, and then report to yourself how well you are doing in carrying out your plans. If you are on schedule, pat yourself on the back. If you haven't done what you had planned, a review of your goal analysis might be in order."

Alternative #2: "Share your Follow-Up plans with your consulting group and discuss whether all of you want to agree on a time and place to meet again, either to celebrate your achievements or to review the outcomes of this workshop for more realistic approaches to accomplishing your life plans."

Alternative #3: "Write a letter, to yourself, detailing how you feel, what you believe, and what you want to have happen in the near future, which we will hold and mail for you at a mutually convenient time. It might serve as a reminder of your thinking in this workshop and as a stimulus toward more gratifying behavior at the time you receive it. In other words, tell yourself what you might like or need to hear at some point in the future."

Follow-up: Discussion in consulting groups about plans, or a whip around whole workshop group for everyone to get a sense of the actions others hope to take.

Appendix C: the Life Planning Workshop Evaluation Questionnaire

Think back to a time when you felt like you were "spinning your wheels". Perhaps you felt directionless, or uncommitted to the obligations in your life. In a situation like this there are three important factors to consider in understanding the causes for your feelings. It could be that you are responsible. That is, your own personality and motivations are the cause of these feelings. Another possibility is that important other people in your life are responsible. They could be holding you back, not satisfying your personal needs, etc. A third possibility is that the situation has caused these directionless feelings. Perhaps the situation which you are caught up in is forcing you to feel depressed and/or without direction.

In the spaces provided below, please rate the percentages for each factor which you now believe caused you to have these feelings.

1. You (your personality, motivations, mood, etc.) _____
 2. Important others (their needs, personalities, mood, etc.) _____
 3. The situation (the setting, job responsibilities, school, etc.) _____
- TOTAL _____ 100%

Some Basic Objectives for Speech Communication and Human Relations 540

Students who have taken part in 540 should do the following better than those who haven't:

1. Accurately assess others' impressions of them, both at first and after getting to know them, both on broad personality traits and particular verbal and non-verbal behaviors.
2. Voice their own ideas and feelings so that they feel and others regard them as open, honest, and congruent in their statements and taking responsibility for them.
3. Give feedback that recipients and others in group regard as helpful and accurate, i.e. it is generally regarding a feeling or perception about an immediately preceding situation, to a specific person, "owned" by the giver, and accompanied by a reason.
4. Identify what has been occurring in a group's process during preceding segments of time on issues such as: member participation, influence, decision-making procedures, task functions, maintenance functions, climate, inclusion, norms, etc. as well as identifying their own involvement in these processes (accurate vis-a-vis an observer or others in the group).
5. State the feelings and skills which they handle best and two or three which they would like to handle better, as well as how these have come up in the past and what might be done in order to grow toward their goals.
6. Can articulate specific guidelines for human relations behavior in specific situations, such as are discussed in Egan's book; can identify and evaluate other sources for such information.
7. Identify situations in their own everyday lives outside the group to which newly learned skills in human relations might apply, try new behaviors in them, and report them to be worthwhile.

Appendix E: A Copy of the Human Relations Group Study Questionnaire

The following questionnaire you respond to will be used as one way to judge the outcomes of aspect 340. Please respond to these questions, checking the appropriate column to indicate how well the statement describes you at this time. This evaluation will be held in confidence and your anonymity will be maintained.

1. Age _____
2. Marital status _____
3. sex. male female (circle one.)

How well do the following statements describe you at the present time?

YES /
 somewhat accurate
 don't know
 somewhat inaccurate
 not at all

4. I have a pretty good understanding of myself.
5. I have a firm grasp on what have been rewarding and non-rewarding experiences in my life.
6. I know my limitations and capabilities.
7. I have a concrete understanding of the personal goals I want to work on in the future.
8. I know how to work well with people.
9. I feel good about my life.

	YES / somewhat accurate	don't know	somewhat inaccurate	not at all
4.				
5.				
6.				
7.				
8.				
9.				

TIME

Try to recall the last time you had a good[^] smiling and laughing with friends. Now think of why this happened. It could have occurred because of you, because of your friend(s), or because of the situation.

In the spaces below, please fill in the blanks with percentages which reflect the extent to which each person or the situation may have caused you to have this positive experience.

The causes were:

You (your personal characteristics, such as your actions, mood, personality, etc.)

_____ %

Your friend (your friend's personal characteristics such as actions, mood, personality, etc.)

_____ %

The situation (such as the setting, social roles, chance circumstances, etc.)

_____ %

TOTAL

100%

Appendix F: Origin-Pawn Reading and Exercise

Origin-Pawn Reading

The exercise you are about to participate in is based on the thinking of Richard DeCharms. He has developed a theory involving the Origin and the Pawn. A Pawn is a person who is primarily controlled by his surroundings. One's surroundings can be other people or events in his physical environment. The Pawn's acts are not the result of his own desires. Rather, the Pawn is continually reacting to the wishes and desires of other people. Perhaps you can think of a person who is always saying "I'll do whatever you want to do.", "All I want to do is please you.", or "Sit down! I'll finish that for you.".

The opposite of the Pawn is the Origin. The Origin's behavior is based on what he internally believes to be the best thing to do. The Origin does not simply respond to the demands of others. Rather, the Origin decides for himself what he wants to do. Origins tend to be heard saying "I want to go for a walk. See you later!", or "My job isn't very satisfying, so I'm going to look for a new one.".

Realistically we all have tendencies toward being both Origins and Pawns. Often our tendency towards one extreme or the other depends on our mood, the other people involved, and the situation.

The purpose of this exercise, then, is to become more aware of the Origin and Pawn in ourselves. Additionally,

we can begin to see when our decisions are being controlled by others, and when we are controlling our own decisions.

Now, turn the page and begin the exercise.

1. We all have desires and goals which we would like to achieve some day. List in the spaces below five important goals you would like to achieve. These goals can be things you want to change in yourself or in the world, things you want to be or do, anything that comes to mind.

1. _____

2. _____

3. _____

4. _____

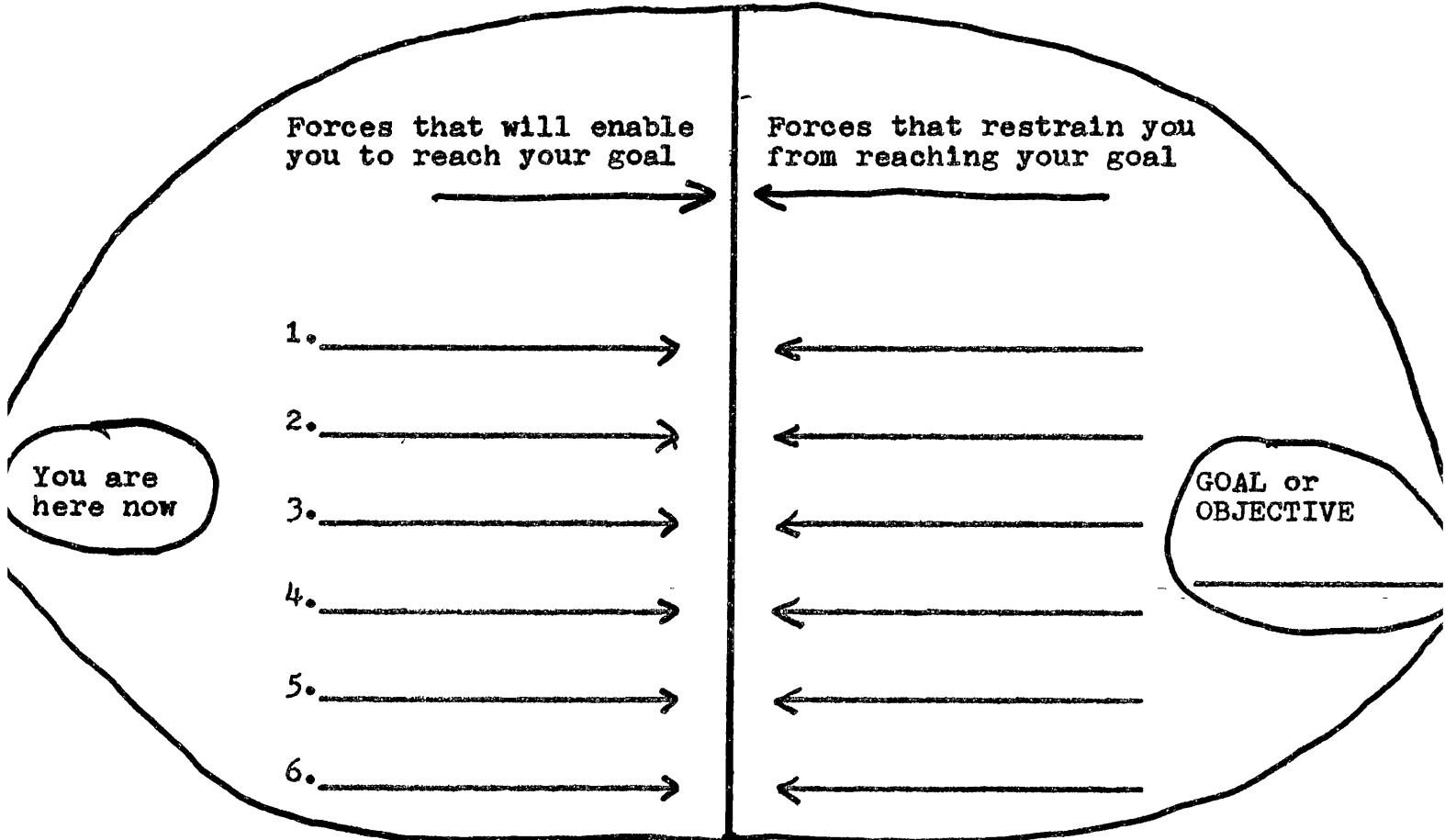
5. _____

When you have finished this task,
go on to the next page.

2. Now pick the one goal that is most important to you at this point in your life. In the space below write a description of the goal, and why this goal is important to you.

When you have given thorough consideration to this question, go on to the next page.

3. Life space diagram



- A. First, write the name of your goal in the space provided at the right of the diagram.
- B. Write on the arrows to the left of the center barrier the most important positive forces. These are factors which will help you achieve the goal or denied state.
- C. Write on the arrows to the right of the center barrier the most important restraining forces. These are factors that block, hinder or work against the goal or the denied state.
- D. Now indicate the relative strengths of these different positive and restraining forces by distributing 100 power points among them.
- E. Record on the next page any insights or new awareness you have as a result of this experience. Which side is stronger? Which factors are the most powerful? Are there dimensions you were not previously aware of?

Space for recording insights about the life space diagram.

**When you have given thorough consideration to this
task, go on to the next page.**

4. In the table provided below relist the positive and restraining forces in terms of whether each force is a part of you (in your control), or in the environment (outside your control).

	Part of me in my control	In the environment outside my control
P O S I T I V E F O R C E S	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	5. _____	5. _____
R E S T R A I N I N G F O R C E S	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	5. _____	5. _____

5. Now, using this information about yourself and your aspiration, you can develop a strategy of action for improving the likelihood of your successfully achieving your goal.

A. First, restate and clarify your goal (if necessary).

B. STRATEGY: Your goal can be reached by reducing the restraining forces in your life space diagram, AND/OR enhancing the positive forces in your life space diagram. List below and describe any actions which you can take which will enhance the positive forces or diminish the restraining forces.

STEP 1:

STEP 2:

STEP 3:

STEP 4:

STEP 5:

STEP 6:

Be sure to give careful consideration to
this part of the exercise.

6. An important aspect of planning is commitment to a particular plan. On the scale below, assess your degree of commitment to the plan you have developed.

LOW 1 2 3 4 5 HIGH

7. In the space provided below write an essay about your commitment to this plan. Is your commitment high or low? Why? Do you have a plan for getting feedback from others about your plan? How are you going to assess your progress towards realizing your goal? If you need more space, continue on the next page.

Appendix F: Part 2 (Origin-Pawn Exercise, Alone Version)

1. We all have desires and goals which we would like to achieve some day. List in the spaces below five important goals you would like to achieve. These goals can be things you want to change in yourself or in the world, things you want to be or do, anything that comes to mind.

1. _____

2. _____

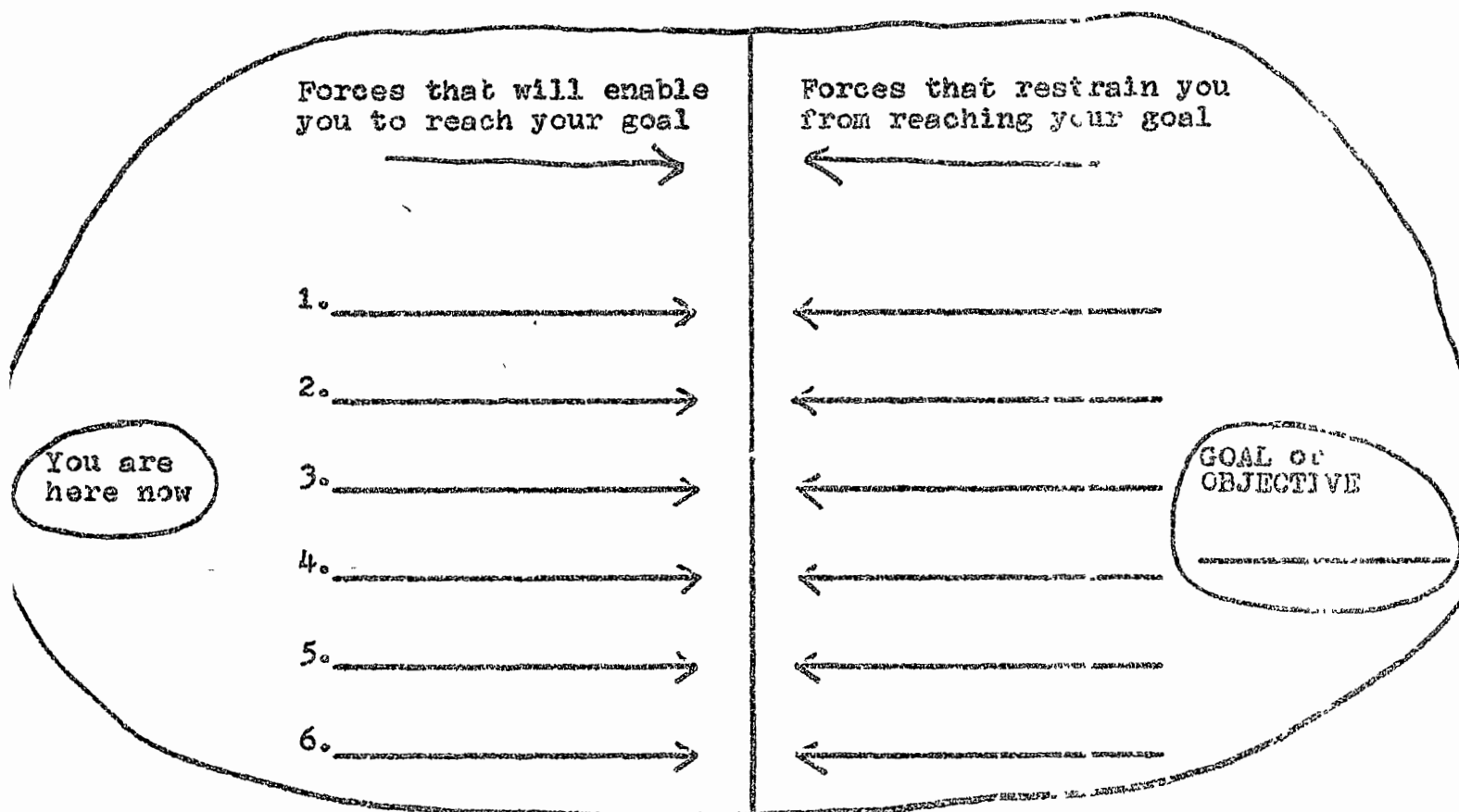
3. _____

4. _____

5. _____

When you have finished this task,
share your goals with your group.

3. Life space diagram



- A. First, write the name of your goal in the space provided at the right of the diagram.
- B. Write on the arrows to the left of the center barrier the most important positive forces. These are factors which will help you achieve the goal or denied state.
- C. Write on the arrows to the right of the center barrier the most important restraining forces. These are factors that block, hinder or work against the goal or the denied state.
- D. Now indicate the relative strengths of these different positive and restraining forces by distributing 100 power points among them.
- E. Share with your group any insights or new awareness you have as a result of this experience. Which side is stronger? Which factors are the most powerful? Are there dimensions you were not previously aware of?

4. In the table provided below relist the positive and restraining forces in terms of whether each force is a part of you (in your control), or in the environment (outside your control).

P
O
S
I
T
I
V
E

F
O
R
C
E
S

Part of me
in my control

In the environment
outside my control

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

R
E
S
T
R
A
I
N
I
N
G

F
O
R
C
E
S

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

5. Now using this information about yourself and your aspiration, you can develop a strategy of action for improving the likelihood of your successfully achieving your goal.

A. First, restate and clarify your goal (if necessary).

B. STRATEGY: Your goal can be reached by reducing the restraining forces in your life space diagram, AND/OR enhancing the positive forces in your life space diagram. List below and describe any actions which you can take which will enhance the positive forces or diminish the restraining forces.

STEP 1:

STEP 2:

STEP 3:

STEP 4:

STEP 5:

STEP 6:

Be sure to give careful consideration to
this part of the exercise.

6. An important aspect of planning is commitment to a particular plan. On the scale below, assess your degree of commitment to the plan you have developed.

LOW 1 2 3 4 5 HIGH

7. Finally, share what you have learned with the others in your group. What have you learned about the nature of your positive and restraining forces? Is your commitment to the plan you have developed high or low? Why? Do you have a plan for getting feedback from others about your plan? How are going to assess your progress towards realizing your goal?

Appendix G: Unfocused Human Relations Exercise

1

The Road of Life Exercise

1. First, find the crayons and paper provided for this exercise.
2. On your sheet of paper place a dot which represents your birth. You may place the dot anywhere you like on the paper. Then, without lifting the crayon from the paper, portray a series of ~~critical~~ **IMPORTANT** incidents which you feel are representative of your life. NOW, take enough time to fully complete the exercise.
3. After completing the drawing you may now want to go back and add color to the drawing you have constructed. Fill in any details which you have omitted and now feel are important to include in your road of life.
4. In the space provided below and on the next page, write an essay which summarizes your experience with this exercise. What have been important experiences in your life? Are there any recurrent themes in your drawing? What new insights and learning have you come to as a result of this exercise? Be sure to take enough time to carefully consider the nature and message of your picture. If extra space is needed, you may use the back of these pages.

Tinker Toy Exercise

The second exercise has two parts. It involves building with tinker toys. You will notice the tinker toy box in the room. It contains the tinker toys for this exercise. Your first task will be to individually construct an object from the tinker toys which represents you. This object which you will build will symbolize some important dimensions of you as a person. You are free to consider and include any dimensions of yourself that you may want to represent through the tinker toys.

After you have taken enough time to carefully consider and construct your creation from the tinker toys, write in the space provided below and on the next page a brief summary of the learnings and insights gained in viewing this representation of yourself. What does your structure look like? Is it balanced or unbalanced? What changes would you like to make as you look at the construction? What do these changes mean to you?

Appendix H: Responsibility Study Questionnaire

The following questions and your responses will be used as one way to gauge the outcomes of this project. Please respond to these questions, checking the appropriate column to indicate how well the statement describes you at this time. This evaluation will be held in confidence and your anonymity will be protected.

1. Age _____
2. Marital status _____
3. Sex male female (circle one)

How well do the following statements describe you at the present time?

vary well somewhat accurate
 don't know
 somewhat incorrect
 not at all

4. I have a pretty good understanding of myself.
5. I have a firm grasp on what have been rewarding and non-rewarding experiences in my life.
6. I know my limitations and capabilities.
7. I have a concrete understanding of the personal goals I want to work-on in the future.
8. I am highly committed to the personal learnings suggested in this project.
9. I know how to work well with people.
10. I feel personally capable of making the changes in my life that I believe I am responsible for making.
11. I feel good about my life.

	vary well	somewhat accurate	don't know	somewhat incorrect	not at all
4. I have a pretty good understanding of myself.					
5. I have a firm grasp on what have been rewarding and non-rewarding experiences in my life.					
6. I know my limitations and capabilities.					
7. I have a concrete understanding of the personal goals I want to work-on in the future.					
8. I am highly committed to the personal learnings suggested in this project.					
9. I know how to work well with people.					
10. I feel personally capable of making the changes in my life that I believe I am responsible for making.					
11. I feel good about my life.					

Consider your life at KU right now. Perhaps your feelings are somewhat negative. Your courses might not be exactly what you want, possibly you are lonely or have been having trouble with friends, or maybe you feel overloaded with work. On the other hand, your present life here may be mostly positive. That is, you are basically satisfied with your courses, you have several good friends, and your work load leaves time for recreation and other activities.

Whatever your feelings are at present, there are three important factors to consider in understanding the causes for how your life is going right now. That is, there are three elements necessary to understand the causes for your behavior and feelings. It could be that you are responsible. That is, your own personality and motivations are the cause of these feelings. Another possibility is that important other people in your life are responsible. They could be holding you back, or not satisfying your personal needs, helping you out, etc. A third possibility is that the situation has caused your feelings to be as they are. Perhaps the situation you are in is the reason for your happiness or depressed feelings.

In the spaces provided below, please rate the percentages for each factor which you now believe causes you to have your present feelings.

1. You (your personality, motivations, mood, etc.) _____
2. Important others (their needs, personalities, mood, etc.) _____
3. The situation (the setting, school responsibilities, living situation, etc.) _____

TOTAL = 100%

SIGN-UP for LIFE PLANNING WORKSHOPS.

Related to the experience you have just had is a workshop designed to focus on life planning. We are offering several workshop sessions this semester. These workshops are day-long sessions and are scheduled for Saturday, October 5th, and Saturday, November 9th. Additionally other workshops will be scheduled at a later time. The fee for these workshops is \$4.00. If you are interested in attending one of these workshop sessions please indicate this in the space provided below.

_____ Yes, I would like to attend the October 5th workshop.

_____ Yes, I would like to attend the November 9th workshop.

_____ Yes, I would like to attend, but at a later time.
Please contact me when other workshops are set up.

NAME _____

ADDRESS _____

PHONE _____

In the space provided below describe something that you really have been wanting to do, but that you have not done because you have been too busy, or haven't had the time to do. Additionally, this thing you choose should be something you are willing to do in the next week. Thus, you are to only write down and describe something that you really want to do, and that you will do in the next week.

Appendix I: The Responsibility Study Script

Script and Cover Story

Hi! I'm Steve Coffman, and I am the one in charge of this study. Are you _____?

response

Did you have any trouble finding this place?

response

Good. Why don't you leave your things over on that desk, so they won't get in the way.

pause

First, as you may know I need to get your permission to participate in this study. It's part of the University rules these days. So, why don't you read this form, and if you agree to participate, go ahead and sign it, and then we will get started.

ALONE CONDITIONS

Okay. Since you will be working alone in this project let's go to the room where you'll be working. It's right this way.

This is it! You can sit over there. pause Basically, this study is about awareness and learning. I don't want to go into the details right now, but when we are finished, I'll talk more about the purposes of the project and answer any questions you might have.

What you will be doing is a series of self explanatory exercises. These sheets will explain all that you will need to know to

complete the session. However, if you do have problems, I'll be back over in the waiting room, if you need help.

These exercises should take an hour or less to complete. Work at your own pace and don't worry about the time.

When you are finished come back over to the waiting room and I will give you a short questionnaire to fill out.

Okay? Do you have any questions?

See you in a little while.

GROUP CONDITIONS

Since you will be working in a group, this evening why don't you have a seat until the others arrive. I have to go set up the group room. I'll be back in a few minutes. Would you tell the others to have a seat for a couple of minutes?

response

Thanks.

WHEN all have arrived.

Hi! let's see, you are _____. Who is _____? Then you must be _____ and _____.

REPEAT ABOVE STATEMENT ABOUT PERMISSION

Okay, good.

As I told _____ earlier you all will be working as a group, so let's go to the group room where you will be working.

It is right this way.

This is it. You can sit anywhere you want.

pause

Okay. Basically, this study is about awareness and learning. I don't want to go into the details right now, but when we are finished, I will talk more about the purposes of the project and answer any questions you might have.

REPEAT ALONE STATEMENT ABOUT WHAT THEY WILL BE DOING.

AFTER PARTICIPANTS HAVE FINISHED THE EXERCISES.

Finished? Okay. I have a short questionnaire for you to fill out. But, first the Speech Department has asked me to have you answer this question about becoming Speech majors.....

(holding some forms) Since you will be filling out the questionnaire in separate rooms, you might as well fill this out there too. The rooms are just over here.

ALONE CONDITIONS

Come in here and sit at the desk. The Speech Department form is there on the desk. Take a few minutes to fill it out, then I will be back and give you the questionnaire about this study.

GROUP CONDITIONS

Let's see _____ you go in this room (repeat above statement about Speech Department question).

Repeat above for the number of participants.

AFTER SUBJECTS HAVE FILLED OUT THE SPEECH QUESTION

Okay. (If not finished) I'm sure that is enough information for the department. (If they are still sitting in the small chair) hummmmm..... that chair looks a bit small. Why don't you sit in this one, so you'll be more comfortable. This questionnaire is short and also self explanatory. Go ahead and fill it out, then come back to the waiting room, and I will be happy to answer any questions you might have about the project.

AFTER THE QUESTIONNAIRE HAS BEEN FILLED OUT

1. get questionnaires.
2. briefly explain study.
3. answer questions.
4. sign appropriate cards for participation.
5. swear participants to silence about the study.
6. thank them for participating and conclude the session.