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The effects on interpersonal growth and group leadership skills of a training for trainers workshop.

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THE EFFECTS ON INTERPERSONAL GROWTH

AND GROUP LEADERSHIP SKILLS OF A

TRAINING FOR TRAINERS WORKSHOP

A Dissertation Presented

By

JACK J. ROSENBLUM

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

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April   1977

Education

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Special thanks are due to the New England Center for Personal and Organizational Development and its directors, who allowed me to conduct this study around a Center workshop, and also to the twelve stalwart workshop participants who agreed to serve as subjects and patiently waded through four administrations of the instrument package.

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ABSTRACT

The Effects on Interpersonal Growth

and Group Leadership Skills of a

Training for Trainers Workshop

April, 1977

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The purpose of this study was to design and test
a workshop evaluation methodology to determine whether and
to what extent any changes in interpersonal growth or in
group leadership skills occurred in participants of a
Training for Trainers laboratory education setting.
Selected dependent variables were six scales of the Per-
sonal Orientation Inventory (POI) and three scales of the
Group Leadership Questionnaire (GTQ-C). The subjects for
this study were twelve participants who self-selected
themselves in reponse to a brochure of the New England
Center for Personal and Organizational Development. Half
were male and half were female.

The participants were given the POI and GTQ-C
four times: (1) five days before the workshop began;
(2) the evening the workshop began; (3) the afternoon
the workshop ended; and (4) thirty days after the workshop

ended. In addition, on the fourth occasion, the partici-
pants were also given a subjective questionnaire entitled:
"Workshop Reactions and Behavioral Change."

Comparisons were made between each set of data,
and appropriate statistical tests were conducted on each
of the dependent variables to determine whether signifi-
cant differences would be demonstrated. Statistical
analysis of the data showed significant increases in the
Spontaneity scale of the POI and in the "Leader Feeling"
scale of the GTQ-C during the workshop week. Related
analysis indicated that the pre-test POI scores may have
been artificially inflated due to the effect of testing
and to the interaction of testing and the workshop setting.
When the scores from the first administration of the in-
strument package were used as the pretest, the results
showed significant growth in the POI scales of Acceptance
of Aggression, Capacity for Intimate Contact and Inner
Directed, as well as Spontaneity.

The data also cast doubt on the Lieberman, Yalom
and Miles (1973) conclusion that "late-blooming" does not
take place in personal growth workshops. Specifically,
while no significant increases were demonstrated in any
of the selected dependent variables between the end of
the workshop and thirty days thereafter, the comparison
between pretest and long posttest yielded significant

growth in four selected POI variables: Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact and Inner Directed.

An unpredicted result was significant increases in the GTQ-C "Non-verbal" and "Reassurance-approval" scales during the workshop week.

The data did not support the hypotheses of significant growth in the selected POI variables of Self-regard or Feeling Reactivity, nor in the selected GTQ-C variables of "Member Feeling" or "Structure."

The subjective questionnaire "Workshop Reactions and Behavioral Change" provided strong corroboration of the significant interpersonal growth reported above and weaker corroboration of growth in group leadership skills.

Replication studies applying the workshop evaluation design utilized in this study to other professional training settings is needed if the full value of this research undertaking is to be realized. In addition, future research should include modifications of the research design to expand the generalizability of the findings.

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CHAPTER I

INTRODUCTION

Laboratory education, since its inception in 1947 (Bradford, Gibb, and Benne, 1964) has developed and spread to the point where it has become an important part of the educational landscape. The term "laboratory education" now covers a spectrum of learning environments ranging from personal growth settings such as "T-groups" and encounters on one side to highly instrumented skill acquisition settings such as communication, planning, leadership and decision-making workshops on the other side. Its pervasiveness in the society is illustrated by the fact that different kinds of laboratory education settings are currently being utilized by organizations as disparate as Esalen and Exxon.

What all these varied settings lumped under the rubric "laboratory education" appear to have in common is a learning model with an experiential base. That is, learners participate in an experience and then proceed to "process" it: they examine their own behavior and feelings during the experience for learnings about themselves and applications to their lives outside the laboratory setting. Often, in addition, there is feedback from other workshop participants.

Over the years, there has been a continuing focus on the role of the group leader or facilitator and, particularly, on the question of what constitutes adequate training for that crucial and demanding role. Research pointing to the group facilitator as one of the main factors determining a successful or unsuccessful learning experience for participants (Lieberman, Yalom and Miles, 1973) has highlighted the importance both of quality control and of proper evaluation of training of trainers programs.

These concerns have been brought home to the author in a personal way. Over the past seven years, as a laboratory educator, many clients and potential clients have asked the same question, namely, whether the workshops offered are effective in producing change along desired lines for participants, or put more precisely, whether people going through workshops do, in fact, change in positive ways. And they want to know how such conclusions have been reached; they want to examine the data base from whence claims of effectiveness derive. The most usual response is, while disclaiming knowledge based on any hard research data, to cite impressionistic feedback, letters, reports from satisfied customers, etc., with a slight air of apology that no hard data exists. But such inquiries over time sparked the author's curiosity. It is one thing to believe that what one is doing is effective; it is quite

another to be able to prove it. If, on the other hand,
new data should disprove it, that could provide the im-
petus to alter the treatment.

That curiosity was the seed of this dissertation.
New England Center for Personal and Organizational Develop-
ment in Leverett, Massachusetts had scheduled a workshop
entitled "Group Leader/Facilitator Training Program" during
the week of February 22-27, 1976 in which the author would
be serving as one of the trainers. The challenge was to
create a research design around that workshop yielding
data that could support inferences on the value of the
training to participants and also shed some additional light
on the methodological problems of evaluating personal and
interpersonal growth and levels of group facilitation
skills.

Statement of the Problem

A succinct statement of the problem being studied
would be: can a research design be devised that can
determine whether and to what extent any changes occur in
participants of a Training for Trainers Laboratory educa-
tion setting?

Purpose of the Study

The purpose of this dissertation was to design a
methodology to determine whether and to what extent any

changes were demonstrated by a group of participants in a five-day intensive Training for Trainers Workshop.

The superordinate goals of the workshop were to help participants achieve interpersonal growth and enhance their group facilitator intervention skills. These were general goals and had to be defined operationally.

The operational components of interpersonal growth to be addressed in the workshop were (Egan, 1970):

1. authentic self-disclosure
2. responsible expression of feeling
3. concerned confrontation
4. nondefensive self-exploration
5. realistic support

The operational components of group facilitator intervention skills to be addressed were:

1. identification of group behavior, group process and dynamics
2. giving and receiving of constructive feedback
3. appropriate use of structured experiences and experiments
4. group maintenance and structure
5. responsible expression of feelings
6. sponsoring participants' expression of feeling
7. consensual validation
8. processing all generated data for learnings
9. conflict resolution
10. creation of a safe, trustworthy laboratory setting

Given these two sets of goals, the purpose of this study was to develop a design to measure the interpersonal growth and the group facilitator intervention skill level of the workshop participants.

The significance of the study is threefold: first, it developed and tested a methodology for evaluating training for trainers workshops. Second, it provided feedback on the treatment which has contributed to the on-going process of revising the treatment to increase its effectiveness. And, third, it has suggested avenues for further research in the area of training for trainers program evaluation.

Research Design

The study measured some of the effects on participants of a five-day Training for Trainers Workshop to be given at New England Center during the week of February 22 through 27, 1976. The population was drawn from among the 25,000 people, largely in the Northeastern part of the country, who were on New England Center's mailing list and had received a brochure. The specific research subjects were the people who: (1) enrolled in the workshop and were thus willing to commit five days of their lives and $225.00 towards the acquisition of trainer skills, and (2) agreed to participate in the research project in exchange for $40.00 payable upon receipt of the final instrument package.

The following description of the workshop was sent to potential participants in the New England Center publicity:

> This is an intensive five-day workshop for people who want to learn how to run groups and for people who already run groups and want to broaden and deepen their repertoire of skills. Participants will have the opportunity to practice and develop their skills in human relations, team-building, communication, leadership and group decision making, in order to become a valuable resource and a facilitator of learning and of productive work in any group setting, including the class room. We will explore such concepts as cofacilitating, appropriate and inappropriate interventions, feedback, structured experiences, written instruments, process consultation, conflict resolution and non-verbal techniques. We will consider ways of dealing with inclusion, control and affection issues as they arise. And we will spend a lot of time on the question of authenticity and the group leader as role model.
> Every participant who so desires will have the opportunity to lead both personal growth and skill-building segments and receive feedback on his/her style and effectiveness. In addition to all this serious learning, we'll have some fun together too.

The research design was quasi-experimental (Campbell and Stanley, 1963), involving four separate administrations of an instrument package: (1) on Tuesday, February 17, five days before the workshop began; (2) on Sunday, February 22, just after the workshop had begun; (3) on Friday, February 27, as the workshop ended; and (4) on Sunday, March 28, a normal 30-day month later. Each administration required about an hour to complete. Hereafter the four respective administrations and the test scores obtained therein will be referred to as T1, T2, T3 and T4.

The time-series design employed is considered quasi-experimental in that not only were research subjects not randomly assigned to control and experimental groups, but there was no separate control group. The training group served as its own control group. A better way of expressing it is that the one-and-only group was quite versatile: one week it served as the pre-training group, the next week and the following month as the training group. The changes found to have occurred during the treatment week were compared to the extent of change during the previous week in which no treatment took place permitting inter-period comparisons to be made. By utilizing a long post (T4), it was also possible to determine whether any changes registered at T3 were stable over one month (rather than the effect, say, of post-group euphoria), and to what extent regression and gestation phenomena were present.

The advantage of a time-series design was that it tended to provide more corroborative evidence to support inferences of growth than a simple pretest and posttest design would have. With only a pretest and a posttest, the change slope might have been part of a long-term prevailing change pattern unrelated to the treatment. With a time-series design, it could be seen whether and to what extent the change slope bent during the treatment and what happened to the slope subsequent to the treatment.

After careful consideration of relative benefits, costs and feasibility of alternative methods of measuring interpersonal growth and growth in group leadership skills, two paper-and-pencil instruments were selected: the Personal Orientation Inventory or POI (Shostrom; 1966) and the Group Leadership Questionnaire or GTQ-C (Wile in Pfeiffer and Jones, 1972).

Among the advantages of the POI was the fact that six of its twelve scales closely matched some of the interpersonal growth goals of the workshop. The six scales were: (1) Feeling Reactivity; (2) Spontaneity; (3) Self-regard; (4) Acceptance of Aggression; (5) Capacity for Intimate Contact; and (6) Inner Directed.

Similarly, in the GTQ-C, three of the intervention style scales dovetailed closely with group leadership goals of the workshop, namely: (1) Leader Feeling; (2) Member Feeling; and (3) Structure. These nine scales, six from the POI and three from the GTQ-C, became the dependent variables selected for analysis.

In Chapter II, a review of other studies utilizing these instruments is presented, and in Chapter III, a more detailed description of the instruments is presented.

An open-ended questionnaire entitled "Workshop Reactions and Behavioral Change" was included in the fourth administration of the instrument package to gather subjective data about what workshop participants thought

they had learned, what contributed to or hindered their learning, and whether they believed they had grown along the dimensions of each of the selected dependent variables. Its purpose was to shed additional light on the data from the four administrations of the instrument package and to provide corroborative evidence which might assist in interpreting the data.

The Independent Variable

The independent variable or treatment in this study was a five-day intensive workshop entitled "Group Leader/Facilitator Training Program" given at the New England Center for Personal and Organizational Development from February 22, 1976 through February 27, 1976. The workshop attracted twelve participants, all of whom agreed to participate in the research.

The workshop itself was divided into two distinct segments: the first part, Sunday evening through Tuesday evening, was a highly structured interpersonal growth design in which the trainers modeled trainer behaviors described in the workshop goals. The second part, Wednesday morning through Friday afternoon, consisted of one hour segments co-led by rotating pairs of participants, forty minutes for a personal growth encounter segment and fifteen minutes for feedback to the co-facilitating pair. Most of the segments were intensive

small groups focusing on personal growth and interpersonal growth issues. Some of the segments were structured experiences focusing on skill acquisition. Twice daily there was also a lecturette or experience illustrating some aspect of group facilitation.

A more detailed description of the workshop design is presented in Chapter III.

Hypotheses

The three general hypotheses were:

1. Participants who complete the "Group Leader/ Facilitator Training Program" workshop at New England Center will experience a significant increase between T2 and T3 on the dependent variables selected for analysis from the POI and the GTQ-C.

2. Said participants will experience a significantly greater increase between T2 and T3 than between T1 and T2 on those selected dependent variables.

3. For said participants there will be no significant differences between T3 and T4 on those selected dependent variables. (In other words, there will be neither a significant "late blooming" effect nor a significant regression effect.)

The dependent variables selected for analysis were:

a. from the POI:

1. Fr - Feeling Reactivity
2. S - Sponteneity
3. Sr - Self-regard
4. A - Acceptance of Aggression
5. C - Capacity for Intimate Contact
6. I - Inner Directed

b. from the GTQ-C:

1. #8 - Leader Feeling
2. #7 - Member Feeling
3. #5 - Structure

Limitations of the Study

There appeared to be at least six general limitations to the present study. The first limitation was related to the general limitation imposed when working with small samples. Here the size of the sample was twelve participants. The analysis of the data utilized the means of the participants' scores for each instrument in each administration of the instrument package. While statistical procedures were selected with this factor in mind, the small sample for the group mean considerably weakened the power and the generalizability of the data obtained.

The second, third and fourth limitations involved possible sources of error in the data. The second limitation was the possibility of error due to falsification, that is, of subjects seeking to "do well" on the POI and/or the GTQ-C. The third limitation was the possibility of

errors due to testing or the reactive effect of testing, that is, that participants might either have learned from repeatedly taking the instrument or been primed for the content. The fourth limitation was the possibility of interaction between testing and the workshop setting. It is possible that participants might have reacted to the pressure inherent in the first evening of the workshop. These three limitations applied particularly to the data obtained in the second administration of the instrument package, T2.

A fifth limitation was that the trainee population was not representative of the population in general. It is unclear of exactly what population the sample was typical. People who paid $225.00 and gave up a week of their lives for this sort of training were already in an unusual category. What was true for them might or might not be true for others less committed to their own growth and development.

A sixth limitation was that the researcher served as one of the two trainers. This presented an additional danger of contamination of the data but one which was controlled for by careful planning and a rigorous policy of no discussion of the research project with participants beyond administrative instructions and a request for honest, unbiased responses.

Of these six general limitations, the second, third and fourth, those dealing with possible sources of error in the data, were limitations upon the quality of the data obtained. The research design did not control adequately for errors due to falsification, testing or the reactive effect of testing, and the interaction between testing and the workshop setting. All six general limitations certainly affect the generalizability of the data. As with all time-series design studies (Campbell and Stanley, 1963) repeated studies would be needed to support generalized inferences beyond the sample tested.

Overview of the Dissertation Report

Chapter I has introduced the area of study and the specific problem addressed. In addition, the purpose and significance of the research were explained, and the research design, independent variable, hypotheses and limitations of the study were presented. The following paragraphs outline the remainder of the dissertation report.

The second chapter provides a review of the relevant literature on training of trainers programs, and on each of the instruments used to generate that date for analysis in the present study.

The third chapter describes the methodology employed in this research. It includes a description of the subjects, the research design, the instrumentation, the

process of data collection, the workshop format and the
hypotheses.

The fourth chapter reports the results of the four
administrations of the instrument package, the outcome of
seven sets of test score comparisons for the POI and the
GTQ-C, the data obtained from the "Workshop Reactions and
Behavioral Change" questionnaire, and the results of test-
ing the hypotheses of the study with the data obtained.

The final chapter presents discussion, analysis,
interpretation and conclusions regarding the data both
as interpersonal growth and on group facilitator inter-
vention skills, as well as conclusions regarding the in-
dependent variable and the research design. It also con-
tains suggestions for future research and a summary of
the conclusions reached in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This review of related literature focuses on
three areas: first, an exploration of various views
on the training of trainers; second, discussion of the
POI and other experiments which have utilized the POI;
and third, a discussion of the GTQ-C and of the scanty
literature available on its use in conducting research.

The literature on training of trainers, group
leaders or group facilitators has special importance
because of the necessity of proper training and prepar-
ation in becoming professionally competent in the field.
It is important to review those skills and qualities
that make for an effective leader. It is for this reason
that group leadership issues and experimental studies
were researched in this section. Furthermore, this
researcher reviewed the POI and GTQ-C in order to under-
stand how these instruments were used as effective in-
dices for, respectively, personal-interpersonal growth and
growth in group facilitator intervention skills.

Training of Trainers

This section will explain the background of train-
ers, those skills and qualities possessed by trainers,

functions of trainers, trainer interventions, and exper-
imental studies of group leadership issues.

A Definition

Egan (1970) has defined a personal growth group
as a laboratory education experience centering around
personal and interpersonal concerns, the principal vari-
ables of which are self-disclosure, expression of feeling,
support, confrontation, and self-exploration as a response
to responsible confrontation. Pfeiffer and Jones (1975)
substantially agree with that definition specifying as
major themes: self-disclosure, consensual validation,
feedback, risk-taking, experimentation and feelings.

Schein and Bennis (1965), among many others in-
cluding the present investigator, believe that trainer
interventions, style and values are the major influences
on laboratory group learnings. If that is true, it would
seem to be of critical importance in the development of
laboratory education as a profession to establish what
qualities and skills are required for successful group
facilitation and to establish pathways for aspiring facil-
itators to achieve, insofar as possible, the needed skills.

Background of Trainers

At present, although courses are offered at
numerous universities, few universities have set up com-
prehensive professional development programs for laboratory
education in general or personal growth facilitation in

particular (Egan, 1970). Lippitt et al. (1975) believe
that laboratory education is too new to be certain about
what training experiences should go into the development
of the professional trainer-consultant.

In the current state of the field, laboratory edu-
cators are greatly varied in background and technical
skill and often fuse many areas of practice in their work,
e.g., dance, music, art, psychotherapy, psychiatry, reli-
gion, psychodrama. The pathways to professional competence
in this area are highly diverse. There is little standard-
ization and certification, although it is being attempted
through the International Association of Applied Social
Scientists (Appley and Winder, 1973; Lippett et al., 1975),
is difficult and at a relatively primitive stage (Lippitt
et al., 1975).

Thus, no systematic or comprehensive curriculum for
the training of laboratory educators has developed up to
this time. However, Lippitt et al. (1975), have identified
five emerging patterns of how people get to be trainers:

1. Several interdisciplinary doctoral programs in
   universities in education, social work, public
   health, business administration and public ad-
   ministration.

2. The learning community program of the NTL Insti-
   tute and similar training of trainer programs
   at other training centers.

3. A less formal sequence of co-training or intern-
   ing is a variety of laboratory education designs,
   selecting senior trainers to work with and getting
   supervision and feedback.

4. On-the-job development of young professionals by consulting firms and companies employing young behavioral consultants who are supported in getting a series of on and off the job growth experiences as part of their professional development.

5. A practitioner with or without a graduate degree hangs out a shingle and gets experience at the expense of uninformed or uncritical clients.

The fifth pattern is a matter of some concern for Lippitt et al. (1975), and for Appley and Winder (1973), among others. Appley and Winder (1973) go so far as to suggest that there needs to be a painful period of deselection of those already in the field, as well as in-service training and thoughtful and vigorous recruiting.

Numerous commentators agree that academic credentials by themselves are no guarantee of competence as a therapist or by extension as a trainer (Egan, 1970; Schofield, 1964; Rioch et al., 1963). Speaking of who should be doing therapy, Schofield (1964) noted that preclinical experience such as medical school, Ph.D., School of Social Work and other intensive educational procedures were largely irrelevant in this sphere as currently practiced. Even more devastating, Rioch et al. (1963) cited an informal study showing that a significant number of practicing psychotherapists, despite the most intensive training, are judged by their colleagues as incompetent or ineffectual.

Qualities and Skills of a Trainer

What, then, are the personal qualities and skills
that a trainer should possess in order to be effective?
Egan (1970) believes that the socially intelligent person,
the person with a "feel" for his fellow human beings,
makes the best trainer. Rogers and Truax (1967), in dis-
cussing the differences between high-functioning and low-
functioning therapists, indicate that the former demon-
strate acceptance and warmth, genuineness and accurate
empathy. Others have added confrontation skills to the
repertoire of the high-functioning therapist or trainer
(Berenson and Mitchell, 1968; Berenson, Mitchell and
Laney, 1968; Berneson, Mitchell and Moraves, 1968; Dowds,
Berenson, Carkhuff and Peirce, 1967). Culbert (in Dyer,
1972) states that the personal characteristics most es-
sential in predicting excellence as a trainer are social
competence and an aptitude for accurately viewing one's
own contributions to interpersonal dilemmas. He recommends
that trainers be congruent but not destructively open, a
middle ground that might be termed "strategically open."
Appley and Winder (1973) discuss the concept of personal
readiness, which, in their view includes openness to others;
readiness to grow (i.e., stay a learner); relatively un-
conflicted about authority and peer relations in relation
to sex, race, class and other differences; ability really

to care for others and not need to shape others to fit one's own needs; and a commitment to a set of values including the values inherent in laboratory education.

Function of a Trainer

Most of the literature on group leadership specifies what each writer considers the function of a trainer or facilitator. Here is a sample of what some of them have said, selected on the basis of representativeness and cogency.

Egan (1970) delineates the function of a trainer as manifesting the growth-facilitating behavior suggested by Rogers (1967), clarifying the contract between the members and the group, suggesting problems that might arise because of his/her role as leader and leader/member, modeling the kind of interactional behavior included in his definition of a personal growth group (see above p. 16). It is hypothesized that if he/she does these things well, he/she will help provide a climate in which interpersonal growth (defined as participants fulfilling their contract by experimenting with the kinds of behavior it calls for) is facilitated.

Lippitt (1972) sets great store in leader authenticity. He considers the great challenge for facilitators is to develop honest non-defensive and authentic fellowship for the life of the group. Quoting Snyder's (1959) paraphrasing of Martin Buber:

Authentic existence is meeting each fresh situa-
tion with a spontaneous wholeness: responding
out of the depths rather than in terms of pre-
viously decided rules or images, or from
compulsive emotion.

In another view, Lippitt (1972) has indicated six

roles of a group trainer; initiator of diagnostic train-

ing concepts, diagnostic observer at the appropriate

time and level, innovator of learning experiences, arbiter

of group standards, and arbiter of group member functions.

Culbert (1972) believes that the difference be-

tween merely effective and very effective trainers' is that

the latter provide, in addition to facilitation, a cogni-

tive map of the affective area, something Lieberman et al.

(1973) call "Meaning Attribution." Participants learn

from such trainers a technology of generalizing personal

and interpersonal data required in analyzing periodic

growth crises that characterize all of life. When faced

with key life struggles, former participants of their

groups will know not only about resources available in

training groups but will have some ideas for creating

similar resources among current acquaintances.

Tannenbaum, Weschler, Massarik (1961) specify

five trainer functions as (1) creating situations con-

ducive to learning, (2) establishing a model of behavior,

(3) introducing new values, (4) facilitating the flow of

communication, and (5) participating as an expert.

Appley and Winder (1973) consider it important that trainers be able to:

1. Understand enough about what is happening to be able to make planned interventions and create learning opportunities for the participants to carry out their learning goals.

2. Create a learning environment that will allow participants to experience and utilize the laboratory approach to interpersonal relations.

3. Articulate for himself/herself a theory of human nature and know something about learning theory and change theory.

4. Understand something of individual and group dynamics, i.e., communication, functional roles of group members, group problem-solving and decision-making, group norms and group growth, leadership and authority, intergroup processes of competition and collaboration.

5. Understand his/her personal dynamics and his/her strength and weakness in relation to skills and knowledge required including plans for continuing personal growth.

6. Have lots of "open" space in his/her Johari window.

7. Have humility as well as acceptance of a willingness to use own competence and effectiveness.

8. Have a philosophy as well as a training style: a commitment to a set of values consciously selected from a range of options.

9. Have a commitment to the goals of the laboratory method: acceptance of a spirit of inquiry and a belief in collaboration (Appley and Winder, 1973, pp. 162-163).

Golembiewski and Blumberg (1973) have aptly summed up the thrust of the literature on trainer qualities and skills in their observation that a trainer must function as an expert and he must also project himself/herself as a person.

Trainer Interventions

Since the present study deals with measuring an attempt to train facilitators to make appropriate interventions, it is worthwhile to explore the concept of a trainer intervention. Lippitt (1972) sets forth a number of criteria and examples of appropriate interventions:

1. The purpose of a trainer intervention is for a group to learn about its processes.

2. A trainer intervention may be helpful to both individual and the group in making possible the exposure of behavior for analysis.

3. Intervention by the trainer is helpful in encouraging the use of feedback among members of the group for both individual and group learning.

4. Trainer interventions may be necessary if, in the professional judgment of the trainer, a particular individual or subgroup is threatened by group analysis.

5. As the group takes over various diagnostic functions, the interventions of the trainer can be made at different levels from the group's observations.

6. Trainer interventions may be procedural in nature so as to maximize learnings within a group experience.

7. Group members frequently expect not only that they share their feelings about one another and the ways they have seen one another but also that the trainer will share with them his/her feelings and observations about the group's growth, learning and effectiveness. At any stage in the group's experience, such sharing is a legitimate aspect of the intervention and "member-role" responsibility of the trainer (Lippitt, 1972, p. 64).

Experimental Studies of Group Leadership Issues

In addition to a voluminous theoretical literature on group leadership, there are also numerous experimental studies investigating a wide variety of group leadership issues.

In the experimental studies described below, using a variety of populations and instruments, one characteristic emerges: researchers have attributed similar qualities and skills to an effective leader under a variety of different terms.

Described below are studies by Lieberman, et al., Narr, MacLennan, Weinstein and Hanson, Orcutt and Williams, Long and Baschart, Sheridan, et al., O'Day, Smith, Harrison and Lubin, Lomranz, et al., Bolman, Dies, Powers, Peters, Psathas and Hardert, Carron, Culbert. Although many terms are used, one gets a picture of an effective trainer, and one that facilitates most gains in his participants as a leader who is open, empathetic, authentic, self-discloses and expresses feelings. The findings of each study are reported below.

In the most exhaustive research to date on encounter groups, Lieberman et al. (1973), compared 17 different types of encounter groups with each other and with a control group. Through observer ratings and group member reports, 27 types of leader behavior were established, which, when factor analyzed, produced four clusters representing basic leadership functions, namely, Emotional Stimulation, Caring Behavior, Meaning Attribution and Executive Function. The 15 group leaders were rated on the leadership functions and leaders with similar profiles were grouped together to form six separate leader

types. When correlated with member outcome, three leader
types were found to be successful. These tended to be
high on Caring Behavior and Meaning Attribution and med-
ium on Emotional Stimulation and Executive Function. The
three unsuccessful leader types were either impersonal,
high on Emotional Stimulation without Caring or extremely
high on Executive Function. The most significant effects
seen in the participants who had successful leaders were
in the areas of value and attitude change and in changes
in view of self.

Naar (1974) describes a training program for
senior psychology majors interested in a mental health
career. The key skills to be imparted were non-possessive
warmth, genuineness and accurate empathy. The learning
activities included didactic sessions, mock therapy
sessions, feedback from students playing the role of
clients, review of typed sessions and exercises borrowed
from psychodrama and encounter groups. The POI was given
to participants in the program and to a control group,
and more positive changes were found in the former.

MacLennan (1975) considers the impact of a group lead-
er's life experiences on his ability to run counseling,
growth and therapy groups. The importance of the leader
having a background similar to the group members' and the
importance of the leader's experessing honest reactions and
feelings are discussed. Leadership qualities considered

include perceptiveness, warmth, understanding, empathy, self-awareness and a capacity to be accepted as a leader. The article concludes with the recommendation that education and training be directed at enhancing the leader's range of understanding of a wide variety of human situations and his/her ability to listen and respond in terms of the individual's perspective.

Weinstein and Hanson (1975) compared participation patterns of group leaders differing in experience, and their influence on overall group participation. More experienced leaders were expected to differ from less experienced leaders on the amount and range of verbal interaction they initiated and received, and interpersonal efficiency ratios. Eight male and 10 female undergraduates were randomly assigned to "here-and-now" discussion groups led by a male-female pair of leaders. Interaction was coded, fed into a computer and summarized in an interaction matrix. For amount of verbal interaction, the only significant difference between leaders was that the more experienced leaders were more consistent over sessions than the less experienced leaders. For range of verbal interaction, no significant differences were found. For the received-to-initiated ratio of interaction (R/I), less experienced leaders had significantly higher R/I's than more experienced leaders.

Orcutt and Williams (1973) stress the need for an explicit valuational basis upon which to construct a humanistic facilitative ethic for group facilitators and therapists. They believe that an exploration of reasons underlying values by the facilitator and the client in the training situation is required for authentic facilitation in the existential encounter.

Long and Boschart (1974) attempted to develop an instrument which might identify in more than a global way persons having attributes of an encounter group facilitator judged effective by both peers and superiors. A pilot instrument was administered to 24 group facilitators rating 32 group facilitator trainees. Factor analysis indicated that three main attributes make independent contributions to the judged effectiveness of a facilitator: generalized interpersonal sensitivity, ability to express spontaneously a full range of emotions and feelings and non-directive leadership style. The scale developed is considered to be a useful feedback tool to aid in group facilitator training as well as a promising evaluation technique.

Sheridan et al. (1973) evaluated a training program for sub-professionals as leaders of small groups to enhance communication skills. Twenty trainers participated in eleven 3-hour didactic practice sessions to learn the necessary skills. They and a matched control group that

had not been trained conducted human relations laboratories
for seven weekly 2-hour sessions. Although the partici-
pants, the senior training staff and social psychologists
who served as independent judges all rated the experimental
group to be significantly better leaders than the control
group on a large majority of trainer variables, the con-
trol group experienced significantly more personal growth.
The authors suggest that the control group having had no
leadership training, actually entered their groups assum-
ing participant roles while the trainers immediately as-
sumed leadership and effectively led their groups. The
superiority of the trained group leader was significantly
evident by the second session.

O'Day (1973) reports an anlysis of a training
style scoring system for the evaluation of trainer inter-
vention in group processes. Training style is conceived
as a mixture of three components: definitional, behavioral
and emotional. The trainer's roles are described as that
of expert, analyst, formal authority, model, and resource
for the group. Analysis of trainer style was applied to
recorded interventions by four experienced professional
trainers over a series of 52 group sessions. Results cast
doubt on the typical image of the trainer as completely
tolerant, accepting, self-assured, and non-directive.
Trainers frequently functioned as evaluators, authority
figures and experts and also expressed anxiety, depression,

and various forms of anger in response to many of the
issues which arise in the sensitivity group experience.

Smith (1972) discusses various models and atti-
tudes towards sensitivity training. A Rogerian model of
therapist behavior is applied to trainer behavior, but a
conflict is found between being genuine and, at the same
time, expressing unconditional positive regard for one's
clients if one doesn't like them. Harrison and Lubin's (1965)
confrontation-support model is applied to this problem.
This model suggests that learning will best occur in a
situation where both conflict and support exist.

Lomranz et al. (1973) hypothesizes a typology
consisting of three primary variants of training groups,
which express an internal coherence and structure in
terms of goals, techniques and ideology. The three types
are: (1) the interpersonal and group oriented, (2) the
corrective-clinical, and (3) the personal expressive.
Data is based on questionnaires sent to 400 leaders of
sensitivity and encounter groups. Factor and discrimi-
nant function analysis were performed on results from 138
questionnaires. Three different types of trainer style
and approach were identified thus supporting the
hypothesis that variation in style and objectives of such
groups reflect the basic orientation and influences of
the group leader.

Bolman (1973) replicated his 1971 study of trainer effects on participants in a human relations training program, using 59 members of a training program for business executives. Subjects were divided into 12 member T-groups, each led by an experienced trainer. Measures of affection, conceptual input, conditionality, congruence-empathy, dominance, and openness were obtained from subjects twice during the one week program. The finding that trainer behavior represented by the congruence-empathy measure was significantly related to liking for the trainer and learning from the experience was replicated. A previously found positive relationship between liking and learning was not supported.

Dies et al. (1973) conducted a study in which 108 undergraduates evaluated the appropriateness of leader self-disclosure in therapy and encounter group interactions varying in session number (1, 8, and 15) by rating a series of leader verbal interventions along a harmful--helpful continuum. Results suggest that leader openness was judged as less appropriate within a psychotherapeutic setting than in an encounter group, and as less desirable earlier in the group process. Content analyses reveal that subjects preferred a leader who was confident in his/her leadership skills and in his/her own emotional stability, and who was willing to share his/her positive strivings and normal emotional experiences.

Powers (1965) homogenously matched trainer orientation with participant behavior style. He found that trainer style did affect outcomes, and compatible trainer-member matching produced higher learning.

Peters (1966) used semantic differential scales to measure T-group members' self-concepts. The members' self-concepts converged during training with their concepts of the trainer and also with the trainers' self-concept.

Psathas and Hardert (1966) analyzed leader interventions in seven 2-week T-groups. Trainer interventions were found to affect group member behavior by indicating to members what behavior norms should be established within the group.

Carron (1964) conducted a study to measure group member attitudes about leader behavior. A signficantly greater number of experimental subjects than control subjects changed as a result of the T-group. Those experimental subjects placed a high value on the affection behavior of their leader and a low value on structure behavior of their leader.

Bolman (1968) studied ten T-groups with two trainers each, to assess the effects of leader traits on participant outcome. Factor analytic data on observations of the leaders in the T-groups showed six dimensions of leader behavior. They were: affection, tendency to reward and punish members, conceptual input, openness,

influence on member attitudes, and personal competence.
These leader traits were correlated with participant out-
come criteria, and it was found that high trainer compe-
tence was associated with high member learning, identifi-
cation with trainer, and liking for trainer. It was also
found that high affection behavior of the leader was
associated with high liking for the trainer but with no
other criterion. Finally, it was shown that high reward
and punishment behavior, and high conceptual input by
the trainer were associated with low group tension. On
the basis of these results, effective T-group leaders
should be competent (i.e., secure, non-defensive, empa-
thetic and congruent), show caring but also negatively
reinforce member behavior, and provide conceptual input
to the group.

Culbert (1968), in a study of leader behavior, used
a set of trainers with two student T-groups and varied the
amount of trainer self-disclosure. Comparison of subject
reports on how well they knew their trainers, and observer
ratings of leader behavior, substantiated that the experi-
mental manipulation with self-disclosure took place as
intended. Participants with more self-disclosing trainers
more often entered into helping relationships with other
members, whereas participants with trainers who were less
self-disclosing tended to enter into relationships with
the trainer. The investigator suggested that optimally,

trainers should be highly self-disclosing early in the group and become more selective with time.

Lundgren (1971) conducted a study of directive and non-directive T-group leaders. In both directive and non-directive groups, members reported more openness, solidarity and productivity in their groups. Non-directive groups had more members with negative attitudes toward the trainer after the first session. However, they showed significantly greater gains in solidarity, openness and productivity than the directive groups. Non-directive groups also exhibited less conflict among group members.

Summary

A summary view of both the theoretical and the experimental studies on trainer variables would be that there appears to be a convergence of findings around the attributes of an effective trainer or facilitator and that these attributes include openness, authenticity, empathy, self-disclosure, feeling expression, caring, and meaning attribution. These findings were reflected as well in the goals of the workshop of the present study.

Personality Orientation Inventory (POI)

This section will explain what the POI is, how it works and then proceed to a discussion of the literature that exists documenting its use.

The Personality Orientation Inventory (POI)
(Shostrom, 1966), is a 150 item forced choice instrument
measuring attributes and values of self-actualization
along two major scales and ten subscales. Whereas most
personality inventories tend to measure pathology, the
POI seeks to assess and quantify positive mental health
on the assumption that self-actualization is healthy and
is expressed in one's system of values (Fox et al., 1968).
The POI is based primarily on Maslow's theory of self-
actualization (1954, 1962) and from theoretical formula-
tions of humanistic, existential and gestalt therapies
(e.g., May, et al., 1958; Rogers, 1951, 1961; and Perls,
1947, 1951).

The Major Scales and the Subscales

The two major scales are: (1) Time Competent and
(2) Inner Directed. The ten subscales are Self-actualizing
Value, Existentiality, Feeling Reactivity, Spontaneity,
Self-regard, Self-acceptance, Nature of Man—Constructive,
Synergy, Acceptance of Aggression, and Capacity for Inti-
mate Contact.

Time Competent measures the degree to which one is
time competent or present oriented as opposed to time
incompetent, or oriented mainly to the past (i.e., guilts,
regrets, resentments) and/or to the future (i.e., idealized
goals, plans, expectations, predictions, and fears).

Inner Directed measures the extent to which a person is inner-directed in the sense of having his/her own psychic gyroscope and expressing the self at a core level from within as opposed to other-directed in the sense of relating in manipulative ways designed to please, impress, or placate others.

The Self-actualizing Value subscale measures the extent to which one's values match those held by self-actualizing people.

The Existentiality subscale measures one's ability to react to a particular situation without rigid adherence to principles.

The Feeling Reactivity subscale measures the degree of responsiveness to one's own needs and feelings.

The Spontaneity subscale measures the extent of one's freedom to react spontaneously to a situation.

The Self-regard subscale measures the degree that one can affirm his/her self-concept.

The Self-acceptance subscale measures the ability to accept and validate oneself in spite of weaknesses or deficiencies.

The Nature of Man—Constructive subscale measures the degree to which one sees the nature of man as essentially good.

The Synergy subscale measures the extent of one's tendency to see polarities as meaningfully related, to transcend dichotomies.

The Acceptance of Aggression subscale measures the ability to own and express one's natural aggressiveness rather than to deny or repress it.

The Capacity for Intimate Contact subscale measures the ability to make contact with others and form close, caring relationships, unencumbered by expectations and obligations.

Validation Studies

The initial validation study reported by Shostrom (1964) involved comparing POI scores of two groups of people who had been previously labeled by several prominent psychologists as "actualizing" and "non-actualizing." Significant differences between these two groups were found on both major scales and nine of the ten subscales. In other words, the POI successfully differentiated the two groups in the same manner as the clinical evaluation of psychologists.

Subsequent studies (Fox, Knapp and Michael, 1968; Shostrom and Knapp, 1966; Crosson and Schwendiman, 1972), have established respectable validity and reliability coefficients for the POI. Current evaluations of the instrument's statistical soundness can be found in Shostrom and Knapp (1966), Shostrom, Knapp and Knapp (1976), and Knapp (1976).

Experimental Studies Using the POI

Knapp and Shostrom (1976) conducted a review of the literature on "POI Outcomes in Studies of Growth Groups." It is a definitive article on the status of the POI to date, and this writer has drawn heavily on it in describing some of the studies in which the POI has figured and the outcomes thereof.

The POI in the studies described below shows significant positive changes toward self-actualization on most of the scales and subscales.

Also significant is a trend towards positive change in the amount of meeting time and the number of leaders. These are only a few variables. These studies give the reader an indication of the kinds of variables necessary in effective leadership in order to obtain the optimum personal-interpersonal growth from participants.

Bebout and Gordon (1972) reported the results of pre- and post-POI administration given to 70 males and 65 females. Significant increases were obtained for the Inner Directed scale and the subscales of Existentiality (males only), Feeling Reactivity, Spontaneity, Acceptance of Aggression and Capacity for Intimate Contact. The study did not include a control group, but the results were comparable to those of some smaller studies with control groups.

Trueblood and McHolland (1971) administered the POI twice to an experimental group of 33 students enrolled in a "Human Potential Seminar" (14 weeks) and to a control group of 62 students, both groups comprised of college juniors. In the experimental group, significant changes were found on Inner Directed, Self-actualizing Values, Existentiality, Self-regard and Nature of Man—Constructive, and these changes were generally distributed among the Human Potential participants rather than limited to a few.

Young and Jacobson (1970), in a small study of 7 participants in a 15-hour marathon and a control group of 7, the only significant increase from pretest to posttest was on the subscale of Self-actualizing Value.

Walton (1973) used the POI to measure growth in a university classroom setting. Experimental groups showed significant changes on Inner Directed, Spontaneity, Self-acceptance and Capacity for Intimate Contact scales. A control group of students in a didactic classroom setting showed no significant changes. This study was limited by a small number of subjects.

Guinan and Foulds (1970), in a study to investigate the changes that college students might experience following a voluntary 30-hour marathon, compared to a control group volunteering for "an experiment," reported significant positive changes in the Inner Directed scale and the subscales of Existentiality, Feeling Reactivity,

Spontaneity, Self-acceptance, Acceptance of Aggression, and Capacity for Intimate Contact. In two similar studies, Foulds (1970, 1971) reported similar changes in POI scores following an 8 or 9 week group experience of 4 contact hours per week.

Culbert, et al. (1968) found that although college students changed their values and attitudes towards self-actualization after a group experience, they did not change their actual behavior. After 14 weeks of a 2-hour per week T-group and a pre- and post-POI, the significant positive changes registered on the POI did not correlate with the ratings of trained judges rating subjects' verbal behavior.

Foulds and Hannigan (1976), in a study in which volunteers were randomly assigned either to an experimental or a control group, reported significant increases for the experimental group on all the POI scales except Nature of Man—Constructive and Synergy, following a marathon group experience. Another feature of this study was a signifi-cant "late-blooming" effect on a 6-month long-post admin-istration of the POI: the levels of self-actualization had increased significantly in comparison with the post-test.

Treppa and Fricke (1972), in a study of the compar-ative effects of control versus marathon group with eleven subjects in each group, found that the pre/post-changes

reached significance (.05 level) in the experimental group for both major POI scales and 5 subscales, compared with only one major scale and one subscale in the control group. However, the interaction expected between groups reached significance only for the subscale of Spontaneity, so that the conclusion was reached that the study had failed to demonstrate the positive effects of the marathon.

The Counseling Center Staff at the University of Massachusetts (1972) conducted a study which also failed to show positive results. In the study, 42 volunteer college students participated in one of three growth groups and were compared with a control group of six students who had not sought to participate. Significant increases on POI scales were obtained in all three experimental groups, but increases in the control group were such that their comparison failed to support the hypothesis of significant difference.

Kimball and Gelso (1973) tried to isolate the factors which distinguished the studies in which positive results were obtained from those in which negative results were obtained. The two factors they came up with were the number of group leaders and the total amount of meeting time. Specifically, two group leaders were found to be better than one, and 15 hours of group time seemed to be the minimum for positive results. In their own study involving 14 experimental and 14 control subjects in

an 18-hour marathon, significant changes were obtained on the Inner Directed scale and the subscales of Spontaneity, Self-regard, Self-acceptance and Synergy, and these results were found to persist on a long posttest after four weeks. Another finding of this study was that participants' initial ego strength was unrelated to changes in self-actualization.

White (1974), in a study of human potential laboratory participants in a community college setting, reported that the experimental group, when compared to a control group, made significant gains on four of the 12 POI scales. Moreover, it was found that participating groups with high pretest variability tended to demonstrate the greatest growth.

Eiben (1971) conducted a study involving beginning students in guidance and counseling comparing an experimental group with activities ranging from T-grouping to sensory awareness to creative exercises with a control group in which the main focus was on instructor presentation of didactic material relating to groups. The results showed either significant increase or marginal increase for all POI scales in the experimental group from pre to posttest. Only on the Self-actualizing Value subscale did significance reach the required level where a between-group comparison was concerned.

Jones and Medvene (1975), in a study examining the effects of a marathon group experience on university students' level of self-actualization two days and six weeks after the experience, found the gains in self-actualization as a result of marathon depended upon an individual's ego strength upon entering the group.

Goldman and Olczak (1975) extended the construct validity of the POI by supporting the hypothesis that inner-directed and time-competent individuals would be less likely to yield to their instructor's requests than other-directed, time-incompetent individuals.

Atkinson et al. (1973) conducted a study in which, contrary to findings in earlier studies, the results did not support the use of the POI as an instrument for selecting effective resident assistants. Evidence was found that hall residents feel resident assistants are more effective in some roles than in others. In one such earlier study, Graff et al. (1970), several POI variables were found to predict the effectiveness of dormitory assistants when using students' ratings as a criterion measure.

Alperson, Alperson, and Levine (1971) conducted a study examining the effect of a marathon on high school students with 32 students randomly assigned to an experimental or a control group. They reported significant increases in POI scores for the experimental group on

both major scales and the subscales of Existentiality, Self-regard, Self-acceptance, and Acceptance of Aggression with only one subscale, Feeling Reactivity, significantly different (at the .05 level) for the control group.

Banmen and Capelle (1972) studied the effectiveness of a human relations training program on 32 educators volunteering for a 3½ day program. The results showed significant changes four days after the completion of the program for the Inner Directed scale and the subscales of Existentiality, Feeling Reactivity, Self-acceptance, Acceptance of Aggression and Capacity for Intimate Contact. In a long posttest three months later, all the above scales reached significance plus Spontaneity also reached significance at the .05 level. None of the differences between the short-post and the long-post reached significance, confirming that there was neither a regression nor a "late-blooming" effect.

Reddy (1973) performed a study examining the short- and long-term effects of a ten-day growth group. The short-post showed significant changes in both major scales and seven of the ten subscales. The long-post, administered a year later, showed that these changes were maintained or continued over time, that different participants exhibited change at different rates and times, and that this differential change rate was positively correlated to the level of anxiety felt during the workshop.

Specifically, it was found that participants with higher levels of anxiety tended not to register significant POI changes in the short-post but became "late-bloomers" and showed significant change on the long-post.

Watkins, Noll, and Breed (1975) conducted a study comparing participants in four-hour, twelve-hour, and twenty-four hour growth groups. The POI was administered before, just after and one month after the experiment. All three groups experienced significant changes toward self-actualization, and those changes were maintained in the long-post. Surprisingly, no differences were found between short-term and marathon groups.

Braun and LaFaro (1969), in a study to determine whether it is possible to "fake" POI results, found that although the POI is generally resistant to faking, with some understanding of self-actualization theory, it is possible under some circumstances for subjects to improve their POI scores. Wareheim, Routh and Foulds (1974) also found that subjects knowledgeable about self-actualization could increase their POI scores but that when asked to respond honestly, their scores were un-affected by their prior knowledge. They concluded that the POI is remarkably unsusceptible to dissimulation, a view decidedly at odds with the judgment of Pfeiffer and Heslin (1973) who state:

> The instrument is quite transparent to anyone
> who has some familiarity with human relations

training or, for that matter, with anyone
who is experienced in taking objective tests.
In most cases, the "right answer" in each
pair is fairly obvious (p. 100).

Summary

A summary view of the literature on the POI would
be that in most of the studies surveyed, there have been
significant differences between pre- and post-treatment
administrations of the POI. Although many of the samples
studied have been small, and the treatments have varied
widely, most of the significant changes occurred in the
experimental groups. Among the POI scales, Inner Directed,
Existentiality, Acceptance of Aggression and Capacity for
Intimate Contact demonstrated significant increases most
consistently with Self-actualizing Values and Self-
acceptance slightly behind. Differences in the other
scales reached significances only sporadically and may
be less sensitive in measuring change from the kinds of
treatments used in the experiments.

One inference that may be drawn from the fore-
going survey is that while a failure to achieve signifi-
cant increases in POI scores does not necessarily imply
lack of self-actualization, significant positive increases,
barring specific instruction to "fake" results, are good
evidence of attitudinal change in the direction of self-
actualization.

Group Leadership Questionnaire (GTQ-C)

This section will explain what the GTQ-C is, how it works and then proceed to a discussion of the literature that exists documenting its use.

The Instrument

The Group Leadership Questionnaire (called the GTQ-C since its predecessor instrument is known as the Group Therapy Questionnaire) consists of twenty-one situations that might occur in an encounter or personal growth group and, for each situation, provides nineteen possible facilitator interventions. The respondent is asked to select first, all the interventions he might consider making and, second, the one intervention he considers most important to make.

Here is a sample situation with the nineteen possible responses.

SITUATION 2: AN ATTACK UPON THE LEADER

After spending much of this second meeting talking about dieting and politics, the group suddenly turns on you, accusing you of being uninvolved, distant, and uncaring. What do you do?

1. Do nothing.

2. Say that it is up to them what happens in group, not you.

3. Talk in an approving way about the directness and honesty with which they are able to say how they feel.

4. Direct attention away from their attack by bringing up another issue.

5. Defend yourself--say that you do not see yourself as uninvolved and uncaring.

6. Describe them as a group of whiny complainers.

7. Ask how they feel when they are criticizing you in this way.

8. Say how you are feeling.

9. Share an experience in your own life.

10. Ask why they suddenly became angry at you.

11. Ask what they think might be going on in the group today.

12. Describe the group attitude of dissatisfaction with you.

13. Suggest that they are disappointed that you are not the inspirational and protective leader that they had wanted you to be.

14. Describe how you may be a scapegoat for their dissatisfaction with their own participation in the group.

15. Encourage them to relate this to what is happening in their lives outside the group.

16. Lead into a discussion of their family relationships and past experiences (example: suggest that you may be reminding them of people they have known).

17. Encourage them to use this situation to consider behavior they may wish to change.

18. Use a nonverbal procedure (example: arm wrestling).

19. Suggest that they role-play both how they see you and how they would want you to be.

Here are some of the other situations:

SITUATION 3:   THE LATE ARRIVAL

It is the fourth meeting. One woman makes a dramatic entrance fifteen minutes late. Although she has done this before, no one says anything about it. What do you do?

SITUATION 4:   THE MONOPOLIZER

For several meetings now the conversation has been monopolized by one of the women. Her monologues and interruptions interfere with the development of any kind of meaningful interchange. It is now part way into the fourth meeting. She has had the floor for most of this hour also. What do you do?

SITUATION 9:   THE FIGHT

Later in this ninth session, two men get into a heated argument over a minor point. The real reason for the argument appears to be their rivalry for the attention of one of the women. Finally one of the men jumps up enraged and threatens to hit the other. What do you do?

SITUATION 10:   THE SEXUALIZED MEETING

The tenth meeting begins in a mood of seductiveness. At the center of the interaction is a girl who, for several meetings now, has repeated a pattern of flirting with a man until he begins to show interest in her. In the

present meeting, she has just stopped flirting with one
man and has begun with another. Everyone seems to be taking
part in the sexual mood, if not as an active participant,
at least as a fascinated observer. What do you do?

The nineteen intervention scales are as follows:

GTQ-C SCALE KEY

1. O   Silence

2. GD Group-directed

3. RA Reassurance-approval

4. SG Subtle Guidance

*5. S   Structure

6. A   Attack

*7. MF Member Feeling

*8. LF Leader Feeling

9. LE Leader Experience

10. CQ Clarification-Confrontation Question

11. GQ Group Dynamics Question

12. GA Group Atmosphere Interpretation

13. GI Group Dynamics Interpretation

14. PI Psychodynamic Interpretation

15. PL Personal Life

16. PP Past and Parents

17. BC Behavioral Change

18. NV Nonverbal

19. RP Role-playing

*Dependent variables selected for analysis in hypotheses.

Because of the inordinate length of time it takes to complete the entire instrument, for the present study, the instrument was shortened by selecting ten of the twenty-one situations.

The GTQ-C has proven effective as a training device (Pfeiffer and Heslin, 1973), but has not been widely utilized in research. The only published article seeking to validate the GTQ-C was written by Daniel Wile (1973), the creator of the instrument. It has also been utilized in a few unpublished dissertations.

Wile constructed the GTQ-C in 1970 to determine the effect upon the leadership style of a group of trainers of a "Group Therapies Seminars" workshop. The experiment sought to explore what participants actually learn from a workshop on group leadership. The design involved pre and posttesting of an experimental and a control group. Hypotheses were developed by examining the content of the workshop programs and by assuming that participants would be favorably impressed by the ideas presented and would revise their own leadership styles accordingly.

It was predicted that trainers would increase their use of "Silence" responses and decrease their use of "Structure" responses. It was further predicted that the experimental group would show an increased selection of "Non-verbal" and "Role-playing" responses, compared to the control group. The results were that all four scales

showed the predicted changes, although some of the statistical comparisons were only marginally significant.

Trainers interviewed six months later by telephone tended to confirm the GTQ-C results, which Wile claims as an important step in the validation of the instrument:

> The success of the GTQ-C in analyzing the effects of this workshop, and the consistency of its findings with the trainers' reports of their subjective impressions, indicates the value of this instrument for the study of leadership styles of group leaders (p. 21).

The study was limited by the fact that of 75 participants in the workshop, only 25 completed both pretest and posttest, and Wile admits that these 25 are probably not a representative sample in that it is likely that those who would stay to complete a posttest would be those more favorably disposed to the workshop and its teachings. The specific results, then, may be slightly suspect. The usefulness of the GTQ-C in this study, however, and its potential usefulness in similar studies, is clear, even though a great deal remains to be done toward a construct validation of the instrument.

In a study on the effect of group leadership style (Robbins, 1974) the nineteen GTQ-C scales were adapted by what the author terms a "face validity transformation" to group the scales into four clusters corresponding to Emotional Stimulation, Caring Expression, Meaning Attribution and Executive Function. The purpose of this transformation was to use the Lieberman, Yalom,

and Miles (1973) research on successful and unsuccessful group leadership styles to predict group outcomes. The difficulty with this approach was that the GTQ-C does not lend itself to adaption to the four clusters. Specifically, Caring Expression as a cluster encompasses a far broader range of leader behaviors than the sole GTQ-C scale, "Reassurance-approval," assigned to it. This factor alone vitiated the usefulness of the instrument in this experiment. One of the principal outcomes of the study was that the leaders' GTQ-C profiles turned out to be poor predictors of their group leadership style, emphasizing that the GTQ-C is useful as an _attitudinal_ but not necessarily as a behavioral measure.

Hughes (1974) conducted a study to compare the theoretical orientation of one group leader using the GTQ-C with her observed leadership behavior. The leader, the participants and the audio-tape raters were all using the GTQ-C, so there was no transformation probelm. Using a chi-square, a positive correlation was found on some of the scales and a discrepency on others; in other words, the results were mixed with respect to predictability of leadership style. The author identified the problem that a single theoretical orientation could subsume a large variety of leader behaviors, and that there is certainly no one-to-one correspondence between theory and behavior on the part of group leaders. This finding confirms some

of the conclusions of Lieberman, Yalom and Miles (1973).

A study by Claiborne (1974) established single score averages and standard deviations for each of the nineteen GTQ-C scales using 216 subjects, most of whom were taken from the studies by Wile (1973).

The GTQ-C was derived from an earlier instrument, the Group Therapy Questionnaire and Wile and Bron (1970) conducted a study seeking to begin the process of construct validation of this predecessor instrument. Although phrased in language appropriate only for therapeutic settings, the authors concluded that their study suggested the potential value of the GTQ for investigations requiring measurement of leadership styles. Because of the distinct format and expanded leadership styles of the GTQ-C, the data and conclusions obtained from the study of the GTQ could not be extended to provide validational evidence for the GTQ-C.

Summary

The paucity of studies utilizing the GTQ-C underlines how little is actually known about group leadership style, how it is affected by independent variables and how such changes might be validly measured. The GTQ-C represents an ambitious attempt to categorize and differentiate various leadership styles at the attitudinal level, but its process of construct validation has barely begun.

It may turn out that some of its nineteen scales are more
valid than others, necessitating revisions and further
testing and experimentation. In the meantime, since few
researchers have used the instrument, it has so far
established its niche as a training rather than a research
instrument.

CHAPTER III

METHODOLOGY

The central purpose of this study was to design a methodology to measure any changes in interpersonal growth and in group facilitator intervention skills experienced by participants in a five-day Training for Trainers Workshop. In this chapter, the study will be described in terms of The Subjects, the Research Design and Instrumentation, the Process of Data Collection, the Workshop Format, the Analysis of the Data, and the Hypotheses.

The Subjects

The subjects for this experiment consisted of twelve participants who self-selected themselves in response to a New England Center brochure and to the workshop description quoted in Chapter I of this study. They contracted to spend the week of February 22-27, 1976 in a residential setting. Nine of the twelve paid the Center $225.00 for the training; three were New England Center staff members and were charged only $40.00.

Of the twelve, six were male and six female. Their ages ranged from 22 to 47 with a mean age of 32½. There were in the group four teachers, three college

students, one psychiatrist, one psychologist, one Catholic priest, one counselor, and one administrative assistant. Under "religious preference," two wrote "Catholic," one "Jewish," and nine wrote either "none," "neutral," or left the item blank.

Four came from Massachusetts, two from New York, two from Quebec, and one each from Connecticut, New Jersey, Pennsylvania and Maine.

In terms of previous group facilitation experience, they ranged from none to extensive with the majority of the group decidedly in the "beginner" category.

Research Design and Instrumentation

Given the nature of the training group, it would have been highly improbable if not impossible to locate a control group with anything approaching matching characteristics. In anticipation of that problem, it had been decided to use the group as its own control group, testing the participants before and after the week prior to the actual workshop, as well as before and after the actual workshop week. In that manner, the pre-training group and the training group were perfectly matched: the only differences were (1) that each of the members of the training group had lived exactly five days longer than each of the corresponding members of the pre-training group, and (2) that the training group had seen and experienced the instrument package one more time than the pre-training group.

The instrument package was given to the group four times, referred to herein as T1, T2, T3, and T4, respectively. T1 refers to the pre-pretest taken by participants on February 17, 1976; T2 refers to the pretest taken by participants on February 22, 1976; T3 refers to the short-posttest taken by participants on February 27, 1976; and T4 refers to the long posttest taken by participants on March 28, 1976. The instrument package consisted of the Personal Orientation Inventory (POI) and the Group Leadership Questionnaire (GTQ-C) plus, for the final administration only, an additional subjective questionnaire entitled "Workshop Reactions and Behavioral Change." The validation evidence for the former two instruments was presented in Chapter II.

One of the most crucial and painstaking aspects of the research design was the selection of the appropriate instruments. Because the time-series design employed in this study required four-time repeatability, other measurement strategies such as peer feedback, sociometric measures and video-tape ratings had to be eliminated from consideration. Friends and work associates from back home would not be available for T2 and T3, and fellow group members would not be available for T1 and T4.

For personal/interpersonal growth measurement, the POI was a clear and quite standard choice: as was seen in Chapter II, it has been extensively studied for reliability and validity. In the category of group facilitator intervention skills, while very little research had been done on the GTQ-C, it nevertheless appeared the best available instrument for measuring attitudinal change towards the intervention styles selected as dependent variables.

Among its advantages were that the group situations were provided, and it therefore did not presume previous group facilitator experience; in addition, the situations were typical critical incidents, and the range of intervention options was broad enough to encompass most responses to the given situation. In other words, the GTQ-C had face validity.

Its major disadvantage was its ponderous length: each administration could take an hour or more. With four administrations, if subjects became bored and uninterested, this could adversely affect the reliability and validity of the instrument. For this reason, the decision was made to use only ten of the twenty-one situations, selected on the basis of their relationship to the learning goals of the workshop. In this instance, it was considered that reducing the number of items actually enhanced rather than vitiated the reliability and validity of the instrument.

The purpose of T4, the long posttest, was to see whether or not any changes registered by the participants after the workshop were stable after a month.

Data Collection

As each participant registered for the workshop, he/she was sent a letter with a self-addressed stamped postcard enclosed presenting the idea of the research project and requesting their participation in exchange for a $40.00 refund on the workshop fee payable upon receipt by the researcher of the long posttest administration of the instruments which was to take place 30 days after the end of the workshop. The letter promised anonyminity by the use of mothers' maiden names. Half of the group confirmed their willingness to participate by sending in the postcards, but all twelve ultimately agreed to participate.

Two weeks before the workshop was scheduled to begin, the instrumentation package was mailed to participants with instructions to complete the instrument as honestly as possible and to return them to the researcher in the self-addressed stamped envelope enclosed for the purpose. The use of mothers' maiden names was strictly adhered to by all participants. All but two of the completed pre-pretest instrument packages were received prior to the beginning of the workshop, and those two were delivered when the participants arrived at New England Center.

T2, the pretest, was scheduled as the last item on Sunday evening's (2-22-76) agenda following "Getting Acquainted," "Overview," "Expectations and Fears" and "Contracting," Harrison (1973) had warned about pretest distortions due to nervousness and anxiety of participants who are strangers to each other and to the setting and had recommended delaying administration of the pretest until the participants have at least had the opportunity to become acquainted and to see what they are involved in. That recommendation was followed, and T2 took place from 10 p.m. to 11 p.m.

T3, the posttest, took place from 12 a.m. to 1 p.m. on the final day of the workshop as the final agenda item in the workshop. As with T2, participants were admonished to answer as honestly as possible.

Three weeks after the workshop the final instrumentation package was sent out, including the additional instrument on "Workshop Reactions and Behavioral Change." The cover letter reminded participants that their check for $40.00 would be sent out promptly on receipt of the package. Ten of the twelve came in within a week after the date scheduled for T4 (3-28-76), and the outstanding two were obtained with the added stimulus of a telephone call.

To the nine participants who were not New England
Center staff members, checks for $40.00 were sent out
with a note of thanks and a promise to share the data.
The three staff members had their $40.00 workshop fee
forgiven (i.e., no money ever changed hands).

In one of the staff members' packages, the "Work-
shop Reactions and Behavioral Change" questionnaire was
missing, so on that questionnaire the data base is eleven
participants.

Workshop Format

The workshop design concentrated heavily on per-
sonal and interpersonal growth issues during the first
two days with the trainers modeling group facilitation
and a range of interventions. The predominant focus of
the last three days was group facilitator intervention
skills with interpersonal growth becoming a subsidiary
goal. In the latter period all group participants had at
least two opportunities to lead the group and receive
feedback on their leadership style and interventions.
The entire workshop was highly structured, but the struc-
ture was created by the trainers in the initial period
and became increasingly negotiable and negotiated as the
week progressed. In terms of the Hersey-Blanchard (1972)
Life Cycle Theory of Leadership, the leaders began in
a "high task" leadership style, quickly moved to a "high

task/high relationship" style and gradually moved to a "low task/high relationship" as the task-relevant maturity of the group visibly increased.

The following was the training design for the first part:

SUNDAY EVENING

1. Welcome and get acquainted

2. Overview of workshop

3. Expectations and fears: each participant intro-
   duced himself/herself and added what he/she
   expected to get out of the workshop and, if
   appropriate, any fears he/she had about it. The
   trainer validated having heard expectations and
   indicated which he/she might reasonably fulfill.

4. Contracting

(At this point T2 was administered.)

MONDAY

1. Autobiography: each participant gave a seven
   minute autobiography. The trainer went first
   as a role model indicating how he/she got to
   be the kind of person he/she was, where he/she
   was at that time and where he/she was headed,
   with an extra minute at the end of each auto-
   biography to share a peak experience.

2. Concept and Cop-outs: first, a lecturette by
   the trainer on the concepts and norms of the
   workshop, a kind of putting on top of the table
   where the training was coming from. Then a
   sharing, first by the trainer then by the group,
   of actual cop-outs or things individuals were
   doing that they did not feel so good about.

3. Task Group #1: the group answered the questions
   to "The Story" first individually, then as a
   group by consensus. After the exercise was
   scored, the experience was processed for aware-
   ness of group roles and learnings about what
   helped and hindered the group.

4. Task Group #2: the group was given a consensus activity entitled "Lost at Sea" and after answering it individually, was asked to come to a consensus on the rank ordering of items. After the individual and group responses had been scored the experience was processed.

5. Task Group #3: the group was given forty-five minutes to work on <u>any</u> task as productively as possible, with the trainers acting as silent process observers. The only two ground rules were that the group had to remain in the room and work together in a single group. After the 45 minute work period, the experience was processed as above.

6. Resentments, Grievances and Identification of Self-defeating Attitudes in Others: each group member shared whatever negative feelings or observations he/she had about any other group member. Participants receiving feedback were asked to listen without responding.

7. Identification of Self-defeating Attitudes in Oneself: each group member acknowledged whatever feedback he received in #6 that he/she believed to be partly or wholly correct. He/she was asked not to defend against feedback he/she thought was inaccurate or off-target.

8. Encounter: the trainer explained the structure and ground rules of encounter including its use for conflict-resolution and personal growth. The group then had a five hour encounter experience (Schutz, 1973; Rogers, 1970).

TUESDAY

1. Encounter

2. Appreciations and Identification of Positive Attitudes in Others: each participant took a turn on the "love seat" receiving positive feelings, feedback, observations from other group members. The participant receiving the feedback was asked to listen without responding.

3. Identification of Positive Attitudes in Oneself: each participant indicated which parts of the positive feedback he/she received were true. That is which part he/she owned, and what other

things he/she was proud of or liked about himself/herself.

4. Evaluation and Processing of workshop experience up to this point in terms of individual and group agendas for change and growth.

The second part of the workshop was a series of personal/interpersonal growth encounter segments in which pairs of participants took turns facilitating the group and then receiving feedback on how they did. In addition, interspersed throughout Wednesday, Thursday, and Friday were some lecturettes and/or experiences based on the following:

1. FIRO Theory—inclusion, control and affection and standard experiments for each stage

2. Hersey-Blanchard Life Cycle Theory of Leadership and how it applies to group facilitation

3. Co-facilitation

4. Appropriate and inappropriate interventions

5. Use and abuse of structured experiences and paper-and-pencil instruments

6. Guidelines for giving and receiving constructive feedback

7. Conflict resolution strategies

On Friday afternoon just prior to participants' departure, T3 was administered.

Analysis of Data

When the results of all four administrations of the instrument package were received, and copies of the raw scores were mailed to the participants (see Appendix D).

Then statistical analysis was performed on all the POI and GTQ-C scales using t-tests on the following seven comparisons: T2-T1, T3-T2, (T3-T2)-(T2-T1), T4-T3, T4-T2, T3-T1, and T4-T1.

The explanation for each of the seven comparisons is as follows:

T2-T1 refers to the difference in test scores achieved by the pre-training group in the five days prior to the workshop.

T3-T2 refers to the difference in test scores achieved by the training group during the five days of the workshop.

(T3-T2)-(T2-T1) refers to the interaction effect between the difference in test scores achieved by the training group as compared to the difference in test scores achieved by the pre-training group.

T4-T3 refers to the difference in test scores achieved by the training group in the thirty days subsequent to the workshop.

T4-T2 refers to the difference in test scores achieved by the training group in the thirty-five days from the beginning of the workshop until thirty days after the workshop ended.

T3-T1 refers to the difference in test scores achieved by the group in the ten days from five days before the workshop began until the day the workshop ended.

T4-T1 refers to the difference in test scores achieved by the group in the forty days from five days before the workshop began, through the five days of the workshop, until thirty days after the workshop ended.

Hypotheses

The first two of the general hypotheses were fairly standard for this type of study. The first predicted that participants who had been through the Training for Trainers Workshop would experience significant increases between the pretest (T2) and the posttest (T3) on the dependent variables selected for analysis from the two instruments, the POI and the GTQ-C. The second predicted that for those participants, the increase between the pretest (T2) and the posttest (T3) would be significantly greater than any increase between the pre-pretest (T1) and the pretest (T2). In a quasi-experimental design such as this, the second general hypothesis was simply asserting that there would be a significant interaction effect between the training group and the pre-training group (who were actually the same people except that they are being tested the week previous to the treatment).

The third general hypothesis was a partial attempt to replicate a finding in Lieberman et al. (1973), to the effect that subsequent to a workshop, participants experience neither significant growth nor significant regression, in other words, that any changes present at

the termination of workshop tend to be stable over time. In the present experiment it was predicted that one month after the treatment (T4) there would be no significant difference between T3 and T4 on any of the variables selected for analysis.

This study was different from other similar experiments in two ways: (1) the use of the training group as its own control group and, consequently, the administration of the instrument package four times rather than two or three times; and (2) the attempt to measure changes both in interpersonal growth and in group facilitator intervention skills in the same study. This unusual combination represented the researcher's belief, as well as that of Egan (1970), Lippitt (1972), Appley and Winder (1973), and numerous other writers that both elements were crucial in the training and preparation of a group facilitator.

The dependent variables in both areas were selected for their close relationship to the goals of the workshop. The dependent variables from the POI were Feeling Reactivity, Spontaneity, Self-regard, Acceptance of Aggression, Capacity for Intimate Contact, and Inner Directed. The researcher believed that these were personal qualities vital to successful group facilitation and that the independent variable, the Training for Trainers workshop, was likely to effect changes in these dimensions. Chapter II,

the Review of Related Literature, related numerous studies in which changes in these dimensions occurred in participants in similar personal growth settings.

The dependent variables from the GTQ-C, "Leader Feeling," "Member Feeling," and "Structure," were selected as intervention styles which would be modeled extensively by the trainers and which the participants would be encouraged to practice and use as effective in facilitating a personal growth group. It was thought that these particular intervention styles were especially important for facilitators to have in their intervention repertoire and, that participation in the workshop was likely to increase participants' propensity to use them.

C H A P T E R   I V

PRESENTATION OF DATA

The experimental data for each of the three instruments used will be presented separately in the following order: (1) Personal Orientation Inventory (POI) Results; (2) Group Leadership Questionnaire (GTQ-C) Results; and (3) "Workshop Reactions and Behavioral Change" Results. In each instance, the focus will be on the three general hypotheses and nine selected variables with subsidiary attention to unpredicted or serendipitous results.

Personal Orientation Inventory
(POI) Results

The presentation of POI data will include seven sets of comparisons. They are respectively: (T2-T1, the pretraining group; (2) T3-T2, the training group; (3) (T3-T2)-(T2-T1), the interaction effect between the training group and the pre-training group; (4) T4-T3; (5) T4-T2; (6) T3-T1; and (7) T4-T1.

The Pre-training Group: T2-T1

The six POI variables selected for analysis were Feeling Reactivity, Spontaneity, Self-regard, Acceptance of Aggression, Capacity for Intimate Contact and Inner

Directed. The results displayed in Table 1 indicate that the pre-training group in this experiment experienced significant growth in two of the six variables, namely, in Acceptance of Aggression and Inner Directed. In two additional subscales, Spontaneity and Capacity for Intimate Contact, the positive change was close to reaching statistical significance. Of the fourteen POI scales, a significant positive change was achieved in four of them, two to the .01 confidence level. An additional four of the fourteen scales were close to significance. This data pattern is not at all similar to POI control groups (Knapp and Shostrom, 1976).

The Training Group: T3-T2

As the data in Table 1 indicates, the only POI subscale selected for analysis in which significant positive change was achieved by the training group was the Spontaneity subscale. The group increased its Spontaneity score significantly at the .05 confidence level based on a one-tailed test, which is permissible when both the dependent variable and the direction of change have been specified in the hypotheses. In the other five POI scales selected for analysis in which positive change was predicted, the null hypothesis could not be rejected.

Considering all fourteen POI scales, only one experienced significant change with three more close to

TABLE 1

POI COMPARISON T-TESTS

	T2 - T1	T3 - T2	(T3 - T2)- (T2 - T1)	T3 -T1	T4 - T1	T4 - T2	T4 - T3
Time Incompetent	5.0833 5.8333 -1.30	4.5000 5.0833 -.75	.18	4.5000 5.8333 -1.31	4.3333 5.8333 -2.17	4.3333 5.0833 -1.30	4.3333 4.5000 -.29
Time Competent	17.7500 16.7500 1.56	17.9167 17.7500 .23	-.93	17.9167 16.7500 1.13	18.2500 16.7500 1.94	18.2500 17.7500 .82	18.2500 17.9167 .56
Other-Directed	23.1667 26.6667 -3.25**	20.7500 23.1667 -.92	.35	20.7500 26.6667 -2.29*	17.8333 26.6667 -4.74***	17.8333 23.1667 -3.71**	17.8333 20.7500 -1.71
Inner-Directed	101.6667 97.6667 4.13**	104.0833 101.6667 .92	-.51	104.0833 97.6667 2.60*	107.0000 97.6667 +5.16***	107.0000 101.6667 3.56**	107.0000 104.0833 1.78
Self-Actualizing Value	23.5833 22.5000 1.62	22.6667 23.5833 -1.04	-1.70	22.6667 22.5000 .16	24.1667 22.5000 2.31*	24.1667 23.5833 1.40	24.1667 22.6667 2.07
Existentiality	26.2500 25.5000 1.01	27.5833 26.2500 1.36	.42	27.5833 25.5000 2.02	28.3333 25.5000 3.52**	28.3333 26.2500 2.84*	28.3333 27.5833 .87
Feeling Reactivity	18.8333 18.5833 .49	19.5000 18.8333 .87	.38	19.5000 19.5000 1.33	20.2500 20.2500 3.35**	20.2500 18.8333 1.91	20.2500 19.5000 1.52

TABLE 1 (continued)

	T2 – T1	T3 – T2	(T3 – T2)– (T2 – T1)	T3 – T1	T4 – T1	T4 – T2	T4 – T3
Spontaneity	15.0000 14.0833 1.65	16.1667 15.0000 1.80†	.25	16.1667 14.0833 2.97*	16.1667 14.0833 3.65**	16.1667 15.0000 2.65*	16.1667 16.1667 0
Self-Regard	12.9167 12.8333 .20	13.7500 12.9167 .84	.64	12.8333 12.8333 .95	12.8333 12.8333 2.32*	12.9167 12.9167 1.83	14.0833 13.7500 .67
Self-Acceptance	19.4167 17.5000 2.28*	19.4167 19.4167 –.27	–1.83	17.5000 17.5000 1.88	17.5000 17.5000 3.34**	19.4167 19.4167 1.30	20.0833 19.2500 1.76
Nature of Man: Constructive	12.5833 12.0833 .86	12.0833 12.5833 –1.48	–1.24	12.0833 12.0833 0	12.3333 12.0833 .40	12.3333 12.5833 –1.00	12.3333 12.0833 .64
Synergy	8.1667 7.7500 1.24	7.8333 8.1667 –.94	–1.24	7.8333 7.7500 .25	8.4167 7.7500 2.00	8.4167 8.1667 .76	8.4167 7.8333 2.03
Acceptance of Aggression	18.1667 16.9167 2.32*	19.0000 18.1667 1.60	–.56	19.0000 16.9167 2.77*	19.8333 16.9167 4.10**	19.8333 18.1667 2.31*	19.8333 19.0000 1.52
Capacity for Intimate Contact	22.3333 21.2500 1.90	23.4167 22.3333 1.40	0	23.4167 21.2500 3.28**	24.0000 21.2500 5.56***	24.0000 22.3333 4.21***	24.0000 23.4167 .92

KEY: †p≤ .05 (one-tailed test)
        *p≤ .05 (two-tailed test)
        **p≤ .01 (two-tailed test)
        ***p≤ .001 (two-tailed test)

significance. Considering the range of POI outcomes re-
ported in Chapter II, the training group data in this study
would fall decidedly on the negative end of the significant
change spectrum.

Interaction Effect: (T3-T2)-(T2-T1)

As Table 1 indicates, in none of the six hypothe-
sized POI variables did the interaction effect between the
training group and the pre-training group reach   statisti-
cal significance. The null hypothesis was not rejected for
any variable. The significant change recorded by the train-
ing group in the Spontaneity subscale became insignificant
in a t-test comparison with the sub-significant growth
achieved by the pre-training group.

In addition, considering the POI as a whole, in
none of the fourteen POI subscales was a significant change
recorded.

Stability of Learning, "Late-Blooming," or Regression: T4-T3

The third major hypothesis of this study was that
there would be no significant difference over the thirty
day period between T3 and T4 in any of the selected vari-
ables. Based on the outcome reported in Lieberman et al.
(1973), it was predicted that the preponderance of whatever
learning and growth was to be derived from the workshop
would already have taken place and be registered in the T3

administration, that such learning and growth would tend to be stable over time and, therefore, that neither significant "late-blooming" nor significant regression would take place.

The outcome technically confirmed this hypothesis: the null hypothesis was not rejected for any of the six selected POI variables or, for that matter, for any of the fourteen POI scales. Table 1 presents the results of the t-tests.

However, two of the six selected variables, Acceptance of Aggression and Inner Directed experienced positive change just short of statistical significance, and five of the six selected variables experienced non-significant change in the positive direction. Only the Spontaneity subscale among the hypothesized variables remained unchanged.

Regarding the POI as a whole, thirteen of the fourteen subscales experienced non-significant change in the positive direction between T3 and T4.

POI Comparison Over Thirty-five Days: T4-T2

Although not part of any hypothesis and unsusceptible to comparison with a control group over the same time duration, the particular time series experimental design employed in this study made it possible to examine what happened to the group over a thirty-five day period; that is, from the time the workshop began until thirty days after it was completed (see Table 1). Here we find that

whereas at T3 only the Spontaneity subscale had achieved significant positive change, at T4 four of the six selected variables, Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact, and Inner Directed showed significant positive change. Of those four, Capacity for Intimate Contact was significant to a .001 probability, Inner Directed to a .01 probability, and Acceptance of Aggression and Spontaneity to a .05 probability (using a two-tailed test). The other two selected variables, Feeling Reactivity and Self-regard, were quite close to significant positive change. In the instrument as a whole, six of the fourteen POI scales achieved significant positive change with four additional scales approaching significance.

Using Tl as the Pretest: T3-Tl

In most studies using the POI there have not been two pretests as there were in the present study. There is typically one administration before the workshop and one or more after, and there may or may not be a control group. In view of the fact that there was a large discrepancy between the Tl and T2 test scores, which might have been due to a variety of factors (see Chapter V), it was decided to examine the results using the Tl scores as the pretest starting point and comparing them with the T3 posttest scores.

As indicated in Table 1 four of the six selected variables, Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact, and Inner Directed, all experienced significant positive change, Capacity for Intimate Contact to the .01 confidence level. In addition, a fifth selected variable, Feeling Reactivity, experienced positive change approaching significance.

Of the fourteen POI scales, five achieved significant positive change with two more subscales approaching significance. Of the four selected variables that achieved significant change in the T3-T1 comparison, two of them, Acceptance of Aggression and Inner Directed, had already achieved significance in the pre-training group (T2-T1), before the workshop had begun. The third significant selected variable, Spontaneity, had just barely achieved significance in the training group (T3-T2), but its significance was strengthened by using the T1 data as the starting point. With the fourth significant selected variable, Capacity for Intimate Contact, sub-significant positive change in the pre-workshop period added to sub-significant positive change during the workshop combined to produce significance at the .01 level.

Two important observations can be made here: (1) the four selected POI subscales that achieved significant positive change in the T3-T1, comparison are precisely the same four that achieved significant positive change in the T4-T2 comparison; and (2) these results match the

outcomes reported in the review of POI studies in Chapter II much more closely than the T3-T2 training group outcome.

A Forty Day Comparison: T4-T1

A final comparison was made between T1 and T4, the long posttest, to get a picture of what happened to the workshop participants in terms of their POI scores over the entire forty day period encompassed by the study. The outcome was that all six selected variables achieved significant positive change, Self-regard to the .05 confidence level; Spontaneity, Feeling Reactivity, and Acceptance of Aggression to the .01 level; and Capacity for Intimate Contact and Inner Directed to the .001 level. In the instrument as a whole, ten of the fourteen POI scales achieved significant positive change with three more approaching significance.

Figure 1 is a Profile Sheet for the POI showing the movement of the POI scales during the four administrations. It presents, in graphic form, all the POI data described heretofore.

Time Series Graphs for POI
Selected Variables

Campbell and Stanley (1963), in their section on "The Time-series Experiment," recommended displaying the data on two-dimensional graphs with the horizontal axis measuring elapsed time in days and the vertical axis measuring
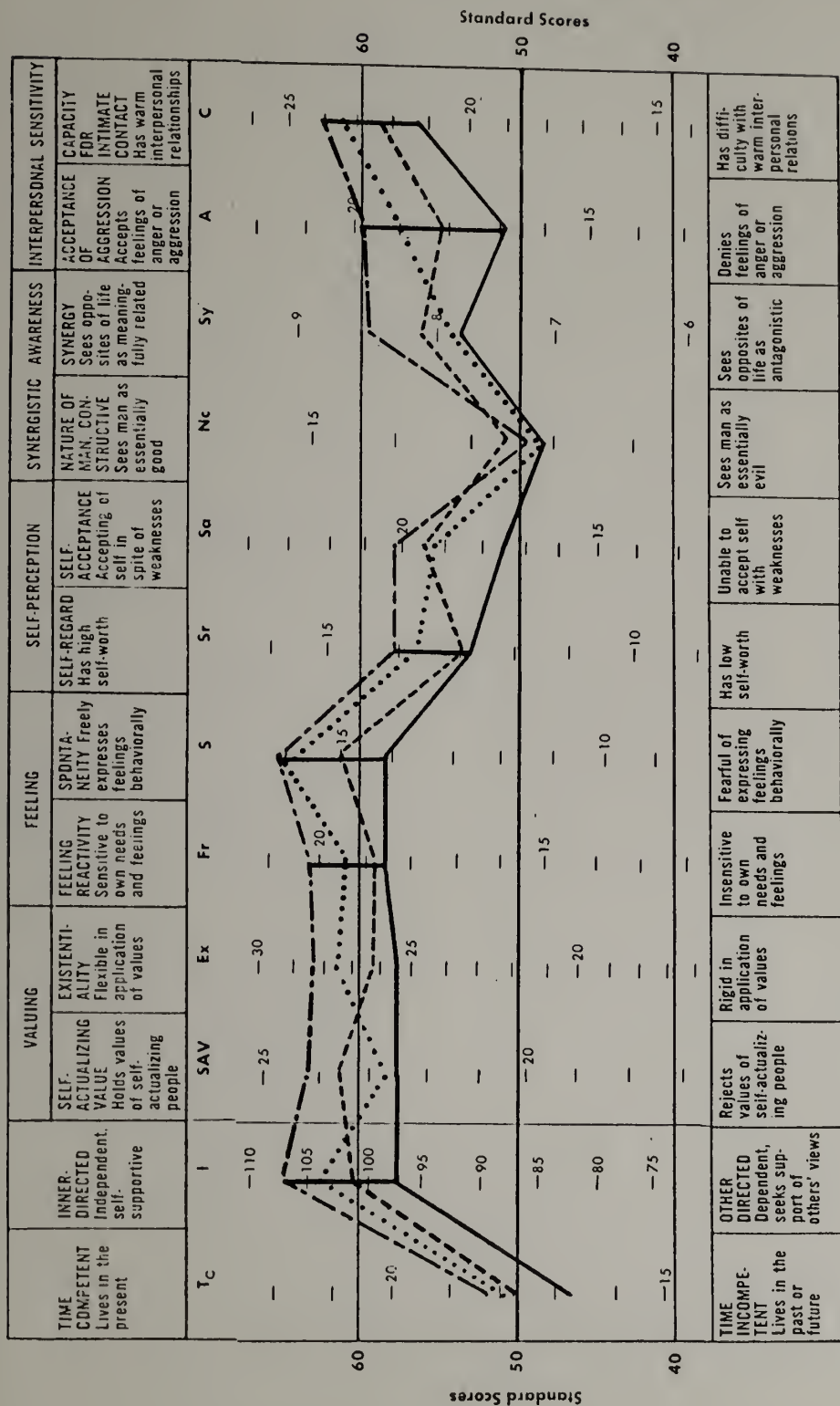
Figure 1.   Profile Sheet for four administrations of Personal
Orientation Inventory (POI)

Key: T1 -- -- -- --
         T2 -- -- -- --
         T3 -- -- -- --
         T4 -- -- -- --

the score on the particular variable. Figures 2 through 7 represent such graphs for each of the six selected POI variables.

The graphs illustrate the data described in previous sections of this chapter. It is noteworthy that the scores on all six selected variables increased from T1 to T2. The amount of that increase varied from extremely large in the case of the Inner Directed scale to extremely slight in the case of the Self-regard scale with the other four variables ranged in between.

Similarly, all six variables experienced absolute increases between T2 and T3 but in only three of the selected variables, Self-regard, Spontaneity and Feeling Reactivity did the slope of the graph increase during that period. The increase in the slope of the graph was very slight in the case of Spontaneity, modest in the case of Feeling Reactivity and substantial only in the case of Self-regard. In the other three selected variables there was either no change or a negative change in the slope of the graph.

Between T3 and T4, the scores for all selected variables except Spontaneity, which remained the same, experienced absolute increases. In addition, the slopes of all six graphs between T3 and T4 decreased from their T2 to T3 level.
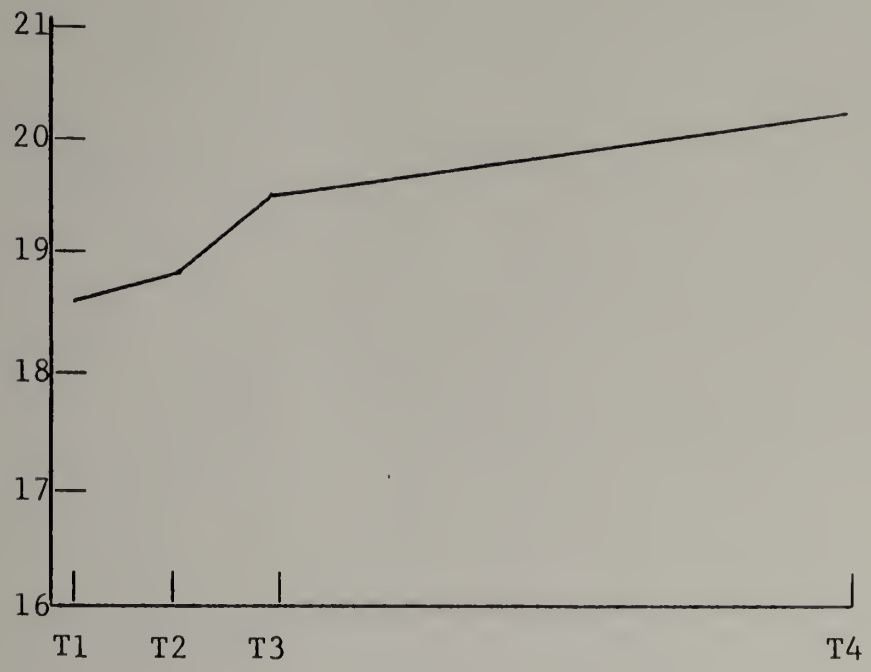
Figure 2. Time Series Graph for POI
Feeling Reactivity Scale
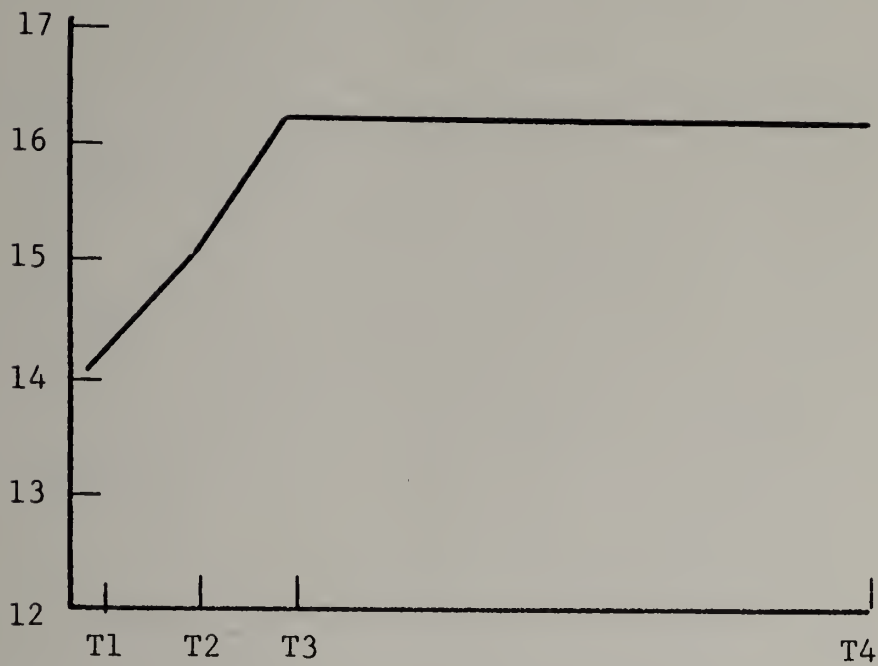
Figure 3.   Time Series Graph for POI
Spontaneity Scale
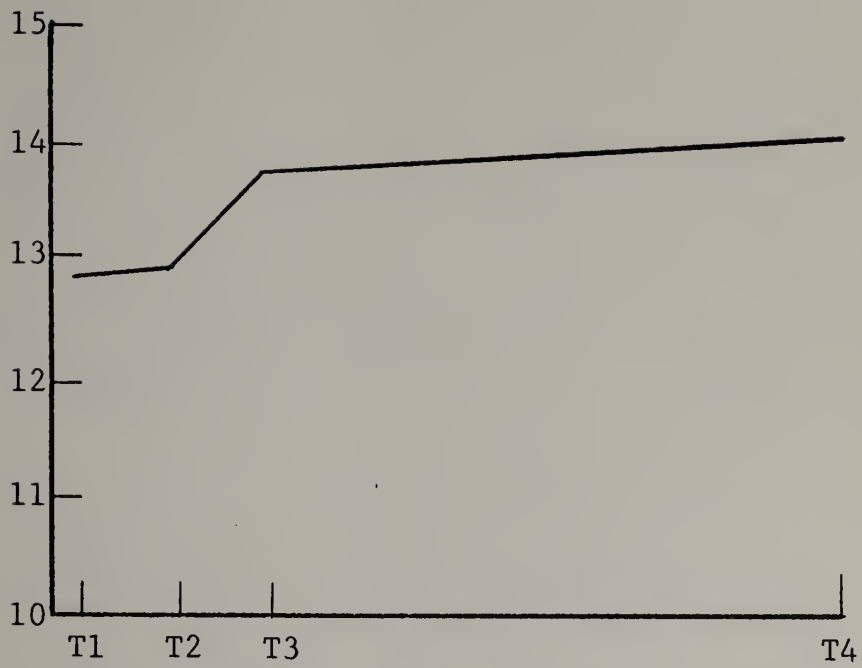
Figure 4.   Time Series Graph for POI
Self-regard Scale
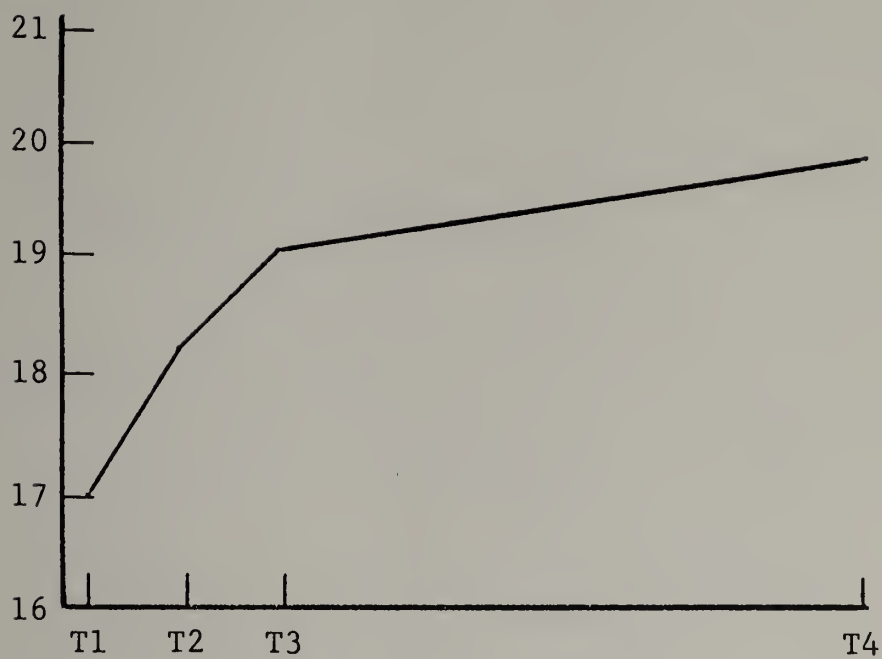
Figure 5. Time Series Graph for POI
Acceptance of Aggression Scale
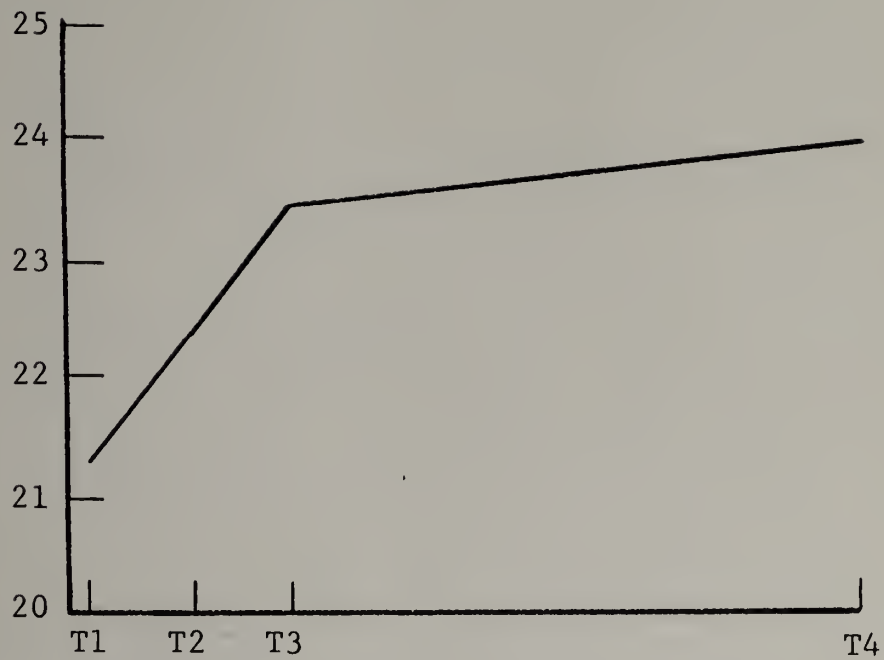
Figure 6. Time Series Graph for POI
Capacity for Intimate Contact
Scale
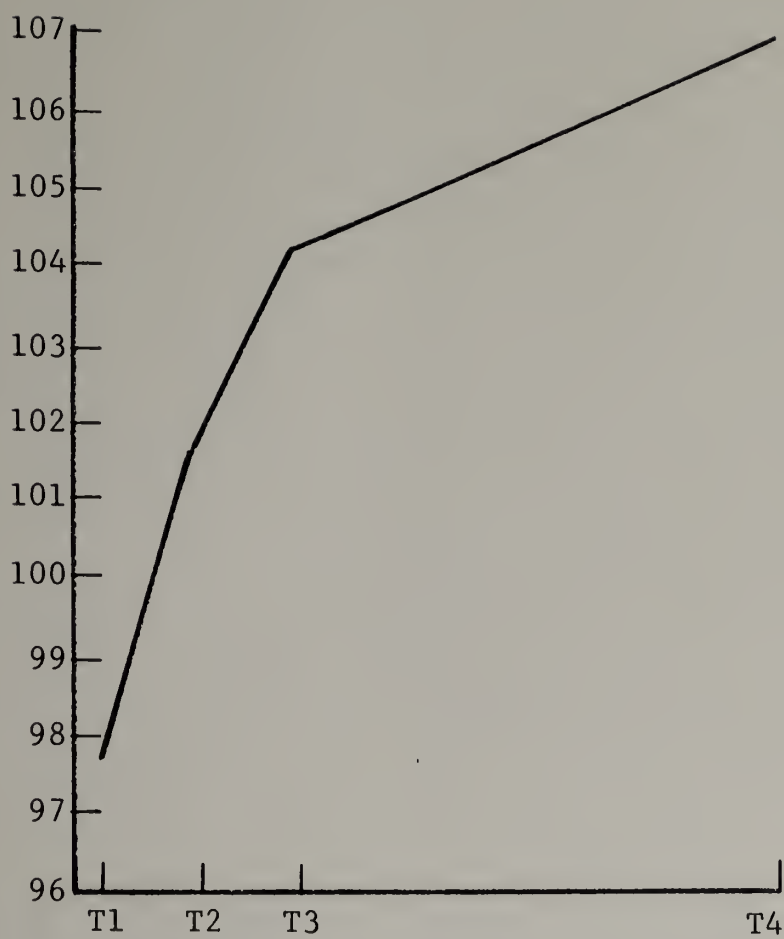
Figure 7.   Time Series Graph for POI
           Inner Directed Scale

Group Leadership Questionnaire
(GTQ-C) Results

The presentation of the GTQ-C data will include the same seven sets of comparisons as with the POI with an additional factor. In taking the GTQ-C, participants were asked to indicate first, what interventions they would consider making for each of the situations; and second, which intervention they considered most appropriate for each situation. Hence, there was two complete sets of data, one for what Wile (1973) calls the "Multiscore" and another for what he calls the "Single-score." Since Wile's preliminary work towards validating the instrument has tended to validate the "Multi-score" to a greater extent than the "Single-score," (Wile, 1973), this study has emphasized the "Multi-score" results using the "Single-score" for possible corroboration.

The Pre-training Group: T2-T1

The three GTQ-C variables selected for analysis were three intervention styles termed "Structure," "Member Feeling," and "Leader Feeling." A fourth variable, "Non-verbal," although not a part of the hypotheses of the study, has also been examined carefully as a special kind of structure.

The results displayed in Table 2 indicate that in the "Multi-score" the pre-training group in this experiment experienced significant negative change in one of the three

TABLE 2

GTQ-C MULTI-SCORE COMPARISON T-TESTS

	T3 – T2	T2 – T1	(T3 – T2)–(T2 – T1)	T3 – T1	T4 – T1	T4 – T2	T4 – T3
Silence	.9167 .7500 .29	.7500 .5833 .62	0	.9167 .5833 .59	.1667 .5833 -1.33	.1667 .7500 -1.74	.1667 .9167 -2.02
Group Directed	4.1667 4.3333 -.25	4.3333 4.2500 .11	-.20	4.2500 4.2500 -.13	4.7500 4.2500 .65	4.7500 4.3333 .70	4.7500 4.1667 1.07
Reassurance-Approval	2.8333 2.0000 2.28*	2.0000 2.3333 -.72	1.80	2.8333 2.3333 .94	3.1667 2.3333 2.28*	3.1667 2.0000 3.39**	3.1667 2.8333 .72
Subtle Guidance	1.1667 1.3333 -.39	1.3333 1.2500 .22	-.64	1.1667 1.2500 -.12	1.1667 1.2500 -.15	1.1667 1.3333 -.56	1.1667 1.1667 0
Structure	2.6667 2.2500 .53	2.2500 3.7500 -3.45**	1.74	2.6667 3.7500 -1.68	3.9167 3.7500 .23	3.9167 2.2500 2.74*	3.9167 2.6667 2.11
Attack	1.1667 1.500 -.57	1.5000 .9167 1.34	-.94	1.1667 .9167 .76	2.0833 .9167 3.02*	2.0833 1.5000 1.74	2.0833 1.1667 2.42*
Member Feeling	8.2500 8.3333 -.22	8.3333 7.6667 .80	-.76	8.2500 7.6667 .70	8.2500 7.6667 .61	8.2500 8.3333 -.13	8.2500 8.2500 0

TABLE 2 (continued)

	T3 - T2	T2 - T1	(T3 - T2)-(T2 - T1)	T3 - T1	T4 - T1	T4 - T2	T4 - T3
Leader Feeling	8.1667 6.3333 2.01†	6.3333 5.9167 .49	.94	8.1667 5.9167 2.46*	8.6667 5.9167 2.42*	8.6667 6.3333 2.67*	8.6667 8.1667 .84
Leader Experience	.5000 .0833 1.16	.0833 .0833 0	1.05	.5000 .0833 1.16	.4167 .0833 1.77	.4167 .0833 1.48	.4167 .5000 -.20
Clarification Confrontation Question	2.4167 3.3333 -1.14	3.3333 3.8333 -.71	-.31	2.4167 3.8333 -1.99	3.4167 3.8333 -.46	3.4167 3.3333 .12	3.4167 2.4167 1.37
Group Dynamics Question	5.0833 5.7500 -1.23	5.7500 5.5000 .29	-.97	5.0833 5.5000 -.39	5.1667 5.5000 -.27	5.1667 5.7500 -1.07	5.1667 5.0833 .17
Group Atmosphere Interpretation	2.2500 2.6667 -.65	2.6667 2.5000 .27	-.59	2.2500 2.5000 -.31	2.7500 2.5000 .35	2.7500 2.6667 .12	2.7500 2.2500 .71
Group Dynamics Interpretation	3.0000 2.5833 .86	2.5833 2.5000 .15	.43	3.0000 2.5000 .74	3.6667 2.5000 1.61	3.6667 2.5833 2.49*	3.6667 3.0000 1.20
Psychodynamic Interpretation	1.5000 1.6667 -.34	1.6667 2.0000 -.62	.18	1.5000 2.0000 1.20	2.0833 2.0000 .11	2.0833 1.6667 .61	2.0833 1.5000 1.17

TABLE 2 (continued)

	T3 - T2	T2 - T1	(T3 - T2)- (T2 - T1)	T3 - T1	T4 - T1	T4 - T2	T4 - T3
Personal Life	2.0833 2.0000 .19	2.000 2.5000 -1.25	.84	2.0833 2.5000 -.89	2.1667 2.5000 -.72	2.1667 2.0000 .26	2.1667 2.0833 .18
Past-Parents	.2500 .6667 -1.45	.6667 1.2500 -1.74	.46	.2500 1.2500 -1.97	1.0000 1.2500 -.38	1.0000 .6667 .43	1.0000 .2500 .99
Behavioral Change	1.7500 1.9167 -.80	2.9167 2.9167 -1.86	1.60	1.7500 2.9167 -1.86	1.9167 2.9167 -1.12	1.9167 1.9167 0.	1.9167 1.7500 .32
Non-Verbal	5.0000 1.5000 4.26***	1.5000 2.3333 -2.42**	5.61***	4.5000 2.3333 2.68*	4.5000 2.3333 2.05	4.5000 1.5000 3.76**	4.5000 5.0000 -.66
Role-Playing	2.2500 2.0833 .28	2.0833 2.3333 -.38	.37	2.2500 2.3333 -.15	3.5833 2.3333 1.22	3.5833 2.0833 1.37	3.5833 2.2500 1.61

KEY: †p≤ .05 (one-tailed test)
      *p≤ .05 (two-tailed test)
      **p≤ .01 (two-tailed test)
      ***p≤ .001 (two-tailed test)

selected variables and in two of the total nineteen variables, namely "Structure" and "Non-verbal," both to the .01 confidence level. Two additional unselected scales experienced decreases just short of statistical significance.

In the "Single-score" data for the pre-training group displayed in Table 3, none of the three selected variables, nor any of the nineteen GTQ-C scales, achieved significant change, either positive or negative. Three scales experienced change that approached significance, one, "Leader Feeling" in a positive direction and two unselected variables in a negative direction.

The Training Group: T3-T2

As Table 2 indicates, the "Multi-score" for one of the three selected variables, "Leader Feeling," experienced positive change significant to the .05 level in a one-tailed test. In addition, the "Non-verbal" scale achieved positive change significant to the .001 level, and the unselected "Reassurance-approval" scale experienced positive change to the .05 confidence level, both with two-tailed tests. One further unselected variable, "Past and Parents" experienced a decrease just short of significance.

In the "Single-score," shown in Table 3, "Leader-feeling" achieved a positive change significant to the .05 level in a two-tailed test. "Non-verbal" also experienced an increase significant to the .05 level, and "Group

TABLE 3

GTQ-C SINGLE SCORE COMPARISON T-TESTS

	T3 − T2	T2 − T1	(T3 − T2)−(T2 − T1)	T3 − T1	T4 − T1	T4 − T2	T4 − T3
Silence	0	0	0	0.	.0833	.0833	.0833
	0	.2500		.2500	.2500	.0	0.
	0	0		0.	−1.00	0.	0.
Group Directed	.4167	.2500	.34	.4167	.2500	.2500	.2500
	.2500	.2500		.2500	.2500	.2500	.4167
	.56	0		1.00	0.	0.	−.80
Reassurance Approval	.2500	.1667	1.30	.2500	.3333	.3333	.3333
	.1667	.4167		.4167	.4167	.1667	.2500
	.36	−1.91		−.62	−.36	.80	.43
Subtle Guidance	.0833	.1667	0	.0833	.2500	.2500	.2500
	.1667	.2500		.2500	.2500	.1667	.0833
	−.56	−.36		−.80	0.	.56	1.48
Structure	.4167	.5000	−.46	.4167	.5000	.5000	.5000
	.5000	.4167		.4167	.4167	.5000	.4167
	−.56	.32		0.	.32	0.	.43
Attack	.0833	.3333	−.74	.0833	.4167	.4167	.4167
	.3333	.2500		.2500	.333	.0833	
	−.90	.43		−1.00	1.00	.43	1.48
Member Feeling	2.9167	3.2500	−.61	2.9167	2.8333	2.8333	2.8333
	3.2500	3.1667		3.1667	3.1667	3.2500	2.9167
	−.67	.16		−.32	−.35	−.51	−.13

TABLE 3 (continued)

	T3 – T2	T2 – T1	(T3 – T2)–(T2 – T1)	T3 – T1	T4 – T1	T4 – T2	T4 – T3
Leader Feeling	2.0000	1.0833		2.0000	1.1667	1.1667	1.1667
	1.0833	.6667	.94	.6667	.6667	1.0833	2.0000
	2.73*	1.45		4.00**	.90	.16	-1.48
Leader Experience	0	0		0.	.0833	.0833	.0833
	0	0	0	0.	0.	0.	0.
	0	0		0.	0.	0.	0.
Clarification– Confrontation Question	.2500	.5000		.2500	.4167	.4167	.4167
	.5000	.5833	-.43	.5833	.5833	.5000	.2500
	-1.15	-.25		-.80	-.39	-.29	.80
Group Dynamics Question	.4167	1.4167		.4167	.0833	.0833	.0833
	1.4167	1.2500	-1.65	1.2500	1.2500	1.4167	.4167
	-2.25*	.52		-2.59*	-4.31***	-3.37**	-2.35*
Group Atmosphere Interpretation	.1667	.3333		.1667	.1667	.1667	.1667
	.3333	.4167	-.22	.4167	.4167	.3333	.1667
	-.62	-.56		-1.15	-1.91	-1.00	0.
Group Dynamics Interpretation	.2500	.2500		.2500	.5000	.5000	.5000
	.2500	.3333	.32	.3333	.3333	.2500	.2500
	0	-.43		-.43	.56	.82	.82
Psychodynamic Interpretation	0	.2500		0.	.0833	.0833	.0833
	.2500	.3333	-.62	.3333	.3333	.2500	0.
	0	-.56		0.	-1.91	-1.00	0.

TABLE 3 (continued)

	T3 - T2	T2 - T1	(T3 - T2)- (T2 - T1)	T3 - T1	T4 - T1	T4 - T2	T4 - T3
Personal Life	.1667 .2500 -.43	.2500 .4167 -1.48	.36	.1667 .4167 -1.15	.0833 .4167 -1.77	.0833 .2500 -1.00	.0833 .1667 -1.00
Past-Parents	0 0 0	0 0 0	0	0. 0. 0.	.0833 0. 0.	.0833 0. 0.	.0833 0. 0.
Behavioral Change	.0833 0 0	0 .1667 0	1.91	.0833 .1667 -.56	0. .1667 0.	0. .0 0.	0. .0833 0.
Non-Verbal	2.0000 .4167 2.60*	.4167 .4167 0	2.29*	2.0000 .4167 2.92*	2.0000 .4167 2.99	2.0000 .4167 3.08**	2.0000 2.0000 0.
Role-Playing	.4167 .8333 -1.45	.8333 .4167 1.33	-1.52	.4167 .4167 0.	.6667 .4167 .64	.6667 .8333 -.48	.6667 .4167 1.00

KEY:

$†p \leq$ .05 (one-tailed test)
$*p \leq$ .05 (two-tailed test)
$**p \leq$ .01 (two-tailed test)
$***p \leq$ .001 (two-tailed test)

Dynamics Question" experienced a decrease significant to the .05 level. One other variable, "Role-playing" experienced a decrease approaching significance.

Interaction Effect: (T3-T2)-(T2-T1)

As can be seen in Table 2, the only scale, selected or otherwise, for which there was a significant interaction effect in the "Multi-score" was "Non-verbal," which experienced an increase significant to the .001 level. Similarly, in the "Single-score," "Non-verbal" once again was the only scale to achieve significance. Here it achieved an increase significant to the .05 level. "Leader Feeling," which in the training group had achieved significant increases in both the "Multi-score" and the "Single-score" failed to achieve a significant interaction effect between the training and the pre-training group.

Stability of Learning, "Late-Blooming" or Regression: T4-T3

In the "Multi-score" as shown in Table 2, the hypothesis that there would be no significant change between T3 and T4 for any selected variable was supported by the results. In the two scales which had recorded significant change between T2 and T3, "Leader Feeling" and "Non-verbal" the growth that had been achieved was neither lost nor enchanced significantly in the thirty day post-workshop period. "Structure," however, achieved a "late-blooming"

increase just short of significance. One unselected variable, "Attack" achieved a significant positive increase in the T3 to T4 period. Another unselected variable "Silence" experienced a decrease just short of significance.

In the "Single-score" as displayed in Table 3, the results also supported the hypothesis of no significant change for any selected variable. As with the 'Multi-score," the selected variables which had experienced significant increases in the T2 and T3 period, namely, "Leader-feeling" and "Non-verbal," neither increased nor decreased significantly in the post-workshop period. However, "Group Dynamics Question," which had experienced a significant decrease in the training group, experienced another significant decrease in the thirty days after the workshop.

GTQ-C Comparison Over Thirty-
Five Days: T4-T2

In the thirty-five day"Multi-score"comparison shown in Table 2, two selected variables, "Structure" and "Leader Feeling" achieved positive change significant to the .05 level. In addition, "Non-verbal" experienced positive change significant to the .01 level, "Reassurance Approval" also increased at the .01 confidence level, and "Group Dynamics Interpretation" increased at the .05 level.

In the "Single-score," shown in Table 3, "Non-verbal" achieved a positive change significant to the .01 level and "Group Dynamics Question" experienced a negative change significant to the .01 level.

Using T1 as the Pre-test: T3-T1

Using T1 as the pretest and retaining T3 as the posttest produced the following ten-day comparison. In the "Multi-score" (Table 2), "Leader Feeling" and "Non-verbal" both experienced positive change to the .05 confidence level. Two other scales, "Past and Parents" and "Behavioral Change" experienced negative change just short of significance.

In the "Single-score," "Leader Feeling" achieved positive change significant to the .01 level, "Non-verbal" increased significant to the .05 level, and "Group Dynamics Question" decreased significant to the .05 level.

A Forty-day Comparison: T4-T1

Over the entire forty day period excompassed by the study, in the "Multi-score," "Leader Feeling," "Reas-surance-approval," and "Attack" all achieved positive change significant to the .05 level. "Non-verbal" experienced positive change just short of statistical significance.

In the "Single-score," "Non-verbal" achieved positive change significant to the .05 level, and "Group Dynamics Question" experienced a negative change significant to the .001 level.

Time Series Graphs for GTQ-C Selected and Unselected Variables

Figure 8 is a time series graph of four GTQ-C variables: "Member Feeling," "Leader Feeling," "Structure," and "Non-verbal." Figure 9 is a time series graph of four additional GTQ-C variables, each of which experienced a significant change in at least one of the above comparisons in either the "Multi-score" or the "Single-score."

In the "Member Feeling" graph, there was little change throughout: it started at a relatively high point at T1, rose slightly at T2, declined slightly at T3, and remained constant to T4.

With "Leader Feeling," there was a slight increase from T1 to T2, a dramatic increase to T3, and a continued gradual increase to T4.

"Structure" decreased sharply from T1 to T2, increased moderately to T3, and increased at a slightly lower rate to T4.

"Non-verbal" decreased moderately from T1 to T2, increased dramatically to T3, and decreased slightly to T4.
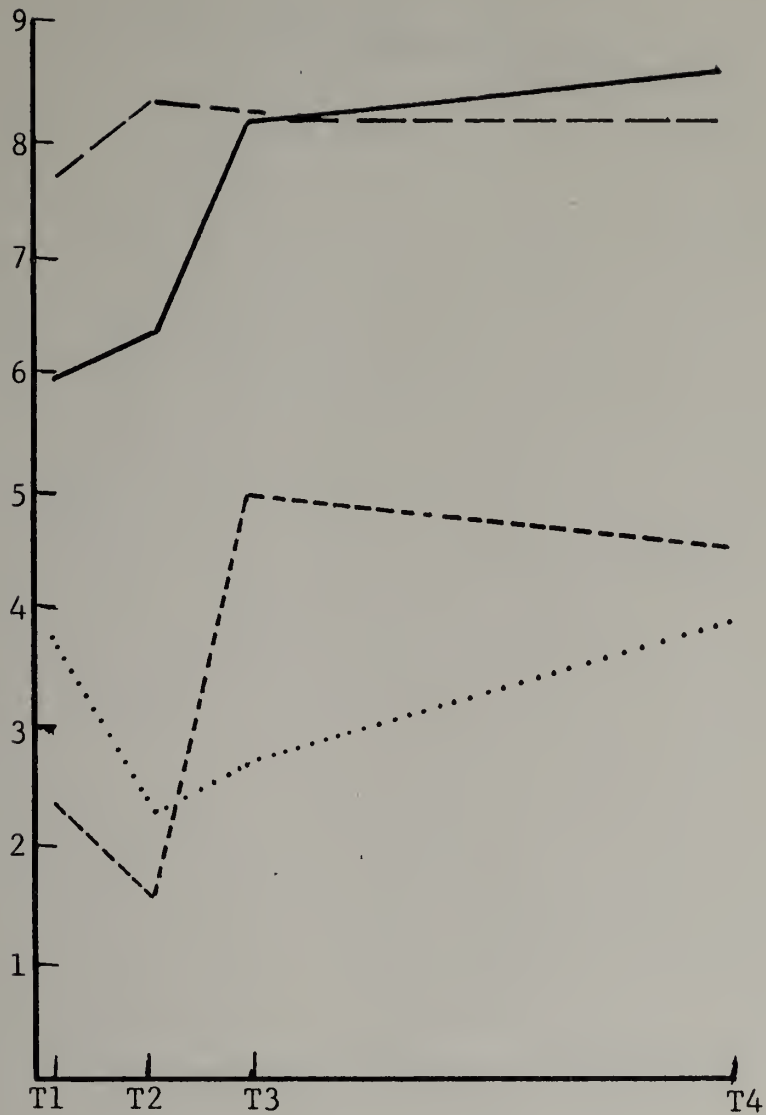
Figure 8. GTQ-C Time Series Graph (Multi-score)

Key: ————— Member Feeling
        ————— Leader Feeling
        ········· Structure
        --------- Non-verbal
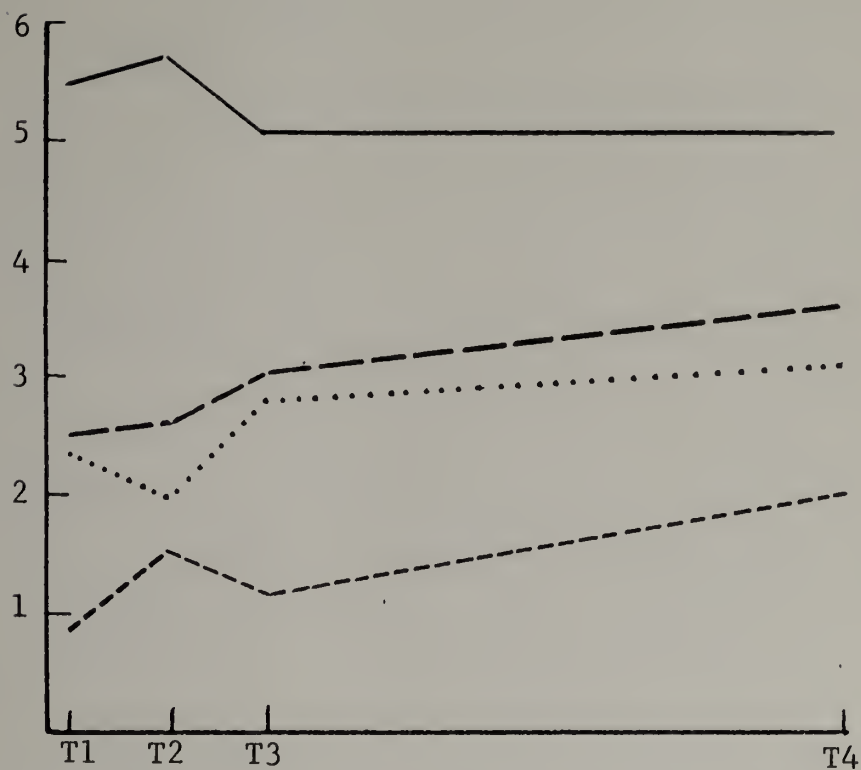
Figure 9. GTQ-C Time Series Graph (Multi-score)

Key: ——————— Group Dynamics Question
      — — — — Group Dynamics Interpretation
      · · · · · · · · Reassurance-approval
      - - - - - - - Attack

In Figure 9, "Group Dynamics Question" increased gradually from T1 to T2, decreased moderately to T3, and barely increased to T4.

"Group Dynamics Interpretation" increased slightly from T1 to T2, increased moderately to T3, and increased at a more gradual rate to T4.

"Reassurance-approval" decreased somewhat from T1 to T2, rose sharply to T3, and continued rising but at a more gradual rate to T4.

"Attack" increased moderately between T1 and T2, decreased moderately to T3, and increased to T4 at a slower rate than previously.

Workshop Reactions and Behavioral Change

The questionnaire entitled "Workshop Reactions and Behavioral Change" consisted of ten questions, two of which had several parts, regarding how the participants viewed the workshop experience and whether they saw them-selves as having changed as a result of their participation in the thirty days since the workshop ended. The question-naire, which is included in Appendix A, together with the verbatim responses of eleven of the twelve participants, represented an attempt to cross-check and corroborate the results of both the POI and the GTQ-C by eliciting from the participants their subjective evaluation of their ex-perience and learning. In this section, a summary of the responses to each question is presented.

"1. Since February 22, 1976, the day the workshop began, are you aware of any change in yourself in the following areas? If so, please describe the nature of the change."

A. "Feeling Reactivity (awareness of your own needs and feelings)."

Nine of the eleven respondents answered in a positive manner, expressing a belief that they had changed along this dimension. No single response could be called typical of the nine, but these examples will provide some of their flavor:

> Yes--my needs of acceptance, warmth, respect and understanding are personally clearer--much confusion existed prior to 22 February especially with interpersonal matters and how I related to myself and others.

> I am able to pinpoint my needs and feelings now; feelings are sharper and clearer, less shadow area.

> I am doing better in feeling anger promptly and recognizing it.

Of the other two respondents, one wrote "not aware" and the other left the item blank.

B. "Spontaneity (in expressing feelings)."

On this variable, again nine of the eleven respondents gave a positive response. Among them were:

> I tell my pupils more about my feelings. I didn't do this so often before.

> I am somewhat freer with my not so complimentary feelings.

> Yes--I was pretty spontaneous before--although I felt free to dance spontaneously at the workshop which was new. In my own group, I think less and blurt out sooner. I'm usually right, too!

Of the remaining two respondents, one wrote "the same" and the other, "too much at times."

C. "<u>Self-regard</u>"

Once again nine out of the eleven responded positively, that is, indicated their belief that their self-regard had been enhanced. Some examples:

Yes, I'm becoming a richer, more competent person.

This for me is constantly improving and the workshop helped me in this area especially because I got feedback saying that I was growing in the direction I wanted to.

I am clear on some of my capabilities and am able to handle a higher regard for myself.

Of the remaining two respondents, one wrote "same," and the other, "same except for the fact that I've learned to ask for help. Although I think highly of myself and my capacities, two heads are better than one."

D. "<u>Acceptance of Aggression</u>."

On this variable, eight of the eleven respondents expressed their belief that positive change had occurred. Some examples were:

I find it less threatening in other people as well as in myself.

Definitely. I can see a difference in the way I am handling things I don't like and realizing that I won't like everything or everyone.

This is still scarey but I think I am tougher here.

Of the three remaining respondents, one wrote, "the same," a second left the item blank and the third

wrote: "Not sure. Aggression towards others and from others still an anxiety producing event."

  E. "Capacity for Intimate Contact"

   In this area, seven of the eleven respondents described positive changes. Among them:

 Yes, I think I'm more able to be loved and to love.

 I am better able to accept it, enjoy it and let go of it, without wrestling with insecurities as much as I used to.

 Yes--I have been able to remove many barriers I had erected before and challenge those made by others--more intimate with more people.

   Of the four remaining respondents, one wrote "the same," a second wrote "no change. I've always had a high capacity," a third wrote "about the same," and the fourth wrote "basically unchanged."

  F. "Inner-directedness"

   In this area seven of the eleven respondents believed themselves to have achieved positive changes. For example:

 I'm more determined to accept my gut feeling.

 Recently, yes.

 Possibly this more than the others. I am very involved in figuring out what my needs are and what direction I need to go in to satisfy them and my goals.

   Of the four remaining respondents, three wrote "same," "the same," and "basically unchanged," and the fourth wrote:

I have always seen myself as inner-directed, but
this had (without the above changes) signifi-
cantly isolated me. With more to-fro movement,
directedness, communications, I feel better
about myself.

"2. Given your responses to question #1, please de-
scribe any behavioral changes you have made
since the workshop."

All eleven respondents expressed their belief that

they had indeed changed behaviorally in significant ways

since the workshop. The specific changes mentioned varied

widely but generally fell into the categories of the six

selected POI scales. The following examples are included

for their flavor rather than for their representativeness:

I carry discussions to the end to deal with all
'unfinished business.' I'm more open to dis-
cussion about myself and I give others more
chances to explain themselves considering the
fact that I realized from the workshop how often
people misinterpret what they hear.

I am better able to accept and express anger in
a constructive manner--I am getting much better
at saying 'no' when I need to, and accepting
the consequences with less regret or indecision.
I am more aware of becoming defensive--my
methods, and times when I tend to need it.

My relationship conflicts are loosening. I'm
actively seeking change in job and environment.

I basically just see myself as being more open
about who I am and better able to take my own
position firmly.

"3. What feedback, if any, have you received from
intimates, friends or associates that they
have noticed these changes?"

Ten of the eleven respondents testified that they

had received feedback confirming the changes referred to

in the previous question. Some examples of their testimony were:

> My boss seems to feel I've gained a measure of competence. I've been put in for a substantial pay increase. They must have noticed.

> My colleagues, while not very skilled, have voiced appreciation.

> My friends enjoy me even more.

> I've been told that I'm less aggressive.

The remaining respondent left the item blank.

"4. Was there any central event or interaction in the workshop that affected your growth in a special way?"

Here the respondents ranged widely in seeking to pinpoint a specific event of significance to their growth. Most mentioned more than one event. Three mentioned the experience of having had a dyadic learning partner for the entire week; e.g., "Yes--my dyadic partner has helped me greatly--we now write each other regularly to keep in touch on how we're doing in our growth."

Two respondents mentioned the opportunity to cofacilitate a personal growth group segment and receive feedback from the group members and the trainers regarding the strengths and weaknesses of their group leadership style. For example: "Doing the co-facilitation three times and seeing my competency grow was influential."

One respondent mentioned the frequency with which the trainers shared their feelings with the group. Another

spoke of sharing a significant hurt feeling with one of
the trainers. Another mentioned the "Hersey-Blanchard
perspective." Yet another singled out "the general pace
of interventions and directedness of feedback."

Two respondents concluded that no single event had
affected their growth in a special way.

> "5. If you see few changes in your feelings about
>   yourself and/or in your behavior resulting
>   from this workshop, to what factors would you
>   attribute this outcome?"

Eight of the eleven respondents left this item
blank. The three who responded wrote the following:

> Changes have been many. I could have grown more
> if another week were available immediately to
> get more into interpersonal affirmation or
> negation.

> Factors involved seem to be my openness to
> hear what was offered me, and my willingness
> to build up strength enough to integrate the
> growth into the world outside the workshop--
> some changes happened, some did not.

> Still owning too much of other people's
> feelings, pain, confusion. I feel more
> powerful but still reluctant to release
> this energy at times. Not a workshop
> negative though.

> "6. If you have facilitated a group since the work-
>   shop, please describe any changes you have
>   noticed in your facilitative style."

Six of the eleven respondents proceeded to describe
specific positive changes they were seeing in their facili-
tation style. For example:

> I'm better at structuring group time and
> content. I allow the group to work on their
> problems rather than 'giving advice' all the
> time.

Much more active--seeing changes happen in
me in groups and individually has greatly in-
creased my skill at facilitating and ob-
serving group process.

I feel much easier about talking about myself
to a group of people (who I am, where I come
from)--becoming less dependent on continued
response/support from individuals in a group.

Three respondents left the item blank; one wrote
"I haven't facilitated a group," and another wrote "have
not."

"7.   As a group facilitator, to what extent, if any,
      do you think you have increased the frequency
      with which you:

      A.   share your own feelings with the group."

Five of the eleven respondents reported that they
had increased the frequency of this type of intervention.
For example:

Much more often.

I am now more comfortable in doing this.

Almost never before--now--with fair frequency
when group or some of group needs my input as
role model, to clarify a point.

Five respondents left this item blank.

The remaining respondent wrote "about the same,
but more openly."

      B. "Ask group members what they are feeling."

Five of the eleven respondents said they were
doing this more frequently. Two answered simply "yes,"
a third wrote "more often," and a fourth, "much more

frequently--prior intellectualized groups now are effec-
tively and affectively dealing with here and new feelings."

Five respondents left the item blank. And the
eleventh wrote: "It stayed the same because I was already
doing it a lot."

C. "Provide structure for the group."

Six of the eleven respondents reported increasing
their use of interventions involving structure. One of the
six specified "more exercises" and another implied the same
in saying, "a sense that structure is important for a group
to generate data for itself, and sharpen sense of what
structure to give and when." Two others simply indicated
"yes."

Three respondents left the item blank, and a fourth
wrote "same."

The eleventh respondent wrote something that can
be interpreted as now providing less structure than pre-
viously: "I allow the group to flow alone more often and
just help them on the right course."

"8. What event or aspect of the workshop most affected
your group facilitation style?"

By far the most frequently mentioned learning
activity affecting group facilitation style was the co-
facilitation of personal growth group segments with feed-
back. Seven of the eleven respondents referred to that
activity specifically. Among the other events mentioned

were "theoretical presentations," "Hersey-Blanchard,"
"highly skilled workshop staff," and "really, the whole
week."

Two respondents left this item blank.

"9. If you see few changes in your group facilitation
style, to what factors do you attribute this
outcome?"

Seven of the eleven respondents left this item
blank. Two more wrote "N/A," presumably meaning "not
applicable." The tenth wrote: "(I haven't done a lot of
work with groups since that time)." And the eleventh wrote
"being already fairly competent."

"10. Any additional comments."

This item produced warm expressions of satisfac-
tion and gratitude, expressed in highly individual styles
from nine of the eleven respondents. Among them:

> The biggest change, perhaps, is the increased
> potential I feel in my own instincts and
> skills and potential for group work. I have
> received positive reinforcement of my budding
> feelings that I do have something to give in
> this area.

> I am much happier now. The experience I've
> lived with the group has made me realize
> how much I am responsible for myself in all
> domains.

> I appreciate all the time and energy you both
> put into the workshop--my growth is a func-
> tion of what I'm open to, and what is made
> available, your part in that was abundant.

> An excellent workshop experientially and
> content-wise. Extremely happy with impact
> and outcome. Very glad I attended.

Thank you. My life be as you would have it.

Two respondents left the item blank.

Summary

In this chapter the data for the seven POI and seven GTQ-C comparisons was presented followed by the data from the "Workshop Reactions and Behavioral Change" questionnaire.

It was found that the first general hypothesis of significant positive change for participants between T2 and T3 was supported for the selected variable of "Spontaneity" on the POI and for the selected variable of "Leader Feeling" on the GTQ-C. It was not supported for the selected variables "Self-regard," "Feeling Reactivity," "Acceptance of Aggression," "Capacity for Intimate Contact," and "Inner Directed" on the POI; and it was not supported for the selected variables of "Structure" and for "Member Feeling" on the GTQ-C. Two unpredicted results were significant positive change for "Reassurance/ Approval" and for "Non-verbal" on the GTQ-C.

In the second general hypothesis, it was found that there was no significant interaction effect between the training group and the pre-training group for any selected POI or GTQ-C variable. However, there was an unpredicted significant interaction effect for "Non-verbal" responses on the GTQ-C.

The third general hypothesis of no significant change in either direction between T3 and T4 was sustained by the data for all selected POI and GTQ-C variables.

In both the T4-T2 and the T3-T1 comparisons, workshop participants achieved significant positive change in four selected POI variables: Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact, and Inner Directed. The GTQ-C results for those two comparisons were similar to the GTQ-C results for the T3-T2 comparison, namely, significant positive change in one selected variable, "Leader Feeling" and one unselected variable, "Nonverbal."

The "Workshop Reactions and Behavioral Change" questionnaire provided strong evidence of the realization of the personal and interpersonal growth goals of the workshop and weaker evidence of the attainment of the group facilitator intervention skills goals of the workshop due to the fact that as of T4 several of the participants had not yet had the opportunity to facilitate a group.

C H A P T E R   V

DISCUSSION AND CONCLUSIONS

The results of this study have led to conclusions
in four major areas: (1) Interpersonal Growth, (2) Group
Facilitator Intervention Skills, (3) the Independent
Variable, and (4) the Research Design. These four major
areas are the focus of the first four sections of this
chapter. The final two sections of the chapter are,
Suggestions for Future Research and a Summary, respectively.

Interpersonal Growth

As in Chapter IV, each of the seven sets of POI
score comparisons will be discussed separately. Data
from the "Workshop Reactions and Behavioral Change" ques-
tionnaire is cited wherever it appears relevant to the
discussion.

The Pre-training Group: T2-T1

Considering first the unusual pre-training group
results, one of the advantages in using a time-series
experimental design as opposed to a design which includes
only a pretest and a posttest was that the group served,
in effect, as its own control group. While no inter-
group comparisons could be made, inter-period comparisons
could easily be made from one period of time to another.

Many of the studies employing the POI (see Chapter II) have had a regular control group. Knapp and Shostrom (1976), in summarizing the data from nine studies with control groups, reported that only four variables out of a possible 126 had experienced significant positive change. At the .05 probability level, it would be expected that one out of twenty t-tests could result in a false positive. Four out of 126 is fewer than the one out of twenty chance outcomes reaching statistical significance that might be expected. Therefore the four out of 126 mentioned by Knapp and Shostrom (1976) can be ascribed to chance.

But four significant positive changes out of fourteen scales is another matter. Chance could explain one, possibly even two, but not four. The conclusion is unavoidable that something unusual was going on with the pre-training group, something that distinguished it from regular control groups.

One possibility is that the significant positive change in the four POI scales measured what it purported to measure, namely, real personal growth in the direction of self-actualization. It is theoretically possible that enough of the twelve participants had a growthful five days prior to the workshop for four POI scales to have accurately recorded positive change. However, while possible in theory, this explanation appears implausible

and unpersuasive. Aside from being unprecedented in the literature, the phenomenon of dramatic pre-workshop growth went totally unremarked by the participants either during the workshop or in the "Workshop Reactions and Behavioral Change" questionnaire.

If the pre-training group results do not indicate real growth, then the explanation for those results is likely to lie either in the effects of testing or in the interaction of testing and the workshop setting (Campbell and Stanley, 1963).

Considering first the effect of testing, the POI is a questionnaire consisting of 150 two-choice comparative value-judgment items reflecting constructs drawn from the self-actualization theorists, notably Maslow. In responding to the POI, the subject is asked to select the statement in each pair that is most true of himself. As Pfeiffer and Heslin (1973) pointed out, it is transparent to subjects with the most nodding acquaintance of humanistic psychology which of each answer-pair is the more self-actualized response. It is possible that the participants learned from taking the instrument the first time (T1) and applied their learning in the second administration (T2).

Campbell and Stanley (1963) warned of the danger in social science research that the process of measuring may change what is being measured, accounting for part of

a test-retest change. This reactive effect can be expected whenever the testing process is itself a stimulus to change rather than a passive record of behavior. They cited the example in an experiment in weight control therapy, of an initial weigh-in providing a stimulus to weight reduction. Applying the principle of reactive effect to the present study, it is possible that in taking the POI the first time, the participants focused on the content of the items over the five intervening days and were primed for T2.

The interaction of testing and the workshop setting could also account for the four significantly increased POI scales in T2. Regular control groups take their posttest in an unemotional low-keyed setting expecting that the posttest is the end of their involvement with the experiments. In the present study, the pre-training group's posttest was simultaneously the training group's pretest. Harrison (1973) has commented on the pressure present at the beginning of the workshop and the consequent possibility of distorted test results. An effort was made to mitigate such distortion by delaying T2 until the participants had had the opportunity to become acquainted with each other, with the trainees, with the overview of the workshop and with the residential setting.

However, despite these precautionary steps and despite the fact that participants were using their

mothers' maiden names on the instruments to preserve
anonymity, the possibility remains that the pressures of
being in a new setting with new people could have produced
a feeling of competitiveness, a desire to "do well," or
even a tendency to respond to the POI with their growth
goals ("How I would like to be" rather than "How I am
right now"). Any of these or any combination of these
could easily account for the inflated T2 POI scores.

This researcher believes the remarkable pre-
training group outcome is the result of both the effect
of testing and the interaction of testing and the workshop
setting. Without necessarily casting doubt upon the
general validity of the POI in measuring personal growth,
the pre-training group data presented herein strongly
suggests that there are circumstances under which the POI
might be measuring and recording factors other than per-
sonal growth.

The Training Group: T3-T2

A general hypothesis of the study was that workshop
participants would experience significant positive change
in six selected POI variables between T2 and T3. That
prediction was borne out in the case of only one selected
variable, Spontaneity. In two other subscales, Acceptance
of Aggression and Capacity for Intimate Contact, the extent
of positive change between T2 and T3 was close to statistical

significance. Since the level of significance for Spontaneity scale was the .05 level and there are fourteen POI scales, it is possible that this was a chance result.

In any event, considering the range of POI outcomes reported in Chapter II, the training group results in this study fell decidedly on the negative end of the spectrum. In fact, the outcome resembled that of only one other study, Young and Jacobson (1970), in which the subscale of Self-actualizing Values was the only one to achieve significant change and which also suffered from a small number of subjects.

What do these results mean? The first possible explanation is that with the sole (possible) exception of Spontaneity (freely expressing feelings behaviorally), the participants did not grow significantly during the five days they spent in the Training for Trainers Workshop. In the strict terms in which the hypothesis was framed, it is indisputable that in five out of the six selected POI scales, this study failed to provide evidence of significant growth between T2 and T3.

A second possibility is that distortions in T2 due to the effect of testing and to the interaction of testing and the pressures of the workshop setting tended to obscure the growth that took place by artificially inflating the T2 scores and therefore minimizing the differences between T3 and T2 to the point where the

differences were attenuated below the .05 one-tailed test significance level. In other words, participants could actually have grown in the hypothesized variables and in the hypothesized direction of change if not for the use of the distorted T2 data as the starting point. One way of testing this possibility is to examine the differences between T3 and T1, using T1 as the pretest and T3 as the posttest to see whether in this comparison the outcome is any different.

A third possibility is the one rejected by Lieberman et al. (1973), namely, the latent growth might have taken place during the workshop but might not have become apparent and measurable until some time for processing and internalizing the learnings had elapsed. In other words, participation in the workshop might have stimulated a "late-blooming" effect, not visible until a later date. This possibility can be tested by comparing T4 with T2 and T4 with T1 to see whether the workshop participants experienced significant positive change in the selected POI variables over periods of thirty-five and forty days, respectively.

In short, the analysis of the data takes advantage of having four sets of measurements to examine and submit to careful scrutiny all the possible explanations for the data in this study, remembering to allow for a percentage of chance results inherent in the extensive use of the

t-test. At the end of this inquiry, it may not be possible to state with certainty whether or not the participants experienced the change that was predicted for them, but it will have been possible to assess the likelihood of each of the competing explanations of the data.

Interaction Effect: (T3-T2)-(T2-T1)

The fact that there was no significant interaction effect between the growth of the training group (T3-T2) and the growth of the pre-training group (T2-T1) is easily explained by the combination of: (1) the pre-training group recorded more positive change than was predicted; and (2) the training group recorded less positive change than predicted. Actually, the factor of the unusual pre-training group outcome alone would have been sufficient to produce an insignificant interaction effect with almost any conceivable training group outcome. Since the comparison between (T3-T2) and (T2-T1) was to provide the major statistical evidence of personal and interpersonal growth achieved during the workshop, it can be fairly concluded that the evidence provided by the data failed to support the general hypothesis of positive change by the participants in the six selected POI variables.

Stability of Learning, "Late-blooming"
or Regression: T4-T3

In this comparison, the general hypothesis of no significant change in either direction for any of the selected variables was supported by the data. But the thrust of the data was different: in five of the six selected variables (and thirteen out of fourteen scales for the POI as a whole), the participants achieved sub-significant positive change between T3 and T4. Since the differences in all fourteen POI subscales failed to reach statistical significance, it is possible that the consistent change in the direction of self-actualization in the thirty-day post-workshop period is ascribable to chance. It is also possible that since there was, aside from the Spontaneity scale, no significant growth recorded by the training group during the workshop, there was simply insufficient growth from which to regress significantly or from which to "late bloom" significantly.

If the workshop was not a growthful experience for the participants, or if Lieberman et al. (1973, are correct about middle and long-range effects of workshops, the non-significant results obtained in the T4-T3 comparison would be expected. What was not expected was thirteen out of fourteen POI scales all pointing in the same positive direction. This phenomenon offers some supportive evidence for the proposition that, contrary to the findings of

Lieberman et al. (1973), "late-blooming" can and does indeed take place. Further evidence for this proposition will be available in the comparison between T2 and T4 to see whether changes which were marginal between T2 and T3 became significant thirty days later between T2 and T4.

POI Comparison Over Thirty-five Days: T4-T2

As was reported in Chapter IV, the workshop participants achieved significant growth in four out of the six selected POI variables between T2 and T4: Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact and Inner Directed. What happened was that the sub-significant growth experienced between T2 and T3 added to the sub-significant growth experienced between T3 and T4 combined to constitute statistically significant positive change in an additional three out of the six subscales selected for analysis (with the other two subscales, Feeling Reactivity and Self-regard, quite close to significance).

Since there was no comparable control group and not even thirty-five day pre-training group data with which to compare the T4-T2 data, it is impossible to conclude with certainty that the significant positive growth achieved by participants on the four selected POI variables was due to participation in the workshop. Such results could also be explained by a prevailing growth pattern in

the lives of the participants unrelated to and unaffected by the workshop. They could also be explained by the possibility that participants continued to learn from taking the POI each time they took it. Perhaps, by the fourth time at T4, the study had simply created a group of expert POI takers.

Given the probabilities inherent in the t-test, one of the four significant differences could be ascribable to chance, although in the cases of Capacity for Intimate Contact, which was significant to the .001 level, and Inner Directed which was significant to the .01 level, the significant differences were unlikely to be chance results.

As a cross-check on these various possible explanations of the data, it is useful to refer to the results of the relevant items in the "Workshop Reactions and Behavioral Change" questionnaire, which, among its other advantages, did not require any t-tests and, therefore, should not contain any chance results.

Participants were asked whether, since February 22, 1976, the day the workshop began until March 28, 1976, thirty days after it ended, they were aware of any change in themselves in each of six selected areas and, if so, to describe the nature of the change.

As reported in Chapter IV, nine of the eleven respondents answered in a positive manner for Feeling

Reactivity, Spontaneity, and Self-regard; eight of the eleven for Acceptance of Aggression; and seven of the eleven for Capacity for Intimate Contact and Inner Directed. In addition, all eleven expressed their belief that they had changed behaviorally in the areas of the selected variables; ten of the eleven had received feedback from friends, family or colleagues confirming these changes; and in the question exploring possible reasons for little or no self-perceived changes eight of the eleven left the item blank. It would appear, then, that the "Workshop Reactions and Behavioral Change" questionnaire can provide some corroboration for the significant results of the POI T4-T2 comparison.

A closer look at the issue of corroboration by the subjective questionnaire results shows that the six selected variables divide into three categories. First, Feeling Reactivity and Self-regard were the two scales on which workshop participants did not achieve significant growth, according to their POI scores, between T2 and T4. And yet these are two variables in which nine out of eleven participants reported positive change. The researcher's position on this category is that, despite the overwhelmingly positive subjective testimony of participants, there is nothing in the POI results to corroborate, and therefore, no inference of positive change is warranted.

The second category includes the Capacity for
Intimate Contact and the Inner Directed scales; in these
scales workshop participants experienced positive change
on the POI between T2 and T4 significant to the .001 and
.01 levels, respectively. It was on these two variables
that the subjective questionnaire provided the weakest
corroboration: only seven out of eleven respondents testi-
fying to positive change. But these results were unlikely
to be chance results: the odds were one in a thousand
and one in a hundred, respectively. The evidence of
growth between T2 and T4 along these two variables was
strong enough from the POI results alone not to require
corroboration by the subjective questionnaire.

The third category includes the Spontaneity and
Acceptance of Aggression scales; in these scales workshop
participants experienced positive change on the POI between
T2 and T4 significant to the .05 level (two-tailed test).
On the "Workshop Reactions and Behavioral Change" question-
naire, nine of eleven respondents reported positive change
in Spontaneity and eight of eleven in Acceptance of Aggres-
sion. This testimony, its quality as well as its quantity,
provides a degree of assurance that the significant POI
results for these variables were probably not chance out-
comes.

To summarize, it appears that there is sufficient
evidence between the two instruments to warrant an inference

that in the thirty-five days between T2 and T4, the
workshop participants experienced significant positive
change along four selected variables: Spontaneity,
Acceptance of Aggression, Capacity for Intimate Contact
and Inner Directed. And this is true, despite the fact
that, as noted earlier, the POI scores at T2 might have
been distorted upwards by the effect of testing and by
the interaction of testing and the workshop setting.
However, since a time-series design does not control for
history (Campbell and Stanley, 1963), the inference of
significant positive change cannot be attributed with
certainty to the workshop, but in the absence of a plausi-
ble rival hypothesis, it is probable that workshop was
the principal stimulus in producing the significant posi-
tive change. Furthermore, since this same inference
could not be drawn from the T3-T2 date, it would seem that,
subject to further research, some doubt has been cast
upon the Lieberman et al. (1973), thesis that "late-
blooming" as a phonemenon exists largely within the fantasy
life of self-deluding group facilitators.

Using T1 as the Pretest: T3-T1

As reported in Chapter IV, when T1 was used as the
pretest and T3 retained as the posttest, instead of parti-
cipants achieving significant positive growth in their POI
scores along only one variable, Spontaneity, they achieved
it in four: Spontaneity, Acceptance of Aggression,
Capacity for Intimate Contact, and Inner Directed.

Of the four scales, the positive change in Capacity for Intimate Contact was significant to the .01 level; in the other three scales, to the .05 level (two-tailed test). Here, with no subjective questionnaire available for possible corroboration, it is necessary to be concerned with the problem that one t-test in twenty will produce a false positive at the .05 significance level.

Of the fourteen POI scales, five experienced significant change between T1 and T3. In the normal course of things, one of these could be expected to be a chance occurrence rather than an indication of real growth. In this study, six POI scales were selected for analysis, and in the T3-T1 comparison, three experienced significant change to the .05 level of probability. It is possible that one of the three is a false positive. In addition, the POI scores at T3, like the POI scores at T2, could have been artifically inflated by the effect of testing. For both of the above reasons, caution is required in inferring that the workshop participants grew in all four variables between T1 and T3.

There is an interesting coincidence in the T3-T1 data with the T4-T2 data: workshop participants achieved significant positive change in their POI scores in the same four POI scales for both periods: Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact

and Inner Directed. These two time periods also overlap
for the duration of the workshop. The recurrence of these
same four POI scales as variables in which participants
achieved significant positive change in their scores over
both periods, provides additional corroboration that the
significant positive change recorded is neither the effect
of testing nor merely a chance occurrence. In addition,
as noted in Chapter IV, this outcome resembles more closely
the outcomes reported in the review of POI studies in
Chapter II than does the outcome of the training group
(T3-T2).

A Forty Day Comparison: T4-T1

As indicated in Chapter IV, over the entire forty
day period of the study, the results were dramatic:
workshop participants achieved significant positive change
in all six selected POI variables: Self-regard to the .05
confidence level, Spontaneity, Feeling Reactivity and
Acceptance of Aggression to the .01 level, and Capacity
for Intimate Contact and Inner Directed to the .001 level.
Either the POI was mastered by the participants or else
they had a growthful forty days. With no control group
over the forty day period, the significant positive change
in all six selected POI scales cannot be definitely
attributed to the workshop, especially since some of it
showed up in T2, the pretest. Nor can it be stated cate-
gorically that the significant increase in the Self-regard

scale was not a chance occurrence, although the "Workshop Reactions and Behavioral Change" questionnaire provides strong supporting evidence that the significant differences were caused by real personal growth rather than by chance.

The researcher believes that the results of the T4-T2 comparison represent a more conservative and more justifiable picture of the participants' growth in that the major portion of the effect of testing should already have taken place at T2. It is more highly probable that the T4-T2 differences represent real growth than the T4-T1 differences. Also, the corroboration available from the subjective questionnaire is more precisely aimed at the thirty-five day period than at the forty day period.

Group Facilitator Intervention Skills

As in Chapter IV and the previous section of this chapter, each of the seven sets of GTQ-C comparisons have been discussed separately, focusing primarily on the "Multi-score" results and using the "Single-score" results for corroboration. Data from the "Workshop Reactions and Behavioral Change" questionnaire has been cited wherever it appears relevant to the discussion.

The Pre-training Group: T2-T1

Since the GTQ-C contains nineteen different scales, each representing a specific intervention style, each set

of GTQ-C comparisons required nineteen t-tests. That
means that at the .05 probability level, there could be
one false positive in every set of comparisons. For that
reason, caution has been used in interpreting the data,
and where possible corroboration from the "Single-score"
and from the subjective questionnaire has been sought.

The pre-training group produced two significant
decreases in the "Multi-score" one in the "Structure"
scale and the other in the "Non-verbal" scale, both to
the .01 confidence level. Neither of these significant
decreases appeared on the "Single-score."

These results are difficult to interpret. The
decrease in "Structure" could have been an adverse re-
action to the hyper-structure of the first evening of
the workshop. In the absence of any plausible rival hypo-
thesis, the decrease in "Non-verbal" is probably ascrib-
able to chance.

It is interesting that the phenomenon of artifi-
cially inflated T2 scores which occurred on the POI did
not occur on the GTQ-C. In fact, there were no signifi-
cant increases in T2-T1 in either the "Multi-score" or
the "Single-score." This can be attributed to the fact
that the GTQ-C is a much less transparent instrument
than the POI. Even a subject who wanted to "look good"
or "do well," when confronted with nineteen possible
interventions for each situation, would be hard put to

know what to do. Thus, with the sole exception of the significant decrease in "Structure," which could easily have been caused by the interaction of testing with the workshop setting, the T2 scores of the GTQ-C inspire more confidence than do the T2 scores of the POI.

The Training Group: T3-T2

From the beginning of the workshop week until the end, the participants achieved significant positive change on three scales in the "Multi-score": "Leader Feeling" to the .05 level (one-tailed test), "Non-verbal" to the .001 level, and "Reassurance-approval" to the .05 level (two-tailed test). They achieved significant positive change on two scales on the "Single-score": "Leader Feeling" and "Non-verbal," both to the .05 level (two-tailed test), and significant negative change to the .05 level in "Group Dynamics Question."

Since the increase in "Leader Feeling" and "Non-verbal" interventions appeared in both the "Multi-score" and the "Single-score," it is reasonable to infer that workshop participants left the workshop more favorably in-clined towards those two kinds of interventions and per-haps more likely to use them when leading groups than they would have been before the workshop. The likelihood of these being chance results is significantly reduced by their recurrence in both the "Multi-score" and the "Single-score."

The significant "Multi-score" increase in "Reassurance-approval" and the significant 'Single-score" decrease in "Group Dynamics Questions could be ascribable to chance. But since the former intervention style was modeled substantially by the trainers and since the latter intervention style was heavily criticized by one of the trainers, these results could also reflect real attitudinal changes on the part of participants. The fact that they did not show up in both the "Multi-score" and the "Single-score," however, argues for caution in interpreting them as significant.

Thus, the first general hypothesis of this study of significant positive change between T2 and T3 was supported by the data for "Leader Feeling" but not for "Member Feeling" or "Structure." A significant serendipitous result was the significant increase by participants in their selection of "Non-verbal."

Interaction Effect: (T3-T2)-(T2-T1)

The only intervention style in which participants' increase in frequency of selection over a five day span was significantly greater after the workshop than before the workshop was "Non-verbal." The level of significance for "Non-verbal" in the "Multi-score" was .001, in the "Single-score" .05.

For none of the selected GTQ-C variables "Structure," "Member Feeling," or "Leader Feeling" did the

interaction effect between the training group and the pre-training group achieve statistical significance. Thus, the second general hypothesis of the study, namely, that participants would experience significantly greater increase in the selection of these three intervention styles during the workshop than during the previous five days was not supported by the data.

Regarding the significant outcome for the "Non-verbal" scale, because in the "Multi-score" it was significant to the .001 level and because a significant positive interaction effect was also achieved in the "Single-score," it is unlikely to be a chance occurrence and probably represents a real attitudinal change on the part of workshop participants.

What it means is that subsequent to the workshop and largely as a consequence of the workshop, participants are now more favorably inclined and, therefore, more likely to include non-verbal exercises and techniques in their group leadership repertoire.

Since non-verbal techniques tend to be structured by the group facilitator, this finding goes part way in rehabilitating the interaction hypothesis for the intervention "Structure." "Non-verbal" can be viewed as a significant subset of "Structure" -type interventions. But it does not go all the way: there are many "Structure" interventions that are not non-verbal exercises. The

results of this study do not support the major hypothesis of attitudinal change towards any "Structure" interventions other than non-verbal exercises.

Stability of Learning, "Late-blooming" or Regression: T4-T3

The results for this comparison were relatively straightforward: the third major hypothesis of the study of no significant change in either direction for any selected variable between T3 and T4 was supported by the data in both the "Multi-score" and the "Single-score." The GTQ-C scores recorded at T3 were found to be relatively stable at T4. This suggests that, in contrast to personal and interpersonal growth areas, group leader intervention skills tend to be learned during the workshop setting with a less pronounced, if any, "late-blooming" effect and little evidence of regression.

One unselected variable, "Attack" experienced a significant increase in the "Multi-score," and another, "Group Dynamics Question" experienced a significant decrease in the "Single-score." These results, especially the former, representing two out of thirty-eight t-tests, could be attributable to chance. The latter should also reflect participant response to one trainer's active discouragement of questions as a way of communicating.

GTQ-C Comparison Over Thirty-five
Days: T4-T2

In this comparison, participants significantly increased their selection of "Structure" and "Leader Feeling" interventions at the .05 confidence level on the "Multi-scale." In addition, "Non-verbal" increased at the .01 significance level, as did "Reassurance-approval." These results further indicate that the learning achieved at T3 was largely sustained at T4. This finding was corroborated on the "Single-score" for "Non-verbal," but not for "Structure" or "Leader Feeling."

The increase in the selection "Reassurance-approval," significant to the .05 level at T3, emerged as more pronounced at T4, to the .01 confidence level. This suggests that the significant increase in the selection of this intervention style by participants more likely represents real attitudinal change than a chance occurrence.

In the "Single-score," "Group Dynamics Question" continued its steady decline, at the .01 level of significance. As noted above, this result probably reflects participants' response to repeated negative reinforcement by one of the trainers.

These results indicate that while there was not as much evidence of "late-blooming" as appeared on the POI, there was evidence of a slight amount of late-blooming: the significant increase of "Leader Feeling"

at T3 was slightly strengthened at T4 on the "Multi-score"; on the "Single-score," the increase in "Non-verbal" responses was strengthened from a .01 confidence level between T2 and T3 to a .05 confidence level between T2 and T4; the sub-significant increase in "Structure" response between T2 and T3 became significant between T2 and T4; "Reassurance-approval," significant at .05 between T2 and T3, achieved a significant increase at the .01 level between T2 and T4.

There was also some very slight evidence of regression: between T2 and T3, there had been a significant increase in "Leader Feeling" responses on both the "Multi-score" and the "Single-score"; between T2 and T4, the "Single-score" significance disappeared. On the "Multi-score," the increase of "Non-verbal" responses at the .001 confidence level between T2 and T3 had attenuated slightly to .01 level between T2 and T4.

In balance, the hypothesis of stability of learning with neither "late-blooming" nor regression was mostly sustained by the data. The exception of "Structure" responses increasing significantly between T2 and T4 could easily be ascribable to chance.

The "Workshop Reactions and Behavioral Change" instrument did not provide as powerful corroboration to the significant group facilitator intervention skills results recorded on the GTQ-C as it did for the personal

and interpersonal growth results recorded on the POI.
This was because, as of T4, thirty days after the work-
shop, not all of the eleven respondents had had the
opportunity to lead groups. Those who had not yet led
groups could not comment in any cogent manner on the
ways in which their leadership styles had changed or on
the extent to which they had or had not increased their
use of the interventions selected for analysis in this
study.

Nevertheless, with that reservation recorded, the
key question in the subjective questionnaire was: "As
a group facilitator, to what extent, if any, do you think
you have increased the frequency with which you: (a) share
your own feelings with the group; (b) ask group members
what they are feeling; (c) provide structure for the group?"
The three parts of the question corresponded respectively
with the three GTQ-C scales "Leader Feeling," "Member
Feeling," and "Structure."

On the "Leader Feeling" part of the question,
five of the eleven respondents left the item blank; of
the six who wrote a response, five testified to doing a
lot more self-disclosure of feelings in the groups they led.

On the "Member Feeling" part of the question, five
people left the item blank, and five of the six who wrote
a response said they had increased their use of this type
of intervention. This testimony did not provide

corroboration for the GTQ-C results which said that the workshop participants were already using this intervention with considerable frequency.

On the "Structure" part of the question, three people left the item blank, and six of the eight who wrote a response claimed to have increased their use of various kinds of structures in their groups. The most frequent kind of structure mentioned was exercises to generate or make visible group data, partially corroborating the GTQ-C results on the "Non-verbal" scale.

Given the numerous blank responses and the small sample of written responses, it is difficult to use this part of the subjective questionnaire for anything but suggestive corroboration. What it corroborates, principally, is the GTQ-C results supporting the first major hypothesis of this study to the effect that workshop participants are now more favorably inclined and more likely to include in their facilitation repertoire "Leader Feeling" and "Non-verbal" interventions.

Using T1 as the Pretest: T3-T1

Unlike the POI data reported above, using T1 as the pretest instead of T2 did not significantly change the outcome. On the "Multi-score" both "Leader Feeling" and "Non-verbal" responses increased significantly to the .05 level; on the "Single-score," "Non-verbal" increased to the .05 level and "Leader Feeling" to the .01 level,

and "Group Dynamics Question" decreased to the .05 level.

These results added nothing new but tended to confirm the conclusion reached in the previous section. As statistically significant increases keep recurring in various comparisons in both "Multi-score" and "Single-score" for the two scales, "Leader Feeling" and "Non-verbal," the results become less likely to be chance occurrences. Similarily, as responses for "Structure" and "Member Feeling" fail to show up with significant increases, the conclusion becomes clearer that the first major hypothesis of the study was not sustained for those selected variables.

A Forty-day Comparison: T4-T1

The only new data produced by this comparison was that in the "Multi-score," "Reassurance-approval" and "Attack" responses joined "Leader Feeling" responses in experiencing an increase significant to the .05 level, with "Non-verbal" slipping just below significance. In the "Single-scale," "Group Dynamics Question" responses suffered a decrease significant to the .001 level, and "Non-verbal" responses increased at the .05 confidence level.

Either or both of the significant increases in "Reassurance-approval" and "Attack" could be ascribable

to chance, although the former was modeled and reinforced by the trainers. The other outcomes tend to confirm the conclusions made previously with regard to the selected variables. The dramatic decrease in "Group Dynamic Question" responses over the forty days of the study tends to demonstrate the efficacy of repeated negative reinforcement by a group facilitator of a particular intervention style.

The Independent Variable

One of the purposes of the study was to provide feedback to the independent variable, the Training for Trainers Workshop, to see whether it was an appropriate vehicle to train group facilitators in the areas of interpersonal growth and group leadership skills. Without claiming to be conclusive or final, the evidence provided by the results of this study was encouraging. The workshop participants did experience interpersonal growth in four out of six of the indicated areas, and they did increase their selection of one of the specified intervention styles, "Leader Feeling" and of another intervention style, "Non-verbal," which is closely associated with the selected intervention style "Structure." Since the training group started out so high in "Member Feeling" interventions, it would have been difficult for them to increase their selection of that particular intervention

style in any significant way. As the section on sugges-
tions for future research indicates, much more research
needs to be done, not only with the approach of the
treatment in this study, but with other approaches to
the training of group facilitators. Nevertheless, the
interim evidence provided by this study tends to validate
the usefulness of the particular workshop design employed.

The Research Design

Another of the main purposes of the study was to
design a methodology to evaluate training for trainers
workshops. The results of the study revealed a major
problem in the research design in the failure to control
for the effect of testing, the reactive effect of testing
and the interaction of testing with the workshop setting.
This flaw was particularly serious with regard to the POI,
since it is so transparent and susceptible to external
influence. The lack of a control group and the small
sample also affected the generalizability of the results.
These various considerations argue for a posttest only
type research design with subjects randomly assigned to
either a control group or an experimental group. The
instrumentation could remain exactly the same, using
both the POI and the GTQ-C. Posttest results would not
be affected either by prior experience with the instruments
or by pressure from the beginning of the workshop. The

suggestions for future research draw heavily on this conclusion regarding the research design in this study.

In addition to the substantive findings described above, it was also determined that the GTQ-C has definite value as a research tool. If individuals and organizations sponsoring Training for Trainers programs are willing to specify precisely which intervention styles participants are being trained to use, the shortened version of the GTQ-C employed in this study is able to discriminate and measure whether and to what extent participants experience significant positive change in their selection of those specified intervention styles. At present, most Training for Trainers programs neither specify desired intervention styles nor provide an evaluation methodology sufficiently precise to measure progress towards specific intervention style goals. The results of this study support the feasibility and the desirability of both procedures and, particularly, should encourage the use of the GTQ-C both for workshop evaluation and for further research studies.

Suggestions for Future Research

On the basis of the results of this study it would appear that the following recommendations for future research seem indicated:

1. It would be useful to have this study replicated, that is, conduct a time-series study measuring the

effects on interpersonal growth using the POI
and on group facilitation intervention skills
using the GTQ-C, of other Training for Trainers
workshops led by other trainers (who would pre-
ferably not be the researcher).

2. A follow-up of the twelve workshop participants
of this study could be conducted to further test
the stability of learning hypothesis and carry
the time-series principle into a longitudinal
study.

3. The basic instrument package of this study could
be routinely administered every academic quarter
to students studying to be group facilitators.
This would provide an index of their progress over
the course of their academic program and perhaps
beyond.

4. The research design could be improved to provide
a control group with subjects randomly assigned to
the control or the experimental group. Then the
instrument package would be administered only once,
as a posttest. The results of the two groups could
then be compared with the possibility of errors due
to testing, the reactive effect of testing and the
interaction between testing and the workshop setting
being controlled for in an effective manner.

5. The research design could be further improved by supplementing the instrument package with periodic peer-assessments, leader-assessments and self-assessments of participant learning. Also participants assessment of predominant patterns of intervention style of the workshop leaders could be correlated to participant learning. And finally, workshop participants could be asked to record responses to critical incidents to provide evaluative feedback specific to discrete elements in the workshop design.

Summary

A discussion of the statistical data presented in Chapter IV, along with general implications to be drawn from these data were presented.

The effect of testing and the interaction effect of testing and the workshop setting were found to have resulted in artificially inflated POI scores at T2, exaggerating the growth of the pre-training group and understating the growth of the training group. By using T1 as the pretest, it was found that workshop participants had experienced significant positive change in the areas of Spontaneity, Acceptance of Aggression, Capacity for Intimate Contact and Inner Directed but not in Self-regard or Feeling Reactivity. It was also found that "late-blooming" can and does take place by the fact that, even

using the inflated T2 scores as the pretest, workshop participants, thirty days after the workshop had ended, showed significant positive change in the same four areas as above. The conclusions were strongly corroborated by participants' comments written on the "Workshop Reactions and Behavioral Change" questionnaire.

In the group facilitator intervention skills goals of the workshop, it was found that workshop participants experienced significant positive change in the selected "Leader Feeling" intervention style and in the unselected "Non-verbal" and "Reassurance-approval" intervention styles. The results failed to show significant positive change for the other two selected intervention styles, "Structure" and "Member Feeling." It was also found, as predicted, that both the positive and the negative results reported above were stable over time.

The GTQ-C was found to be a useful research tool. Feedback from the results of the study to the particular approach of the Training for Trainers workshop was generally encouraging. Problems in the research design were identified around the need to control for errors due to testing, the reactive effect of testing and the interaction of testing with the workshop setting.

Suggestions for future research included modifications designed to expand the generalizability of the

findings, and modifications to provide evaluative feed-
back more specific to discrete portions of the training
design.

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APPENDIX A

VERBATIM RESPONSES OF THE INSTRUMENT:

"WORKSHOP REACTIONS AND BEHAVIORAL CHANGE"

1. Since February 22, 1976, the day the workshop began,
    are you aware of any change in yourself in the fol-
    lowing areas? If so, please describe the nature of
    the change:

    A. Feeling Reactivity (awareness of your own needs
        and feelings)

        1. Yes--My needs for acceptance, warmth, respect
            and understanding are personally clearer--much
            confusion existed prior to 22 Feb. especially
            with interpersonal matters and how I related
            to myself and others.

        2. I was aware that my work no longer gave me the
            satisfaction I needed. The workshop helped me
            decide to quit to find something else instead
            of waiting for a job to fall on my lap.

        3. Yes--Now I know more about what really bothered
            me (specifically) and since the workshop I have
            changed my behavior and my attitude so that I am
            much happier--I now feel less responsible for
            others and I am able to take better care of
            myself. I am not a victim or martyr anymore!!

        4. Somewhat refined by the experience.

        5. I am able to pinpoint my needs and feelings now;
            feelings are sharper and clearer, less shadow
            area.

        6.

        7. More aware of my feelings and needs.

        8. I am doing better in feeling anger promptly and
            recognizing it.

        9. More sensitive to my feeling especially anger
            and those associated with conflicts.

10. As much as I have grown in the past year since your workshop, I am learning how to ask for what I want and get it.

11. Not aware.

B.   Spontaneity (in expressing feelings)

1. Yes--I have been much more spontaneous and open both with positive and negative feelings and in my opinions and thoughts. I have greatly improved my ability to separate THINK & FEEL.

2. I tell my pupils more about my feelings. I didn't do this often before.

3. The same.

4. Reinforced.

5. Too much at times.

6. Yes--I am better able to choose when to express spontaneously, and when to sense spontaneously and not share it.

7. Yes, more risk taking in the expression of feelings.

8. Yes--I was pretty spontaneous before--although I felt free to dance spontaneously at the workshop which was new. In my own group, I think less and blurt out sooner. I'm usually right, too!

9. More willing to express anger and to express frustrations in conflict situations.

10. I am somewhat freer with my not so complimentary feelings.

11. Yes, able to be more expressive in risk situations.

C.   Self-regard

1. Being able to accept my needs, feelings and thought, especially when different from others' has increased my self love and acceptance--i.e., better self-regard.

2. Same except for the fact that I've learned to ask for help. Although I think highly of myself and my capacities 2 heads <u>are</u> better than one.

3. Now I see myself as lovable as opposed to being loved because I give love--I also realize now that I'm much stronger than I used to let myself be--(I always knew I was strong but now I'm more aware of it).

4. Same

5. More honest and natural.

6. I am clearer on some of my capabilities, and am able to handle a higher regard for myself.

7. Yes.

8. I came home feeling pretty lovable--maybe a bit more so--it was encouraging to be told that people wanted me back.

9. More positive.

10. This for me is constantly improving and the workshop helped me in this area especially because I got feedback saying that I was growing in the direction I wanted to.

11. Yes, I'm becoming a richer, more competent person.

D. Acceptance of Aggression

1. Yes--I relearned that my anger cannot (need not) blow others away, is a "legitimate" feeling--Also, I am much less afraid of others and therefore not guard myself so tightly, understand the situation and proceed.

2. Now I see it more as something that must come out. It simply will not go away if ignored therefore it's better to deal with it and forget about it after the situation is cleared up.

3. The same.

4.

5. I don't cringe now. Less fear.

6. I am finding myself feeling ok about aggression, anger and able to respond to it more appropriately.

7. A high risk area for me--now a little more aggressive.

8. This is still scarey but I think I am tougher here.

9. I find it less threatening in other people as well as in myself.

10. Definitely, I can see a difference in the way I am handling things I don't like and realizing that I won't like everything or everyone.

11. Not sure. Aggression towards others and from others still an anxiety producing event.

C. Capacity for Intimate Contact

1. Yes--I have been able to remove many barriers I had erected before and challenge those made by others--more intimate with more people.

2. I found it easy at the Center but it's not the same back home. People are not ready for this yet. Yet, I've pursued it with close friends a few times with good results.

3. The same.

4. Improves.

5. No change. I've always had a high capacity.

6. I am better able to accept it, enjoy it and let go of it, without wrestling with insecurities as much as I used to

7. Yes.

8. About the same.

9. Basically unchanged.

10. In this area I just see myself continuously growing.

11. Yes. I think I'm more able to be loved and to love.

F. <u>Inner Directedness</u>

1. I have always seen myself as inner-directed but this had (without the above changes) significantly isolated me. With more to-fro movement, directedness, communications, I feel better about myself.

2. Same.

3. The same.

4. Hopefully and probably improved.

5. Less in fighting.

6. That is for me a continuously growing ability-- encouraged during the workshop, but not initiated by it.

7. Yes.

8. I'm more determined to accept my gut feelings.

9. Basically unchanged.

10. Possibly this more than the others. I am very involved in figuring out what my needs are and what direction I need to go in to satisfy them and my goals.

11. Recently, yes.

2. Given your responses to question #1, please describe any behavioral changes you have made since the workshop.

1. See under #1. In general, I have taken responsibility for myself and given others back theirs or been able to confront them with their dependence and irresponsibility. By making my feelings and needs/wants known, I have negotiated many changes and encourage much damned up feedback.

2. I carry discussions to the end to deal with all "unfinished business." I'm more open to discussions about myself and I give others more chances to explain themselves considering the fact that I realized from the workshop how often people misinterpret what they hear.

3. See #1 previous pages (for person #3).

4. What is whose responsibility is clearer and when something is someone else's fantasy or perception and not my reality.

5. I have become more open in group and personal affairs. I'm no longer running from criticism. I don't get as angry or blush as much.

6. I am better able to accept and express anger in a constructive manner--I am getting much better at saying "no" when I need to, and accepting the consequences with less regret or indecision. I am more aware of becoming defensive--my methods, and times when I tend to need it.

7. I'm more accepting and tolerant of self--more in touch with my body--more tolerant of others--more risk taking in expressing how I _feel_ in relationships.--

8. I have been much more honest with my colleagues at work about my feelings and problems, and asked them for help and support and honesty in return. In my therapy group, I take more leadership esp. in physical ways--invite people to be intimate, etc.

9. More confronting especially in professional relationships.

10. I basically just see myself as being more open about who I am and better able to take my own position firmly.

11. My relationship conflicts are loosening. I'm actively seeking change in job and environment.

3. What feedback, if any, have you received from intimates, friends or associates that they have noticed these changes.

   1. Intimates--happier, freer, more giving, more open, more active (suggest activities, wants, needs) more relaxed.
Friends--more relaxed, verbal, active, brave "you have really got your shit together lately."
Associates--as under friends "you've got a lot of common sense"--(No feedback before workshop!)

2.

3. I've been told that I'm less aggressive.

4. Being clearer on (what is whose responsibility is clearer and when something is someone else's fantasy or perception and not my reality) I have changed at least one situation where the end result has been less effort to manipulate me to the ends of others.

5. My boss seems to feel I've gained a measure of competence. I've been put in for a substantial pay increase. They must have noticed.

6. I have heard appreciation of my strengths and capabilities--not from the perspective of change, but more of appreciating what is real for me now.

7. My friends enjoy me even more.

8. My colleagues, while not very skilled, have voiced appreciation.

9. Mostly positive feedback in regards to taking stands on issues and

10. That I am a good lovable person.

11. None, beyond acknowledgment that the points in "2" (Question 2, #11) are observable. Yes, I am working on loosening conflicts and Yes, I am making positive career and job plans.

4. Was there any central event or interaction in the workshop that affected your growth in a special way?

1. DYAD--Re-experienced intimacy. Affirmed or reaffirmed myself with another person--Finding I could be seen as lovable as well as intelligent, loving, etc. Re-examining my needs, attitudes, feelings with another person without letting myself retreat, guard or suppress "bad me" was critically important. Then going on to the group with these feelings etc. was a totally mindblowing, growing experience.

2. The fact that you so often said how you felt helped my attitude towards my pupils. I share more with them and they appreciate it; therefore, I've

established an even better relationship with them. Again, I must mention the fact that I became more aware of the fact that people don't always hear what is said therefore I try to be very clear when I speak and I don't jump to conclusions when others speak.

3. Yes--My dyadic partner has helped me greatly--we now write each other regularly to keep in touch on how we're doing in our growth.

4. Coming to know Marty was pretty rewarding and frank but not a specific incident.

5. Interaction with my partner: The "Boast" session and the two sessions I had on the "Hot Seat." The "free" and "loose" way the entire workshop was conducted.

6. Yes--cofacilitating: It was very risky and also very enjoyable. Accepting my fears and moving on, instead of serving the fears proved very rewarding. Also, the Hersey-Blanchard perspective helps me see what I do and others do, clearer.

7. No.

8. Not really--the whole experience was cumulative.

9. General pace of interventions and directedness of feedback good for me being confronted as a victim.

10. Being straight with you about being hurt and letting you see my fears and pain.

11. Doing the cofacilitation three times and seeing my competency grow was influential. Being seen as OK by people who knew and cared for my wife.

5. If you see few changes in your feelings about yourself and/or in your behavior resulting from this workshop, to what factors would you attribute this outcome?

1. Changes have been many. I could have grown more if another week were available immediately to get more into more interpersonal affirmation or negation.

2.

3.

4.

5.

6. Factors involved seem to be my openness to hear what was offered me, and my willingness to build up strength enough to integrate the growth into the world otuside the workshop--some changes happened, some did not.

7.

8.

9.

10.

11. Still owning too much of other people's feelings, pain, confusion. I feel more powerful but still reluctant to release this energy at times. Not a workshop negative, though.

6. If you have facilitated a group since the workshop, please describe any changes you have noticed in your facilitative style.

1. Much more active--seeing changes happen in me in group and individual has greatly increased my skill at facilitating and observing group process.

2.

3. I haven't facilitated a group.

4. More direct--take more risk.

5. I'm better at structuring group time and content. I allow the group to work on their problems more rather than "giving advice" all the time.

6. I feel much easier about talking about myself to a group of people (who I am, where I come from)-- becoming less dependent on continued response/ support from individuals in a group.

7. Have not.

8. As I said earlier, more physical interaction, I get up, go to people, hold them, invite them to role play more.

9.

10.

11. More active. Better intervention skills. More confident. More present as a person. Better design in workshops.

7. As a group facilitator, to what extent, if any, do you think you have increased the frequency with which you:

A. Share your own feelings with the group.

1. Almost never before--now--with fair frequency-- when group or some of group needs my input as role model, to clarify a point.

2. <u>Much more</u> often

3.

4.

5. About the same, but more openly.

6.

7. I am now more comfortable in doing this.

8. More spontaneous now, I think.

9.

10.

11. Up. Some.

B. Ask group members what they are feeling.

1. Much more frequently--prior intellectualized groups now are effectively and affectively deal-ing with here and now feelings.

2. It stayed the same because I was already doing it a lot.

3.

4.

5. More often.

6.

7. Yes

8. Yes

9.

10.

11. Up some, but done more skillfully with open ended probes.

C. Provide structure for the group.

1. Much more.

2. Same

3.

4. More "exercises"

5. I allow the group to flow alone more often and just help them on the right courses.

6. I am more in touch with when that's appropriate and hence more confident when I do provide structure.

7. Yes.

8. Yes.

9.

10.

11. A sense that structure is important for a group to generate data for itself, and sharpen sense of what structure to give and when.

8. What event or aspect of the workshop most affected your group facilitation style?

1. <u>Dual purpose</u>--Learning about group by participating in it. Really the whole week.

2. The gigs helped the most.

3.

4. Practice leaderships.

5. The gigs. The style in which you Jack ran the groups throughout the week.

6. Learning various approaches to group interactions (Lost at Sea, the structureless gigs) & Hersey-Blanchard.

7. The sharing of my own feelings with the group.

8. Evaluations after encounters were extremely valuable, as were theoretical presentations.

9.

10. The practice of doing gigs because I need to feel more assurance about interventions and the more practice the better.

11. Seeing structure work positively, seeing highly skilled workshop staff, chance (though scary) to lead group on three occasions with feedback.

9. If you see few changes in your group facilitation style, to what factors do you attribute this outcome?

1. N/A

2.

3.

4. Being already fairly competent.

5.

6. (I haven't done a lot of work with groups since that time)

7.

8.

9.

10.

11. N/A

10. Any additional comments:

1. For reasons, some above and others I don't (and maybe won't) even realize I am much more comfortable with myself especially around others and with others. Great week for me!

2. The workshop was great but one is not enough. I hope to go back and get more help. Thanks again for everything.

3. I am much happier now. The experience I've lived with the group has made me realize how much I am responsible for myself in all domains.

4. Thank you. -- My life be as you would have it.

5. I believe that a "group contract" is vital to any type group.

6. I appreciate all the time and energy you both put into the workshop--my growth is a function of what I'm open to, and what is made available; your part in that was abundant.

7.

8. The biggest change, perhaps, is the increased confidence I feel in my own instincts and skills and potential for group work. I have received reinforcement of my budding feelings that I do have something to give in this area.

9.

10. Even though I have told you verbally I'll put this in writing. Of the many groups I have done since being at the center this group did more towards preparing me for being a facilitator. It was a very worthwhile 5 days and yet I don't have an adequate scale to measure it. My last little note

would be that on my personal rating scale of work-
shops of 1-10, 10 being the best I would rate this
9 9/10's or 10.

11. An excellent workshop experientially and content-
wise. Extremely happy with impact and outcome.
Very glad I attended.

APPENDIX B

STANDARD DEVIATIONS FOR ALL POI AND GTQ-C
SCORES AND COMPARISON DIFFERENCES

POI STANDARD DEVIATION

	T1	T2	T3	T4	T2-T1	T3-T2	T4-T3	(T3-T2)-(T2-T1)	T4-T2	T3-T1	T4-T1
Time Incompetent	3.129	2.937	2.541	2.309	2.006	2.678	1.992	3.157	2.006	3.525	2.393
Time Competent	3.108	2.800	2.275	2.417	2.216	2.517	2.060	3.099	2.111	3.589	2.680
Other Directed	11.023	9.750	8.001	7.133	3.729	9.070	5.900	10.604	4.979	8.939	6.450
Inner Directed	8.998	8.773	6.067	5.135	3.357	9.100	5.680	10.732	5.193	8.544	6.272
Self-Actualizing Value	2.741	1.564	2.902	1.267	2.314	3.059	2.505	4.068	1.443	3.589	2.498
Existentiality	4.101	3.415	3.088	2.839	2.563	3.393	2.989	4.833	2.539	3.579	2.791
Feeling Reactivity	1.782	2.167	1.314	1.288	1.765	2.640	1.712	3.801	2.575	2.392	1.723
Spontaneity	1.832	1.954	1.697	1.528	1.929	2.250	1.758	3.415	1.528	2.429	1.975
Self Regard	2.209	2.575	2.454	1.621	1.443	3.433	1.723	4.070	2.209	3.343	1.865
Self Acceptance	3.966	3.528	3.194	3.147	2.906	2.125	1.642	3.942	1.775	3.223	2.678
Nature of Man: Constructive	1.730	1.730	1.730	1.723	2.023	1.168	1.357	2.796	.866	1.758	2.179
Synergy	1.055	.937	.835	.669	1.165	1.231	.996	2.094	1.138	1.165	1.155
Acceptance of Aggression	2.610	2.290	1.651	1.946	1.865	1.801	1.899	2.575	2.498	2.610	2.466
Capacity for Intimate Contact	2.864	2.462	1.621	2.045	1.975	2.678	2.193	4.112	1.371	2.290	1.712

GTQ-C MULTI-SCORE STANDARD DEVIATIONS

	T1	T2	T3	T4	T2-T1	T3-T2	T4-T3	(T3-T2)-(T2-T1)	T4-T2	T3-T1	T4-T1
Silence	.793	1.055	1.564	.577	.937	1.992	1.288	2.412	1.165	1.969	1.084
Group Directed	2.491	2.348	2.725	3.137	2.539	2.329	1.851	4.330	2.065	2.234	2.646
Reassurance Approval	2.015	1.537	1.749	2.082	1.614	1.267	1.614	2.250	1.193	1.834	1.267
Subtle Guidance	1.545	.651	1.115	1.193	1.311	1.467	1.477	1.357	1.030	2.429	1.881
Structure	1.913	2.491	1.155	2.692	1.508	2.746	2.050	3.825	2.103	2.234	2.552
Attack	.996	2.067	1.403	1.929	1.505	2.015	1.311	3.370	1.165	1.138	1.337
Member Feeling	2.270	2.146	2.137	2.417	2.871	1.311	1.206	3.415	2.275	2.875	3.315
Leader Feeling	3.175	3.473	1.697	1.969	2.968	3.157	2.067	5.248	3.025	3.166	3.934
Leader Experience	.289	1.168	.669	1.168	.426	1.240	1.443	1.379	.778	1.240	.651
Clarification-Confrontation Question	2.691	2.741	1.975	2.466	2.431	2.778	2.523	4.602	2.429	2.466	3.147
Group Dynamics Question	3.425	2.417	3.450	3.762	2.958	1.875	1.730	3.260	1.881	3.728	4.228
Group Atmosphere Interpretation	2.316	2.995	2.261	2.832	2.167	2.234	2.431	3.397	2.392	2.800	2.491
Group Dynamics Interpretation	1.567	2.151	1.917	2.708	1.881	1.676	1.923	2.674	1.505	2.355	2.517

GTQ-C MULTI-SCORE STANDARD DEVIATIONS (continued)

	T1	T2	T3	T4	T2-T1	T3-T1	T4-T3	(T3-T2)- (T2-T1)	T4-T2	T3-T1	T4-T1
Psychodynamics Interpretation	2.132	2.015	2.393	2.132	1.875	1.697	1.730	3.271	2.353	1.446	2.610
Personal Life	2.241	1.758	2.539	3.010	1.382	1.505	1621	2.392	2.250	1.621	1.614
Past and Parents	1.960	1.230	.452	.259	1.165	1996	2.633	1.267	2.708	1.758	2.301
Behavioral Change	3.118	2.429	2.261	3.147	1.859	.718	1.801	1.801	2.216	2.167	3.104
Non-Verbal	2.807	2.393	2.860	2.505	1.193	2.844	2.611	2.674	2.763	3.447	3.664
Role Playing	2.535	2.539	2.563	2.906	2.301	2.082	2.871	3.919	3.802	1.975	3.545

GTQ-C SINGLE SCORE STANDARD DEVIATION

	T1	T2	T3	T4	T2-T1	T3-T2	T4-T3	(T3-T2)-(T2-T1)	T4-T2	T3-T1	T4-T1
Silence	.452	0.0	0.0	.289	.0	.0	.0	.0	.0	.0	.577
Group Directed	.452	.622	.669	.452	.739	1.030	.718	1.697	.739	.577	.426
Reassurance-Approval	.515	.389	.622	.492	.452	.793	.669	.888	.718	.937	.793
Subtle Guidance	.622	.389	.289	.452	.793	.515	.389	1.128	.515	.718	.853
Structure	.515	.798	.515	.674	.900	.515	.669	1.267	1.044	.739	.900
Attack	.452	.888	.289	.669	.669	.965	.778	1.557	.669	.577	.577
Member Feeling	1.850	1.765	2.021	2.517	1.832	1.723	2.234	2.353	2.843	2.667	3.339
Leader Feeling	1.435	1.782	1.954	1.337	.996	1.165	1.946	1.834	1.832	1.155	1.931
Leader Experience	.0	.0	.0	.289	.0	.0	.0	.0	.0	.0	.0
Clarification-Confrontation Question	1.240	.522	.452	.669	1.165	.754	.718	1.337	.996	1.435	1.467
Group Dynamics Question	1.055	1.564	.515	.289	1.115	1.537	.492	2.443	1.371	1.115	.937
Group Atmosphere Interpretation	.669	.888	.382	.689	.515	.937	.426	1.311	.577	.754	.452
Group Dynamics Interpretation	.651	.452	.622	.905	.669	.426	1.055	.900	1.055	.669	1.030

GTQ-C SINGLE SCORE STANDARD DEVIATION

	T1	T2	T3	T4	T2-T1	T3-T2	T4-T3	(T3-T2)-(T2-T1)	T4-T2	T3-T1	T4-T1
Psychodynamic Interpretation	.651	.622	.0	.289	.515	.0	.0	.937	.577	.0	.452
Personal Life	.669	.622	.389	.289	.389	.669	.289	.793	.577	.754	.651
Past and Parents	.0	.0	.0	.289	.0	.0	.0	.0	.0	.0	.0
Behavioral Change	.389	.0	.289	.0	.0	.0	.0	.452	.0	.515	.0
Non-Verbal	.426	2.109	2.174	2.392	1.782	1.881	1.832	.900	1.165	1.809	2.132
Role Playing	1.984	.996	.866	1.899	1.193	.853	1.357	.515	1.193	.793	1.303

APPENDIX C

GTQ-C GROUP LEADERSHIP QUESTIONNAIRE

Daniel B. Wile

This questionnaire presents ten situations which sometimes occur in human interaction groups and asks you to indicate how you would respond if you were the leader in the group. A list of nineteen alternative responses is provided for each situation.

On a separate answer sheet there are three columns to use in recording your preferences. For each situation:

    a.   List (in Column 1) the numbers of <u>all</u> the responses among the nineteen that you might consider making if you were the leader faced with this particular situation.

    b.   Then, choose from among your selections, the <u>one</u> response which you feel is most important to make, and write its number in Column 2.

    c.   Record in Column 3 those responses that you might make which have not been included on the list.

SITUATION 1: A FILIBUSTER

The group spends much of the second session talking about
politics. No one appears displeased with the discussion,
and it looks like it may continue for the remainder of the
meeting. What do you do?

1. Do nothing.
2. Ask if they are satisfied with how the group is going
   today (say, "Is this really the way you want to use
   the time?").
3. Join in on the discussion.
4. Try to draw them into a more meaningful discussion with-
   out criticizing what they were doing.
5. Suggest that they talk about more immediate things.
6. Describe their discussion as cocktail party chatter.
7. Ask how they feel about what has been going on.
8. Say how you are feeling (example: bored).
9. Share an experience in your own life.
10. Ask why they are talking about politics.
11. Ask what they think might be going on in the group today.
12. Describe the group mood of avoidance and withdrawal.
13. Suggest that their interest in politics may have some-
    thing to do with their concern about the interrela-
    tionship -- or "politics" -- within the group.
14. Suggest that they are discussing politics to avoid talking
    about more immediate thoughts and feelings.
15. Encourage them to talk about themselves.
16. Lead into a discussion of their family relationships
    and past experiences.
17. Encourage them to consider behavior they may wish to
    change.
18. Use a nonverbal procedure to get things going.
19. Use a role-playing or psychodrama procedure.

SITUATION 2:   AN ATTACK UPON THE LEADER

After spending much of this second meeting talking about
dieting and politics, the group suddenly turns on you,
accusing you of being uninvolved, distant, and uncaring.
What do you do?

1.   Do nothing.
2.   Say that it is up to them what happens in group, not you.
3.   Talk in an approving way about the directness and
     honesty with which they are able to say how they feel.
4.   Direct attention away from their attack by bringing up
     another issue.
5.   Defend yourself--say that you do not see yourself as
     uninvolved and uncaring.
6.   Describe them as a group of whiny complainers.
7.   Ask how they feel when they are criticizing you in this
     way.
8.   Say how you are feeling.
9.   Share an experience in your own life.
10. Ask why they suddenly became angry at you.
11. Ask what they think might be going on in the group today.
12. Describe the group attitude of dissatisfaction with you.
13. Suggest that they are disappointed that you are not the
     inspirational and protective leader that they had
     wanted you to be.
14. Describe how you may be a scapegoat for their dissatis-
     faction with their own participation in the group.
15. Encourage them to relate this to what is happening in
     their lives outside the group.
16. Lead into a discussion of their family relationships and
     past experiences (example: suggest that you may be
     reminding them of people they have known).
17. Encourage them to use this situation to consider behavior
     they may wish to change.
18. Use a nonverbal procedure (example: arm wrestling).
19. Suggest that they role-play both how they see you and
     how they would want you to be.

SITUATION 3:   THE LATE ARRIVAL

It is the fourth meeting. One woman makes a dramatic entrance fifteen minutes late. Although she has done this before, no one says anything about it. What do you do?

1. Do nothing.
2. Ask why no one says anything about her coming late.
3. Give her attention and express interest in her.
4. Continue as if nothing out of the ordinary were happening.
5. Suggest that she try to get to group on time.
6. Accuse her of acting like a prima donna--coming to group late so that she can make a dramatic entrance with everyone watching.
7. Ask her and the rest of the group how they feel about her coming late.
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Ask her why she comes late.
11. Ask how her coming late might be related to what has been going on in the group as a whole.
12. Mention that she has been late several times.
13. Suggest that her role in the group involves making a grand entrance with everyone watching.
14. Suggest that she comes to group late in order to deny the important role that it plays in her life.
15. Ask if she usually comes late to things (perhaps this is the way she deals with situations).
16. Encourage her to relate this to her family relationships and past experiences.
17. Encourage her to use this situation to consider behavior she may wish to change.
18. Use a nonverbal procedure to get at the underlying feeling.
19. Ask another member to role-play her entrance.

SITUATION 4: THE MONOPOLIZER

For several meetings now the conversation has been monopolized by one of the women. Her monologues and interruptions inter- fere with the development of any kind of meaningful inter- change. It is now part way into the fourth meeting. She has had the floor for most of this hour also. What do you do?

1. Do nothing.
2. Ask why they are letting her monopolize.
3. Talk in an approving way about the freedom with which she is able to assert herself in the group.
4. Direct remarks to others in an attempt to increase their participation.
5. Suggest that she limit her comments for awhile to give others a chance.
6. Describe her as a longwinded and insensitive bore who always has to be in the spotlight.
7. Ask how they feel about one person doing most of the talking.
8. Say how you are feeling (example: irritated with her).
9. Share a similar experience in your own life.
10. Ask her why she is monopolizing.
11. Ask how they would describe what has been going on at this meeting.
12. Comment on the group's attitude of passive resignation to what is going on.
13. Describe what is going on as a two party interaction where she monopolizes while the others allow and perhaps even encourage her to do it.
14. Describe her need to control as a defense against her fear of being controlled or overwhelmed.
15. Ask if this kind of thing happens with her outside the group.
16. Encourage her to relate this behavior to her family relationships and past experiences.
17. Encourage her and the rest of the group to use this event to consider behavior they may wish to change.
18. Use a nonverbal or gestalt therapy procedure to get beyond her verbal defenses.
19. Ask another member to role-play how she behaves in the group.

SITUATION 5: A THREAT TO QUIT

Near the beginning of the fifth meeting, one of the women announces that she is going to quit the group. The others are upset by this and try to talk her out of it. She remains resolute, however, and stands up to leave. She pauses briefly at the door, as if waiting to see if anyone has any final comments. The others just sit there, not knowing what to do. What do you do?

1. Do nothing.
2. Ask what they want to do about the situation.
3. Say that you have enjoyed her being in the group and would be sorry if she left.
4. Draw her into a conversation without making an issue of the fact that she was about to leave.
5. Suggest that she give the group more of a try before making any final decisions.
6. Accuse her of using an obvious play to get the attention of the group.
7. Ask her and the group how they feel about her leaving.
8. Say how you are feeling (example: abandoned).
9. Share a similar experience in your own life.
10. Ask why she wants to leave now, right in the middle of the meeting.
11. Ask how her wanting to leave might be related to what is happening in the group as a whole.
12. Describe how everyone seems confused and uncertain what to do.
13. Interpret their concern and confusion about her leaving as a fear that this may be the beginning of the dissolution of the whole group.
14. Suggest that she wants to stop because she is afraid of becoming involved in the group.
15. Ask if this kind of thing has happened with her before (perhaps quitting is her way of dealing with threatening situations).
16. Encourage her to relate her desire to quit to her family relationships and past experiences (perhaps the group reminds her of her family situation).
17. Encourage her and the others to use this event to consider behavior they may wish to change.
18. Ask her to express nonverbally how she feels toward each member.
19. Use a role-playing or psychodrama procedure.

SITUATION 6: MARITAL PROBLEM

Later in this fifth meeting, one of the men talks about his
marital problems. The others offer numerous suggestions.
He listens to each of them one at a time and then explains
why that particular suggestion will not work. What do you do?

1. Do nothing.
2. If they ask your opinion, reflect the question back to
    the group.
3. Show interest in him and express concern about his
    difficulties.
4. Seeing the interaction as a stalemate, bring up another
    issue for discussion.
5. Describe the interaction as a stalemate and suggest that
    they talk about something else.
6. Criticize him for not seriously considering his problem
    and wasting the group's time.
7. Ask how he feels about the group response to his problem
    and ask how they feel about his reaction to their
    suggestions.
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Ask him why he rejects all their suggestions and ask
    they why they are giving so much advice.
11. Ask what they think is going on in the group today.
12. Describe the eagerness with which they are giving him
    advice.
13. Describe how he asks for help and then rejects all the
    suggestions.
14. Describe how he is the focus around which all the other
    members are projecting their own problems--suggest
    that their advice may have more to do with them than
    it does with him.
15. Try to help him understand what happens between him
    and his wife.
16. Encourage him to relate this to his family relationships
    and past experiences (perhaps his difficulties with
    his wife have something to do with his feelings toward
    his mother).
17. Encourage him to talk about the problem in behavioral
    terms.
18. Use a nonverbal procedure.
19. Use a role-playing or psychodrama procedure to obtain a
    more here-and-now expression of what happens with his
    wife.

SITUATION 7: THE RETURN OF THE ABSENT MEMBER

A member who had been absent the two previous meetings arrives on time for the sixth meeting. It is now well into this meeting and neither he nor any of the others has mentioned his absences. What do you do?

1. Do nothing.
2. Ask why no one has said anything about his absences.
3. Say that it is good to see him again, that you were concerned when he missed two meetings that he might have dropped out of the group entirely.
4. Seeing his absences as a sign of lack of involvement with the group, try to draw him into the group conversation, but without referring to these absences.
5. Talk about the importance of coming to every meeting.
6. Comment on his halfhearted commitment to the group--say that you doubt that he has ever really been committed to anything.
7. Ask him and the others how they feel about his returning after missing two meetings.
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Ask him why he missed these two meetings.
11. Ask how his missing two meetings might be related to what has been going on in the group as a whole.
12. Mention that he missed the two previous meetings.
13. Say that there seems to be an unspoken compact among the members not to talk about such events.
14. Interpret his absence as an expression of anxiety about the group.
15. Ask him what is happening in his life which may have caused him to miss those two meetings.
16. Encourage him to relate his absences to his family relationships and past experiences.
17. Encourage him to use this event to consider behavior he may wish to change.
18. Use a nonverbal procedure to get at the underlying feelings.
19. Ask him to role-play an important situation in his life.

SITUATION 8: THE POLITE GROUP

The eighth meeting begins in a mood of superficial agree-
ableness. Everyone is being super-polite. Rambling remarks,
evasive comments, behavior which ordinarily would immediately
be challenged is being tolerated. It is clear that the group
is protecting itself against any possible expression of ag-
gressive feeling. What do you do?

1. Do nothing.
2. Ask if they are satisfied with how the group is going
     today.
3. Join in on whatever they are discussing.
4. Try to draw them into a more meaningful discussion.
5. Suggest that they get down to real feelings.
6. Be aggressive yourself--criticize the group for pussy-
     footing around.
7. Ask how they feel about what has been going on.
8. Say how you are feeling.
9. Share similar experiences in your own life.
10. Ask why everyone is being so polite.
11. Ask what they think might be going on in the group today.
12. Describe the group mood of politeness.
13. Say that there seems to be an unspoken agreement among
     the members to be polite and avoid anything that
     might rock the boat.
14. Suggest that all this politeness is a reaction against
     the anger of the previous meeting.
15. Encourage them to relate this to what is happening in
     their lives outside the group.
16. Lead into a discussion of their family relationships and
     past experiences.
17. Encourage them to use the situation to consider behavior
     they may wish to change.
18. Use a nonverbal procedure to get at the underlying
     feeling.
19. Use a role-playing or psychodrama procedure.

SITUATION 9: THE FIGHT

Later in this ninth session, two men get into a heated
argument over a minor point. The real reason for the
argument appears to be their rivalry for the attention of
one of the women. Finally one of the men jumps up enraged
and threatens to hit the other. What do you do?

1. Do nothing.
2. Ask the members what they want to do about the situation.
3. Comment on the willingness with which these men are able
   to accept their aggressive feelings.
4. Defuse the situation by redirecting the group's attention
   to another issue.
5. Say that physical violence is not allowed in group.
6. Tell him to sit down, shut up, and stop acting like a
   child.
7. Ask about feelings (examples: ask the two men and the
   women how they feel about each other; ask the members
   how they feel about what is going on).
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Ask the two why they are doing what they are doing.
11. Ask what they think might be going on between these two
    men.
12. Describe the mood of tension in the group.
13. Attribute the argument to competition between the two men
    for the attention of this woman.
14. Describe his aggressive behavior as a defense against
    his more passive and dependent feelings.
15. Encourage the threatening member to talk about himself
    (perhaps his behavior is a reflection of difficulties
    he is having in his life outside the group).
16. Encourage him to relate these group events to his family
    relationships and past experiences.
17. Encourage him and the rest of the group to use this event
    to consider behavior they may wish to change.
18. Use a nonverbal procedure (example: arm wrestling).
19. Ask other members to role-play the interaction between
    the two men.

SITUATION 10: THE SEXUALIZED MEETING

The tenth meeting begins in a mood of seductiveness. At the center of the interaction is a girl who, for several meetings now, has repeated a pattern of flirting with a man until he begins to show interest in her. In the present meeting, she has just stopped flirting with one man and has begun with another. Everyone seems to be taking part in the sexual mood, if not as an active participant, at least as a fascinated observer. What do you do?

1. Do nothing.
2. Ask if they are satisfied with how the group is going today.
3. Talk in an approving way about the intensity with which everyone seems to be involved.
4. Seeing the interaction as a stalemate, lead the group in another direction.
5. Suggest that they talk about what is going on rather than simply continuing to do it.
6. Accuse her of being a flirt who is basically afraid of men.
7. Ask about feelings (examples: ask the three major participants how they feel about each other; ask the members how they feel about what is going on).
8. Say how you are feeling (example: fascinated).
9. Share a similar experience in your own life.
10. Ask her why she is flirting the way she is.
11. Ask what they think might be going on among these three.
12. Describe the mood of seductiveness in the group.
13. Describe how the whole group seems to be fascinated by the interaction among the three.
14. Suggest that she flirts with different men because she is afraid of involvement with any one.
15. Ask if this is the way she relates to men outside the group.
16. Encourage her and the others to relate these group events to their family relationships and past experiences.
17. Encourage them to use this event to consider behavior they may wish to change.
18. Ask them to express nonverbally how they feel about each other.
19. Suggest that the three change roles and repeat the interaction.

GROUP LEADERSHIP QUESTIONNAIRE (GTQ-C)

Answer Sheet

<u>Mother's Maiden Name</u>   Date

SITUATIONS

1. <u>All</u> of the responses you might consider making as Leader.

2. The <u>one</u> response you feel is most important to make.

3. A response you might make that is not included on the list.

1._____ _____ _____

2._____ _____ _____

3._____ _____ _____

4._____ _____ _____

5._____ _____ _____

6._____ _____ _____

7._____ _____ _____

8._____ _____ _____

9._____ _____ _____

10._____ _____ _____

APPENDIX D

POI AND GTQ-C RAW SCORES FOR INDIVIDUAL PARTICIPANTS

(using mothers' maiden names)

WITH COVER LETTER FROM RESEARCHER

Dear

As promised, here is the raw data from the research experiment plus a Profile Sheet for the POI and an identification of the 19 GTQ-C leadership scales. On the POI Profile Sheet it's possible to construct graphs in different colors for each time you took it (T1, T2, T3, and T4 refer, respectively, to the four administrations of the instrument package which took place, you may recall, on February 17, February 22, February 27 and March 28).

I have also enclosed a copy of the working hypotheses from my dissertation proposal. If you're so inclined, you will be able to analyze the data for yourself, which is one of the things I'm busy doing. In any event, the data will give you an additional perspective (probably not as valuable or accurate as your own sense of yourself) about what happened to you over the five week period.

An added note: The group batted 100% in getting the questionnaire in, for which I am most grateful and appreciative.

I hope to see you all again sometime, either at New England Center or wherever.

                              Sincerely,

                              Jack J. Rosenblum

VI.   <u>Hypotheses</u>

The three general hypotheses are:

1.   Participants who complete the "Group Leader/
Facilitator Training Program" workshop at New
England Center will experience a significant in-
crease between T2 and T3 on the dependent variables
selected for analysis from the POI and the GTQ-C.

2.   Said participants will experience a significantly
greater increase between T2 and T3 than between
T1 and T2 on those selected dependent variables.

3.   For said participants there will be no significant
difference between T3 and T4 on those selected
dependent variables.   (In other words, there will
be neither a significant "late blooming" effect
nor a significant regression effect.)

   a.   from the POI:

     1.   Fr - Feeling Reactivity
     2.   S - Spontaneity
     3.   Sr - Self-regard
     4.   A - Acceptance of Aggression
     5.   C - Capacity for Intimate Contact
     6.   I - Inner Directed

   b.   from the GTQ-C:

     1.   #8 - Leader Feeling
     2.   #7 - Member Feeling
     3.   #5 - Structure

POI SCALE KEY
(See Profile Sheet)

1. Time Incompetent
2. Time Competent
3. Other Directed
*4. Inner Directed
5. Self-actualizing Value
6. Existentiality
*7. Feeling Reactivity
*8. Spontaneity
*9. Self-regard
10. Self-acceptance
11. Nature of man: Constructive
12. Synergy
*13. Acceptance of Aggression
*14. Capacity for Intimate Contact

GTQ-C SCALE KEY

1. O   - Silence
2. GD - Group-directed
3. RA - Reassurance-approval
4. SG - Subtle Guidance
*5. S   - Structure
6. A   - Attack
*7. MF - Member Feeling
*8. LF - Leader Feeling
9. LE - Leader Experience
10. CQ - Clarification-confrontation Question
11. GQ - Group Dynamics Question
12. GA - Group Atmosphere Interpretation
13. GI - Group Dynamics Interpretation
14. PI - Psychodynamic Interpretation
15. PL - Personal Life
16. PP - Past and Parents
17. BC - Behavioral Change
18. NV - Nonverbal
19. RP - Role-playing

*Dependent variables selected for analysis in hypotheses.

LEADERSHIP SCALE COMBINATIONS

Potentially Useful Combinations of the Basic Nineteen
Leadership Scales.

No.		
1.	GN	Group Initiation
2.	EH	Easy Hand
3.	HH	Heavy Hand
4.	CF	Confront
5.	CT	Control
6.	F	Feeling
7.	SD	Self Disclosure
8.	WW	What-Why
9.	Q	Question
10.	GY	Group Dynamics
11.	GC	Group Centered
12.	I	Interpretation
13.	OG	Outside Group
14.	IC	Individual Centered
15.	NS	New School
16.	AO	Activity Oriented

1+2	O+GD
3+4	RA+SG
5+6	S+A
5+6+10	S+A+CQ
4+5+6	SG+S+A
7+8	MF+LF
8+9	LF+LE
10+11	CQ+GQ
7+10+11	MF+CG+GQ
11+12+13	GQ+GA GI
2+11+12+13	GD+GQ+GA+GI
12+13+14	GA+GI+PI
15+16	PL+PP
15+16+17	PL+PP+BC
17+18+19	BC+NV+RP
18+19	NV+RP

*Potentially Useful Comparisons Between Scales and Combined
Scales*

Nondirective-Directive	1+2	:4+5+6	GN:SG+S+A
Ask-Tell	7+10+11	:8+9+12+13+14	Q :SD+I
	10+11	:12+13+14	WW:I
	7	:8	MF:LF
Confront-Reassure	5+6+10	:3	CF:RA
Group-Individual	2+11+12+13	:15+16+17	GC:IC

Hurley

GTQ-C

	Multi-score					Single-score				POI			
	T1	T2	T3	T4		T1	T2	T3	T4	T1	T2	T3	T4
1.	0	0	1	0						3	3	6	3
2.	3	5	6	8		1		2	1	20	20	17	20
3.	4	4	3	6		1	1			16	12	24	16
4.	0	1	2	3			1			108	115	103	111
5.	2	0	3	6				1	2	24	25	17	22
6.	0	1	0	1						30	28	29	28
7.	7	9	9	10		5	3	4	1	21	21	17	22
8.	5	6	5	10			2	3	4	16	17	16	15
9.	0	0	0	0						15	14	11	15
10.	0	1	1	3			1			23	24	20	23
11.	4	5	2	3		2	2			11	16	15	15
12.	0	0	0	2						9	8	7	8
13.	2	0	2	4		1			1	18	18	19	21
14.	0	0	0	0						25	25	24	24
15.	.1	0	0	0									
16.	0	0	0	0									
17.	1	0	0	0									
18.	1	0	0	4					1				
19.	2	0	0	4									

Benson

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	0	0	4	0
2.	6	5	4	5
3.	0	0	1	2
4.	0	1	1	0
5.	2	2	3	5
6.	0	1	1	1
7.	10	10	10	10
8.	6	7	8	10
9.	0	0	0	2
10.	2	0	0	0
11.	8	6	9	8
12.	2	1	2	2
13.	0	1	4	2
14.	1	1	2	1
15.	2	2	2	2
16.	2	0	0	0
17.	2	3	3	6
18.	7	6	6	8
19.	7	8	8	8

Single-score

	T1	T2	T3	T4
1.				
2.	1	1		1
5.	1			
7.	3	4	2	1
8.	1	2	2	3
11.	2			
18.	1		4	1
19.	1	3	2	4

POI

	T1	T2	T3	T4
1.	3	3	2	3
2.	20	20	21	20
3.	15	16	15	17
4.	111	110	111	109
5.	22	21	22	22
6.	30	30	31	30
7.	20	20	20	21
8.	17	17	17	18
9.	15	15	14	14
10.	21	20	21	22
11.	12	13	14	13
12.	7	7	8	8
13.	19	18	18	21
14.	24	24	24	26

Eisler

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	1	2	0	0
2.	3	2	1	1
3.	3	1	0	2
4.	0	1	1	1
5.	5	3	1	1
6.	1	1	0	0
7.	8	9	9	9
8.	8	10	10	10
9.	0	1	0	0
10.	6	5	3	1
11.	1	2	0	0
12.	3	3	1	0
13.	3	1	1	0
14.	0	2	0	1
15.	0	1	0	0
16.	0	0	0	0
17.	2	1	0	0
18.	4	4	5	6
19.	2	3	0	0

Single-score

	T1	T2	T3	T4
1.	1			
3.				1
4.			1	1
5.	1	2	1	
7.	3	1	1	
8.	1		3	2
10.			1	1
18.	3	4	2	5
19.	1	3		

POI

	T1	T2	T3	T4
1.	5	2	3	3
2.	16	19	18	19
3.	25	23	10	14
4.	100	102	112	109
5.	25	26	26	25
6.	26	28	32	29
7.	19	16	21	22
8.	14	13	18	16
9.	13	14	15	15
10.	14	21	20	22
11.	15	12	13	10
12.	9	9	9	8
13.	15	17	20	21
14.	20	21	25	23

Korhan

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	1	3	0	0
2.	2	2	1	1
3.	2	3	3	4
4.	1	1	0	0
5.	5	0	2	1
6.	1	0	1	1
7.	6	4	4	6
8.	10	10	9	7
9.	1	0	0	1
10.	3	3	1	2
11.	3	3	2	3
12.	2	0	0	1
13.	3	2	0	2
14.	4	1	0	0
15.	1	0	0	1
16.	0	0	0	0
17.	0	0	1	0
18.	2	0	4	1
19.	2	0	0	0

Single-score

	T1	T2	T3	T4
1.	1			
3.	1			1
6.				1
7.		1	1	5
8.	5	6	7	1
9.				1
10.		1		
11.	1	2		
13.	1			
14.	1			
18.			2	1

POI

	T1	T2	T3	T4
1.	11	10	4	4
2.	12	13	19	19
3.	44	39	20	24
4.	80	86	107	103
5.	16	22	25	23
6.	22	25	28	25
7.	15	15	20	21
8.	10	14	18	16
9.	10	7	16	14
10.	14	18	17	17
11.	11	10	11	11
12.	6	8	8	7
13.	11	13	18	19
14.	20	18	24	22

Hackett

GTQ-C

	Multi-score					Single-score		
	T1	T2	T3	T4	T1	T2	T3	T4
1.	0	0	0	0				
2.	6	4	5	8	1		1	
3.	1	0	1	0				
4.	1	1	1	0				
5.	1	0	2	3				
6.	0	0	0	0				
7.	9	10	10	10	4	5	7	9
8.	8	10	9	10				
9.	0	0	0	0				
10.	0	2	2	3				
11.	7	9	10	10	3	5	1	1
12.	3	0	1	5	1			
13.	3	4	4	3				
14.	1	1	0	1				
15.	0	0	0	0				
16.	0	0	0	0				
17.	7	4	3	0	1			
18.	0	0	6	4			1	
19.	0	0	2	4				

POI

	T1	T2	T3	T4
1.	7	8	8	9
2.	16	15	15	13
3.	34	32	32	26
4.	93	95	95	101
5.	22	22	21	24
6.	25	26	28	30
7.	18	20	18	19
8.	13	12	14	14
9.	11	10	10	11
10.	15	15	14	14
11.	12	12	12	12
12.	8	8	8	8
13.	15	17	17	17
14.	20	22	21	24

Conway

GTQ-C

	Multi-score				Single-score			
	T1	T2	T3	T4	T1	T2	T3	T4
1.	1	1	2	0				
2.	4	5	5	3			1	
3.	0	1	1	1				1
4.	0	0	3	0				
5.	3	3	2	4				1
6.	3	7	3	6	1	3		2
7.	7	4	6	7	1		1	2
8.	10	2	7	4				1
9.	0	0	4	0				
10.	7	9	3	5	4	1		
11.	4	3	4	1	1		1	
12.	5	6	2	2	2	3		1
13.	2	1	4	3		1	1	
14.	2	5	1	1	1	2		
15.	2	2	2	1			1	
16.	0	0	0	0				
17.	4	0	0	0				
18.	3	1	7	3			5	2
19.	2	4	0	2				

POI

	T1	T2	T3	T4
1.	5	3	2	2
2.	18	20	21	21
3.	30	22	29	21
4.	96	104	98	106
5.	19	24	20	24
6.	28	29	22	30
7.	17	20	20	20
8.	12	15	14	16
9.	12	14	15	15
10.	21	23	24	22
11.	12	11	11	12
12.	8	9	6	8
13.	15	21	21	20
14.	20	22	22	25

Settle

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	0	1	4	2
2.	2	1	4	3
3.	1	0	3	2
4.	1	2	2	1
5.	4	2	4	4
6.	0	0	0	1
7.	7	9	6	5
8.	4	7	9	9
9.	0	0	0	0
10.	2	0	0	3
11.	8	6	4	4
12.	0	0	2	0
13.	3	4	5	5
14.	1	0	0	1
15.	0	0	0	0
16.	0	0	0	0
17.	0	0	0	0
18.	3	0	0	1
19.	2	3	2	1

Single-score

	T1	T2	T3	T4
1.				1
3.			1	
4.				1
5.	1	1	1	1
6.				1
7.	5	4	1	3
8.		1	3	2
10.	1			
11.	1	2	1	
12.			1	
13.	1	1	2	1
19.	1	1		

POI

	T1	T2	T3	T4
1.	3	4	2	3
2.	19	18	19	18
3.	16	15	10	11
4.	105	105	112	111
5.	24	24	26	25
6.	31	28	29	29
7.	20	20	21	21
8.	15	17	18	17
9.	12	13	16	15
10.	21	19	19	22
11.	11	12	11	11
12.	9	9	9	9
13.	19	18	20	21
14.	25	24	26	26

Desrosiers

GTQ-C

	Multi-score				Single-score			
	T1	T2	T3	T4	T1	T2	T3	T4
1.	0	0	0	0				
2.	6	9	10	10			1	
3.	2	3	3	4			2	1
4.	0	2	3	3		1		1
5.	7	6	4	7		2	1	1
6.	1	4	0	4	1			1
7.	7	9	10	10	5	3	2	3
8.	1	2	10	9			2	
9.	0	0	0	1				
10.	2	3	6	4		1	1	
11.	0	6	5	8				
12.	3	4	7	3				
13.	4	6	4	9		1		
14.	7	6	8	8	2	1		1
15.	3	4	6	2	1	1	1	1
16.	0	0	1	1				
17.	0	3	3	2				
18.	0	0	3	2				1
19.	1	0	1	4	1			

POI

	T1	T2	T3	T4
1.	6	7	6	5
2.	17	16	16	18
3.	28	18	21	12
4.	99	108	104	113
5.	24	24	24	25
6.	23	26	27	29
7.	19	19	20	21
8.	14	17	18	17
9.	16	16	16	16
10.	17	20	17	19
11.	15	15	13	15
12.	7	8	8	9
13.	19	19	18	22
14.	20	25	22	25

Stodgell

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	0	0	0	0
2.	9	3	7	5
3.	7	3	5	7
4.	2	1	1	1
5.	3	1	5	5
6.	2	2	3	4
7.	10	8	9	9
8.	8	9	9	9
9.	0	0	1	0
10.	8	2	6	4
11.	10	8	8	7
12.	3	3	1	1
13.	5	2	2	3
14.	4	0	2	0
15.	7	4	5	6
16.	4	2	1	2
17.	10	8	7	7
18.	8	6	9	4
19.	8	3	6	3

Single-score

	T1	T2	T3	T4
1.				
2.				1
3.				
4.				
5.				
6.				
7.	4	4	4	2
8.		2	1	1
9.				
10.			1	1
11.	1	2	1	
12.	1			
13.	1			
14.				
15.	1			
16.				
17.	1			
18.	1	1	3	5
19.		1		

POI

	T1	T2	T3	T4
1.	6	5	2	4
2.	15	19	19	18
3.	9	12	11	6
4.	102	103	104	107
5.	25	23	24	25
6.	26	22	29	31
7.	19	22	21	19
8.	15	14	17	18
9.	15	14	15	16
10.	20	20	23	22
11.	11	11	9	10
12.	8	6	8	9
13.	20	22	21	20
14.	23	22	24	25

Deremer

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	2	2	0	0
2.	7	8	4	8
3.	3	2	4	8
4.	3	2	0	3
5.	7	8	2	8
6.	1	1	4	4
7.	10	10	10	10
8.	6	9	8	10
9.	0	0	0	0
10.	5	7	3	10
11.	10	9	7	10
12.	8	8	4	9
13.	4	6	5	7
14.	3	3	4	9
15.	7	4	7	10
16.	4	1	0	9
17.	5	3	4	8
18.	0	0	8	8
19.	1	0	2	9

Single-score

	T1	T2	T3	T4
1.				
2.		2		
3.	1			
4.	1			
5.		1	1	
6.			1	
7.	4	4	3	4
8.	1		1	
9.				
10.				2
11.	3	3		
12.				
13.				1
14.				
15.				
16.				1
17.			1	
18.			3	
19.				

POI

	T1	T2	T3	T4
1.	2	4	8	3
2.	21	19	15	20
3.	29	23	29	16
4.	98	104	98	111
5.	21	23	19	25
6.	27	31	29	32
7.	20	18	18	20
8.	15	16	14	17
9.	14	14	9	12
10.	20	22	21	23
11.	9	12	10	12
12.	6	8	7	9
13.	16	17	16	18
14.	23	25	23	26

Lechman

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	2	0	0	0
2.	1	4	2	4
3.	4	4	5	5
4.	5	2	0	1
5.	3	1	2	1
6.	2	1	1	2
7.	2	10	10	10
8.	5	3	9	10
9.	0	0	0	0
10.	5	5	2	3
11.	3	8	9	8
12.	1	7	6	7
13.	1	4	5	6
14.	1	1	1	3
15.	2	3	2	3
16.	0	1	0	0
17.	1	0	0	0
18.	0	0	7	7
19.	1	0	2	6

Single-score

	T1	T2	T3	T4
1.	1			
3.	1			
4.	2			
5.	1			
6.	1	1		
7.		4	6	4
8.			2	
10.		1		
11.		1		
12.	1	1	1	1
13.				3
15.	2	2		
18.				2
19.	1		1	

POI

	T1	T2	T3	T4
1.	12	10	8	9
2.	11	13	15	14
3.	43	41	29	32
4.	84	86	97	95
5.	23	23	23	24
6.	18	21	23	23
7.	16	16	19	18
8.	14	12	15	13
9.	9	10	13	12
10.	11	11	14	15
11.	11	11	14	15
12.	8	9	8	9
13.	17	18	19	16
14.	15	18	21	19

Julien

GTQ-C

Multi-score

	T1	T2	T3	T4
1.	0	0	0	0
2.	2	4	1	1
3.	1	3	5	3
4.	2	2	0	1
5.	3	1	2	2
6.	0	0	1	1
7.	9	8	6	3
8.	0	1	5	6
9.	0	0	1	1
10.	6	3	2	3
11.	8	4	1	0
12.	0	0	1	1
13.	0	0	0	0
14.	0	0	0	0
15.	5	4	1	1
16.	5	4	1	0
17.	3	1	0	0
18.	0	1	5	6
19.	0	4	4	2

Single-score

	T1	T2	T3	T4
3.	2	2		
5.	1			1
7.	4	6	3	
10.	2	1		1
11.	1		1	
15.	1			
18.			4	6
19.		2	2	2

POI

	T1	T2	T3	T4
1.	7	2	3	4
2.	16	21	20	19
3.	31	25	19	19
4.	96	102	108	108
5.	25	26	25	26
6.	20	21	24	24
7.	19	19	19	19
8.	14	16	15	17
9.	12	14	15	14
10.	13	20	21	20
11.	13	13	13	13
12.	8	9	8	9
13.	19	20	21	22
14.	20	22	25	23