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A STUDY TO DETERMINE THE SUITABILITY OF
UTILIZING IN-SERVICE TRAINING IN HUMAN RELATIONS SKILLS
FOR RESIDENTIAL SCHOOL PERSONNEL

A Dissertation Presented

By
WALTER N. RIST

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

DOCTOR OF EDUCATION

February, 1982
School of Education
University of Massachusetts
Amherst, Massachusetts

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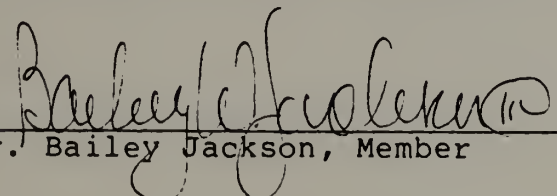
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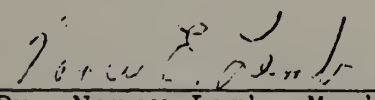
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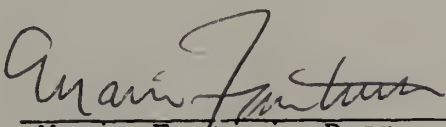
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Dedicated to
my wife Jacki
for her help and support
throughout this study

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This writer would like to express thanks and appreciation to those who contributed so much to this study.

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Nancy Lamb contributed clear thinking, sensitivity, and encouragement. Dr. Lamb added purpose and clarity to the project.

John Wolter made his school available. Dr. Wolter provided the base from which this study evolved. He is a friend who is willing to take risks and give support.

Finally, Larry Dye whose personal commitment to youth gave impetus to the study.

ABSTRACT

A STUDY TO DETERMINE THE SUITABILITY OF
UTILIZING IN-SERVICE TRAINING IN HUMAN RELATIONS SKILLS
FOR RESIDENTIAL SCHOOL PERSONNEL

February, 1982

Walter N. Rist, B.A. Fairfield University
Ed.D., University of Massachusetts
Directed by Professor Arthur Eve

This study presents the development, implementation, and evaluation of a human relations training program administered to thirty-three staff at Becket Academy, a residential private school in East Haddam, Connecticut. Administrators, teachers, dorm parents, maintenance personnel, and clerical staff participated in the training program. Becket Academy serves the educational needs of approximately 120 students, grades 4 through 12, who have been placed outside of the public educational system into a private, residential school setting.

The purpose of the training program was to impart selected assertive and helping techniques to Becket Academy staff. The training consisted of thirteen 1 1/2 hour weekly sessions which used lecture, discussion, and role plays to present the selected skills and theories. The content of the program was selected from the works of Robert Carkhuff, Thomas Gordon, and Manuel Smith.

The study describes how the program content was synthesized and developed from the works of the aforementioned authors. It also describes the structure of each session. A session by session account of participant's and investigator's reactions to the program follows the description of the program content.

Finally, the study evaluates the training program's success in conveying information, changing attitudes, and altering behavioral responses to specific school-related situations. The study reports the results of pre and post tests measuring management style, knowledge acquisition, and attitude change. The results of a post test interview describes participants' perceptions and feelings about various components of human relations training.

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C H A P T E R I

INTRODUCTION

Despite the enormous efforts made through pre-service, in-service, curriculum design, theory development and research, education in the United States still is saddled with an inability to effectively stimulate and educate the young. This failure is a constant source of anguish for our entire society as its ill effects can be felt on all sides. Parents are confused and hurt as well as angry. Children are alienated and rebellious. Teachers are afraid, frustrated and perplexed. Cities, towns and school boards work diligently but always seem to be trapped by opposing forces. Administrators are constantly caught in positions of leadership and find themselves without the power or support to lead.

There are many who claim that education abounds in too much theory and that what is needed is a return to simplicity and basics. Many see the answer in more rigorous discipline that includes the use of physical punishments.

In an attempt to clarify the issue, the purpose of this study is to add to the body of knowledge that assumes an educator's manner is integral to the optimum learning environment. In addition it proposes that educators' behaviors and attitudes can be changed resulting in the improvement of child rearing through our educational system.

Description of the Problem

When what the child offers is received, recognized, and affirmed, movement and growth are facilitated; -when it is not received, heard, and responded to-the child becomes restrained, guarded, and uses energies and talents in more limited and restrained ways.

In his book, Who Will Listen, Clark Moustakas urges that adults be more sensitive and responsive to children and their needs. Parents, teachers, and childcare workers can gain a great deal from Moustakas' words. The present system of educating and caring for the young is either unaware of this critical imperative or is sadly unable to execute it.

In persistent attempts to facilitate growth in America's youth, the public school system and the network of state institutions have plainly failed to achieve the lofty ideals to which they have publicly aspired. The failure of the schooling system is disheartening-especially so when one considers the staggering investment of time, energy and money by community and government. What is most agonizing and discouraging is that the services offered to youth produce as many damages as benefits. Thomas Gordon observes:

. . . by and large, the adults who touch the lives of your children lack the basic attitudes and skills to be effective helping agents. Like parents, they have not been adequately trained to be effective 'therapeutic agents' in an interpersonal relationship with your child or adolescent. And so, unhappily, they can do damage to your children."

Considering the enormity of effort, time, and money that is applied to the training of people who educate and

care for youth, the persistent problems are viewed by many with extreme vexation and bewilderment. Students who train to become teachers and school personnel are immersed in courses that stress curriculum design, educational methods and philosophies, and testing procedures; and yet the inability of school systems to cope with the problems that youth present continues. This is witnessed in police patrols in school buildings for the maintenance of order and safety and the continued abuse of young people who populate state institutions. Gordon describes teacher training as able to familiarize students with terms and concepts, but unable to impart the means and skills by which theory is put into practice on a day-to-day basis.³

The pressures created by schooling problems and the escalating school costs have led to increased scrutiny of the public education system. Closer examination of the public school has stepped up interest in the evaluation of the relevancy and accountability of in-service training experiences. Does in-service training contribute to problem resolution or, simply, to wasted costs?

Historically, in-service education remained essentially the same from the early 1800's until the 1960's. In remaining stable, in-service was generally ineffective.⁴ The current disenchantment with public education has forced in-service education into a more active and responsive role.

Healthy attempts have sought to make the in-service experience more viable. However it still is not known if in-service education can meet the challenge of contemporary educational conflicts. The direction in-service education must take is described by Kenneth Howley. He contends that in-service must become more directly involved with basic beliefs and long-term behavior patterns. Now more than ever teachers and taxpayers are serving as judges of in-service performance.⁵ It is crucial that it become an effective training tool.

A report published in the Journal of Teacher Education states:

Previous efforts at inservice education, most often consisting of either graduate level study or district/ principal-sponsored one-day workshops or seminars, have often been criticized by teacher groups as failing to satisfy teachers' day-to-day job needs. Graduate study may provide a sound theoretic base for the classroom situation, such critics say, but it does not treat the application of theory at the teacher/ learner level.⁶

A survey of teachers discussed in an article entitled, "Assessing In-Service Training Needs Through Teacher Responses," points out that the very areas that teachers identify as crucial to in-service education are those most often neglected. The article cites the following in-service educational offerings as those perceived by the teachers surveyed as most necessary:

- interpersonal communication and administration
- developing pupil self
- individualized instruction
- assessment
- discipline
- developing personal self
- classroom management

An in-service program offered at a private school, Becket Academy emphasized interpersonal communication and classroom management. This in-service offering is the subject of this study. Before describing the study, it is appropriate to briefly describe the school in which the study took place, Becket Academy.

Becket Academy

Becket Academy, a residential private school in East Haddam, Connecticut, is faced with the challenge of meeting the needs of children and adolescents who, for a variety of reasons, have been placed in a special setting so that behavioral, educational, and/or social conflicts may be more adequately addressed. Becket serves approximately 120 students, male and female, from grades 5 through 12. The majority of its students have been labeled--neglected, delinquent or emotionally disturbed. The nature and structure of Becket Academy is such that great demands are placed on staff

at every level of employment. The intensity of the setting poses two essential problems: (1) How can the staff most effectively meet the critical needs of the students? and (2) How can the staff meet their own needs and still fully attend to student development? These questions are not uncommon to human service organizations, but it is in the residential setting that they become the source of continual complaint and consternation. An attempt to resolve the needs satisfaction issue at Becket was undertaken by means of the development and implementation of a human relations in-service training program.

Faced with the serious problems of effectively serving labeled children and adolescents, Becket sought to approach the issue of needs satisfaction of its students by training its staff in helping and assertive skills. The development and implementation of this training experience was an initial step towards achieving the following objectives:

- that staff undergo a change in their management style⁸ concept to one more reflective of the theory that behavior is the result of the individual's attempt to satisfy needs;

- that staff change to a management style concept which is oriented to the theory that most individuals are on a level whereby needs satisfaction is derived through meaningful interpersonal relationships and successful task achievement;

-that staff acquire a knowledge of helping skill concepts and techniques;

-that staff increase their ability to apply selected helping skills to problem situations;

-that staff acquire a knowledge of assertive-skill concepts and techniques;

-that staff increase their ability to apply assertive skills to problem situations.

Purpose of the Study

The major objectives of this study were to: (1) develop a human relations training program for the entire professional and non-professional staff at Becket Academy; (2) describe the process of conceptualization, format, and implementation of the training program; and (3) assess the relative degree of effectiveness of the training program. The effectiveness of the program was determined by the extent the program objectives were achieved.

More specifically:

1. Develop a human relations training program using concepts and procedures selected from the works of human relations authors in the areas of assertive and helping skills. This training program is developed by the investigator with the assistance of the Staff Development Consultant at Becket Academy. The training program incorporates essen-

tial concepts and skills related to helping techniques and responsible assertive behavior.

2. Design a format and procedure for pilot-testing the program.

3. Describe the following aspects of the development and implementation of the training program:

- major authors and the major concepts, values and skills selected for the training program;
- rationale for the concepts, values and skills used as a basis for the development of the training program;
- rationale, objectives, and training procedures for each session of the training program;
- procedures used and the results in the implementation of the pilot-test, and
- final structure and implementation (i.e., rationale, objectives, training procedures) for each session.

4. Assess the relative degree of effectiveness of the training program incorporating the following:

- the use of written pre- and post tests to determine changes in participants' management style, belief about the nature of the human being, (selected) helping skills and (selected) assertive skills.
- the use of a questionnaire, post test only, to determine participants' perceived changes in

attitude related to their relationships with other staff, students, and administrators; problem solving; self; perceived change in behavior related to helping skills, assertive skills and self disclosure; perceived achievement of the stated objectives, and attitude toward the training experience.

-the use of an achievement test, post test only, to determine participants' ability to recognize problem ownership and the use of communication inhibitors.

5. Develop recommendations and assess the suitability of the training program for use in other educational and childcare settings.

The study was exploratory in nature in that it was an initial attempt to determine the suitability of implementing an in-service human relations program for the entire staff of a private educational institution. The study incorporated a field study technique utilizing a combination of several assessment procedures, which are summarized in the following section.

Procedures Used in Field Testing

The study population was the professional and non-professional staff at Becket Academy. The staff groups involved in the study included administrators, dormitory supervisors,

clerical staff, teachers, maintenance crew and nurses. The staff was divided into four groups, the core of each group consisting of a team of approximately 4 teachers. Others were assigned to groups on the basis of scheduling convenience and working relationships with the teaching team. There were approximately 8 persons in each group, representing a variety of staff roles from all hierarchical levels.

Assessment of the Relative Degree of the
Effectiveness of the Training Program

Written pre and post tests were administered to determine those changes that took place in participants relative to managerial style, belief about the nature of the human being, and selected helping and assertive skills.

Managerial Grid. Through pre and post administration of the Managerial Grid Test, change in each participant's attitude toward management style was determined. The test assessed management beliefs relative to variables of task and interpersonal relationships in management situations. The areas for which this test determined the task-relationship grid were decisions, convictions, conflict, emotions, humor, effort, and management style. Responses in these seven areas were analyzed in terms of primary management styles with regard to an individual's emphasis on task or relationship or both.

XYZ Test. Pre and post XYZ Tests were administered to participants to determine change in participants' beliefs regarding human nature. This test measured to what extent an individual held that Theories X, Y and/or Z explained the true nature of the person. The theory or combination of theories that an individual held determined his or her approach to management style.

Critical Incidents Instrument. Before and after training, participants responded in writing to five situations that required a helping or assertive response. This pre and post test determined change in participants' ability to distinguish types of problem situations and apply helping or assertive skill responses to each situation. Selected criteria determined the quality of the responses.

Use of Post Test Interview. An independent interviewer administered a questionnaire to participants after they had completed the training program. Open-ended questions were used to determine participants' perceived change in attitudes toward their relationships with other staff, students and administrators. Open-ended questions were used to determine perceived change in attitude toward training, self, problem-solving, self-disclosure, and use of helping and assertive skills. Open-ended questions were used to determine perceived strengths and weaknesses of the program. Close-ended questions with evaluative responses were used to deter-

mine the perceived degree of relative effectiveness of the presentation of various program concepts and skills, and the degree to which participants felt they had utilized the presented concepts and skills. Close-ended questions that required evaluative responses were used to determine the perceived value of the skills and concepts presented in the training program.

Use of Achievement Test. An achievement test was administered to participants upon completion of the training program to determine participants' ability to identify who owned a presented problem and types of communication "road-blocks."

Use of the Semantic Differential Scale. The use of a semantic differential scale evaluated the connotative meanings of evaluation, potency, and activity of the concepts listening, self-disclosure, and assertiveness. An analysis of the mean polarity scores for the evaluation, potency, and activity of each concept determined attitudinal changes in the participants regarding these concepts. The administration of this scale took place before and after the training experience.

Perceptions of the Investigator. The investigator maintained a daily record of the training sessions. Recorded data were

analyzed and the findings were discussed in the study conclusions.

Definition of the Terms

Administrators-principal, assistant principal, director and maintenance staff at Becket Academy.

Assertive skills-abilities in expression of feeling and self-disclosure that facilitate communication and modify behavior through confrontation.

Becket Academy-a private, coeducational, residential school serving approximately 100 boys and 20 girls, grades 5 through 12.

Helping skills-abilities that facilitate personal problem solving through the use of accurate and empathic responses.

Human relations training-training programs designed to increase communication and interpersonal skills for staff at Becket Academy.

In-service-any program of study undertaken while working full-time in the area of children's services or education.

Management Style-manner in which teacher manages students in a classroom or a dorm parent manages the dormitory residents. The continuum of management style ranges from task oriented to relationship oriented.

Non-professional staff-clerical, medical and maintenance staff at Becket Academy.

Professional staff-administrators, teachers and dorm parents at Becket Academy.

Suitability-the extent to which the human relations training can be employed as an effective form of in-service training for other schools and institutions.

1. Potential for further development-the perceptions of the training program participants concerning:
(a) general value of the training; and (b) practical skills which would be most beneficial to other school or institution personnel.
2. Participant motivation and interest-does the training program present skills and concepts that apply to daily job activities?
3. Achievement of stated objectives-the extent to which the participants acquire the concepts and skills stated in the performance objectives of the training program.
4. Attitudinal changes-the degree to which participation in the training program effects changes in participants' attitudes.

Limitations of the Study

1. One purpose of the study was to determine the suitability of the human relations training program

for the staff at Becket Academy for other public or private institutions. The criteria upon which the term "suitability" were established were limited to the term as it is defined in this study. The conclusions and recommendations for this study were therefore confined to this definition of suitability.

2. The study was designed and implemented as an approach to in-service training for the entire staff at Becket Academy. The structure, population, and philosophy at Becket Academy are unique. Data findings from this study should be viewed with this consideration in mind.
3. Because the investigator developed and implemented this training program at Becket Academy, he sought out information favorable to the training program.

Assumptions in the Study

1. Respondents reacted honestly to questions concerning the training program.
2. Respondents reacted to attitudinal instruments in terms of attitude felt at the time of responding.

Organization of the Dissertation

A description of the problem, the significance of the study, the general design of the study, its assumptions and

limitations are presented in the first chapter. Chapter II reviews the literature and research related to in-service training for teachers and childcare workers; the acquisition and application of helping skills in the school setting; the use of assertive skills in interpersonal relationships; and the problems of and approaches to the assessment of training. Chapter III discusses the conceptualization, development and implementation of the training program. A description of the methodology used in the study is set forth in Chapter IV. Chapter V analyzes and presents the findings of the study, and Chapter VI is a summary with conclusions and recommendations.

C H A P T E R I I

REVIEW OF RELATED RESEARCH AND RELATED LITERATURE

This study concerns itself with the suitability of human relations training for school personnel and attempts to investigate the effects of such training on the staff at a private residential school.

In a review of the literature researching the effect of teacher-student interpersonal encounter on school performance and student development, the therapeutic triad of empathy, positive regard, and congruence were investigated relative to the cognitive and affective growth of the student.

This chapter will deal with the findings by authorities in social sciences fields of the importance of the communication of the therapeutic triad to students and the teacher's role in this communication process. Review of the literature on training systems for school personnel shows that such training programs lack adequate evaluation when evaluated at all. This chapter reviews the various obstacles that deter solid evaluation efforts, the problems inherent in the use of the pretest in the training program and the unexpected side benefits to the organization and individual administering the training.

The following sections include: (1) the effect of the therapeutic triad's influence in interpersonal relationships; (2) the teacher's role in facilitating student growth

through the application of interpersonal skills; (3) the effects of the teacher's manner on school performance; (4) approaches and problems in the assessment of training; (5) attitudinal obstacles to objective assessment of training; (6) criteria for assessing the effectiveness of training; (7) control and contamination in research; (8) detective work in evaluating training assessment results; (9) gathering information for assessing training; (10) the ceremonial function of training.

Relationship Between Affect and School Performance

The Therapeutic Triad in Relationships. For many experts in a variety of human service fields, effective human relationships made evident through the application of the therapeutic triad is an ingredient essential to the growth of the individual regardless of sphere. Carl Rogers¹, Robert Carkhuff and Bernard Berenson², Thomas Gordon³, Clark Moustakas⁴ and others⁵ emphasize the importance of empathy, positive regard, and congruence in any and all areas where the development of human potential is the intended outcome. The above individuals are strong advocates of the premise that the basics of psychotherapy are neither mystical nor limited to the practice of psychoanalysis. Rather, the expression of the therapeutic triad is not only useful for all people seeking to facilitate the growth of others, but is a necessary and integral part of the developmental process. It is

contended that unless the triad is present and perceived, the client, student, patient or child will be worse because of interpersonal encounter. In other words, interaction between helper-helpee, professional-client, parent-child and teacher-child that does not communicate these ingredients will not be benign, but pose the threat that the relationship will have a detrimental effect on the individual seeking developmental assistance.⁶

Rogers⁷, Carkhuff⁸, Ginott⁹, Moustakas¹⁰, and Gordon¹¹ place special emphasis on the importance of the communication of the therapeutic triad to children in the educational and developmental setting. Educators and child-care professionals in varying degrees are urged to acquire and apply these skills on the pain of totally failing to carry out their obligations as dispensers of help and knowledge.

The above authors and experts as a logical consequence derived from their work and experience in the clinical setting deduce that education without the presence of effective interpersonal skills results in no education at all, unless one considers the avoidance of school as a positive educational outcome. Thus Coombs et al. state that the affective life of the individual cannot be ignored when attempting to develop the cognitive.

The attempt to treat knowing and feeling, or cognition and emotion, as though they were unrelated matter obeying different laws can

only lead to failure. We do not experience emotion and cognition as separate entities. Things that have no personal meanings arouse no emotions. In light of these facts, the fetish that some people make over objectivity is ridiculous. Complete objectivity is an illusion. Whatever is experienced in person and that fact inescapably influences what is perceived. One can "be objective" about events with little or no personal relevance. What is not relevant to self in turn is unlikely to affect one's behavior. If learning is not affective it is probably not happening at all. The practice of education, social work, or pastoral care that rules out feeling makes itself ineffective.¹²

The Role of the Teacher in Facilitating Student Growth

Through the Application of Interpersonal Skills. In determining the role of the teacher in education the assertion is made that the function is not simply the dissemination of factual information to the student. Support for the manner of the teacher, not only the method, as a significant variable in the teaching-learning process is expressed in the following excerpt:

Similarly, Soar (1967) found that when the teacher behaved in ways that made possible maximum freedom of expressions on the part of students, students made the greatest gains in vocabulary.¹³

It has been noted by Clark Moustakas that in the effort to disseminate facts the uniqueness of the individual can be ignored, which can be a more destructive than constructive influence on the child as student.¹⁴

Another argument in support of the importance of the teacher's manner as a critical influence on the learning

process is pointed out by Hargreaves in Interpersonal Relations and Education:

. . . the pupil's behavior is much more contingent on the teacher's behavior than the teacher's behavior is contingent on the pupil's behavior. That is, the pupil's classroom behavior is a product of, and a response to, the teaching style. Whilst it is true that the pupil's behavior is influenced by many other factors than the teacher's behavior, and whilst it may be that the teacher adapts his behavior in response to the special characteristics of the pupils in his class, we would expect the pupils to adapt to the teacher's to a much greater degree than teacher's to pupils'.¹⁵

The research of Lewis, Lippitt, and White (1939)¹⁶ investigated the interaction between boys in a club and their adult leaders. This study compared the three leadership styles termed authoritative, democratic and laissez-faire. The investigation pointed out that in groups with an authoritative-type leadership the boys displayed characteristics of apathy and hostility. Although they worked harder when the leader was present, his absence resulted in a cessation of effort in tasks at hand. Generally, the authoritative-led groups when compared to the democratic-led groups were characterized as acting more aggressive, demanding more attention, competing more and scapegoating their peers on a more frequent basis. The members of the groups with the democratic-style leadership engaged in behavior that was generally more cooperative, more consistent with regard to work habits, less critical of others, and more inclined to help others.¹⁷

Relevant to the Lewis, Lippitt and White research is a study conducted by Andersen and Brewer in 1945 which investigated leadership style and teacher behavior. Reaction to this work is expressed by Hargreaves in the following manner:

From their observations they suggest two basic extreme teacher types, the dominative and the integrative. The dominative teacher, who is Lewis' authoritative leader, can be characterized as working against the pupils. He thinks he knows best, issues orders and imposes his decisions; wishes students to obey, conform; dislikes discussion or criticism; tends to threaten and blame. The integrative teacher, in contrast, can be said to work with others. He requests rather than orders, consults the pupils and invites their co-operation; shares the control and the responsibility, encourages pupils' ideas and initiative. The effect of these different styles on pupil behavior follows the Lewis, Lippitt and White study, as might be expected. Under integrative teachers, pupils make greater contributions to the lesson; show great appreciation for others; are more friendly and cooperative; are less inattentive, aggressive, and resistant to instruction.

It is the teacher, then who is the principal creator of the climate that prevails in the classroom; the pupils' is largely determined by the teacher's behavior.¹⁸

Although a number of educational and psychological experts assert the importance of affect in the learning and helping process, the evidence gathered which identifies a direct cause and effect relationship between learning achievement and teacher affect is scarce.¹⁹ The assortment of roles assigned to the teacher and the assortment of variables related to the learning process present difficult

obstacles to isolating direct ties between affect and cognitive gain.

Efforts to determine the relationship between teacher affect and student gain have been tried. Only recently, especially through the work of David Aspy, are the results and relationships acquiring definition and form.

Carl Rogers postulated that there are critical dimensions of an interpersonal relationship, (1) Empathy, (2) Congruence, (3) Unconditional Positive Regard; and Carkhuff modified and extended these dimensions and operationalized them in scales which could assess the levels of these conditions in psychotherapeutic interviews. He found that high levels of the conditions were related to client improvement, while low levels were associated with deterioration. These same scales were applied to classroom teaching by Aspy who found them significantly and positively related to student achievement. Thus there are specific dimensions of the classroom which can be described and assessed.²⁰

Before a more thorough presentation of the results of Aspy's work, it seems appropriate to review briefly some earlier attempts at determining the relationship that exists between interpersonal relationships and the learning and developmental process of children. The following is a brief discussion of some investigations that are relevant to this study.

An excerpt from Toward Effective Counseling and Psychotherapy recounts some early investigations that speak to adult affect and its connection with the emotional and intellectual development of the child.

The general line of evidence initiated by Spitz (1945, 1946) and the work of Skeels and Dye (1939) strongly suggest a lack of interpersonal relationships in infants and young children leads to a complexity of interpersonal and emotional problems grossly defined as "intellectual and emotional immaturity." Although the early studies left much to be desired methodologically, later studies tend to confirm the trend of the finding. Thus the conclusion of Goldfarb (1944) that the impersonal care and coldness of an institutional program leaves permanent marks on the children in terms of a greater frequency of temper tantrums, stealing, kicking and hitting other children, distractability, inordinate demands for attention, and hyperactivity, seems to be at least reasonably accurate.²¹

The Effect of Teacher's Manner on School Performance. In an effort to determine the effects of empathy, Hawkes and Egbert found empathy to be a significant factor for students in rating teacher competency.²² Issacson, McKeachie and Millholland offer evidence citing the teacher's personality as a factor that students considered important in evaluating teacher ability.²³ More to the critical point of the relationship between teacher affect and student cognitive gain, Christensen investigated the effects of teacher warmth and the students' achievement on arithmetic and vocabulary scores. The findings indicated that students being taught by teachers demonstrating higher degrees of warmth scored higher than those students taught by teachers who exhibited lower degrees of warmth in the classroom setting.²³

A study conducted by Aspy stated that students taught by teachers high in accurate empathy, warmth and congruence made

a reading achievement gain of 2.5 years during a 5 month period. Students taught under conditions low in empathy, warmth and congruence gained only 0.7 years. Furthermore, students in classes where low conditions prevailed had twice the truancy rate of students in classes where high conditions existed.²⁵

Aspy has carried out several studies that focused on the relationships that exist between teacher affect and the students' participation and learning gains in the classroom. A 1977 publication authored by Aspy and Roebuck depicts their large scale effort to discover the implications of teacher interpersonal skill on student growth and achievement.²⁶

The authors cite several preliminary studies that have led to the formulation of their hypothesis:

Increases in the levels of facilitative interpersonal conditions provided by teachers will be accompanied by pupil gains on indices of both mental health and cognitive development.²⁷

Aspy and Roebuck present also a number of preliminary studies that indicate a need and the direction for extensive exploration of the role of interpersonal skills in education. The following reviews briefly the pertinent results of the preliminary findings and summarizes the outcome of Aspy and Roebuck's three year study that involved over 500 teachers and 10,000 students.

Preliminary Investigations

A study involving 6 teachers and 120 third-grade students concluded that the students whose teachers offered higher levels of facilitative interpersonal conditions missed fewer days of school.²⁸ Using the Stanford-Benet Intelligence test as a measurement with control and experimental groups of first-grade students, students who experienced "high" interpersonal facilitative conditions made an average gain of 9 I.Q. points during one academic year. Those students who experienced "low conditions" showed no significant change.²⁹ Similar results were recorded for 120 third-graders in achievement scores.³⁰

Studies designed to note the effects of empathy, positive regard and congruence as individual and separate influences on learning indicated that each had a positive and significant relationship to cognitive gain for the student who experienced these dimensions through the teacher. The results of the preliminary studies are summarized as follows:

These and other studies occupied several years and took place in a wide range of geographical settings (Aspy 1972). At the end of our preliminary investigations we found that we had generated a substantial data base which supported the following contentions:

1. Teachers' levels of Empathy, Congruence, and Positive Regard are positively and significantly related to:

- a. Students' cognitive growth
 - b. Students' I.Q. gains
 - c. Students' attendance.
2. Teachers' present levels of interpersonal functioning (E,C, and PR) are generally below those required for minimal facilitation of student growth.
 3. Teachers' levels of interpersonal functioning (E, C, and PR) can be enhanced and promoted by systematic skills training as developed by Carkhuff.
 4. Teachers' gains in the interpersonal dimensions (E, C, and PR) are translated into³¹ personal gains by their students.

An important contention of Aspy and Roebuck as a result of their extensive research claims that ". . . most teachers were providing levels of interpersonal skills which tended to retard rather than facilitate learning by their students."³²

Following the preliminary studies, Aspy and Roebuck undertook a large scale study with this particular view:

Quite clearly our review of the pertinent literature did not provide instant and complete support for the Rogerian hypothesis with which we began. Nor did this review undermine our hypothesis. Instead, we were left with two simple and yet vastly exciting conclusions: most investigators seemed to feel the affective dimensions of empathy, congruence and positive regard were potentially important; and no one had really initiated and carried out this type of research evaluation that we found ourselves³³ planning.

A grant from the National Institute of Mental Health funded a three year study that sought to investigate the

effects of the "therapeutic triad" and its application and influences in the field of education. A listing of Aspy and Roebuck's conclusions follows:

These, then, were our findings. Our in-service technology had worked as we had hoped it would. To say that we were pleased would be to understate the obvious. Perhaps the word which best captures our collective reaction to the results of our work is "awed." We had begun our study in order to find answers to some basic questions concerning the role of interpersonal skills. The answers were clearly presented in our data. A summary of our most significant findings would have to include all of the following.

- FINDING #1. There is a positive and significant relationship between teachers' gains in levels of functioning on interpersonal process scales and in their participation in training programs designed to enhance these skills.
- FINDING #2. There is a positive and significant relationship between teachers' levels of interpersonal functioning and students' gains in achievement scores.
- FINDING #3. There is a positive and significant relationship between teachers' levels of interpersonal functioning and attendance.
- FINDING #4. There is a positive and significant relationship between teachers' levels of interpersonal functioning and enhanced student concept.
- FINDING #5. The more focused the training in specific interpersonal skill, the greater the probability that the skill will be incorporated into the teachers' normal classroom behavior.
- FINDING #6. There is a positive and significant relationship between the principals' levels of interpersonal functioning and the tendency on the part of their teachers to employ the same interpersonal skills in the classroom.

FINDING #7. The skills of the trainer appear to be critical variables in determining the success of an interpersonal skills training program.

FINDING #8. Teachers' levels of physical fitness are positively and significantly related to their ability to employ interpersonal skills in a sustained manner.³⁴

Approaches and Problems in the Assessment of Training

A search of the literature on training in general reveals an enormity of training systems, approaches and variations. What is most striking, however, is the limited quantity and quality of accompanying evaluation efforts. Too often the training process lacks adequate evaluation if it is evaluated at all. Belasco and Trice note the severe inadequacy of evaluation in training efforts. They point out the ambivalence that assessment precipitates:

On the one hand, evaluation is the only way that one can be both personally satisfying to those administering the change agent and useful in the improvement of current techniques. On the other hand, evaluation may discover that the change efforts are ineffective, and this information can be destructive of one's occupational self-image, one's ego, and even one's livelihood. Thus, evaluation is like Pandora's box--utterly fascinating from the outside, but frightening because of what it might contain.³⁵

However, it is not only the prospects of the results that deter solid evaluation efforts but the inherent problems of planning and implementing an evaluation component. Two major areas emerge as problems to the assessment of training

efforts: (1) attitudinal and organizational obstacles, and; (2) strategic problems.³⁶

Attitudinal and Organizational Obstacles to Assessment of Training. The first obstacle to evaluation in general is the critical nature of evaluation itself. Evaluation implies some deficit simply because it is being effected. One obvious and crucial outcome of evaluation is identifying what could have been done better. The threatening implications and the possibility of negative results create fears and resistance to evaluation and the evaluator.³⁷

A second obstacle to evaluation arises from the change agents themselves who characterize evaluation methods as unfair. The major contention expressed by change agents is that too often conditions that affect change efforts are out of their control. They claim that once changes in behavior, knowledge or attitude have been achieved, exposure to subsequent outside elements can affect and/or reverse change.³⁸

Further resistance to evaluation stems from the concern for privacy; testing, questionnaires and other assessment devices are claimed to interfere with a person's right to privacy. Therefore, participants may resist evaluation instruments, especially if evaluation is conducted from within the organization.³⁹ These obstacles pose serious problems which can negatively affect assessment results and significantly hamper efforts to measure change.

Before discussing other strategic impediments to the evaluation process a review of the two basic approaches to evaluation is appropriate at this point. The subjective approach to evaluation seeks to determine how the participant feels about the training. This is usually accomplished by asking questions without special design.⁴⁰ Also, this approach requires less time and resources than the objective approach. The disadvantage to the subjective approach is that only feelings and attitudes toward change and training are recorded and not the actual change itself.

The objective approach tries to isolate and identify the specific amount and kind of change that takes place because of the training experience. This method usually employs pre and post test instruments to assess kind and amount of change. The participant responds to material external to him/her rather than what he/she feels. The administration of the objective approach requires greater effort, time, and skill than the subjective method: it is considered a more exact method of assessment.⁴¹

Whether subjective or objective methods are used in evaluation, the problems of criterion, control, contamination and detective work are sources of difficulty. These four areas are critical to the endeavor of change assessment.

Criteria for Assessing the Effectiveness of Training. Necessary elements to good criterion are that the objectives be

stated in measurable terms followed by measurement indicative of accomplished objectives. Obstacles to good criterion development are presented here. First, a precise statement of expected results is difficult to express due to the nature of training and its often vaguely stated objectives. Thus, an essential requirement for change measurement is difficult to achieve because of the nature of the training process, especially when the objectives are general and imprecisely stated.⁴²

Secondly, the conflict between the objectives of organizational change and individual change can block clear criterion development. In many instances the main objective is organizational change, yet the difficulty in assessing organizational change often dictates that the evaluation objectives be limited to measuring change in the individual.⁴³

A third problem identified with criterion development stems from the attempt to establish the length of time within which the training objectives are to be accomplished. Usually, time intervals are referred to as immediate, intermediate and ultimate objectives.⁴⁴ An example of time-related goals is exemplified by Kirkpatrick's categorization of objectives: increased knowledge may be an immediate objective; an intermediate objective might be changes in job behavior; changes in production, turnover, absenteeism, and morale could be considered examples of ultimate objectives.⁴⁵

Consideration of the time when assessment is conducted is integral to any interpretation of measurement results. A study by Flieshman et al. indicates that varying time intervals can produce conflicting results. In his study, measures taken immediately following training favored the desired effects of the training experience.⁴⁶ However, the same measurements assessed later indicated that much of the desired change had been reversed with some supervisors even recording negative reaction to the training material.⁴⁷

In conclusion, the time interval in which the measurement is administered must be considered in analyzing the results of the measurement and should be an integral factor in the development of criteria.⁴⁸

The fourth barrier to a good criterion is the contention that generally the training experience itself does little if anything to affect change. Many maintain that the training per se is ineffective as a change agent.⁴⁹ Belasco and Trice counter this assertion by arguing that learning is a lifetime process and that exposure to training can provide a rethinking of long-held beliefs and behaviors as well as a stimulus at some future time to initiate change in self. Also, some individuals are more disposed to change than others. These factors led Belasco and Trice to state that, "It is possible, therefore, to state the expected outcome of the change experience and thus to evaluate the degree to

which the experience contributed to the precipitation of these outcomes."⁵⁰

Control and Contamination in Research. According to Belasco and Trice, control is necessary so that factors external to the change experience are not recorded by the measurement as part of the change experience. Essentially, control is effective when comparison is made between exposed and unexposed groups. Both groups must be comparable in designated characteristics in order to make legitimate comparisons. Measurement is made before the experience to establish comparability since it gives both groups specific grounding points from which comparisons can be developed. However, the introduction of this premeasurement also introduces additional factors that contaminate assessment results. Control creates conditions that invite the influences of contamination.⁵¹

Sources of Contamination. The first source of contamination to evaluation attempts derives directly from the use of the pretest. The pretest may be the means by which participants become sensitized to aspects of the training material and thus participating in resultant change findings. The contamination potential that the pretest poses can affect both subjective and objective approach assessment results. According to Richard Solomon, the pretest operates in tandem with the actual training experience to affect result-

ing change. The pretest possesses the ability to alter the subject's attitude toward the training material, his focus of attention, and the manner in which he perceives the training program.⁵² Contamination occurs because the pretest may cause the individual to think about or become more aware of certain training aspects and/or its objectives. Because pretesting can highlight and emphasize the participant's attitudes, attention and/or awareness can be prejudiced prior to the actual training procedure.

Two other possibilities listed as potential contamination sources are: the passage of time and uncontrolled events; and the data collectors and the manner in which the data is collected.⁵³

The Solomon Four-Way Design⁵⁴ is a method recommended to lessen the possibility and extent of contamination factors. The design is structured as shown in figure #1.

	Experimental Group		Control Group	
	A	B	C	D
Before measure	yes	no	yes	no
Training	yes	yes	no	no
After measure	yes	yes	yes	yes

Figure 1. - Solomon's Four-Way Design

In the following excerpt, Belasco and Trice comment on the efficacy of Solomon's Four-Way Design:

Upon reflection, it seems that the Solomon design arose in response to the instrument contamination problems associated with the traditional evaluation design. Rather than dealing with the overt symptoms of the problem, however, it might be more profitable to examine its root cause and question the utility and necessity of the pre-test itself. If the pre-test could be eliminated, it would obviate the basic need for the four-way design.

Presumably, the pre-test is necessary in order to establish starting points from which to compute change. The assumption is that individuals will vary in their initial attitudes, knowledge, and behavior. In comparing the results of two groups, one trained and one untrained control, if the researcher does not know the starting points in his criteria for both groups, any differences after the training may be attributable to different starting points. Yet this information is secured at a high price.⁵⁵

Belasco and Trice react to the problem by offering an alternative to the pretest. The alternative approach employs large numbers of participants (200 or more) who are randomly divided into test and control groups. Belasco and Trice assert that the sampling process will produce comparable groups.

The probability of drawing comparable groups increases greatly if the sample is stratified on those variables which lead to differential evaluation study, for instance, stratification on the basis of sex, division employed in, and type of work supervised, minimized the possibility of drawing groups which would have been significantly different from each other. Stratification on certain personality traits would even further remove the possibility of drawing groups with different starting points.⁵⁶

Detective Work in Assessing the Effectiveness of Training.

The problems of detective work are: (a) communicating to the participants that the evaluation tests must be completed; (b) identifying a valid control group; and (c) sticking to the original design of the study. Information gathering poses a sizable obstacle to the completion of the training evaluation.⁵⁷

Gathering Information for Training Assessment.

A researcher employs two techniques to gather information. The first is the questionnaire which can uncover either the participant's reaction to the training or his attitudes on topics external to the participant. The second technique is the personal interview. The researcher faces two problems in forming effective questions. One problem concerns using either closed or open questions.

The advantage to the use of closed questions is that the participant can respond to the question more fully; he or she is not limited or restrained by forced choices or influenced by suggested responses. The open question technique has the disadvantage of being very difficult to evaluate or to quantify. The responses to open questions can be so diversified that interpretation becomes not only difficult but time consuming and costly. The possibility of a wide diversity can also make comparisons between groups and individuals a most difficult task. Another drawback to the

open question is that the respondent must be motivated to generate and convey thoughtful and forthright responses. Often the respondent is not sufficiently motivated to formulate and deliver quality responses. In general, questions can cause anxiety or fears which can inhibit the accuracy and the quality of the respondent's expression. In the same vein, the respondent does not want to appear foolish or ignorant when answering questions and this risk may cause the respondent to be less than candid in his response.⁵⁸

The use of the closed question technique also has advantages and disadvantages. One advantage is that it eliminates the diversity of responses and can be quantified for easier evaluation. Further, the quantification of the responses facilitates comparisons between groups and individuals. When specific choices are presented, the likelihood of uninhibited response is greater.

A disadvantage to the closed question is that the forced response is less likely to elicit an accurate response and reduces the validity of the responses. The closed question may result in bias for two reasons: (1) the respondent must make an evaluative choice even though he/she may not have a preference; (2) the listed responses may not accurately reflect the respondent's feelings. Ambivalence, indifference or diversified feelings are not able to be expressed through the closed question. Even if there is room for comment after the forced choice, the respondent is likely to be influenced

by the stated choices and usually adheres to the theme or limits that the choice initially suggests.⁵⁹

Ceremonial Functions of Training. In addition to the intended and stated objectives of a training program, or in addition to the expectation of knowledge and skill acquisition, training also imparts some side or added benefit or results which Belasco and Trice call the "ceremonial functions of training." In administering and evaluating a training program for supervisors in industry they discovered that a number of unintended outcomes occurred.

Training serves many unintentional functions. Supervisory training can act as a ceremonial to produce:

- a. Feelings of inclusion and organization identity
- b. Therapeutic and cohesive results
- c. Boundary identity between groups and organizations
- d. Fewer internal aggressions
- e. Stability in organization undergoing change and reduction in anxiety of individual members involved
- f. The removal of one role identity and the placement of another in its stead⁶⁰

Benefits of training can exceed the immediate expectations. Even if the stated objectives of training are not fully met in terms of knowledge and skill acquisition, the ceremonial aspects of administering training can be beneficial to the organization and to the individual in terms of achieving the complementary functions of the ceremony of training.

Summary

In this chapter we dealt with the literature stressing the importance of empathy, positive regard, and congruence in assessing student development and the necessity of implementing training programs for educators in the techniques of communicating these skills during interpersonal encounters with the students in their charge.

An assessment was made of the obstacles experienced in existing training systems and how these impediments create serious problems which negatively affect evaluation results. It was shown that: (1) evaluation itself contains the implication that the participant could have done better and therefore creates resistance to being evaluated; (2) too often conditions that affect change efforts are out of the participant's control.

The disadvantages of the objective and the subjective approaches to evaluation were compared and it was found that: (1) in the subjective approach, only feelings and attitudes toward change and training are recorded, not the actual change itself; (2) the objective approach requires more time, effort and skill, but is considered a more exact method of assessment.

The problems of criterion, control, contamination and detective work were found to be sources of difficulty, yet these areas are critical to evaluating change.

C H A P T E R I I I

DESCRIPTION OF THE TESTS USED IN THE TRAINING PROGRAM

The previous chapter dealt with an examination of the literature pertaining to the vital roles of empathy, positive regard, and congruence in interpersonal encounters between teachers and students, and a study was made of the obstacles and problems inherent in the systems for training teachers in the communication of these skills. This chapter presents a review of the tests used in the training experiment conducted at Becket Academy to determine change in the participants' behavior in reaction to problem situations. The following sections describe: (1) a critical incidents instrument; (2) data gathering; study population; (3) Managerial Grid Test and XYZ Test; and (4) post training interview.

Critical Incidents Instrument

Pre and post pencil and paper tests were administered to each participant to determine change in response to problem situations. The participant was presented with five situations to which he/she stated what his or her response would be if he/she were faced with each particular problem. The first 3 situations depicted another person as "owning a problem." The participant was asked to respond to that person in an appropriate fashion. Situations #4 and #5 depicted the participant as "owning a problem"

caused by another person. The participant was asked to respond to the situation in an appropriate way. The situations were as follows:

1. (Twelve-year-old-boy, always hitting and starting fights with friends.)

"Everyone is always calling me names. They don't stop. They start the fights, I just give them back what they give me. I always get blamed. Why are you blaming me again? Blame Jim! You never say anything to him and he's always picking on me."

2. (Fourteen-year-old-girl, attractive, healthy, staff feels her to be well-adjusted and a leader.)

"I just don't seem to be able to make any friends. I always get teased. I feel people don't like me. I always try so hard. (Crying now) Maybe it is because I'm not pretty. Sometimes I just don't know what to do."

3. (Another teacher - good rapport with students and other faculty, a hard worker and good teacher.)

"Boy! I'm drained totally. There seems no end to the work. Everything is an emergency. Nothing ever gets planned. I'm always reacting. By the end of the week, I feel more like a policeman than a teacher. The frustration is more than I can handle. This job doesn't seem worth it!"

4. Jack Sprat, a teacher, has taken the vehicle you signed out a week ago for a class trip. The other teacher did not bother to sign out, and you and your class cannot attend the event. What do you say to Mr. Sprat when he returns?
5. You are a dorm parent and James, a student on the floor, continues to disrupt others by getting up for drinks and making noise. He finally gets involved in a pillow fight with his roommate at 11 P.M. What do you do?

- A) Other Owns Problem. In these situations the responses were analyzed to determine the change in the participant's use of helping skills by recording the participant's use of the following types of responses:

- a) number of "door openers" used.
- b) number of empathic responses used.
- c) number and type of "roadblocks" used.
- d) number of parroting responses.
- e) number of paraphrased responses.

B) Self Owns Problem. In the situations where the problem belonged to the participant and was caused by another individual, the responses were analyzed in terms of the use of responsible confrontation skills as demonstrated by the participant's use of the following types of responses:

- a) description of other person's behavior.
- b) description of tangible effect of other's behavior on self.
- c) use of feeling words that describe own feelings.
- d) use of "I-message."

Data Gathering

Five methods were utilized in the study for assessing change and determining suitability: (1) "closed questions" by the interviewer to determine the attitude of the participant towards the training experience; (2) "open-ended questions" by the interviewer to determine the attitude of the participant toward the training experience; (3) use of critical incidents instrument to assess behavior change in reaction to problem situations; (4) use of pre and post

management tests to determine change in management style and view toward the nature of the individual.

Study Population

In this study the population consisted of, with some limitations, the entire staff at Becket Academy. The staff participants were from all strata of the organizational hierarchy. The training participants totaled 32 staff members employed in all levels of the school's organizational structure. The participants when identified by job description fell into the following occupational categories: administrator, teacher, dorm parent, secretary, and maintenance worker. Table 1 depicts the occupational categories and the number of participants in each category.

For convenience and efficiency the staff was divided into four separate training groups with approximately eight members in each group. Since Becket Academy used a team teaching approach, the core of each group consisted of a team of about four teachers. Dorm parents were assigned to a group in which the teaching team worked with a majority of the students that were supervised by one or two of the dorm parents. Other members of the staff were assigned at random to each group so that each group comprised about eight members. Table 2 shows the composition of each group according to team, meeting day, and the number of participants from each job title.

Table 1

OCCUPATIONAL CATEGORIES AND NUMBER
OF PARTICIPANTS IN EACH CATEGORY

<u>POSITION</u>	<u>NUMBER OF PARTICIPANTS</u>
<u>Administration</u>	
Principal.....	1
Assistant Principal.....	1
Treasurer.....	1
Director of Admissions.....	1
Business Manager.....	1
<u>Teaching</u>	
Teacher.....	18
<u>Residential</u>	
Dorm Parents.....	5
<u>Medical</u>	
Nurse.....	1
<u>Clinical</u>	
Social Worker.....	1
<u>Maintenance</u>	
Maintenance Worker.....	1
<u>Clerical</u>	
Secretary.....	2

Table 2

COMPOSITION OF EACH GROUP ACCORDING
TO TEAM, MEETING DAY AND JOB TITLE

TEAM	DAY	ADM.	TEACH.	CLINICAL	MED.	CLER.	MAINT.	DORM
#1	TUES	2	4	0	0	1	0	2
#2	WED.	1	5	0	0	1	1	1
#3	THURS.	1	4	1	1	0	0	1
#4	FRI.	1	5	0	0	0	0	1

Table 3 is a description of the participants in terms of these characteristics: (1) sex; (2) age; (3) present position; (4) number of years of experience in present position; (5) highest academic degree achieved by the individual.

Table 3

PROGRAM PARTICIPANTS

POSITION	EXPER.	EDUC.	BECKET	AGE	SEX
Director	8	B.A.	5	29	M
Teacher				27	M
Admin.	6	M.S.	1	44	F
Nurse	2	R.N.	2	36	F
Dorm Parent	4	2-1/2yr.	1	28	M
Social Worker	20	M.S.W.	1	47	M
Teacher	5	B.S.-Ed.	2	27	F
Teacher-Dorm	3	B.A.	1	24	M
Teacher	1	B.A.	1	22	F
Teacher	4	B.S.	2	26	F
Teacher	2	B.A.	2	31	F
Athletic Dir.	4	B.S.	1	26	M
Admin.-Bus.Mgr.	1	H.S.	1	45	M
Teacher-Ldr.	3	B.S.	3	25	F
Admin.-Treas.	10	Ph.D.	3	44	M
Teacher	6	B.A.	2	24	M
Team Leader	6	B.A.	1	30	M
Teacher	7	M.S.+30	6 mo.	35	F
Dorm Teacher	1-1/2	B.S. +12	1-1/2 mo.	24	M
Teacher	1/2	B.A.	1/2	23	F
Teacher	5	B.S.	1	27	F
Teacher	5(PET)	M.A.	1	29	M
Dorm	3	B.A.	2	28	M
Team Leader	9	B.S.+18	1	31	F
Dorm	5	3 yr.coll.	1	26	F
Admin. Asst.	12	H.S.	12	48	F
Teacher	6	M.A. Ed.	6	27	M
Maint.	4	H.S.	4	23	M

Use of Management Instruments

XYZ Test. A major objective of the training program was to effect a change in the way participants viewed the nature of the human being. The program was designed to change the participants' attitudes to be more reflective of the theory that a person's behavior is the result of his/her attempt to satisfy needs. A means by which this attitude change was measured was the XYZ Test. Each participant was given the XYZ Test before the training program began. This pretest measured the extent to which the participant believed the following theories regarding the nature of the human being:

a. Theory X holds that an individual is basically inclined to laziness and selfishness. The only way that he/she will accomplish is through authoritative and thorough supervision. A person must be watched and prodded, otherwise he/she will not produce.

b. Theory Y holds that a person is simply a person and that he/she is striving to fulfill his/her needs. Maslow's delineation of the hierarchy of a person's needs is reflective of the Theory Y view of the human being and his/her nature.

c. Theory Z is a laissez-faire view toward the nature of the person. This theory is purported in the works of Rousseau and A.S. Neill. It states that an individual is good by nature and that left to his/her own development

he/she will mature to his/her fullest potential. By reason of a person's inclination toward the good and the right, an individual needs to be left alone in order to produce and achieve.

A post test of the XYZ Test was administered to the participants to determine any shift in attitude toward the nature of the human being.

Managerial Grid Test

The second objective of the training was that the staff undergo a change in their concept of management style which is more oriented to the theory that a person meets his/her needs through satisfactory relationship interaction with others and through task accomplishment. Both factors do not have to occur in isolation but can combine to provide satisfaction through the interaction of one factor upon the other, one factor mutually developing the other.

Mouton and Blake propose a management theory which presents the idea that ideal management style provides for high task and high relationship.¹ They devised a test to determine where an individual places on a graph in terms of task and relationship values relative to the individual's concept of his/her own management style. This test asks the respondent to prioritize 5 courses of action in areas of decisions, convictions, conflict, emotions, humor, effort, and management style. The span of prioritization is from the

course of action which is (1) most like you; to (5) least like you. The responses are analyzed in terms of an individual's primary and back-up management style.

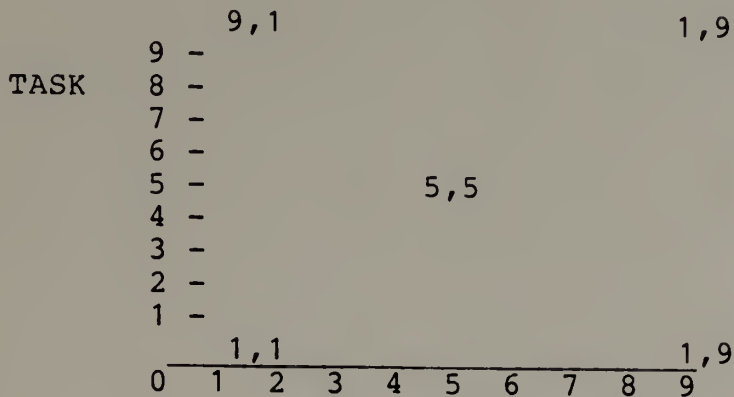


Figure 2. The Managerial Grid

Relationship. The Managerial Grid presented above represents the various management styles which people employ in aspects of management which, in combination, reflect a total management style. The Managerial Grid Test determines the type of style an individual sees himself/herself possessing for the 7 aspects of management and for a composite management style. Both the primary and secondary styles are assessed.

Following is a description of each management style possibility.

1,1. The 1,1 management style assumes that there is no compatibility between task and the needs of people. The 1,1 manager is characterized by a lack of expectations. There is little involvement with others and minimum contribution or production.

1,9. This management approach assumes that organizational task accomplishments are contrary to people's needs. It is characterized by concern for the personal, that social needs are attended to. Task accomplishment is secondary.

9,1. This style is only concerned with production. Relationship needs are considered to be unimportant. Production is primary. This style is characterized by authoritative measures which demand high production regardless of the circumstances.

5,5. The 5,5 strategy considers both production and relationship, however it assumes that they are to some extent exclusive. The 5,5 is characterized by compromise in which neither production nor relationship reach full or optimum levels.

9,9. At the 9,9 level of management style there is no conflict between task and relationship. Effective integration of people with production is possible by involving them and their ideas in determining the conditions and strategies of work.

The pre- and post administration of the Managerial Grid Test was used to determine change in the attitudes of the participants toward their perception of their own management style. The intended movement was expected to be toward 9,9 which would reflect a change in concept of management style more oriented to the theory that most individuals are on

a level upon which their needs are met by successful personal relationships and achievement of task goals.

Post Test Achievement

After the training experience was generated the achievement test was administered to measure the knowledge and skill of the participants in the following areas:

1. Ability to determine problem ownership.

2. Ability to identify "roadblocks" to effective communication. The ability to select the problem and to identify "roadblocks" is essential to the achievement of several of the stated objectives of the training program. The ability to determine who owns the problem is directly related to the achievement of the following training objectives: a) that staff increase in their ability to apply helping skills to problem situations; b) that staff increase in their ability to apply assertive skills to problem situations.

The test listed 10 situations and the respondents were asked to indicate whether: (1) self owned the problem; (2) there was no problem; or (3) other owned the problem. The significance of the ability to determine problem ownership is that this determination is necessary before either helping or assertive skills can be applied to a problem situation. Knowledge of problem ownership determines whether an assertive or helping approach is applied to a particular situation.

The ability to identify "roadblocks" to effective communication represents an initial and integral step in the application of helping and assertive skills. The knowledge and awareness of the communication "roadblocks" were a foundation upon which the entire training program was built. The ability to identify these communication inhibitors contributes to the attainment of the following training objectives:

1. That staff acquire a knowledge of helping-skill concepts and techniques.
2. That staff acquire a knowledge of assertive-skill concepts and techniques.

The test to determine the participants' ability to identify "roadblocks" consisted of a list of 10 responses one might use when in a problem situation with another individual. Each of the 10 typical responses represented a "roadblock." The respondents were asked to identify each response according to the type of "roadblock" that the response characterized. Basic to the implementation of the human relation skills is an awareness of the types and consequences of communication "roadblocks."

Post Training Interview

A post training interview was administered to the participants by an independent interviewer. Open and closed

questions were posed to evaluate various aspects of the training program.

Use of Open Questions. The first four questions posed were:

1. How do you feel about the training program?
2. What do you feel were the major strengths of the training program?
3. What do you feel were the major weaknesses of the training program?
4. How would you improve the program?

Obviously, the above questions were used to elicit general evaluative attitudes and feelings about the training experience. These questions offered the participants the opportunity to discuss their general and close-to-the-surface attitudes regarding the training program. Furthermore, these questions were meant to gather information pertinent to general attitudes toward the value of the participant's training experience.

Questions 5 and 6 asked the respondents to comment on the value of the skills presented in the program. Although these questions were open they were directed to more specific areas of the training and led the respondent to an evaluative response.

5. Do you feel the helping skills presented in the program were worthwhile?
6. Do you feel the assertive skills presented in the program were worthwhile?

Question 7 dealt with how participants felt their attitudes in various areas had changed. They were asked if change in attitude had occurred in the following categories:

- a) How you view yourself?
- b) How you view other staff?
- c) How you view the administration?
- d) How you view problem solving?
- e) How you view self-disclosure?

Questions 8 and 9 focused on the participants' attitudes in terms of the extent to which they had mastered the concepts and skills presented in the training program.

8. How well do you feel you have mastered the concepts of the training program?
9. How well do you feel you have mastered the skills presented in the training program?

In question 10 the interviewer asked the participant if the training program had achieved its objective.

The following questions posed in the interview were closed questions which sought evaluative data through forced choices. These questions were directed toward the assessment of the effectiveness of the presentations and the value of the material presented.

Question 11 was designed to determine how the participants rated the manner in which the major components of the program were presented. Each respondent was asked to evaluate the presentation of the following program aspects as: very effective; effective; ineffective; or a waste of time.

- | | |
|---|--------------------------------|
| a. problem ownership | j. helping skills in general |
| b. active listening | k. assertive rights |
| c. attending posture | l. persistence |
| d. eye contact | m. "fogging" |
| e. feeling words,
empathic responses | n. "I-message" |
| f. paraphrasing | o. assertive skills in general |
| g. door openers | p. problem solving |
| h. parroting | q. relaxation exercises |
| i. "roadblocks" | |

The aspects listed above were also rated by the participants on the criterion of their practical value. The respondents were asked whether they considered the aforementioned components: extremely worthwhile; worthwhile; mildly worthwhile; or worthless. This was listed as the twelfth item in the interview.

Questions 13 and 14 were closed questions to the extent that the participant was supplied with an evaluative word and limited in response to selecting the skills from the program which were the easiest and the most difficult to apply. These interview items were intended to provide the investigator with information regarding the applicability of the presented skills. Changes in the program might be indicated depending upon how the responses to these questions related to the practicality of the presented skills.

13. What skill do you find the easiest to apply?

14. What skill you you find the most difficult to apply?

Responses of the participants to the interview were categorized by the investigator. Responses that were very similar were assigned to a general category and counted.

Responses that could not be put into a general category were expressed individually using the words of the respondents.

Summary

The questions posed by the tests used in the training experiment at Becket Academy provided the framework for gathering and analyzing the data obtained. This chapter described (1) the participants' response to typical problem situations and the process used to determine change and suitability; (2) the study population involved in the tests; (3) the procedures of the achievement test to measure the knowledge and skill of the participants in particular areas; and (4) the post training interview administered to the participants to evaluate various aspects of the training program. In the subsequent chapter the concept, objective, and implementation of the training program at Becket Academy are presented and analyzed.

C H A P T E R I V

CONCEPTUALIZATION AND IMPLEMENTATION OF THE TRAINING PROGRAM

Chapter III described the tests used to evaluate the participants' responses in the training program instituted at Becket Academy to determine possibility of change in the participants' reaction to typical problems. This chapter deals with the mechanics of the training program, its design, the concept it is derived from and an explanation of the therapeutic triad as being integral to the human development process. The sections include: (1) conceptualization of the training program; (2) the nature of the person; (3) empathy, positive regard and congruence; (4) design of the training program; (5) a description of the pilot training for the dormitory staff only at Becket Academy; and (6) implementation of the training program.

Conceptualization

The qualities of empathy, positive regard and congruence have been integral to the therapeutic process since its inception with the initiation of "the talking cure" by Freud.¹ However, it is Carl Rogers who has given these qualities their present emphasis, not only in the therapeutic setting, but also in the continuum of human relations areas. Rogers asserts that relationship is critical to all human growth and development. In reference to the psychological

climate that empathy, positive regard and congruence can provide, Rogers suggests:

. . . that if the parent creates with his child a psychological climate such as we have described (a climate where empathy, positive regard and congruence exist), then the child will become more self-directing, socialized and matured. To the extent that the teacher creates such a relationship with his class, the student will become a self-initiated learner, more self-disciplined, less anxious and other directed.²

Rogers in his attempt to transfer the therapeutic triad of empathy, positive regard and congruence to other human relations areas is joined in his endeavor by Gordon, Truax, Carkuff and Aspy, as well as others. The aforementioned have directed their efforts to the application of the therapeutic triad to child rearing and education. They claim that the qualities of empathy, positive regard and congruence not only can be acquired by parents and teachers, but are necessary to effective child rearing, education and healthy human intercourse in general.

The concept that healthy relationship stimulates growth and learning is the basis upon which this training program has been conceptualized and developed. Before discussing the mechanics of the training program and its design, it is appropriate to view briefly the premise of the nature of the person upon which the training program is based, and an explication of the therapeutic triad.

The Nature of the Individual. Important to the use and application of theories expounding conditions that motivate an individual's growth is establishing a basic belief concerning human nature. A person's essence will determine the establishment of conditions that can most effectively develop his/her full potential. Rogers' insight into the nature of the individual is expressed in the following manner:

. . . that the individual has within himself the capacity and the tendency latent if not evident to move forward toward maturity.³

Furthermore:

It is the urge which is evident in all organic and human life to expand, to extend, become autonomous, develop, mature, the tendency to express and activate all the capacities of the organism, to the extent that such activation enhances the organism or the self.⁴

The development of the training program assumed this view toward the nature of the individual and his/her capacity and tendency toward growth and incorporated it into the structure and design.

In summary, every person has within himself/herself the resources and abilities to confront and solve his/her own problems. Certain conditions are conducive to a person's development toward actualization and can be achieved through human interaction. Conditions identified as assisting this growth through relationship process are empathy, positive regard, and congruence.

It is with this view that Rogers, Truax, Carkuff, Gordon and others emphasize these three elements as integral to the human development process. When a person experiences empathy, positive regard and congruence in a relationship with another individual, this experience can be the source of positive personal growth and development. This next section briefly discusses this therapeutic triad.

Empathy. Empathy is described as the ability "to put yourself into someone else's shoes." There seems to be general agreement among therapists that this is an essential ingredient in facilitating a positive and healthy relationship. Gordon, Truax, Carkhuff and Rogers supply ample argumentation in support of empathy as a key helping agent. Gordon offers the following perspective:

To empathize with another is to see him as a separate person, yet be willing to join with him or be him. It means "becoming a companion" to him for a brief period in his journey through life. Such an act involves deep caring and love. Parents who learn empathic active listening discover a new kind of appreciation and respect, the child responds to the parent with similar feelings.

Gordon, Carkhuff and others concur that empathic responses by an attentive listener initiate healthy self-exploration on the part of the other individual.

Empathy and its power may be summarized as feeling and experiencing as accurately as possible the world and experience of the other person. Accurate empathic responding is

critical to the helping process and to developing positive relationships. The quality of empathic response directly affects the degree to which the other person is freed to communicate his/her experience to the helping person as well as to explore himself/herself through the reflection of his/her own feelings. The helper, through empathy, enhances the relationship to the point whereby the other person is able to use that relationship to explore himself/herself and acquire insight.

Positive Regard. Positive regard is a second attitude or element that facilitates healthful growth and change. Gordon⁶, Truax⁷, Carkhuff⁸, Rogers⁹ and many others¹⁰ identify the quality of positive regard as a helping and relationship-building agent.

In describing positive regard, Gordon speaks of acceptance¹¹, Truax and Carkhuff¹² refer to a non-possessive warmth; and Meador and Rogers define the word and process as:

A non-possessive caring or acceptance of his (the client's) individuality which is called here unconditional positive regard. This attitude comes in part from the therapist's trust in the inner wisdom of the actualizing process in the client and in his belief that the client will discover for himself the re₇sources and direction his growth will take.¹³

This concept is not limited to the therapeutic setting but extends to teachers, parents and childcare workers.

Acceptance/positive regard is transmitted in language, voice tone, and body language as one person relates to another. Certain judgmental and evaluative language can negatively affect an individual in terms of self-worth and can imply non-acceptance.

To conclude, positive regard is an attitude which when applied to human exchange is a powerful tool for facilitating growth and building relationships. Through possession of this attitude, and skill in communicating it, another individual can become more self-reliant and self-confident.

Congruence. A third quality which strengthens the bond of good relationship is referred to as congruence or genuineness. Of the many who advocate the value of this quality in interpersonal relations, Gordon, Truax, Carkhuff, Rogers and Manuel Smith are among the staunchest proponents.

Truax and Carkhuff define genuineness in the following way:

Since the best operational definition of genuineness revolves around describing its absence, it is clearly not easy to describe or to achieve. It involves the very difficult task of being quite intimately acquainted with ourselves, and of being able to recognize and accept as well as respect ourselves as a whole, containing both good and bad.

Congruence is not just an attitude an individual assumes in order to construct conditions conducive to healthful change for another. It is the degree of realness on the part of an individual as he/she interacts with another person.

That a person, especially one in a helping role, act and react authentically is of critical importance because it gives credence to the communication of positive regard and empathy.

Manuel Smith refers to the process that develops in a relationship where genuineness does not exist. He contends that individuals fail to confront others honestly because they have been trained from the outset to achieve their wants from others through manipulation. When parents, in rearing their children, employ manipulation techniques to modify their child's behavior, the child assimilates the skills through the example that has been set by the parents. This psychological manipulative behavior becomes the fabric of the relationship. Thus, rather than encouraging honesty and genuineness in even intimate relationships, psychological moves and counter-moves are practiced, acquired and ingrained.¹⁵

In conclusion, genuineness, authenticity, and congruence are the same in that the therapist, teacher, parent and helper is himself/herself as much as possible. The feelings and actions of the person are congruent. Empathy and positive regard are meaningless without the quality of congruence.

Design of the Training Program. In formulating the training program, knowledge and skill areas were selected that

would lend themselves to the development and awareness of empathy, positive regard, and congruence. The program developers held that these qualities were important in forming relationships with others, and that the staff and student population could better meet the needs of relationship and accomplishment if selected concepts and skills of helping and assertion relative to the development of the therapeutic triad were assimilated by the Becket staff. The skills and knowledge areas were separated into two separate segments: (1) helping concepts and skills, and (2) assertion concepts and skills.

In the area of helping, concepts and skills were largely drawn from the works of Robert Carkhuff¹⁶ and Thomas Gordon.¹⁷ Theories and procedures set forth in The Art of Helping and Parent Effectiveness Training (PET) were interwoven to provide the basis for the content of the helping skills segment. Manuel Smith's When I Say NO I Feel Guilty and Gordon's PET were incorporated to provide the material for the assertion segment of the training program.

The first 7 sessions attempted to impart knowledge relative to helping another individual who was encountering a personal problem and needed help. Listed are the concept and skill areas presented as well as the author from which the material was essentially drawn.

Helping Concepts and Skills

<u>Concept and Skill Area</u>	<u>Major Source</u>
1. Active Listening	Thomas Gordon
2. Empathy and the Empathic Response	Robert Carkhuff, et al.
3. Attending	Robert Carkhuff, et al.
4. Problem Ownership	Thomas Gordon
5. Communication "Roadblocks"	Thomas Gordon

Specific Skills Development

1. Attending position and posture
2. Accurate listening
3. Noncommittal acknowledgements
4. Accurate listening response-parroting and paraphrasing
5. Accurate empathic response - use of feeling words
6. Silence
7. Observation

Figure 3. - Program's Helping Concepts and Skills

The above concepts and skills were the focus of the first half of training, the intent of which was to give the staff both the knowledge and the skills so that they could develop better relationships with students and other staff members.

The second half of the training program was designed to teach the staff how to be more assertive through confrontation and self-disclosure. Listed are the concept and skill areas as well as the sources of the selected material.

Assertive Concepts and Skills

<u>Concept and Skill Area</u>	<u>Major Source</u>
1. Assertive Rights	Manuel Smith
2. Manipulation	Manuel Smith
3. Self-Disclosure	Manuel Smith and Thomas Gordon
4. Assertion	Manuel Smith

Specific Skills Development

1. Persistence
2. Self-Disclosure
3. "I-message"
4. "Fogging"
5. Relaxation

Figure 4. - Program's Assertive Concepts and Skills

Pilot Test

In Becket's attempt to prepare its staff to address more adequately the needs of its student body, it embarked upon a training program in Human Relations for the dormitory staff. The format for the training program was designed and implemented by Roger Peck, Ph.D., Staff Development Consultant and Walter N. Rist, Director of Student Living.

While the training program was being administered to the dormitory staff the principal of Becket Academy and several teachers at Becket requested that similar training be made available to them. About halfway through the dorm parent training it was decided that this training session be used as an experimental or pilot training experience. This pilot project could then serve as a basis by which the entire Becket staff could be trained in the next academic year.

This initial training phase was followed by a brief study. The participants of the pilot program were polled by an independent interviewer to determine the general effects, attitudes, strengths and weaknesses of the dorm parent training experience. The general reaction to this experimental project, coupled with the request from the teachers, encouraged the developers and the Becket administration to plan a full scale human relations training program for the entire staff for the approaching school year. Armed with the experience and the data gathered from the pilot project, the developers planned to implement the program in the coming fall.

Because Becket Academy is a boarding school, the entire staff comes into contact with the student body in an intense way. The dormitory staff is not on an 8 hour shift schedule but works and lives with the student from 2:30 in the afternoon until 8:30 A.M., 6 days a week. Further intimacy derives from the greater demands presented by a boarding student body, where everyone on the staff becomes involved in the total life of the student. Since the students live on campus, the clerical and maintenance staffs not only work with them in a variety of ways but can also serve as instructors and role models. It is Becket's belief that development and interaction between students and staff are not limited to the teaching and dorm staff alone. Students work with and receive instruction from all the adults who work at Becket.

With this situation and philosophy in mind, human relations training was planned to be administered to the entire staff at Becket regardless of function or hierarchal level.

A further purpose for training the entire staff was the intention that such training would improve working relationships among the staff members, with some crossover of interaction among people from different work areas and authoritative levels.

With the general goal of better serving the needs of the students at Becket by making the staff more accepting, empathic, and genuine, the following are the specific objectives of the training program.

Objectives of the Training Program:

1. that staff undergo a change in their management style concept to one more reflective of the theory that behavior is the result of the individual's attempt to satisfy needs;
2. that staff change to a management style which is oriented to the theory that most individuals are on a level whereby need satisfaction is derived through meaningful interpersonal relationships and successful task achievement;
3. that staff acquire a knowledge of helping skill concepts and techniques;
4. that staff increase their ability to apply selected helping skills to problem situations;

5. that staff acquire a knowledge of assertive skill
6. that staff increase their ability to apply asertive skills to problem situations.

An in-service training program to achieve the above objectives began in November, 1977. The selected skills and concepts were presented in a 13 session sequence; each session lasted approximately 1 1/2 hours, from 8:00 A.M. until 9:30 A.M., Tuesday through Friday. There were four groups each meeting once a week. Each training group consisted of 7 to 9 members. A team of teachers, along with participants from other varied positions, made up the core of each group. The school structure had 4 teaching teams; each team was composed of teachers and one team leader.

Implementation

The training program used a laboratory approach that included skill-building exercises and the introduction of basic concepts related to Teacher Effectiveness Training, one-to-one counseling skills, and responsible assertive behavior. In addition to professional development, a major aspect of the training focused on the personal growth and the development of interpersonal relationships among the participants.

The first 7 sessions formed a unit that dealt with the concepts and skills of helping, referred to as the first

half of the program. The final 6 sessions, termed the second half, formed a unit that concentrated on developing qualities that were related to confrontation behaviors through assertion concepts and techniques. The 3 sections that follow include an outline of the sessions, an explanation of the content of the sessions and the instructor's perceptions of how the sessions fared.

Session Outline

Session #1. Explore Gordon's concept of "problem ownership" and areas of acceptable and unacceptable behavior relative to adult-student interaction.

Session #2. Discussion of Gordon's "Twelve Roadblocks" to effective communication.

Session #3. Components and exercise in techniques that develop "active listening" skills. Emphasize Carkhuff's concepts of listening and attending.

Session #4. The practice and exercise of skills that focus on attending, observing, paraphrasing, and empathic responding.

Session #5. The practice and investigation of self-exploration as induced by accurate listening and accurate empathy responses.

Session #6. Further development of responding skills through role play situations.

Session #7. Continued practice of accurate responding. Participants attempted to engage in greater number of accurate helper responses as well as chart the increased depth of self-exploration initiated by interchangeable responses.

Session #8. Extensive review of "problem ownership" and the possible effects of "Roadblock" usage. Discussion of the application of these 2 concepts to problem resolution through assertive confrontation. Components of the "I-message" as an assertive response.

Session #9. Review and practice of the "I-message." Presentation and discussion of Manuel Smith's assertion theory and individual assertive rights.

Session #10. Shifting from confrontation to listening. Conflict resolution through the problem solving method.

Session #11. Assertive behaviors: determining wants and the expression of persistence.

Session #12. Assertive responses to criticism; tolerance and desensitization to critical remarks. Discussion and practice.

Session #13. Relaxation exercises and their relationship to helping and assertion. Review of the basic elements of the training program.

Session Content

Training Program Description - Part I

Session #1

The sessions started on Tuesday, November 11, 1977. The first session began with an introduction which presented the 6 objectives of the training program, the authors from whom the material would be drawn, and the program's 2 phases - helping and assertion. The bulk of the first session concentrated on a presentation in lecture form of Gordon's "window of behavior" and his concept of "problem ownership." Gordon places all behaviors into a window. These behaviors are viewed and categorized as either acceptable or unacceptable by the viewer.

This categorization by the viewer, despite strenuous attempts to be consistent, varies in accordance with 3 changing elements: (1) the mood of the viewer, (2) the context or situation in which the behavior occurs, and (3) how the person performing the behavior contributed to the viewer's inability to categorize the behaviors of others in a consistent fashion. Thus, these conditions cause identical behaviors to be adjudged both acceptable and unacceptable, depending upon sometimes arbitrary criteria. Because such

subjectivity exists and is practically impossible to eliminate, it was pointed out to the participants that, according to Gordon, attempts to react to the behaviors of others with unwavering consistency is an impossible task. Circumstances affect the view of behavior, causing the line of acceptable behavior to fluctuate with mood, person and situation.

Gordon's diagrams and concepts were employed to illustrate that although teachers, parents, and childcare workers strive for consistency in addressing the behaviors of their charges, the reality is that changing variables and their humanness interfere with the ideal. Fluctuation occurs and levels of tolerance vary for identical behaviors. The purpose of presenting Gordon's insights into reactions to behavior was to urge the participants to accept their fallibility in this regard and become more authentic in reacting to the behaviors of others.

The lecture proceeded to recount Gordon's progression from categorizing behavior as acceptable or unacceptable to determining "who owns the problem" by transferring the unacceptable behavior of another to a problem owned by the viewer, and within the area of acceptable behavior either there is no problem or the other owns the problem. The viewer or the self owns the problem when what is considered unacceptable behavior has a real and concrete effect upon the viewer-self. The transition from acceptable or unac-

ceptable behavior to determination of problem ownership was illustrated in the following way.

WHO OWNS THE PROBLEM?

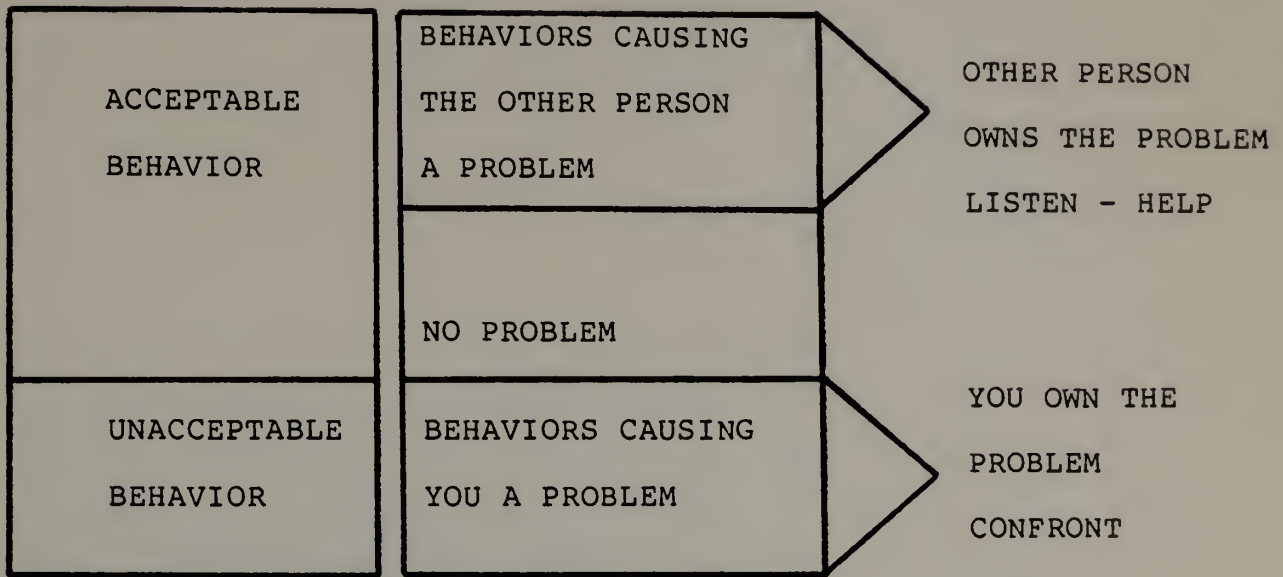


Figure 5. - Gordon's "Who Owns the Problem"

The ability to distinguish problem ownership was characterized by essentially the acquisition and application of the skills that were to be presented in the subsequent training sessions. The determination of who owns the problem would dictate the use of either helping skills or assertive skills. When self owned the problem, then the concepts and techniques

of assertion would be employed to ease the situation. When another owned the problem, then the helping skills would be set into motion to alleviate the needs of the other. However, it was explained that the employment of both approaches would increase the no-problem area through the use of effective communication procedures. The idea, in the use of assertion and helping would be that the no-problem area would expand by the use of effective communication and that the relationship would grow, relative to the expansion of those interpersonal actions which fall into the no-problem area.

Session #2

In the second session, Gordon's concept of problem ownership was reviewed and participants gave examples of when self owned the problem and when another owned the problem. This exercise was used to reinforce the learning of the concept of problem ownership and to check to what extent the participants grasped the ideas presented in the first session. The focus of session #2 was the presentation of Gordon's "Roadblocks" to effective communication. Each participant received a copy of the "Twelve Roadblocks" and was asked to read one "roadblock" and its example and then comment on that particular "roadblock." The list of "roadblocks" and examples is contained in the appendix.

The participants were also asked to explain how each "roadblock" could interfere with helping another person who owned a problem if that particular "roadblock" was used as a response to someone seeking help in a personal crisis. What were the possible effects of the use of that "roadblock" on another person? To what extent could the "roadblock" inhibit communication and possibly contribute to deterioration of relationship?

Although Gordon claims that the "roadblocks" inhibit effective communication if used as either helping or assertive responses, the instructors confined the discussion to use, situations, and examples when the other person owned the problem and a helping response was required. The expected outcome of this session was that the participants would be able to distinguish who owned the problem and would be able to recognize a "roadblock" and its possible effects as a helping response.

At the close of this session, people were eager to know what could be used as helping responses since the "Twelve Roadblocks" seemed to eliminate all the forms of communication that they used extensively and with which they were most comfortable. They were told that the next 4 sessions would be devoted to appropriate helping responses that excluded the use of the "roadblocks" and contributed to relationship building. Meanwhile, during the intervening

week, participants were asked to be especially aware of their responses to others, noting their use of the "roadblocks" and whether they perceived any reaction on the part of others upon whom these types of responses had been used.

Sessions #3 - 7

The third session began the actual practice of the alternative responses to the "roadblocks"-the employment of helping responses. Sessions 3 through 7 used a combination of Gordon's active listening concepts and techniques and Carkhuff's helping skills as presented in The Art of Helping.¹⁸ The participants began by learning and practicing how to attend physically to another with eye contact and body positioning. Silence with attending was presented as a response that could initiate help. These skills were sequentially built upon as each participant engaged in role-playing as helper and helpee in problem situations where the helpee owned the problem. Accurate listening was practiced initially by having the helpee relate a short statement to the helper, the helper repeating the statement verbatim. This progressed to the point where the helper was asked to paraphrase in summary lengthy statements made by the helpee. While listening, the helper was asked to observe closely the helpee, noting physical appearances such as physical size, dress, grooming, hand gestures, posturing, facial expressions, etc. The observations were used to compare the words

of the individual with his physical expression so that his words could be put into the context of the total person relating his problem. To what extent did words and appearance coincide? What was the individual's energy level? To what extent did the individual express his/her situation and emotions through physical appearance? The task of the participants was to listen and observe with concentration and to focus on what they saw and heard and not on assumptions and analysis.

Although the participants were informed of the advantages of silence, door openers, and repeating back the words of the helpee to him/her, the next stage of the instruction and practice concentrated on accurate empathy and accurate listening responses. The helper responded to the helpee's presentation of a problem by responding with, "You feel (feeling word)." The helper attempted to respond to what the helpee was feeling by filling in the blank with one feeling word such as anger. "You feel anger." The participants not role-playing were to pay close attention and assume the role of helper in each situation and, on paper, they were to try to determine what the helpee was feeling and accurately describe it with one word.

Role play began with one exchange - presentation and response - and built up to several exchanges over a period of time. This was done to demonstrate how a helpee may move from a presenting problem to the real problem if responded to

with a series of accurate empathic responses. It also served to demonstrate the power of empathic responses to stimulate the helpee's self-exploration into his own problem.

In the next step, the helper responded to the helpee's problem presentation with accurate listening and accurate empathy in the formula, "You feel _____ because _____." The first blank, as before, was filled in with a feeling word. The second blank was filled in with a short statement paraphrasing why the feeling existed. The paraphrase was a condensed and accurate summarization of what the helpee had previously disclosed. The helper was limited to the one short sentence as a response to the helpee's problem presentation. The purpose of each response was to facilitate further and deeper exploration of the helpee by the helper as the helper simply reflected back to the helpee what the helpee was feeling and saying. The "You feel _____ because _____" was the only response the helper was allowed to make to the helpee. The response was made each time the helpee stopped his/her explanation of his/her problem. When the helpee stopped and looked for a response, the helper was instructed to pause and continue to observe before immediately responding. This was done for 2 reasons: even with a pause the helpee may still have more to say and the silent pause could encourage him/her to continue; secondly, while the helpee is speaking, the helper is concentrating on observing and listening and not trying to formulate a

response as the helpee is speaking. When the helpee is finished, the helper continues to observe and formulates a response based on what he/she sees and hears. Each response that reflects accurate empathy and listening should stimulate continued self-exploration on the part of the helpee. Gradually, the helpee begins to see his/her problem in clearer perspective.

After each role play, which gradually increased in length, each helper response was analyzed by the group. Observations and responses were compared and evaluated in terms of accuracy. The helper was judged in terms of his/her attending skills, his/her observing skills, his/her feeling responses and his/her paraphrasing. Each exchange was investigated so that the progression of the helpee's self-exploration might be charted and made more evident to the participants. The person in the role of the helpee gave constant feed-back on the efforts of the group so that they were apprised of the helpee's reaction and feelings to the various responses throughout the exchange. All participated in evaluating each other with guidance and insights provided by but not limited to the instructors. In each role play, regardless of the level of interaction, each participant was instructed to assume the role of helper - observing, listening, and responding to the helpee's presentation by filling in the blanks to the "You feel (feeling word) because (paraphrase)" formula on paper. This enabled all participants to

practice their responding skills and to participate fully in the evaluation of the role play as well as to evaluate their own abilities and responses. One participant noted that the use of the phrase role play may be misleading in the sense that, as the need for more sophisticated interchanges evolved, participants were asked to use personal situations rather than making up situations or assuming student roles.

Each participant was brought to the point where he/she was capable of making several interchangeable responses. According to Carkhuff, an interchangeable response is one that accurately reflects back to the helpee his/her feeling and his/her content to the degree that the process of self-exploration is continued and the accuracy of the feedback is acknowledged by the helpee as he/she delves into and explains himself/herself further.¹⁹

At this point, the sessions designed to impart the concepts and application of helping skills concluded. The training program shifted its emphasis from "other owning the problem" to concepts and actions appropriate to situations where the self owned the problem-confrontation through assertion.

Training Program Description - Part II

The sessions in the second half of the training program were devoted to confrontation when self owned the problem, assertive rights, assertion skills application and

relaxation exercises. The majority of the sessions focused on developing the awareness, skill, and usage of the various components that comprise the construction and delivery of the "I-message" as described by Gordon. Since the "I-message" is essentially an assertive skill that employs self-revelation in confrontation, these sessions, like the previous presentations, made use of the lecture to introduce concepts and involved the participants in role play and discussion so that skill and relevance were integrated with concept.

The "I-message" is described by Gordon as having 3 basic parts that form a verbal expression of assertion through self-disclosure. The parts are: description of the other person's behavior; a description of how the behavior causes the self to feel (naming the emotion the behavior generates in the self); and a definition and expression of the real and tangible effect the other's behavior has on the self.²⁰

For the most part, the following sessions were designed to increase the participant's ability to confront without aggression and to develop the personal insights and skills that make responsible assertive behavior a relationship-building behavior that invites open communication and avoids those responses that serve to inhibit effective communication.

Session #8

This session opened with the instructor reviewing, through lecture and questioning, the basic points of the first half of the training program. The review of problem ownership, "roadblocks," and the accurate description of feeling were all principles upon which the concepts and skills of the second half were based.

Basic to this eighth session was the review of the "roadblocks" and their potential for inhibiting communication and undermining relationships. The participants in the group responded in a role play situation, posed by the instructor, to another person in the group using a "roadblock" response. After each response, the receiver of the "roadblock" related the feelings that such a response generated. Discussion of each exchange followed as participants added their perceptions and feelings.

Following the review of the basics of the first 7 sessions, it was explained that "roadblocks" are also detrimental or inhibiting responses whose negative effects also apply to their usage as confrontation responses. Confrontation was defined as the means by which a person owning a problem caused by another individual seeks to communicate the difficulty in a manner that initiates effective interchange toward the mutual resolution of the problem. Confrontation

was to be executed not through aggression but through assertive self-revelation.

At this point, the "I-message" was introduced as the means by which assertive confrontation occurred. An important aspect in the use of the "I-message" is the risk of all self-revealing communications—that the receiver will respond with "So what?" This was discussed with the participants and the need for judicious selection and use of the "I-message" was strongly emphasized. The three components were placed on the blackboard and explained. Participants constructed "I-messages" for varied situations in which the self owned the problem. The session terminated on the note that the following sessions would focus on assertiveness concepts and skills that would expand the participants' abilities to use and construct "I-message" responses.

Session #9

Although the "I-message" was described in the previous session, it was felt that it simply served as an introduction and that the main theme of confrontation and assertiveness required further development. Therefore, the initial part of session #9 re-presented the components of the "I-message" and participants practiced its application in problem situations. The remainder of the session took a lecture-discussion form whereby Smith's concept of assertive-

ness was explained as effective human actions that are neither "fight or flight" responses, but calm, thoughtful responding to problem situations. The presentation and the discussion of the concept of assertiveness was followed by an explication of the individual's assertive rights as they are expressed by Manuel Smith in his book on assertiveness.²¹ Each participant read one assertive right and explained the meaning of that right and its relevance to him/her. In this manner the list of assertive rights was discussed at length and made applicable to the individual situations of each participant. The purpose of this session was to impart to the group the concept of assertiveness and an awareness of one's assertive rights.

A most important aspect of this session was the presentation of the theory that most human intercourse is manipulative in nature; that children are reared with manipulative techniques to which they not only respond but which they also acquire. With age comes greater manipulative sophistication to the point where the skill of the parents is rivaled. Thus, where conflicting needs occur in any human exchange, manipulation is the usual form of resolution.

Session #10

With an understanding of the "I-message" - its components, effects, and risks - the next step in the process of developing assertive skills to be digested were: (1) shifting

from assertion to listening, and (2) resolving interpersonal conflicts through the problem solving method.

The participants were made aware of the probability that the assertive "I-message" could cause a change in ownership of the problem. When the sender delivers an "I-message" it may very well be the catalyst whereby the receiver, made aware of his/her behaviors and their effects, acquires ownership of the problem at this point, and the sender must be sensitive to the reactions of the receiver. If the receiver responds to the assertive message with defensiveness or explanation, the appropriate response is "active listening." In order to shift from assertion to helping requires timing, sensitivity, and skill. Following the presentation and description of the potential for and the need to make the transition, situations were offered which, through role play, depicted instances of shifting and the effects of the shifts on communication. Not all the participants engaged in the role play, for it was felt that exposure to the technique and observation of its application were sufficient.

Building on the assertion-listening technique was the presentation and practice of the 6 steps to problem solving.²² Each step was placed on the board and individually explained in terms of how and why each segment functioned. After the steps were explained, the entire group participated in the process, using a problem that was typical to Becket

Academy. Each step of the group process was carried out to the point of reaching a solution to the problem by consensus. The simulation of the problem solving method sought to emphasize the aspects of assertion and listening as complementary requisites in effective and productive communication.

Session #11

This session marked the beginning of 2 training sessions that were to comprise the practice of assertive behaviors and responses. Session #11's concept was relatively simple, yet practice was needed to move the concept from theory to application. The concept was persistence. In a problem situation an individual decided what he wanted and then calmly adhered to the verbal repetition of that want in the face of repeated attempts to dissuade through diversion and manipulation. In the role play, one participant was asked to maintain a particular position; for instance, a magazine salesperson attempts to sell the individual a subscription to a magazine. The individual does not wish to buy the subscription and must continue to maintain his/her position with the words, "I do not want to buy a subscription." These words may be preceded by, "I understand your situation, but I am not interested in buying a subscription," as a response to the various maneuvers of persuasion, distraction, or manipulation employed by the salesperson. The salesperson was another member of the group who was asked to

devise all sorts of means to divert the other from the assigned task of persistence—that of calmly responding, with an even voice, only to the fact that he was not interested in purchasing the subscription. The premise of this exercise was to show the importance and the difficulty of deciding what is wanted in a situation and not being diverted or distracted from the original intent.

Each participant tried out in each role, sometimes with assistance from another person in the group. Each had the opportunity to try to manipulate and to try to be persistently assertive. The constant reminder throughout this exercise was that persistence was not a device for manipulation but rather a responsible use of self-revelation. Determining and stating wants was the essential thrust of the session.

Session #12

The theme of this segment of the training attempted to impart a tolerance toward criticism. During the lecture the idea was presented that human beings make mistakes and that it is easy for anyone to seek and point out fallibilities. It was also brought out that by accepting our mistakes and criticism for them personal effectiveness is increased because one does not get bogged down with ineffectual worry and can move to a more objective consideration of issues apart from the personal reaction of defensiveness. Emotional response to personal criticism was presented as a counter-

productive reaction response to personal criticism was presented as a counter-productive reaction which inhibited one's abilities to focus on real issues.

After this idea was presented, the participants took part in role playing that was designed to desensitize their reaction to critical remarks. The participants practiced what Manuel Smith calls "fogging." One person volunteers to be the recipient of critical remarks directed at him by another person or persons in the group. The receiver simply replies to criticism by admitting to a truth uttered in the critical remark or to the possibility of a portion of the remark being true. For example:

Sender: In your report you failed to include the facts on the Hodges' case. You certainly are absent-minded.

Receiver: That's true, I did forget to include the facts on that case. You're right; sometimes I am absentminded.

or

Sender: That tie you have on certainly is gaudy. Where did you ever find something as tasteless as that?

Receiver: Yeah, sometimes I have trouble picking out the right tie to wear.

The participants practicing in this exercise took part on a volunteer basis only. They were advised of its value in making a person less vulnerable and apprehensive about critical remarks and also of the liability that if only

"fogging" responses are used there is the risk of relationship impairment.

Session #13

This was the final session and it consisted of a review in outline form and a question and answer period that centered on the main points of the entire training program: problem ownership, the "roadblocks" and their effects, helping responses, assertive rights, and assertive responses. The session and the program ended with an audio tape entitled, "Relaxation Response." It was explained that the ability to relax was related to labeling personal feelings so that thought accompanied action with the knowledge of the source of a particular emotion. Assertive responses were more effective if executed in a calm manner. The relaxation exercise could have been done by the participants at any time on their own and, with repetition, promised increased results. The group participated by listening and responding to the tape. A discussion followed of people's reaction to the experience, its uses, and the advantages of application.

Analysis of the Findings. The following is a discussion of some of the outstanding features of the training program. The observations are drawn from a journal maintained by the investigator throughout the administration of the training program. The commentary covers a variety of program aspects.

The following section describes obstacles the trainers encountered, the manner in which various components of the program were received, and a recounting of strengths and weaknesses the investigator observed as the program evolved.

A major obstacle to the administration of the training program was the Becket Academy school calendar. Because of the intensity of the residential setting, long weekends and vacations occurred frequently. Generally there was an interruption for time off every three and one-half to five weeks, the most frequent and longest interruptions occurred throughout December, January and February. The planning of the training took these intervals into account, but did not anticipate the sapping of momentum that could occur due to these interruptions and the total length of time consumed in order to schedule 13 sessions so that none of the staff would be too far ahead or too far behind. The irregularity of starting and ending days also added to the slacking of momentum and continuity.

Unlike previous years, Becket implemented many more student trips to its Florida and New Hampshire campuses. Sometimes these trips were scheduled to meet the ever changing needs of the school. Because of this flexibility of operation, students' needs could be met more efficiently, whereas the continuity of a staff training program will encounter interruptions with staff being pulled away, not only for an ongoing variety of trips, but also for frequent instances of

crises intervention. Frequent interruptions of this nature further detracted from the attempt to train in a uniform and contiguous manner. Another form of disruption derived from the exit of six staff members who left the employ of Becket for various reasons between the beginning of November and the end of January.

The first 2 sessions of the program took the form of lecture presentations of 2 concepts basic to the development of the skills delivery efforts of the subsequent sessions. The trainers were cognizant of 2 risks that the format of these initial sessions presented: (1) the lecture form for a full session could induce apathy and alienation, and (2) the content of the sessions would presumably ask participants to accept viewpoints contrary to previously held beliefs, thought patterns and normal behavioral responses. Aware of the risks the trainers proceeded, feeling that the lecture method was the most efficient method of imparting the program concepts to the participants. It was decided that the controversy created by the content of these sessions would pique curiosity and interest, if not full acceptance, of the value of their application. From the standpoint, the first two sessions elicited the following results:

Session #1

The concept of problem ownership as defined by Gordon was difficult for the participants to accept initially. In

each of the 4 groups there were varying degrees of resistance to Gordon's concept of determining who owned the problem. This manner of determining problem ownership was new and contrary to the way problem ownership had been ascribed to self and others by the participants in the program. For example, a teacher whose class is being disrupted by a student views the student as having a problem in as much as the student obviously lacks common courtesy. It seemed that teachers in this type of situation seldom looked upon themselves as owning a problem; rather the child had a problem that needed correction. According to the training program's approach, this situation was to be viewed as the teacher's problem because it had a real and tangible effect on the teacher. The teacher owned the problem because the student's disruption interfered in a concrete way with the teacher being able to perform his/her obligation and intent of providing the class with instruction.

After several examples of this type, the participants were willing, for the sake of the continuation of the training, to accept the proposed interpretation of the problem ownership with the understanding that this interpretation was necessary for the determination of choice of action in situations that demanded appropriate responses to student behaviors. With this agreement, the participants were willing to try to categorize problem interactions with other individuals as either self owning the problem or other owning

the problem within the parameters of Gordon's concept of problem ownership. They agreed to do this during the coming week or in the immediate future so that the precepts of the training program could be allowed to be tried.

At the close of the first session, each of the 4 groups was able for the time being to suspend its usual way of viewing problem ownership and allow Gordon's concept to unfold within the framework of the total training program. This concession occurred because the instructors emphasized this concept as the foundation upon which the entire program was developed. Most of the subsequent material was based on the determination of problem ownership as defined by Gordon.

Session #2

The reaction to the session on "roadblocks" was again marked by resistance, some doubts and disagreements. To the participants, the responses called "roadblocks" seemed to deprive them of all possible responses to the behaviors and problems of the students placed under their care and direction. Even though discussion was limited to "roadblocks" as helping responses to another individual owning a problem, the participants felt limited and inhibited because no other responses seemed workable or possible. However, as the session progressed and each "roadblock" was individually investigated, especially regarding the potential effects of its use in response to an individual with a problem, the

participants conceded the liabilities inherent in the use of "roadblocks."

In the pretest to the training program, each participant responded in writing to 3 situations where the other person owned the problem. At this session, the participants were asked to read 1 of their responses and what "roadblocks" they had employed in their responses to a particular situation. They were also asked if they had any responses that did not include a "roadblock." Later in the study the responses will be analyzed in greater detail. Here it is sufficient to report that "roadblocks" abounded and very few of the responses, even in part, were successful in the avoidance of "roadblock" responses.

At the termination of the session, emotions and reactions were mixed among disagreement, confusion, and distress. However, the uniform reaction was, what are appropriate responses? Are they effective in my situation? Should one entirely eliminate "roadblock" usage? After the initial period of testing, resisting and doubt, at least at this point the participants seemed willing, if not wholeheartedly at least skeptically, open to investigating and weighing the forthcoming alternatives.

During the first 2 sessions the trainers in the regular process of self-evaluation were aware of and attempted to correct their own inability at times to reflect fully the listening and assertion skills of which they were proponents

and instructors. The desire to refute criticisms, become defensive, debate theoretical and practical issues, and engage in one-upmanship was not always avoided. The instructors themselves encountered the very problems they were seeking to ease—that of applying the theoretical to actual problem or life situations.

Sessions #3 - 7

These sessions were devoted mostly to practice, and the total involvement of the participants made them successful in terms of the efforts exerted by all the group members to understand, perform, discuss, assist and master the concepts and techniques offered in these sessions. The major criticism raised by the participants was directed toward the time limitations of their jobs. Also, the number of students placed in their charge severely limited their ability to deal at length in one-to-one situations. They felt there were certainly times in which these skills were especially pertinent to aspects of their jobs, but expressed the feeling that the greater need lay in the areas of discipline, modifying behaviors, group control methods and the like. Attempts to broaden the relevancy of the helping skills by explaining the potential of strong personal relationships, the power of empathic awareness, and attending and observing in situations that involved groups were only partially accepted. These explanations lacked the power of demonstration. The power

and the process of these elements were visible in the one-to-one role plays, but their application to other forms of interpersonal interaction were not as vividly portrayed. The trainer, therefore, conjectured that the adaptation of these qualities to a variety of interpersonal settings was the chief reason that the participants did not fully accept the possibilities of the effective transference of these skills to other occupational problem areas. At this point, the instructors responded to questions raised regarding the relevance of these skills to group or control interactions by claiming that some of the concerns would be addressed in the second half of the training program when content would be devoted to confrontation theory and behavior.

Sessions #8-13

The "I-message". The presentation of the "I-message" caused reaction in regard to the risk involved in its usage as well as the apparent lack of force in its expression. Some of the participants were skeptical of the "I-message" because they felt that it undermined their image as authority figures and thus depleted the influence of the power of position. To reveal personal or intimate feelings to students in their charge posed the risk of appearing weak or incapable. Secondly, such personal revelations could be exploited by the student to further threaten the authority and capabilities of the teacher. There appeared to be a fear expressed

that through the use of the "I-message" power would be dissipated and the person made more vulnerable.

Another doubt raised concerning the effectiveness of the "I-message" centered on the force it was capable of mustering in its delivery. Its impact or authority maintenance value seemed less forceful, less decisive, and more equivocal for producing immediate results with an individual. In dealing with a group, the participants felt that it might not only be equivocating but its complicated message might achieve more confusion and less response than a simple strongly delivered order. However, the participants did acknowledge the positive aspects of its usage where the user was certain of the relationship, had time, and was in a one-to-one encounter in a relatively private meeting.

Assertive Rights. The presentation of "assertive rights" as expressed by Manuel Smith received mixed reactions. Some participants were pleased and encouraged that these rights had been put into words and depicted as rights. For this group, the "assertive rights" represented a means by which they could achieve a sense of self without constantly being at the "mercy" of other people's manipulations. One woman related that these rights gave her insight into her relationship with her mother, and they certainly could afford her the groundwork by which she could become more independent of her mother's attempts at dominance and control.

On the other hand, some participants did not readily accept the "assertive rights" as valid or totally acceptable. Despite the claims that rights and assertive behaviors were designed to eliminate manipulative behavior, some felt that the implementation of "Assertive Rights" through assertive behavior was only the employment of more sophisticated forms of manipulative interaction. Also, many felt that the "assertive rights" as stated by Smith were too self-oriented and that they seemed to violate aspects of the Judeo-Christian ethic-that of denying needs of the self in order to help others. They felt that assertion as presented by the training program was too self-centered a process. Finally, some of the participants felt that assertive behavior was too contrived and lacked spontaneity, making such behaviors less than natural. Therefore, assertive responses were not only manipulative but stifled truthful and honest communication. These criticisms were voiced and discussed, however, the concern did not interfere with the continuation of the program; despite reservations by a few, the participants were willing to participate in the training process.

Practicing Specific Behaviors. Besides the "I-message," the participants were introduced to and practiced the assertive responses of persistence and "fogging." Their reaction to this aspect of the training appears in this section.

The participants generally accepted the concept and the practice of persistence. They felt that the concept and behavior possessed advantages and practicality. The one drawback pointed out by the instructors, and acknowledged by the participants, was that persistence itself, although effective in achieving wants, was not a method that always facilitated good human relations. It did help to eliminate manipulation, but when used in isolation it was not conducive to building relationship. Most felt it a worthwhile behavior appropriate to situations that arise at Becket Academy.

The concept and practice of "fogging" was received with some apprehension. Like persistence, its usage does not always contribute to relationship building. The reaction to "fogging" was that it lent itself especially to manipulating another individual. Although its use made sense in response to criticism, it could easily become a manipulative tool whereby the user simply employed the technique to gain advantage over someone else. Generally, the group expressed approval of the use of "fogging" within a training program because it did serve as a means for the participants to gain a better understanding of criticism and their reaction to critical remarks. As an exercise, "fogging" taught them to be more rational in the face of critical feedback. There was also general agreement that a definite need existed for the participants to be less sensitive to criticism, and the

practice of "fogging" served to desensitize people to the emotions and manipulative powers that criticism could evoke.

Relaxation. The relaxation exercise which employed the tape "Relaxation Response" by Benson, drew mixed reactions. Some found it to be completely irrelevant, while others thought it beneficial and helpful. Those who were apathetic to the exercise and the concept participated in order to experience the activity. Their feedback was less than enthusiastic, yet not adamantly opposed. Essentially, they felt it was not something they would use on a consistent basis. Some had not experienced this type of physical state and felt that the idea and practice could be of positive use in relieving tension. Others in the group had experienced the exercise, or the phenomenon, either through yoga, transcendental meditation, or some other similar process. This portion of the group assisted in recounting the possible outcomes of using deep relaxation to relieve stress situations, provide rejuvenation, increase concentration, and generally be at ease with self. The discussion of the variety of use and effectiveness of the relaxation concept produced a diversity of viewpoints. The instructors emphasized the need for a calm and relaxed attitude when employing the assertion and helping skills. Job and personal tensions could often interfere with effective functioning, thus the

ability to relax and be aware of self was important to the efficacy of skills application.

At this point, the sessions closed.

Summary

Human interaction in which empathy, positive regard and congruence are communicated was the concept upon which the training program at Becket Academy was based. The development of the program assumed the view that each individual has the inborn ability to face and solve problems and therefore move forward toward maturity. The elements of the therapeutic triad were discussed separately and analyzed in relation to effective teacher-student interaction, and it was shown how the training program was designed to provide the participants with the knowledge and skills of helping and assertion relative to the development of the therapeutic triad. While the pilot training program was being administered to the dormitory staff at Becket, interest in it spread to other staff members, encouraging the idea for a full-scale training program for the entire Becket personnel. The experience gained, and the data gathered from this pilot project was the nucleus for implementing an in-service program the following school year. In the next chapter, the results of the training program are presented and analyzed.

C H A P T E R V

PRESENTATION AND ANALYSIS OF THE FINDINGS

The previous chapter dealt with the mechanics of the training program and its design; the concept from which it is derived, and an explanation of the therapeutic triad as being integral to the human development process. This chapter presents the results of the training program as determined by the use of written pre and post tests to determine changes in participants' management style, belief about the nature of the individual and use of selected helping and assertive skills; the participants' attitude toward self, others and the concepts of self-disclosure and problem solving; the extent to which the participants mastered and understood the concepts of the training program; the participants' perception of how well the training program achieved its objectives and which skills they found easiest and most difficult to apply. In addition, the components of the training program rated in terms of effectiveness of presentation and practical value will be reviewed. The results of an achievement test that was used, post test only, to determine the participants' knowledge in relation to recognizing problem ownership and the use of communication inhibitors will be presented. Finally, semantic differential scales to determine change in participants' attitude toward the concepts of listening, self-disclosure and assertiveness will be analyzed.

Managerial Grid

The participants were administered the Managerial Grid Test before and after the training program to determine how they changed the way they perceived their own managerial style. In the Grid Test the participants were asked to rank in order five statements that were most like them - 1 and the least like themselves - 5 for 6 situations. Each statement was to be given a ranking of 1,2,3,4 and 5, with the ranking 1 being the most like themselves. Five descriptive sentences appeared for each of these 6 categories: decisions, convictions, conflict, emotions, humor, and effort. A seventh category was a composite in paragraph form made up of the previous self-descriptive sentences.

This test was meant to determine an individual's apparent managerial style and the backup style, according to the slots on the Managerial Grid. The Grid placed managerial styles as 1,1 indifferent; 1,9 high relationship, low productivity; 5,5 compromising; 9,1 high productivity, low relationship; and finally 9,9 high relationship, high productivity. In the ranking system the lowest score indicated managerial style.

An objective of this training program was that the participants increase in a management style toward a 9,9 style. If participants already favored a 9,9, then the score in the 9,9 area would decrease toward the 9,9 style. Ten partici-

pants were administered the Managerial Grid Test before and after the training program. The results appear in Table 4.

TABLE 4

A COMPARISON OF THE RESULTS BEFORE AND AFTER THE TRAINING PROGRAM RELATED TO THE WAY PARTICIPANTS CHANGED THE WAY THEY PERCEIVED THEIR OWN MANAGERIAL STYLE.

Style	Pretest			Post Test			
	N	Mean	S.D.	Mean	S.D.	T	P
1,1	10	28.6	2.4	29.5	3.3	.71	.5
1,9	10	20.9	3.8	21.2	3.6	-.19	.9
5,5	10	18	2.5	17.3	2.7	.65	1.
9,1	10	23.7	3.4	21.8	4.9	1.05	.4
9,9	10	13.4	3.9	14.3	4.5	-.5	.7

A comparison of the results of pre and post Managerial Grid Test does not indicate that participants changed in any significant way in their attitude toward management style.

The comparison of the results of pre and post test for 1,1 management style shows the mean score of the group differing by .9 ($t = .71$) at .5 level of significance. The data does not indicate change in attitude toward 1,1, management style.

With regard to the 1,9 style, the data indicates that no significant change took place. The difference in mean

score of pretest 20.9 to post test 21.2 is .3 ($t = -.19$) at .9 level of significance.

For the compromise style 5,5, table 4 gives a comparison of the pre and post mean scores. Participants had a mean score of 18 before the training and 17.3 mean score after the training, a difference of .7 ($t = .64$). The level of significance was 1. The difference in mean scores shows no significant change.

A comparison of the pre and post test results in Table 4 shows the difference in mean scores for the 9,1 style, authoritative, is 1.9 with the pre mean score of 23.7 and post mean of 21.8. Again the level of significance, $p = .4$, does not indicate significant change. Although the post mean score is lower it is not low enough to rule out change by chance.

The pre and post test mean scores for the 9,9 collaboration style were 13.4 and 14.3 respectively. With a difference of .9 ($t = .7$) at .7 level of significance, the change in mean score is not significant.

Summary. The comparison of results of the pre and post Managerial Grid Test does not indicate that significant change occurred in the attitude participants held in their approach to each of the five management styles. Before the test the participants ranked 9,9 as the style most appropriate to them.

Post test results do not indicate that they ranked themselves any differently from pre to post training experience.

Results of Pre and Post XYZ Managerial Test

In order to determine if a shift in attitude occurred in the way participants viewed the nature of the individual as a result of the training program, participants were administered the XYZ Management Test. This test was used to determine how participants viewed the nature of the person and how he/she should be managed. The test was administered before and after the training program to determine if any change in attitude had occurred as a result of the training experience. A goal of the training program was that the staff at Becket move toward a view of the person characterized by Theory Y. This theory defines people man as seeking self-esteem through productive behavior and good relationships with other human beings. The satisfaction of these two basic needs is the motivational force behind a person's behavior. These are not mutually exclusive needs but needs that are met by production and relationship. The Y theory of management assumes that if a person can meet his/her needs he/she will proceed naturally toward his/her full potential. A belief in this theory of the nature of the individual would indicate a management style that responded to these tendencies in the person. Theory X is a view of people that calls for a management style that is authori-

tative and autocratic. Because the individual is basically weak and lazy he/she must be constantly supervised and watched. It is only under this style of surveillance that the person develops and produces in a worthwhile fashion. Theory Z maintains that man/woman left to his/her own devices is naturally good. He/she will reach full development and productivity if left to fulfill his/her own natural inclinations.

The XYZ Test results gave numerical scores to each area to show how strongly an individual held to one theory or another in his/her belief about a person's true nature. What one believed about the nature of the individual indicates how he/she reacts to the person as he/she manages his/her fellow beings or attempts to develop them.

The XYZ Test assumes that each person's view is a combination of all three theories and weighs a person's inclination toward one or a combination of these theories assigning numerical scores for a person's inclination toward a belief in one theory in relation to the others. The highest score indicates the strongest tendency of belief and offers a comparison by scoring the favoring of one theory in relation to the other theories. The assumption of the developers of the training program was that the staff at Becket held a view of man (student-child) that was either high X or high Z; or that this view vacillated between these two depending on the behavior of the students at a particular

time or in a particular context. The expectations of the training program were that participants would acquire a view about the nature of the individual that would move toward the reflection of Theory Y and away from a reflection of X or Z. If the view before the program favored Theory Y, then as a result of the training program that theory would be strengthened by a significant increase in the Y score from pre to post test.

Table 5 indicates the pre and post scores for the XYZ Test.

TABLE 5

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER EXPERIENCING THE PROGRAM AS RELATED TO THE XYZ THEORIES OF THE NATURE OF THE HUMAN BEING.

Theory	Pretest			Post Test			
	N	Mean	S.D.	Mean	S.D.	T	P
Z	11	43.7	4.5	41.6	3.2	1.2	.3
Y	11	44.6	1.9	45.4	3.6	-.67	.6
X	11	37.2	4.9	38	8.4	-.28	.9

The comparison from pre- to post test indicates that there was no significant change in participants' attitude toward the nature of the person and management style. In regard to theory X the difference in mean was .8 ($t = -.28$) with a probability at .9 level of significance. The change in attitude toward theory Y indicated by the results of the

pre and post test was a .8 difference in mean score ($t = -.67$) with the probability of change due to chance at the .6 level of significance.

The results of the comparison of pre and post test scores showed that no significant change occurred in participants' attitude toward theory Z. The difference in mean score from pre to post test was 2.1 ($t = 1.2$) with probability of change due to chance at .3 level of significance. Although change in mean score was largest for Z theory (2.1), the amount of change was not significant enough to indicate that it did not occur through chance.

A comparison of the results of the pre and post XYZ Test does not show any significant change in participants' attitudes with regard to management theories X, Y, or Z.

Use of Selected Helping and Assertive Skills in Response to Critical Incidents

In pre and post test participants were asked to explain what they would say in response to others in 5 different problem situations constructed by the trainer which he judged to be typical problem situations at Becket Academy. The situations were devised to fall into the 2 primary categories of problems that the training program sought to impress upon the participants. The 2 categories were: self owns the problem and other owns the problem. The participants were asked to respond in writing to three situations in which the

other person owned the problem and to two situations in which self owned the problem. According to the concepts of the training program participants should respond to other-owned problems with helping responses that avoided the "roadblocks" and employed feeling words, "door openers," paraphrasing, parroting, and active listening. In the situations where the self owned the problem, the appropriate responses, according to the principals of the training program, were the avoidance of the twelve "roadblocks" while implementing assertive responses that included accurately describing the other individual's behavior, describing the effects of that behavior on the self and using feeling words that described how self felt as a result of the other's behavior. These three types of responses are the components of the "I-message." An "I-message" includes the integration of these three types of responses to form a more effective assertive response than any of the responses used singly. Thus the pre and post tests of the participants responding to specific situations were administered not only to reinforce the content of the training but also to be used as an instrument by which change in the knowledge of the participants of how to respond to particular problems could be determined. To what extent, if any, did the responses to the same problems change as a result of the participants undergoing the training program. Implied by the use of appropriate training-oriented responses was that these responses indicated that the participants were

able to distinguish problem ownership within the definition of the concepts presented in the training program.

Situations #1, #2, and #3 call for helping responses and the avoidance of "roadblocks."

"Roadblock" Avoidance. The investigator reviewed the responses of the participants to the three situations where the other owned the problem and counted the number of "roadblocks" used by each participant. In response to the situations the respondents often used more than one "roadblock" so that many responses included several "roadblocks" types. The use of "roadblocks" was analyzed in terms of the number of "roadblocks" used. The participants' responses were analyzed and compared to determine change from pretest to post test. Table 6 depicts the results.

TABLE 6

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE "ROADBLOCKS" USED WHERE OTHER OWNS THE PROBLEM.

Situation	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
#1	14	1.7	.93	14	1.1	.73	2	.1
#2	11	2.18	1.16	11	1.09	1.04	2.3	.05
#3	10	1.9	.57	10	1.5	.97	1.14	.3

The results of the comparison of pre- and post critical incidents instrument to determine participants' change in the use of "roadblocks" are shown in table 6. In situation #1 the "roadblocks" used by participants were counted, the mean number used before the training was 1.7 (SD = .93) "roadblocks" per participant. After the training the mean number used was 1.1, a difference of .6. This difference was not a significant change at .1 level ($t = 2$).

For situation #2 the mean number used pretest was 2.18 (SD = 1.16). In the post test the mean number for the group was 1.09 (SD = 1.04), a difference of 1.09 ($t = 2.3$) significant at the .05 level. In situation #2 the mean number changed consistently with the expected decrease in number of "roadblocks" used. Results of situation #2 showed a significant change in participants' responses.

In situation #3, the difference in mean number used pretest was 1.9 (SD = .57), the post test mean was 1.5 (SD = .97), a difference of .4 ($t = 1.14$). The analysis indicated that a significant drop in "roadblock" usage did not occur for situation #3 with the probability of drop due to chance at the .3 level.

TABLE 7

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE "ROADBLOCKS" USED YES OR NO ACCORDING TO CATEGORY WHERE OTHER OWNS THE PROBLEM.

Situation	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
#1	14	.93	.27	14	.85	.36	.67	.6
#2	11	1	0	11	.64	.5	2.5	.05
#3	10	1	0	10	.8	.42	1.5	.2

The results in Table 7 were compared to determine if "roadblocks" were used in pre-training and eliminated in the post training test. If "roadblocks" were used it was indicated numerically by 1, if no "roadblocks" were used the score was indicated by zero. In situation #1, the mean use was .93 in the pretest (SD=.27) with a mean use of .85 in the post test (SD=.36). The difference was .08 ($t=.67$) indicating change due to chance at the .6 level. Change in "roadblock" use was not significant in situation #1.

Responses to situation #2 showed a mean score of 1 (SD = 0) in the pretest indicating that all participants used at least one "roadblock" in their response. In the post test the mean number of users equalled .64 (SD = .5) a difference in mean score of .36 ($t = .05$) level. This difference was significant at .05 level. Participants' responses to situation #2 may have changed significantly in a decrease in the use of "roadblocks."

Regarding situation #3, responses before the training had a mean number of 1 (SD = 0) "roadblock" users which in the post test decreased to .8 (SD = .42) mean number of users. The difference of .2 ($t = 1.5$) did not indicate a significant change. The probability of chance was at the .2 level of significance.

Summary. Although the number and use of "roadblocks" in response to other owned problems decreased in all these situations, the change seemed to be significant only in situation #2. The comparison of the pre and post data indicated some increased awareness of the participants in the avoidance of "roadblocks", perhaps significant in situation #2. The decrease warrants further investigation with larger numbers of respondents.

Use of Helping Responses. In pre and post pencil paper tests participants responded to three problem situations. The helping responses were recorded and analyzed. Pretest use of helping responses was compared with post test usage to determine change in frequency of helping responses: "door openers," empathy, paraphrasing, parroting, and active listening. (A combination of empathy and paraphrase is the response of active listening.) The responses were counted and categorized. Tables 8-10 present these results.

The results of a pre- and post critical incidents instrument to determine change in participants' use of helping responses to situations in which other owned the problem were analyzed according to participants' use of empathy, "door openers" and active listening. The responses to each situation were scored 1 if the type of helping response was used by the participant and 0 if the type of helping response was not used. In situation #1, empathy was used .07 (SD = .27) mean number of times before and .2 (SD = .43) after with a difference in mean use of .13 ($t = -1$). This difference was .4 level of significance. For the use of "door openers," paraphrase, and active listening, the mean scores were (SD = 0) in pretest and .29 (SD = .47), a difference of .29 ($t = -2.2$). The mean change for each of the mean scores was significant at .05 level. This seems to indicate that change occurred in participants' use of helping responses from pre to post test.

TABLE 8

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE USAGE OF HELPING RESPONSES TO THE FIRST PROBLEM SITUATION PRESENTED WHERE OTHER OWNS THE PROBLEM.

Response	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Empathy	14	.07	.27	14	.2	.43	-1	.4
Door Openers	14	0	0	14	.29	.47	-2.2	.05
Paraphrase	14	0	0	14	.29	.47	-2.2	.05
Active Listening	14	0	0	14	.29	.47	-2.2	.05
Total Use	14	.07	.27	14	.6	.53	-4.1	.01

The mean number of .07 (SD = .27) measured the group's use of any of the helping responses before the training. Compared to the mean score of participant use in the post test of .6 (SD = .5) results was a difference in mean score of .53 which was significant at .01 level. At .01 the change from participants not using helping responses pre-training to participants using helping responses post test to situation #1 indicated a significant change.

Situation #2 pretest use of empathy mean score was .08 (SD = .29). Post test was .33 (SD = .49) with a difference in .25 ($t = -1.5$), significant at .2 level. For "door openers" and paraphrasing the mean pretest score was

0 (SD = 0), the post test mean was .17 (SD = .38). The difference in mean was .17 ($t = -1.5$), significant at the .2 level. The mean occurrences of active listening in the pretest were 0, (SD = 0) and .33 (SD = .49) in the post test, a difference of .33, ($t = -2.3$), significant at .05 level. For the total use of helping responses whether participants used helping responses or omitted helping responses, the mean in the pretest was .08 (SD = .29) and the post test mean was .58 (SD = .5) with a difference of .5 ($t = -12.5$) at the .001 level of significance. The increase in using at least one type of helping response showed significant change on the part of participants from pre to post test results.

TABLE 9

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE USAGE OF HELPING RESPONSES TO THE SECOND PROBLEM SITUATION PRESENTED WHERE OTHER OWNS THE PROBLEM.

Response	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Empathy	12	.08	.29	12	.33	.49	-1.5	.2
Door Openers	12	0	0	12	.17	.38	-1.5	.2
Paraphrase	12	0	0	12	.17	.38	-1.5	.2
Active Listening	12	0	0	12	.33	.49	-2.3	.05
Total Use	12	.08	.29	12	.58	.5	-12.5	.001

In the third situation, participants' responses had a mean score of .1 (SD = .32) for use of empathy in the pretest, .4 (SD = .52) mean score in the post test. The difference of .3 ($t = -1.7$) was significant at the .2 level. The use of "door openers" showed no difference in mean scores. Paraphrase responses had a mean score of 0 (SD = 0) in pretest and .2 (SD = .4) in post test. The difference was .2 ($t = 1.5$) significant at .2 level indicating no significant change in the use of paraphrase responses from pre to post test. Mean scores of responses for use of active listening were .1 (SD = .32) pretest and .4 (SD = .52) post test, a difference of .3 ($t = -1.6$) at the .2 level of significance. No significant change occurred. The mean scores for use of at least one of the helping responses for situation #3 in the pretest were .4 (SD = .52) and .6 (SD = .52) post test. The difference in mean use was .2 ($t = -.9$) significant at the .4 level. The results for the third situation appear in Table 10.

TABLE 10

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE USAGE OF HELPING RESPONSES TO THE THIRD PROBLEM SITUATION PRESENTED WHERE OTHER OWNS THE PROBLEM

Response	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Empathy	10	.1	.32	10	.4	.52	-1.7	.2
Door Openers	10	.4	.52	10	.4	.52	0	
Paraphrase	10	0	0	10	.2	.4	-1.5	.2
Active Listening	10	.1	.32	10	.4	.52	-1.6	.2
Total	10	.4	.52	10	.6	.52	-.9	.4

Summary. Although the increases in helping responses in every category were not significant throughout, there was an increase in helping responses--use of empathy, "door openers," paraphrasing, and active listening. In situations #1 and #2, significant change occurred in use of helping responses in the post test when they had not been used in the pretest. The number of participants who employed helping responses in the post test who did not use them in the pretest was significant, situation #1 at .01 level of significance and situation #2 at .001 level of significance. Significant increase for situation #3 usage or non-use was not significant. A comparison of the data from pre and post

tests indicated that in 2 out of the 3 situations participants were more aware of helping responses in that there was significant increase in participants' use of at least 1 helping response from pre to post test.

Roadblock Avoidance - Self Owns the Problem. Although there is less liability in the use of "roadblocks" when self owns the problem, the attempt of the training program was to convey a knowledge and ability to deliver messages that avoided the use of "roadblocks." Tables 11 and 12 present the results of pre and post tests in which participants were asked to respond to problem situations which the trainer deemed to be typical problems in which the self owned a problem imposed by another. A response to the two situations was elicited from the participants to the same two situations before and after the training program. The following is a description of the responses of the participants through comparison of their use or avoidance of "roadblocks" prior to and after the administration of the training program.

The comparison of results of the participants' responses to the self-owned problem in situation #1 are shown in Table 11. The pretest mean number of "roadblocks" used was 1.8 (SD= 1.05) and .36 (SD =.77) in the post test, a difference of 1.44 ($t = 4$). This decrease in mean number of "roadblocks" used was significant at the .01 level.

TABLE 11

A COMPARISON OF THE RESULTS OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO A COMPARISON OF THE USE OR AVOIDANCE OF "ROADBLOCKS" IN THE FIRST PROBLEM SITUATION PRESENTED WHERE SELF OWNS THE PROBLEM.

Comparison	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Number	14	1.8	1.05	14	.36	.77	4	.01
Use	14	.93	.27	14	.36	.5	4	.01

The results of an analysis of use or non-use of "roadblocks" in participants' responses in pre and post test a pretest mean of .93 (SD = .27) with a post test mean of .36 (SD = .5), a difference of .57 ($t = 4$). This difference in use from pre to post test was significant at the .01 level.

For situation #2 the results of a comparison of participants' number of "roadblocks" used in pretest with the number in the post test were a pretest mean of 1.6 (SD = .65) "roadblocks" and .93 (SD = 1.1) "roadblocks" in the post test. The difference between the means is .67 ($t = 2$) significant at .1 level. The results indicated that the decrease in number of "roadblocks" used from pre to post test did not represent a significant change in response to situation #2.

TABLE 12

A COMPARISON OF THE RESULT OF THE RESPONSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO A COMPARISON OF THE USE OR AVOIDANCE OF "ROADBLOCKS" IN THE SECOND PROBLEM SITUATION WHERE SELF OWNS THE PROBLEM.

Comparison	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Number	14	1.6	.65	14	.93	1.1	2	.1
Use	14	1	0	14	.6	.5	3	.02

In the analysis of whether roadblocks were used or not used in participants' responses, pre and post tests showed a pretest mean of 1; all respondents used at least one roadblock. The post test mean of .6 (SD = .5) indicated that the difference was .4 ($t = 3$) between mean scores. The decrease was a change at the .02 level of significance. At the .02 level the change was significant indicating that participants became more aware of avoiding communication "roadblocks" in problem situations where self owned the problem.

Summary. In situation #1, the difference in mean score of 1.44 for the number of "roadblocks" used in response to self-owned problem situations indicated a significant change for the participants in the number of "roadblocks" they employed from pre to post test. The second situation showed reduction but not at a significant level. Results from the responses to both situations indicated significant change in the number of participants who used "roadblocks" in the

pretest and the number of participants who used them in the post test. The change was significant at .01 in situation #1 and .02 in situation #2.

Use of Assertive Responses - Self Owns the Problem. As an alternative to "roadblock" responses to situations where self owns the problem, the participants were introduced to assertive responses that confronted the situations in an assertive manner. The assertive responses were (1) describing the other person's behavior that is causing the self a problem; (2) describing the real or tangible concrete effect that behavior has on the self; (3) use of feeling words that describe how the problem behavior makes the self feel. Each of these messages may be used as separate assertive responses. According to the concepts of the training program a combination of these types of messages is more effective than when they are singly employed. The idea is to combine and send all three as components of a total message called by Gordon, the "I-message." In a pretest and post test the participants were asked to respond to two situations constructed by the trainer which he judged to be typical problems at Becket Academy. In these situations self owned the problem. Tables 13 and 14 record the components of the "I-message" used by the respondents.

Tables 13 and 14 show the number of "I-messages" used in complete form in response to the situations by the respon-

dents. The following briefly describes the pre and post test results of the responses to situations #1 and #2 where self owns the problem.

TABLE 13

A COMPARISON OF THE RESULTS OF THE REPOSSES BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE USE OF ASSERTIVE RE-SPONSES IN THE FIRST SITUATION WHERE SELF OWNS THE PROBLEM.

Components	Pretest			Post Test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Behavior	14	.2	.42	14	.43	.5	1.4	.2
Effect	14	.43	.5	14	.57	.5	-.8	.5
Feeling	14	.29	.4	14	.5	.5	-1.3	.3
"I-Message"	14	.07	.27	14	.36	.5	-1.8	.1
Total Use	14	.36	.5	14	.64	.5	-1.3	.3

Responses of the participants were analyzed to determine use of assertive responses to situations in which self owns the problem. In situation #1, a description of the other's behavior had a mean score of .2 (SD = .42) occurrence in the pretest and a .43 (SD = .5) mean occurrence rate in the post test, with a difference of .23 ($t = -1.4$) significant at .2 level. A description of the effect in the situation had a .43 (SD = .5) mean number of responses in the pretest, a .57 (SD = .5) number of responses with a difference of .14 ($t = -.8$) at the .5 level of significance.

TABLE 14

A COMPARISON OF THE RESULTS BEFORE AND AFTER THE TRAINING PROGRAM AS RELATED TO THE USE OF ASSERTIVE RESPONSES IN THE SECOND SITUATION WHERE SELF OWNS THE PROBLEM.

Components	Pretest			Post test				
	N	Mean	S.D.	N	Mean	S.D.	T	P
Behavior	14	.14	.36	14	.43	.5	-1.8	.1
Feeling	14	.14	.36	14	.43	.5	-1.8	.1
Effect	14	.07	.27	14	.43	.5	-2.4	.05
"I-Message	14	0	0	14	.36	.5	-2.4	.05
Total Use	14	.14	.36	14	.43	.5	-1.8	.1

Reactions to the Training Program

An interviewer administered a post-training interview to the participants of the training program. The questionnaire consisted of open and closed-ended questions which sought to elicit the perceptions and feelings of the participants toward the training program.

The first question posed by the interviewer to the participants asked: How do you feel about the course? Responses to question #1 are presented in Table 15 which categorizes the responses into four groups.

TABLE 15
HOW DO YOU FEEL ABOUT THE COURSE?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Favorable, positive, worthwhile good, interesting, or beneficial	25	81
B. Scheduling conflicted with teaching duties	2	6
C. Excellent instructor	1	3
D. Repetitious material	3	10
Total Responses	31	
Total Respondents	27	

Although 27 participants responded to this question, some respondents expressed more than one attitude or feeling about the course. The above table reflects the variety of responses, therefore the number of responses exceeds the number of respondents.

A favorable feeling toward the training program was indicated by 84 per cent of the responses. The wording of each category to a large extent employs or draws upon the actual wording of the participants. Categories B, C, and D are worded with the expressions used by the participants. In category A the favorable comments were more diverse yet constituted favorable responses. A sampling of the partici-

pants' favorable comments help the reader to determine the type of comments that were chosen for this category:

"Helpful for self relating"

"Beneficial to what we're doing, pragmatic, realistic"

"Helpful"

One comment which expressed a mixed feeling read: "Interesting, required more time than was available." The feelings and attitudes elicited by this question generally reflected that the participants had favorable feelings about the program or perceived it to be of value.

The three subsequent questions concerning strengths, weaknesses, and proposed changes gave more detailed accounts of how the participants felt about the various aspects of the program.

Question #2 asked the participants: "What do you feel were the major strengths of the program?" Table 16 categorizes and sums up the responses to question #2. The general reaction to this question stated that the opportunity to relate to other staff in a professional context outside of the usual day-to-day contact and intercourse was a most important strength of the program. A response that indicated that skill acquisition was a major strength of the program was offered by seven of the respondents as the strength of the training.

TABLE 16

WHAT DO YOU FEEL WERE THE MAJOR STRENGTHS OF THE PROGRAM?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Interacting, communicating relating to other staff	13	65
B. Skills acquisition, insight, new ideas, pragmatic	8	28
C. Leader	5	17
D. Format	2	7
E. Self analysis	1	3
Total responses	29	
Total respondents	27	

Answers to the question that fell into category A are typified by the following selection:

"Getting to know staff at sincere level"

"Sharing communication about common problems and how to overcome them."

Examples of responses selected as category B responses are:

"Skills oriented, high retention, improved listening and assertiveness"

"Oriented to practical in the classroom"

The other responses are self explanatory and adhere to the wording used by the respondents. The strengths of the program as perceived by the participants were: (1) ability to relate to other staff, 45%; (2) skills acquisition 28%. Regardless of the specific format the participants expressed a need to be able to interact outside the usual means that the work situation provided.

Program Weaknesses. Question #3 sought to elicit the major weaknesses of the training program. Table 17 reflects the variety and number of the responses.

Fourteen percent of the responses to Question #3 indicated that the program was superficial and not applicable to the participants' needs. From the responses to this question, the greatest weakness of the program appeared to be the logistics of the training rather than the content.

Table 18 capsulizes the responses to Question #4 which sought to uncover further difficulties or program weaknesses by asking participants what changes should be made in the training program.

Responses to Question #4 were varied as participants suggested ways in which the program could be improved; the areas mentioned in Question #3 as program weaknesses were covered with suggestions by the participants in response to Question #4. However, the responses to Question #4 focused

TABLE 17

WHAT DO YOU FEEL WERE THE MAJOR WEAKNESSES
OF THE TRAINING PROGRAM?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Scheduling problems, confusion on time and place, conflict with other duties, inconvenient	7	25
B. Discussion sidetracked, off the subject, not controlled	3	11
C. None	3	11
D. Not enough time per session, more sessions per week	4	14
E. Superficial, not specific, not applicable	4	14
F. Passivity on the part of other participants	2	7
G. Only got to know immediate group	1	4
H. Not enough follow through	1	4
I. Occasional discouragements	1	4
J. Inconsistent attendance by others in the group	1	4
K. Did not vary from year to year	1	4
Total Responses	28	
Total Respondents	27	

more on the content than did the responses to Question #3. The scheduling difficulties were still addressed, but not to the extent that they had been mentioned as a program weakness. The responses that suggested content changes offered a number of various proposals. The scheduling suggestions focused on making each session longer and completing the sessions within a shorter period of time; longer sessions for a fewer number of weeks. Even though the logistical problems were not mentioned as frequently in response to Question #4 as in Question #3, the combined criticism drawn from the response to both questions indicated it as the outstanding flaw of the program expressed by the participants.

From these data it seems safe to say that there was an obvious weakness with the time factors of the program in terms of length of the sessions and duration of weeks over which the program was spread. The time of the session was also a source of concern. In trying to pinpoint a particular concern about content, it seems that some 11 percent of the responses to Question #4 and 14 percent of the responses to Question #3 indicated that the content lacked practicality. Other responses to both questions showed a concern that there was not enough variety of presentation modes, with others expressing a concern about the behavior of their fellow participants.

TABLE 18

HOW WOULD YOU IMPROVE THE TRAINING PROGRAM?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Meet more often each week	4	14
B. Make each session longer	4	14
C. Improve scheduling, attendance and free up teachers	3	11
D. Make content more practical	3	11
E. Use of films and visual aids	2	7
F. Define purpose more clearly	2	7
G. Actual demonstration in the classroom	2	7
H. Observation by leader in class with feedback	1	4
I. More feedback at conclusion	1	4
J. Meet with total staff on regular basis	1	4
K. More cooperative staff	2	7
L. Well done	1	4
M. More intense and demanding	1	4
N. More role playing	1	4
Total responses	28	
Total respondents	27	

TABLE 19

DO YOU FEEL THE HELPING SKILLS PRESENTED IN THE
TRAINING PROGRAM WERE WORTHWHILE?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Yes, definitely	22	82
B. Yes, somewhat	3	11
C. Minimally	1	4
D. Nothing new, encountered elsewhere	1	4
Total responses	27	
Total respondents	27	

Questions #5 and #6 were designed to draw out how the participants perceived the value of the helping skills and the assertive skills that were presented in the program. Although these were open-ended questions, the open nature of the questions was partially limited by the use of the evaluative term "worthwhile" in the presentation of the questions. The evaluative term could serve to influence the openness of the response by introducing a term of evaluation to the respondent. The responses to the worthwhileness of each of the two major segments of the program are illustrated in Tables #19 and #20.

Some of the typical favorable responses took the following form:

"Yes, value placed on empathic listening"

"Yes, have tried to practice skills"

"Yes, developed awareness"

"Yes, use them more"

Responses categorized as B, C and D appear in almost the exact language used by the respondents. Eighty-two percent of the respondents felt that the program was definitely worthwhile in regard to the helping skills presented; 11 percent with less emphasis that the program was worthwhile. Two of the respondents expressed less than favorable feelings regarding the segment devoted to listening skills.

The responses to Question #6 concerning the assertiveness segment were not as favorable as the responses to Question #5; nevertheless, 74 percent of the respondents strongly affirmed the value of the assertiveness skills presented in the program.

TABLE 20

DO YOU FEEL THAT THE ASSERTIVENESS SKILLS PRESENTED IN THE TRAINING PROGRAM WERE WORTHWHILE?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Yes, definitely	20	74
B. No	3	11
C. Only in sense of being aware	1	4
D. Did not go into enough depth	1	4
E. More helpful than helping skills which were somewhat helpful	1	4
F. Yes, shortcoming was in practical application due to demands made on teachers and the overcrowded classrooms	1	4
Total responses	27	
Total respondents	27	

With regard to the assertiveness skills, 11 percent expressed a definite negative attitude to their value. One participant offered a critical response without any affirmation whatsoever. The remaining 11 percent offered mixed responses acknowledging the value of the segment while also expressing reservations. The response to each major segment resulted in 82 percent responding to the helping skills in a favorable manner without any reservations. A similar response by 74 percent of the respondents was re-

corded for the assertiveness skills segment. Unreserved negative response regarding the helping skills was expressed by 4 percent of the respondents with 11 percent responding to the value of the assertiveness skills segment negatively and without reservation.

A high percentage responded to both segments that the skills presented were definitely worthwhile. The helping skills segment received more favorable response regarding its value in that more respondents unreservedly valued the segment and less respondents were unreservedly negative about the segment than the respondents' attitudes toward the assertiveness skills segment. Eighty-one to 74 percent were distinctly positive in their responses to each segment; at the same time only 4 percent responded in the negative to the helping segment. Eleven percent said that the assertiveness segment was definitely not worthwhile.

Participants' Attitudes. Tables 21a through 21e depict the results of the responses to Question #7 which was concerned with how the participants felt their attitudes had changed as a result of the training program. The participants responded to questions regarding their changes in attitude toward self, others and the concepts of self-disclosure and problem solving.

TABLE 21a
HOW YOU VIEW YOURSELF?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. No change in attitude	12	44
B. Yes, change in attitude	9	33
C. Somewhat, slightly changed	2	7
D. Made me more comfortable at Becket	1	4
E. Became more aware, did not change	1	4
F. Created personal awareness, became more assertive	1	4
G. Don't feel I have to be all powerful	1	4
Total responses	27	
Total respondents	27	

The respondents gave mixed reactions as to a change in attitude toward self occurring as a result of the training program. Forty-four percent stated that no change in attitude occurred while 33 percent simply stated that, yes, their attitude toward themselves had changed but they did not specify the change that had occurred. Seven percent said that a slight change in view of self took place, while 3 respondents described a change: more comfortable, more

self-aware and more assertive. They did not have to feel all powerful. One person stated his view of self did not change, yet he felt that he had increased his awareness because of the course, especially in response to each part of question #7. Although 44 percent responded with a definite "no," the remaining 66 percent of the respondents indicated that some movement had occurred, while one person stated it was not a change in attitude but an increase in awareness.

TABLE 21b

HOW YOU VIEW OTHER STAFF?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. No change	7	26
B. Yes, change	13	48
C. Some change	4	15
D. More aware of personalities of others	1	4
E. Made me more aware; did not change	1	4
F. No response	1	4
Total responses	27	
Total respondents	27	

To question #7b regarding a change in attitude toward other staff, 26 percent stated that no change in attitude

occurred, while 49 percent indicated a definite "yes." Fifteen percent said that their attitude "changed some." Two more participants claimed an increase in awareness. Sixty-seven percent stated that at least some change in their view of other staff had occurred.

TABLE 21c

HOW YOU VIEW THE ADMINISTRATION (IF ADMINISTRATOR-
HOW DO YOU VIEW SUBORDINATES?)

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. No change	8	30
B. Yes, change	11	41
C. Slight change	2	7
D. Became more aware but did not change	1	4
E. I can now try to handle problems	1	4
F. Got idea of other jobs	1	4
G. No response	3	11
Total responses	27	
Total respondents	27	

In seeking to discover if persons on one occupational level had changed their attitudes toward those on another level, the interviewer asked the staff if their view of the

administration had changed because of the training program, and asked the administration if their view of subordinates had changed. Thirty percent of the respondents indicated that no change had occurred. Forty-one percent said that their attitude had definitely changed while 7 percent said that a slight change had taken place. Two other respondents expressed that: (1) "They can now try to handle problems," and (2) "They got an idea of what other jobs were like." Therefore, 56 percent indicated a positive change in attitude toward others who were in a different occupational level than themselves.

In an attempt to determine if participants' attitudes had positively changed toward concepts introduced in the training program, the interviewer posed questions asking if attitudes had changed toward the concepts of self-disclosure and problem solving.

In response to a change in their view toward problem solving, 11 percent stated that no change in view had occurred. Fifty-six percent indicated that definitely a change in attitude had occurred; 14 percent said their attitude had changed a little; and one respondent said "not much" change in attitude had taken place. Counting the 15 who responded with "yes" and the four who claimed "a little," 70 percent claimed at least some positive change in attitude in their view of problem solving.

TABLE 21d

HOW YOU VIEW PROBLEM SOLVING?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. No change	3	11
B. Yes, change	15	56
C. Not much change	1	4
D. A little change	4	14
E. Already had a sense of it	1	4
F. Consensus is best	1	4
G. Became more aware but did not change	1	4
H. No response	1	4
Total responses	27	
Total respondents	27	

When asked if their attitude toward how they viewed self-disclosure had changed 41 percent said "no," 30 percent said "yes," and 7 percent said their view had been changed some. Statements by others read:

"Helpful, reaffirmed own beliefs"

"Less threatening"

"Valuable to know how you feel"

TABLE 21e
HOW YOU VIEW SELF-DISCLOSURE?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. No change	11	41
B. Yes, change	8	30
C. Somewhat changed	2	7
D. Helpful, reaffirmed own beliefs	1	4
E. Valuable to know how you feel	1	4
F. Less threatening	1	4
G. Became more aware but did not change	1	4
H. No response	1	4
Total responses	27	
Total respondents	27	

In regard to the concept of self-disclosure, 48 percent of the respondents indicated that because of the training program they felt some change had come about.

In trying to assess to what extent the participants felt their attitudes had changed as a result of the training program, the results indicated that overall a majority of the participants felt their attitudes had changed towards aspects of their jobs and themselves. In some cases the majority margin was slight. Nevertheless, the results of the ques-

tions based on participants' perceptions of attitude change indicated positive movement for more than half the participants in their feelings toward themselves, others, problem solving, and self-disclosure. The most movement seems to have occurred in the areas of problem solving and how other staff were viewed, with 56 percent declaring a definite "yes" in their attitude toward problem solving and 48 percent claiming a change in the way they viewed other staff. Negative responses to whether attitudes had changed did not necessarily indicate that these aspects of the training were not successful; it is unlikely, as indicated by one respondent throughout, that: "I became more aware but did not change." Participants indicated that the program did not necessarily change attitudes, but perhaps only strengthened previously held values, knowledge or attitudes.

That more than half of the participants indicated some attitude change because of participation in the program seems to show that the program affected, to some extent, their perception of important aspects of the job and their relations with others in the work setting.

Question #8 was constructed to determine the extent to which the participants perceived they understood the theories or concepts presented in the training program upon which the activities and skills were based. The extent to which the participants felt they had mastered the concepts of the program are illustrated in Table 22.

TABLE 22

HOW WELL DO YOU FEEL YOU HAVE MASTERED THE CONCEPTS OF THE TRAINING PROGRAM?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Well, good	9	33
B. Pretty well, moderately fair grasp, fair	9	33
C. Need development	1	4
D. Mastered a few skills well conscious of energy	1	4
E. Perhaps not proficient, big gain in insight and problem solving	1	4
F. Understand, not sure of mastering	1	4
G. Did not agree with all concepts; but understand all presented, will use as often as possible	1	4
H. Need more assertiveness		
I. I feel as though the concepts remain sound but nebulous, due to not being able to apply them in classroom as I would like, related to fact that there are other pressures, demands, overcrowding, lack of staff	1	4
J. Difficult to keep in mind constantly, easy to slip into "roadblocks"	1	4
K. Not at all	1	4
Total responses	27	
Total respondents	27	

Thirty-three percent of the participants felt they had mastered the concepts of the training program well, another 33 percent felt they had a fair grasp. The remaining respondents with one exception expressed an understanding of the principles but offered a variety of reservations which kept them from attaining a full mastery of the concepts. One individual stated that he had not mastered the concepts at all. Sixty-six percent stated they had at least a fair mastery of the concepts presented in the program. The responses to Question #8 gave an indication as to how well the participants felt they had absorbed the material presented in the training program. Later the investigator will comment on the participants' perceptions of program concept mastery and actual achievement scores and performance scores as an indication of how close the perceived mastery was to the mastery results of performance and achievement.

The purpose of Question #9 was to find out to what extent the participants felt they had mastered the skills presented and practiced in the training program. The results appear in Table 23 which capsulizes the responses.

TABLE 23

HOW WELL DO YOU FEEL YOU HAVE MASTERED THE SKILLS PRESENTED
IN THE TRAINING PROGRAM?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Very well, well	5	19
B. Fair, moderate, average	9	33
C. Not too well	3	11
D. Understand, not sure of mastering	1	4
E. Not broad enough for all students' situations	1	4
F. Skills not mastered but aided by concepts	1	4
G. No mastery	1	4
H. Some skills part of my personal style anyway, minimum mastery of others	1	4
I. Could use more of the course	1	4
J. Need improvement and occasion for practical application	1	4
K. Difficult to keep in mind constantly, easy to slip into "roadblocks"	1	4
L. Try to use regularly	1	4
M. Not too happy	1	4
Total responses	27	
Total respondents	27	

The participants expressed less certainty about their mastery of the skills presented in the training program than their comprehension of the program concepts. Only 19 percent felt they had definitely mastered the program skills, 33 percent stated they had mastered the skills with moderate or fair success. In response to this question, 11 percent said that they had not mastered the skills very well at all. Still another participant said that he was "not very happy" with his mastery of skills offered in the training program. Thirty percent of the participants implied some mastery, but expressed some doubts about particular aspects of the program skills. One individual, 4 percent, stated that "no mastery" was achieved. From questions #8 and #9, it appears that the respondents felt they had attained a better grasp of program concepts than the ability to apply the skills pertaining to the concepts. Only 7 percent felt that the acquisition of skills offered in the program was absolutely not achieved.

Program Objectives. In an attempt to ascertain the participants' perception of how well the training program achieved its objectives, the participants were asked to comment regarding the relationship between the goals of the program and the attainment of those goals. The response to this question indicated that there was some confusion as to what the objectives of the training program actually were. Four

of the participants responded that they were unclear or uncertain about what the goals or objectives were. Table 24 presents the responses to Question #10.

TABLE 24

DO YOU FEEL THE TRAINING PROGRAM ACCOMPLISHED ITS OBJECTIVES?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Yes	13	48
B. Moderately	3	11
C. No	1	4
D. Not clear on objectives		19
E. Met objectives for specific periods, not overall	4	14
F. Did not complete last third of program	1	4
G. Attempted to adhere to objectives, was stymied by other pressures, demands, etc.	1	4
H. In assertiveness training, yes, skills don't know	1	4
I. Don't know	1	4
Total responses	27	
Total respondents	27	

Fifty-nine percent of the participants indicated that the program was at least moderately successful in achieving its objectives. Forty-eight percent replied "yes" the pro-

gram had fulfilled its objectives, with 11 percent claiming it was moderately successful in attaining its goals. Another 14 percent expressed doubt about attaining goals that were limited to various aspects of the program, while one individual did not know if he had and another individual only participated in two-thirds of the program. Nineteen percent indicated a varying degree of confusion as to what objectives were or whether they had been accomplished.

Finally the interviewer asked the participants which skill they found easiest to apply and which skill the most difficult. Active listening was cited 14 times by the participants as the easiest to apply. Avoiding "roadblocks" was referred to 9 times as the most difficult skill to apply. In both areas some respondents mentioned more than one skill as the easiest or the most difficult in application. Tables 25 and 26 depict the responses and the number of times that each response occurred.

TABLE 25

WHICH SKILL DO YOU FIND EASIEST TO APPLY?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. Active listening	14	4
B. Eye-contact	6	19
C. "I-message"	5	16
D. Assertive rights	1	4
E. Problem ownership	1	4
F. Attending posture	1	4
G. Helping skills	1	4
H. Persistence	1	4
I. Relaxation	1	4
Total responses	27	
Total respondents	27	

TABLE 26

WHICH SKILL DO YOU FIND MOST DIFFICULT TO APPLY?

Response Category	Number and Percent of Responses Made in Each Category	
	No.	%
A. "Roadblock" avoidance	9	32
B. Persistence	3	11
C. Relaxation	1	4
D. Problem ownership	2	7
E. Assertive rights	2	7
F. Assertive skills	2	7
G. Problem solving	2	7
H. Eye-contact	1	4
I. Empathic responses	1	4
J. "I-message"	3	11
K. Fogging	2	7
Total responses	28	
Total respondents	27	

The components of the training program were rated by the participants in terms of the effectiveness of the presentation of the various components and the practical value of each component. In rating the presentation of each component the respondents were asked to rate each as: very effective, effective, ineffective, or a waste of time. The investigator assigned values of 4- very effective, 3- effective, 2- ineffective, and 1- a waste of time. With the weighted values, the values could be determined numerically so that comparison among the components could be drawn more clearly. In regard to assessing how the participants valued the practicality of the components, the respondents were asked to ascribe to each component of the training program an evaluative word: extremely worthwhile (4), worthwhile (3), mildly worthwhile (2) or worthless (1). The numbers in parentheses designate the value the investigator assigned to each word so that the comparisons among components and between practicality and presentation could be illustrated more clearly. Table 27 lists the components of the program and presents the numerical ratings derived from the evaluation of the respondents' perceptions of the effectiveness of the presentation of the program components. Table 28 offers the results of how the respondents perceived the practical value of the components of the training program.

Evaluation of the Presentation of the Training Components.

In response to question #11 the respondents rated how effective they felt the presentation of the various program components were. To each component they attributed the evaluative word or words: very effective, effective, ineffective, or a waste of time. The investigator assigned numerical values of 4,3,2,1, to each evaluative word with very effective being the highest with a rating of 4 and a waste of time receiving a value of 1, the lowest rating. The rating of 3 was given to effective, and the value of 2 was assigned to ineffective. In terms of presentation the components with the highest mean scores were active listening with a 3.78, and eye-contact at 3.78. Two components' mean scores fell below the 3.00 mark or just below the effective level; those components were fogging, 2.91, and parroting, 2.89. Although below the 3.00 level of effective, they were closer to effective than to ineffective at the 2.00 level. Table 27 presents the scores and the percentages of distribution for the seventeen program components that were evaluated. The overall mean score for all components taken together was at the 3.29 level, so that the general response indicated that the respondents felt that the presentation of the program components in the training sessions were above the effective level. Table 29 presents the program components in order of the mean score of each. Not only the order of the rating of

the presentation, but also the order of rating for the practicality of each component is shown.

Evaluation of the Practicality of the Training Components.

In response to question #12 the respondents evaluated the practical aspect of the training components by rating the program concepts with the choice of the words. The number following the evaluative word is the numerical value assigned to the word by the investigator: extremely worthwhile - 4, worthwhile - 3, mildly worthwhile - 2, or worthless - 1. The words of evaluation and the range of selection in response to question #12 are slightly different from those of question #11 in that the third evaluative selection of #12 still holds room for a positive choice or rating because the respondent may pick mildly worthwhile. For question #12 this means there was only 1 negative response with no choices for degrees of negativity. In #11 there are 2 negative responses and two positive responses without a hedging of indifferent choice like mildly worthwhile. The respondent to question #11 must choose between effective or ineffective without a bridge or choice of a benign evaluation. This difference in selecting possibilities should be taken into account when comparing the evaluation of the responses to question #11 to those of question #12.

In the estimation of the respondents, the most worthwhile component in terms of its practical application is active listening with a mean score of 3.59. This component is followed closely by eye contact with a score of 3.56. Table 28 presents the results of the response to question #12. The lowest scores for practical value were fogging, 2.65 and parroting, 2.4. The highest and lowest components in terms of practicality were also the two highest and lowest in terms of presentation. Table 29 lists the components in order of their respective mean scores. The overall mean score is 3.14.

TABLE 29

EVALUATION OF PRACTICALITY AND PRESENTATION

<u>PRACTICALITY</u>		<u>PRESENTATION</u>	
4 - extremely worthwhile		4 - very effective	
3 - worthwhile		3 - effective	
2 - mildly worthwhile		2 - ineffective	
1 - worthless		1 - a waste of time	
1. active listening	3.59	1. active listening	3.78
2. eye contact	3.56	2. eye contact	3.78
3. problem ownership	3.44	3. "I-message"	3.62
4. assertive rights	3.35	4. attending posture	3.56
5. assertive skills (in general)	3.34	5. "roadblocks"	3.44
6. helping skills (in general)	3.33	6. problem ownership	3.41
7. "I-message"	3.32	7. assertive rights	3.29
8. feeling words (empathy)	3.31	8. assertive skills (in general)	3.28
9. problem solving	3.25	9. persistence	3.27
10. persistence	3.19	10. problem solving	3.21
11. attending posture (in general)	3.04	11. helping skills	3.19
12. door openers	3.00	12. feeling words (empathy)	3.15
13. relaxation	2.95	13. relaxation	3.11
14. "roadblocks"	2.85	14. paraphrasing	3.04
15. paraphrasing	2.67	15. door openers	3.00
16. fogging	2.65	16. fogging	2.91
17. parroting	2.40	17. parroting	2.89
OVERALL MEAN	3.14	OVERALL MEAN	3.29

Achievement Test

At the conclusion of the training program the participants were administered an achievement test to determine to what extent they were able to identify types of "roadblock" responses and to determine who owned the problem in a problem situation. The following section explains the tests and presents the results of the two tests.

Identification of "Roadblock" Responses. The participants were given a list of ten typical responses to problem solving situations. The participants were to choose the type of "roadblock" each typical response represented or answer that it was not a "roadblock" at all. The results of this achievement test were a mean score of 9.1 for 19 respondents. The lowest score for this test was 7 of 10. The respondents demonstrated an ability to recognize "roadblocks" and distinguish the type.

Distinguishing Who Owns the Problem. The training program's concepts and application of skills largely depended on the ability of the participants to distinguish if another person's behavior indicated that the self owned the problem, the other owned the problem, or that it was an area of no problem. At the conclusion of the training program the participants were asked to determine who owned the problem for each of the situations presented to them that were typical to

Becket Academy. The scores ranged in correct determination of problem ownership from a low score of 4 of 10 to high scores of 10 of 10. The mean score for this achievement test was 8.3. From this test it appeared that seventeen of the twenty respondents were able to determine who owned the problem with an 80 percent accuracy rate.

Results of the Semantic Differential Scales. A technique employed in an attempt to measure the changes in participants' attitudes that took place as a result of the training program was the semantic differential scales. Participants were asked to respond to semantic differential scales for the concepts of listening, asserting, and problem solving. A comparison of the pre and post test results was used to determine change in attitudes of the participants to these three concepts of the training program in terms of evaluation, potency, and activity.

The data presented in Tables 30-32 provides the mean polarity scores for these factors as they related to the three concepts.

TABLE 30

SELF-DISCLOSURE

	N	<u>Pretest</u>		<u>Post Test</u>		T	P
		Mean	SD	Mean	SD		
Evaluation	11	2.5	1.06	2.4	1.2	.4	.7
Potency	11	2.7	1.3	2.8	1.5	-.3	.8
Activity	11	3.6	1.1	3.6	1.2	0	1

TABLE 31

LISTENING

	N	<u>Pretest</u>		<u>Post Test</u>		T	P
		Mean	SD	Mean	SD		
Evaluation	12	1.9	1	2.0	.7	-.6	.6
Potency	12	1.3	1.2	1.5	1.3	-.4	.7
Activity	12	3.3	1.1	3.4	1.3	-.4	.7

TABLE 32

ASSERTIVENESS

	N	<u>Pretest</u>		<u>Post Test</u>		T	P
		Mean	SD	Mean	SD		
Evaluation	11	2.5	1.2	2.5	1.1	0	.2
Potency	11	2.6	1.0	3.1	1.0	-.2	.2
Activity	11	3.5	1.0	3.6	.9	-.5	.7

Self-Disclosure. For the concept of self-disclosure the comparison of results indicated that change in participants' attitudes for the evaluation, potency and activity of this concept did not occur. The data presented in Table 30 show that with regard to evaluation the difference in the pretest mean 2.5 and the post test mean of 2.4 was .1. The result of the t test was .4 at the .7 probability level. Similar results were recorded for potency; difference in mean .2, with $t = -.3$ at .8 probability level; and activity, difference in mean 0. The comparison of the results showed that participants' attitudes toward the concept of self-disclosure remained the same from pre to post test.

Listening. Results computed in the semantic differential scales administered to participants to determine a change in attitudes toward the concept of listening were compared. The comparison indicated that attitudes of evaluation, potency and activity of the concept of listening remained about the same from pre to post test. The difference in mean scores for evaluation was .1, $t = -.6$ at .6 probability level. For potency the mean score difference was .2 with $t = -.4$ at .7 probability level; activity mean scores differed .1, with $T = -.4$ at .7 probability level. The results of the comparison between pre and post test results indicated that participants' attitudes toward the concepts of listening did not

change significantly relative to evaluation, potency, and activity from pre to post test.

Assertiveness. A comparison of the results of the semantic differential scales administered to participants before and after the training program showed that participants' attitudes toward the concept of assertiveness with regard to its value and its activity did not significantly change. For evaluation the difference in mean score was 0 from pre to post test. The difference in mean score for the activity of the concept of assertiveness differed .1, 3.5 pretest to 3.6 post test. The score of -.5 was valued for t at .7 probability level. The comparison of results indicated that change in attitudes toward the value and the activity of assertiveness did not change as a result of the training program.

The participants' attitude toward the potency of the concept of assertiveness seemed to indicate that some change in attitude occurred. The difference in mean score was .5 with a 2.6 mean score in the pretest to a 3.1 mean score in the post test. For the potency of the concept of assertiveness the comparison of results had a t score of -2 indicating a change attitude at the .1 probability level. The results showed that the participants may have experienced a change in attitude about the potency of assertiveness from potent to less potent.

Although the mean score changed the most pre to post test (difference .5, $t = .2$) for the potency score of assertiveness; the change cannot be defined as significant. The difference in mean and the significance level of .1 would indicate that with the small number more study would be warranted.

Summary. A comparison of pre and post test results to the differential scale for the concept of listening indicated that no significant change in mean potency scores had occurred in the three categories of evaluation, activity and potency for the concept of assertiveness.

Summary

A human relations training program was developed for the entire professional and non-professional staff at Becket Academy. In order to assess the relative degree of effectiveness and suitability of the training program, four basic methods were used. The results of these tests were presented and analyzed. Pre and post administration of the Managerial Grid Test determined the changes in each participant's attitude toward management style. Pre and post XYZ Tests determined change in participants' beliefs regarding the individual's nature. A pre and post test determined change in participants' ability to distinguish types of problem situations and apply helping or assertive skill responses to

each situation. In addition, a post test questionnaire examined changes in attitude toward relationships with others, self, problem-solving, self-disclosure, and use of helping and assertive skills. Open-ended questions explored reactions to the training program. Other close-ended questions determined, for example, the degree to which the participants felt they had utilized the presented concepts and skills. An achievement test was administered to determine participants' ability to identify who owned a presented problem and types of communication "roadblocks." A semantic differential scale determined the connotative meanings of evaluation, potency, and activity of several concepts.

In the following chapter, the methodology used in the study will be reviewed and a summary of the results presented. Recommendations based on the conclusions of this study will be suggested.

C H A P T E R V I
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was (1) develop a human relations training program for the entire professional and non-professional staff at Becket Academy; (2) describe the process of conceptualization, format, and implementation of the training program, and (3) assess the relative degree of effectiveness of the training program. Chapter III described the process of conceptualization, format, and implementation of the training program. It also described the process of the pilot program. In the previous Chapter, the findings were presented and analyzed. In the present chapter, the methodology used in the study will be reviewed briefly, and a summary of the results presented. This will be followed by the conclusions reached from these results. Recommendations based on the findings and conclusions of this study will be presented. An assessment of the suitability of the training program for other institutions will be set forth.

Method

Professional and non-professional staff at Becket Academy were asked to attend a 1 1/2 hour training session once a week for 13 weeks. These participants included administrators, teachers, dorm parents, clerical and maintenance staff. Twenty-seven people participated in the pro-

gram. Usable data was gathered from up to 27 participants. The number of participants from whom data was gathered varied with each assessment process.

The study incorporated 4 different assessment procedures to determine the relative degree of effectiveness of the training program. These methods were (1) the use of written pre and post tests to determine changes in participants' management style, belief about the nature of the person, selected helping skills and selected assertive skills; (2) the use of a questionnaire, post test only, to determine participants' perceived changes in attitude related to relationship with others, problem solving, perceived change in behavior related to helping skills, assertive skills and self disclosure; perceived achievement of the program objectives and attitude toward the training experience; perceived change in attitude toward self; (3) the use of an achievement test, post test only, to determine the participants' knowledge in relation to recognizing problems ownership and use of communication inhibitors; and (4) the use of a semantic differential scale to determine change in participants' attitude toward the concepts of listening, self-disclosure and assertiveness.

Managerial Grid and XYZ Test. In order to determine participants' change in attitude toward management style and belief about the nature of the human being, participants were

administered written pre and post tests. The tests administered to the participants were the Managerial Grid Test and the XYZ Test. A comparison of the pre and post test results was made. An analysis of the results determined participants' change in attitude.

A comparison of the pretest Managerial Grid scores with the post test scores was used to indicate if significant change in participants' attitude toward managerial style had occurred.

A second management style test was administered (pre and post) to the participants to determine a change in attitude about the nature of the person. This test was the XYZ Test which assessed the participants' attitude about the nature of the human being thus indicating a type of management which would be consistent with that belief. The pre and post tests were compared to determine change. An analysis of the results indicate if significant change in attitude had taken place.

Use of Pre and Post Critical Incidents Instrument. Participants responded to 3 situations in which the other person owned a problem. The results of this test were used to indicate participant change in response to the 3 situations in the use of helping responses and the avoidance of "road-blocks."

Use of Helping Responses. The results of a critical incident instrument to determine change in participants' helping responses in problem situations were analyzed in terms of participant use of empathy, paraphrase, door openers, and active listening responses.

The comparison of pre and post test indicated participants' change in their response to problems owned by others by an increase in use of paraphrase, door openers, empathy, and active listening responses.

Use of Pre and Post Critical Incidents Instrument to Determine Change in Participants' Use of Assertive Responses and Avoidance of "Roadblocks" in Problem Situations Where the Self Owns the Problem. The participants responded to 2 situations where self owned the problem. The responses were analyzed in terms of the participants' use of assertive responses and the avoidance of "roadblock" responses.

An analysis of the test results determined the change in assertive responses from pre to post test according to the assertive responses of behavior description, behavior effect and the respondents' feelings about the behavior. A combination of a description of the behavior with either self's feelings or the behavior's effects indicated a use of an "I-message." The results were analyzed for use of each component and combination of at least two components.

The pre and post pencil paper tests were analyzed in terms of the avoidance of "roadblock" responses. The number of "roadblocks" used in responses to 2 situations in which the self owned the problem were counted and analyzed according to the number of "roadblocks" employed in each situation. The results indicated a decrease in the number of "roadblocks" employed as responses in the post test.

Post Program Interview

Following the training program an independent interviewer administered a questionnaire to each participant. The questionnaire determined participants' perceptions regarding the relative effectiveness and suitability of the training program. The questions posed sought to determine participant perceptions in regard to (1) relative strengths and weaknesses of the program; (2) program's ability to achieve its objectives; (3) evaluation of effectiveness of presentation and worth of content; (4) evaluation of participants' evaluation of their achievement in skill and concept acquisition.

Use of Open Questions to Determine Strengths and Weaknesses of the Program. Participants were administered open-ended questions to determine their attitude toward the strengths and weaknesses of the training program. The questions focused on the feelings of the participants about the train-

ing program, the strengths of the program, the weaknesses and the improvements that each would institute.

Other open-ended questions determined participants' perceived change in attitude toward self, others, problem solving, self-disclosure, use of helping skills, and use of assertive skills. To determine to what extent participants felt the training program had accomplished its goals an open-ended question was employed. The number and percent of responses made for each response category were determined, and each question analyzed separately.

The Use of Close-Ended Questions. Close-ended questions that had evaluative responses determined the perceived degree of relative effectiveness of the presentation of various program concepts and skills, and the degree to which participants felt they had utilized the presented concepts and skills. A series of close-ended questions determined the perceived value of the skills and concepts presented in the training program.

Achievement Test to Determine Participants' Ability to Distinguish "Roadblock" Types. Participants (post test only) identified the type of "roadblock" used in each of 10 statements containing a different type of "roadblock" to communication. The results indicated each participant's ability to identify "roadblock" types.

Achievement Test to Determine Participants' Ability to Distinguish Problem Ownership. Participants (post test only) identified who owned the problem in the situations typical at Becket Academy. The test determined participants' ability to distinguish problem ownership in a variety of situations.

Use of Semantic Differential Scales for Determining Participants' Reaction to Three Concepts. The semantic differential scales (pre and post) determined participants' change in reaction to 3 concepts: (1) listening; (2) self-disclosure; and (3) assertiveness.

The mean polarity scores were computed for each set of responses for the factors of (1) evaluation; (2) activity and (3) potency. A comparison in mean polarity scores for each of these factors determined a change in participants' reaction to the 3 concepts. A statistical analysis determined if the change or differences in scores from pre to post test were significant.

Summary of the Findings

The following is a summary of the findings which includes an analysis of the results of pre and post tests, Managerial Grid, XYZ Test, and the critical incidents instruments; the post training questionnaire; the post test achievement tests, and the semantic differential scales.

Summary of Results of Managerial Grid Test. Through a pre and post administration of the Managerial Grid each participant's change in attitude toward management style was assessed. The test determined management beliefs relative to the variables of task and interpersonal relationship in management situations. The areas for which this test ranked task-relationship priorities were decisions, convictions, conflict, emotions, humor, effort, and overall management style. Participants rank ordered responses to each area designating responses from most (1) to least (5) like themselves. An analysis of the responses in these 7 areas determined participants' change in management style.

An analysis of the results of the Managerial Grid did not show any significant change in participants' attitude toward management style. In each management style category the differences between pretest mean scores and post test mean scores were not significant. For the 1,1 style, avoiding, the pretest mean was 28.6 (SD = 2.4) the post test mean 29.5 (SD = 3.5), the difference of .5 ($t = .71$) was not significant.

For the 1,9 style of management, high relationship low task; pretest mean 20.9 (SD = 3.8), post mean 21.2 (SD = 3.6), difference .3 at $p = .9$ ($t = .19$) indicated no significant change in participants' attitude pre to post test.

The results of participants' attitude toward 5.5 style showed little change; pretest mean = 18 (SD = 2.5) post test

mean = 17.3 (SD = 2.7) the difference did not prove significant. Similar results were recorded for the 9,1 style, high task-low relationship, the pretest mean was 23.7 (SD = 3.4), the post test 21.8 (SD = 4.9) the difference of 1.9 was not significant ($p = .4$).

The expectation that participants' mean score on the 9,9 (collaboration) attitude toward their management style would be significantly lowered as a result of the training program was not met. Mean scores for 9,9 style were 13.4 (SD = 3.9) pretest 14.3 (SD = 4.5) post with a difference of .9. The difference did not represent significant change ($p = .7$, $t = -.5$) in participants' view of their own management style.

Summary of Results of Pre and Post XYZ Test. Through the pre and post administration of the XYZ Test participants' change in their attitude toward management style and view of the nature of the person was determined. Participants were scored in each of the 3 management categories. The results of this test indicated to what extent the participants' attitude relative to the X, Y, and Z theories of human nature had changed.

The results of the administration of the XYZ Test before and after the training program do not indicate that participants' scores changed significantly in the expected direction. There was no evidence that participants had signifi-

cantly changed in their attitude toward the nature of the person represented by the Y theory of management. The mean scores in each management theory category showed no significant change. The difference in mean pretest score 37.2 (SD = -1.9) and the mean post test score 38 (SD = 3.4) for theory X was .8 ($p = .9$). For theory Y a comparison of pretest mean 44.6 (SD = 3.4) and post test mean 45.4 (SD = 12.9) was not significant (.6 level). Theory Z scores also showed no significant change in participants' attitude, pretest mean 43.7 (SD = 4.5), post test mean 41.6 (SD = 3.2) difference 2.1 at the probability level .3 ($t = 1.2$).

Expected increase in participants' score representing Y theory of management did not occur. A comparison of the results did not indicate significant differences from pre to post test.

Pre and Post Critical Incidents Instrument to Determine Change in Helping and Assertive Responses

Summary of Results of Pre and Post Tests to Determine Change in the Use of "Roadblocks" to Problem Situations. Participants were asked to respond to 3 situations in which the other person owned a problem. The number of "roadblocks" used by participants in their responses were counted. A comparison of the pretest results with the post test results determined if use of "roadblocks" in response to each situation had decreased. The results were analyzed

in terms of number of "roadblocks" used. A second analysis recorded whether participants had avoided "roadblocks" or used "roadblocks" in their responses. The results of the pencil paper test were analyzed to determine a change in the number of "roadblocks" used as responses. The results were also analyzed in terms of "roadblock" use and non-use.

The mean number of "roadblocks" used in response to problem situation #1 (other-owned) in the pretest was 1.7 (SD = .93); mean number post test was 1.1, a difference of .6 in mean. This difference did not indicate a significant decrease in the number of "roadblocks" used, level of significance .1 ($t = 2$). The participants who used "roadblocks" did not significantly decrease either; pretest mean .93 (SD = .27), post test mean .85 (SD = .36), difference .08. The difference in mean did not indicate a significant change, level of significance .6 ($t = .67$). For situation #2 the reduction of number of "roadblocks" had a difference in mean score from pre to post test of 1.09 from 2.18 (SD = 1.16) pretest to 1.09 (SD = 1.04) post test. This difference in number of "roadblocks" used was significant at .05 ($t = 2.3$) level. The change in participants who avoided "roadblocks" from pre to post test showed a significant change at .05 ($t = 2.5$) level. The difference from 1 (SD = 0) pretest to .64 (SD = .5) post test was .36. For situation #2 both number and use of "roadblocks" were significantly reduced.

In situation #3, the pretest mean was 1.9 (SD = .57) number of "roadblocks," the post test mean 1.4 (SD = .97) the difference .5 was not a significant change ($p = .3$, $t = .97$). Also, significant reduction in use did not occur; pretest mean 1 (SD = 0), post test mean .8 (SD = .42), difference .2. The probability of the change due to chance was .2 ($t = .2$).

The results are inconclusive. In situation #2, number of "roadblocks" and number of users were significantly reduced. In the other situations they were not. This inconsistency may be due to the difference in situations presented or the small number used in the comparison.

Summary of Results of Pre and Post Tests to Determine Use of Helping Responses in Problem Situations. Participants responded to 3 situations in which the other person owned a problem. The results were analyzed in relation to the participants' use of "helping" responses to 3 problem situations. The responses were analyzed and the helping response counted. An analysis of the data was determined if change in number and use of helping responses had occurred.

The comparison of participants' use of the helping responses of empathy, door openers, paraphrasing, and active listening to other-owned problems in situation #1 showed significant change in participants' use of door openers, pretest mean 0 (SD = 0), post test mean .29 (SD = .47) the difference was significant at .05 ($t = -2.2$) level. Similar

results recorded increased use of paraphrase, pretest mean 0 (SD = 0) to .29 (SD = .47) significant at .05 ($t = -2.2$) level. Active listening's pretest mean was 0 (SD = 0) and the post test mean was .29; the difference was significant at .05 ($t = -2.2$). In the analysis of whether helping responses were used or not used, the results showed increase in significance at .01 ($t = -4.1$) level. The difference in mean was .43.

For situation #2, participants' use of at least one helping response increased significantly. Pretest mean .08 (SD = .29) post test mean .58 (SD = .5), had a difference of .5 significant at .001 ($t = -12.5$) level. Among the individual helping responses only active listening showed a significant increase at .05 ($t = -2.3$). The other responses increased from pre to post test but did not show significant change. Empathy, door openers, and paraphrase responses changed at .2 ($t = -1.5$) level of significance. To situation #3 the participants' responses increased in all areas except in the use of door openers where mean use pre and post was .4 (SD = .52). However, none of the changes were significant. Each factor, empathy, paraphrase, and active listening showed a difference in pretest mean ($m = .1$, SD = .32) to post mean ($m = .4$, SD = .52) of .3. The probability of the difference being due to chance was .2. An increase in use of at least one helping response was recorded pre to post

test ($m = .4$, $SD = .52$ to $m = .6$, $SD = .52$) with the level of significance at .4 ($t = -.9$).

Although the results were not consistent from situation to situation the results indicate an awareness in 2 of the 3 situations of the participants in their use of helping responses from pre to post tests. In 2 of the situations the increase in use of helping responses indicated significant changes.

Summary of Results of Pre and Post Critical Incident Instrument in the Use of "Roadblocks" in Problem Situations.

Participants were asked to respond to 2 problem situations in which they owned the problem. The results were analyzed in relation to the participants' use of "roadblocks" in response to the 2 problem situations. A count of the "roadblock" responses of the participants determined if change in use of "roadblocks" and number of "roadblocks" had occurred.

Summary of Results of Participants' Use of "Roadblock"

Responses to Problem Situations Where Self Owns the Problem.

A comparison of pre and post test results of participants' responses to self-owned problem situations showed that the number of "roadblocks" used by participants decreased from pre to post test. The change was significant in situation #1 at .01 level where pretest mean number used 1.8 ($SD = 1.05$) was reduced to a post test mean number used .36 ($SD = .77$) a difference of 1.44. In situation #2, the difference in mean

from pretest, 1.6 (SD = .65) to post test mean, .93 (SD = 1.1) was .67 ($t = 2$). This reduced mean number did not indicate a significant change in the second situation. The probability that the change was due to chance was .1. The number was not reduced enough to be called significant.

However, in analyzing whether participants used or refrained from the use of "roadblocks" in self-owned situations the mean number of participants who used "roadblocks" decreased significantly from pre to post test in both situations at the .01 level in situation #1 and at .02 level in situation #2.

The mean number of "roadblocks" used decreased in both situations, significant change in situation #1 and at .1 level in situation #2. In both situations the mean number of participants who used "roadblocks" decreased in both situations. The change was significant at the .01 level and the .02 level respectively.

The results indicated that the participants decreased in the use of "roadblocks" in the post test. The number of participants using "roadblocks" was significantly reduced. The number of "roadblocks" used was reduced in situation #1, while the number was reduced in situation #2 its change was not significant. In situation #2 the change may not have been significant because those participants who used "roadblocks" used a sufficient number to keep the total change from being significant.

Comparison of Pre and Post Critical Incidents Instrument in the Participants' Use of Assertive Responses in Problem Situations. Participants were asked to respond to 2 problem situations in which they owned the problem. The results were analyzed in relation to the participants' use of assertive responses to these 2 self-owned problem situations. Assertive responses were counted and analyzed to determine change in number of helping responses used. An analysis of the responses determined if change had occurred in the participants using or omitting assertive responses.

In situation #1 there was no significant change in participants' use of assertive responses from pre to post test. Description of behavior was reduced at $p = .2$ level of significance, a description of the behavior's effect at $p = .5$, description of feeling at $p = .3$, the use of an "I-message" at $p = .1$. The increase in respondents who used 1 or a combination of assertive responses was only at $p = .3$ level of significance. The analysis of situation #1 revealed no significant change although in each area the mean score improved or increased from pre to post test.

The analysis of situation #2 revealed significant increase in 2 areas; an increase in use of behavior's effect and use of "I-message" both showed a significant change at .05 level. The other factors of description of behavior and description of feeling were increased but not significantly. Whether participants employed 1 or a combination of

assertive responses did not record a significant change. The increase in mean use was only at .3 level of significance.

Even though there was an increase in use of assertive responses in both situations, the changes for all but 2 factors (in situation #2), were not significant. The increases, though not conclusive, are sufficient to warrant further investigation.

Summary of Findings in Post Test Interview

Through the use of open-ended questions the participants' perceived attitude toward the strengths and weaknesses of the training program were assessed. To the question "How do you feel about the training program?" 85 percent of the responses indicated positive feelings toward the training program. Ten percent expressed negative feelings with 6 percent expressing a conflict between program schedule and their teaching duties.

In response to what was the greatest strength of the program, 45 percent of the participants stated that the ability to interact with other personnel was the greatest strength. Twenty-eight percent stated that the skills and ideas were the strongest elements of the training. Seventeen percent of the participants expressed that the leadership in the sessions was the strongest part while 7 percent favored the format and 3 percent said "self analysis." From the response

to these questions, the strengths of the program rested in the opportunity afforded to the staff to communicate and relate with each other, followed by the skills and ideas presented in the training program.

The responses to the major weaknesses of the program fell into 11 different categories. The largest response, 25 percent, cited scheduling conflicts as the major weakness. 11 percent stated there were no weaknesses, with another 11 percent stating that "getting off the subject" was the major weakness. Fourteen percent felt that not enough time was devoted to the subject and another 14 percent indicated that the content was not specific or not applicable to their situation.

The fifth open-ended question asked what improvements could be made in the program. Fourteen percent said meet more often, while another 14 percent of the responses stated that each session should be longer. Improvement in scheduling and more practical content each were indicated as improvements by 11 percent of the responses. The rest of the responses were scattered into 10 other response categories.

The responses to these 4 open-ended questions revealed that the participants felt that the greatest strengths of the program were the opportunity to interact with other staff and the practicality of the program content. The weaknesses of the program were mostly related to the scheduling and the demands on participants' time.

In order to determine the value of the skills presented in the training program, participants were asked whether they considered the helping skills and the assertive skills worthwhile. In response to the worthwhileness or value of the helping skills, 82 percent responded yes, definitely; 11 percent stated yes. Ninety-four percent of the responses indicated that the helping skills presented in the program were worthwhile.

In response to the worthwhileness or value of the assertiveness skills, 74 percent stated yes, definitely; 11 percent, 3 responses, stated no, they were not worthwhile. A total of 86 percent of the responses were affirmative relative to the value of the assertive skills presented in the program.

The questionnaire administered after the training program sought to determine participants' perceived change in attitude toward how they viewed themselves, other staff, the administration, problem solving and self-disclosure.

Responses to change in view of self resulted in 44 percent of the participants saying "no change" in view had occurred. 33 percent answered "yes," while 23 percent indicated with qualifications that some change had occurred. The results showed that 56 percent of the participants felt that because of the training program some change had occurred in how they viewed themselves.

To the question of change in their view toward other staff, 48 percent said "yes," while 26 percent stated "no." Twenty-seven percent offered qualified responses in the affirmative. The results showed that 74 percent of the responses stated that change had taken place in the way participants viewed other staff.

In response to how the participants changed in view toward the administration (administrator change in view toward subordinates) 30 percent stated that no change had occurred in the way they viewed the administration. Forty-one percent answered "yes", change did occur. Another 11 percent answered "yes" with qualifications. A total of 52 percent of responses indicated that change in view had occurred.

To the question that addressed change in view toward the concept of problem-solving, 56 percent were an unqualified "yes." Three responses or 11 percent of the responses said no change in view had occurred. Fifteen percent said a little change had taken place. A total of 71 percent of the responses stated that at least some change had occurred in their view toward problemsolving.

In response to the question on change in view toward the concept of self-disclosure, 30 percent said "yes" with 41 percent saying that no change had transpired. Seven percent responded with "somewhat." Thirty-seven percent indicated at least some change in their view toward self disclosure.

Mastery of Skills and Concepts

To the question "How well do you feel you have mastered the concepts of the training program?" Thirty-three percent said "well," another 33% "pretty well or moderately." Thirty percent indicated some mastery with reservations about full understanding. Ninety-six percent indicated some mastery of the concepts presented in the training program.

Another open-ended question asked the participants to what degree they felt they had mastered the skills presented in the training program. Nineteen percent claimed "very well" or "well," 33 percent said "fair or average," 11 percent stated "not too well," 16 percent said they had mastered parts but needed more work or exposure. Fifty-two percent felt they had mastered the skills at least with moderate success.

Attitude of Participants Toward the Program Achieving Its Objectives. To the question, "Do you feel the training program achieved its objectives?" Forty-eight percent said "yes" with 11 percent saying "moderately." Fifty-nine percent felt the program had achieved its objectives at least to a moderate degree. Fifteen percent claimed they were not clear about the objectives of the training program.

In trying to assess the participants' attitude toward the degree of difficulty of program skills, one question

asked what participants considered the easiest skill to apply, followed by the skill they found most difficult to apply.

Forty-nine percent of the participants felt that "active listening" was the easiest skill to apply, ... stated "eye-contact" and 16 percent indicated the "I-message."

In responding to the most difficult skill to apply, 32 percent stated it was most difficult to avoid "roadblocks." Eleven percent cited persistence as the most difficult while another 11 percent indicated "I-messages" as the most difficult to apply.

Rating Program Components. In the questionnaire administered after the training program participants rated the presentation and the value of the program components.

Participants' Perceptions of Effectiveness of
Presentation of Program Components

Participants rated each of 17 program components relative to the effectiveness of their presentation. The participants rated each as very effective, effective, ineffective, or a waste of time. The results were assigned a numerical value to each choice: very effective - 4, effective - 3, ineffective - 2, and waste of time - 1. Numerical values were used to analyze the responses of the participants. The mean score for each component was calculated in order to determine to what degree of effectiveness the participants

perceived the presentation of each component. The overall mean score of presentation effectiveness for all components equalled 3.29 indicating that the participants generally felt that the presentation of program components was at least effective. The components that rated highest in effectiveness of presentation were "active listening" with 3.9 and "eye contact" with mean score of 3.8 respectively. The component that received the lowest score was "door openers" with a mean score of 2.89. Of the 17 components, only two had a mean score under 3.0, parroting 2.89 and persistence 2.91.

Participants' Perception of the Value of the Program Components

In another question the participants rated 17 program components as extremely worthwhile, worthwhile, mildly worthwhile and worthless. Numerical values were assigned to each term: extremely worthwhile - 4, worthwhile - 3, mildly worthwhile - 2, and worthless - 1. The values were assigned to each choice and analyzed to determine the participants' perception of the practical value of the program components. The components with the highest mean scores were active "listening" and "eye contact" with a mean rating of 3.6. "Active listening" also rated highest in participants' perception relative to effectiveness of program component presentation. Four components fell below the mean score of 3.0: "roadblocks" - 2.9, "paraphrasing" - 2.7, "fogging" - 2.7 and

"parroting" - 2.4. The other 13 components had mean score ratings of 3.0 or better. A mean score below 2.5 would place the component with the category of mildly worthwhile. Only one component, "parroting", fell below 2.5 with a mean score of 2.4.

Summary of Results of Achievement Test to Determine the Degree of Achievement Participants had Acquired in their Ability to Identify Who Owns a Problem. The training program's concepts and application of skills largely depended on the ability of the participants to distinguish if another person's behavior indicated that the self owned the problem, the other owned the problem, or that it was an area of no problem. At the conclusion of the training program the participants determined who owned the problem for each of situations presented to them typical to Becket Academy. The scores ranged in correct determination of problem ownership from a low score of 4 to 10 to high scores of 10 to 10. The mean score for this achievement test was 8.3. From this test, it appeared that 17 of the 20 respondents were able to determine who owned the problem with an 80% accuracy rate.

Summary of Results of Achievement Test, Post Test Only, to Determine to What Extent Participants Were Able To Identify Communication "Roadblocks". The participants were given a list of 10 typical responses to problem solving situations.

The participants chose the type of "roadblock" each typical response represented or answer that was not a "roadblock" at all. The result of this achievement test were a mean score of 9.1 for 19 respondents. The lowest score for this test was 7 of 10. The respondents demonstrated an ability to recognize "roadblocks" and distinguish the type.

The conclusions of the relative effectiveness of the training program will be discussed in terms of its relationship to the objectives set forth by Becket Academy at the beginning of the training program.

Objective #1 - That staff undergo a change in their management style concept to one more reflective of the theory that behavior is the result of the individual's attempt to satisfy needs. The results of the XYZ Test and the Managerial Grid test indicated no significant change in attitude occurred as a result of the training experience. Even though the post test questionnaire indicated many of the participants felt their attitudes had changed toward their view of others, there is no indication that such change in view actually took place.

Objective #2 - That staff change to a management style concept which is oriented to the theory that most individuals are on a level whereby needs satisfaction is derived through meaningful interpersonal relationships and task achievement. Results of the Managerial Grid Test showed

participants' management style concept strongly reflected this concept before the training program. The comparison of pre and post test results indicated no significant change.

The results of the post test questionnaire showed that a large number of participants felt they had changed their attitude toward others. The results of the Managerial Grid Test did not show a significant change in attitude.

From the results, it cannot be concluded that the desired change occurred.

Objective #3 - That staff acquire a knowledge of helping skill concepts and techniques.

Results of post test achievement tests demonstrated that participants had a satisfactory ability to identify who owned the problem and to identify types of "roadblocks". It cannot be demonstrated that the training intervention was the sole cause for this knowledge. It did indicate that the staff had knowledge at the conclusion of the training. The comparison of the results from pre to post test indicated a significant change in knowledge did occur in situations involving avoiding "roadblocks" and using helping responses. There was evidence the participants did gain in knowledge of helping skill concepts and techniques.

Objective #4 - That staff increase its ability to apply selected helping skills to problem situations. The study indicated participants demonstrated a significant

change in their ability to apply helping skills to some problem situations where others owned the problem. The staff was able to improve in its use of some of the selected helping skills in response to situations presented on paper. Whether the staff applied the skills in real life situations was not determined.

Objective #5 - That the staff acquire a knowledge of selective assertive skill concepts and techniques. The study shows that from pre to post training, the staff acquired knowledge of assertive skills and techniques. Analysis of participants' decreased use of roadblocks indicated a significant change occurred in participants' knowledge of ways to respond to self-owned problems. Although there was significant change in participants' assertive responses in only 1 situation, the increased use of the "I-message" and increased awareness of behaviors' effect was greater in the post test responses.

Although there was not conclusive evidence that participants increased in their assertive responses, there was a significant reduction in the use of "roadblocks" in response to some self-owned problems.

Objective #6 - That staff increase its ability to apply assertive skills to apply assertive skills to problem situations. As a result of the training program it cannot be concluded the staff increased its ability to apply assertive

skills to problem situations. However the staff did reduce the use and number of "roadblocks" they applied toward self-owned problems. Whether they continued to avoid and decrease "roadblock" responses in real life situations was not determined by the study.

Suitability. The following are the investigators' conclusions about the suitability of the training programs:

The results of the post training questionnaire indicated that the majority of participants felt that:

1. the training program was helpful.
2. the training program improved their skills and knowledge.
3. the training program was relevant to their needs.

The results of the pre and post tests to determine change in behavior indicated some significant change in participants' knowledge of helping and assertive skills. It did not determine if participants applied the knowledge or the skills on their job.

The training program proved suitable in that the participants perceived it of value to themselves and to their job. There was some evidence the program did improve participants' knowledge and application of selected helping and assertive skills.

Recommendations

The recommendations based upon the findings and conclusions of this study will be presented in three sections (1) those that are pertinent to further staff development at Becket Academy (2) those that are pertinent to the further development of the training program, and (3) those that are pertinent to further research into assessment of human relations training.

Recommendations for Further Development of Staff at Becket Academy:

1. Staff at Becket should continue to be involved in in-service training.
 - a. Continue to be involved in human relations and helping skills.
 - b. Other in-service offerings that provide content and the opportunity for staff to study and discuss professional topics.
 - c. Time be set aside for these activities to accomodate heavy schedules of Becket staff.
 - d. Becket staff have some decision in the selection of in-service programs.
2. Leadership and Administration articulate an educational philosophy which is clear.

- a. Leadership teach and model a behavior consistent with this philosophy.
3. Leadership commit to in-service programs so that they are not included in isolation and are related to the philosophy of the school. With this commitment initiate follow-through so that theory becomes relevant to actual situations.

Pertinent to Further Development of the Training Program:

1. Training occur in larger time segments in a shorter period of time.
2. Goals of the training program be more clearly articulated to participants at the very beginning.
3. Conduct program with full support and participation of the Administration.
4. The program not be instituted in a setting that does not show the philosophy of the training program view toward education and the nature of the person.

Recommendations for Further Research Into the Assessment of Human Relations Training Programs:

1. Conduct study to determine teacher's attitudes toward students to determine change related to time of the school year.

2. Further study should be conducted to better determine actual classroom behavior and situation behaviors through video or audio methods.
 3. Further study to correlate teacher and school personnel manner and its effects on performance.
 4. Further study to determine effect management style has on teachers' behavior.
 5. Further study to determine the effect management style of teacher and childcare workers has on performance and behavior of students.
 6. Further study to determine teacher evaluation of the effectiveness of in-service programs. Determine the program content's relationship to teacher behavior. Determine program content's relation to teacher or childcare worker's behavior relative to child performance and behavior.
- * Study to what degree attitudes can be changed through training.
 - * Study to determine to what degree behavior can be changed by training.
 - * Studies that continue to seek relationships between helpers' affect and client behavior and performance.

Footnotes For Chapter 1

1. Clark Moustakas, Who Will Listen: Children and Parents in Therapy (New York: Ballentine Books, 1975), p. 4.
2. Thomas Gordon, Parent Effectiveness Training: The Tested Way to Raise Children (New York: Plume Books, 1975), p. 298.
3. Thomas Gordon with Noel Burch, Teacher Effectiveness Training (New York: Peter H. Wyden, 1974), p. 7.
4. Herbert Thomas Tilley, In-Service Teacher Education - A Tool for Change (doctoral dissertation, University of Massachusetts, Amherst, 1971), p. 71.
5. Kenneth Howly, "Putting Inservice Teacher Education into Perspective," Education and Leadership, Volume 27, No. 2 (Summer, 1976) p. 105.
6. M. Hopkins, Davies, and John J. Aguino, "ERIC Clearinghouse on Teacher Education," Journal of Teacher Education, Vol. 26, No. 3 (Fall, 1975) p. 274.
7. Gary Ingersoll, "Assessing In-Service Training Needs Through Teacher Responses," Journal of Teacher Education, Vol. 27, No. 2 (Summer, 1976), p. 172.
8. Management Style - manner in which teacher manages classroom or dormitory parent manages student residents.

Footnotes For Chapter II

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APPENDIX

POST-TRAINING QUESTIONNAIRE

NUMBER

POSITION

YEARS OF EXPERIENCE IN EDUCATION RELATED FIELD

NUMBER OF YEARS AT BECKET

SEX

AGE

LEVEL OF EDUCATION

APPROXIMATE NUMBER OF SESSIONS ATTENDED

WHEN

1. How do you feel about the course?
2. What do you feel were the major strengths of the program?
3. What do you feel were the major weaknesses of the program?
4. How would you improve the training program?
5. Do you feel the helping skills presented in the program were worthwhile? (posture, eye-contact, response - physical and verbal, active listening)
6. Do you feel the assertive skills were worthwhile?
7. Did the training change your attitude toward:
 - a. How you view yourself?
 - b. How you view other staff?
 - c. How you view administration? (For admin., how view staff)
 - d. How you view problem solving?
 - e. How you view self-disclosure?

8. How well do you feel you have mastered the concepts of the training?
9. The skills presented in the training program?
10. Do you feel the training program achieved its objectives?
11. The following section is to evaluate the way in which various components of the training program were presented. Please evaluate the method or structure not the concept. Rate the following in terms of presentation as: a. very effective, b. effective; c. ineffective; d. waste of time.
 - a. problem ownership
 - b. active listening
 - c. attending posture
 - d. eye contact
 - e. feeling words - empathic responses
 - f. paraphrasing
 - g. door openers
 - h. parroting
 - i. "roadblocks"
 - j. helping skills in general
 - k. assertive rights
 - l. persistence
 - m. "fogging"
 - n. "I-messages"
 - o. assertive skills in general
 - p. problem solving
 - q. relaxation exercise
12. Please rate the following concepts presented in the training program according to their practical value. How valuable do you feel the following concepts are to you as they were presented in the program? a. extremely worthwhile; b. worthwhile; c. mildly worthwhile; d. worthless.
 - a. problem ownership
 - b. active listening
 - c. attending posture
 - d. eye contact
 - e. feeling words - empathic responses
 - f. paraphrasing
 - g. parroting
 - h. door openers
 - i. "roadblocks"

- j. helping skills in general
- k. assertive rights
- l. persistence
- m. "fogging"
- n. "I messages"
- o. assertive skills in general
- p. problem solving
- q. relaxation

13. Which skill do you find the easiest to apply?
14. Which skill do you find the most difficult to apply?

PROBLEM OWNERSHIP

In the following situations indicate who owns the problem: self, other or no problem.

1. A student in your class seems tense and uneasy.
2. Your spouse continually forgets to give you phone messages.
3. A student is upset because he has been cut from the soccer team.
4. A staff member is habitually late for meetings which delays the start of the meetings.
5. A student is not getting along with others in the dorm; often she seems dejected and withdrawn.
6. You often discuss politics with your friends.
7. Jane constantly chatters to others while you are lecturing.
8. Your son is considering dropping out of high school to join the army.
9. Most of the students at Becket enjoy watching "Happy Days" on TV.
10. Another teacher complains about his working conditions to you.

ROADBLOCKS

In the following situations indicate the type of "roadblock" being used.

1. A child in class is whispering to a friend and disturbing the lesson. The teacher responds to the child by saying: "If you say one more word you'll have to stay after school for an hour."
2. A sixteen year-old youth tells his father that he is considering dropping out of school. The father responds to him in this way: "High school drop-outs earn far less than graduates, your chances of earning a good living are going to be awfully slim if you drop out now. Education is so important today."
3. A child tells his mother that he does not feel well and that he would like to stay home from school. The mother replies: "You look okay to me you're just trying to avoid taking that math exam you have to take today."
4. A mother wants her daughter to take piano lessons. The mother uses this approach: "I can't understand why you won't take the lessons, you've always shown such good musical ability. I'm certain you'll be superb!"
5. A father speaking to his daughter just before she heads out the door: "Jane you look very sloppy tonight, those slacks are too bright they don't go very well with your sweater."
6. A student is wandering around the classroom disturbing others the teacher says to the student: "Sit down immediately and stop interrupting my class."
7. One teacher says to another: "You should give your class extra homework. When they act-up then you won't have so much trouble getting them to settle down."
8. A child has just spilled some milk on the dining room table the parent says: "Nice job, you sure are graceful."
9. A student tells a teacher that she is having difficulty getting along with her parents, the teacher responds by telling the student: "Don't worry about it all kids have problems with their parents at one time or another."

10. A student asks for extra help in understanding a science assignment, the teacher replies: "You clown, you must be slow if you don't understand this!"

COMMUNICATION ROADBLOCKS

1. ORDERING, DIRECTING, COMMANDING

Telling the other to do something, giving him an order or a command.

2. WARNING, THREATENING, PROMISING

Telling the other what consequences will occur if he does something, or carrying out the consequences (rewarding or punishing).

3. MORALIZING, PREACHING, GIVING "SHOULD'S", GIVING "OUGHTS"

Invoking vague outside authority as accepted truth.

4. ADVISING, GIVING SOLUTIONS, GIVING SUGGESTIONS

Telling the other how to solve a problem, giving him advice or suggestions; providing answers or solutions for him.

5. TEACHING, LECTURING, GIVING LOGICAL ARGUMENTS

Trying to influence the other with facts, counter-arguments, logic, information, or your own opinions.

6. JUDGING, CRITICIZING, DISAGREEING, BLAMING

Making a negative judgment or evaluation of the other.

7. NAME-CALLING, LABELING, STEREOTYPING

Making the other feel foolish, putting the other into a category, shaming him.

8. INTERPRETING, ANALYZING, DIAGNOSING

Telling the other what his motives are or analyzing why he is doing or saying something; communicating that you have him figured out or have him diagnosed.

9. PRAISING, AGREEING

Offering a positive evaluation or judgment, agreeing.

10. REASSURING, SYMPATHIZING, CONSOLING, SUPPORTING

Trying to make the other feel better, talking him out of his feelings, trying to make his feelings go away, denying the strength of his feelings.

11. PROBING, QUESTIONING, INTERROGATING

Trying to find reasons, motives, causes; searching for more information to help you solve the problem.

12. WITHDRAWING, DISTRACTING, SARCASM, HUMORING, DIVERTING, INDIRECTION

Trying to get the other away from the problem, withdrawing from the problem yourself; distracting the other, kidding him out of it, pushing the problem aside.

COMMUNICATION HELPERS

A. SILENCE (PASSIVE LISTENING)

B. NON-COMMITTAL ACKNOWLEDGEMENT RESPONSE

Brief expressions such as:

"Really"

"I see"

"Interesting"

"Oh,"

"Mm-hmm"

"You did, huh"

C. DOOR-OPENERS

Invitations to say more such as:

"Tell me about it."

"Would you like to talk about it?"

"Sounds like you've got some ideas or feelings about this."

"I'd be interested in what you have to say."

D. ACTIVE LISTENING (FEEDBACK)

Receiver re-states or mirrors back sender's message with such phrases as:

"This is what I hear you saying,"

"You feel"

NUMBER

ANSWER SHEET

ROADBLOCKS

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

PROBLEM OWNERSHIP

OTHER OWNS THE PROBLEM

NO PROBLEM AREA

YOU OWN THE PROBLEM

SEMANTIC DIFFERENTIAL SCALES

ASSERTIVENESS

Number

1. good: _____:_____:_____:_____:_____:_____:_____:bad
2. relaxed:_____:_____:_____:_____:_____:_____:_____: tense
3. near: _____:_____:_____:_____:_____:_____:_____: far
4. healthy:_____:_____:_____:_____:_____:_____:_____: sick
5. deep: _____:_____:_____:_____:_____:_____:_____: shallow
6. active: _____:_____:_____:_____:_____:_____:_____: passive
7. strong: _____:_____:_____:_____:_____:_____:_____: weak
8. rugged: _____:_____:_____:_____:_____:_____:_____: dedicate
9. loud: _____:_____:_____:_____:_____:_____:_____: soft
10. sharp: _____:_____:_____:_____:_____:_____:_____: dull
11. fast: _____:_____:_____:_____:_____:_____:_____: slow
12. hot: _____:_____:_____:_____:_____:_____:_____: cold

LISTENING

Number

1. good: _____:_____:_____:_____:_____:_____:_____ :bad
2. relaxed: _____:_____:_____:_____:_____:_____:_____ :tense
3. near: _____:_____:_____:_____:_____:_____:_____ :far
4. healthy: _____:_____:_____:_____:_____:_____:_____ :sick
5. deep: _____:_____:_____:_____:_____:_____:_____ :shallow
6. active: _____:_____:_____:_____:_____:_____:_____ :passive
7. strong: _____:_____:_____:_____:_____:_____:_____ :weak
8. rugged: _____:_____:_____:_____:_____:_____:_____ :dedicate
9. loud: _____:_____:_____:_____:_____:_____:_____ :soft
10. sharp: _____:_____:_____:_____:_____:_____:_____ :dull
11. fast: _____:_____:_____:_____:_____:_____:_____ :slow
12. hot: _____:_____:_____:_____:_____:_____:_____ :cold

MANAGERIAL GRID

DECISIONS

- A. I accept decisions of others.
- B. I place high value on maintaining good relations.
- C. I search for workable, even though not perfect, decisions.
- D. I place high value on making decisions that stick.
- E. I place high value on getting sound creative decisions that result in understanding and agreement.

II. CONVICTIONS

- A. I go along with opinions, attitudes, and ideas others or avoid taking sides.
- B. I prefer to accept opinion, attitudes, and ideas of others rather than to push on my own.
- C. When ideas, opinions, or attitudes different from my own I initiate middle ground positions.
- D. I stand up for my ideas, opinions, and attitudes even though it sometimes results in stepping on toes.
- E. I listen for and seek out ideas, opinions, and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind.

III. CONFLICT

- A. When conflict arises, I try to remain neutral or stay out of it.
- B. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together.
- C. When conflict arises, I try to be fair but firm and to get an equitable solution.
- D. When conflict arises, I try to cut it off or to win my position.
- E. When conflict arises, I try to identify reasons for it and to resolve underlying causes.

IV. EMOTIONS

- A. By remaining neutral, I rarely get stirred up.
- B. Because of the disturbance tensions can produce, I react in a warm and friendly way.
- C. Under tension, I feel unsure which way to turn or shift to avoid further pressure.
- D. When things are not going right, I defend, resist or come back with counter arguments.
- E. When aroused, I contain myself, though my impatience is visible.

V. HUMOR

- A. My humor is seen by others as rather pointless.
- B. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side.
- C. My humor sells myself or a position.
- D. My humor is hard hitting.
- E. My humor fits the situation and gives perspective. I retain a sense of humor even under pressure.

VI. EFFORT

- A. I put out enough effort to get by.
- B. I rarely lead but extend help.
- C. I seek to maintain a good steady pace.
- D. I drive myself and others.
- E. I exert vigorous effort and others join in.

MANAGERIAL STYLES

Rank the paragraphs from most to least typical, as a description of yourself; 1 is most typical, 2 is next most typical and so on to 5 which is least typical of you. When you have finished ranking, there should be only one of each number from 1 to 5. There can be no ties.

- a. I accept decisions of others. I go along with opinions, attitudes and ideas of others or avoid taking sides. When conflict arises, I try to remain neutral or stay out of it. By remaining neutral, I rarely get stirred up. My humor is seen by others as rather pointless. I put out enough effort to get by.
- b. I place high value on maintaining good relations. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together. Because of the disturbance tensions can produce, I react in a warm and friendly way. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side. I rarely lead but extend help.
- c. I search for workable, even though not perfect, decisions. When ideas, opinions or attitudes different from my own appear, arises, I try to be fair but firm and to get an equitable solution. Under tension, I feel unsure which way to turn or shift to avoid further pressure. My humor sells myself or a position. I seek to maintain a good steady pace.
- d. I place high value on making decisions that stick. I stand up for my ideas, opinions and attitudes, even though it sometimes results in stepping on toes. When conflict arises, I try to cut it off or to win my position. When things are not going right, I defend, resist or come back with counter arguments. My humor is hard hitting. I drive myself and others.
- e. I place value on getting sound creative decisions that result in understanding agreement. I listen for and seek

out ideas, opinions and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind. When conflict arises, I try to identify reasons for it and to resolve underlying causes. When aroused, I contain myself, though my impatience is visible. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure. I exert vigorous effort and others join in.

