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Behavioral Change Through Self Appraisal and Group Interaction

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BEHAVIORAL CHANGE
THROUGH
SELF APPRAISAL AND GROUP INTERACTION

by

Michele Needham-Greischar

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

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To all of those people with whom she has participated in groups, to all of those who have been in groups which she has led, to all of her students, she expresses sincere thanks for shaping her beliefs in the constructive power of group process.

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VITA

The author, Michele Needham-Greischar, was born in Springfield, Illinois on June 28, 1946. She is the daughter of Luke and Rosaire Needham.

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CHAPTER I

INTRODUCTION

The Nature of the Problem

For the past several decades the impetus towards learning through group process has been growing. Very recent years have seen a rapid multiplication of encounter, self-awareness, therapy, sensitivity and training groups, with varying orientations, techniques and goals.

In the field of counselor education, the development of the whole person is seen as an acceptable and desirable goal. The means to accomplish this, however, have differed radically. In the past, training programs had concentrated on the didactic approach. In the late 1960's, however, the pendulum seemed to swing toward the experiential approach.¹ Either polarity excluded the benefits of the opposite pole. Today, movement towards an integration of the two orientations is seen as the goal of efficient and effective counselor education.

Past programs emphasizing experience have tended to focus primarily on the counselor's own understanding of himself in the counseling situation.² It seems, then, that few opportunities have

¹ Charles B. Truax and Robert R. Carkhuff, Toward Effective Counseling and Psychotherapy (Chicago: Aldine Press, 1967), pp. 209-219.

² Herman J. Peters and James Hansen, "Counseling Practicum: Bases for Supervision," Counselor Education and Supervision 2 (1963): 82-85; Truax and Carkhuff, p. 219.

been provided for counselors-in-training to experience growth in interpersonal skills through their learning program. Truax and Carkhuff initiated quasi-group therapy for their counselors-in-training in order "to move [them] toward integrating their own personality, values, and goals with the didactic and cognitive learnings."³ Viewing the group structure, therefore, as a learning laboratory (a place where the individual is able to relate to others in a non-threatening situation, to receive feedback on his behavior and to utilize ways of interacting not previously included within the personal repertoire), necessitates its inclusion in a program of counselor education.

We can do anything in training that we can do in treatment -- and more. Training in interpersonal skills strikes at the heart of most difficulties in living. Systematic training in interpersonal skills affords a means of implementing the necessary learning in progressive gradations of experience which insure the success of the learning. In making explicit use of all sources of learning -- the experiential, the didactic, and the modelling -- systematic group training in interpersonal skills provides the most effective, economical, and efficient means of achieving the individual growth of the largest number of persons.⁴

Accepting, then, that growth in the areas of self-actualization and interpersonal functioning are goals to be desired for people in guidance and counseling, the question with which to be dealt was: What specific type of group structure would provide most efficiently and most effectively the greatest amount of constructive change for the greatest number of people.

³Truax and Carkhuff, p. 273.

⁴Robert R. Carkhuff, Helping and Human Relations, vol. 2: Practice and Research (New York: Holt, Rinehart and Winston, 1969), pp. 130-131.

Background of the Study

Those involved in counselor education have invested themselves in the process of determining how to provide the greatest amount of counselor growth during the period of counselor training.⁵ Varying conditions have been altered, different structures have been schematized⁶ and experimentation continues.

These overall dynamics in the field of counselor education reverberated throughout Loyola University's Guidance and Counseling Department. As faculty and students in the graduate program met to evaluate the existing master's program, the consensus was that changes needed to be made. More emphasis needed to be placed on the affective and interpersonal realms of learning. Counseling students needed to have more opportunities for developing sensitivity to both themselves and to others. And a vehicle needed to be established in which communication skills could be learned before the final stages of the program. Previously, the only course structured to meet these needs was the Practicum in Counseling and Guidance, the final course in the master's sequence.

In studying the courses' aims and goals, it was decided that the logical place for more training in self-and other-awareness was within the course, Individual Appraisal. Its format was already

⁵Bernard G. Berenson, Robert R. Carkhuff and Pamela Myrus, "The Interpersonal Functions and Training of College Students," Journal of Counseling Psychology 13 (1966): 4; Truax and Carkhuff, pp. 222-242.

⁶Philip F. Quinn, "Monitor-Modeling versus Immediate Feedback: A Study of Supervisory Styles in a Counseling Practicum" (Ph.D. dissertation, Loyola University of Chicago, 1971).

producing self-understanding through a series of tests given to the students in the areas of interest, personality, achievement and aptitude. Besides having this data on themselves which they were required to analyze objectively, the students were also to analyze objectively their own value and attitude development in the areas of social and cultural, familial, educational, vocational and avocational background along with their current perception of their total selves. These two entities, then, the testing material and the personal data were to be integrated and examined in the light of the personal choice of the counseling lifestyle. To this was added a group process structure in which the students would receive additional information about themselves through feedback and in which they would be free to try out new behavior if they so chose. By providing the counselors-in-training with greater exposure to their affective, cognitive and behavioral areas of self, it seemed that significant changes could be effected in their future experiences in the program.

As the facilitating group structure was conceptualized, it was to be a learning laboratory, not a therapy group. Yalom⁷ notes that there are significant differences between the t-group and the therapy group.

The particular structure chosen for the group process, Egan's Contract Interpersonal Growth Group, provides for emphasis on the "here and now" interactions as opposed to the "there and then." The group leader is to be a participant/model of behavior, not a

⁷ Irvin D. Yalom, The Theory and Practice of Group Psychotherapy (New York: Basic Books, Inc., 1970), pp. 357-371.

charismatic or omniscient figure. The situation is to be one in which each participant is free not only to be himself but also to try out new unfamiliar ways of reacting. Within the group, the individual is to learn more effective communication skills, ranging from verbalization itself to behaviorally communicating the feelings being experienced.⁸

Previous research into growth or change during encounter group process was mostly characterized by a lack of adequate control, faulty design and ambiguity of definitions of group process itself as well as of participant and leader behavior and desired goals.⁹ Because of the high degree of definition of the Egan model, it was felt that the effectiveness of the personalized contract and exercise techniques in producing positive change within the individuals might be assessed.

Furthermore, this particular structure is being used both with and without more formalized contracts, both with and without exercise structures, and with individual facilitators and co-facilitators. The number of variations of the explicit structure seemed to cry out for experimentation.

Purpose of the Study

The purpose of this study is to determine what kind of changes take place within the individual as a result of self-reflection and

⁸ Gerard Egan, Encounter: Group Processes for Interpersonal Growth (Belmont, Calif.: Wadsworth Publishing Company, 1970), pp. 51-55.

⁹ Roger Harrison, "Problems in the Design and Interpretation of Research on Human Relations Training," in Sensitivity Training and the Laboratory Approach, eds. Robert T. Golembiewski and Arthur Blumberg (Itasca, Ill.: F.E. Peacock Publishers, 1970), pp. 462-475.

group interaction occurring within the same structure. It is not only to compare the effect of both group experience and self-analysis, but it is also to compare the differences that may materialize between the groups themselves. By considering both the group leaders' levels of facilitation and the individuals' degree of manifested goal-directed behavior, those variables can be held constant so that individual growth taking place within the group can be considered in a more pure form.

According to studies on goal clarity and productivity, those groups which have made the goals most explicit¹⁰ and which have most clearly defined the behaviors in which they intend to engage to reach those goals should show the greatest amount of change at the end of the group process.¹¹ Additionally, the greater the degree of personal involvement, the greater the degree of change.¹² Within the encounter group structure, several techniques are used to facilitate growth. Although these are used frequently, there has been relatively little experimentation to determine the effectiveness of specific combinations of techniques in producing constructive change. This research attempts to study personalized contracts and verbal exercises.

By altering the usage of the contract and the exercise among the

¹⁰ Bertram H. Raven and Jan Rietsema, "The Effects of Varied Clarity of Group Goal and Group Path upon the Individual and his Relation to his Group," Human Relations 10 (1957): 29-45.

¹¹ Carkhuff, p. 64.

¹² Bob Luke and Charles Seashore, "Generalizations on Research and Speculations from Experience Related to Laboratory Training Design," in Golembiewski and Blumberg, p. 432.

groups, the researcher is trying to determine if either of these techniques has any measurable value in the group process. Basically viewed as techniques to encourage goal-directed behavior and hence commitment to the group process, the researcher seeks to establish for herself the effects of these in relation to growth.

A Definition of Terms

The Contract-Interpersonal-Growth-Group

This particular group structure which was used for all experimental groups in this study presents the group experience as a contract entered into knowingly by all parties involved. Both the leaders and the participants are intellectually exposed to the rationale for the format, the group goals and the expected individual and group behaviors. Each leader and each participant by his presence in the group commits himself to the terms of the contract, as follows:

1. The aim of the group process is interpersonal growth, i.e., learning how to be in relation to others in more effective ways.
2. The leader of the group is seen as a member who models the desired interaction behaviors for the rest of the group members, but who is, too, a learner-in-process.
3. The group is a laboratory in which each person is free to experiment with new ways of behaving which may be more constructive or more satisfactory than his old ways of acting. Feedback from the other group members enables the experimenter to see the way his new behavior is received, increasing his degrees of freedom in interactive behaviors.

4. The group is oriented to the here and now, not the there and then. Present thoughts, feelings and interactions within the group are to be dealt with.
5. The aim of the total growth is to bring into completion the individual's feelings with his thoughts which he is able to verbalize and then to act on these behaviorally, if it is necessary or desired.
6. Participants are to engage in appropriate self-disclosure, accurate verbal and nonverbal expression of personal feelings, communication of support to the other members, responsible confrontation and responding to confrontation with self-reflection and openness to change.¹³

Counselors-in-Training

In this work, the counselors-in-training are those students who are pursuing an advanced degree in the Guidance and Counseling program. In other words, they are quite simply those students who are studying to be counselors.

The T-Group as opposed to the Therapy Group

Although both groups deal with the development of human potential and the learning of more effective interpersonal skills, they differ in the following ways:

¹³Egan, pp. 51-61.

Setting: The t-group does not usually extend indefinitely in time, whereas the therapy group usually does. The average size of the t-group is twelve to sixteen members, whereas the average therapy group size is seven to twelve.¹⁴

Leader Role: The t-group leader is considered by the members to be a member of the group, but one who has certain technical competencies that they are lacking. The group therapist distances himself from the group members. He encourages perception of him as expert and seldom divulges his own weaknesses or problems.¹⁵

Composition: The t-group consists of individuals who are able to function in the world somewhat normally. These individuals have had their deficiency needs satisfied and are capable of growth, or being, needs.¹⁶ The therapy group member, however, is operating with powerful deficiency needs. This individual is unable to cope successfully with the everyday life occurrences.¹⁷

¹⁴Yalom, p. 363 and p. 215.

¹⁵Yalom, pp. 363-364.

¹⁶Abraham H. Maslow, Toward a Psychology of Being, 2nd ed. (Princeton, N.J.: Van Nostrand, 1968) pp. 21-43.

¹⁷Yalom, p. 365.

Orientation to Learning: The t-group is oriented to learning new interpersonal skills for the group members. The opportunity for knowledge of self through honest interaction and feedback and the facilitation of interpersonal change is paramount. The therapy group on the other hand operates from behind walls of defensiveness which the patients are unable and unwilling to unfreeze. The two groups, therefore, differ radically in the degree of openness to change and in the desire to learn.¹⁸

Termination: The t-group terminates at a specific point in time and all of the members complete the experience together. The therapy group is usually open-ended so that new members are being added and dropped. There is usually no fixed time limit for the duration of the experience either.¹⁹

Individual Appraisal

The course, Individual Appraisal, Guid 425, is offered each semester at Loyola University, Chicago, Illinois, by the Department of Guidance and Counseling. It is one of the required courses for the master's degree in Guidance and Counseling. The course consists traditionally of the students' being tested on aptitude, achievement, personality and interest. They are then required to write an

¹⁸Yalom, pp. 366-368.

¹⁹Yalom, pp. 368-371.

objective autobiography integrating all of their testing material and evaluating themselves as counselors in relation to all of this. A more complete description can be found in Chapter III.

Contract Group

Group processes utilizing a contract have their goals and their expected behaviors clearly defined. Membership involves mutual commitment of group participants to adhere to the details of the contract.

Personalized Contract

In some groups, member behavior becomes even more explicit. Herein, each member writes out his own contract to each of the other members. Each person decides for himself which of the overall growth goals are most important for him to work on during the present session, and he commits himself to these behaviors in the presence of the other group members.

Exercises

Techniques designed to facilitate group interaction or the accomplishment of group goals may be either verbal or nonverbal and are usually termed exercises.

Procedure

Four groups were formed: contract-exercise, contract-no exercise, no contract-exercise and no contract-no exercise. Participants in the contract-exercise structure studied the overall goal of interpersonal growth and the specific interaction goals mentioned earlier to determine which interpersonal skills they needed to develop. Having decided which behaviors they intended to work on, they then

outlined how they would accomplish this in the group. Copies of each member's personalized contract were distributed to the other group members. This group also used a number of verbal exercises designed to facilitate self-exploration and communication.

In the contract-no exercise group, the participants only wrote the personalized contract, as described for the above group. Their document, too, was given to the other group members.

The no contract-exercise group used the same nonverbal exercises at the same times as the first group. They had no personalization of goals or explicit contract during the semester.

The no contract-no exercise group operated under the implicit contract of the encounter group structure, but it utilized no personalized contract and no verbal or nonverbal exercises.

In order to measure change, three instruments were used. The "Personal Orientation Inventory" is a "test" devised by Shostrom to measure the individual's perception of his own behavior as it compares with that of adults who are considered to be "self-actualized." It includes a number of individual scales: self-actualizing values, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man - constructive, synergy, acceptance of aggression, and capacity for intimate contact.²⁰ Schutz's "Fundamental Interpersonal Relations Orientation - Behavior" (FIRO-B) measures a person's normal way of behaving with others in regard to inclusion,

²⁰ Everett L. Shostrom, Personal Orientation Inventory Manual (San Diego, Calif.: Educational and Industrial Testing Service, 1966).

control and affection.²¹ In order to assess participants' degree of adherence and commitment to the Contract Interpersonal Growth Group, the experimenter devised a rating scale for encounter group behavior in the areas of overall participation, overall interpersonal growth, and the interactive goals of self-disclosure, self-expression, supportive behavior, responsible confrontation and reflective response to confrontation. Another instrument was used solely to assess the group leaders. This was Carkhuff's Rating Scale for Interpersonal Functioning.²²

Assumptions

This study is based on a number of assumptions which have come to be accepted by the researcher although they may still be being disputed by some theoreticians in the field.

1. Encounter groups can effect change, which may be either positive or negative.
2. Behavioral change can take place through group process.
3. Changes are taking place in encounter groups, and with the proper instruments, these are measurable.
4. The more totally the person is involved in the group goals and process, the greater the degree of change which is possible.
5. The personalized contract causes greater commitment than the

²¹William C. Schutz, The FIRO Scales Manual (Palo Alto, Calif.: Consulting Psychologists Press, 1967).

²²Robert R. Carkhuff, Helping and Human Relations, vol. 1: Selection and Training (New York: Holt, Rinehart and Winston, 1969), p. 115.

general contract.

6. Exercise results in greater involvement than no exercise.

Hypotheses

Based on the research done and on the assumptions made, the following hypotheses were formulated:

1. All experimental groups will show significantly more positive change than the control group as measured on each scale of the POI and the FIRO-B.
2. The contract-exercise group will evidence significantly more change than the remaining experimental groups on all scales of both the POI and the FIRO-B.
3. The contract-no exercise group and the no contract-exercise group will demonstrate significantly more change than the no contract-no exercise group on all scales of both the POI and the FIRO-B.
4. The no contract-no exercise group will show the least significant amount of change on all scales of both the POI and the FIRO-B.
5. All experimental groups will show significantly less discrepancy between their Wanted and Expressed Inclusion, Control and Affection on the FIRO-B post-test than on the FIRO-B pre-test.
6. Individuals whose behavior in the groups manifest goal-directedness will evidence more significant change than those whose behavior does not manifest goal-directedness.

Limitations

There are several limitations to this study.

1. The group structure was never used previously in the course, Individual Appraisal. Initially, many students responded to the requirement of the group experience with hostility and antagonism. This could have resulted in a lack of accuracy in the testing results.

2. The population was entirely comprised of students in one course, most of the subjects being people in the master's program in Guidance and Counseling at Loyola University of Chicago; therefore, generalizability is limited.
3. There were no records of what degrees of growth were taking place in students before the experimental approaches were added. That is, students who had taken the course when it consisted traditionally of the self-analysis and autobiography would seemingly have changed during their experience with the course. This is in no way able to be determined. Only the present combination structure can be assessed.
4. The participation in the group experience was nonvoluntary, although some students withdrew from the course after the initial session. The nonvoluntary aspect could have produced results which would have distorted the data.
5. The total time in which the individuals were actually in the encounter group was fifteen hours, spaced over a ten week period. It is possible that the time was too limited for major changes to take place.
6. The instruments themselves seemed to be not fine enough in their construction to detect the changes which were occurring during the experience.
7. The control group consisted of students in the master's program at approximately the same stage of didactic training. It is to be expected that these individuals would be oriented towards positive personal growth. It is also to be expected that some of

them were enrolled at the same time in courses emphasizing human growth and the development of their potential. It is therefore quite possible that the utilization of this group for a control created a negative bias in the results.

Organization of the Study

Chapter I has presented an introduction to the study -- its *raison d'etre*, the specific structural model and the variables being investigated. The following chapter will review the literature dealing with the various aspects of the group and the production of personality and behavioral change through group interaction and self-reflection. Chapter III will describe the design used, the selection of the trainers, the selection of the subjects, the group process, the utilization of the contract both implicit and explicit, and the instruments which were used in evaluating the subjects. Chapter IV will provide a statistical analysis and discussion of the results of pre- and post-testing. Chapter V will contain the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature which pertains specifically to the author's hypotheses. These hypotheses deal with the production of change in the participants as a result of the group experience. It is theorized that goal-directed behavior is observable, measurable and indicative of a level of commitment which should be related to the degree of change occurring within the group member. Utilization of a contract, either implicit or explicit, is viewed as a precipitator of greater positive change. Integration of the cognitive and the experiential elements of learning are considered essential to a successful group structure. And finally, the leader's level of interpersonal functioning is believed to have a direct relationship to the types of change which take place within groups.

The purpose of this chapter is not to cover the entire scope of literature on groups, but only to consider those groups which have structures and goals similar to the Contract Interpersonal Growth Group which was used in this experimentation. Some background material which has provided a part of the rationale for the group format is included as an introduction to the specific group ideology being operationalized in this research.

Specific Principles of Groups
On Which the Research Is Based

Golembiewski and Blumberg²⁴ point out the importance of the group as a learning laboratory -- a place where new ways of behaving can be tested out so that the most effective acting and reacting pattern can be determined and possibly retained. They see the group as a miniature society wherein each individual receives responses which are characteristic of those he would receive outside of the group. The content of the encountering period is generated by the participants' "here and now" learning activities. That is, the content of the group sessions consists of the participants' interactions and the growth that emerges from understanding their interpersonal patterns of relating.

Yalom²⁵ differentiates between groups for the severely disturbed and groups for the "normals". (See pages 8-10 of this dissertation). He sees the goal of groups composed of the normals as a growth in interpersonal skills. This is learned through questioning present attitudes, beliefs and ideas, experimenting with new specific ways of behaving and then utilizing the successful ones in their extra-group life.

According to Benne, Bradford and Lippitt²⁶ the purpose of groups

²⁴Robert T. Golembiewski and Arthur Blumberg, "Introduction," in Golembiewski and Blumberg, p. 5.

²⁵Yalom, pp. 364-366.

²⁶Kenneth D. Benne, Leland P. Bradford and Ronald Lippitt, "The Laboratory Method," in T-Group Theory and Laboratory Method, eds. Leland P. Bradford, Jack R. Gibb and Kenneth D. Benne (New York: John Wiley & Sons, 1964), pp. 16-17.

is to facilitate an understanding of the self and its conflicting elements. Through the process of feedback, it enables the participant to grow in understanding of his effect on others and the cause of their way of responding to him. Additionally the person becomes aware of the discrepancy between his thoughts and wishes and the type of activity in which he engages. And finally, he learns how to act on his ideas in order to complete them.

The group experience is both additive and cyclic. Hampden-Turner²⁷ emphasized the reinforcing properties of the group experience. For example, by participating in the group, the individual refines his ideas about himself and his environment. This expands and specifies his self definition, resulting in an increase in self- and other-esteem. All of these then cause him to feel a greater self-strength, and hence, he tends to invest himself more in his extra-group life. His level of self-investment is manifested by more risk-taking in interpersonal situations and by a movement towards intimacy with others. Through this dynamic interaction, the individual seeks to affirm his initial self-discovery in the group process. The results of this extra-group interaction either reinforce his "new" self-concept and become a part of his self-system or create dissonance within the individual because the experience and his ideas are incongruent. With this new level of self-investment and self-awareness the individual returns to the group to begin the second cycle dealing with another aspect of his self.

²⁷C. M. Hampden-Turner, "An Existential 'Learning Theory' and the Integration of T-Group Research," in Golembiewski and Blumberg, pp. 38-54.

Rogers²⁸ looks to the group experience for the creation of a warm and supportive climate in which each individual feels free to be his normal reactive self. As he interacts, he receives feedback which facilitates his self-understanding. Because of the safeness of the climate, the person is able to try out new ways of being in relation to the others. If these are satisfactory, he is then able to translate them to his extra-group activities.

In the TORI (trust, openness, realization, and interdependence) Community, Gibb²⁹ sees a process of high risk, trustful living which enables the participants to love more fully and to live more relatedly than they had previously. Through this experience they become more aware of their own and others' feelings, and they learn how to verbalize these new awarenesses.

These particular writings cited contain a common core of characteristics. These commonalities support the Contract Interpersonal Growth Group which was used in the present experimentation. This cluster of concepts provides the ideological base on which the group structure of the research has rested. They have been integrated into the thinking of the author and are summarized as follows:

1. A group experience must provide for its participants the opportunity to learn new ways of behaving. Each individual has the chance to experiment with his acting and reacting

²⁸ Carl Rogers, On Encounter Groups (New York: Harper & Row, 1970) pp. 6-7.

²⁹ Jack R. Gibb, "TORI Community," in Encounter Groups: Basic Readings, ed. Gerard Egan (Belmont, Calif.: Wadsworth Publishing Co., Inc., 1971), pp. 121-127.

patterns. If new modes are found which are more satisfactory to the individual, they can be incorporated into his repertoire of behavior.

2. The composite of personalities within the group in most cases is representative of society in general. If the group members act and react honestly, each person receives feedback which is characteristic of that outside of the group. This gives him greater freedom in examining himself and his normal way of behaving.
3. The focus of the group process is the "here and now", not the "there and then." Honest interaction generates the flow of content. Participants do not concentrate on their past histories and an exploration of their motives; rather, they interact with the other group members. This acting and reacting then causes an understanding of the individuals' patterns of interrelating.
4. Within the group structure, the participant is able to examine his ideas, his feelings, his verbalizations of these, and the accompanying body components. If the individual experiences a lag or a divorce between any of the stages, it is possible to learn how to complete the process through practice in the group. The individual consequently becomes a much higher level communicator and receives more satisfactory responses from his interactions.

Participant Change

For group participants, one of the most obvious changes is an increase in self-acceptance.³⁰ This often results in raising their self- and other-esteem. And consequently, they also manifest behavioral changes.

If there is such agreement that changes are taking place in the self-system, it would seem logical that some changes should be manifesting themselves in the self-concept. In order to test this, Trotzer³¹ divided subjects into three groups: discussion, sensitivity, and control. For a total of sixteen hours over a nine-week period, the groups met. The sensitivity group was structureless, with the emphasis being on the development of self and other awareness and on the formation of interrelationships within the group. The leader assumed the role of facilitator of interaction. At the end of the experimentation, Trotzer administered the Tennessee Self-Concept Scale, Berger's Acceptance of Self and Others, Rokeach's Dogmatism Scale and Bill's Index of Adjustment and Values. He could find no conclusive evidence that measurable changes in the self-concept were occurring in the human relations group.

³⁰Rogers, p. 118; Hampden-Turner, p. 11; Nicholas Hobbs, "Group-Centered Leadership," in Perspectives on the Group Process: A Foundation for Counseling with Groups, 2nd ed., edited by C. Gratton Kemp (Boston: Houghton Mifflin Co., 1964), p. 202.

³¹James P. Trotzer and William A. Sease, "The Effect of Group Centered and Topic Centered Methods on College Students' Self-Concepts," Journal of College Student Personnel 12 (1971): 292-296.

Meador³² decided to study the effects of an encounter weekend on the participants' personalities by using Rogers and Rablan's Process Scale. She concluded that those who had entered the group at high levels of functioning were generally those who evidenced the greatest amount of growth. Most significant areas of change within the participants were movement from distancing of feelings to owning them, from their past orientation to present experiencing, and from an external locus of control to an internal one.

Somewhat contradictory evidence was discovered by Culbert, Clark and Bobele.³³ They administered both the POI (measuring self-percepts of self-actualizing behavior) and the Problem Expression Scale (measuring actual self-actualizing behavior as rated by each participant himself). Subjects were divided into two groups, both participating in a group process aimed at increasing self-awareness and facility in interactive behavior. For a total of twenty-eight hours, divided into fourteen two-hour weekly sessions, the groups met. At the end of the experimentation, the pre and post tests of the POI were analyzed for significant change. They found that initially the two groups were not equivalent on the POI: one group scored in the self-actualizing range, and one group scored in both the self-actualizing range (on six scales) and in the normal range (on six scales). The experimenters concluded that the second group was most similar to a

³²Betty D. Meador, "Individual Process in a Basic Encounter Group," Journal of Counseling Psychology 18 (1971): 70-76.

³³Samuel A. Culbert, James V. Clark and H. Kenneth Bobele, "Measures of Change toward Self-Actualization in Two Sensitivity Training Groups," Journal of Counseling Psychology 15 (1968): 53-57.

normal population. The group which initially had scored near the self-actualization level did not change significantly throughout the experience. The group, however, which had scored similar to the normals manifested self-actualizing growth in the areas of Inner-Directedness, Spontaneity, Synergy and Capacity for Intimate Contact ($p \leq .05$).

Guinan and Foulds³⁴ studied the changes in POI scores after a marathon experience. They found that all of the experimental groups' mean scores changed positively after the group experience. Out of the twelve scales, changes were significant ($p \leq .05$) on seven: Inner-Directedness, Existentiality, Feeling Reactivity, Spontaneity, Self-Acceptance, Aggression, and Capacity for Intimate Contact achieved significance at $p \leq .01$. None of their control group's mean scores changed significantly ($p \leq .05$).

Using both the FIRO-B and the POI, Reddy³⁵ discovered that there were significant changes in both intensive and nonintensive groups between pre and post testing ($p \leq .05$). Those in the intensive setting, however, changed slightly more in a positive direction than those in the nonintensive setting. Reddy also found a relationship between the affection interchange compatibility scores and the POI changes.

On the affection variable, greater POI results occurred in those participants whose FIRO scores were in opposition to the group compatibility mean. If the group mean suggested that members were mutually exchanging affection and personal closeness, then

³⁴James F. Guinan and Melvin L. Foulds, "Marathon Groups: Facilitator of Personal Growth?" Journal of Counseling Psychology 17 (1970): 145-149.

³⁵W. Brendan Reddy, "Interpersonal Compatibility and Self-Actualization in Sensitivity Training," Journal of Applied Behavioral Science 8 (1972): 237-240.

members whose compatibility score deviated from the mean toward avoidance of affection made greater gains in self-actualization. If the group mean suggested avoidance of personal closeness, then members whose compatibility score deviated from this mean toward mutual closeness attained greater gains on the POI.³⁶

From Watson's survey of the literature,³⁷ he concluded that several areas of behavior change from the laboratory experience in human relations. Participants have greater self-awareness, greater understanding and acceptance of others, greater self-confidence and openness in relationships, greater understanding of group functioning, and a moderating of extreme needs of Control, Affection and Inclusion (as measured by the FIRO-B).

Baumgartel and Goldstein³⁸ used the FIRO-B to assess changes taking place during a laboratory experience. They found that the need for Control increased whereas the need for Affection decreased. Significantly, it seemed that female group members who were most highly valued by the others decreased most in their desire for Affection. Additionally, both highly valued females and low valued males increased significantly in their desire for Control as a result of the group experience.

Schutz and Allen³⁹ also used the FIRO-B to test changes in

³⁶Reddy, p. 240.

³⁷Eugene R. Watson, "Interpersonal Changes Through Immediate Feedback Approaches," Adult Education Journal 19 (1969): 263.

³⁸Baumgartel and Joel W. Goldstein, "Need and Value Shifts in College and Interpersonal Behavior," Journal of Applied Behavioral Science 2 (1966): 265-286.

³⁹Schutz and V.L. Allen, "The Effects of a T-Group Laboratory and Interpersonal Behavior," Journal of Applied Behavioral Sciences 2 (1966): 265-286.

interpersonal needs of t-group participants. They discovered that individuals who initially have either extremely high or extremely low scores move towards the median after the group process. This was evidenced on all three of the scales: Inclusion, Control and Affection. They concluded that the laboratory experience changes individuals unsystematically, being dependent on the initial degree of interpersonal need.

Smith⁴⁰ decided to experiment further with Schutz's theory and Schutz and Allen's research as cited above. His work substantiated the theory that the extremely high and low scorers do move towards the median after a group experience. Smith's research, however, dealt only with the Affection and Control scores.

Cureton⁴¹ replicated Smith's work and again found that the initial theory and research were accurate. Extreme initial scorers on the FIRO-B moved toward the center position after their group experience.

Lieberman, Yalom and Miles studied seventeen encounter groups of varying theoretical structures. The experimenters administered thirty-three tests and questionnaires in the areas of Attitudes and Values, Behavior, Self-Perception, Other-Perception, Self, Peer and Leader Ratings of Change, and External Outlook. They then calculated the cumulative Index of Change for each participant, taking into account

⁴⁰Peter B. Smith, "Attitude Changes Associated with Training in Human Relations," British Journal of Social and Clinical Psychology, 3 (1964): 104-113.

⁴¹C. L. Cooper and I. L. Mangham, T-Groups: A Survey of Research (London: Wiley & Sons, Ltd., 1971) pp. 27-28, citing L. Cureton (Unpublished M. Ed. thesis, University of Sussex, 1968).

both negative and positive change. After the group experience, one-third of the participants evidenced a positive gain, one-third showed no change and one-third manifested some type of negative change. The positive change percentage for experimentals, however, was found to be greater than that for the controls.⁴²

Additionally, they found that the High Learners--those who changed most in a positive direction as measured by their cumulative Change Index--had entered the group experience with a personal felt need for change. They were dissatisfied with themselves and intended to do something to remedy their situation. Moderate changers lacked the tension of the High Learners group, but they had a more positive self-concept than the Unchanged.⁴³ Negative Changers put high value on experiencing for its own sake, rather than for the sake of change. In fact, they devalued change and understanding.⁴⁴

One of the instruments which Lieberman, Yalom and Miles used in their battery was the FIRO-B. In studying the results of this test, the researchers determined that the group participants during their group experiences grew in their willingness to accept Control.⁴⁵

In their exhaustive study, Lieberman, Yalom and Miles collected

⁴²Morton A. Lieberman, Irvin D. Yalom and Matthew B. Miles, Encounter Groups: First Facts (New York: Basic Books, Inc., 1973) pp. 107-108.

⁴³Lieberman, Yalom and Miles, p. 334.

⁴⁴Lieberman, Yalom and Miles, p. 324.

⁴⁵Morton A. Lieberman, Irvin D. Yalom and Matthew B. Miles, "The Impact of Encounter Groups in Participants: Some Preliminary Findings," Journal of Applied Behavioral Sciences 8 (1972): 37-41.

a great body of information on the effects of the encounter group experience on the participants. Their conclusions are as follows:

1. In Values and Attitudes they [the experimentals] increased slightly in the importance of such "change-oriented" values as "learning how others view me" and "changing some of the ways I relate to people," while the control group decreased;
2. they maintained their level of "growth orientation" (aspects of their life-space involving growing, learning, and becoming), while controls, who were less growth-oriented to begin with, dropped even more;
3. they came to see encounter groups as more safe, while controls saw them as more dangerous;
4. in the Self Area experimentals saw themselves as somewhat more "lenient" (considerate, permissive), while controls saw themselves as less so;
5. the discrepancy between their self-picture and ideal self in the interpersonal domain (mentally healthy, considerate, honest, permissive) decreased, while that of controls increased;
6. they saw their own behavior as more interpersonally adequate, while controls decreased; and
7. they became more likely to use an active coping style (behavior such as taking action, interpersonal discussion, and problem-solving), while controls became less likely.⁴⁶

From the encounter group experience, then, the participants changed in self-and other-awareness, in expression of that awareness and in committant behavior.

Goal-Directed Behavior, High Visibility Structures and Change

Much of the encounter group process then aims at the individual's growth in the self- and other-awareness. Krumboltz⁴⁷ cites these as useless goals, faulting them for their lack of specific behavioral components. He purports that in order for individuals to change, both

⁴⁶ Lieberman, Yalom and Miles, Encounter Groups, p. 114.

⁴⁷ John D. Krumboltz and Carl E. Thoresen, eds., Behavioral Counseling: Cases and Techniques (New York: Holt, Rinehart and Winston, 1969), pp. 1-5.

their goals and the movement toward them must be objectively measurable. Likewise, according to Carkhuff, "The helper is most effective when he is able to operationalize step by step means for attaining the goals of helping....The more fully the goals have been described, the more fully the steps to their achievement can be implemented."⁴⁸

The primary focus, then, is the concrete and complete goal definition. This enables the individual to structure specific behavior which leads to goal accomplishment.⁴⁹ Lieberman, Yalom and Miles's study substantiates this.⁵⁰ They found that the groups with the greatest positive change were groups in which the goal-directed behavior was most clearly defined. Similarly, Winter, Griffith and Kolb⁵¹ found that of their subjects, those who changed most in a positive direction were those who most frequently identified their goals and determined their current position in relation to them.

From their review of the literature, Truax and Carkhuff⁵² concluded that meaningful structuring of the counseling experience does not hinder the counselee's growth. Indeed, they feel that the greater learning is produced through facilitative and goal-related structuring.

⁴⁸Carkhuff, vol. 2, p. 64.

⁴⁹Carkhuff, vol. 2, p. 117.

⁵⁰Lieberman, Yalom and Miles, Encounter Groups, p. 425.

⁵¹Sara K. Winter, Jeffery C. Griffith and David A. Kolb, "Capacity for Self-Direction," Journal of Consulting and Clinical Psychology 32 (1968): 35-41.

⁵²Truax and Carkhuff, p. 363.

Raven and Rietsma's earlier work⁵³ likewise demonstrated that by clearly defining the goal and the means to attain it, there is much greater motivation and consequent goal accomplishment. From his research into groups, Shaw⁵⁴ believes that if a goal and the means to its attainment are well-defined, there is higher group motivation and greater goal-directed movement than if there is no or little specificity in the definition. Bryan and Locke⁵⁵ substantiated these interrelationships in their study. They found that individuals who approached a task with low motivation could raise their motivation significantly when high performance goals were given to them. On the other hand, individuals who were initially highly motivated decreased in their motivation when they were given ambiguously stated goals, e.g., "Do your best." Additionally, those who had received more explicit goals increased their productivity, whereas those who had received nebulous goals increased only slightly.

The material so far has dealt basically with the group's need for knowledge of the group's goals. It is obvious, however, that not every group member will give equal valuation to each goal and its concomitant learning behaviors. The individual's selectivity is dependent on his present need system, on his past experiences and deficiencies and on his future directionality. It seems, then, that

⁵³Raven and Rietsema, pp. 29-44.

⁵⁴Marvin E. Shaw, Group Dynamics: The Psychology of Small Group Behavior (New York: McGraw-Hill, Inc., 1971), p. 330.

⁵⁵Judith F. Bryan and Edwin A. Locke, "Goal-Setting as a Means of Increasing Motivation," Journal of Applied Psychology 51 (1967): 274-277.

even a concrete behavioral statement of the group goals could be insufficient to produce the greatest possible amount of growth in the encounter participants. One solution to this is the personalization of the group's goals. Within the field of individual counseling, the importance of the client's forming his own specific growth goals is understood and utilized.⁵⁶ In order to provide the greatest specificity, meaning and consequent change for the group experience, it is logical that this individualization of goals be used also in the encounter structure.

Commitment and Change

Even if the goal and the path are clearly defined, the individual may not change. Within the group structure are a number of individuals who have themselves ultimate control over their growth. Each person is free. Regardless of the effectiveness of the structure used, he will choose whether or not he will change. It is necessary, then, for positive change to take place, for each participant to involve himself in the group process.⁵⁷ Change results from the individual's desire to change.⁵⁸

⁵⁶ Carkhuff, p. 218; Krumboltz and Thoresen, p. 154; David A. Kolb, Sara K. Winter and David E. Berlew, "Self-Directed Change: Two Studies," Journal of Applied Behavioral Science 5 (1968): 453-471.

⁵⁷ Luke and Seashore, p. 432; Winter, Griffith and Kolb, p. 35; Kolb, Winter and Berlew, p. 435; Kemp, p. 70; Robert R. Carkhuff, Helping and Human Relations, vol. 1: Selection and Training (New York: Holt, Rinehart and Winston, 1969), p. 53; Cooper and Mangham, p. 8, citing R. Harrison "Cognitive Change and Participation in a Sensitivity Training Laboratory," Journal of Consulting Psychology, 30 (1966).

⁵⁸ Margaret H. Hoopes and A. Lynn Scoresby, "Commitment to Change: Structuring the Goals and Ground Rules for Counseling," in Krumboltz and Thoresen, pp. 54-57; Lieberman, Yalom and Miles, Encounter Groups, p. 334.

Sensitivity training programs are usually designed for participants who are at least nominally volunteers. If, for the purposes of research design, assignment to a training or control group is made a matter of administrative fiat, it changes the nature of the training itself. Those who have worked in nonvoluntary laboratory training settings know that the participants show a much higher degree of resistance and mistrust than is the case where attendance is strictly voluntary.⁵⁹

The interior state of the person, then, is crucial to the production of change. Similarly, Kemp speaks of the importance of the "productive imagination."⁶⁰ The mind-goals of the group participants motivate and activate their group behaviors. Lieberman, Yalom and Miles cite the initial expectations of the participants as one of the distinguishing features of High Learners in groups. Their research showed that the High Learners entered the group expecting growth, emphasizing their own need for change and seeing the dangers as well as the benefits of the process.⁶¹ All of these studies seem to indicate the necessity of structuring the group experience initially in order to produce the greatest amount of commitment and the highest degree of expectational specificity possible.

The Contract and Change

In producing behavioral change, Hoopes and Scoresby⁶² list three essentials: (1) commitment to change through the verbalization of the specific area of desired change; (2) commitment to goal-directed

⁵⁹Harrison, p. 464.

⁶⁰Kemp, pp. 14-15.

⁶¹Lieberman, Yalom and Miles, Encounter Groups, pp. 297, 331, 318.

⁶²Hoopes and Scoresby, pp. 55-57.

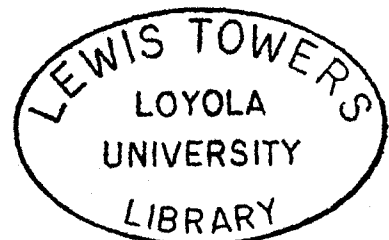
behavior, e.g., setting up a specific schedule of steps by which the new behavior can be practiced; and (3) receiving reinforcement. The group provides the structure for receiving reinforcement through its process of honest and responsible feedback. The commitment to change and the commitment to goal-directed behavior are facilitated by the utilization of behavioral contracts. In these, the individual's goals are specified and the concomitant behaviors are defined and they are agreed to by all parties involved. In the case of the encounter group, each participant in the group is involved; hence, each person contracts with every other group member.

The Contract-Interpersonal Growth Group

Egan⁶³ believes that the contract in groups eliminates the period of initial groping and enables participants to move immediately into goal-directed behaviors. In the contract group, each member knows what the goals and the expected behaviors are. For example, Egan's general goal is interpersonal growth. This he operationally defines as (1) engaging in appropriate self-disclosure; (2) using all of the elements of human expression for communication; (3) supporting the other group members; (4) confronting others responsibly when they deviate from the contract; (5) responding to confrontation with reflection; and (6) not running away psychologically from the group when the situation becomes anxiety-producing.⁶⁴ The role of the

⁶³Egan, p. 34.

⁶⁴Egan, p. 82.



leader as a member modeling contractual behavior is also explained at the outset. Finally, certain rules⁶⁵ for interactions are laid down.

- (1) Stay in the "here-and-now," not in the "there-and-then."
- (2) Avoid speaking in generalities. Address the individual you want to contact psychologically. Own your own feelings, ideas and actions.
- (3) Silence is not golden; it is controlling behavior. Speak, act and react.
- (4) Try out "new" behavior. Experiment. Find more effective ways of being present to others.
- (5) Interact in the group, not outside with friends or family.

The exceptionally high degree of specificity here leaves very little ambiguity for any participant, regardless of his previous experiences. Such knowledge, therefore, puts the burden of responsibility for change on the participant himself, rather than on the structure or on the facilitator.

The personalized contract. Not all participants are at the same developmental need stage in the various interactive areas. Therefore, the general structure should be personalized by each participant depending on his own values and felt deficiencies. The contract's purpose is to encourage, not to stifle, growth.⁶⁶ In addition to the overall contract, then, participants may write a personalized contract. In it, they may determine on which of the goals they need to work and

⁶⁵Egan, pp. 53-54, 285, 339-340.

⁶⁶Egan, pp. 62-63.

they may draw up their own path (the behaviors they intend to use in the group).

Exercises. Within the group, one technique for further structuring is the utilization of exercises. These may be verbal or non-verbal; they may or may not require interpersonal physical contact. Their purpose is to facilitate communication and to increase levels of involvement in the group.⁶⁷ The usage of exercises should stimulate the specified goal-directed behaviors for which the participants have contracted. In other words, they increase the visibility of the group process.

In a contract laboratory, the exercise is not an end in itself. Even when it constitutes a form of communication in its own right, it is still there chiefly to complement and help stimulate verbal involvement.⁶⁸

Lieberman, Yalom and Miles found that high exercise groups did not change as much as other groups. However, the authors noted that it is quite possible that other factors were intervening.⁶⁹ In considering the exercises as a further focusing, or a tightening, of the interpersonal growth contract, it could be that this degree of specificity is too high for constructive growth to occur.

The relationship between definition (detailed nature) of the contract and group productivity is curvilinear; contracts either too high or too low in definition will result in low productivity, while a contract of moderate definition, indicating clear goals

⁶⁷Yalom, p. 327; Egan, p. 118.

⁶⁸Egan, p. 181.

⁶⁹Lieberman, Yalom and Miles, Encounter Groups, p. 412.

and flexible means, will result in high productivity.⁷⁰

The question remaining before researchers, therefore, seems to be what level of specificity is most conducive to constructive change within the individuals engaged in a laboratory in human relations? And, what does the imposition of a personalized contract and/or exercises do to facilitate or retard the group process and the end-product of interpersonal growth?

Cognitive Accompaniments to Experience

One of the tenets of the encounter group culture is that it is essential to experience feelings in the group. Lieberman, Yalom and Miles have found that this is not enough; thinking is also necessary.⁷¹ Experiencing endlessly does not produce change in the individual. It is only when his mental processes are also being activated that behavior change actually occurs. This is not to denigrate the value of experiencing, for both the unchanged and the learners were similar in their experiential group behavior. The learners differed, however, in their valuing the cognitive components of learning.

Those who were classified as learners reported more insight experiences and seemed particularly able to use the experiences of others for developing insight. They evaluated Understanding and Genetic Insight as central mechanisms explaining the benefit they received from the encounter groups.⁷²

Kemp likewise emphasized the importance of the total person acting and interacting in the group. According to him, for behavior to

⁷⁰Egan, p. 67.

⁷¹Lieberman, Yalom, and Miles, Encounter Groups, p. 422.

⁷²Lieberman, Yalom, and Miles, Encounter Groups, p. 366.

change the participant must be involved in the group on the "cognitive, conative, and motoric levels."⁷³ Again, man may be involved physically and emotionally in the intra-group process, but if he is not also intellectually involved, he is not going to change.

According to Carkhuff,⁷⁴ the individual evidences growth when he is more able to understand his physical, intellectual and emotional self and consequently to act on these new insights in his relations with himself and others. Research cited by Truax and Carkhuff⁷⁵ supports this. Subjects who engaged most in self-analytical activity evidenced a significant amount of change, whereas subjects who engaged in little self-analysis evidenced less change and in some instances, deterioration. This seemed to be true in studies dealing both with individual therapy and with group therapy. (Research with adolescents, however, did not seem to corroborate this.)

Kolb, Winter and Berlew⁷⁶ conducted two experiments dealing with self-directed change and group facilitation of that change. Participants were asked to write papers on their real selves and their ideal selves in order to encourage self-reflection and to concretize their areas of discrepancy. Subjects also received feedback on their goal-directed behavior from other participants. It was found that group

⁷³Kemp, p. 127.

⁷⁴Carkhuff, vol. 1, p. 24.

⁷⁵Truax and Carkhuff, pp. 191-194.

⁷⁶Kolb, Winter and Berlew, pp. 453-457.

discussion of personalized self-change goals facilitates change within the individual. Furthermore, those able to self-disclose in the group at a high level both perceived themselves to have changed significantly and were perceived by their facilitators as having changed significantly.

Martin and Carkhuff⁷⁷ studied graduate students in a counseling practicum to determine the types of changes which were taking place in the experiential/intellectual learning structure. By using the MMPI, they found that the participants evidenced a positive personality change during the course. Using the Carkhuff scales to measure interpersonal growth, the experimenters asked for evaluations of change from the participants themselves, from their clients and from significant others in the subjects' lives. They then objectively measured their changes and found that the participants had in reality changed positively in all areas: empathy, genuineness, positive regard, concreteness and self-exploration. Therefore, even though the changes were actually occurring and were measurable, no one group was able to identify the totality of the participant change.

The results indicate that a systematically implemented program integrating both the didactic and experiential aspects of training can over a short period of time not only lead to significant improvement in interpersonal functioning but, perhaps most important, to constructive personality change in general.⁷⁸

From the results of the study, it seems obvious that a didactic-experiential approach to a counseling course can, indeed, produce in

⁷⁷James C. Martin and Robert R. Carkhuff, "Changes in Personality and Interpersonal Functioning of Counselors-in-Training," Journal of Clinical Psychology 24 (1968): 109-110.

⁷⁸Martin and Carkhuff, p. 110.

its students significant positive personality change. The results, however, are compromised by the experimenters' failure to account for the level of trainer or teacher facilitation. According to the experimenters, this phenomenon could have biased the results. Because of this failure, the results are categorized as inconclusive. A replication study considering the level of leader or teacher facilitation is necessary.

Leader Level of Facilitation

According to Carkhuff,⁷⁹ the level at which the helper (be he teacher, facilitator, friend, etc.) is functioning determines the level at which the helpee will be able to function.

. . . clients of counselors who offer high levels of facilitative conditions of empathy, respect, and concreteness as well as the more action- and activity-oriented conditions of genuineness and self-disclosure and confrontation and immediacy improve while those of counselors who offer low levels of these conditions deteriorate.⁸⁰

Therefore, no matter how growthful a structure is provided, if the helping person is not himself highly skilled interpersonally, the results for the helpee will be either null or deleterious.

The helping person, or counselor, is seen by his clients as a model of behavior, as a model of self-actualization.⁸¹ Within their frame of reference, the counselor becomes the "expert" on interpersonal

⁷⁹Carkhuff, vol. 1, p. 25.

⁸⁰Carkhuff, vol. 1, p. 21.

⁸¹Truax and Carkhuff, p. 153; Carkhuff, vol. 1, pp. 35-36; Yalom, pp. 87-92.

skills and self-integration. Therefore, the greater the counselor's own degree of interpersonal functioning, the greater the probability that his clients will be able to assume similar behaviors. It is also essential, however, that the helpee is able to identify with the helper, i.e., that the counselor does not project himself as so "expert" that the clients cannot see his own weaknesses and struggles. For most effective modeling of behavior to take place, the counselor should be recognized as both competent and as similar to the clients.⁸²

Within the group structure, the same principles apply. The leader must communicate his competency, but he must also expose his own vulnerabilities. Like the other participants, he must strive to grow in more positive interactive patterns. Like them, too, he must invest himself in the process of learning and of changing. It would seem that he must be both competent leader and effective member.

With Carkhuff's scale for facilitation in mind, it would seem that the group leader's level of functioning on the interpersonal skills would have a relationship to the amount of growth which takes place in groups. The possibility is that other group members may be highly functioning on these dimensions and consequently counteract the group leader's effect if he is low functioning. On the other hand, because of the inborn emphasis on the leader as a model of behavior, his

⁸²Robert A. Baron, "Attraction toward the Model and Model's Competence as Determinants of Adult Imitative Behavior," Journal of Personality and Social Psychology 14 (1970): 345-351; Donald H. Meichenbaum, "Examination of Model Characteristics in Reducing Avoidance Behavior," Journal of Personality and Social Psychology, 17 (1971): 298-307; Yalom, pp. 87-92.

effects could be the most critical ones.

Carkhuff⁸³ cites studies which indicate that within the practicum setting the level of functioning of the trainers is indeed crucial to the level of functioning of the trainees. Positive change is evidenced in groups with high functioning leaders, whereas little or no change is evidenced in groups with low functioning facilitators.

Lieberman, Yalom and Miles⁸⁴ found that one-fourth of their participants felt that modeling of behavior was a significant factor in their learning. An interesting addition to that is that of those who maintained change over a period of time, the primary factor identifiable was the importance attributed to the modeling in the group. The importance, therefore, of the leader being a competent model in the area of interpersonal skills is emphasized.

Finally, Rogers focuses on the simplicity of the problem.

We know how to establish, in any group, the conditions of leadership which will be followed by personality development in the membership of the group, as well as by increased productivity and originality, and improved group spirit. . .where the leader or leaders hold attitudes customarily thought of as therapeutic the results are good. In other words, if the leader or leaders hold attitudes customarily thought of as therapeutic the results are good. In other words, if the leader is acceptant, both of the feelings of group members

⁸³Carkhuff, vol. 1, p. 9.

⁸⁴Lieberman, Yalom, and Miles, Encounter Groups, p. 374.

and of his own feelings; if he is understanding of others in a sensitively empathic way; if he permits and encourages free discussion; if he places responsibility with the group; then there is evidence of personality growth in the members of the group, and the group functions more effectively, with greater creativity and better spirit.⁸⁵

One wonders if it is that simple, or to what degree this statement reflects truth. It does seem that there is a relationship between growth in the groups and the type of leader functioning. However, if the leader is considered a member primarily and a leader only in terms of his technical skills, does the importance of his level of facilitation decrease or remain prominent?

Summary

A review of the literature reveals a great amount of material written on the human relations laboratory and participant change. Most researchers and theorists agree that something is happening. However, most of the existing experimentation lacks adequate controls. It is therefore quite difficult to actually determine purity of cause and effect in the studies.

Furthermore, it is agreed that the level of commitment of the participants has a direct relationship to their positive growth.

⁸⁵ Carl R. Roberts, On Becoming a Person (Boston: Houghton Mifflin Co., 1961), pp. 370-371.

Similarly, it has been shown that the more knowledge that the group has of its goals and the path to these goals, the greater the group's movement. It has not been determined what degrees of commitment and visibility are most productive. One wonders if providing group structures with increasing levels of commitment and specificity would continuously facilitate growth, or if a point of diminishing returns is reached.

Both exercises and the personalized contract can be considered as components of commitment, techniques utilized to increase specificity and goal-directedness. Although the contractual approach to education and to individual therapy has assumed prominence, research on the phenomenon in a group situation seems to be quite limited. Interestingly, too, although exercises thrust the sensitivity group into the public eye, little research has actually been done on its effects on participants.

The literature, therefore, seems to indicate the need for more concreteness in experimentation, for tight controls and for attention to all of the variables which are operating. It specifically emphasizes a need for research on the contractual approach. The following work investigates one concrete contractual model for group process.

CHAPTER III

EXPERIMENTAL DESIGN

This chapter will describe the subjects, the differential treatments, the instruments and the procedure used to collect the data. The designs for testing out the different hypotheses will also be outlined.

Population

Selection of trainers. Group leaders for each of the experimental groups were selected from among doctoral level people who had completed their master's work in Guidance and Counseling at Loyola. Both the contract-exercise and no contract-exercise group leaders had participated as members of a Contract Interpersonal Growth Group and had had didactic training on group facilitation from Gerard Egan. The leader of the no contract-exercise group had also been group leader under Egan's supervision. The leaders of both contract-no exercise and no contract-no exercise groups had participated in human growth groups, but not in the Egan model. The contract-no exercise leader had had previous supervision as a group leader using another group structure, while the no contract-no exercise leader had had none. All of the trainers had had exposure to the particular structure being used, understood the facilitator as member/participant, and agreed to follow the particular methodological structure. The leaders consisted of three males and one female.

Before the experiment began, the trainers met with the experimenter for an orientation session. Again, the model was explained and the interactive goals of self-disclosure, total communication, support, confrontation and reflective response were emphasized. Trainers had

already read Encounter: Group Processes for Interpersonal Growth (Egan) which explained in depth the model being used.

Selection of Subjects. The experimental group consisted of thirty-eight graduate students enrolled in the course, Individual Appraisal, Guid 425, at Loyola University during the second semester of 1972. (The facilitators were included in the experimental group because of their participant/model role.⁸⁶ Total experimental population, therefore, was forty-two subjects.) The course was offered in two sections, meeting at 2:00 and 4:30 pm. Each section was randomly divided into two groups, forming a total of four experimental groups. These were randomly assigned to the four group leaders.

The control group consisted of twelve graduate students enrolled in the course, Techniques of Guidance in the Secondary School, Guid 424, at Loyola University in the second semester of 1972. These subjects were at a comparable stage in the program as the experimentals, but they had not yet taken the course Individual Appraisal. The controls received no treatment whatsoever.

Analysis of the groups showed that Group 1 contained six males and six females; Group 2, five males and four females; Group 3, five males and four females; Group 4, seven males and five females; and the control group, eight males and four females.

With regard to age, Group 1's mean was 30.5 years; Group 2's, 36.3; Group 3's, 31.7; and Group 4's, 29.3. In the control group, the

⁸⁶Egan, pp. 125, 135.

mean age was 31.4 years.

Occupationally, for all experimental groups, 21% were employed as teachers; 33 1/3% as counselors; and 5% as both teachers and counselors. By including priests and ministers as counselors because of the nature of their profession an additional 10% is added, resulting in a total of 43 1/3% as counselors. For the control group, 75% of its members were teachers, and 8 1/3% were teacher/counselors. For a breakdown of occupations within and between groups, consult Table 1 on page 47.

In the initial questionnaire given to experimental subjects (see Appendix A) it can be seen that one-half of all subjects had had previous exposure to group process. To compare previous therapy and group experiences of the participants within and between groups, consult Table 2 on page 48.

Procedure

When students enrolled in the course, Individual Appraisal, they were informed that there would also be a group experience included in the class format. The purpose of this was to facilitate their own understanding of their interactive patterns and others' responses to them. It was pointed out that the group experience should help the already existing cognitive structure of the course. Since students were required to use aptitude, achievement, personality and interest inventories and tests in order to assess themselves, it was hypothesized that the actual group interactions should clarify and expand the perceptions gained from the testing. Furthermore, the students were required to write an history of their attitude and value development

TABLE 1
OCCUPATIONS OF GROUP MEMBERS

Occupation	Group 1	Group 2	Group 3	Group 4	Group 5	Total
Teacher	3	0	0	7	9	19
Student Personnel Worker	1	0	1	1	0	3
Counselor	1	2	0	2	0	5
Nurse	0	0	0	0	1	1
Minister/Priest	0	1	3	0	0	4
Administrator	1	1	0	2	0	4
Teacher/Counselor	2	0	0	0	1	3
None	4	5	5	0	0	14
Other	0	0	0	0	1	1

TABLE 2

PREVIOUS THERAPY AND GROUP EXPERIENCE
OF EXPERIMENTAL SUBJECTS

Previous Experience	Group 1	Group 2	Group 3	Group 4	Total
Previous Therapy Only	0	2	2	0	4
Previous Group Only	4	4	2	2	12
Both Previous Therapy and Previous Group	2	2	2	3	9
Neither Previous Therapy nor Previous Group	6	1	3	7	17

and an assessment of their potential as counselors based on their self-study. The group structure was to provide a vehicle for reality testing in the light of their self-reflection and self-testing. (See Appendix B, page 130 for class syllabus.)

In order to prepare the students for the group experience, they were required to read Encounter: Group Process for Interpersonal Growth by Gerard Egan so that they would enter the experience knowing the goals and goal-directed behaviors operant. At the onset of the group process, a paper synthesizing the group, its structure, its goals and its expected behaviors was distributed to each of the participants to further concretize the experience. (See Appendix B, page 132.)

Before group sessions began, pre-tests were administered to establish a baseline for analysis of change in the participants. (Instruments used were the Personal Orientation Inventory and the Fundamental Interpersonal Orientation Inventory.) On the same day, the experimenter met with all sections to explain the structure being used, the rationale and to answer any questions that the students might have. At that time, many students expressed suspicion and resistance to the idea of a group since it had never been used previously in the course's format. At this point, one of the students withdrew from the course.

The following week the group processes were initiated. Groups met for ten weeks for a period of approximately one and one-half hours per session. (See Appendix B, page 136.)

Differential Treatments

The groups were randomly assigned to four different treatments.

Group 1 operated under both personalized contract and exercise structure. Group 2 used the personalized contract, but not the exercises. Group 3 had no personalized contracts, but they performed certain specified exercises. Group 4 utilized neither personalized contract nor any exercise techniques. The control group received no treatment and no group experience.

Using Egan's model of the Contract-Interpersonal-Growth Group, all participants were bound by an implicit behavior contract. Their presence was the agreement to that contract. However, within Groups 1 and 2, participants were instructed to rewrite the general contract in terms of their own needs. That is, each person selected certain behaviors which they themselves needed to develop or in which they were deficient. They then determined how concretely they would use the group process to learn these behaviors. Thus, they defined their own specific goals and the goal-path which was involved for each one. Each member submitted his statement to every other group member as a contract for his behavior during the group experience. (See Appendix C, pages 138-140.)

Two of the groups experienced some exercise techniques. Since the experimenter's view of the purpose of exercises was that they facilitate communication and aid in goal-directedness, but should never be used only for themselves, only four verbal exercises were used. Exercise structures were used in both groups on the same days, and the same exercises were done in each group. "Getting Acquainted

Triads"⁸⁷ was the first such structure to be used; it aimed at easing communication in the group, at getting the participants to feel free to be together. Two sessions later, participants became involved in "Unanswered Questions and Unanswered Comments." Herein, all possibility of responding to others is blocked. Anyone to whom a question is addressed may not react, but must instead himself address another group member with either a statement or a question which is separate from the previous comment or question to him. In two weeks, "Open Chairs"⁸⁸ was used since some of the groups felt that their numbers were perhaps inhibiting free flow of interaction. The approach uses a group-on-group structure, so that there is an inner and an outer group. Members of the outer group can communicate with the inner group by taking the one open chair which remains in the inner group. This process also enables the outer group to understand more objectively the dynamics of the group and to see more clearly the patterns of interaction operating. Again, in two weeks, the final exercise, "Gift-Giving" was introduced. Each participant is asked to think of the other group members and to determine what gift he would like to give them. These gifts and the reasons for them are then discussed.

At the last group session, the members of the exercise groups were given a rating scale for goal-directed behavior. They were asked

⁸⁷ J. William Pfeiffer and John E. Jones. Structured Experiences for Human Relations Training, vol. 1 (Iowa City, Iowa: University Associates Press, 1969), pp. 2-3.

⁸⁸ J. William Pfeiffer and John E. Jones. Structured Experiences for Human Relations Training, vol. 3 (Iowa City, Iowa: University Associates Press, 1971), pp. 9-11.

to rate themselves and their fellow members on the dimensions of self-disclosure, total communication, support given, confrontation, response to confrontation, stance against flight, participation in the group and manifestation of interpersonal growth goals in general. It was again hoped that these dimensions would enable participants to concretize their experience and to facilitate their verbal interaction.

Trainers

To further expand the facilitators' awareness of the group process, they were also asked to read On Encounter Groups by Rogers and "Encounter Group Casualties" by Yalom.⁸⁹ Each week after their group session, they met with the experimenter to discuss any problems that they might be encountering in the group, any questions which they might have, or any insights they wanted to share. Individual facilitators were consulted about the particular needs of the groups so that exercises could be selected to enhance group interaction rather than to be appendages to the process.

Before the groups began, each trainer taped a counseling session with an uncoached client. Excerpts from these interviews were randomly selected and played before two independent judges to assess the level of the leader's facilitation according to Carkhuff's rating scale of "Gross Ratings of Facilitative Interpersonal Functioning."⁹⁰

⁸⁹ Irvin D. Yalom and Morton A. Lieberman, "A Study of Encounter Casualties," Archives of General Psychiatry 25 (1971): 16-30.

⁹⁰ Carkhuff, vol. 1, pp. 114-125.

(See Appendix D, page 142, for rating scale and judges' material.)

Judges

Both judges were women with doctorates in Guidance and Counseling who had had previous experience in counselor education. Both were teaching counseling at the university level.

The experimenter met with both judges for an orientation session. At that time, Carkhuff's rating scale and its applications were discussed. A number of sample counseling interview excerpts were given along with four possible responses which had already been scored by "experts". The judges compared their own responses and rationale with those of the experts. After a series of trials in which the judges demonstrated their familiarity with Carkhuff's discrimination, the two were given a number of excerpts and possible responses which they were asked to judge independently. At the end of this sequence, the judges' scores were examined to determine if there was equivalency between their ratings. This being confirmed, the coefficient of correlation being .88, they proceeded to listen to the four counselor/facilitator tapes and to evaluate the responses. The Mean Score of each of the rated responses of both of the independent judges for each of the counselors was then assigned to the four group leaders as their leader level of facilitation score. The trainer for Group 1 was ranked as 2.9; for Group 2, 2.3; for Group 3, 3.3; and for Group 4, 2.8. None of these would be considered by Carkhuff as being high facilitative. Had any one of the trainers been functioning at a 3.0 level or higher, it could possibly have accounted for a difference between the changes taking place between groups. In order to determine if the differences

in levels of facilitation were statistically significant, an analysis of the individual ratings was performed. Although the levels of facilitation ranged from 2.3 to 3.3, this difference did not achieve statistical significance ($p = .087$). (See page 62 for analysis.)

The Experimenter

Initially, the experimenter met with each group to explain the structures being used and to answer any questions that participants might have had. She also had an orientation session with the facilitators so that they would completely understand the procedure and goals of the model being used as well as their own particular combination of variables. Furthermore, each week each facilitator met with the experimenter to discuss his perception of his group's progress or needs and how group movement might best be facilitated to meet these needs and to precipitate further growth. The experimenter met on a regular basis with the course instructor to exchange perceptions of process and progress and ways in which the course testing and autobiographical writing and the group structure could complement each other most efficiently.

Each week, the experimenter observed a portion of each of the group's processes. The role of the process observer had previously been explained to the participants, although many of them continued to react negatively to the external presence throughout the semester. The purpose of the process observer role of the experimenter was

- 1) to insure that the contractual structure was being adhered to by all groups;
- 2) to observe the differential processes and to determine if any unique changes could be observed; and
- 3) to provide some

objectivity for the facilitators in their own processing of the interaction. Although the idea of observation by a non-participant was new to many of the participants, the technique has been used before in teaching (Egan) and in research (Lieberman, Yalom and Miles) with effectiveness. (Lieberman, Yalom and Miles used twenty-nine observers for their research and this number included the research staff itself. Every group session was observed, with observers rotating sessions.⁹¹) With regard to the experimenter being involved in the observation and consequent ratings, Harrison cites the masking of the experimenter as one of the causes of the unreliability of much of the group experience literature.⁹² He advocates more interaction between the experimenter and the subjects. "In my experience, it is possible to move in this direction a considerable way without seriously compromising the canons of experimental design."⁹³ Finally, in the school of behavioral thought, it is possible to set goals and to objectively rate the progress towards those goals. This assessment, indeed, is seen as the end step of the behavioral counselor's role.⁹⁴

At the end of the semester, the experimenter after retesting met with all of the groups and with the course instructor to again answer any questions that the participants had and to fill in any gaps in their understanding of concepts of group growth or group process. At

⁹¹Lieberman, Yalom and Miles, Encounter Groups, p. 19.

⁹²Harrison, pp. 472-473.

⁹³Harrison, p. 473.

⁹⁴Krumboltz and Thoresen, p. 53.

that time, the experimenter also received the feelings and the reactions of the participants.

Instruments

In the evaluation, four different instruments were used: the Personal Orientation Inventory devised by Shostrom, the Fundamental Interpersonal Relations Orientation - Behavior formulated by Schutz, the Rating Scale of Goal-Directed Behavior devised by the experimenter and the Scale of Gross Ratings of Facilitative Interpersonal Functioning of Carkhuff. (See Appendix E, page 143 , for samples of the instruments.)

Because many of the behavioral goals already described seemed able to be translated into the Personal Orientation Inventory scales and subscales, it was selected as one of the instruments for measuring the motion of participants towards the positive growth goals.

Personal Orientation Inventory (POI). E.L. Shostrom developed his inventory in 1963 to measure the individual's own perception of his behavior in comparison to that of adults who are considered to be "self-actualized."⁹⁵ It is based on Maslow's concept of the self-actualized person as one who is more fully functioning--more freely acting and reacting than the "normal" person.

The POI is comprised of 150 statements requiring value and behavior judgments. For each statement, the individual is presented

⁹⁵ Oscar K. Buros, ed., The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: Gryphon Press, 1965) p. 121.

with two possible responses of which he must choose one. Items are presented in both their positive and negative forms, so that the particular scale becomes more finely defined.

These scales measure the degree to which the individual lives in the present (Time Competency) and the degree to which the individual is directed in his actions by his own ideas, ideal and conclusions as opposed to being directed by other people's ideas, ideals and conclusions.⁹⁶ All of these items are then rescored under the separate remaining subscales: Self-Actualizing Values, Existentiality, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Nature of Man - Constructive, Synergy, Acceptance of Aggression and Capacity for Intimate Contact. (See Appendix F, pages 147-148, for more complete description of the scales.)

Test-retest reliability was computed to be at .71 for the T_C scale and at .84 for the I scale. SAV, Ex, Fr, S, Sr, Sa, Nc, Sy, A and C coefficients of reliability were .74, .85, .75, .80, .66, .72, .55 and .75 respectively.

The POI was selected for the following reasons:

1. Several of the subscales deal with the specific behaviors which might be considered the goals of the human relations laboratory. Existentiality, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Acceptance of Aggression and the Capacity for Intimate Contact all would seem to be logical outcomes of the successful group process. The scales

⁹⁶ Everett L. Shostrom, Personal Orientation Inventory Manual (San Diego, Calif.: Educational and Industrial Testing Service, 1966).

- therefore match the behavioral goals being measured.
2. The tool is widely used in research in the field of both individual and group therapy with a test-retest format.
 3. It provides somewhat of a double profile of the individual because it is structured with the two basic scales and then with the specific subscales.

Fundamental Interpersonal Orientation Inventory - Behavior (FIRO-B)

William C. Schutz developed the six scales of the FIRO-B to measure the individual's interpersonal behavior in terms of the three basic needs of inclusion, control and affection. It is based on a psychoanalytic approach, explaining the individual's present interactive behavior in terms of the particular level of need satisfaction attained in childhood, and the interpersonal patterns which were established at that time.⁹⁷

The FIRO-B consists of six scales, each containing nine items arranged so that the most acceptable items are presented first. The choices decrease in appeal. When the individual rejects one he will also reject those items following.

For each of the three basic need areas, there are two scales measuring 1) the degree of the particular behavior in which the individual himself engages (Expressed) and 2) the degree to which the individual wants others to engage in that behavior in relation to him (Wanted). The six scales, therefore, are Expressed Inclusion, Wanted

⁹⁷William C. Schutz, The Interpersonal Underworld (Palo Alto, Calif.: Science and Behavior Books, 1966), pp. 13-80.

Inclusion, Expressed Control, Wanted Control, Expressed Affection and Wanted Affection. The instrument also provides for directionality within the needs, computed by the formula: Expressed - Wanted.⁹⁸

The mean for test-retest reliability of all scales was computed to be .76. The coefficients of stability for e^I , w^I , e^C , w^C , e^A , and w^A are .82, .75, .74, .71, .73 and .80 respectively. With the respondents being divided into three categories of High, Medium and Low Scorers on the FIRO-B in a test-retest situation, 70% of both the Highs and Lows stayed in the same category, while only 50% of the Mediums stayed in their range. The probability of movement from one end of the scale to the other, therefore, is only 10%.⁹⁹

The FIRO-B was selected for the following reasons:

1. The aim of group process is growth in interpersonal behavior. The FIRO-B is a measure of the individual's behavior in an interpersonal situation.
2. The tool is widely used to evaluate research in group process.
3. It provides for directionality of needs through the E-W scoring, and this met the researcher's need for a positive growth measure in the area of interpersonal relations.

Gross Rating Scale of Facilitative Interpersonal Functioning.

Robert R. Carkhuff developed the gross rating scale¹⁰⁰ to measure the level of counselor facilitation. Based on the earlier work of Carkhuff

⁹⁸Smith, pp. 104-113.

⁹⁹Schutz, Manual, pp. 5-6.

¹⁰⁰Carkhuff, vol. 1, p. 115.

and his associates, the instrument focuses on the core dimensions of empathy, positive regard, genuineness, self-disclosure, concreteness, confrontation and immediacy. The greater the combination of both facilitation and action dimensions, the higher the helper moves towards total communication. Thus, the more wholly the helper is able to listen and to respond in terms of the core dimensions, the greater the possibility of therapeutic effectiveness.

The rating scale is a continuum ranging from 1 to 5 with intervals of .5. Each integer has been defined in terms of the core conditions and the degree to which they are present in the communication. Carkhuff designates the midpoint, 3, as the level of minimal facilitation.

By assessing each of the individual helper responses, the rater arrives at the mean score for the counselor's level of facilitation. According to Carkhuff, ". . . only helpers who are functioning above the level 3 can offer uniformly positive / gains in levels of functioning to the persons seeking help from them."¹⁰¹

To obtain accurate measures by using the scale, it is important to have raters with both training and experience in discrimination.¹⁰² As noted earlier in the chapter (p. 53), this was done.

Before the individual raters' scores can assume any credibility, inter-rater reliability must be established. This was accomplished in the present study by using the Pearson Product Moment of Correlation

¹⁰¹Carkhuff, vol. 1, pp. 30-31.

¹⁰²Carkhuff, vol. 1, p. 126.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

A coefficient of correlation of .88 was computed for the inter-rater reliability in the present study. This is well within the reliability range of .78 - .98 which Guilford cites as that expected and acceptable for reliable tests.¹⁰⁴

The Gross Rating Scale of Facilitative Interpersonal Functioning was used because the group process presented the group leader, or trainer, as both a "model of behavior" and as a participant. If these models of behavior are functioning at a low level interpersonally themselves, it could be expected that those with whom they interact in a helping way could very well be being negatively influenced. According to Carkhuff, models functioning below the level of 3 on his scale could be producing deteriorative effects on the other group members.¹⁰⁵ This is based on his assumption that every relationship is either positive or negative. If the helper himself is not functioning at a level of minimal openness, hearing and understanding, the helpee may be influenced in a negative or deteriorative direction.

Since the four facilitators' scores were 2.3, 2.8, 2.9, and 3.3.

¹⁰⁴ Guilford, p. 104.

¹⁰⁵ Carkhuff, vol. 1, pp. 58-59.

the Kruskal-Wallis Sum of Ranks Test was performed on the independent raters' individual ratings. To find the H score, the following formula was used:¹⁰⁶

$$H = \frac{12}{n(n+1)} \sum_{i=1}^p \frac{T_i^2}{n_i} - 3(n+1)$$

An H value of 6.67 was computed from the data, which yields a probability of .087. Therefore, the facilitators' scores on the Carkhuff Rating Scale as judged by the independent raters were not statistically significant at the .05 level.

The Rating Scale for Measurement of Goal-Directed Behavior of Encounter Group Participants. The researcher developed this inventory to measure the participants' level of commitment in terms of their observable goal-directed behavior within their groups. It is based on Egan's six interaction goals of the contract group.¹⁰⁷ In other words, groups which have committed themselves to growth and are adhering to the prescribed contractual behaviors are observably engaging in specific interpersonal activities of whole communication, self-disclosure, support, confrontation, response to confrontation with reflection and continued group involvement rather than with defensive flight from the anxiety generated in the group process.

¹⁰⁶William Mendenhall and Madelaine Ramey, Statistics for Psychology (North Scituate, Mass.: Duxbury Press, 1973), pp. 97-99.

¹⁰⁷Egan, Encounter: Group Process, p. 82.

The rating scale is comprised of seven scales. The first two contain in essence the remaining five. Since the overall goal of the group process being utilized is interpersonal growth and since this is accomplished through involvement, or participation, in the group,¹⁰⁸ these become operationalized and therefore measurable as behaviors. These appear on the rating scale as the general goals of Participates in the Group and Manifests Interpersonal Growth. The five interaction goals are therefore subsumed under these. For purposes of specificity, these goal-directed behaviors were also measured. On the rating scale, they are defined as Engages in Self-Disclosure, Communicates Self Wholly in the Group, Engages in Supportive Behavior, Confronts Others Responsibly When They Deviate from Goal-Directed Behavior, and Responds to Own Confrontation with Self-Examination and Reflection.

The rating scale is devised as a continuum ranging from 1 to 5 with integral integers for intervals. The intervals for each scale are defined as Never, Rarely, Sometimes, Frequently and Always, with 1 being Never and continuing to 5 being Always. Given the definitions of the scale points and the definition of the contract group where commitment is essential, the experimenter determined that participants with scores of 3 or less did not manifest goal-directed behavior and might be categorized as low in level of commitment. Similarly, those participants exhibiting goal-directness at level 4 or above might be categorized as high in level of commitment.

¹⁰⁸Egan, Encounter: Group Process, pp. 99-103.

As explained earlier in the chapter (pp. 54-56), the researcher observed a portion of each group's group process each week. At the termination of the semester, each participant was rated by the researcher on the goal-directed behavior scale. By assessing each of the participants and computing the mean score for the first two scales, the participants were divided into two groups: the High Level Commitment Participants and the Low Level Commitment Participants. A simple statistical analysis of the variable High-Low revealed sixteen experimental subjects at or above the 4 level and twenty-six below the 4 level.

Statistical Design and Analysis

Data being used in the study consisted of the pre and post POI scores, the pre and post FIRO-B scores, and the individuals' mean scores for goal-directed behavior. The identifying information was coded and keypunched onto IBM computer cards. It was then analyzed by programs run at Loyola University Data Center.

Hypotheses 1, 2, 3, and 4

1. All experimental groups will show significantly more positive change than the control group as measured on each scale of the POI and the FIRO-B.
2. The contract-exercise group will evidence significantly more change than the remaining experimental groups on all scales of both the POI and the FIRO-B.
3. The contract-no exercise group and the no contract-exercise group will demonstrate significantly more change than the no contract-no exercise group on all scales of both the POI and the FIRO-B.
4. The no contract-no exercise group will show the least significant amount of change on all scales of both the POI and the FIRO-B.

were analyzed by using the Scheffe Procedure and the Contrast Coefficient Matrix. Both are subprograms of the Oneway Analysis of Variance contained in the Statistical Package for the Social Sciences (SPSS).¹⁰⁹ The Scheffe is considered to be the most stringent of the tests of variance, being exact even for unequal cell size. The Contrast Coefficient Matrix compares each of the groups with the control group for a significant difference. The Contrast Method additionally provides a test for homogeneity of variance and both a pooled variance estimate and a separate variance estimate. Therefore, if homogeneity of variance is not established in applying Cochran's C, the pooled variance estimate is used to determine the probability rather than the separate variance estimate.

In using these tests, each experimental group is compared with the control group for significant differences in the change scores from pre to post testing on the thirteen POI scales and on the six FIRO-B scales.

Hypothesis 5 states,

All experimental groups will show significantly less discrepancy between their Wanted and Expressed Inclusion, Control and Affection on the FIRO-B post-test than on the FIRO-B pre-test.

Therefore, the difference between the Expressed Inclusion and Wanted Inclusion, the Expressed Control and Wanted Control and Expressed Affection and Wanted Affection was computed for each individual both

¹⁰⁹ Norman H. Nie and C. Hadlai Hull, Statistical Package for the Social Sciences: Update Manual (University of Chicago: National Research Center, 1973 revision).

pre and post-testing. A Oneway Analysis of Variance with the Scheffe and Contrast Coefficient Matrix was run to determine if there was a significant difference between the groups.

Hypothesis 6 states,

Individuals whose behavior in the groups manifests goal-directedness will evidence more significant change than those whose behavior does not manifest goal-directedness.

In order to determine this, two new categories were created. The two groups were formed by the mean scores of participants on the first two scales of the Goal-Directed Behavior Rating Scale. Participants with 4.0 or greater were considered to be High and those below 4.0 were considered to be Low. T-tests were then run on their I-scale changes (since the Inner-Directed Scale contains 127 of the 154 items and is considered to be representative of the entire inventory) and their change scores on the six FIRO-B scales in order to determine if there was any significant difference between the two groups differing in degree of goal-directed behavior manifested.

Chapter IV will explain in detail the results of the application of these statistical principles, this methodology and the instrumentation herein described.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter analyzes the data collected in terms of each hypothesis. The statistical procedures for each hypothesis may be found in detail in the concluding section of Chapter III. With the analysis of the data, a discussion of the results is also included. The conclusions reached from these analyses and the implications of the study will be found in Chapter V.

In examining the data, Hypotheses 1, 2, 3, and 4 will be considered together. These hypotheses look for an ordering of the groups in terms of growth. The Contrast Coefficient Matrix and statistics produced from the Scheffe Test yield those comparisons in their output.

Hypothesis 1

All experimental groups will show significantly more positive change than the control group as measured on each scale of the POI and the FIRO-B.

Hypothesis 2

The contract-exercise group will evidence significantly more change than the remaining experimental groups on all scales of both the POI and the FIRO-B.

Hypothesis 3

The contract-no exercise group and the no contract-exercise group will demonstrate significantly more change than the no contract-no exercise group on all scales of both the POI and the FIRO-B.

Hypothesis 4

The no contract-no exercise group will show the least significant amount of change on all scales of both the POI and the FIRO-B.

The following set of tables for Hypotheses 1, 2, 3, and 4 are formed by using the Contrast Coefficient Matrix Method of the Oneway Analysis of Variance (SPSS) and the F Probability score from the Scheffe Procedure of the Oneway.

The Contrast Coefficient Matrix is a procedure in which the change for each variable in each experimental group is compared with the change for that same variable in the control group. Tables 3 - 20 contain the following statistics:

- 1.) Contrast (indicates which group is being compared with the control group);
- 2.) Value (indicates the difference between the mean change of the control group and the experimental group);
- 3.) S.E. (Standard Error);
- 4.) D.F. (Degrees of Freedom);
- 5.) T-Value;
- 6.) T Probability; and
- 7.) F Probability computed by the Scheffe Procedure.

Standard error and degrees of freedom are determined by using either the Pooled Variance Estimate or the Separate Variance Estimate, depending on whether the Cochran's C value yields a probability of greater than or less than .05.

TABLE 3

ONEWAY ANALYSIS OF VARIANCE
CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
TIME COMPETENT SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	1.7500	1.1744	1.490	49.0	0.143	
2	1.000	1.2685	0.788	49.0	0.434	
3	0.8889	1.2685	0.701	49.0	0.487	
4	0.5000	1.1744	0.426	49.0	0.672	
						.646

TABLE 4

ONEWAY ANALYSIS OF VARIANCE
CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
INNER DIRECTED SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	10.6667	5.3483	1.994	14.0	0.066	
2	7.6944	5.8307	1.320	17.2	0.204	
3	8.2500	6.3802	1.293	18.9	0.211	
4	8.5000	5.3695	1.583	14.2	0.136	
						.186

TABLE 5

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 SELF ACTUALIZING VALUES SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	2.5000	1.4831	1.686	13.7	0.114	
2	1.8889	1.4937	1.265 v	13.9	0.227	
3	1.5556	1.5634	0.995	15.8	0.335	
4	1.7500	1.5265	1.146	15.0	0.270	
						.290

TABLE 6

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
 EXISTENTIALITY SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	3.7500	1.6980	2.208	49.0	0.032*	
2	0.8611	1.8341	0.470	49.0	0.641	
3	1.6389	1.8341	0.894	49.0	0.376	
4	2.5833	1.6980	1.521	49.0	0.135	
						.232

* $p \leq .05$

TABLE 7

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
 FEELING REACTIVITY SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	-0.9167	1.7615	-0.520	14.2	0.611	
2	1.5278	1.3424	1.138	12.5	0.277	
3	0.6389	1.1206	0.570	14.9	0.577	
4	0.9167	0.7973	1.150	20.6	0.263	
						.552

TABLE 8

ONEWAY ANALYSIS OF VARIANCE
CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
SPONTANEITY SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	2.3333	1.2018	1.941	16.5	0.070	
2	0.8889	1.3250	0.671	18.6	0.510	
3	2.4444	1.2642	1.934	17.7	0.069	
4	1.6667	1.2949	1.287	19.5	0.214	
						.165

TABLE 9

ONEWAY ANALYSIS OF VARIANCE
CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
SELF REGARD SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	1.4167	1.1631	1.218	13.9	0.243	
2	1.2778	1.3135	0.973	18.0	0.344	
3	1.7222	1.2184	1.413	15.7	0.177	
4	1.5000	1.1881	1.263	14.9	0.226	
						.429

TABLE 10

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 SELF ACCEPTANCE SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	1.5833	1.7536	0.903	17.9	0.379	
2	1.6111	1.9040	0.846	18.8	0.408	
3	0.3889	1.8169	0.214	18.1	0.833	
4	0.7500	1.7637	0.425	18.2	0.676	
						.676

TABLE 11

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 NATURE OF MAN - CONSTRUCTIVE SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	0.9167	0.7794	1.176	49.0	0.245	
2	1.3889	0.8419	1.650	49.0	0.105	
3	2.3889	0.8419	2.838	49.0	0.007*	
4	1.4167	0.7794	1.818	49.0	0.075	
						.085

*p \leq .01

TABLE 12

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 SYNERGY SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	0.9167	0.5196	1.764	49.0	0.084	
2	0.4722	0.5613	0.841	49.0	0.404	
3	0.5833	0.5613	1.039	49.0	0.304	
4	0.5000	0.5196	0.962	49.0	0.341	
						.536

TABLE 13

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 AGGRESSION SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	0.8333	1.6357	0.509	21.7	0.615	
2	0.7500	1.2770	0.587	13.0	0.567	
3	0.7500	1.3815	0.543	16.3	0.595	
4	-0.4167	1.4032	-0.297	17.4	0.770	
						.667

TABLE 14

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 CAPACITY FOR INTIMATE CONTACT SCALE OF THE POI

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	2.4167	1.2699	1.903	49.0	0.063	
2	2.0000	1.3717	1.458	49.0	0.151	
3	2.2222	1.3717	1.620	49.0	0.112	
4	2.1667	1.2699	1.706	49.0	0.094	
						.320

TABLE 15

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 EXPRESSED INCLUSION SCALE OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	0.4167	0.5856	0.712	49.0	0.480	
2	0.3333	0.6325	0.527	49.0	0.601	
3	-0.1111	0.6325	-0.176	49.0	0.861	
4	0.5000	0.5856	0.854	49.0	0.397	
						.661

TABLE 16

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 WANTED INCLUSION SCALE OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	-1.4167	1.0463	-1.354	49.0	0.182	
2	-1.6667	1.1301	-1.475	49.0	0.147	
3	0.6667	1.1301	0.590	49.0	0.558	
4	-1.4167	1.0463	-1.354	49.0	0.182	
						.180

TABLE 17

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 EXPRESSED CONTROL SCALE OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	-0.2500	0.9959	-0.251	49.0	0.803	
2	-0.7778	1.0757	-0.723	49.0	0.473	
3	-1.1111	1.0757	-1.033	49.0	0.307	
4	-0.0833	0.9959	-0.084	49.0	0.934	
						.670

TABLE 18

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 WANTED CONTROL SCALE OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	-2.0833	0.8942	-2.330	49.0	0.024*	
2	-1.5833	0.9658	-1.639	49.0	0.108	
3	-0.4722	0.9658	-0.489	49.0	0.627	
4	-1.1667	0.8942	-1.305	49.0	0.198	
						.175

* $p \leq .05$

TABLE 19

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 EXPRESSED AFFECTION SCALE OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	-0.8333	0.8602	-0.969	49.0	0.337	
2	-0.6667	0.9291	-0.718	49.0	0.476	
3	-0.5556	0.9291	-0.598	49.0	0.553	
4	-1.1667	0.8602	-1.356	49.0	0.181	
						.686

TABLE 20

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S PROBABILITY ON THE
 WANTED AFFECTION SCALE OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	0.0	1.0550	0.0	49.0	1.000	
2	-1.8333	1.1395	-1.609	49.0	0.114	
3	0.0556	1.1395	0.049	49.0	0.961	
4	-2.000	1.0550	-1.896	49.0	0.064	
						.139

Hypothesis 1

All experimental groups will show significantly more positive change than the control group as measured on each scale of the POI and the FIRO-B.

When considered in relation to Hypothesis 1, the preceding set of tables indicate that this hypothesis was not substantiated. None of the experimental groups showed significantly more positive change than the control group on each scale of the POI and the FIRO-B. Of fifteen of the scales -- Time Competence, Inner Directedness, Self-Actualizing Values, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Synergy, Aggression, Capacity for Intimate Contact, Expressed Inclusion, Wanted Inclusion, Expressed Control, Expressed Affection and Wanted Affection, there were no significant differences in change between the significance. Moreover, only Group 3 manifested significant change at the .01 level in the Nature of Man - Constructive. And, Group 1 manifested significant change at the .05 level in the Wanted Control scale. Hypothesis 1, therefore, is not substantiated.

Hypothesis 2

The contract-exercise group will evidence significantly more change than the remaining experimental groups on all scales of both the POI and the FIRO-B.

From examining the tables, it can be seen the Hypothesis 2 was substantiated. The contract-exercise group, or Group 1, did evidence significantly more change than the remaining experimental groups on all scales of both the POI and the FIRO-B. On the Wanted Control and Existentiality scales, the contract-exercise group changed significantly with respective p values of .032 and .024. The only other group to

manifest any significant change ($p \leq .05$) was the no contract-exercise group which manifested change on the Nature of Man - Constructive scale. Indeed, out of the eighteen scales, the contract-exercise group had p values of .066, .070, .084 and .063 on Inner-Directedness, Spontaneity, Synergy, and Capacity for Intimate Contact, respectively. These results would not have been observed by chance alone; however, the results are not significant at the .05 level.

Hypothesis 3

The contract-no exercise group and the no contract-exercise group will demonstrate significantly more change than the no contract-no exercise group on all scales of both the POI and the FIRO-B.

In examining the data generated for Hypothesis 3, it is seen that the hypothesis as stated is not substantiated. The contract-no exercise group and the no contract-exercise group did not demonstrate significantly more change than the no contract-no exercise group on all scales of both the POI and the FIRO-B. The contract-no exercise group showed no significant change ($p \leq .05$) on any of the scales in comparison with the control group. On the Nature of Man - Constructive scale, the no contract-exercise group showed significant change (.01 level). This group moreover had a p value of .069 on the Spontaneity scale. This result would not have occurred by chance alone; however, it is not statistically significant at the .05 level. At the .05 level, the hypothesis is therefore rejected. Since both the contract-no exercise group and the no-contract-exercise group did not manifest significantly more change ($p \leq .05$).

Additionally, the no contract-exercise group showed a p value of .069 on the Spontaneity scale, while the no contract-no exercise group had p values of .075, .094, and .064 on the Nature of Man - Constructive, Capacity for Intimate Contact and Wanted Affection scales respectively. Although these results are not statistically significant at the .05 level, these results 93%, 92%, 90% and 93% of the time would not have been observed by chance alone. This observation tends to add further weight to the rejection of the initial hypothesis.

Hypothesis 4

The no contract-no exercise group will show the least significant amount of change on all scales of both the POI and the FIRO-B.

At the .05 level, the no contract-no exercise group showed no significant change on any scale of either the POI or the FIRO-B. However, neither did Group 2, the contract-no exercise group. It cannot be said, therefore, that the no contract-no exercise group exhibited the least significant amount of change ($p \leq .05$).

Hypothesis 5

All experimental groups will show significantly less discrepancy between their Wanted and Expressed Inclusion, Control and Affection on the FIRO-B post-test than on the FIRO-B pre-test.

This hypothesis deals with a new set of variables: I(E-W), C(E-W), and A(E-W) on both the pre- and post-test for each individual. This information was computed statistically. The Oneway Analysis of Variance (SPSS) with the Scheffe Procedure and the Contrast Coefficient Matrix were used to analyze the resultant data. (For an explanation

of the procedures, consult the second page of this chapter.) Since the probability yielded by Cochran's C was in each case greater than .05, the Pooled Variance Estimate was utilized.

Three tables were formed expressing the change in the discrepancies between Expressed and Wanted needs in the areas of Inclusion, Control and Affection between the time of the pre-test and the time of the post-test. These tables follow immediately. Analysis of the results will conclude the consideration of Hypothesis 5.

TABLE 21

ONEWAY ANALYSIS OF VARIANCE
CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
INCLUSION DISCREPANCY OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	1.8333	0.9796	1.871	49.0	0.067	
2	2.0000	1.0581	1.890	49.0	0.065	
3	-0.7778	1.0581	-0.735	49.0	0.466	
4	1.9167	0.9796	1.957	49.0	0.056	
						.029

TABLE 22

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
 CONTROL DISCREPANCY OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	1.8333	1.2149	1.509	49.0	0.138	
2	0.8056	1.3122	0.614	49.0	0.542	
3	-0.6389	1.3122	-0.487	49.0	0.629	
4	1.0833	1.2149	0.892	49.0	0.377	
						.364

TABLE 23

ONEWAY ANALYSIS OF VARIANCE
 CONTRAST COEFFICIENT MATRIX AND SCHEFFE'S F PROBABILITY ON THE
 AFFECTION DISCREPANCY OF THE FIRO-B

Contrast	Value	S.E.	T Value	D.F.	T Prob	F Prob
1	-0.8333	1.0582	-0.787	49.0	0.435	
2	1.1667	1.1430	1.021	49.0	0.312	
3	-0.6111	1.1430	-0.535	49.0	0.595	
4	0.8333	1.0582	0.787	49.0	0.435	
						.329

From the tables, it can be seen that the groups did not show statistically significant difference from the control group on any of the need areas. On the Discrepancy Tables of both Control and Affection, no significant changes were noted whatsoever. Therefore, the hypothesis, as stated, is not substantiated.

However, on the Inclusion Discrepancy Table several changes are observable. The probability from the Oneway Analysis of Variance (Scheffe Procedure) indicates that there was a significant difference (at the .05 level or less) between the experimental groups and the control ($F = .029$). At the .05 level, none of the groups reach statistical significance; however, Groups 1, 2, and 4 have p values of .067, .065 and .056 respectively. Therefore, 93%, 93% and 94% of the time, in the respective groups, these results would not have been observed by chance alone. From observation, a seeming uniformity between Groups 1, 2, and 4 was apparent. This might indicate that the group experience provides participants with a vehicle for movement towards a greater congruency between desire for inclusion and the behavior in which they engage in order to be included.

Hypothesis 6

Individuals whose behavior in the groups manifest goal-directedness will evidence more significant change than those whose behavior does not manifest goal-directedness.

Two groups were identified by using the Rating Scale for Goal-Directed Behavior. Participants with mean scores of 4.0 or more on the two general scales, Manifests Interpersonal Growth and Participates in the Group, were categorized as High in Goal-Directed Behavior. Those with mean scores below 4.0 were categorized as Low in Goal-Directed Behavior. The total number of individuals in Groups 1 and 2 after computation were sixteen and twenty-six respectively. In the following table, Group 1 is the high scoring group and Group 2 is the low scoring group.

T-Tests were computed based on the changes of the participants on both the Inner-Directed Scale of the POI and on the six FIRO-B scales.

Table 24 contains the following information:

- 1.) Var (Variable being considered in comparison of groups);
- 2.) Grp (Group);
- 3.) Mean (Mean of the change between pre- and post-testing);
- 4.) S.D. (Standard Deviation of the change);
- 5.) S.E. (Standard Error of the change);
- 6.) T Value (from Separate Variance Estimate);
- 7.) D.F. (Degrees of freedom, calculated in Separate Variance Estimate); and
- 8.) Prob (Probability calculated in Separate Variance Estimate).

TABLE 24

T-TEST ON
THE RELATIONSHIP BETWEEN CHANGE AND GOAL-DIRECTED BEHAVIOR
HIGH SCORERS vs. LOW SCORERS

Var	Grp	Mean	S.D.	S.E.	T Value	D.F.	Prob
I	1	3.9375	8.161	2.040	-0.23	32.78	0.821
	2	4.5385	8.453	1.658			
EI	1	0.0625	1.340	0.335	-0.96	30.60	0.347
	2	0.4615	1.272	0.249			
WI	1	-1.0000	2.556	0.639	-1.83	35.33	0.076
	2	0.5769	2.942	0.577			
EC	1	-0.3125	2.120	0.530	-1.06	36.45	0.297
	2	0.4615	2.565	0.503			
WC	1	-1.0000	2.280	0.570	-1.29	27.83	0.206
	2	-0.1154	1.925	0.378			
EA	1	0.1250	2.156	0.539	-0.11	26.04	0.916
	2	0.1923	1.674	0.328			
WA	1	-0.4375	1.788	0.447	0.03	39.62	0.976
	2	-0.4615	3.265	0.640			

Table 24 indicates that there was no significant difference between those who manifested high goal-directed behavior and those who manifested low goal-directed behavior on the Inner-Directed scale of the POI, or on the Expressed Inclusion, Wanted Inclusion, Expressed Control, Wanted Control, Expressed Affection, or Wanted Affection scales of the FIRO-B. The hypothesis, therefore, is not substantiated ($p \leq .05$). The wanted Inclusion scale, however, had a p value of .076. Although this value is not statistically significant at the .05 level, 92% of the time this result would not have been observed by chance alone.

Leaders

As noted earlier, the trainers had varying degrees of experience with the Contract Interpersonal Growth Group. Ranking them by experience gives the following ordering: 1.) no contract-exercise; 2.) contract-exercise; 3.) contract-no exercise; and 4.) no contract-no exercise. It might be expected that the degree of training and experience of the leaders would have a relationship to the type of positive change taking place within the group. However, the ranking of the group in terms of trends of change (Table 25, p.100) does not support this. The group with the most experienced leader manifested the least amount of change (five scales); the group with the least experienced leader showed the second-most amount of change (ten scales); the group with the second-most experienced leader manifested the most amount of change (eleven scales); and the group with the third-most experienced leader manifested the third-most amount of change (seven scales).

Further research is needed in this area.

Summary

In studying the preceding data and the statistical analyses, the following results are noted.

1. Although behavioral changes appeared through observation to be taking place within the experimental groups, these changes reached statistical significance at the .05 level on only three out of sixteen scales.
2. The contract-exercise group did manifest the most amount of significant change at the .05 level. Their change, however, was confined to two scales, Existentiality and Wanted Control. The fact that this group did actually change positively in more scales than the other experimental groups could be an indication of the validity of the hypothesis. This group should have changed the most because of the high definition and high visibility structure.
3. The no contract-exercise group at the .05 level manifested the second-most amount of positive change. This group changed significantly (.01 level) in the area of Nature of Man - Constructive. Although this could be indicative of a supporting of the original hypothetical structure, it is difficult to generalize because of the paucity of movement on the scales.
4. Neither the contract-exercise group nor the no contract-no exercise group demonstrated any significant change at the .05 level. The original hypothesis proposed that the no contract -

no exercise group would change the least, so this result was somewhat anticipated. However, according to the original structure, the contract-no exercise group should have changed more significantly than the no contract-no exercise group. With the little movement evidenced at the .05 level, it is difficult to analyze the results fully.

5. From observation of the tables, it is noted that positive changes were occurring within the groups, even though these did not achieve statistical significance. Perhaps a more accurate indication of group movement could be found by constructing a chart of the results brought down to the levels of .10, .21 and .25. Table 25 indicates trends of change within the groups on the various scales.

TABLE 25

ANALYSIS OF GROUP CHANGE
AT VARYING LEVELS OF SIGNIFICANCE

G	TC	I	SAV	EX	FR	S	SR	SA	NC	SY	A	C	EI	WI	EC	WC	EA	WA
1	∅	X	∅	X	-	X	0	-	0	X	-	X	-	∅	-	X	-	-
2	-	0	0	-	-	-	-	-	∅	-	-	∅	-	∅	-	∅	-	∅
3	-	0	-	-	-	X	∅	-	X	-	-	∅	-	-	-	-	-	-
4	-	∅	-	∅	-	0	0	-	X	-	-	X	-	∅	-	∅	∅	X

X = $p \leq .10$
 \emptyset = $p \leq .20$
 0 = $p \leq .25$

Table 25 points out that in this study some scales showed no change from any group. These areas are identified as Feeling Reactivity, Self-Acceptance, Aggression, Expressed Inclusion, and Expressed Control. It is interesting to note that in the FIRO-B, the groups tended to change in a positive direction in the areas of their desires, but they did not change in their concomitant behavior in those areas. Another fact which might be of value is the rank ordering of the groups. Again, in terms total area changes, the contract-exercise group demonstrated the most movement--in eleven scales. The no contract-no exercise group, however, followed closely with positive movement on ten scales. The contract-no exercise group manifested positive change in seven areas, while the no contract-exercise group changed positively in five of the areas.

From the table, it appears that the particular experience that the participants were undergoing might have affected them the most in the areas of Inner-Directedness, Nature of Man - Constructive, and Capacity for Intimate Contact. It further seems that most groups were changing in the areas of Spontaneity, Self-Regard, Wanted Inclusion and Wanted Control.

These manifested tendencies do support the assumption that growth occurs within the combination of self-reflection and group structured experience.

6. In analyzing Table 25 in relation to the four groups, it can be seen that Group 1 was manifesting the greatest tendency to change positively, that Group 4 was manifesting the next greatest tendency to change, that Group 2 and Group 3 followed. Although the trend indicated by Group 1 was hypothesized initially, Group 4's trend was not in any way predicted.
7. It was hypothesized that the difference between Expressed and Wanted needs would become smaller as a result of the group experience. This was substantiated on the Inclusion Needs area ($p \leq .05$). It was not supported, however, on the Control and the Affection areas. It seems, therefore, that the behavior and desire attached to Inclusion are the most open to change towards equalization.
8. In terms of observable commitment to the group process through participation in the group and the utilization of goal-directed behaviors, no significance was found ($p \leq .05$). However, on the Wanted Inclusion scale, there was a tendency ($p = .076$) to support the hypothesis.

Chapter V will provide the summary, conclusions and the implications of this research.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Nature of the Problem

Within the field of counselor education, the importance of the group process in the total development of the counselor-in-training has recently been recognized. Furthermore, the need to integrate solely didactic and solely experiential methods of training have become more and more pronounced. Specific structures which have been developed to provide a balance between the two polarities of orientations need to be evaluated.

Since counseling requires knowledge of interpersonal skills, some vehicles need to be provided before the Practicum structure wherein the counselors-in-training can see themselves in relation to others and can consequently acquire more interpersonal skills.

Finally, there are multitudinous variations of group processes. The question before the researcher came to be formulated as follows: What is the most efficient and effective group structure which could be used in combination with self-analysis in order to provide the most growthful opportunities for the people involved?

The Purpose

The purpose of the present study was to determine the specific changes that occur within the individual as a result of a combination

of self-analysis and group interaction. Moreover, it was to compare the different techniques of exercise and personalized contract with the type of change produced in each group. That is, the study attempted to determine if the four experimental groups (contract-exercise, no contract-exercise, contract-no exercise and no contract-no exercise) showed any more significant change as a result of their "growth experiences" than the control group.

Hypotheses

1. All experimental groups will show significantly more positive change than the control group as measured on each scale of the POI and FIRO-B.
2. The contract-exercise group will evidence significantly more change than the remaining experimental groups on all scales of both the POI and the FIRO-B.
3. The contract-no exercise group and the no contract-exercise group will demonstrate significantly more change than the no contract-no exercise group on all scales of both the POI and the FIRO-B.
4. The no contract-no exercise group will show the least significant amount of change on both the POI and on the FIRO-B.
5. All experimental groups will show significantly less discrepancy between their Wanted and Expressed Inclusion, Control and Affection on the FIRO-B post-test than on the FIRO-B pre-test.
6. Individuals whose behavior in the groups manifest goal-directedness will evidence more significant change than those whose behavior does not manifest goal-directedness.

Procedure

The experimental population consisted of students enrolled in the course Guid 425, Individual Appraisal, Department of Guidance and Counseling at Loyola University of Chicago in the Second semester of 1972.

All students were required to:

- 1.) take a battery of aptitude and achievement tests, and personality and interest inventories;
- 2.) write an history of their attitude and value development and an evaluation of the reality of their vocational goal of counseling based on the tests taken and the objective and subjective analysis of them; and
- 3.) participate in ten weekly group processes lasting for approximately one and one-half hours operating under Egan's structure of the Contract Interpersonal Growth Group.

The experimental subjects were randomly divided into four groups: contract-exercise, contract-no exercise, no contract-exercise and no contract-no exercise. The contract-exercise group members studied the general interpersonal goals of self-disclosure, accurate verbal and nonverbal expression of personal feelings, communication of support to the other members, responsible confrontation and a positive response to confrontation. They then decided which specific areas they themselves needed to work on. This determined, the group members wrote in detail their plan for learning this new behavior in the group structure.

These personalized contracts were copied and given to each of the group

members so that everyone had an idea of the other participants' goal-directed behaviors. The contract-exercise group also engaged in a number of verbal exercises designed to facilitate self-exploration and communication within the group.

The contract-no exercise group only wrote the personalized contract as described for the preceding group. Again, each group member received a copy of every other member's personal statement of goals and consequent behavior. No exercises were performed, however.

The no contract-exercise group utilized the same verbal exercises as the contract-exercise group in the same time sequence. No personalized contracts were written, however.

The no contract-no exercise group operated under the implicit contract of the encounter group structure, but it used neither the personalized contract nor the verbal exercises.

Regardless of the specific group structure, all groups operated under an implicit contract by definition of the Contract Interpersonal Growth Group devised by Egan. That is, each member understood that his presence was contractual. Participation in the group meant that the individual would adhere to prescribed goal-directed behaviors and engage in self-actualizing or growthful behaviors.

Before the group experience began, the Personal Orientation Inventory and the FIRO-B were administered to all groups and to a control group. The POI measures the individual's perception of his own behavior, whereas the FIRO-B is a measure of interpersonal behavior and interpersonal desires in the specific areas of Inclusion, Control and Affection.

These tests were re-administered at the end of the semester to see if any significant changes had taken place between the groups and between all the experimentals and the controls. Another instrument devised by the experimenter to measure goal-directed behavior in the groups was also used to determine if there was a relationship between observed goal-directed behavior and measured change on the other instruments being used.

Data on the twelve POI scales and the six FIRO-B scales were analyzed by the Contrast Coefficient Matrix and the Scheffe Procedure of the Oneway Analysis of Variance. Data generated from the discrepancy scores of the FIRO-B were analyzed according to the same procedures. Finally, in order to determine the relationship between the goal-directed behavior observed and the degree of change, correlated t-tests were run on the Inner-Directed scale and on the six FIRO-B scales.

Results

The statistical analysis of the data yielded the following results.

1. The self-analysis and small group interaction combination structure. In comparing the combination structure with the control group, significant change ($p \leq .05$) was found between pre- and post-testing in only two of the groups and on only three separate scales. The contract-exercise group manifested significant change ($p \leq .05$) on both the Existentiality and on the Wanted Control scales, while the no contract-exercise group manifested change only on the Nature of Man - Constructive scale.

2. The four groups.

- a. The contract-exercise group did manifest the most amount change at the .05 level on the eighteen scales. The change, however, being confined to two scales out of a total of eighteen, cannot be said to statistically support the hypothesis that this group because of its high visibility and high definition structure would manifest the most amount of significant change.
- b. The no contract-exercise group manifested movement on only one scale ($p \leq .05$), the Nature of Man - Constructive.
- c. The contract-no exercise group did not change significantly ($p \leq .05$) on any scale between pre- and post-testing.
- d. The no contract- no exercise group did not change significantly ($p \leq .05$) on any scale between pre- and post-testing.

3. The Discrepancy Scales.

In the area of Inclusion, the need discrepancy movement manifested significant change ($F \text{ prob} = .029$). This is to say that the inclusion behaviors that the participants wanted from others and the behaviors in which they engaged had a greater range before the group experience than afterwards. In the areas of Control and Affection, this movement towards equalization between Expressed and Wanted behaviors was not substantiated.

4. High and Low Level of Commitment.

No relationship ($p \leq .05$) was found between group members who scored high in goal-directed behavior and those who also scored high in any of the eighteen scales. Observation of group goal-directed behaviors, therefore, did not identify at a statistically significant level group members who were changing as measured by the POI and the FIRO-B.

5. Statistical Trends.

Although changes taking place within the groups seldom achieved a statistical significance of .05, positive movement was occurring. These are visible in Table 25 which depicts positive change at the .10, .20 and .25 levels. Analyzing these tendencies might provide future researchers with indications for further study.

- a. All four experimental groups showed a tendency to movement in comparison with the control group in the following areas: Inner-Directedness, Nature of Man - Constructive and Capacity for Intimate Contact. At least three of the four experimental groups were also manifesting tendencies to change in the areas of Spontaneity, Self-Regard, Wanted Inclusion and Wanted Control.
- b. No experimental group when compared with the control group manifested any change tendency in the following scales: Feeling Reactivity, Self-Acceptance, Aggression, Expressed Inclusion and Expressed Control.

- c. On the FIRO-B, most of the groups showed a trend to increase their desires for Inclusion, Control and Affection. Their behaviors in these areas, however, did not change concomitantly.
- d. In terms of total change tendencies manifested on the eighteen scales, the contract-exercise group showed movement on eleven of the scales--more than any other group. This would be supportive of the original theory that high visibility structures would evidence the most amount of positive change. However, the no contract-no exercise group followed closely, manifesting tendencies to change in ten of the areas. The contract-no exercise group demonstrated a trend towards change in seven of the areas, whereas the no contract-exercise group manifested a tendency to change on five of the scales.
- e. In analyzing the trends manifested by the Inclusion, Control and Affection Discrepancy Scales, the area of Inclusion stands out. The contract-exercise group, the contract-no exercise group and the no contract-no exercise group all manifested tendencies to change. This might indicate a possible relationship between the experimental experience and participants' increase in desire for inclusion.
- f. In analyzing the relationship between group members who scored high in goal-directed behavior and those who also

scored high on the various scales, a trend was indicated in the area of Wanted Inclusion ($p = .076$). A less pronounced trend was indicated in the area of Wanted Control ($p = .206$). No other statistical relationship was evident between any other scales and the level of the individual's observed commitment.

6. In studying the relationship between group movement and levels of experience of the trainers, no correlation was observed between the variables. The most experienced leader's group manifested the least amount of change (five scales). The least experienced leader's group showed the second-most amount of change (ten scales). The second-most experienced leader's group manifested the greatest amount of change (eleven scales). The third-most experienced leader's group showed the third-most amount of change (seven scales).

Conclusions

The following conclusions may be made as a result of the research and experimentation already cited. It must be noted that generalizability is limited by the exclusiveness of the population. Replication of the combination structures with other groups of subjects would expand the limits of generalization possible.

1. A comparison between subjects experiencing the experimental treatments and subjects experiencing no treatment indicates that some positive changes did occur, but few of these changes

achieved statistical significance.

2. Although the high visibility structure, the contract-exercise group, did yield the most amount of significant change ($p \leq .05$), this is not in itself conclusive, since its significant change was confined to two scales.
3. The statistical analysis which was used, the Contrast Coefficient Matrix, compared each experimental group's change with the control group's change. It is to be expected that the control subjects chosen, students in Guid 424, were themselves involved in growthful experiences. In fact, their very presence in the counseling program attests to their commitment to self-understanding and growth. The results, then, become more significant than indicated because of the control group utilized. In the present study, the movements demonstrated by the statistical trends of Table 25 point out areas for future study and experimentation.
 - a. It was hypothesized that because of the low visibility and low definition structure the no contract-no exercise group would change the least. According to the tendencies manifested on the scales, this group was ranked second in movement towards change; it quite closely followed the contract-exercise group, the highest definition and visibility group. This is quite contradictory. This unexpected ordering of the experimental groups seems to indicate that this particular structure, the no contract-no exercise, had less effect than the variability of the

subjects within it. The hypotheses do not account for the initial level of self-actualization or interpersonal behavior of the group members. To understand the outcome, the Multiple Range Test of the Student-Newman-Keuls and the Scheffe Procedures of the Oneway Analysis of Variance (SPSS) were employed. Since the Student-Newman-Keuls is a little less stringent than the Scheffe, it was utilized to detect differences that might have been eliminated by using the Scheffe alone.

Each scale of the POI and the FIRO-B was analyzed on the pre-test data alone, and all five groups were compared for significant differences at the .05 level. The Scheffe Procedure of the Multiple Range Test indicated that the no contract-no exercise group was significantly different from the control group in the areas of Capacity for Intimate Contact, Aggression, Existentiality, and Inner-Directedness. The Student-Newman-Keuls identified the no contract-no exercise group as significantly different from the control group in the area of Wanted Affection. No other group was identified as significantly different on any scale by the Scheffe Procedure. The Student-Newman-Keuls Procedure did identify the no contract-exercise group as significantly different from the control group in the area of Feeling Reactivity.

The no contract-no exercise group, therefore, definitely was most unique initially. It had separated itself from

the control group at the outset in three of the ten areas in which it manifested change tendencies at the conclusion of the group and self-analysis experience. It is very possible that it was this greater variability in the no contract-no exercise group that influenced the tendencies in the results rather than the group structure itself. Further experimentation is definitely necessary before any conclusions can be made.

- b. An analysis of the POI suggests that the Inner-Directed, Nature of Man - Constructive and Capacity for Intimate Contact scales may be the most related to the change areas influenced by the combination structure of self-analysis and group interaction in general.
- c. Most research literature cites one of the primary effects of the group process as self-acceptance. Contrary to this, the present study found no group changing in this area ($p \leq .25$).

Again, in using the Scheffe Procedure of the Multiple Range Test of the Oneway analysis of Variance for the post-test scores of the five groups, a different picture is presented. At the .05 level of significance, both the contract-exercise and the no contract-no exercise groups are identified as being significantly different from the control group on the Self-Acceptance scale. On the pre-test scores for this scale, no group was identified as significantly different from the control group on the

Self-Acceptance scale.

Previous literature has concentrated on the type of analysis which compares pre-test and post-test scores separately for significant differences. The present study deals with individual change scores pre- to post-testing within the groups. It then analyzes between group differences.

It is possible that in using the counseling-oriented Guid 424 as a control group a bias in the results may have been created. Further research in this area is demanded.

- d. In relation to the present study, the Wanted scales of the FIRO-B seem to be more changeable as a result of the combination self-analysis and group process structure. When the trends indicated by these scales were analyzed, only the no contract-exercise group showed no movement towards increased desires. The contract-exercise group showed movement in Wanted Inclusion and Wanted Control; the contract-no exercise group manifested movement in Wanted Inclusion, Wanted Control and Wanted Affection; and the no contract-no exercise group showed movement in Wanted Inclusion, Wanted Control and Wanted Affection.

In the area of Expressed needs, however, only the no contract-no exercise group showed any movement towards change. This suggests that neither the behavioral orientation of all the treatments nor the specific combinations

of behaviors (personalized contract and exercise) did indeed change the person's behavioral patterns over the time of the study.

4. It appears that in the area of Inclusion the discrepancy between Expressed and Wanted needs does tend to become smaller as a result of the experimental experiences (F prob. = .029).
5. No statistical relationship ($p \leq .05$) was found between change as measured on the POI and FIRO-B and observed goal-directed behavior. In the area of Wanted Inclusion, however, there is a tendency observed ($p = .076$). Future studies might want to develop this possibility. The area of Wanted Control manifested a less pronounced relationship ($p = .206$). These possible tendencies generate a further question: Is goal-directed behavior in the Contract Interpersonal Growth Group rooted in the individual's need to be included and/or to be in control?
6. No relationship was found between the leader's didactic or experiential level and the type of movement which occurred in his group. The expert judges' ratings of the counselor/facilitators on the Carkhuff Rating Scale of Interpersonal Functioning also were not substantiated as having a relationship to the type of movement that took place within the groups. It appears that if there is a leadership variable, neither of these means has succeeded in pointing it out. The question therefore remains: What is the leadership variable and how

can it be isolated? The contradictory evidence presented clearly indicates the need for further research in the area of the leader's influence on the group members.

Recommendations

The preceding analysis and results seem to justify the following recommendations.

1. The study should be replicated expanding the number of groups operating simultaneously. In this way, it might be easier to observe the differential effects of the varying group structures. For example, four groups using the contract-exercise structure and four groups using the no contract-exercise structure should generate significant information about the exercise technique specifically, since eight cells would be dealing with it as opposed to the two in the present study.
2. Replication should also involve different institutions and diverse populations so that the generalizability could be widened. The present study is quite limited by its exclusiveness of population.
3. The study should be repeated utilizing a control group which is not involved in the field of Guidance and Counseling. In the present study, there is a question as to whether the comparison of the control group with each experimental group gives an accurate record of positive growth within the experimentals. By using the students in the Master's program

who were at approximately the same academic stage, the researcher quite possibly lessened the significance attainable. Attention should be given to selecting an unbiased control group in further research.

4. In the present study, individuals with high goal-directedness were separated from individuals with low goal-directedness. Two groups were formed by this division which were then contrasted for differences in change. In future studies, original group composition could be maintained. Then individuals with high goal-directed behavior within the groups could be correlated with total amount of group change to determine if groups having high numbers of goal-directed individuals tend to change more significantly than groups with high numbers of individuals engaging in low levels of goal-directed behaviors. Additionally, teams of observers might be trained to evaluate the group participants for goal-directed behavior. By rotating observers at each session, reliability of evaluation might be increased.
5. The failure of any experimental group to manifest any tendency to grow in self-acceptance suggests the need for further study. There seems to be a need to determine if the cognitive structure of testing and self-analysis hinders a positive change in self-acceptance, or whether it is the behavioral orientation of the Contract Interpersonal Growth Group, or whether the discrepancy lies in the type of analyses previously done in this area. (See pages 114-5, #3, c.). Further

experimentation could be done to isolate the effects of the cognitive components of testing and self-analysis so that an accurate comparison might be made.

6. The present study indicates that individuals who are scoring high in Wanted Inclusion might be able to be identified through objective observation. In order to determine if this is true, a trained observer could sit in on a portion of each group meeting. At the group's termination, he could rate each participant on the Rating Scale for Goal-Directed Behavior. The mean scale for the first two general goal scales should then be correlated with the Wanted Inclusion scale of the FIRO-B. Indications of the present study could then be substantiated and developed or disproven and rejected.
7. Since the FIRO-B scales are limited to nine integers and since the present study showed little significant change on the scales, a replication study could be done in which the participants could initially be categorized into High, Medium and Low scorers. Change could then be compared in these terms. Much of the earlier research (see FIRO Scales Manual) used this approach to analyze change. In the combinations of the present study--self-analysis and techniques of contract and exercise--the results might prove somewhat different.
8. In order to eliminate differences between leaders and to ensure the purity of the variables being experimented with, training and experience levels of the group leaders could be equalized. This would enable the results to be analyzed with

greater clarity and less possibility of contamination.

Further research might take this variable into consideration.

9. Likewise, a program of trainer supervision might be established for individuals who will serve in the role of facilitator in the course, Individual Appraisal. For a period of time previous to their experience as group leaders, they perhaps could both participate themselves in the Contract Interpersonal Growth Group and also learn through didactic and experiential means the methods and rationale of group leadership in this particular structure. In this way, the differential factors of training and experience could be somewhat controlled.
10. Study needs to be replicated with attention to selecting an instrument which assesses the leader's level of facilitation in the group rather than his level of facilitation in individual counseling. This would perhaps provide a better indication of the possible relationship between the leader's effectiveness and group change.

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APPENDIX A

NAME: _____

GROUP: _____ DATE OF BIRTH: _____

RELIGIOUS AFFILIATION (Check one)
 Protestant
 Catholic
 Jew
 Other (Specify): _____

MARITAL STATUS: (Check all that apply)
 Single
 Married
 Separated
 Divorced
 Widowed
 Religious
 Ex-Religious

ATTENDANCE: Part-time _____
 Full-time _____

SEX: Male _____
 Female _____

EDUCATIONAL BACKGROUND:
 Undergraduate Major: _____
 Undergraduate Minor: _____
 Degree Earned: _____
 Institution granting: _____
 Present Major: _____
 Degree Being Sought: _____

OCCUPATIONAL INFORMATION:
 Present Occupation: _____
 (If within the educational structure, at what level are you presently working? _____)
 Future Desired Occupation: _____

 (If within the educational structure, at what level would you like to work? _____)

FAMILY BACKGROUND:
 Number of brothers and sisters in your family: _____
 Rank yourself in your family in order of your birth (For example, if you were the oldest, you would be #1; if you were the third-born in a family of fourteen, you would be #3.) _____

GROUP EXPERIENCE:
 Have you had previous group process experience? _____
 If so, for approximately how many hours? _____
 Have you had any form of counseling or therapy? _____
 If so, for approximately how many hours? _____

APPENDIX B

Syllabus-1972
Education 425 Individual Appraisal
Dr. John A. Wellington

The course is designed to give you the opportunity to make a self-assessment through a case history and case study approach. The greater your objectivity, the greater will be your personal benefits.

The course objectives:

1. To assist you to gain a more objective and integrated picture of yourself in regard to attitude and value development and your basic need system.
2. To let you develop the factors necessary in a case history.
3. To permit you to gain a knowledge and an experience in developing a case study.
4. To give you the experience of taking and interpreting ability and achievement tests and interest and personality inventories.
5. To have you develop concepts for the utilization of objective and subjective data in the process of guidance and counseling.
6. To have you make a realistic determination about yourself in response to the question: Do I belong in Pupil Personnel or Student Personnel Work?
7. To help you to understand your motives of behavior and interaction with others toward this purpose.
8. To experience interactions which will result in learning how to communicate with others.

Entrance into the course requires the consent of the instructor.

Significant references for you are:

Appraising Vocational Fitness, Super and Crites.

Psychological Testing, Anastasi.

Mental Measurement Yearbooks, Buros.

Psychological Testing, Cronbach.

Educational and Psychological Journals in the areas of Guidance, Counseling, and Occupations.

Project: (to be discussed in class)

Part I

Attitude and value development as experienced through:

1. General socio-cultural background into which you were born, considering such factors as socio-economic, aesthetic, religious, political, etc.
2. Family relationships -- mother, father, siblings, wife, children, surrogate figures.
3. Educational background - chart -- formal and informal institutional and tutorial training -- relationships - value development. Must include all experience up to the present academic semester.
4. Vocational background -- part time and full-time relationships, value development, movement into social sciences areas.
5. Avocational pursuits -- relationships, value development.
6. Hopes and fears -- present, intermediate and long-range.
7. I AM -- perceptions of self in the many roles that are assumed -- Really, who am I? Looking glass self.

Part II

Test data -- test and norms, results, purposes, interpretations, test reactions.

Part III

1. Choice of objective and reasons for having selected this objective (Subjective).
2. Synthesis of all objective and subjective data as they relate to your objective.
3. Realistic recommendations for you -- educational, vocational, personal.

All projects must be completed at the assigned times. The project is due at the next to last class session. Your project must be edited for acceptance. A copy with editing will be reduced in grade. Your attitude in the course will be reflected in your grade. Please, no gum chewing at any time in the class. It is mandatory that you be in class on time. You are expected to attend all class sessions. There is no policy for excused absences in this class. The class must come before PTA meetings and similar types of situations for which graduate students seek excuses. Graduate students do learn from other graduate students and are a necessary part of the learning environment.

All information both subject and objective is and must be confidential. You will be responsible for keeping your own test data. Be prepared in each class with a #2 black and red pencil. You may not use a pen for any test.

The time to ask questions is in class. There is no "dumb question". The chances are that if you do not understand something then some other student also does not understand it or he or she will gain different perceptions through additional discussion which may raise new ideas or questions.

There will be 10 group sessions during the term. Each group will have a leader who is not connected with the formal class structure.

AN ENCOUNTER GROUPGOALS:

The general goal. The general goal of this group is the establishment of an intimate community within which the members are free to investigate their interpersonal styles and experiment with interpersonal behaviors that are not normally part of that style.

A general procedural goal. The procedural goal is simple to state but difficult to put into practice. It is this: Each member of this group is to try to establish and develop a relationship of some intimacy with each of the other members of the group. Each member should come to know each other member in more than a superficial way. This goal is difficult to put into practice because it means that each person must take the initiative to go out of himself and contact each of the other members of the group. It is not assumed here that you will be successful in establishing relationships of some closeness in each case. However, you will learn a great deal from both your successes and your failures.

Diagnosis as a goal. As each member interacts with the others, he both observes his own behavior and receives feedback with respect to the impact he is having on others. This feedback gives him the opportunity to get a clearer picture of and deeper feeling for his interactional style. In this process the participant can learn much about both his interpersonal strengths and his interpersonal weaknesses.

Experimentation with "new" behavior as a goal. As each member learns more about how effective or ineffective he is in contacting others, he can attempt to change the behaviors that prevent him from involving himself creatively with others. This, for him, would be "new" behavior. For instance, if a participant tends to control others and keep them from interacting with him by monopolizing the conversation, he can change by inviting others to dialogue. On the other hand, the person who tends to fall silent in groups experiments with "new" behavior by speaking up.

Personal Goals. The goals outlined briefly are the general goals of the group. However, each member comes with certain personal goals. These goals might well be identical to the goals outlined above. Each member's personal goals and the ways they might conflict with the stated goals of the group should be shared openly with the other participants, for the group will tend to stagnate if individual members pursue their own "hidden agendas."

INTERACTIONS:

Certain interactions are common to all encounter groups. One function of this group is to point out these interactional "values." If all the participants, each in his own way, commit themselves to these values, then the chance of establishing a cooperative community in which the above goals can be pursued is heightened considerably.

Self-disclosure. Self-disclosure in the encounter group is important, but not an end in itself. If I want the other to get to know me, to enter into a relationship of some closeness with me, then I must reveal myself to him in some way. The participant, therefore, should be open primarily about what is happening to himself as he goes about the business of contacting others and trying to establish some kind of relationship with them. "Secret dropping" may be sensational, but it is not a value in the group. The participant is important, not his secrets. If a participant reveals what is happening in his life outside the group, he should do so because it is relevant to what his goal is inside the group. The there-and-then of his life should be made relevant to the here-and-now of the group and further the cause of establishing and developing relationships. In this context, it is up to each participant to choose what he wants to disclose about himself.

Expression of feeling. Second, the group you are in calls for expression of feelings and emotions. This does not mean that the participant is asked to manufacture feeling and emotion. Rather he is asked not to suppress the feelings that naturally arise in the give-and-take of the group, but to deal with them as openly as possible. Suppressed emotion tends eventually either to explode and overwhelm the other or to dribble out in a variety of unproductive ways.

Support. Third, and perhaps most important, the encounter group calls for support, whatever name it may be given -- respect, nonpossessive warmth, acceptance, love, care, concern, "being for" the other -- or a combination of all of these. Without a climate of support encounter groups can degenerate into the destructive caricature often described in the popular press. On the other hand, if a person receives adequate support in the group, then he can usually tolerate a good deal of strong interaction. Without a climate of support there can be no climate of trust. Without trust there can be no intimate community. Support can be expressed many different ways, both verbally and nonverbally, but it must be expressed if it is to have an impact on the other. Support that stays locked up inside the participant is no support at all.

Confrontation. If there is an adequate climate of support, of "being for" one another, then the participants can benefit greatly by learning how to challenge one another effectively. Confrontation does not mean "telling the other off." This is merely punishment, and punishment is rarely growthful. The participant should confront only if he follows these two simple rules. (1) Confront only if your care about the other and your confrontation is a sign of that care. (2) And confront in order to get involved with the other, as a way of establishing a relationship with him. Remember, it is possible to confront another with his unused strengths as well as his demonstrated weaknesses. There is evidence that the former is a more growthful process. Remember also that your confrontation will be better received if you first build up a base of support for the other.

Response to confrontation. Most of us, when confronted, react either by defending ourselves or by attacking our confronter -- or both. The encounter group, however, calls for something more growthful than defense and attack -- self-exploration in the context of the encounter community. "What you say disturbs me, but I think that I should explore it with you and the others here" is not an easy response, but it can be very growthful. Both the one who confronts and the one being confronted should learn to check out the substance of the confrontation with the other members of the group.

PROCEDURAL RULES:

Certain procedural rules help make for a climate of greater contact and immediacy in the group. The following rules, then, govern the interaction:

(1) The here-and-now. Deal with the here-and-now. When you talk about things that are happening or have happened outside the group, do so only if what you are saying can be made relevant to your interaction with these people in this group. The there-and-then can prove quite boring, especially if it is not helping you establish and develop relationships in the group. This does not mean that you may never deal with your life outside the group, but you should deal with it in such a way as to pursue the goals of this group.

(2) Initiative. Do not wait to be contacted by others. Take the initiative, reach out, contact others. The importance of initiative cannot be overstressed.

(3) Speak to individuals. As a general rule, speak to individual members rather than to the entire group. After all, the goal is to establish and develop relationships with individual members. Speeches to the entire group do not often contribute to this end. Furthermore, they tend to become too long, abstract, and boring. The group cursed with consecutive monologues is in bad straits.

(4) "Owning" the interactions of others. Part of taking initiative is "owning" the interactions of others. In the group when two people speak to each other, it is not just a private interaction. Other participants may and even should "own" the interaction not just by listening but by contributing their own thoughts and feelings. Each member should try to own as many of the interactions as possible.

(5) Speak for yourself in the group. Avoid using the word "we." When you use "we," you are speaking for the group. Rather speak for yourself. The word "we" tends to polarize; it sets the person spoken to off from the group. Furthermore, when you are speaking of yourself use the pronoun "I" rather than its substitutes -- "we," "you," "one," "people," etc. Strangely enough, the pronouns you use can make a difference in the group.

(6) Say it in the group. A wise person has said that there is one excellent criterion for determining the level of trust in the group: Do people say in the group what they tend to say outside the group (to wives, friends, participants from the group to whom they feel closer). As much as possible, then, say what you mean in the group.

LEADERSHIP:

The facilitator is in the group because he is interested in interpersonal growth. While it is true that he brings certain special resources to the group because of his theoretical background and experience, his purpose is to put whatever resources he has at the service of the group. He subscribes to the same rules as the other members do. In the beginning the facilitator will be more active, for one of his functions is to model the kinds of behavior called for by this encounter group structure. Another way of putting this is that he will strive to be a good member from the beginning. Another one of his functions is to invite others to engage in goal-directed behavior. However, the ideal is that whatever leadership (in terms of goal-directed behavior) he manifests become diffused in the group. Eventually in the group there should be no leader but a high degree of shared leadership. This will be the case if individual members take the initiative to contact one another according to the terms of this statement.

SCHEDULE, Winter, 1972

INDIVIDUAL APPRAISAL, GROUP PROCESSES

- I. Week of Feb. 7 - Initial Counseling Sessions, Individual Clients for Taping
- II. Week of Feb. 14 - Tuesday, Feb. 15 - 3:30 pm LT 806, Rm 3 -
Orientation Session for four facilitators

Wednesday, Feb. 16 - Administer tests to Guid 425 and 424
Orientation for students to group process
- III. Feb. 23 - Session I - Group process (1 hour - last part of each period)
- IV. Mar. 1 - Session II - Group process (1½ hours - last part of period)
- V. Mar. 8 - Session III - Group process (1½ hours -")
- VI. Mar. 15 - Session IV - Group process (1½ hours -")
- VII. Mar. 22 - Session V - Group process (1½ hours -")
- VIII. Mar. 29 - Session VI - Group process (2 hours - 2:00-4:00 and 4:30 -6:00)
- IX. Apr. 12 - Session VII - Group process (1½ hours -")
- X. Apr. 19 - Session VIII - Group process (1½ hours -")
- XI. Apr. 26 - Session IX - Group process (1½ hours -")
- XII. May 3 - Session X - Group process (1½ hours -")
- XIII. May 13 - Post-test Guid 425 and 424
- XIV. May 17 - Feedback session

APPENDIX C

ENCOUNTER GROUP CONTRACT

In both the handout "An Encounter Group" and your text Encounter: Group Processes for Interpersonal Growth, a number of contract and interaction goals are outlined. You are asked to specify (1) the particular goals which you personally would like to achieve as a result of this experience, and (2) the means that you are going to use in the group to accomplish each one.

Statement: I would personally like to accomplish the following:

GOAL #1 - I would like to be able to support other group members more
openly.

MEANS - I intend to listen more thoughtfully to what other group
members are saying instead of formulating my next response while
someone is talking.

GOAL #2 - I would like to dominate the group less than I usually do.

MEANS - I hope to accomplish this by not responding to everything
that's said in the group. I intend to listen more, talk less
and hopefully speak more relevantly when I do speak in the group.

GOAL #3 - I would like to accept responsible confrontation and criticism
less defensively.

MEANS - When I am confronted I intend to do more self-exploration
rather than responding bitterly and defensively. I've always
been insecure and afraid of "not being liked" and I think
developing the skill of self-exploration would help my insecurity.

ENCOUNTER GROUP CONTRACT

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Statement: GOAL 1 - would like to sharpen my ability to listen to others - openly, without letting my own enthusiasm or ideas get in the way.

MEANS - will try to contain myself by more sensitive listening and by offering more cooperating responses.

GOAL 2 - need to know how I am coming across to others in the immediate situation. MEANS - will try to explore others' reactions, positive and negative.

GOAL 3 - have a tendency to be too intense, stubborn, and especially sharp at confrontation; thus would like to become more constructive and truly supportive of others. MEANS - more practice at expressing positive reactions - especially toward the more aggressive in the group.

ENCOUNTER GROUP CONTRACT

In both the handout "An Encounter Group" and your text Encounter: Group Processes for Interpersonal Growth, a number of contract and interaction goals are outlined. You are asked to specify (1) the particular goals which you personally would like to achieve as a result of this experience, and (2) the means that you are going to use in the group to accomplish each one.

Statement: The goals I would personally like to achieve are as follows:

1. A greater degree of self understanding.
2. An increase of or a plan for the achievement of increased self acceptance
3. Speaking up and taking a more active part in group discussions
4. Improving my ability to concentrate and to listen to others.

The means I plan to use to accomplish these goals are as follows:

Goals #1 and #2. Be attuned to and encouraging of feedback from the group in response to my attempts to reveal myself through self disclosure and interaction with the members of the group.

Goal #3. Taking the initiative to reach out and make contact with others.
Experiment with more aggressive behavior.

Goal #4. Focusing my attention on each speaker in the group by looking at him or her and listening to what is said verbally and nonverbally.

While the above are singled out as means to my ends, I recognize the value of and I plan to, also, engage in "responsible expression of feeling, concerned confrontation, nondefensive self-exploration, and realistic support" to further the achievement of my own and the group's goals.

APPENDIX D

SCALE OF GROSS RATINGS OF FACILITATIVE INTERPERSONAL FUNCTIONING

Individual Evaluation Form

You are asked to rate and evaluate:

- (A) as many helper responses as possible/given during the counseling analogue interview.
- (B) Also you are asked to rate and evaluate the overall helper's facilitative interpersonal functioning during the interview.

N.B. Keep in mind that those helper responses which the helpee can employ most effectively are rated the highest. For both evaluations use the scale of Gross ratings of facilitative interpersonal functioning.

Tape No. _____ Judge _____

(A) Helper-trainee response No.

1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

- (B) Rate and evaluate helper/trainee's facilitative interpersonal functioning by drawing a circle around the rating which represents your overall evaluation. You are advised that your overall evaluation should not be the mean obtained from the already rated helper-trainee responses.

Gross ratings of facilitative interpersonal functioning continuum

1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0

APPENDIX E

POI

PERSONAL ORIENTATION INVENTORY

EVERETT L. SHOSTROM, Ph.D.

DIRECTIONS

This inventory consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

You are to mark your answers on the answer sheet you have. Look at the example of the answer sheet shown at the right. If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "a". (See Example Item 1 at right.) If the second statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "b". (See Example Item 2 at right.) If neither statement applies to you, or if they refer to something you don't know about, make no answer on the answer sheet. Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces if you can avoid it.

		Section of Answer Column Correctly Marked	
		a	b
1.		█	⋮
		a	b
2.		⋮	█

In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

Remember, try to make some answer to every statement.

Before you begin the inventory, be sure you put your name, your sex, your age, and the other information called for in the space provided on the answer sheet.

NOW OPEN THE BOOKLET AND START WITH QUESTION 1.

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1. a. I am bound by the principle of fairness.
b. I am not absolutely bound by the principle of fairness.
2. a. When a friend does me a favor, I feel that I must return it.
b. When a friend does me a favor, I do not feel that I must return it.
3. a. I feel I must always tell the truth.
b. I do not always tell the truth.
4. a. No matter how hard I try, my feelings are often hurt.
b. If I manage the situation right, I can avoid being hurt.
5. a. I feel that I must strive for perfection in everything that I undertake.
b. I do not feel that I must strive for perfection in everything that I undertake.
6. a. I often make my decisions spontaneously.
b. I seldom make my decisions spontaneously.
7. a. I am afraid to be myself.
b. I am not afraid to be myself.
8. a. I feel obligated when a stranger does me a favor.
b. I do not feel obligated when a stranger does me a favor.
9. a. I feel that I have a right to expect others to do what I want of them.
b. I do not feel that I have a right to expect others to do what I want of them.
10. a. I live by values which are in agreement with others.
b. I live by values which are primarily based on my own feelings.
11. a. I am concerned with self-improvement at all times.
b. I am not concerned with self-improvement at all times.
12. a. I feel guilty when I am selfish.
b. I don't feel guilty when I am selfish.
13. a. I have no objection to getting angry.
b. Anger is something I try to avoid.
14. a. For me, anything is possible if I believe in myself.
b. I have a lot of natural limitations even though I believe in myself.
15. a. I put others' interests before my own.
b. I do not put others' interests before my own.
16. a. I sometimes feel embarrassed by compliments.
b. I am not embarrassed by compliments.
17. a. I believe it is important to accept others as they are.
b. I believe it is important to understand why others are as they are.
18. a. I can put off until tomorrow what I ought to do today.
b. I don't put off until tomorrow what I ought to do today.
19. a. I can give without requiring the other person to appreciate what I give.
b. I have a right to expect the other person to appreciate what I give.
20. a. My moral values are dictated by society.
b. My moral values are self-determined.
21. a. I do what others expect of me.
b. I feel free to not do what others expect of me.
22. a. I accept my weaknesses.
b. I don't accept my weaknesses.
23. a. In order to grow emotionally, it is necessary to know why I act as I do.
b. In order to grow emotionally, it is not necessary to know why I act as I do.
24. a. Sometimes I am cross when I am not feeling well.
b. I am hardly ever cross.

GO ON TO THE NEXT PAGE

25. a. It is necessary that others approve of what I do.
b. It is not always necessary that others approve of what I do.
26. a. I am afraid of making mistakes.
b. I am not afraid of making mistakes.
27. a. I trust the decisions I make spontaneously.
b. I do not trust the decisions I make spontaneously.
28. a. My feelings of self-worth depend on how much I accomplish.
b. My feelings of self-worth do not depend on how much I accomplish.
29. a. I fear failure.
b. I don't fear failure.
30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.
b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.
31. a. It is possible to live life in terms of what I want to do.
b. It is not possible to live life in terms of what I want to do.
32. a. I can cope with the ups and downs of life.
b. I cannot cope with the ups and downs of life.
33. a. I believe in saying what I feel in dealing with others.
b. I do not believe in saying what I feel in dealing with others.
34. a. Children should realize that they do not have the same rights and privileges as adults.
b. It is not important to make an issue of rights and privileges.
35. a. I can "stick my neck out" in my relations with others.
b. I avoid "sticking my neck out" in my relations with others.
36. a. I believe the pursuit of self-interest is opposed to interest in others.
b. I believe the pursuit of self-interest is not opposed to interest in others.
37. a. I find that I have rejected many of the moral values I was taught.
b. I have not rejected any of the moral values I was taught.
38. a. I live in terms of my wants, likes, dislikes and values.
b. I do not live in terms of my wants, likes, dislikes and values.
39. a. I trust my ability to size up a situation.
b. I do not trust my ability to size up a situation.
40. a. I believe I have an innate capacity to cope with life.
b. I do not believe I have an innate capacity to cope with life.
41. a. I must justify my actions in the pursuit of my own interests.
b. I need not justify my actions in the pursuit of my own interests.
42. a. I am bothered by fears of being inadequate.
b. I am not bothered by fears of being inadequate.
43. a. I believe that man is essentially good and can be trusted.
b. I believe that man is essentially evil and cannot be trusted.
44. a. I live by the rules and standards of society.
b. I do not always need to live by the rules and standards of society.
45. a. I am bound by my duties and obligations to others.
b. I am not bound by my duties and obligations to others.
46. a. Reasons are needed to justify my feelings.
b. Reasons are not needed to justify my feelings.

47. a. There are times when just being silent is the best way I can express my feelings.
b. I find it difficult to express my feelings by just being silent.
48. a. I often feel it necessary to defend my past actions.
b. I do not feel it necessary to defend my past actions.
49. a. I like everyone I know.
b. I do not like everyone I know.
50. a. Criticism threatens my self-esteem.
b. Criticism does not threaten my self-esteem.
51. a. I believe that knowledge of what is right makes people act right.
b. I do not believe that knowledge of what is right necessarily makes people act right.
52. a. I am afraid to be angry at those I love.
b. I feel free to be angry at those I love.
53. a. My basic responsibility is to be aware of my own needs.
b. My basic responsibility is to be aware of others' needs.
54. a. Impressing others is most important.
b. Expressing myself is most important.
55. a. To feel right, I need always to please others.
b. I can feel right without always having to please others.
56. a. I will risk a friendship in order to say or do what I believe is right.
b. I will not risk a friendship just to say or do what is right.
57. a. I feel bound to keep the promises I make.
b. I do not always feel bound to keep the promises I make.
58. a. I must avoid sorrow at all costs.
b. It is not necessary for me to avoid sorrow.
59. a. I strive always to predict what will happen in the future.
b. I do not feel it necessary always to predict what will happen in the future.
60. a. It is important that others accept my point of view.
b. It is not necessary for others to accept my point of view.
61. a. I only feel free to express warm feelings to my friends.
b. I feel free to express both warm and hostile feelings to my friends.
62. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.
b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.
63. a. I welcome criticism as an opportunity for growth.
b. I do not welcome criticism as an opportunity for growth.
64. a. Appearances are all-important.
b. Appearances are not terribly important.
65. a. I hardly ever gossip.
b. I gossip a little at times.
66. a. I feel free to reveal my weaknesses among friends.
b. I do not feel free to reveal my weaknesses among friends.
67. a. I should always assume responsibility for other people's feelings.
b. I need not always assume responsibility for other people's feelings.
68. a. I feel free to be myself and bear the consequences.
b. I do not feel free to be myself and bear the consequences.

69. a. I already know all I need to know about my feelings.
b. As life goes on, I continue to know more and more about my feelings.
70. a. I hesitate to show my weaknesses among strangers.
b. I do not hesitate to show my weaknesses among strangers.
71. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.
b. I will continue to grow best by being myself.
72. a. I accept inconsistencies within myself.
b. I cannot accept inconsistencies within myself.
73. a. Man is naturally cooperative.
b. Man is naturally antagonistic.
74. a. I don't mind laughing at a dirty joke.
b. I hardly ever laugh at a dirty joke.
75. a. Happiness is a by-product in human relationships.
b. Happiness is an end in human relationships.
76. a. I only feel free to show friendly feelings to strangers.
b. I feel free to show both friendly and unfriendly feelings to strangers.
77. a. I try to be sincere but I sometimes fail.
b. I try to be sincere and I am sincere.
78. a. Self-interest is natural.
b. Self-interest is unnatural.
79. a. A neutral party can measure a happy relationship by observation.
b. A neutral party cannot measure a happy relationship by observation.
80. a. For me, work and play are the same.
b. For me, work and play are opposites.
81. a. Two people will get along best if each concentrates on pleasing the other.
b. Two people can get along best if each person feels free to express himself.
82. a. I have feelings of resentment about things that are past.
b. I do not have feelings of resentment about things that are past.
83. a. I like only masculine men and feminine women.
b. I like men and women who show masculinity as well as femininity.
84. a. I actively attempt to avoid embarrassment whenever I can.
b. I do not actively attempt to avoid embarrassment.
85. a. I blame my parents for a lot of my troubles.
b. I do not blame my parents for my troubles.
86. a. I feel that a person should be silly only at the right time and place.
b. I can be silly when I feel like it.
87. a. People should always repent their wrongdoings.
b. People need not always repent their wrongdoings.
88. a. I worry about the future.
b. I do not worry about the future.
89. a. Kindness and ruthlessness must be opposites.
b. Kindness and ruthlessness need not be opposites.
90. a. I prefer to save good things for future use.
b. I prefer to use good things now.
91. a. People should always control their anger.
b. People should express honestly-felt anger.

92. a. The truly spiritual man is sometimes sensual.
b. The truly spiritual man is never sensual.
93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.
b. I am unable to express my feelings if they are likely to result in undesirable consequences.
94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.
b. I do not feel ashamed of my emotions.
95. a. I have had mysterious or ecstatic experiences.
b. I have never had mysterious or ecstatic experiences.
96. a. I am orthodoxly religious.
b. I am not orthodoxly religious.
97. a. I am completely free of guilt.
b. I am not free of guilt.
98. a. I have a problem in fusing sex and love.
b. I have no problem in fusing sex and love.
99. a. I enjoy detachment and privacy.
b. I do not enjoy detachment and privacy.
100. a. I feel dedicated to my work.
b. I do not feel dedicated to my work.
101. a. I can express affection regardless of whether it is returned.
b. I cannot express affection unless I am sure it will be returned.
102. a. Living for the future is as important as living for the moment.
b. Only living for the moment is important.
103. a. It is better to be yourself.
b. It is better to be popular.
104. a. Wishing and imagining can be bad.
b. Wishing and imagining are always good.
105. a. I spend more time preparing to live.
b. I spend more time actually living.
106. a. I am loved because I give love.
b. I am loved because I am lovable.
107. a. When I really love myself, everybody will love me.
b. When I really love myself, there will still be those who won't love me.
108. a. I can let other people control me.
b. I can let other people control me if I am sure they will not continue to control me.
109. a. As they are, people sometimes annoy me.
b. As they are, people do not annoy me.
110. a. Living for the future gives my life its primary meaning.
b. Only when living for the future ties into living for the present does my life have meaning.
111. a. I follow diligently the motto, "Don't waste your time."
b. I do not feel bound by the motto, "Don't waste your time."
112. a. What I have been in the past dictates the kind of person I will be.
b. What I have been in the past does not necessarily dictate the kind of person I will be.
113. a. It is important to me how I live in the here and now.
b. It is of little importance to me how I live in the here and now.
114. a. I have had an experience where life seemed just perfect.
b. I have never had an experience where life seemed just perfect.
115. a. Evil is the result of frustration in trying to be good.
b. Evil is an intrinsic part of human nature which fights good.

GO ON TO THE NEXT PAGE

116. a. A person can completely change his essential nature.
b. A person can never change his essential nature.
117. a. I am afraid to be tender.
b. I am not afraid to be tender.
118. a. I am assertive and affirming.
b. I am not assertive and affirming.
119. a. Women should be trusting and yielding.
b. Women should not be trusting and yielding.
120. a. I see myself as others see me.
b. I do not see myself as others see me.
121. a. It is a good idea to think about your greatest potential.
b. A person who thinks about his greatest potential gets conceited.
122. a. Men should be assertive and affirming.
b. Men should not be assertive and affirming.
123. a. I am able to risk being myself.
b. I am not able to risk being myself.
124. a. I feel the need to be doing something significant all of the time.
b. I do not feel the need to be doing something significant all of the time.
125. a. I suffer from memories.
b. I do not suffer from memories.
126. a. Men and women must be both yielding and assertive.
b. Men and women must not be both yielding and assertive.
127. a. I like to participate actively in intense discussions.
b. I do not like to participate actively in intense discussions.
128. a. I am self-sufficient.
b. I am not self-sufficient.
129. a. I like to withdraw from others for extended periods of time.
b. I do not like to withdraw from others for extended periods of time.
130. a. I always play fair.
b. Sometimes I cheat a little.
131. a. Sometimes I feel so angry I want to destroy or hurt others.
b. I never feel so angry that I want to destroy or hurt others.
132. a. I feel certain and secure in my relationships with others.
b. I feel uncertain and insecure in my relationships with others.
133. a. I like to withdraw temporarily from others.
b. I do not like to withdraw temporarily from others.
134. a. I can accept my mistakes.
b. I cannot accept my mistakes.
135. a. I find some people who are stupid and uninteresting.
b. I never find any people who are stupid and uninteresting.
136. a. I regret my past.
b. I do not regret my past.
137. a. Being myself is helpful to others.
b. Just being myself is not helpful to others.
138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.
b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.

139. a. People have an instinct for evil.
b. People do not have an instinct for evil.
140. a. For me, the future usually seems hopeful.
b. For me, the future often seems hopeless.
141. a. People are both good and evil.
b. People are not both good and evil.
142. a. My past is a stepping stone for the future.
b. My past is a handicap to my future.
143. a. "Killing time" is a problem for me.
b. "Killing time" is not a problem for me.
144. a. For me, past, present and future is in meaningful continuity.
b. For me, the present is an island, unrelated to the past and future.
145. a. My hope for the future depends on having friends.
b. My hope for the future does not depend on having friends.
146. a. I can like people without having to approve of them.
b. I cannot like people unless I also approve of them.
147. a. People are basically good.
b. People are not basically good.
148. a. Honesty is always the best policy.
b. There are times when honesty is not the best policy.
149. a. I can feel comfortable with less than a perfect performance.
b. I feel uncomfortable with anything less than a perfect performance.
150. a. I can overcome any obstacles as long as I believe in myself.
b. I cannot overcome every obstacle even if I believe in myself.

FIRO-B

WILLIAM C. SCHUTZ, Ph.D

DIRECTIONS: This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving.

Sometimes people are tempted to answer questions like these in terms of what they think a person *should* do. This is not what is wanted here. We would like to know how you actually behave.

Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

NAME _____

GROUP _____

DATE _____ AGE _____

MALE _____ FEMALE _____

	I	C	A
e			
w			



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For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the box at the left of the statement. Please be as honest as you can.

1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

- | | |
|---|---|
| <input type="checkbox"/> 1. I try to be with people. | <input type="checkbox"/> 9. I try to include other people in my plans. |
| <input type="checkbox"/> 2. I let other people decide what to do. | <input type="checkbox"/> 10. I let other people control my actions. |
| <input type="checkbox"/> 3. I join social groups. | <input type="checkbox"/> 11. I try to have people around me. |
| <input type="checkbox"/> 4. I try to have close relationships with people. | <input type="checkbox"/> 12. I try to get close and personal with people. |
| <input type="checkbox"/> 5. I tend to join social organizations when I have an opportunity. | <input type="checkbox"/> 13. When people are doing things together I tend to join them. |
| <input type="checkbox"/> 6. I let other people strongly influence my actions. | <input type="checkbox"/> 14. I am easily led by people. |
| <input type="checkbox"/> 7. I try to be included in informal social activities. | <input type="checkbox"/> 15. I try to avoid being alone. |
| <input type="checkbox"/> 8. I try to have close, personal relationships with people. | <input type="checkbox"/> 16. I try to participate in group activities. |

For each of the next group of statements, choose one of the following answers:

1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

- | | |
|--|---|
| <input type="checkbox"/> 17. I try to be friendly to people. | <input type="checkbox"/> 23. I try to get close and personal with people. |
| <input type="checkbox"/> 18. I let other people decide what to do. | <input type="checkbox"/> 24. I let other people control my actions. |
| <input type="checkbox"/> 19. My personal relations with people are cool and distant. | <input type="checkbox"/> 25. I act cool and distant with people. |
| <input type="checkbox"/> 20. I let other people take charge of things. | <input type="checkbox"/> 26. I am easily led by people. |
| <input type="checkbox"/> 21. I try to have close relationships with people. | <input type="checkbox"/> 27. I try to have close, personal relationships with people. |
| <input type="checkbox"/> 22. I let other people strongly influence my actions. | |

For each of the next group of statements, choose one of the following answers:

1. most people

2. many people

3. some people

4. a few people

5. one or two people

6. nobody

28. I like people to invite me to things.
29. I like people to act close and personal with me.
30. I try to influence strongly other people's actions.
31. I like people to invite me to join in their activities.
32. I like people to act close toward me.
33. I try to take charge of things when I am with people.
34. I like people to include me in their activities.
35. I like people to act cool and distant toward me.
36. I try to have other people do things the way I want them done.
37. I like people to ask me to participate in their discussions.
38. I like people to act friendly toward me.
39. I like people to invite me to participate in their activities.
40. I like people to act distant toward me.

For each of the next group of statements, choose one of the following answers:

1. usually

2. often

3. sometimes

4. occasionally

5. rarely

6. never

41. I try to be the dominant person when I am with people.
42. I like people to invite me to things.
43. I like people to act close toward me.
44. I try to have other people do things I want done.
45. I like people to invite me to join their activities.
46. I like people to act cool and distant toward me.
47. I try to influence strongly other people's actions.
48. I like people to include me in their activities.
49. I like people to act close and personal with me.
50. I try to take charge of things when I'm with people.
51. I like people to invite me to participate in their activities.
52. I like people to act distant toward me.
53. I try to have other people do things the way I want them done.
54. I take charge of things when I'm with people.

RATING SCALE FOR MEASUREMENT OF GOAL-DIRECTED BEHAVIOR OF ENCOUNTER GROUP PARTICIPANTS.

Instructions: Below are listed the general and interaction goals specified for the encounter group structure. From your observation of the group's process, rate each participant on each of the scales.

GENERAL GOALS:

1. Participates in the group.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

2. Manifests interpersonal growth.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

INTERACTION GOALS:

3. Engages in self-disclosure.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

4. Communicates self wholly in the group.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

5. Engages in supportive behavior.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

6. Confronts others responsibly when they deviate from goal-directed behavior.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

7. Responds to own confrontation with self-examination and reflection.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

APPENDIX F

BRIEF DESCRIPTION OF WHAT THE POI MEASURES

Your profile on the *Personal Orientation Inventory (POI)* shows the degree to which your attitudes and values compare with those of self-actualizing people. A self-actualizing person is one who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent. It is generally agreed that a self-actualizing person might be seen as the desired result of the process of counseling or psychotherapy.

The interpretation of your scores falls into two general categories, the ratio scores and the profile scores. If your ratio scores are close to the scores that self-actualizing persons make, you may consider your values and attitudes, as measured by the POI, to be similar to these people. Your profile scores will further help you to compare yourself with self-actualizing people.

RATIO SCORES

Interpretation of the $T_I - T_C$ Ratio

In order to understand the Time Incompetent - Time Competent ($T_I - T_C$) ratio, it is of help to consider time in its three basic components -- Past, Present, and Future.

The T_I (Time Incompetent) person is one who lives primarily in the Past, with guilts, regrets, and resentments, and/or in the future, with idealized goals, plans, expectations, predictions, and fears.

In contrast to the T_I person, the T_C (Time Competent) person lives primarily in the Present with full awareness, contact, and full feeling reactivity. Because it is known that the self-actualizing person is not perfect, he is understood to be partly T_I and partly T_C . His $T_I - T_C$ ratio is, on the average, 1 to 8. His ratio shows that he therefore lives primarily in the Present and only secondarily in the Past or Future.

If your score is significantly lower than 1 to 8, for example 1 to 3, this suggests that you are more time incompetent than the self-actualizing person. If your score is above 1 to 8, for example 1 to 10, this suggests that you are excessively time competent and this may perhaps reflect a need to appear more self-actualized than you really are.

Interpretation of the $O - I$ Ratio

In order to understand your score on the Support (Other - Inner) ratio, one should first understand that the self-actualizing person is both "other-directed" in that he is dependent upon and supported by other persons' views, and he is also "inner-directed" in that he is independent and self-supportive. The degree to which he is each of these can be expressed in a ratio. The $O - I$ ratio of a self-actualizing person is, on the average, 1 to 3, which means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions.

If your score is significantly higher than 1 to 3, that is 1 to 4 or above, it may be that this indicates an exaggerated independence and reflects a need to appear "too self-actualized" in responding to the POI. On the other hand, if your score is lower than 1 to 3, for example 1 to 1, it would suggest that you are in the dilemma of finding it difficult to trust either your own or others' feelings in making important decisions.

PROFILE SCORES

On the Profile Sheet, short descriptions of each of the sub-scales are shown which describe high and low scores. In general, scores above the average on these scales, that is, above the mid-line shown by a standard score of 50, but below a standard score of 60 are considered to be most characteristic of self-actualizing adults. The closer your scores are to this range, the more similar are your responses to the POI responses given by self-actualizing people. The further below the score 50 your scores are, the more they represent areas in which your responses are not like those of self-actualizing people. If most of your scores on the profile are considerably above 60, you may be presenting a picture of yourself which is "too" healthy or which overemphasizes your freedom and self-actualization. Your counselor can discuss the psychological rationale of each scale in greater detail with you.

The ratings from this inventory should not be viewed as fixed or conclusive. Instead they should be viewed as merely suggestive and to be considered in the light of all other information. The *Personal Orientation Inventory* is intended to stimulate thought and discussion of your particular attitudes and values. Your profile will provide a starting point for further consideration of how you can achieve greater personal development.

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME _____ DATE TESTED _____

AGE _____ SEX _____

I $T_1 - T_C$ (Time) Ratio:
 Self-Actualizing Average: $T_1 : T_C = 1 : 8$
 Your Ratio: $T_1 : T_C = 1 : \underline{\hspace{1cm}}$

1
1 2 3 4 5 6 7 8 9 10

OCCUPATION _____

II $O - I$ (Support) Ratio:
 Self-Actualizing Average: $O : I = 1 : 3$
 Your Ratio: $O : I = 1 : \underline{\hspace{1cm}}$

1
1 2 3 4 5 6 7 8 9 10

TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC	AWARENESS	INTERPERSONAL SENSITIVITY	
		SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T_C	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
	-125										
	-120										
	-115										
	-110	-25	-30								
	-105			-20		-15		-15	-9		-25
	-100									-20	
	-95		-25				-20				
	-90								-8		-20
	-85	-20		-15							
	-80		-20		-10		-15			-15	
	-75					-10					-15
	-70		-15					-10	-6		
	-65	-15		-10			-10				
	-60								-5		
	-55		-10		-5					-10	-10
	-50					-5					
	-45			-5			-5				
		-10	-5								-5
									-3		
TIME INCOMPETENT Lives in the past or future	OTHER DIRECTED Dependent, seeks support of others' views	Rejects values of self-actualizing people	Rigid in application of values	Insensitive to own needs and feelings	Fearful of expressing feelings behaviorally	Has low self-worth	Unable to accept self with weaknesses	Sees man as essentially evil	Sees opposites of life as antagonistic	Denies feelings of anger or aggression	Has difficulty with warm interpersonal relations

80
70
60
50
40
30
20

Standard Scores

Raw Scores

APPENDIX G

TABLE 26

SUBJECTS' MEAN SCORES ON THE POI

Group	Test	TC	I	SAV	FR 1	S	SR	SA	NC	SY	A	C
1	PRE	17.5	89.5	21.3	16.8	13.5	12.8	17.1	12.9	7.5	16.8	19.1
	POST	18.9	95.6	22.1	15.5	14.5	13.3	18.8	12.3	7.8	17.5	20.8
2	PRE	17.3	85.0	19.7	15.2	11.8	11.6	16.8	12.4	7.7	17.0	17.8
	POST	18.0	88.1	19.9	16.3	11.3	12.0	18.6	12.3	7.6	17.7	19.1
3	PRE	18.7	90.4	21.8	16.9	13.2	13.0	17.6	12.6	7.7	16.8	18.9
	POST	19.2	94.1	21.7	17.1	14.3	13.9	18.1	13.4	7.7	17.4	20.4
4	PRE	18.3	96.6	21.4	18.3	13.9	12.9	18.4	12.8	7.8	18.9	20.8
	POST	18.4	100.5	21.5	18.8	14.3	13.6	19.3	12.8	7.8	18.4	22.3
CONTROL	PRE	16.0	80.3	19.4	14.3	11.7	12.5	14.3	11.8	6.6	14.4	16.5
	POST	15.7	75.8	17.8	13.8	10.3	11.7	14.5	10.3	6.0	14.3	15.8

TABLE 27
 SUBJECTS' MEAN SCORES ON THE FIRO-B

Group	Test	EI	WI	EC	WC	EA	WA
1	PRE	3.88	1.92	2.92	4.00	3.42	3.92
	POST	4.25	1.50	3.33	2.83	3.58	4.42
2	PRE	4.67	4.00	3.22	3.33	3.56	5.11
	POST	5.00	3.33	3.11	2.67	3.89	3.78
3	PRE	5.78	4.11	3.22	2.33	4.00	5.22
	POST	5.67	5.78	2.78	2.78	4.44	5.78
4	PRE	4.92	3.83	3.00	3.08	4.08	6.25
	POST	5.42	3.42	3.58	2.83	3.92	4.75
CONTROL	PRE	4.33	3.08	3.42	4.00	3.42	3.75
	POST	4.33	3.08	3.42	4.00	3.42	3.75

APPROVAL SHEET

The dissertation submitted by Michele Needham-Greischar has been read and approved by the following Committee:

Dr. John A. Wellington, Chairman
Professor, Guidance and Counseling, Loyola

Dr. Judith Lewis
Assistant Professor, Guidance and Counseling, Loyola

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Associate Professor, Guidance and Counseling, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

14 May 1975
Date

John A. Wellington
Director's Signature