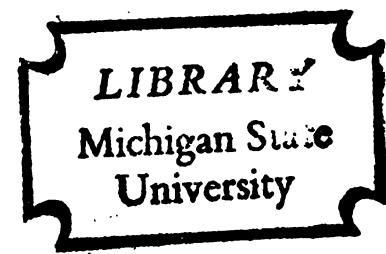


AN INSTRUMENTED SELF-AWARENESS
PROGRAM FOR COLLEGE STUDENTS:
THE EVALUATION AND DESCRIPTION
OF THE EFFECTS OF GROUP COMPOSITION
AND LEARNING CLIMATE ON SELECTED
SELF-CONCEPT AND GROUP
EXPERIENCE VARIABLES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
MARK WILLIAM HARDWICK
1970



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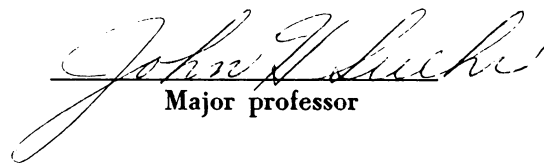
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An Instrumented Self-Awareness Program For
College Students: The Evaluation and
Description of the Effects of Group
Composition and Learning Climate on Selected
Self-Concept and Group Experience Variables
presented by

Mark William Hardwick

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ABSTRACT

AN INSTRUMENTED SELF-AWARENESS PROGRAM FOR COLLEGE
STUDENTS: THE EVALUATION AND DESCRIPTION OF
THE EFFECTS OF GROUP COMPOSITION AND
LEARNING CLIMATE ON SELECTED
SELF-CONCEPT AND GROUP
EXPERIENCE VARIABLES

By

Mark William Hardwick

Statement of the Problem

The major purpose of this research was to assess the effects of a structured self-awareness program on selected self-concept and group experience variables. Students interacted within small groups and different "styles of learning" and "group composition" were identified as important independent variables needing examination.

Although it has been generally assumed in higher education that the Student Personnel Division was developed for the purpose of enriching student development in the area of interpersonal relations and self-awareness, research evidence to support the value of student personnel services is negligible. The underlying rationale for this research was the value judgment that there is a need to help student personnel programs become more aware of the potential importance of sensitivity activities in facilitating the personal growth of students.

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Design and Procedures

The population for the study consisted of ninety-six student volunteers at Michigan State University, during the summer of 1969. The students were randomly assigned to three treatments of leader-led (LL), instrumented (IS), and self-directed (SD) climates for learning. All groups had three four-hour sessions which amounted to twelve contact hours. Measurement instruments used were the Tennessee Self Concept Scale (TSCS), the Fundamental Interpersonal Relations Orientation-Behavior questionnaire (FIRO-B) an instrument designed to measure group compatibility on interpersonal needs, and group questionnaires designed to assess group cohesiveness, group productivity, and reactions to the individual sessions and total self-awareness program.

Findings

The data analysis included: analysis of variance, t-tests, correlation coefficients and frequency tables.

The findings of the study indicated that self-concept variables were not effected by the different group treatments of leader-led (LL), instrumented (IS), and self-directed (SD) learning styles. The similarity of group treatments due to the use of structured activities for all groups, the failure of the TSCS measurement device to discriminate effectively between groups on self-concept variables, made it necessary to conclude that the group treatment hypotheses were not adequately tested in this

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research. However, self-concept differences on self-esteem, self-criticism, and conflict were found when the data was analyzed according to groups' compatibility and incompatibility on need interchanges. Strong statistical support was found for the relationship between group compatibility rankings and group cohesiveness scores. Group compatibility scores correlated positively with group effectiveness or productivity scores. The findings, offer support for Schutz's theoretical formulations regarding group composition or compatibility as a powerful variable in small group interaction. From the subjective data the self-awareness experience was rated as a worthwhile, relevant and successful endeavor.

Conclusions

1. A strong positive relationship does exist between group compatibility on need interchange and group cohesiveness.
2. The more compatible a group is on interpersonal need interchange the more likely the group is to be productive on a task related activity.
3. An instrumented learning style for sensitivity training can be as effective as leader-led or self-directed styles using this self-awareness program.
4. Compatibility on need interchange has predictable impact on self-concept variables of self-esteem, self-criticism, and conflict.

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Recommendations

Within the limitations of this study the following recommendations seem warranted:

1. Studies should be conducted to determine the effects of different sensitivity approaches on participant's growth over a long period of time.
2. Studies designed to replicate or refute the relationship between group compatibility and group cohesiveness and group productivity as found in this study should be conducted.
3. Student personnel programs should investigate the potentially significant value of sensitivity activities and small group encounters for helping to revitalize the traditional student activities offered to and imposed upon students. The value and relevancy of small group encounters for students was suggested by this study.
4. Self-awareness groups could be used for in-service training of faculty advisors and administrators, in helping students on academic probation, in facilitating communication between students, faculty, and staff and in promoting a better balance between students' cognitive and affective development. Research support for the use of this self-awareness program in the above areas is needed.

AN INSTRUMENTED SELF-AWARENESS PROGRAM FOR COLLEGE
STUDENTS: THE EVALUATION AND DESCRIPTION OF
THE EFFECTS OF GROUP COMPOSITION AND
LEARNING CLIMATE ON SELECTED
SELF-CONCEPT AND GROUP
EXPERIENCE VARIABLES

By

Mark William Hardwick

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1970

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DEDICATION

This work is dedicated to my wife and son,
Helen and Jeffrey, who have given me the warmth, support,
and trust needed in the triumphs and tribulations of my
educational career.

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ACKNOWLEDGMENTS

I wish to thank a number of people for their support and guidance in the writing of this dissertation, from the students who cooperated with the study, to my fellow students who encouraged and challenged my ideas for the study.

I owe special thanks to Dr. John Suehr, my advisor, for his time, empathy, understanding, and dedication to developing a more humanized approach to education. Also, I would like to thank the other members of my committee, Drs. Vandel Johnson, Dale Alam, and James McKee for their assistance.

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CHAPTER I

THE PROBLEM

Introduction

As most college graduates know, it is possible for a person to go through four or more years of higher education without having his values, emotions or sense of self deeply touched once . . . (Harrison and Hopkins, 1966, p. 9).

The above statement is a serious indictment. Universities are not preparing students for total life experiences. Most educators agree with the soundness of this accusation. Studies by Harrison and Hopkins (1966), Hazen Foundation (1968), and Katz (1968) indicate that universities have been neglecting the crucial influence of affective and interpersonal dimensions in the process of learning. Students, faculty, and administrators are questioning the neglect of the affective aspects of learning.

Presently, the universities are focusing on the rational, factual, and cognitive aspects of student development. Some higher education institutions are re-evaluating learning objectives to include the development of a student's self-awareness and interpersonal skills needed to live a fuller, healthier and happier life.

The central focus of the study is on the quality of the self-awareness and upon the amount of resources of self-awareness and their self-awareness (Bettelheim, 1969; Paw, 1949; R. 1967).

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The central concern of students in higher education is on the quality of personal relations and self-development (Bettelheim, 1969; Hazen Foundation, 1968). Moreover, faculty members are becoming aware of the influence that self-awareness and interpersonal relationships can have upon the amount of cognitive learning acquired (Morris, 1969; Faw, 1949; Rogers, 1962). Universities might try the resources of sensitivity training to help students increase their self-understanding (National Training Laboratories, 1967). Within higher educational institutions, Student Personnel Services have the responsibility to work with students in developing programs that will provide opportunities for self-understanding. Increasing students' self-awareness could revitalize the relevancy of traditional cognitive experiences offered to and imposed upon students.

Student Personnel Programs can play a major role in determining the affective development of students. This investigation is concerned with the development, testing, and evaluation of a self-awareness training program for college students. The study focuses primarily on the effects of different climates for learning (leader-led, instrumented, and self-directed groups) and group composition on selected self-concept criteria. Several related variables that influence the development of a meaningful self-awareness program are studied. These variables are: group cohesiveness, group effectiveness, subjective

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evaluations of the training program, and biographical data. This self-awareness program contributes to the educational goal of creating learning experiences which would facilitate the development of students' affective potentials.

Statement of the Problem

The major purpose of this study is to develop an effective and worthwhile self-awareness training program. The study focuses primarily on evaluating the effect of interpersonal need variables of group composition and different learning climates on selected self-concept and group experience criteria.

Generally, it is assumed in contemporary higher education that the student personnel division was developed for the purpose of educationally enriching student development in the area of interpersonal relations and self-awareness. Yet the literature of higher education reports no specific evidence that the amorphous and omnibus label of student personnel programs has any significant impact on students' personal growth and self-understanding. Student personnel programs try to fulfill the objective of increasing students' affective development through the creation of organized activities in the extra-curricular life of students. These programs are consistent with the belief that higher education should provide opportunities for the development of the "total" student: intellectual, physical, social, moral, and emotional. The present student personnel

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programs have had limited success in trying to fulfill the affective development of students. One reason for the limited success of these programs is that the programs have been directed at the intellectual goals of the university rather than at the personal goals of the students (Harrison and Hopkins, 1966). Another reason for the limited impact in the area of student development is that student personnel workers have been typically involved with atypical students and only a few aspects of the total collegiate environment (Ivey, 1967).

The problem of developing a self-awareness training program is conceived as facilitating in the process of getting along with the educational work of developing more effective human beings. Redfield (1955) supports this goal of humanistic education when he says:

Education is of course learning something. More importantly it is becoming something. A person is something that it takes time to make; there is on everyone an invisible sign, "Work in progress"; and the considered effort to get along with the work is education (p. 64).

The present self-awareness training program was designed as a structured learning situation. Structured learning activities were used to stimulate and facilitate group interaction and personal encounters. Such a structured group activity might offer the majority of students a worthwhile program for self-exploration. Support for the emphasis on small group activities is noted by Foulds and Guinan (1969) when they said:

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We are becoming increasingly aware of the potential of intensive group experiences for creating new kinds of learning situations designed to release the capacities which lie dormant within individuals, groups and even entire communities (p. 115).

The program was conducted for four hours a day for three days. The study sample consisted of ninety-six men and women students at Michigan State University during the summer term of 1969. The groups were conducted during two time periods of 1-5 and 7-11 over a period of fifteen days. During the group interaction students encountered and confronted others through the use of structured self-awareness activities presented via audio tapes, leaders, and self-direction. All groups were provided with programmed sensitivity booklets containing self-awareness exercises (see Appendix A for a detailed presentation of structured exercises). This self-awareness program might uncover a relevant educational strategy to help student personnel services move in the direction of providing meaningful opportunities for self-understanding while still fulfilling the university's goal of developing more responsible and sensitive leaders for society.

Significance of the Study

Today in academia, many educators are concerned about the lack of communication, misunderstanding and insensitivity for the rights of others. Few educators have not noticed the increase in the amount of student unrest and protests compared to ten years ago. Therefore, the

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breakdown in the humanized and personalized aspects of the educational system is becoming a public fact. Depersonalization, alienation and dehumanization must be confronted with creative and relevant educational experiences if higher education is to survive (Sanford, 1967; Katz, 1968; Rogers, 1968; Goodman, 1962).

This dilemma of depersonalization and the importance of interpersonal relationships for learning is noted by Rogers (1968) when he states:

It is possible that education will continue much as it is--concerned only with words, symbols and rational concepts based on the authoritative role of the teacher, further dehumanized by teaching machines, computerized knowledge, and increased use of tests and examinations. This is possible because educators are showing greater resistance to change than other institutional groups. . . . In the future, among the most important learnings will be the personal and the interpersonal. Each child will learn that he is a person of worth, because he has unique and worthwhile capacities; . . . His will be an education in becoming a whole human being (pp. 273-74).

Thus, the development of a student personnel program that promotes and facilitates meaningful self-learning might help maintain the development of the "total" student as the goal of education.

Evidently, our educational institutions are being experienced by students as dehumanizing, devaluating, and irrelevant to their development as human beings. The reason for this feeling by students might be the fact that the primary goal of education is an intellectual process aimed toward academic and vocational development of

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students. Some apparent results of the breakdown in the humanized educational system is a high degree of psychological failure, loss of identity, and dissatisfaction with the educational experiences being offered to students (Hazen Report, 1968). Some of the student responses to this situation are either fighting the system (student activism), developing competing systems (free universities or revolutionary groups), or by one-upping the system (apathy or indifference to university services and activities), or by giving up to the system (alienation).

There is strong evidence that only a small minority of students, about 10 per cent, are actively involved in student protests and demonstrations against the university. Nevertheless, there are many students who are beginning to express the view that educational experiences should be more than just intellectual learning. "Students turn to human relationships as the source of most of the purpose and meaning they seek in their lives" because they want their educational experiences to help them become mature, creative, secure, adjusted, and self-directed human beings (Hazen Report, 1968). Factors such as these indicate the potential significance that small group activities might have in influencing the educational objective of personal development.

The goals of education in the past and the present lend support to the emphasis of preparing the "total"

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student through self-awareness training or human relations experiences. Many educators have been concerned with the entire life of the student as an important educational goal. Gray (1932) reported that it was just as important what happened to the student during his "out of class" time as what happened in class. Gray (1932) states:

. . . that the very concept of the individual implies the complete individual, not merely the brain-section and that time-section of the individual which are concerned with formal learning; and that the concept of individualization in college education involves, in consequence, concern for the whole life of the college student (p. 57).

Whitehead (1939) supported the aim of developing the "whole person" when he observes:

Students are alive, and the purpose of education is to stimulate and guide their self-development and self-understanding (p. v).

Also, Montagu (1968) reflected that our educational institutions should foster in students the ability to live a fuller life through love rather than concentrating on teaching only the "three R's." Similarly, Cowley (1946) used the term "holism" to denote that education's central concern should be the development of human individuality and interpersonal relationships. Williamson (1961) adds support to this point of view when he says:

We must deal with students as individuals and groups of individuals who are connected with many aspects of their own development. The affective curriculum is the area for the students' own full development (p. 46).

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Related to this broadened aim of higher education is the significance that application of behavioral sciences can bring to the research and study of the college students' affective development. Behavioral science knowledge should be projected into the development of affective curriculum goals of higher education. For example, small group activities and research can be expanded into such areas as: methods of teaching, curriculum design, student activities, and residential living.

Therefore, the areas of self-awareness, interpersonal understanding, and dehumanization are beginning to be identified as serious concerns to the continuance of higher education. These problems must be dealt with immediately and creatively according to Logan Wilson (1968) when he says:

The depersonalization of the student, if allowed to go unchecked or unchallenged, represents a grave threat to the very purpose of higher education. We must not only sympathize with the students' desire to make a human connection with his college, we must also vigorously assist him in making such a connection (p. 5).

Of course students support this human relations goal of education by demanding that their courses have more relevance to their needs, concerns, and daily interactions in a complex and rapidly changing environment. Students want their education to help them cope with and change their lives through self-understanding and the development of human relationship skills within a small therapeutic environment (Bettelheim, 1969).

However, the development demands of the normal individual in the environment are more than is true for the individual in the environment of this study focusing on personal growth of the individual in the environment of activity training and development.

Eleven hypotheses were formulated to guide the study. They are as follows:

- H₁ There will be a significant difference in self-concept scores between the control group and the experimental group.
- H₂ There will be a significant difference in self-concept scores between the control group and the experimental group.
- H₃ There will be a significant difference in self-concept scores among the control group and the experimental group.
- H₄ There will be a significant difference in self-concept scores among the control group and the experimental group.
- H₅ There will be a significant difference in self-concept scores among the control group and the experimental group.

However, the assumption is that students' affective development demand more immediate and creative activities than is true for their cognitive needs. The significance of this study focuses upon this assumption, namely, that personal growth of students can be fostered through sensitivity training activities which are designed to help normal individuals increase their awareness of self and environment.

Hypotheses

Eleven hypotheses were formulated for this investigation. They are stated in the customary null form as follows:

- H₁ There is no significant difference in mean scores on the Self-Esteem score of Tennessee Self Concept Scale among groups with different self-awareness training programs of Leader-Led (LL), Instrumented (IS), and Self-Directed (SD) treatments.
- H₂ There is no significant difference in mean scores on the Identity scale of the TSCS among groups with different self-awareness training programs of LL, IS, and SD treatments.
- H₃ There is no significant difference in mean scores on the Self-Criticism scale of the TSCS among groups with different self-awareness training of LL, IS, and SD treatments.
- H₄ There is no significant differences in mean scores on the Total Conflict scale of the TSCS among groups with different self-awareness training of LL, IS, and SD treatments.
- H₅ There is no significant difference between self-directed, leader-led, and instrumented groups on the NASA group effectiveness measure.

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- H₆ There is no significant differences between the mean scores on the Self-Esteem scale of the TSCS for compatible groups in comparison to incompatible groups as identified by the FIRO-B instrument.
- H₇ There is no significant differences between the mean scores on the Identity scale of the TSCS for compatible groups in comparison to incompatible groups as identified by the FIRO-B instrument.
- H₈ There is no significant differences between the mean scores on the Self-Criticism scale of the TSCS for compatible groups in comparison to incompatible groups.
- H₉ There is no significant differences between the mean scores on the Conflict scale of the TSCS for compatible groups in comparison to incompatible groups.
- H₁₀ There is no significant relationship between compatible group scores, as measured by the FIRO-B test, and the cohesiveness group scores, as measured by the Group Member Perception Form.
- H₁₁ There is no significant relationship between group achievement or effectiveness, as measured by the NASA decision making exercise, and the compatibility scores of groups.

Related Questions

This section contains some explorative questions which are examined by the data collected. Although not stated in hypothesis form these questions are important for developing a more effective self-awareness program. The questions tried to obtain feedback on the worthwhile-ness of the program and examine participants' descriptions of subjective experiences and reactions to individual sessions and the total program. A total of five questions were examined. They were:

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1. What are the reported changes between initial expectations for learning and the reported learning outcomes in the areas of self-awareness, interpersonal skills, and group dynamics?
2. What biographical data on the subjects could be important for effecting learning outcomes?
3. What are the participants' interpersonal value orientations in the areas of control, trust, feelings, openness, and self-disclosure of experiences, as measured by the Value Dimensions Interpersonal Relations Form?

From the Session Reaction Form this question is examined:

4. What are the reported reactions of participants to the three different training sessions in terms of worthwhileness, group climate (accepting or rejecting), level of subjects' participation, sharing of feelings, level of group conflict, and worthwhileness of structured activities?

From the Learning Outcome Form the following questions are examined:

5. (a) What are the reported reactions of participants to the programs transferability, worthwhileness, relevancy to their lives,

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satisfaction, and helping to increase their self-understanding?

- (b) How many participants (would or would not) have participated in this sensitivity program if they had the opportunity to do it over again?
- (c) How many participants intend to participate in more sensitivity training programs?

Assumptions of the Study

The following assumptions underly this investigation:

1. Participants are able to identify the personal and interpersonal effects of sensitivity training.
2. Instrumented, self-directed, and leader-led learning styles are proven methods for enhancing personal growth and self-understanding.
3. The leader does not play the crucial role in determining the effectiveness of small group activities.
4. Sensitivity training is a proven method for facilitating group interaction and increasing self-understanding.
5. Groups have stable interpersonal need orientations in the areas of affection, control, and inclusion.

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6. The concepts of self-concept and group compatibility do exist and are measurable.
7. Group experiences and self-concept indices are possible to assess using standardized paper and pencil instruments
8. The instruments are measuring the internal criteria of treatment effects and group compatibility on self-concept outcome variables.

Scope and Limitations of the Study

Certain limitations should be identified which may have a direct bearing upon the kinds of implications and generalizations that can be drawn from the study.

1. The short time span of the self-awareness training program could effect and limit the results that could be obtained from a longer program. Money, time, and the desire to develop a training program approximating the length of a college orientation program were reasons for limiting the length of the program to three days.
2. The study is limited to the variables which have been examined and to the dependent variables used as internal criteria measures of training on self-concept variables. External criteria measures such as backhome behavior changes or peer relationships were not measured.

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3. The use of volunteers in this study will tend to limit the findings and conclusions only to volunteers for sensitivity training. The findings may not be generalized to other sensitivity programs. The use of volunteers was felt to be necessary to insure motivation and avoid high attrition rate among participants.
4. Although the instruments used are considered to be among the best to measure the dependent variables of self-concept they are limited to the weaknesses inherent to self-report instruments. For example, on personality tests subjects will frequently try to put their best foot forward and paint the best picture of themselves. Also, frequently on self-report instruments subjects may try to please the experimenter by giving the answer he thinks the experimenter wants, and subjects tend to give the socially desirable answer. Therefore, participants' actual behavior may not correspond to self-reports.
5. The short time period for evaluation may blur the true impact of the training program on a student's self-awareness. The short time period for evaluation may limit the accuracy of the reported learnings because of halo effects of such a unique experience.

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Definition of Terms

Sensitivity Training.--An experienced based learning program designed to increase one's understanding of self and others through the use of interaction and confrontation within a small group setting over an extended period of time. Learning takes place through an analysis of group experiences including feelings, reactions, perceptions, and behavior within an unstructured and undefined group climate.

Structured Self-Awareness Training.--The activities and exercises used as stimulus for group interaction. The training is developed through programmed exercises which are designed to focus group interaction on the "here and now" feelings and experiences.

Trainer or Leader.--The person designated to facilitate and guide learning, understanding, and self-exploration within the leader-led self-awareness training groups.

Instrumented Groups.--Refers to the specific leadership method of having groups directed by audio tapes.

Self-Directed Groups.--Refers to the specific group leadership method of having all members responsible for their own direction and decisions concerning interaction style.

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Leader-Led Groups.--Refers to the groups led by traditional leaders who function as group facilitators by guiding the groups in the use of programmed activities.

Group Interchange Compatibility.--That property or characteristic pattern between two or more persons that leads to mutual satisfaction of interpersonal needs and harmonious group experiences and productivity. This property of compatibility is measured by the Fundamental Interpersonal Relations Orientation-Behavior questionnaire (FIRO-B) (Schutz, 1958).

Group Cohesiveness.--The extent to which the participant's reactions to sociometric questionnaire measures the general satisfaction with the group experience and his place in these group activities. This construct is measured by the Group Perception Sociometric (Form C, Appendix F).

Self Esteem.--That trait or characteristic which is measured by the Tennessee Self Concept Scale. This measure reflects the overall level of self-esteem or worthwhileness of a person. It is defined operationally as: persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often are anxious, depressed and unhappy;

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Total Conflict Scores.--This scale on the TSCS measures conflicting responses to positive and negative items within the same area of self-perception. High scores indicate confusion, contradiction, and general conflict in self-perception (Fitts, 1965, p. 4).

Group Effectiveness.--Refers to the group's productivity as measured by the NASA group decision making exercise (Appendix I).

Identity.--That trait which is measured by the Tennessee Self Concept Scale. This score is derived from the "What I Am" items on the self-concept scale. It is defined as that portion of the self-concept scale in which "the individual is describing his basic identity or what he is as he sees himself" (Fitts, 1965, p. 2).

Overview of the Thesis

The background and significance of the problem to be investigated has been identified in Chapter I. Chapter II presents a review of relevant research and literature on sensitivity training and small group dynamics. Chapter III presents a description of the samples, the research design, methodology, instrumentation, and experimental treatments and techniques used in the study. A presentation

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Chapter IV. Final

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of the findings of the investigation is included in Chapter IV. Finally, Chapter V presents a summary of the findings with conclusions, implications for future research, and recommendations of the study.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The second chapter is focused on a review of the literature and the research that relates to the three basic areas of this study. The first part of this chapter presents a review of the literature dealing with students' needs and goals in higher education and students' affective development. The second part deals with sensitivity training and its significance. The last section presents material which is representative of the research and literature in the area of "Small Group Dynamics." At the end of the review is a summary of the implications of prior research for limiting the scope of the problem and objectives of this study.

Literature on Student Development and Related Areas

Recently, there has been a steady increase in the amount of literature pertaining to the important determinants and dimensions of student development. This section presents an overview of studies relating to personality and

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One subject of attention has been educational institutions responses to student needs and concerns. Studies of planned change have indicated that we can no longer assume that students will make automatic adjustment to a rapidly changing and stress-filled society. Bennis et al. (1962), in commenting on the effects of technological growth observed the following:

. . . historic events has tended to undermine rationale confidence in the principle of automatic adjustment as adequate of accomplish just, equitable and desirable re-equilibrations in persons, groups, and societies upset by technological changes (p. 12).

Paradoxically, universities have been remiss in developing programs which focus on the improvement of students' human relation skills to adjust and cope with their environment and technological changes. The resource of the training group as a potentially important strategy for effecting students' adjustment to changes has been a recent and neglected phenomena in higher education (Blake and Mouton, 1961).

While the feasibility of designing preventive and comprehensive college community mental health programs to help students understand self, others, and environment is not a new concept. The strategy of using small encounter groups rather than individual counseling to foster more effective human relations, self-understanding, and

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interpersonal sensitivity appears to be a relatively untapped possibility. Kimball (1963) reports that:

. . . more studies are needed which would explore the characteristics and values of formalized student life as organized in extra-curricular activities, informal group structure (p. 271).

If universities have neglected the affective development of students, recent literature, research, and knowledge on college students' development and the impact of college on students' personal, social, and academic growth may help reverse this neglected area. Out of the research has come the awareness that higher education is not being experienced by students as "relevant" to their needs and experiences. One of the most comprehensive studies on the college student's development (Katz, 1968) reported that the university as an institution showed relatively low interest in promoting students' social and emotional development. The challenge of facilitating students' academic and vocational skills was reported as the university's primary function, and the problem of promoting opportunities for personal and social growth was seen as a peripheral task.

Intellectual Development

There has been considerable research exploring the impact of higher education on students' intellectual development. Several investigations have focused on the change in intellectual behaviors and attitudes from freshman to senior years. Studies by Elton and Rose (1968),

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Lehmann and Dressel (1962), McConnell et al. (1968), Newcomb et al. (1967) are relevant to students' intellectual development. The results suggest a slight but statistically non-significant increase in academic and intellectual behaviors from attending college. This tendency to develop intellectual behaviors is not surprising because the university's area of competence was the development of students' intellectual potentialities. Furthermore, Katz (1968) reported that students described their greatest change during college in the areas of personal and social rather than in the intellectual. This literature indicates differences in students' reported learning and institutions' intellectual goals for education.

Personality Development

Studies in this area of student development have different emphasis, either in type and breadth of personality characteristics studied and conclusions drawn from these studies. Areas of focus have been personality characteristics, attitude, and value changes. Studies by Beach (1967), Heath (1968), Izard (1962), Jacob (1958), Katz (1968), McConnell et al. (1968), Nichols (1965), Plant (1958), Stern (1966), Steward (1964), Trent and Medsker (1968), Wallace (1966), Webster (1962) are relevant to the area of personality development. The findings of these studies support the following generalizations:

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1. Seniors demonstrate greater self-confidence, independence, and autonomy than freshmen. In addition, upper-classmen report greater dominance, less dependency, and submissive needs than freshmen (Izard, 1962; Nichols, 1965; Stern, 1966; Trent and Medsker, 1968).
2. Seniors were identified as being more open and tolerant of new experiences and situations, less self-controlled, and showed greater flexibility and less need for structure and rules (Izard, 1962; Stern, 1966; Webster, 1962).
3. The teaching function in higher education has a minimal effect on student values and the changes that do occur are due to student peer group (Newcomb, 1966). Value changes do not occur during college years because values brought to college are only reinforced by the academic climate (Jacobs, 1958).
4. Students' attitudes and values, whether or not colleges have impacts upon them, tend to remain relatively stable and persistent as they were on leaving college into adult years (Feldman and Newcomb, 1969).
5. In the area of student value changes studies using the Allport-Vernon-Lindzey Study of Values instrument have reported that the strongest and most consistent finding is that

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aesthetic values are of more importance to seniors than to freshmen, and religious values are of lower importance to seniors than freshmen (Feldman and Newcomb, 1969; Heath, 1968; Steward, 1964). Generally, students tend to adopt the dominate value system present at their institutions (Stern, 1966).

6. Nearly without exception, the investigations show seniors to be less authoritarian, less dogmatic, less ethnocentric, and less prejudiced than freshmen. These differences are evident in many diverse settings and across geographical lines and over time (Feldman and Newcomb, 1969).

Student Goals and Expectations

Studies by Adams (1965), Baur (1965), Pemberton (1963), and Feldman (1969) have reported that students change their goals in consistent and predictable ways as a result of the college experience. Research demonstrates that the degree and kind of effect that colleges have on students depends on student inputs which vary among types of colleges in patterned ways. Findings indicate that students enter college with a pragmatic and essentially vocational goal for education. Predictably, after four years of college students were more likely to identify the purposes of college as a way of broadening one's view

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of life, gains in liberal education and personal maturity. The most important factor for bringing about this change was not the interaction with faculty members, but the sub-culture of the student's peer group (Feldman and Newcomb, 1969).

Student Needs: The Search
for Identity

Self-knowledge is considered essential to the growth process of students and is one of the most important goals of higher education. The assumption cannot be made that universities have passed beyond the point where attention can be given to the self-actualization needs of students. Student personnel services must become aware of the search for identity taking place at all levels of society. The identity crisis is not unique to the college student; Erickson (1959) views it as a primary developmental task of adolescence.

One identifiable reason for the revolt against the "educational establishment" might be the result of students' confusion about "Who they are" and "Where they are headed in life." Institutions of higher education have not effectively dealt with this struggle for self-awareness. Merenda (1961) supported this lack of impact by higher education on a student's identity when he found that at the end of four years of higher education, students tend to acquire a stereotyped set of self-concepts. The college student's stereotype self-concepts are characterized as a

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relatively passive, nonaggressive, socially confident person. The failure of higher education to have a positive impact on a students' self-concept was reflected by Form (1966) when he called the identity crisis of college students the "college syndrome." The syndrome is made up of negative attributes such as: depression, confusion about adult roles, immaturity, ambivalent vocational aspirations, sexual conflicts, interpersonal problems, lack of self-esteem, lack of initiative or motivation, and sense of guilt. This identity problem seems to be an important aspect of self-awareness because people seek to be liked for what they are and they find this out only through their interactions with others (Sullivan, 1949). The significance of others on one's self-concept was well documented by Sherwood (1965) and much of the literature on small groups supports the influence of significant others on a person's self-concept. People seek out and are attracted to those who possess attributes similar to their own. Rokeach (1964) reported the effects on identity while living in an isolated, impersonal, mechanized, devaluating, and rejecting environment in Three Christs of Ypsilanti:

Their loneliness and isolation, the loss of their ego boundaries and its resultant depersonalization, could only be accentuated through years of neglect by a society . . . (p. ii).

Universities must revamp the collegiate environment's effect on students or deny some rather disconcerting statistics revealing that the university environment is

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becoming as rejecting and devaluating as the one experienced by the Three Christs of Ypsilanti. Significant statistics of drop-out rates and psychological problems of students reflect that failure in higher education might be more of an indictment of the institutional programs and inflexibilities than of the students' ability to adapt to the college environment. Studies by Bratten (1965), Harvey (1966), Summerskill (1962) and Werdell (1966) were relevant to this area. Bratten (1965) reported that the suicide rate on college campuses is 40 per cent higher than that for the general population. Werdell (1966) cites similar evidence; 34 per cent of all college deaths are the result of suicide. These same studies report that the number of students who need psychological help is as high as four out of every ten. Summerskill (1962) reported that on the average, colleges and universities lose about half of their incoming students with 40 per cent graduating on time and 20 per cent graduating after some delay. The above interpersonal and personal problems generated by the college milieu uncover five generalizations.

1. Educational institutions must assist students in developing their self-awareness by giving students greater opportunities for exploring who they are and where they are going in life.
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evidence concerning the low level of students' personal and interpersonal functioning.

3. The need exists to invent opportunities which will facilitate students' use of their personal environment to meet their emotional and interpersonal needs. An important aspect of creating self-actualization experiences is to be aware of the interdependence of mankind.

Leonard (1968) summarizes this position when he said:

Where the actions of one can drastically affect the lives of others far distant, it will be crucially important that each person master the skill of feeling what others feel. This skill, more than new laws or new politics, will soon become crucial to the survival of the race (p. 16).

4. Difficulties might arise in trying to institute change in student personnel programs toward the goal of increasing student self-awareness. This state of affairs may exist because the functions of student personnel services are seen as peripheral tasks in comparison to the academic goals of rationality and factual learning.
5. Literature by student development experts, Sanford (1962), Katz (1968), and Newcomb (1967) indicated that students in college were in need of peer relationships and small group activities. All the above authors support the theory

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that once a student gains self-understanding and develops effective interpersonal skills, he will perform at a higher academic level while in college. For example, Newcomb (1966) has reported that the student's interpersonal environment has a great deal to do with what he learns and how well he learns. Newcomb (1966) supports the view that the guts of education is the effect of interpersonal environments on a person's identity.

Literature on Sensitivity Training

The techniques and methodology of how to train people to be more capable of sensitive and meaningful interpersonal relationships have been in the process of refinement since the beginnings of Laboratory Education in the 1940's (National Training Laboratories, 1967). Although the fields of laboratory education and small group dynamics have a strong history of research, there have been difficulties in identifying the crucial impact variables of diverse training programs. Sensitivity training programs can be placed on a continuum from personal growth groups all the way to problem solving and organization labs. In addition to the many different designs for training programs there has been a lack of unified theory to explain the many contradictory outcomes of these different programs. Smith (1966) noted that the multiplicity of affective

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learning methods and goals for training have made evaluation of outcomes very difficult to assess. This lack of clear means-ends relationships and the lack of theory related research has exposed sensitivity training to the criticism that it is atheoretical and an experiential type of activity. Knowing how different training programs, styles for learning, group composition, and group activities effect participant's learning would facilitate sensitivity training and small group activities acceptance by the cognitively and theoretically based academic community.

Objectives of Sensitivity Training

The objectives of sensitivity training focus on personal goals of self-understanding, sensitivity to others and increase in interpersonal relationship skills. Although there are many diverse views on the goals of sensitivity training most programs have the goal of improving the learning of each individual. The training is designed to help each person realize his own potential for personal growth and to increase ability to work and understand others more effectively in a variety of situations (National Training Laboratories, 1967). The following factors summarize the five broad and important objectives of training:

1. Self-insight or self-awareness concerning feelings and behaviors in different social situations.

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2. Increase understanding of group processes and increased skill in developing effective group behaviors.
3. More awareness of other people's feelings and behavior and increased understanding of one's impact on other people.
4. Greater awareness of the dynamics involved in the change process within groups and other social systems.
5. Increased recognition of human relation and diagnostic skills to understand group and community problems. This refers to learning how to work as a member of a team, learning how to solve decision making problems and examining complexities and alternatives in solving problems of interaction.

These objectives are obtained through the development of an accepting and trusting climate in which people can be themselves without playing roles or wearing masks. The focus of the group is on the "here and now" interaction where the data for the group is created within the group experience itself (National Training Lab, 1967). The goal of sensitivity training is exploration and the orientation is self-education, rather than the elimination of psychopathology as in group therapy (Stoller, 1967 and Spivack, 1968). In summary, most sensitivity programs

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are designed to help an individual improve his interpersonal sensitivity, increase self-understanding, increase perceptions of difficulties experienced in interpersonal and group situations so as to improve people's ability to act effectively and gain satisfaction in interactions and encounters with others (Miles, 1960).

Effectiveness of Sensitivity Training

Broad and detailed reviews in the area of sensitivity training by Bunker and Knowles (1967), Campbell and Dunnette (1968), Durham and Gibb (1967), and Stock (1968) arrive at the same conclusion as Miles (1965) that more research is needed in order to solve the difficult criterion problem of assessing the effects of sensitivity training as a method for enhancing self-development in the areas of self-awareness, interpersonal sensitivity, and increased skill in dealing with people.

Schein and Bennis (1965) report a more positive evaluation of sensitivity training by emphasizing that studies to date have been extremely encouraging in regard to the positive effects of sensitivity training in helping to foster self and organizational understanding.

Although there are numerous problems in assessing the effects of sensitivity training, the following factors (Bunker and Knowles, 1967; Campbell and Dunnette, 1968; Durham and Gibb, 1967; and Stock, 1968) summarize five

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basic and crucial problems in the evaluation of the effects of sensitivity training.

1. Identification of significant criteria to assess the effects of specific training program designs is lacking. This refers to the complex problem of evaluating the long-term effects of training on back home behavior. As Stock (1964) emphasizes:

The learnings which an individual gains at a human relations laboratory are valuable to the extent that he is able to utilize them in groups which are important in his backhome setting (p. 420).

2. The goals and objectives of sensitivity training are vaguely stated and seldom related to expected training outcomes.
3. The treatment procedures, within the omnibus label of sensitivity training, are rarely described so that the effects of different treatment activities such as T-groups, theory sessions, non-verbal exercises or problem-solving tasks are difficult to assess because researchers have been remiss in identifying specific objectives and outcomes desired from the individual activities of the training design.

Bunker and Knowles (1967) attempted to get at this problem when they explored the interactional effects of T-group training as

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compared to other learning activities. In general, they found that the T-group may not be the most growth producing experience within laboratory training.

4. The weaknesses of methodology, experimental design, and theory have hindered the generalizations which can be made about the relationship between learning experiences and learning outcomes from sensitivity training. One of the problems of design was illustrated by a study by Danish (1969). This study attempted to assess the trainer's affective sensitivity and its effects on participants' changes in affective sensitivity. In general, Danish found that the trainer's affective sensitivity had no significant impact on participants' changes in affective sensitivity. This study highlights the problems of design and methodology found in research on sensitivity training. The study was methodologically weak because the intact training groups, which should have been the experimental unit of analysis, were regrouped according to their scores on affective sensitivity. This regrouping is a questionable procedure because of the vast differences in experiences and interactions found within different training

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groups. Regrouping increases the errors of measurement and limits the reliability and validity of the findings.

Other studies by Burke and Bennis (1961), and Bass (1962) revealed other experimental design weaknesses involved in research on sensitivity training. The weaknesses identified were not using control groups, the possibility of test-treatment interactions, contaminations by use of pre-post test designs, and the absence of random assignment to groups which does not control for systematic pre-training differences between groups. Support for these concerns about methodology and design in sensitivity research is reported by Miles (1965) when he said:

. . . Research on any form of treatment is classically difficult, unrewarding, and infrequent. When the product of a process is change in persons, the criterion problem is ordinarily a major one, whether the treatment occupies the domain of education, mental health, or social functioning. . . . Thus, it is not surprising that 95 percent of all treatment efforts go unstudied and that 5 percent typically show serious defects in design, measurement, or data analysis stemming from insufficient attention to the problems alluded to above (p. 218).

5. The problems involved in assessing the effects of sensitivity training are strongly related to the diverse outcomes which can be attributed to the many different types of training

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Developing a unified theory is a difficult process, but measuring theorems and postulates of the learning theory within small group activities is even more difficult. The influx of theory development has not helped clarify research results. In Bradford et al. (1964) there were nine theoretical formulations which attempted to explain the learning and change processes within sensitivity training. Schein and Bennis (1965) reported that the diversity in theory was related to the wide range of learning outcomes possible. For example, some of the outcomes were enhancement of self-insight and identity, increased knowledge of how groups operate and function, possible change in values, beliefs or attitudes, and modification of behavior. Miles (1965) identified one possible reason for the lack of a dominant theory of sensitivity training learning when he said:

. . . methodological problems aside, most treatment studies have a central substantive weakness: being rather atheoretical they lead to no coherent additions to either science or practice. The variables presumed to explain the amount of change in subjects are rarely specified, and change processes during treatment are hardly ever studied (p. 219).

Furthermore, Shepard (1962) suggests support for rigorous designs and evaluation procedures of sensitivity training when he said:

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. . . the ultimate value premise underlining the T-group is one which also underlines scientific work, namely, that it is a good thing to know what you are doing (p. 637).

In conclusion, the effectiveness of sensitivity training to improve participants' self-understanding and interpersonal sensitivity might be improved through more rigorous and thoughtful scientific designs.

Internal Criteria for Change in Sensitivity Training

This section of the review is organized according to type and quality of criteria used to measure the effects of training. Martin (1957) identified that the two most important criteria of change during training were internal and external criteria measures. Internal criteria measures are those measures which are directly related to the content and process of the training program, but which have no direct relationship to back home behavior or goals of the organization (Campbell and Dunnette, 1968). Examples of internal criteria measures are studies which focus on measuring changes in value, belief and attitude, self-perception, simulation performances, and evaluation of participants liking for the program.

Although some areas of internal criteria such as personality changes have not received extensive research, many studies have focused on internal criteria of change. Studies by Bass (1962), Baumgartal and Goldstein (1967), Burke and Bennis (1961), Clarke and Culbert (1965),

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Gassner et al. (1964), Kernan (1964), and Schutz and Allen (1966) are relevant to measuring the changes in self-perception, personality changes, and attitude change as a result of sensitivity training. In an extensive and exhaustive review of the literature on sensitivity training, Campbell and Dunnette (1968) question whether sensitivity training within T-groups lead to any significant internal changes and if these internal changes are related to specific goals of training.

Studies on the internal criteria of change have generated the following conclusions on perceptions of self, interpersonal sensitivity, attitude change, personality change, group composition, and individual differences.

Self-perception.--The studies involving changes in self-perception from sensitivity training have been limited in that no control groups were used (Burke and Bennis, 1961; Gassner et al., 1964; Stock, 1964). Stock (1964) reports that participants who change most during training seem to become less self-confident and confused about who they are. Campbell and Dunnette (1968) summarized the research in this area when they reported the following:

. . . the way in which an individual sees himself may indeed change during the course of a T group. However, there is no firm evidence indicating that such changes are produced by T-group training as compared with other types of training, merely by the passage of time, or even by the simple expedient of retaking a self-descriptive inventory after a period of thinking about one's previous responses to the same inventory (p. 91).

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Interpersonal Sensitivity.--Another major goal of sensitivity training is to increase participants' skills and abilities in the area of interpersonal judgment, sensitivity, and understanding. In measuring interpersonal sensitivity there have been difficulties in identifying the relationships between training and outcomes. The studies of Bennis et al. (1957), Crow and Hammon (1957), Gage and Exline (1953), Hatch (1965), Smith (1966) are relevant in helping to arrive at generalizations about sensitivity training's impact on interpersonal sensitivity. Campbell and Dunnette (1968) reported that:

. . . people who have been through a T group describe other people and situations in more interpersonal terms. However, there is still the more important question of whether this finding actually represents increased sensitization to interpersonal events or merely the acquisition of a new vocabulary (p. 92).

A major problem facing those who would like to develop knowledge about sensitivity training's impact on interpersonal sensitivity is the lack of reliable and valid instruments to measure sensitivity. This concern is reported by Hatch (1965) when he said:

In summary, research on the measurement of interpersonal perception processes has not, as yet, yielded an acceptable approach to the construction of an "off-the-shelf" test of emphatic sensitivity (p. 86).

Another problem in this area has been the lack of agreement of theoretical basis of sensitivity training and how theory relates to measuring processes. The major concern by theorists has been whether sensitivity is a specific or general ability. The studies in this area have

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lead to contradictory conclusions that sensitivity is a specific trait limited to specific situations (Crow and Hammond, 1957) or that sensitivity is a general trait (Cline and Richards, 1960).

In conclusion, the research supports three generalizations:

1. That interpersonal sensitivity is positively related to leader effectiveness.
2. That sensitivity to others is a general rather than a specific ability.
3. That measurement of interpersonality sensitivity is extremely difficult because of the lack of standardized instruments and inconsistent theoretical formulations.

Attitude Change.--There were relatively few studies relating sensitivity training to attitude changes. It is difficult to make generalizations about the studies concerned with attitude change because of the poor research design and methodological problems involved in assessing attitude change. The primary instrument used to assess attitude changes was the Fundamental Interpersonal Relations Orientation-Behavior questionnaire. Studies by Smith (1964), Schutz and Allen (1966), and Baumgartel and Goldstein (1967) used the FIRO-B as the primary dependent variable of change as a result of sensitivity training. The results of these studies were inconsistent indicating that

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changes resulted from training, but not in any consistent pattern. The important generalization which can be drawn from the research is that individual differences must be taken into consideration when evaluating the effects of training on attitude changes.

Personality Change.--An important consideration with regard to this internal criterion of change is that there has been a lack of research measuring the personality changes due to sensitivity training. The studies to date have yielded few significant changes in personality as a result of sensitivity training. The findings of Kernan (1964), Steele (1968), and Bennis et al. (1957) indicate the negative and inconclusive findings with regard to the personality realm. The main conclusion reported by Campbell and Dunnette (1968) was that "changes in such personality variables may be just too much to expect from a relatively short experience" (p. 95). What is needed in this area of research is longitudinal studies which will indicate the effects of sensitivity training over a long period of time.

Group Composition.--This internal criteria is important for the objectives of this study. Stock (1964) reported a number of studies focusing on differences in group composition as an independent variable; however, the dependent variable usually consisted of observations of the type of behavior and interaction within the group.

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This type of data was quite subjective and does not help in establishing the effects of training on participants. Campbell and Dunnette (1968) reported that no studies were found designed to relate differences on either external or internal criterion measures to group composition. After an intensive review of the literature the following studies by Harrison and Lubin (1965), Lieberman (1958), Powdermaker and Frank (1953), and Schutz (1961) were found to be relevant to the discussion of the impact of group composition on sensitivity training outcomes. These studies on group composition suggest the following assumptions.

1. The participant who is placed in an unstructured group situation and does not find support for his traditional interaction patterns may explore alternatives which are extremely different from their original orientation. Developing new patterns for interacting with people is a desired outcome of training. Developing these alternatives was facilitated by heterogeneous grouping (Powdermaker and Frank, 1953).
2. Harrison and Lubin (1965) have developed a model for facilitating an individual's learning within the T-group setting. Their model indicates that:

. . . an individual's learning experience depends on the fit between the behavior he needs from others and that which they actually exhibit as a function of their own reactions to the learning situation (p. 412).

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3. Harrison and Lubin (1965) summarized the research on group composition when they said:

1. Compatible, homogeneous groups may depress conflict and inhibit learning for their members (Harrison and Lubin, 1965; Harrison, 1965).
2. Conflict and incompatibility of personal style may lead to exploration of alternatives and to learning (Harrison, 1965; Liberman, 1958).
3. Personal styles which depend on passivity and withdrawal for coping with interpersonal stress may prevent the exposure, confrontation, and exploration which are central to the interpersonal learning process in groups (Mathis, 1958).
4. Poorly integrated, stress-vulnerable individuals have difficulty functioning in groups where ambiguity and emotionality are optimal for the learning of others (Powdermaker and Frank, 1953).

In conclusion, the findings concerning the effects of group composition were supported by only a few studies and need more theoretical basis before more effective learning climates can be planned for different individuals. The writer feels that Schutz (1958) has developed a conceptually strong theory on group composition which needs more testing within a sensitivity training setting. From the research it may be concluded that training climates may be developed from crude selection instruments to help facilitate the learning of different types of participants. More knowledge about how group composition effects learning can help in the development of more effective training programs for participants who have trouble learning in the traditional T-group setting.

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Literature on Sensitivity Training and
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for College Students

The need to develop "relevant" activities and learning experiences for college students has steadily increased in importance with students' demands for more meaningful and relevant educational experiences. The student demands have taken on more importance because of the complexities of social problems and rapidity of change. Meeting the student demands for "relevance" has placed new demands upon student personnel administrators for creative and worthwhile student programs. This pressure has lead to the use of small group activities and experienced based learning experiences to help create relevant programs. The use of the industrial training group as a method for enhancing students' affective development has thus been a recent phenomena.

Blake and Mouton (1962) used the self-directed and instrumented laboratory design to train student leaders. They concluded that the instrumented group method was a viable technique for increasing students' self-understanding and interpersonal sensitivity. The one weaknesses with this research was the subjective evaluation of training outcomes and the lack of adequate control groups.

Another impetus for using the training group with college students came from the seven-year study of leaderless groups, at the University of Colorado, where

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researchers tried to assess the effects of a large college class working in T-groups with no trainers, professors, or curriculum. During this study Bradford (1964) reported the effects of a trusting and more open educational environment through the use of the training group approach when he stated:

As we became less fearful and more trusting, we gradually experimented with reduced controls. We found that groups tended to take over direction of their own processes and to move more quickly along the dimensions of growth when given greatest freedom and least prescribed . . . this experimentation led us to develop a great deal of confidence and trust in the abilities of a group of people to handle their own process problems when given support and freedom . . . groups learn to trust staff aims. Greater productivity occurred in terms of learning outcomes (p. 301).

The Colorado Study has particular importance for the creation of self-directed sensitivity training groups on college campuses. The findings indicate that students have the capacity to develop their own group experiences and make decisions in regard to the development of an effective group which may help them learn more about themselves and others.

Begun initially in connection with student leadership training, sensitivity experiences are now being used to increase communication between student-faculty-administrator groups, racial encounters, teacher and counselor training, and curriculum development. One negative aspect of this increase of the use of training groups is the lack of evaluation and research reported about these programs.

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Studies and reports by Brass (1969), Dyer (1967), Johnson (1966), Lorch (1969), Morris et al. (1969), and Newgarden (1969) are relevant to the discussion of training programs which are being used to influence students' affective development. The following facts were reported from these studies:

1. Significant changes in self-insight and peer ranking of interpersonal behavior was reported by Dyer (1967) after twelve hours of sensitivity training over an eight-week period of interaction within sensitivity training. Unfortunately, the study did not make clear the specific behavior changes, and whether the changes were in agreement with the objectives of the training program.
2. Newgarden and Gorden (1969) have reported favorable though limited results of the use of the training group in promoting better racial relations among students, faculty, and staff. Small group encounters were designed to make participants examine their feelings and reactions to black and white identities.
3. As far as course development the training group has been recently applied to the social science field. Lorch (1969) and Morris et al. (1969) reported favorable results from using the

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training within the classroom setting. Specifically, Morris et al. (1969) has incorporated the use of the encounter group in place of the traditional lecture method for an undergraduate course in the Psychology of Personal and Social Development at the University of California at Davis. The results of the study illustrate the potential potency of sensitivity training for helping to make higher education relevant to student needs without sacrificing the amount of cognitive knowledge gained through the experience. Questionnaires were used to assess student reactions to the course. Findings indicate that students found the encounter group experience made the course more relevant and meaningful than other courses already taken at college. The course increased their involvement with the material being presented. Lastly, the students in the encounter groups scored as well as lecture groups on an identical final exam covering traditional course material.

In summary, the above studies indicate that educators are now using small group activities to create new experiences for students' affective and interpersonal development. Some educators are shifting their attention

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from traditional techniques which are characterized by closed and authoritarian structures to a humanized and interpersonal climate of openness within small encounter group experiences. More data on the impact of small group activities might facilitate the diagnosing of education's effect on developing the "total" student and help in the development of a more effective climate for learning.

In conclusion, research on sensitivity training has tried to identify variables of group interaction which were most salient for facilitating participants' personal and interpersonal growth. In brief these studies suggest some tentative generalizations about the functions of group interaction, the objectives of training, the use of group techniques and activities, and the effects and impact of group training on participants.

1. Personal and interpersonal changes in the behavior, attitudes, and self-perception of participants are influenced by sensitivity training activities. Stock (1964) summarized this generalization in a succinct way when she indicated that participation in sensitivity training results in personal growth and change for some people, under certain conditions depending on the participants' initial personality needs, the climate or conditions under which change is attempted and the influence of

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the participants' back home environments. Researchers have found many difficulties in trying to generalize about the impact of group experiences or identifying the specific activities or variables which facilitate positive personal growth and development of participants.

2. Structured activities such as non-verbal exercises, group simulation activities, focusing discussions about the "here and now" feelings, role-playing, psychodrama, fantasy techniques, relaxation exercises, body awareness exercises, and structured feedback activities have proven their usefulness under specific conditions for certain participants depending on individual difference variables interacting with training variables. The following studies were relevant in formulating this generalization: Gibb (1952), Lieberman (1958), Danish (1969), Hurley (1967), Giffin (1967), Wolpe (1967), Gunther (1968), Bach (1958), and Morris et al. (1969).
3. Sensitivity training and therapy groups can be effective and worthwhile processes for enhancing and facilitating personal growth and interpersonal sensitivity without the presence or direction of a trainer or therapist. Blake and Mouton (1962), Berzon and Solmon (1966),

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Rothaus et al. (1966), Bloom et al. (1962), Fairweather (1964), Gibb (1964), Bass (1949, 1951) indicate support for this generalization by reporting that training and therapy groups can function and obtain positive results without the direction or intervention of a designated leader or trainer.

4. The objectives of sensitivity training are considerably far more reaching than objectives of other group techniques. The types of desired behavioral changes are much more difficult to observe and measure because of the failure of researchers to relate observed changes to training program objectives. There is a lack of evidence which supports the theory that the participants' experience more personal growth from performing structured learning dilemmas such as those activities recently developed by Schutz (1963) in comparison to the personal growth experienced by traditional unstructured T-group interactions where participants develop their own learning dilemmas and solutions for these learning problems (Argyris, 1966).

The literature on sensitivity training reports many studies showing group differences which are related to the major objectives of training. However, researchers

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report that sensitivity experiences are unique and insist that each participant's pattern of change on various internal or external dimensions of change is unique because of individual differences variables and individual reactions to the group climate. So the literature on sensitivity training reports many studies dealing with the changes on personality variables, but the results are far from unequivocal or consistent. What is needed is research focusing on the effects of variation in such training parameters as the nature of group climate for learning and pattern of group composition and their effects on the internal criteria of self-concept variables.

Literature on Small Group Dynamics

For many years, small group researchers have attempted to specify the variables which are essential for effective group functioning. Although the small group has been extensively studied, an answer to the theoretical question of whether individuals summate to form a group or whether the characteristics of individuals combine in some non-additive way remains an interesting area for further research. Specifically, the way in which a member's interpersonal needs are or are not transferred into relevant and worthwhile group experiences and outputs seems to need further study. McGrath and Allman (1965) have reported, as one of their main conclusions, from reviewing 2,000 studies on small group interaction, that the area of

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group patterns in personality needs should be the starting place for investigating the many unanswered questions in small group research. In regard to the importance of studying group composition patterns on personality needs they said:

. . . the role of personality characteristics of members on various group phenomena . . . it would not be wholly profitable to pursue research in this area from the point of view of the individual personality characteristics. Rather, such properties should be studied with respect to the composition of the group (McGrath and Allman, 1965, p. 57).

Schutz (1966) has suggested that the role of interpersonal need patterns in the development of relevant and worthwhile group experiences for participants has been overlooked in small group research. He suggests that the variable which could make a difference in regard to effective group functioning is the impact which compatible and incompatible interpersonal need patterns among group members might have on the group climate for interaction, and consequently effect the participants' group experiences and performances. Since incompatibility leads to frustration and unfulfillment of needs, there will be less likelihood of successful interpersonal relations which would lower the impact of the group experience to influence or enhance self-concept variables. Group compatibility could effect the amount of self-learning and level of group productivity between groups rather than the diverse treatment methods which have been frequently but inconsistently measured by past studies. Schutz (1966) has formulated

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"The Postulate of Compatibility" which states that if the compatibility of one group is greater than that of another group, then the goal achievement of the more compatible group will exceed that of the less compatible group. This postulate has been supported by research with dyadic relations within a fraternity. The results of the study indicate that there was a strong relationship between roommate choice and compatibility on interpersonal needs of inclusion, affection, and control (Schutz, 1960, p. 121). Further support for the compatibility postulate is related through the findings of the Harvard Compatibility Experiment. The results indicate that the most compatible groups showed the highest overall group productivity scores (Schutz, 1960, p. 135). Another study by Schutz (1960) indicates that compatibility scores have strong prediction powers. Problem solving groups which showed the highest amount of compatibility were strongly related to high amounts of group productivity. A study by Gross (1957) tested the relationship between group compatibility and cohesiveness. The results indicate a moderately strong correlation of .81 for total compatibility and its relationship to cohesiveness. The best predictor of cohesion was the total compatibility score. This study raised implications for testing the relationship between group satisfaction and specific goals of training programs such as group productivity.

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Research concerning the effects of different learning climates and design of different training programs on the group's self-awareness and satisfaction with group experiences has been remiss in small group research studies. Stock (1964) has reported that the key to human behavior changes and self-learning is careful delimitation of the conditions under which influence for change is attempted.

Argyris (1966) asserts that the new model for sensitivity training, namely the creation of structured self-awareness learning activities, is an area which needs immediate research. He reports that the structured group activities are based upon unsound psychological principles. Unless these activities can be supported by research, the assumption that the learning activities created for participants are enhancing self-awareness and group development is questionable. Argyris (1966) speaks directly to this point, of research needs in examining the different "style" of learning in laboratory designs when he said:

My main purpose for making these points is to ask for research on these issues (of training procedures). We need to know much more about the different styles of interventions, theories of learning, impact upon the members, back-home consequences. . . . The differences in various experiences are so antagonistic that I believe they should be clearly spelled out. . . . For example, an interpersonally oriented laboratory is different from an intergroup laboratory, and these two differ from a managerial grid laboratory. However, must they differ in their design of experiences that produce psychological success, confirmation, and feelings of essentially? . . . What we need is a validated theory of learning that helps us to integrate the feelings and intellectual components so that we use each most effectively to help individuals increase their competence (pp. 38-39).

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Therefore, small group research reports the need for re-search that is based on the "style" of training which in turn is based on specific climates developed, leadership styles used and activities designed in the setup of ob-jectives for the training program.

Summary

The integrated review of the literature identified two sets of variables which are crucial elements for sensi-tivity training to be an effective and worthwhile method for enhancing self-awareness and interpersonal competence.

The two sets of variables are:

1. There is a need to identify the pattern of personality characteristics and need orien-tations which make up the group's composition (compatibility and incompatibility variable).
2. There is a need to research the effects of group's exposure to different climates of learning within the small group training de-signs. For example, is there a difference be-tween groups led by different leadership techniques or interventions such as instru-mented, leader-led, or self-directed groups following a structured program of self aware-ness activities?

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The variables of group composition and the "style" of group learning which were identified as needing further research seem to be important to both the theoretical and practical level of sensitivity training. This study has important implications for increasing the value of sensitivity training as a means of increasing self-understanding. Since, sensitivity training is a new and controversial learning program it, like other educational programs, must identify how and upon whom its many different and varied training programs have positive effects for participants' self-development. Sensitivity training will only become an important strategy for student personnel programs if its existential framework can be objectively verified as helping in the education of the "total" student. The present study investigates the effects of group compatibility and different group styles for learning on self-concept variables following a three-day sensitivity group experience. Chapter III describes the design and methodology of this research study.

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CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

Included in this chapter are discussions of the research design and procedures for this investigation. Focus of the chapter is on explanation of the research design, experimental procedures, treatment methods, samples for the study, and instrumentation.

Research Design

Twelve small groups of students (six to eight participants in a group) were randomly assigned to three treatment groups which were designed to enhance self-awareness and group effectiveness. All groups were treated experimentally in that leaders, audio tapes, or self-direction were assigned as leadership treatments for the four separate groups. Self-concept differences between students in the three different experimental treatment groups were examined at the end of the training program.

The measure of group self-concept indices were subject scores on the self-esteem, identity, self-criticism, and conflict scales of the Tennessee Self Concept Scale

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(TSCS) with analysis of variance applied to the TSCS scores serving as the statistical test of the group treatment hypotheses. Pre-test on the TSCS were not used because this might have sensitized the participants to the dependent variables of self-concept.

To determine the effects of group climate on self-concept variables, group compatibility scores on the Fundamental Interpersonal Relations Orientation-Behavior questionnaire (FIRO-B) were analyzed by means of t-tests. After determination of group compatibility based on FIRO-B pre-test scores, t-tests were applied to TSCS scores serving as the statistical test of group composition hypotheses.

The traditional control group design was not used because according to Kerlinger (1965), whenever there is more than one experimental group and any two groups are given different treatments, control is present in the sense that a comparison has been made between groups. Furthermore, Harrison (1965) states:

The provision of adequate control groups for research on training is one of the most persistent methodological problems. . . . The first solution to be suggested is feasible where it is possible to give comparable groups of participants training which differs systematically along some important training process dimension (p. 2).

Thus, as long as there is an attempt to make the groups different on the dependent variable, control is present because a comparison can be made between groups. Therefore, the research design was adapted from Kerlinger's discussion of research designs and is identified as a "simple one-way

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in which all the groups were randomly assigned (R) to the different experimental treatments: X₁ (leader-led treatment), X₂ (instrumented audio-led treatment), and X₃ (self-directed treatment) and then all groups were post-tested on the same Y measures by means of TSCS criterion instrument. This design was selected because randomization can insure equalization of the experimental groups without pre-testing. This post-test design insured that the pre-test would not become part of the treatment which was considered a strong criticism of past research with small groups. This design controls for testing as the main experimental effect and interaction, but does not measure these effects. Campbell and Stanley (1963) reported that such a measurement of testing effects and interaction through pre-tests is secondary and unnecessary to the central question of whether or not the experimental treatments did or did not have an effect on the subjects' experiences. This post-test design was selected because it controls for reactive effects or contamination or pre-tests and controls for most

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other important internal and external sources of invalidity in research designs; such as the effects of history, maturation, instrumentation, regression, selection, mortality, and interactions among these variables. Thus, it was felt that the most adequate way of assuring the lack of initial bias between groups was randomization. This view is supported by Campbell and Stanley (1963) when they say:

For psychological reasons it is difficult to give up knowing for sure that the experimental and control groups were "equal" before the differential experimental treatment. Nonetheless, the most adequate all-purpose assurance of lack of initial biases between groups is randomization. Within the limits of confidence stated by the tests of significance, randomization can suffice without the pretest (p. 25).

This "Post-test one way analysis of variance," provided sufficient control for isolating the differences in leadership direction or style for learning and group interaction climate as the main independent variables in the experimental investigation. This design was used because of the fact that the post-test only design would add to the generalizability of the findings by allowing the experimenter to generalize to unpretested groups of volunteers for sensitivity training. The pre-test post-test design does not allow for this type of generalizability because the effects of the experimental treatment (X) which are observed may be specific to the groups being warmed up by the pre-test (Stanley and Campbell, 1963). Thus if the pre-test post-test design was used it would become difficult to generalize to the larger unpretested population

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which seemed desirable if this self-awareness training was going to have significance for educational institutions' restructuring of the affective experiences offered to students. Also, when the time lag between testing sessions was as short as in this experiment (three days) that the testing procedures might sensitize the participants to the purpose of the experimental treatment and thus effect their responses in an unknown and possibly unfair manner. Consequently, a design which had unpretested groups remained highly desirable if not essential for this investigation.

All groups met for the same total amount of contact time. Each group met for four hours a day for three consecutive days. All groups received instructions concerning testing procedures and were explained the purpose of the project in the same way. The groups received sensitivity training booklets which were the stimulus for group interaction. These booklets contained self-awareness exercises outlining the purpose, method, and time for each exercise. The research schedule, appears in Table 1.

The groups had exposure to similar testing materials, group experience in terms of goals of enhancing self-awareness and orientation to the group's purpose and responsibilities. The physical settings of the group meetings were equivalent since all groups met in relaxed and informal meeting rooms in the Student Union at Michigan State University. The subjects in all groups usually sat

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TABLE 1.--Research procedures and schedule.

Session	Group Activities	Time
1	(a) Same for all groups: Intro-duction and assignment to groups and completion of personal data form, expectations questionnaire, and FIRO-B scale.	4 hours
	(b) Distribution of sensitivity booklets. Group interaction: IS treatment (tape recorder-led groups); LL group interaction: LL treatment (leader-led groups); SD group interaction: SD treatment (group-led interaction).	
2	(a) Distribution of sensitivity booklets	4 hours
	(b) IS group interaction LL group interaction SD group interaction	
3	(a) Distribution of sensitivity booklets	4 hours
	(b) IS group interaction LL group interaction SD group interaction	
	(c) All groups given the same instructions and explanations of testing instruments.	
	(d) All groups told to complete the testing material within a twenty-four hour period and return to experimenter within a week	

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in a circle facing one another. Tape recorders or other monitoring devices were not used in the group sessions.

Subjects for the Study

All participants for this study were student volunteers from Michigan State University. Ninety-six students in twelve groups composed of eight members constituted the sample for the experiment. Before describing the characteristics of the eighty-two subjects used in the data analysis, it is necessary to account for the fourteen students who were initially part of the project but not used in the analysis. The fourteen students who were dropped out of the analysis were accounted for as follows: two subjects participated in one day of training and then dropped out because of lack of interest, time conflicts, and personal reasons; two subjects participated in two days of training and then dropped out for similar reasons; five subjects were dropped from the analysis because of incomplete testing forms or gross errors on the testing instruments making interpretation impossible; five subjects failed to return post-tests even after continual requests to submit tests. The above mortalities were examined to see if the treatment groups were biased with regard to dropouts. An analysis of variance revealed no differences between or within groups as to the type of student who dropped out of the training program. The dropouts were considered to have

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As a result eight groups having six members and four groups having eight members constituted the sample for experimental analysis. Volunteers were used for the study rather than a random sample of the student population to insure motivation and commitment to the project.

Within Table 2 the sex, age, and marital status of the subjects by treatment group are summarized. In the sample there were thirty-five males and forty-seven females. The sample represented a range in age of subjects. Group mean ages range from twenty years to twenty-three years. The actual age range was from seventeen to twenty-seven years (see Table 2).

Within Table 3 the grade level of the participants by treatment group was summarized. In the sample of subjects seventeen of the participants were graduate students, twenty-two were seniors, fourteen were juniors, thirteen were sophomores, and sixteen were freshmen in college. These figures indicate that the sample of this training program was positively skewed toward the upper grade levels.

Description of Experimental Treatments

This study attempted to assess the usefulness of the different learning climates of instrumented, leader-led, and self-directed leadership techniques to enhance

TABLE 2.--Sex, age, and marital status by treatment group for participants.

Group Treatment	Group Number	Sex		Group Mean Age	Marital Status		
		Female	Male		Single	Married	Divorced
Tactrumented	1	4	4	20.2	6	2	1

TABLE 2.--Sex, age, and marital status by treatment group for participants.

Group Treatment	Group Number	Sex		Group Mean Age	Marital Status		
		Female	Male		Single	Married	Divorced
Instrumented	1	4	4	20.2	6	2	•
	2	5	3	20.4	5	2	•
	3	4	2	23.0	5	1	•
	4	4	2	21.1	6	•	•
	Total	17	11	22.1	22	5	1
Leader-Led	1	2	4	20.0	5	1	•
	2	5	3	21.7	6	1	•
	3	4	2	21.0	5	1	•
	4	4	2	21.8	6	•	•
	Total	15	11	21.1	22	3	1
Self-Directed	1	4	4	20.0	7	1	•
	2	3	5	22.2	6	2	•
	3	5	1	22.5	4	1	•
	4	3	3	20.0	6	•	•
	Total	15	13	21.2	23	4	1
Group Totals	N	47	35		67	12	3
	%	43%	57%		82%	15%	3%

TABLE 3.--Educational level of subjects by treatment groups.

TABLE 3.--Educational level of subjects by treatment groups.

Group Treatment	Freshmen	Sophomore	Junior	Senior	Graduate	Group Size
Instrumented	5	5	5	9	4	28
Leader-Led	5	3	5	7	6	26
Self-Directed	6	5	4	6	7	28
Total	16	13	14	22	17	82
Percentage	19%	16%	17%	27%	21%	

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Instrumented Group
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the self-awareness of college students in a short-term sensitivity program. The treatments of instrumented, leader-led, and self-directed groups are described more fully as follows:

Instrumented Group
Treatment (IS)

Four groups of the twelve included in the design were randomly designated to receive the IS treatment. Instrumented treatment means employing audio tapes for the interaction, instructions, and clarification of self-awareness exercises.

This method can be generally described as an attempt by a pseudo-leader to help groups in the development and direction of forming a safe climate for interpersonal interaction without the psychologically threatening and blocking behavior of a group leader. This technique eliminated the high status leader role which may threaten and block the open and frank discussions necessary for the development of a group which is to focus on self-awareness of the participants (Bloom, Boyd and Kaplan, 1962). This method provided stimulus materials that tried to promote members to diagnose their concerns in interpersonal relationships, to become aware of more effective communication techniques, to understand how their feelings and behavior influenced their behavior, and how these feelings influenced others' reactions to them. Essentially, the exercises tried to help participants find out more about who they were and where they were

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The groups' time was structured very tightly in order to force confrontation with others and to avoid the tendency of groups to avoid dealing with issues irrelevant to group effectiveness and increasing participants' self-awareness.

The IS groups were given instructions as to the purpose of the project to help them increase their self-understanding through more honest interpersonal relationships based on trust and need for more open communication with others. The twelve hours of interaction time for the IS groups was the same as the other treatment groups in the design.

The style of learning created by this treatment is focused on interpersonal awareness through moderately structured learning climate. This treatment made the participants take responsibility for learning through the interaction of specifically defined exercises. These exercises were developed to help participants confront each other in the "here and now" environment of the group.

The IS group was designed with the assumption that more interpersonal sensitivity and self-awareness might be developed, in a short amount of interaction time, if structured exercises were explored without the threat of a physically present leader. In the IS treatment participants were pressured into open interaction and confrontation

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Leader-Led Group Treatment (LL)

In the leader-led treatment a more traditional method of interaction was employed through the use of a group facilitator or trainer. This treatment was used with four groups in the design.

As used in this investigation the leader-led learning climate refers to the more traditional T-group form of interaction and leadership of having a group trainer clarify and interpret group interaction processes and conflicts. These groups received the same sensitivity training booklets which contained the purpose of the group and necessary programmed self-awareness exercises (see Appendix A). The group leaders were involved in active efforts to facilitate group development toward a deeper understanding of self by introducing, clarifying, and supporting the utilization of the sensitivity exercises.

There were a number of similarities and differences in the leadership styles of the four trainers. The difference in experience and personal needs gained from conducting groups may be sufficient to result in significant leader by group interaction effects. However, these differences may be offset by the instructions to the leaders which made it clear that throughout the group interaction their role was to introduce group exercises and clarify group problems.

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Their role was to be active in introducing the exercises but non-directive and supportive once group activity and interaction had started to develop. The leaders were to give the group the responsibility for the development of group interaction and learning climate. Since, three out of the four trainers were supervised by the same advisor in their doctoral work and all the trainers agreed on the basic philosophy and methods of self-directed group interaction it was assumed that the groups would be exposed to similar leadership styles. All the leaders approach sensitivity training from the viewpoint that it is the participants' responsibility to develop the climate in which interpersonal and personal concerns can be related and resolved by members helping themselves without the necessity of a professional trainer. Learning is the responsibility of the group not the trainer. Thus, it was expected that all four leader-led groups would have rather similar experiences in terms of leadership, direction and clarification of exercises to be performed.

Self-Directed Group Treatment (SD)

The self-directed treatment was designed to give participants freedom to determine the process of self-learning within a minimally structured learning environment. The SD groups met without a leader present or without direction and clarification via the tape recorder. This treatment was different from the IS and LL treatments in

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As used in this investigation the self-directed learning climate referred to group directed learning in which each group developed its own pattern of leadership, decision making, and level of participation for inter-action.

The SD groups received the same sensitivity training booklets with programmed self-awareness exercises as the other treatment groups (see Appendix A). The major difference for these treatment groups was the absence of a leader and the elimination of designated time allotments for performing exercises. The SD groups were instructed to make their own decisions on what exercises, if any, they wanted to perform and to use the exercises in the order or manner they felt would best help to achieve the group's goal of honest interaction and communication for the enhancement of participants' self-understanding. This treatment created a dilemma for learning, a leadership vacuum, and decision making conflicts through the presence of the structured exercises and absence of leadership. The groups had to resolve their learning conflicts and leadership struggles which would hopefully add to their self-understanding and sensitivity for others. The primary responsibility of what was to be learned and the process of how interaction was to be structured was left to the group. This treatment tried to create stimuli and

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conditions for interaction where the participants could define their own learning goals and methods for achieving these goals. Leadership, power, status, and decision making on how to use the structured agenda of programmed exercises was left to the groups. Therefore, this treatment tried to create the learning environment which Argyris (1966) has reported would create the best learning climate for psychological competence and security. The groups were informed that the self-understanding gained from the program was entirely their responsibility.

The SD group was designed with the assumption that a learning climate which emphasizes self-direction with minimal structure would facilitate self-understanding. In support of this assumption research investigations by Berzon (1966), Fairweather (1966), Gibb (1964), and Rothaus (1966) have indicated that group development, sensitivity to others, and self-understanding are facilitated and enhanced by groups which are self-directing. The variation from the completely self-directed group included in this treatment was the use of stimulus models through the structured exercises. So in the SD treatment participants were pressured into meaningful interaction by means of a minimal structured environment, the elimination of an appointed leader for direction, and allowed more freedom for self-exploration and planning for their own learning without the threat of evaluation and judgment by a leader.

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Instrumentation

Two standardized measurement techniques were used for this investigation. They are described as follows:

Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)

The FIRO-B (see Appendix B) has been used in numerous studies for the evaluation of human relations workshops, such as sensitivity training groups. The instrument has been used to measure changes in interpersonal relations during and following training experiences. The use of the instrument in experimentation with group composition, using the FIRO-B techniques of compatibility has been limited. The FIRO-B measure was used because it focused on the crucial theoretical and practical dimensions of interpersonal relations and self-understanding which small groups try to enhance. Schutz (1967) reported, "The usual test for internal consistency is the split-half method . . . since the FIRO-B are all Guttman scales, reproducibility is the appropriate measure of internal consistency." The usual level for appropriate reproducibility is that 90 per cent of all responses are predictable from knowledge of scale scores. The reproducibility for all the scales is very high and consistent over all samples for studies using the FIRO-B. Specifically, the coefficients of internal consistency for the FIRO-B indicate a coefficient of .94 for all the scales (Schutz, 1967, p. 5). He also states

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that the measurement has some content and concurrent validity based on the theory for the development of Guttman scales and correlational studies which have supported differences between occupational groups whose attitudes are already known and FIRO-B scales prediction of these attitudes. For this research, the FIRO-B questionnaire was used without change of format or presentation. The instrument in this study was used to determine the compatibility of the groups on three fundamental areas of interpersonal need: inclusion, control, and affection. Schutz considers these three need areas as being quite basic and universally expressed in group situation, as being possessed by every individual, and as constituting a "sufficient set of areas of interpersonal behavior for the prediction and explanation of interpersonal phenomena" (Schutz, 1958, p. 13). The instrument measures how a person characteristically relates to other people. Thus, it is an instrument which can be used to identify the compatibility of interaction styles between people.

Schutz has presented a useful way for helping to facilitate group interaction through his theory of need compatibility. He has developed useful definitions of compatibility and developed formulae for deriving scores within both dyadic and group situations. The compatibility theory has been used mostly in dyadic situations, for example involving marriage partners or therapist-client relationships (Levinger, 1964; Sapolsky, 1960, 1965). In

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both of these studies the degree of compatibility was found to be positively related to marriage success and therapeutic success. Thus, there is a precedent for using the FIRO-B compatibility scores as a predictor of interpersonal relationships.

Tennessee Self Concept Scale
(TSCS)

The TSCS consists of 100 self descriptive statements which the participant uses to portray his own picture of himself. The scale was, according to its manual:

. . . developed to meet the need for a scale which is simple for the subject, widely applicable, well standardized, multi-dimensional in its description of the self concept . . . the individuals concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health. The scale therefore can be useful for a variety of purposes--counseling, clinical assessment and diagnosis, research in behavioral science, personnel selection, etc. (Fitts, 1965, p. 1).

Thus, this instrument was selected because it is specifically designed to measure those dimensions of self-concept which related directly to the stated objectives of the newly designed self-awareness program, and because of its extensive use as a research device in measuring important aspects of self-concept. The scale includes various dimensions of self-evaluation, including a self-criticism score measuring amount of defensiveness or self-concealment, total positive score measuring the overall level of self-esteem, a self-identity score measuring what a person is as he sees himself, self-acceptance score which

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measures how a person feels about the self he perceives. In addition the TSCS has scales measuring the physical, moral-ethical, personal, family, social self as perceived by the person. The counseling and testing form was administered as a post-test to determine the impact of the different group treatments on the self-concept of participants.

The TSCS has been used in numerous research studies involving sensitivity groups. One fallacy of most of these studies has been the use of the test as a pre- and post-test criterion of change. When such a pre-post design is used it becomes difficult to distinguish between true change and test treatment interaction change. Ashcraft and Fitts report, that the scale has both satisfactory reliability, ranging between the high 80's and 90's for all sub-scales, and substantial validity. The reliability of this scale has been assessed through test-retest reliability coefficients ranging between .62 and .92 on the sub-scales based on test-retest with sixty college students over a two-week period (Fitts, 1965). Congdon (1958) presented evidence for reliability when he used a shortened version of the TSCS and still obtained a reliability coefficient of .88 for the total positive score on the self-esteem scale. Other evidence of reliability is reported in the manual:

. . . evidence of reliability is found in the remarkable similarity of profile patterns found through repeated measures of the same individuals over long periods of time. . . . Related to this is the fact that

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reliability coefficients for the various profile segments used in computing NDS Score fall mostly in the .80 to .90 range.

Fitts' (1965) validation procedures were of four kinds: content validity, discrimination between groups, correlation with other personality measures, and personality changes under particular conditions. The validity studies indicate that the scale differentiates between groups whose behavior is different. A study by Lefebvre (1964) found significant differences between first law offenders and repeated offenders. All of the differences were in the predicted direction. The scale correlates in predicted directions with the MMPI scales. In a study by Quinn (1957) a correlation of $-.534$ was obtained between Total P and the Minnesota Teacher Attitude Inventory. The negative correlation reflects that high scores on the MTAI, which indicates unhealthy attitudes toward children, reflects low self concepts. In general, the manual presents substantial evidence for concurrent, predictive, and construct validity from research investigations.

Additional Instruments

Personal Information Sheet.--A personal data sheet (see Appendix D) was used to describe the participants biographically.

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Session Reaction.--Session Reaction Form (see Appendix E)--a subjective form which asked the participants to rate the worthwhileness of the session, the group climate (accepting-rejecting), their degree of participation, openness in sharing feelings, level of conflict, and worthwhileness of structured activities on a continuum from one to nine. This form tried to pinpoint the strong and weak points of the whole self-awareness program. Although this data was of a subjective nature it was felt important to the evaluation because it relates the experiences, perceptions, and feelings of the participants.

Group Member Perception Instrument.--(See Appendix F). This form was used as a means of evaluating and measuring group interaction variables which were felt to be relevant to the success of the program. From this form a measure of group cohesiveness was obtained by identifying the mutual choice pairs within each group. The form tried to identify leaders, friendship cliques, and resisters to the objectives of the program. This was a method for evaluating the experience from the perceptions and interaction patterns of the participants.

Expectation and Learning Outcome Questionnaires.--These questionnaires (see Appendices G and H) which were developed by the writer tried to identify whether the groups fulfilled the participants' expectations (Appendix G) for

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learning. The learning outcome form identified in what ways and in what areas the program fulfilled its objectives for trying to increase self-understanding of the participants. The participants' learning expectations (before entering the training program) and their reported learning (after the training program) were compared with the follow-categories used as the basis for comparison: (1) group learnings, (2) self learnings, (3) interpersonal understandings of others. Each category was further analyzed for focus on: (1) increased awareness or understanding, (2) development of personal skills or tools for interacting. The final questionnaire contained overall ratings on a nine point scale of the program's relevance, worthwhileness, satisfaction, and effectiveness in helping members to better understand themselves. Participants were also asked to describe what they felt were the most helpful and hindering elements of the program and if they would participate in the program again. These data were collected so as to help in the evaluation of this program and facilitate planning for future programs.

Group Effectiveness Instrument.--(See Appendix I).

For evaluation of the effectiveness and degree of group development an exercise on group decision making was presented. This decision making exercise tried to evaluate the groups' ability to utilize all of the group resources

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in solving a simulated life or death problem of surviving under stressful conditions. The moon landing problem tried to evaluate the groups' ability to be a group which was a vital aspect of this training program.

This chapter discusses the analysis of research. The statistical tests used are variance, t -tests, frequency tables, and sending the findings. The findings are considered to be significant at the level of confidence. The major research findings are awareness programs, total program, and It also includes findings.

Tests of Group Hypotheses

The three hypotheses 1-5

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter presents the findings of the study and the analysis of the data from each measure used in this research. The statistical methods of one-way analysis of variance, t-tests, Spearman rank order correlations and frequency tables were used in analyzing the data and presenting the findings of the study. Differences were considered to be significant if they reached values at the .05 level of confidence. The chapter includes a testing of the major research hypotheses, an evaluation of the self-awareness program sessions, and summary reactions to the total program from the point of view of the participants. It also includes relevant biographical and descriptive findings.

Findings of the Study

Tests of Group Treatment Hypotheses

The theoretical basis for the group treatment hypotheses 1-5 was derived from the proposition that--groups

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presented with minimal leadership (instrumented) and yet provided with stimulus for interaction (programmed) sensitivity exercises) would effect self-competence variables more than groups that were led by leaders or self-directing. Research by Berzon (1966), Fairweather (1964), and Rothaus et al. (1966) support this proposition by revealing that small groups can function and obtain positive results without the presence of a designated leader. These studies report that minimal leadership and supportive structure promoted group interaction and development. From this proposition it should follow that groups led via tape recorders would effect self-concept variables as well as if not better than groups led by leaders or left on their own for group interaction and direction.

- H₁ There is no significant differences in mean scores on the Self-Esteem scale of the TSCS among groups with different self-awareness training: IS, LL and SD treatments.

The results of the one-way analysis of variance failed to reach statistically significant levels. The null hypothesis failed to be rejected. There were no statistically significant differences found between the different treatment groups on the self-esteem mean group scores. The analysis of variance examining the differences between and within the IS, SD, and LL treatment groups is presented in Table 4.

TABLE 4.--Analysis
between IS, LL, and

Source	Sum Squares
Treatments	
Error	8
Total	9

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TABLE 5.--Analysis
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Source	Sum Squares
Treatments	
Error	1
Total	1

TABLE 4.--Analysis of variance of Self-Esteem scores between IS, LL, and SD treatment groups.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Significance
Treatments	46.6	2	23.3	.2389	not sign.
Error	<u>878.2</u>	<u>9</u>	97.5		
Total	924.8	11			

H₂ There is no significant difference in mean scores on the Identity scale of the TSCS among groups with different self-awareness training: IS, LL, and SD treatments.

Hypothesis 2 also failed to be rejected. The results of the one-way analysis of variance revealed no statistically significant differences between the treatment groups' effects on the identity scale of the TSCS. The analysis of variance examining the differences between and within the IS, LL, and SD treatment groups is presented in Table 5.

TABLE 5.--Analysis of variance of Identity scores between IS, LL, and SD treatment groups.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Significance
Treatments	.7702	2	.3851	.3085	not sign.
Error	<u>11.2301</u>	<u>9</u>	1.2477		
Total	12,0003	11			

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- H₃ There is no significant difference in mean scores on the Self-Criticism scale of the TSCS among groups with different self-awareness training: IS, LL, and SD treatments.

The one-way analysis of variance indicated that there were no significant differences between the level of defensiveness (Self-Criticism) scores for the different treatment groups. Therefore, the null hypothesis failed to be rejected. It seems evident, then, that the levels of defensiveness in the three treatment groups were random. The results of the analysis of variance is presented in Table 6.

TABLE 6.--Analysis of variance for Self-Criticism scores between IS, LL, and SD treatment groups.

Source	Sum of Squares	Degrees of Freedom	Mean Square	R Ratio	Significance
Treatment	1.82	2	0.91	.1508	not sign.
Error	<u>56.3</u>	<u>9</u>	6.03		
Total	58.12	11			

- H₄ There is no significant difference in mean scores on the Total Conflict scale of the TSCS among the groups with different self-awareness training: IS, LL, and SD treatments.

The one-way analysis of variance failed to uncover statistically significant differences between the conflict scores for the different treatment groups. Thus, the null hypothesis failed to be rejected. If there were any differences in the amount of conflict between groups the

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analysis failed to give statistical support for these differences. It can be assumed that total conflict in the three treatment groups was of a random nature. The results of the analysis of variance is presented in Table 7.

TABLE 7.--Analysis of variance for Total Conflict scores between IS, LL, and SD treatment groups.

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance
Treatment	78.62	2	39.31	.2321	not sign.
Error	<u>1520.14</u>	<u>9</u>	168.90		
Total	1598.76	11			

H₅ There is no significant difference between self-directed, leader-led, and instrumented groups on the NASA group effectiveness scores.

This hypothesis was analyzed through the Kruskal-Wallis analysis of variance by ranks. The post-test scores on the NASA decision making exercise were used as a criterion measure of a groups' productivity in accomplishing a task related goal. The total group effectiveness score was computed by subtracting group scores from the decision making answer key for each group within a treatment (N=4). The group productivity or effectiveness scores were used to test the difference between the sums of ranks of the three treatment groups. The null hypothesis is symbolically restated below:

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$$H_0 : ER_{is} = ER_{sd} = ER_{ll}$$

where is = instrumented treatment group

sd = self-directed treatment group

ll = leader-led treatment group

and ER = sum of ranks.

The alternative statistical hypothesis takes the following form:

$$H : ER_{is} \neq ER_{sd} \neq ER_{ll}$$

This non-parametric statistical test served primarily as a device for uncovering whether the group effectiveness scores of the different treatment groups could be considered as coming from significantly different populations or from the same population. The null hypothesis of the Kruskal-Wallis is that the samples came from the same population, and are not shifted or differentiated with respect to each other (Kruskal and Wallis, 1952). A group effectiveness score was computed for each treatment group and Table 8 shows the results of this computation by treatment groupings.

Table 9 presents the results of the Kruskal-Wallis analysis of variance by sums of ranks test. The null hypothesis failed to be rejected. The results of the analysis of variance by sum of ranks revealed no

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TABLE 8.--Group Effectiveness scores on the NASA exercise by treatment groupings.^a

Group	Mean	Median	Range
SD	30.0	30.6	24-32
IS	33.2	32.9	24-46
LL	31.7	31.7	25-44

^aSD = (N=4) Self-Directed

IS = (N=4) Instrumented

LL = (N=4) Leader-Led

TABLE 9.--Group Effectiveness scores on the NASA exercise for all groups showing the Kruskal-Wallis analysis of variance by sums of ranks by treatment groupings.^a

IS ^b		SD		LL	
Score	Rank	Score	Rank	Score	Rank
34	9	24	1.5	44	11
29	5	38	10	26	4
24	1.5	30	6	25	3
46	12	32	7.5	32	7.5
E Ranks	27.5		25.0		25.5
N	4		4		4

^aNot significant at $p < .05$ level of confidence.^bIS = Instrumented Groups; SD = Self-Directed groups; LL = Leader-Led Groups.

statistically significant differences between and within the IS, LL, and SD treatment groups.

Tests of Compatibility Hypotheses

The theoretical basis for the compatibility hypotheses can be stated as--the more similar or mutually shared needs that members express the greater is the potential of the group atmosphere to positively influence self-concept variables. From this theoretical proposition it should follow that the atmosphere of the group may be described in terms of the total amount of interchange occurring in the need areas of inclusion, control, and affection. For the compatibility scores the amount of interchange desired was measured by combining expressed and wanted scores. For each need area there is a possible eighteen points and the lower the scores the more compatible the score for an individual. Arbitrarily, individual scores below nine were considered compatible and scores above nine were considered incompatible. By combining area scores, a total compatibility score of 216 for eight-member groups and 162 for six-member groups were identified.

- H₆ There is no significant difference between the mean scores on the Self-Esteem scale of the TSCS for compatible groups in comparison to incompatible groups.

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The effects on self-esteem between compatible and incompatible groups are presented in Table 10. The scores on the self-esteem scale for the compatible groups in comparison to incompatible group mean scores was found to be significant at the .05 level of confidence. The null hypothesis was rejected and the alternative hypothesis that compatible group mean scores were significantly different from incompatible group mean scores was accepted. The results of the t-test analysis comparing the differences for compatible and incompatible groups on self-esteem scores are presented below in Table 10.

TABLE 10.--T-test analysis of differences between compatible and incompatible group mean scores on Self-Esteem scale of CS.

	Mean	SD	Degrees of Freedom	t Value	Significance
compatible	342.6	26.4			
incompatible	312.1	18.4	10	2.07	sign. ^a p .05 ^a

^at value needed for significance at .05 level is 312.

- H₇ There is no significant difference between the mean scores on the Identity scale of the TSCS for compatible groups in comparison to incompatible groups.

The results on the identity scale for compatible groups in comparison to incompatible group mean scores was significant at the .05 level of confidence. The null

hypothesis failed to be rejected. The results of the t-test analysis are presented in Table 11. However, careful examination of the analysis indicate that the identity scores for the compatible groups yielded trends in the predicted direction, the null hypothesis could not be clearly rejected from this data. In conclusion, supportive trends were apparent for the identity scale measure, although these did not attain statistical significance. The failure of the data to more completely sustain the compatibility hypothesis predictions is discussed in detail in Chapter V.

TABLE 11.--The t-tests between the compatible groups and incompatible groups mean Identity scores on the TSCS.

Group	Mean	SD	Degrees of Freedom	t Value	Significance
Compatible	124.6	8.2			
Incompatible	118.2	12.4	10	1.65	not sign.

H₈ There is no significant difference between the mean scores on the Self-Criticism scale of the TSCS for compatible groups in comparison to incompatible groups.

The results of the t-test analysis of scores on the self-criticism scale for the compatible groups in comparison to incompatible group mean scores was found to be significant at the .05 level of confidence. The null hypothesis was rejected and the alternative hypothesis that

compatible groups were displaying a normal, healthy openness and capacity for self-criticism was accepted. Compatible groups were less defensive indicated by a significantly higher self-criticism mean score than the more defensive incompatible group scores. The results of the t-test analysis are presented in Table 12.

TABLE 12.--The t-test analysis between the compatible and incompatible group mean scores on the Self-Criticism scale of the TSCS.

Group	Mean	SD	Degrees of Freedom	t Value	Significance
Compatible	36.1	6.5			
Incompatible	27.1	7.2	10	2.27	sign. p .05

- H₉ There is no significant difference between the mean scores on the Conflict scale of the TSCS for compatible in comparison to incompatible group scores.

The scores on the total conflict scale for the compatible group means in comparison to the incompatible group means was found to be significant at the .05 level of confidence. The null hypothesis was rejected and the alternative hypothesis that compatible groups are more harmonious and clearer about self-perception than incompatible groups which displayed confusion, contradiction, and general conflict in self-perception. This finding is consistent with self theory which states that people find out who they are

from interacting with others. The more similar the people who a person interacts with the clearer the picture he gets of himself. The results of the t-test analysis are presented in Table 13.

TABLE 13.--The t-test analysis between the compatible and incompatible groups mean Conflict scores on the TSCS.

Group	Mean	SD	Degrees of Freedom	t Value	Significance
Compatible	24.2	7.8			
Incompatible	34.1	10.2	10	2.84	sign p .05

H_{10} There is no significant relationship between compatible group scores and cohesiveness group scores.

The theoretical basis for hypothesis 10 is derived from the proposition that--since compatible groups lead to fulfillment of needs there will be more likelihood of successful personal relations or cohesiveness. This hypothesis was a direct test of Schutz's (1958) theorem that the compatibility of one group was greater than the compatibility of another group then the more compatible group would be the most cohesive. Schutz's (1958) states:

To the extent that cohesiveness measures general satisfaction with the group activities and a member's place in those activities, it should be related to compatibility (p. 137).

To test this hypothesis groups which were identified by the FIRO-B instrument as compatible on interpersonal need behaviors were rank ordered according to compatibility scores. Then the compatibility scores were compared to group cohesiveness scores for the purpose of identifying the relationship between the scores.

An investigation of Table 14 reveals a highly significant positive relationship of .85 between the measures of compatibility and cohesiveness. Since a significant correlation at the .05 level is .66, the null hypothesis is rejected and the alternative hypothesis that there is a highly positive relationship between cohesiveness and compatibility measures is confirmed at the .05 alpha confidence level. The results of the Spearman Rank Order (rho) correlation coefficient are presented in Table 14.

TABLE 14.--Comparison of FIRO-B compatibility scores and sociometric cohesiveness scores.

Group	Cohesiveness Rank	Compatibility Rank
X1	4	3
X2	5	7
X3	3	2
X4	1	1
X5	6	6
X6	7	5
X7	8	11
X8	12	9
X9	9	12
X10	2	4
X11	10	10
X12	11	8

Correlation Rho = .85 significant at $p < .05$.

- H₁₁ There is no significant relationship between group achievement or effectiveness, as measured by the NASA decision making exercise, and the compatibility scores of groups.

The theoretical basis for this hypothesis can be stated as--the more compatible a group is in terms of need interchange (likeness in amount of contact, similarity in taking and giving orders, and in expressions of intimacy and emotional involvement) the greater the group's potential for achieving effectiveness in group performance on a task exercise. From this theoretical proposition it should follow that compatible groups with greater potential for cooperation on a task will tend to be associated with lower scores (indicating greater group effectiveness) on the NASA group decision making exercise.

The results of the correlation between the rank order of the twelve groups on productivity measure (NASA decision making exercise) and the rank order of the groups on compatibility are shown in Table 15. An examination of the correlation analysis reveals a highly significant positive relationship of .91 which suggests that a high level of competence with the decision making task (NASA) is strongly related to the degree of group compatibility. Hence a significant correlation at the .05 level was reached the null hypothesis is rejected and the alternative hypothesis that there is a strongly positive relationship between group achievement or productivity and compatibility scores is accepted. The results support Schutz's (1958) theorem that the more compatible groups

will tend to be more productive in achieving task related goals (p. 128). The results of the Spearman Rank Order (Rho) correlation coefficient are presented in Table 15.

TABLE 15.--Comparison of NASA productivity scores and FIRO-B compatibility group scores.

Group	Productivity Rank	Compatibility Rank
X1	2	3
X2	6	7
X3	3	2
X4	1	1
X5	7	6
X6	5	5
X7	10	11
X8	8	9
X9	11	12
X10	4	4
X11	12	10
X12	9	8

Correlation Rho = .91 significant at $p < .05$.

Biographical Data: Analysis of Personal Information Form

Relevant personal and biographical data for participants was obtained on the Personal Information Form (see appendix D). Table 16 presents the responses in the form of a frequency table, arranged according to the treatment group in which the respondent participated.

The tabulation of biographical data in Table 16 establishes a clearer picture of the students who volunteered to participate in this self-awareness training program. Several of the clearest comparative conclusions of the responses are now presented.

BLE 16.--Summary of biographical responses for participants from Personal Data Form.

1. What is Your Marital Status?

Treatment Group	Single	Married	Divorced
Instrumented (N=28)	22	5	1
Self-Directed (N=28)	23	4	1
Leader-Led (N=26)	22	3	1
Total	67	12	3
Percentage	82%	15%	3%

2. What Year Are You in, if Attending School?

Treatment Group	Freshman	Sophomore	Junior	Senior	Graduate
Instrumented (N=28)	5	5	4	9	4
Self-Directed (N=28)	6	5	4	7	7
Leader-Led (N=26)	5	3	5	6	6
Total	16	13	14	22	17
Percentage	19%	16%	17%	27%	21%

3. What is Your Educational Major in College?

Treatment Group	Science	Social Science	Education	Business	Humanities	Other ^a
Instrumented (N=28)	3	8	8	2	6	1
Self-Directed (N=28)	4	12	5	1	4	2
Leader-Led (N=26)	4	8	5	4	4	1
Total	11	28	18	7	14	4
Percentage	13%	34%	22%	8%	18%	5%

4. What is the Educational Level of Your Parents?

Treatment Group	Mean	Range	Mean	
			Father	Mother
Instrumented (N=28)	14.2	6-18	15.7	12.7
Self-Directed (N=28)	15.35	10-18	17.2	13.5
Leader-Led (N=26)	13.95	6-16	16.0	11.9

How Would You Classify the Social-Economic Level of Your Parents?

Treatment Group	Lower Class	Middle Class	Upper Class
Instrumented (N=28)	1	26	1
Self-Directed (N=28)	.	24	2
Leader-Led (N=26)	7	21	.

6. Have You Ever Participated in Sensitivity Training?

Treatment Group	Yes	No
Instrumented (N=28)	6	22
Self-Directed (N=28)	11	17
Leader-Led (N=26)	8	18
Total	25	67
Percentage	27.2%	72.8%

^aOther category included three non-preference majors and one preference major.

In item one, all three treatment groups reported that the majority, 82 per cent, of participants were single. In reporting their level of schooling, the population was skewed toward upper grade levels; 65 per cent of the students were juniors or above, while 35 per cent were freshmen and sophomores. In response to item three, educational major, the population was over represented by Social Science (Psychology, Sociology, Political Science, and Social Work) and Education majors. On items four and five the groups revealed no significant contrasts in regard to the educational level of their parents or socioeconomic status. The participants came from middle class and high school educated families. Under item six the self-directed groups reported more participants who had previous sensitivity training experiences ($SD = 11$, $LL = 8$, $S = 6$).

Descriptive Data: Results Pertaining
to Related Questions

Student Expectations and
Learning Outcomes

What are the reported changes between initial expectations for learning and learning outcomes reported in the areas of self-awareness, interpersonal, and group dynamics skills?

The participants were asked to set down their expectations for the training program in the areas of self-exploration, group functions, and interpersonal relations.



The expectations for change and learning outcomes were gathered through the use of a structured questionnaire (see Appendix G). The learning outcomes were reported by means of a similar questionnaire (see Appendix H). To compare their reported learning with their initial expectations, the comments on the expectation and learning outcome forms were classified into three categories: (a) self-understanding, (b) group dynamics, and (c) interpersonal. Each category was further analyzed for focus on: (1) increased awareness, (b) skill development. For example, the comment, "I would like to learn why I am shy in a group" would be scored (a) self-understanding--(1) increased awareness. Responses were evaluated and assigned ratings by three judges. The interrater reliability of the judges ratings was a strong .82 coefficient. The comparison of the learning expectations of the subjects with what they felt they really learned is contained in Table 17. The results indicate that most of the subjects expected to learn more about themselves, and their expectations were well met. The largest differences were in the interpersonal category for both increased awareness and skill development. Only twenty-nine subjects reported expectations to learn skills and increase their awareness about others, but twenty participants felt they had made gains in that area as a result of the training program. Another departure from expectations was apparent in respect to participants who expected to learn skills pertaining to group processes

and functions. Only twenty-five subjects expected to learn in the area of group dynamics, but three times (N=75) as many subjects indicated that they had learned much about group functions and skills. For detailed frequently tally of participants' comments about expectations and learnings see Table 17 below.

TABLE 17.--Learning expectations and perceived learning outcomes as reported by self-awareness training participants.

	Self-Understanding			Group Dynamics			Inter-personal		
	A*	S	T	A	S	T	A	S	T
Expectations	35	47	82	10	15	25	19	10	29
Learnings	42	40	82	40	35	75	45	25	70

*A = Awareness; S = Skill; T = Total.

Student Interpersonal Values

What are the participants' interpersonal value orientations in the areas of control, trust, expression of feelings, openness, and self-disclosure of experiences as measured by the Value Dimensions Interpersonal Relations Form?

The following frequency distribution table (Table

8) summarizes the responses to the Value Dimensions Form (see Appendix J).

valuation of Training Sessions

What important descriptive data can be identified from participants' reactions to the worthwhileness, acceptance of group climate, openness in expressing feelings, level of conflict, and worthwhileness of structured activities in the three different days of training?



TABLE 18.--Ratings of participants' responses to Value Dimensions Questionnaire.

1. I feel that control should be distributed in interpersonal relationships by means of shared or unshared control?

Code: 1 = unshared control desired
9 = shared control desired

<u>Group</u>	<u>Mean</u>	<u>Range</u>
IS	7.519	4-8
SD	7.777	5-9
LL	7.165	5-8

2. I feel trust should be distributed in interpersonal relationships in the following way:

Code: 1 = low trust
9 = high trust

<u>Group</u>	<u>Mean</u>	<u>Range</u>
IS	8.320	6-9
SD	7.922	5-9
LL	8.040	6-9

3. I feel that personal feelings should be relevant information to be shared in interpersonal relations in the following way:

Code: 1 = low importance
9 = high importance

<u>Group</u>	<u>Mean</u>	<u>Range</u>
IS	8.215	6-9
SD	7.892	5-9
LL	7.987	4-9

4. I feel that openness to receiving new information, different points of view and reactions from others about your behavior should be distributed in interpersonal relations in the following way:

Code: 1 = closed or guarded
9 = open

<u>Group</u>	<u>Mean</u>	<u>Range</u>
IS	8.297	5-9
SD	8.317	6-9
LL	7.945	3-9

5. I feel that authentic self-disclosure of my personal experiences and feelings to others should be distributed in interpersonal relations in the following way:

Code: 1 = not important to be authentic
9 = very important to be authentic

<u>Group</u>	<u>Mean</u>	<u>Range</u>
IS	8.209	3-9
SD	8.102	5-9
LL	7.665	4-9

At the conclusion of each sensitivity session participants were asked to rate different group processes and activities. These reactions were obtained through a questionnaire. The results of the participants' reactions and perceptions on the Session Reaction Form (Appendix E) are shown below. From these data it can be inferred that the training program was perceived as a worthwhile and successful experience in terms of the questions asked, see Table 19.

Post Training Evaluations

The results of the summary of the Training Program Experiences Evaluation Instrument (see Part Two of the Learning Outcome Questionnaire Appendix H) completed by the participants at the close of the self-awareness training program are reported in Table 20. These subjective perceptions and reactions to the training program were tabulated and organized according to treatment groupings of instrumented, self-directed, and leader-led classifications. The following questions were examined:

What are the reported reactions and perceptions of the participants to the training programs transferability, worthwhileness, relevancy, satisfaction, and help in increasing self-understanding?

How many participants (would/would not) have participated in this training program if they had a chance to do it over again?

How many participants intend to participate in more sensitivity programs?

TABLE 19.--Mean ratings of individual sessions worthwhileness, acceptance of group climate, level of participation, openness in expressing feelings, level of conflict, worthwhileness of structured activities.

Group	Session 1	Session 2	Session 3
1. Worthwhileness of Session [Code: 1-3 = low worthwhileness; 4-6 = somewhat worthwhile; 7-9 = very worthwhile.]			
IS	8.00	7.35	7.77
SD	6.57	7.88	7.38
LL	7.25	7.61	8.07
Total	7.27	7.61	7.74
2. Degree of Acceptance in Group Climate [Code: 1-3 = low acceptance; 4-6 = medium acceptance; 7-9 = high acceptance.]			
IS	7.56	7.63	8.34
SD	6.73	7.05	8.03
LL	7.39	7.33	7.23
Total	7.23	7.34	7.87
3. Level of Participation [Code: 1-3 = low level of participation; 4-6 = medium participation; 7-9 = high participation.]			
IS	6.91	6.61	7.19
SD	6.15	6.83	6.17
LL	6.15	6.60	6.84
Total	6.40	6.68	6.73
4. Openness in Expressing Feelings [Code: 1-3 = little openness; 4-6 = medium openness; 7-9 = much openness.]			
IS	6.98	5.36	7.87
SD	5.41	7.72	7.35
LL	6.27	6.84	7.50
Total	6.22	6.64	7.57
5. Worthwhileness of Structured Activities [Code: 1-3 = low worthwhileness; 4-6 = somewhat worthwhile; 7-9 = very worthwhile.]			
IS	6.84	6.43	6.37
SD	5.97	5.17	4.67
LL	6.80	5.02	5.77
Total	6.54	5.54	5.60

TABLE 20.--Frequency distribution and percentage computation of learning outcome items.

Groups	Categories						Mean Score
	1-3		4-6		7-9		
	No.	%	No.	%	No.	%	
1. Transferability [Code: 1-3 = little amount of transfer; 4-6 = some amount of transfer; 7-9 = great amount of transfer.]							
IS	0	0	8	28.5	20	71.5	6.75
SD	0	0	6	21.4	22	78.6	7.14
LL	1	3.8	8	30.8	17	65.4	6.47
Total	1	1.2	22	26.8	59	72.0	6.79
2. Worthwhileness [Code: 1-3 = not worthwhile; 4-6 = somewhat worthwhile; 7-9 = very worthwhile.]							
IS	0	0	6	21.4	22	78.6	7.96
SD	0	0	10	35.9	18	64.1	7.48
LL	2	7.7	8	30.7	16	61.6	7.22
Total	2	2.5	24	29.2	56	68.2	7.55
3. Relevancy [Code: 1-3 = irrelevant; 4-6 = somewhat relevant; 7-9 = very relevant.]							
IS	0	0	7	25.0	21	75	7.68
SD	0	0	9	32.1	19	67.9	6.98
LL	2	7.7	10	38.5	14	53.8	6.57
Total	2	2.5	24	31.7	54	65.8	7.02
4. Satisfaction [Code: 1-3 = unsatisfying-low satisfaction; 4-6 = moderate satisfaction; 7-9 = high satisfaction.]							
IS	0	0	4	14.3	24	85.7	7.54
SD	2	7.2	8	28.5	18	64.3	6.92
LL	3	11.5	12	46.1	11	42.4	6.25
Total	5	6.2	24	29.2	53	64.6	6.90
5. Programs' Effectiveness in Increasing Self Understanding [Code: 1-3 = ineffective; 4-6 = somewhat effective; 7-9 = very effective.]							
IS	0	0	6	21.4	22	78.6	7.22
SD	0	0	8	28.5	20	71.5	6.71
LL	5	19.2	15	58.8	6	22.0	5.88
Total	5	6.0	29	35.4	48	58.6	6.63
6. If I had to do it over again, I (would/would not) have participated in this sensitivity program.							
	Number		Per Cent				
Would	79		96.3				
Would Not	3		3.7				
Total	82		100.0				
7. Do you intend to participate in any more sensitivity training programs?							
	Number		Per Cent				
Yes	73		89.0				
No	2		2.4				
Not Sure	7		8.6				
Total	82		100.0				

At the conclusion of the training program, in addition to the questionnaire items, all participants were asked for general comments about their experiences and to evaluate the parts of the program which helped or hindered their participation. The eighty-two students in this study indicated that they felt that the experience was very worthwhile and that it had carry-over possibilities. The following comments reveal the atmosphere present at the end of the training sessions, suggestions for improvement of the program, and a flavor of participants' reactions to and perceptions of the program's success and shortcomings. An aggregate of these comments are presented below.

General Comments About Experience

I really liked the program because I discovered that I am a worthwhile person who can communicate and feel with my fellow human beings. . . . A real happening all I can say is wow. . . . I feel that this group had real trust and love for others. . . . Discussion of feelings really helps clean you out. . . . Found new parts of myself that I did not know existed. . . . People can be loving and free if given the right type of structure. . . . I needed feeling for group members beneficial to my self understanding. . . . Feelings can hurt and help relationships. . . . I felt safe to relate to people. . . . Discussions took place in a warm and non-threatening atmosphere where I know I would get unvarnished feedback on my behavior and attitudes. . . . Most important thing seemed to be the desire of each group member to really try and learn and understand themselves and others. A group like this could have made most any program worthwhile. . . . The activities really helped they caused people to talk about themselves, the group and their reactions to things. . . . For me the sensory exercises made me feel close to people without words. . . . I was scared at the beginning but the group's warmth made me come alive. . . . People are so real and honest when given the opportunity to relate on a feeling level. . . . I feel



that this experience is what life is all about--getting to know yourself and other people. . . . Life is beautiful if we could only solve our problems in relating to others. . . . I feel closer to people because I found out that working and feeling part of a group of concerned people is not always damaging to my own self. . . . It is a groovy thing the feeling of participation and activity with fellow students made me feel good. . . . At last I was free to express myself as I have always wanted to. . . . Awareness that I could help other people and thus contribute to my own growth. . . . Our group needed more time we are just beginning to relate. . . . I liked the people in our group and the feeling of self-direction to carry out our own thing. . . . This is a beautiful way to grow. . . . The people in charge seemed to be sensitive and concerned about keeping the group as productive and worthwhile as possible. . . . My reflection in the eyes of others help me get a clearer picture of "ME". . . . Freedom of group to decide level of interaction made me feel secure. . . . The experience gave me an entirely new picture of how to meet and interact with people more openly and trusting. . . . Best personal experience I have had in a group of my own age ever--very satisfying and encouraging.

Comments About Shortcomings of the Program

Groups too large not enough time for everyone to receive needed attention. . . . None everything was just great. . . . too structured for me. . . . no room for self-initiative . . . not enough time allowed to discuss activities in depth, so a lot of reactions and feelings were ignored . . . too many exercises must cut down on number of exercises if program is to remain three days long. . . . Non-verbal exercises should come at the end of sessions so members can warm up and then be able to express their feelings . . . too much discussion and criticism of members and not enough supportive comments . . . only hindrance came from within me. . . . I need more training to give advice on good or bad aspects of training . . . some of the non-verbal exercises scared me. . . . I am often nervous about people touching and getting close to me--but I would not drop it from the program because maybe it's good opportunity to get over these fears . . . lack of trainer inhibited freedom of responses for fear of hurting a member . . . note taking during the triads was inhibiting and frustrating to the note taker because I want to help with the problem . . . tape recorder was not sensitive enough it got us started but could not help when we

needed it . . . group became anxious about time limits on exercises maybe groups should be free to choose activities and amount spent on exercises. . . . Would like a more liberal and less up tight group a leader who could understand the ethical and moral generation gap would have helped. . . . The presence of group leader repressed and inhibited honest and open responses--just when things got going the leader directed us away from conflict. . . . Strict adherence to activities schedule cut down on the freedom for interaction. . . . Non-verbal exercises were not helpful to the progression of the group as a whole. . . . Some of the exercises tended to split the group up into sub-groups because of the meaningfulness of sub-group activities. . . . Program too short--on the whole group activities were really helpful. . . . Not enough empathic understanding so I could not open up the group. . . . The group was too clinical and so I was threatened. . . . Group wandered from planned activities, often resulting in periods of silence and useless chit-chat. . . . Nothing; everything was well designed and the group executed the activities to get the most out of them for self-understanding. . . . Too much sequential structuring--need more freedom. . . . There was a long lag between loss of interest on my part in group activity and change to the next activity--must push group more to other activities rather than waiting for them to decide. . . . Would like longer group experience to help me get involved and trust my feelings and others' reactions to me. . . . My feeling that the schedule was not flexible. . . . Smaller groups than eight are needed for more intimate interaction and so no one gets lost from inattention. . . . I felt that I was being rushed and thus felt that my emotions were being toyed with by my impersonal and uncaring machine. . . . Our group needed stronger trainer; he gave us too much freedom and not enough direction. . . . The struggle to find direction on the first day and the conflicts involved in making decisions and deciding on leadership made some of my experiences in the group frustrating. . . . Some of the exercises were not in depth. . . . I feel depressed when its over because it demonstrates what life could really be like if people trusted, cared and honestly communicated with others. . . . Four hours too long to interact on such a personal level. . . . Activities became a crutch we might have gotten further if we had to rely on our own resources.

Comments About Strengths
of the Program

People involved. . . . I started to see that the real important thing about groups is knowing where you are going. . . . Freedom to be yourself was built into the program. . . . Sensitivity training gave me the opportunity to become more out going and accepting of other people's faults. . . . Good way to air your pent up frustrations. . . . I respect my fellow students' ability to help others. . . . Non-verbal communication exercises make verbal communications more meaningful. . . . The structured activities--all of them helped interaction they were great. . . . The program helped me to look at my problems in perspective because I am not alone in the troubles I have. . . . This program would be a great way to humanize a classroom situation because then I would feel more comfortable in interacting if I knew the other students. . . . Our group leader helped to clarify and point out group problems of communication. . . . Structured activities were well constructed and facilitated interaction on a personal level. . . . Trust within the group helped strengthen the program. . . . The fact that it did not cost anything was great. . . . Group size was optimum for interaction. . . . Free and open discussions help me to understand myself better. . . . Activities caused people to relate in a more feeling way--I have been in groups like this before where people didn't know what to do so the exercises help getting the group off the ground. . . . The group warmth including the machine help me participate. . . . Tapes clarified feelings and experiences very well and created a comfortable atmosphere. . . . Not having a trainer present helped members to be more open and less guarded. . . . All discussions after exercises especially non-verbal exercises clarified and strengthened the group. . . . The groups freedom to improvise. . . . The freedom and support to say things about other people in a honest and leveling manner help create a honest group. . . . The opportunity for self-evaluation help my participation. . . . Exercises involving the taking of roles of others. . . . The sensory activities which required physical movements and expressions. . . . I had the chance to find out who I was through a non-threatening experience. . . . Relaxed non-studious atmosphere. . . . Inexperience of group members made us all feel that we were in the same position. . . . Group size gave us the opportunity to be alone and free to learn at our own pace. . . . The leader let us talk openly about and realize our own hangups--he sure was a human being. . . . The group was just right not too much of this body awareness stuff but enough material to help

people can insights into their behavior and others. . . . Everything should be continued as is with a little more emphasis on non-verbal exercises. . . . I started to gain insights into myself--this was the first time this ever happened so I must say the program should remain as is. . . . Structured exercises spurred the group to get going. . . . No leader helped members to learn to depend on themselves. . . . Good time of the day 7-11. . . . The openness of everyone to try to find out who they were. . . . A safe climate for learning.

Summary

This chapter was devoted to the analysis of the research hypotheses and explorative questions. Both objective data from the standardized research instruments and subjective comments from group questionnaires were presented as findings for this study. The five Group Treatment hypotheses were tested by analysis of variance and the null hypotheses failed to be rejected. Six Compatibility hypotheses were tested by means of t-tests and Spearman Rank Order correlations. Compatible in comparison to incompatible groups on Self-Esteem, Self-Criticism, and Total Conflict scores on the TSCS were found to be statistically different in the predicted direction. Also, strong positive relationships were found between compatibility and group cohesiveness and group productivity. Summaries of participants comments and reactions to the training program were presented and revealed that students reacted favorably to the experience and its potential for transfer to their life experiences.

The last chapter will summarize the findings of this research, and will draw conclusions and suggest recommendations for future studies and uses for this program.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter a summary of the study is presented. This study attempted to evaluate the impact of a structured self-awareness training program on college students' self-concepts. A summary of the study design, discussion of findings, conclusions, implications, and recommendations generated by this research are presented.

Summary

The major purpose of this research was to determine the effect of a structured sensitivity program upon college students' self-concepts. Specifically, the research was designed to assess the effects of different learning climates (leader-led, instrumented, and self-directed treatment groups) and group atmosphere (compatibility and incompatibility of group composition) on selected self-concept variables. The underlying rationale for this kind of research was the value judgment that there was a need to help students become more aware of themselves and that universities need to develop meaningful

and relevant affective experiences which can have positive impact on students' self-development.

During the summer term of 1969 at Michigan State University, a three day self-awareness training program consisting of structured exercises and three different "styles or climates for learning" was conducted for student volunteers. A total of ninety-six student volunteers were randomly assigned to twelve experimental groups composed of eight members.

Schutz's (1958) Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) questionnaire was used to assess the interpersonal need compatibilities or incompatibilities of each group's interaction climate.

The self-concept criteria variables were assessed by means of the Tennessee Self-Concept Scale. The TSCS is "a scale which is simple for the subject, widely applicable, well standardized, and multi-dimensional in its description of the self-concept" (Fitts, 1965, p. 1). The self-concept was used as a criterion measure because the individual's concept of himself has been demonstrated to be highly influential in both academic and social behavior. Subjective evaluations by means of group questionnaires were also included in the investigation to assess the worthwhileness and relevance of the training program to students' self-development.



A review of the literature on sensitivity training, student needs, and small group dynamics research emphasized the following points relevant to the study's objectives:

1. Sensitivity training techniques are a proven method for helping normal people to improve their capacity for living through increasing their understanding of self, others, and environment.
2. Student personnel services have been remiss in creating programs which would help influence students' self-development and increase their human relations skills.
3. The educational environment is an unhealthy one. Many studies provide distressing evidence concerning the low level of students' personal and interpersonal functioning.
4. The need exists to create small group activities which might facilitate students' use of their personal environment to meet their emotional and interpersonal needs.
5. From the literature on sensitivity training and small groups two variables needing research were identified: the effects of different learning climates and group composition or atmosphere on learning outcomes.

From the above points, research hypotheses and explorative questions were developed for testing. In



addition biographical and subjective evaluations were collected. Results on the FIRO-B, TSCS, biographical forms, evaluation questionnaires, and group experience forms provide the data for the findings of this study.

Discussion of Findings

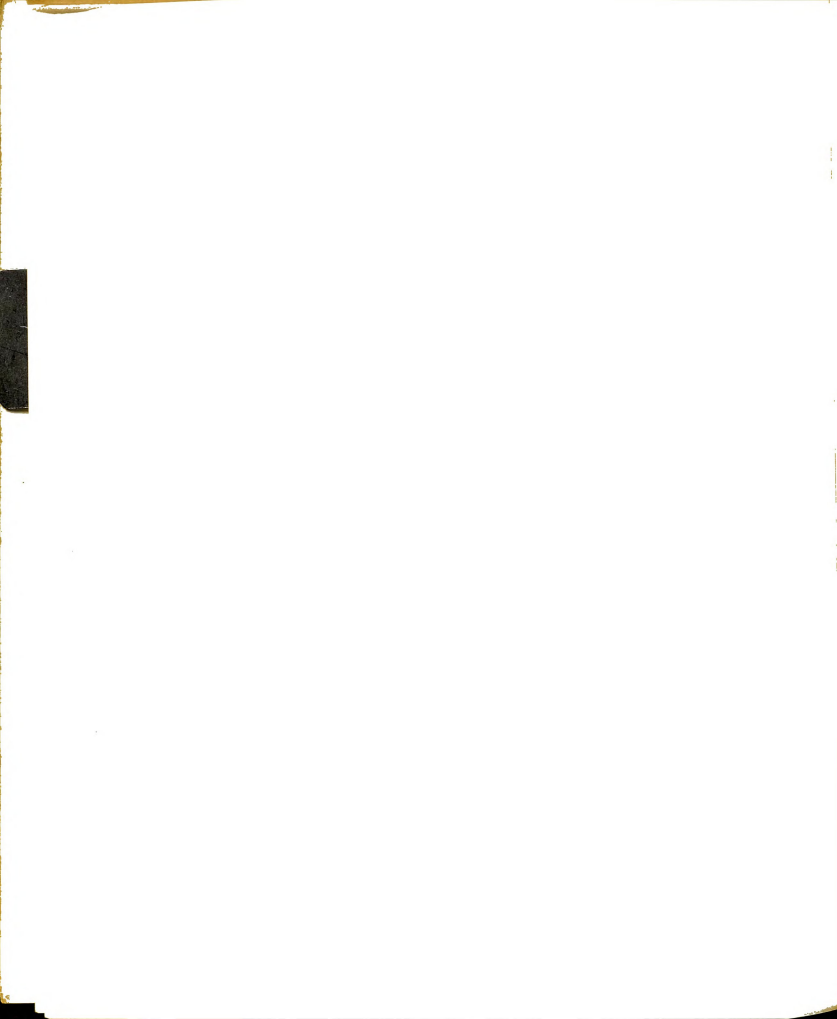
Group Treatment Hypotheses 1-5

This section discusses the group treatment hypotheses (see Chapter IV), that the learning climates of instrumented (IS), leader-led (LL), and self-directed (SD) groups would effect differently the self-concept variables of self-esteem, identity, self-criticism, conflict, and group productivity has not been supported by this research. Three possible explanations for this failure should be considered.

1. In order for groups to show differences in the dependent outcome variables the experimental groups must be exposed to significantly different and independent treatments. Since, the IS, LL, and SD groups were exposed to identical programmed sensitivity activities it was assumed that the only difference for the groups would be style of leadership. Isolating the style for learning (leadership techniques) might have resulted in too similar learning climates for the different treatment groups. Thus, if the treatments were similar because of the stronger impact of the structured sensitivity activities it is not surprising

to find no statistical differences between the treatment groups. This interpretation is also supported by subjective data which reports that the groups were being experienced as positive and worthwhile activities regardless of the treatment group.

2. The measurement technique employed was incapable of adequately supporting or rejecting the treatment group hypotheses. Since the TSCS was originally designed to assess primary and stable self-concept characteristics one possible reason for the finding was to suspect that a short-term (three-day) sensitivity type experience was not potent enough to effect deep-seated and long lasting self-concept variables. Also, a common problem in measures based on self-report is that people sometimes try to present a socially desirable picture of themselves. This tendency to answer with a response set might level off any true differences between treatments. This reasoning is supported by the low self-criticism scores reported for the treatment groups. Such low scores indicate that the participants were making a deliberate effort to present a favorable picture of themselves (Fitts, 1965, p. 2). This fact alone might be responsible for the TSCS appearing to be sufficiently insensitive to report differences between treatment groups. Furthermore, the small numbers contributed to a large standard error of the mean and this also reduced the chance of discriminating between groups.



Thus, problems of measurement were operating in this research which give cause to suggest that even if the group treatment techniques had differently effected learning outcomes, this could not have been adequately demonstrated by the assessment techniques used.

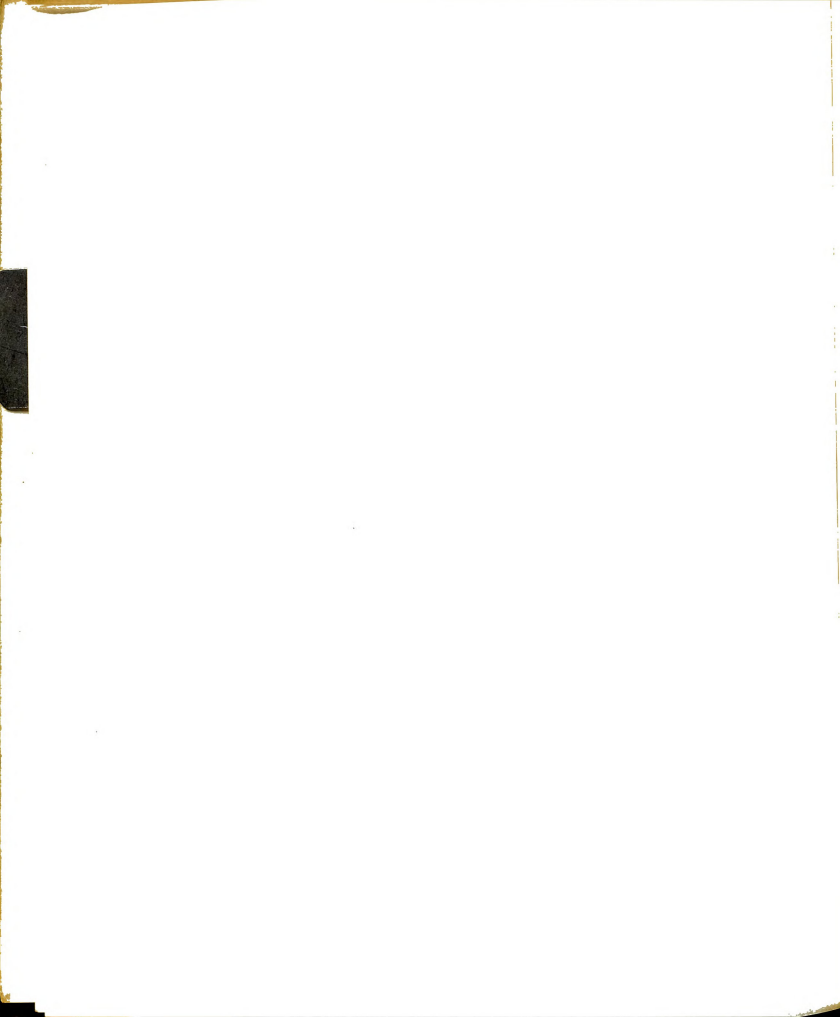
3. A third explanation for lack of support for the group treatment hypotheses is that there is no difference between the IS, LL, and SD experimental treatment effects on self-concept variables of self-esteem, identity, self-criticism, conflict, and group effectiveness variable. Statistical differences or no differences depend on more than just the experimental variables being measured. For example, randomization of participants into the different treatment groups could have ignored some important variables which might have been operating to more heavily influence outcomes than the experimental variables of IS, LL, and SD. The apparent inability of the principal measuring device, the TSCS measure, to effectively discriminate between groups, suggests that the Group Treatment Hypotheses 1-5 were not adequately tested by the present research design.

Discussion of Group Compatibility Hypotheses 6-9

Hypotheses 6 through 9 predicted that groups identified as compatible would manifest greater self-esteem, identity, and lesser self-criticism and conflict than those

groups assessed as incompatible on need interchange among group members. The assumption that compatibility on need interchange would lead to significant differences between compatible and incompatible groups was supported for self-esteem, self-criticism, and conflict scores, but not for the identity scores.

The prediction that compatible groups would manifest greater self-esteem was supported statistically. Also, the null hypothesis for self-criticism and conflict was rejected, however, the identity scores yielded trends in the predicted direction. This finding was not too surprising when considering the confusion in sensitivity research concerning the best type of group composition for learning. Research by Harrison and Lubin (1965, 1966) suggest that homogeneous groups may depress conflict and that incompatibility of personal styles may lead to confrontation with different people thus leading to higher levels of identity. Furthermore, compatible groups' accustomed perceptions and styles are not challenged, thus the status quo interaction patterns and behavior are reinforced and not threatened by the possibility of change. Compatible groups may make the learning climate so comfortable that meaningful alternatives and challenges to present self-identity do not take place. Self-learning might be more facilitated by a group climate that gives support for a person's need orientations and at the same time confronts members with meaningful alternatives to their personal



style. Another reason that the data failed to more completely sustain the theoretical predictions might be that the identity scale of the TSCS was incapable of sufficient discrimination between groups. The measurement problems reviewed in the discussion of the group treatment hypotheses seem equally relevant to the identity hypothesis. In view of the lack of support for the identity hypothesis from the findings, it appears reasonable to conclude that further testing is needed regarding the effects of compatibility on group identity scores. The limitations of instrumentation conclude that a rigorous test of Hypothesis 7 was not conducted by this research.

Discussion of Hypotheses 10 and 11

Hypotheses 10 and 11 concerning the correlations between level of group compatibility and cohesiveness and compatibility and group effectiveness were strongly supported by the findings.

The finding that there was a strong positive relationship between group compatibility and cohesiveness gives support to Schutz's theorem that if the compatibility of one group was greater than the compatibility of another group then the more compatible group would be most cohesive. The finding that satisfaction with group activities (cohesiveness) was strongly related to compatibility which measures mutually shared need orientations for interaction was not surprising. The present research

offers clear support for the predicted positive linkage between group atmosphere, in the sense of being compatible or similar on need orientations, and group cohesiveness, in the sense of being satisfied with group activities.

The finding that group compatibility was strongly and positively related to group effectiveness of productivity was surprising in light of the mixed assortment of positive and inconclusive findings in small group research on this issue.

The strong positive correlation of .91 between group compatibility and group effectiveness in achieving high scores on a task related exercise gives strong support to Schutz's theorem that the more compatible a group is the more success the group will have in achieving task related goals. Schutz's theorem received minor support from a study conducted by Rudner (1953). The finding was somewhat surprising since Schachter (1951) study on productivity and cohesiveness indicated that cohesive groups will do worse on a task if the members do not want to do what is imposed upon them. From this finding it can be surmised that compatibility can contribute to groups' non-productivity in that groups can set up both high and low standards for achieving group goals. For example, a compatible group would be more capable of a strike than an incompatible group since compatibility leads to more successful personal relations and less frustrations in decision making. Obviously, the compatible groups in this

research decided to set a high standard for productivity on the NASA decision making exercise.

However, the present research offers clear support for the predicted positive relationship between group compatibility, in the sense of an acceptant group climate for interaction, and group productivity or effectiveness, in the sense of making accurate predictions on the NASA group decision making exercise.

Discussion of Explorative Questions and Subjective Data

From the Biographical Analysis the following data was obtained from students: the majority of students were single, 82 per cent; distribution by classes was 19 per cent freshmen, 16 per cent sophomores, 17 per cent juniors, 27 per cent seniors, 21 per cent graduate students; and the population of the study was over represented, 56 per cent, by Social Science and Education majors. The groups showed no significant contrasts in regard to their parents' educational level or socio-economic status. As far as experience in sensitivity training the self-directed groups contained eleven experienced members, instrumented groups six experienced members and the leader-led groups, eight experienced members.

Results from the Expectation and Learning Outcome Form indicated that the participants expected to learn more about themselves, and these expectations were met. The

greatest discrepancy between expectations and learnings was in the area of interpersonal awareness. Only twenty-nine subjects reported expectations to learn more about others, but seventy participants felt they had increased their awareness and skill in dealing with others. In the area of group dynamics another large discrepancy was found between expectations and learnings. Only twenty-five subjects expected to increase awareness and skills pertaining to group processes and functions, but seventy-five subjects indicated they had learned in the area of group functions and skills. Dorothy Stock's (1964) comment on the participants' confusion about expectations and learning outcomes seems appropriate at this point, she states that: "It is possible that what people say they want to learn does not jibe with what actually happens as a result of the T-group" (p. 409). The findings of this study certainly support Stock's contention.

Findings from the Interpersonal Value Scale (see Appendix J) indicate that there were no significant differences between treatment samples on pre-test value orientations of control, trust, expression of feelings, openness, and self-disclosure (see Table 18 for findings). This finding might be clarified because group members reported that on the post-test instruments they felt they were much more honest in responding to questionnaires realizing that they had tried to present a favorable picture of themselves on the pre-test instruments. Another



reason for the lack of differences on this measure might be the lack of validity of the questionnaire to discriminate between groups.

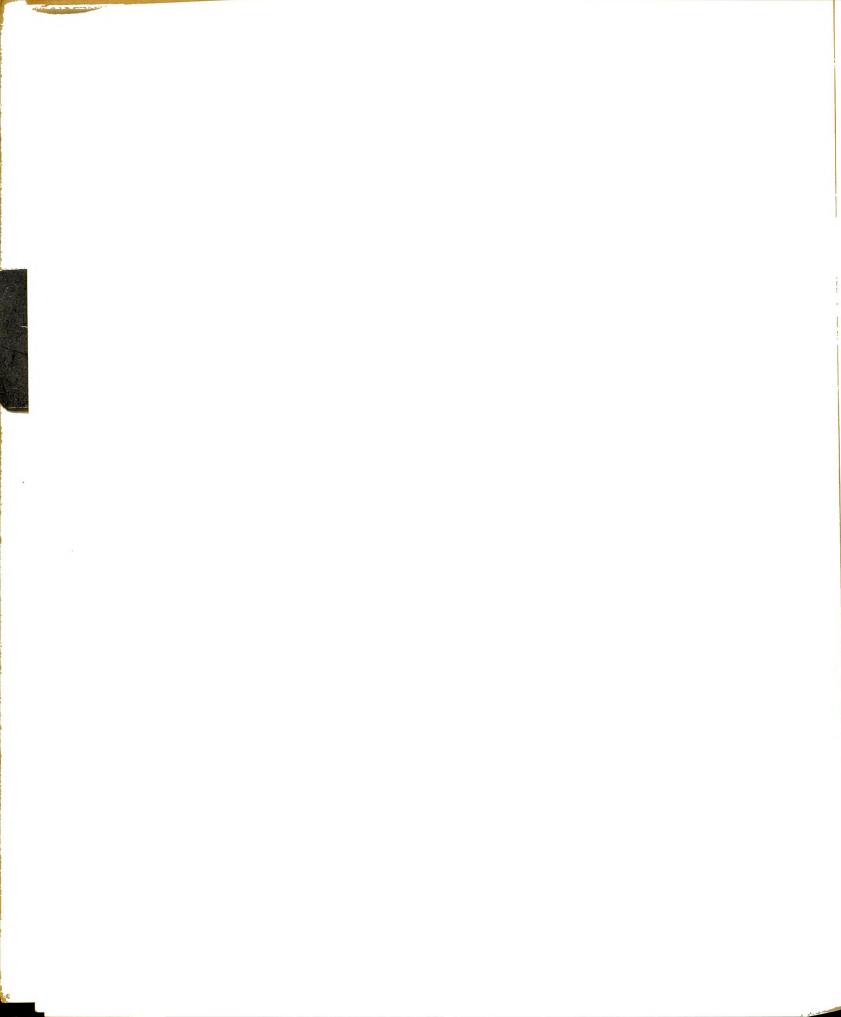
Individual Sessions Evaluation.--The findings for the training sessions evaluation indicate that participants found all the sessions to be of about equal worth, the mean rating for session one was 7.27, session two 7.61, and for session three 7.74. All of these ratings fall in the very worthwhile category (see Table 19).

Other findings indicate that the groups had an accepting group atmosphere, the mean rating for session one was 7.23, for session two 7.34, and for session three 7.87; that groups had a medium level of participation, the mean rating for session one was 6.40, for session two 6.68, and for session three 6.73; that groups indicated a moderate degree of expressing feelings, the mean rating for session one was 6.22, for session two 6.64, and for session three 7.57. These findings reveal an increasing level of worth, accepting group atmosphere, level of participation, and openness in expressing feelings from session one to session three. The one surprising finding was the rating of the worthwhileness of the structured activities, the mean ratings for session one was 6.54, for session two 5.54, and for session three 5.60. Thus, the structured activities were rated as being somewhat worthwhile which is encouraging for the first testing of these structured activities.



Post Training Evaluations.--The following findings are among the most important feedback on the program's impact on participants.

1. Seventy-two per cent of the students felt that their learnings in this program would have a great amount of transfer to their lives.
2. Sixty-eight per cent of the students felt this training program was very worthwhile.
3. In addition, 65 per cent of the students felt this experience was very relevant to their life at present.
4. Also, 64 per cent of the students were highly satisfied with the program's activities and experiences.
5. Fifty-eight per cent of the students reported that the self-awareness training program was "very effective" in helping them to increase their self-understanding.
6. It was also discovered that 96 per cent of the students would have participated in the program, if they had the chance to do it over again.
7. Eighty-nine per cent reported that they intended to participate in more sensitivity training programs.

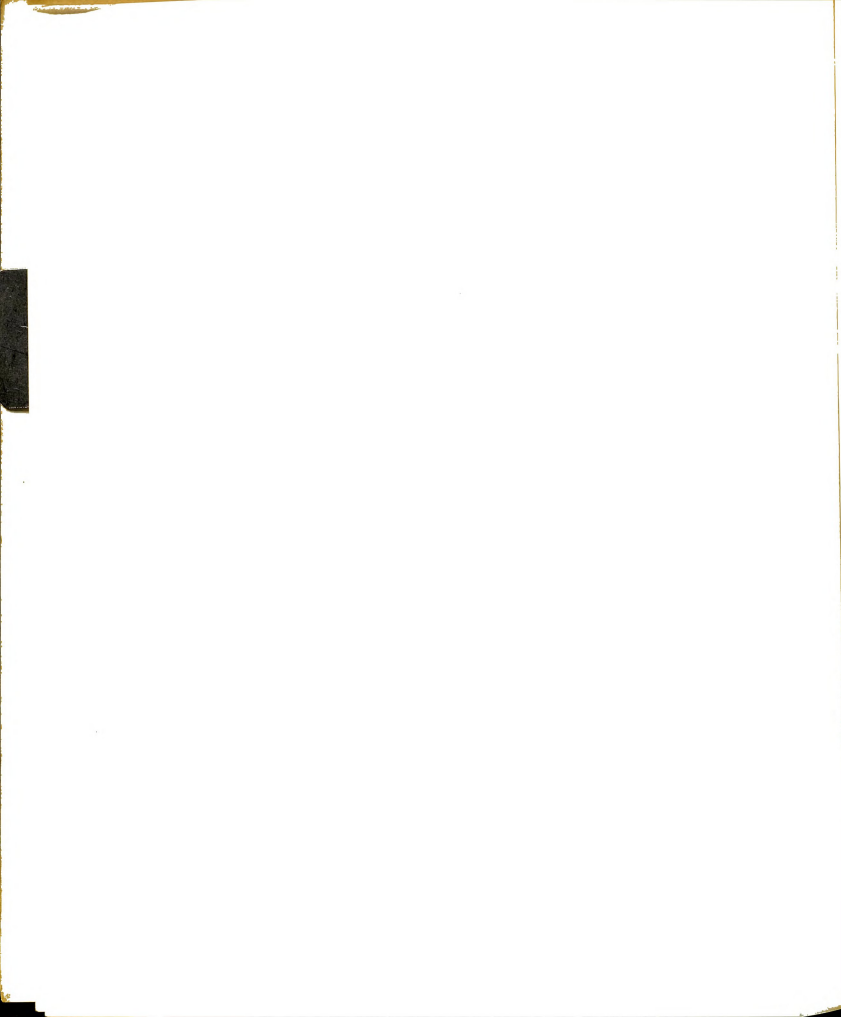


In summary, the program can be reasonably considered a success based on the comments and evaluations made by participants concerning the individual training sessions and the total program. The subjective findings provide some support for continuing and improving this program as a positive strategy for improving the self-awareness experiences of college students.

Conclusions

Few educators would argue with the proposition that small group relationships have a crucial impact upon students' self-development. However, higher education in general and student personnel services in particular have been remiss in developing programs which might facilitate students' affective development. Relatively little is known about the influence of small group activities, such as self-awareness training, on students' self-development. There is an unfortunate tendency to avoid group research because of its complexity. In spite of the limitations and problems involved, this research demonstrates the possibility of a controlled approach to the examination of the complex variables operating in small group activities that will hopefully stimulate other efforts in creating more relevant educational experiences for meeting students' affective needs.

Within the limitations of this study the following conclusions are made:

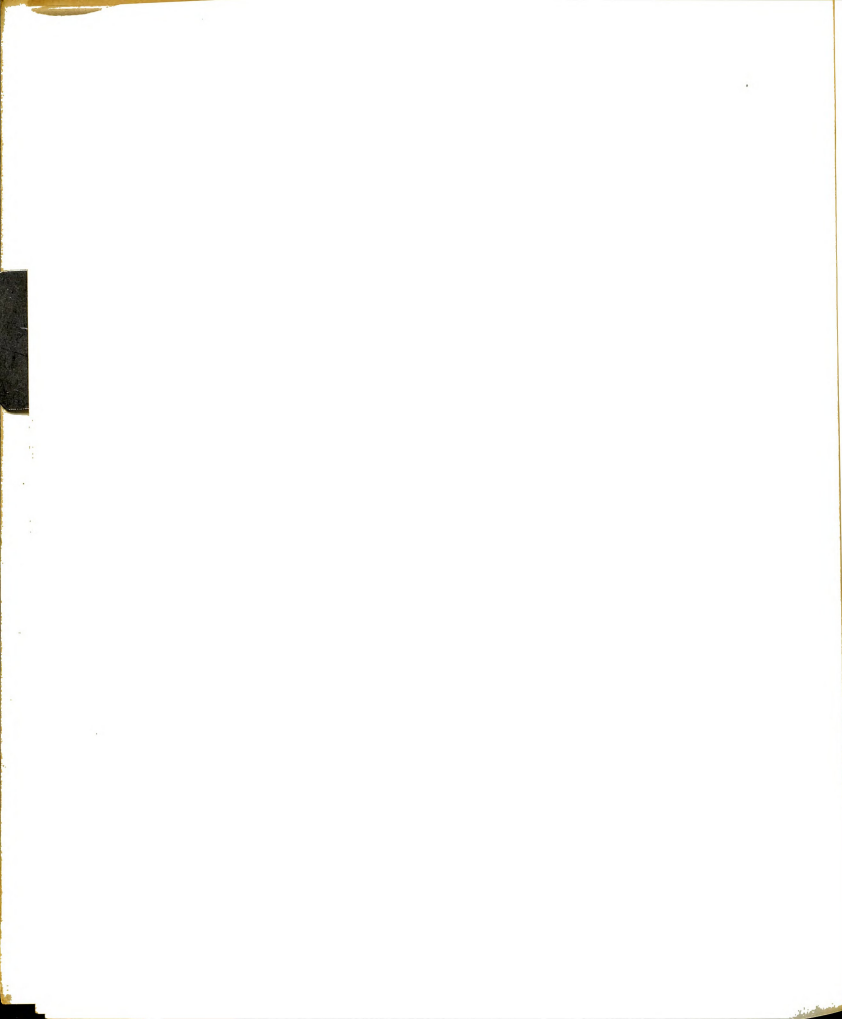


The Hypotheses

1. The different styles or climates for learning did not noticeably effect the group productivity or self-concept variables.
2. Group composition had a significant impact on self-concept outcomes and productivity of groups. Compatibility of groups increases the effect of training on self-concept variables and group effectiveness.
3. Compatibility of groups is strongly related to group cohesiveness.
4. Compatibility of groups is strongly related to group effectiveness or productivity.

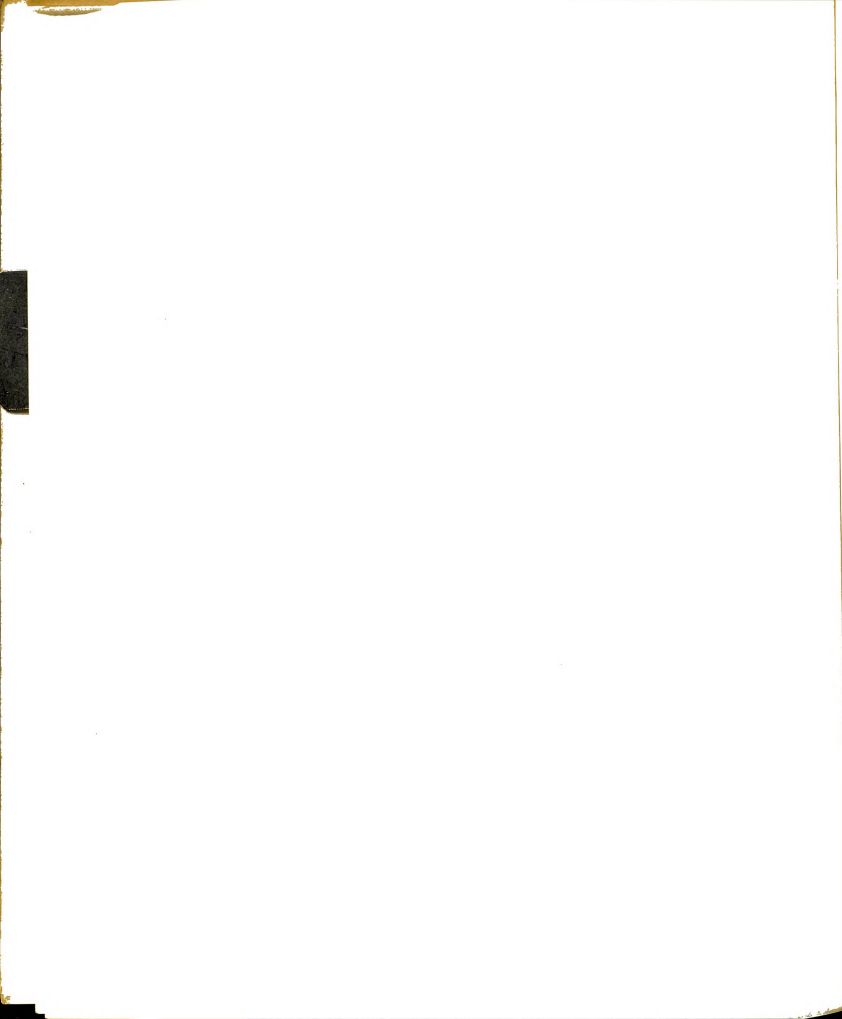
Personal Conclusions

1. The results indicate that the participants felt the program was worthwhile and satisfying in helping them to better understand themselves and their effects on others. In order for self-awareness activities to be effective, meaningful experiences which focus on the worth and dignity of all individuals must be used.
2. A more optimal balance between the cognitive and affective domains of learning is needed in higher education. Structured self-awareness



training activities may be one strategy to help in creating a better balance.

3. Group composition is important for determining the effectiveness and learning resulting from small group interaction.
4. Small group activities, such as this self-awareness program, might have a positive impact upon students' self-understanding and overall mental health.
5. Human relations seem to be the key concept to effecting students' "total" development.
6. Much is already known about how to influence a student's cognitive development, but little is known about how to influence a student's affective development. The problem is important.
7. Group characteristics which make for more of an acceptant and compatible psychological climate can be identified by use of paper and pencil instruments.
8. Attention to group composition and its effects on learning may improve upon the general practice of composing training groups on a randomly, heterogeneous, and maximally mixed basis.



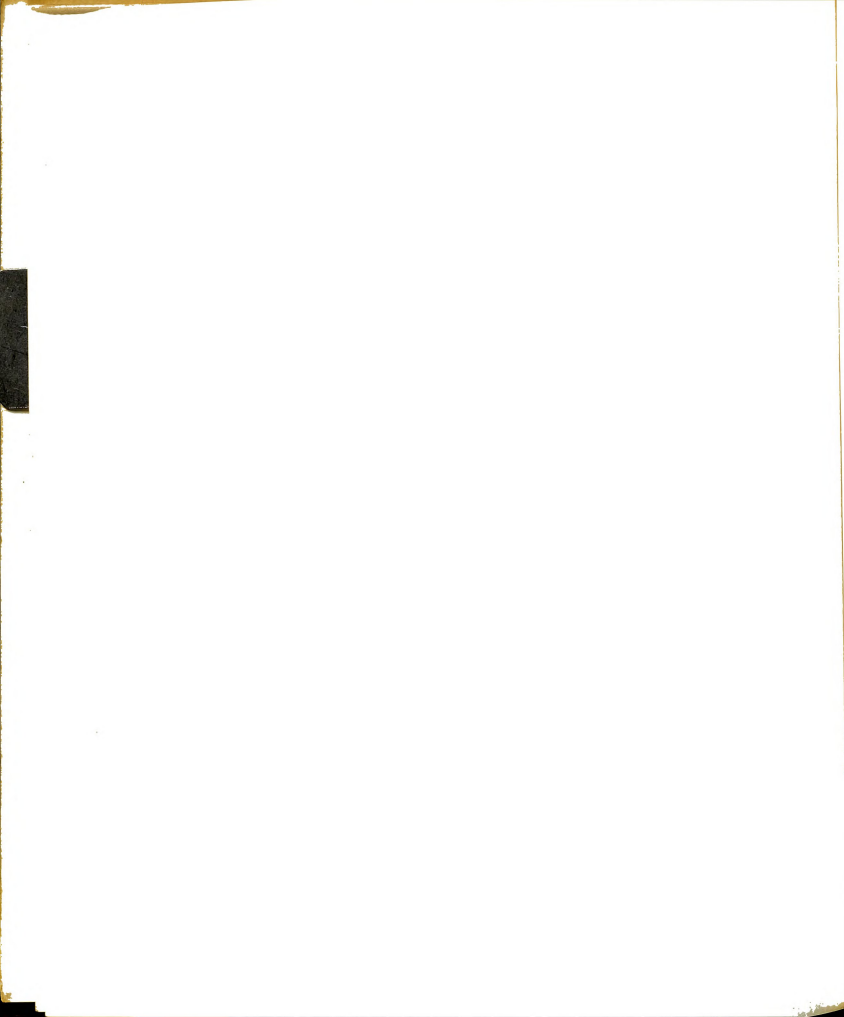
Implications

For College Orientation

The self-awareness training program had demonstrated that it can be an effective and worthwhile strategy for facilitating students' interaction and self-exploration. The most important time to acquaint students with the process of self-discovery and self-direction is at the beginning of their college career. Freshman students are often eager to discover more about themselves and others, but traditional orientation programs often overlook the importance of self-evaluation and meaningful group activities in helping students adjust to college life. Small group activities started in orientation programs could be followed-up so that peer group relationships and concerns could be dealt with through a more effective manner. This type of experience could impress upon students that fellow students are their best resource for understanding and problem solving. Developing "therapists at large" would be the goal of this orientation program.

For Academic Departments

This program could be used to help students who are having academic problems or on probation. The program could be used by the students themselves without a leader. This program has the advantage of creating groups low in threat and suspicion because no formal or informal evaluation is being made of students. Such a program shows



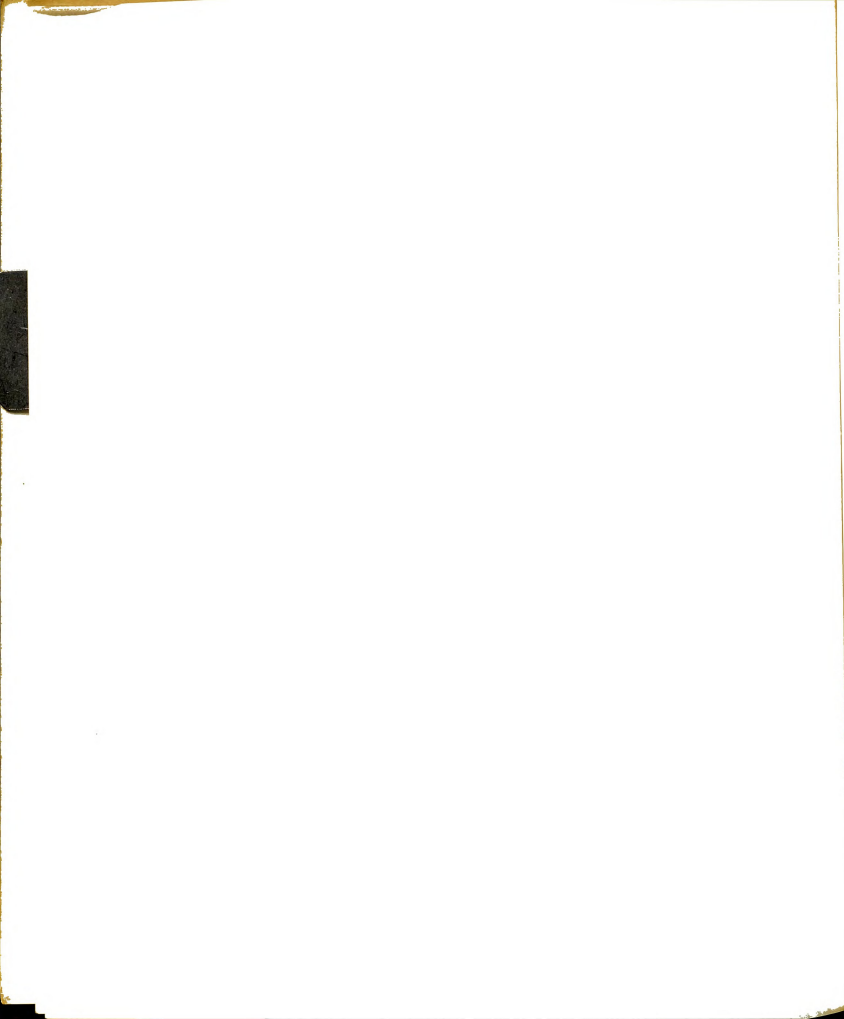
students that the university is not just interested in their cognitive potentials but also in their human feelings and self-development. This program could help students uncover the personal concerns and problems which may be blocking their academic performance. It can also help students' clarify their vocational aspirations and objectives.

For Student Governments

This program can help student leaders build programs which are meaningful for the majority of students. This type of program could help student leaders maintain communication with student peer groups so that meaningful objectives and activities might be developed to meet unfulfilled student needs. This type of program could be used in orientation of campus leaders so that they could improve their understanding of themselves and thus serve students in a more productive manner.

For In-service Training

The positive results of this study indicate that the program could be used to develop better working and planning teams within the university organization. The result of structured small group interaction could be improved interpersonal relationships, understanding and communication among administrators, professors, and students. Especially, in the area of professional development of student personnel workers the use of the voluntary self-awareness group has significant potential. For example,



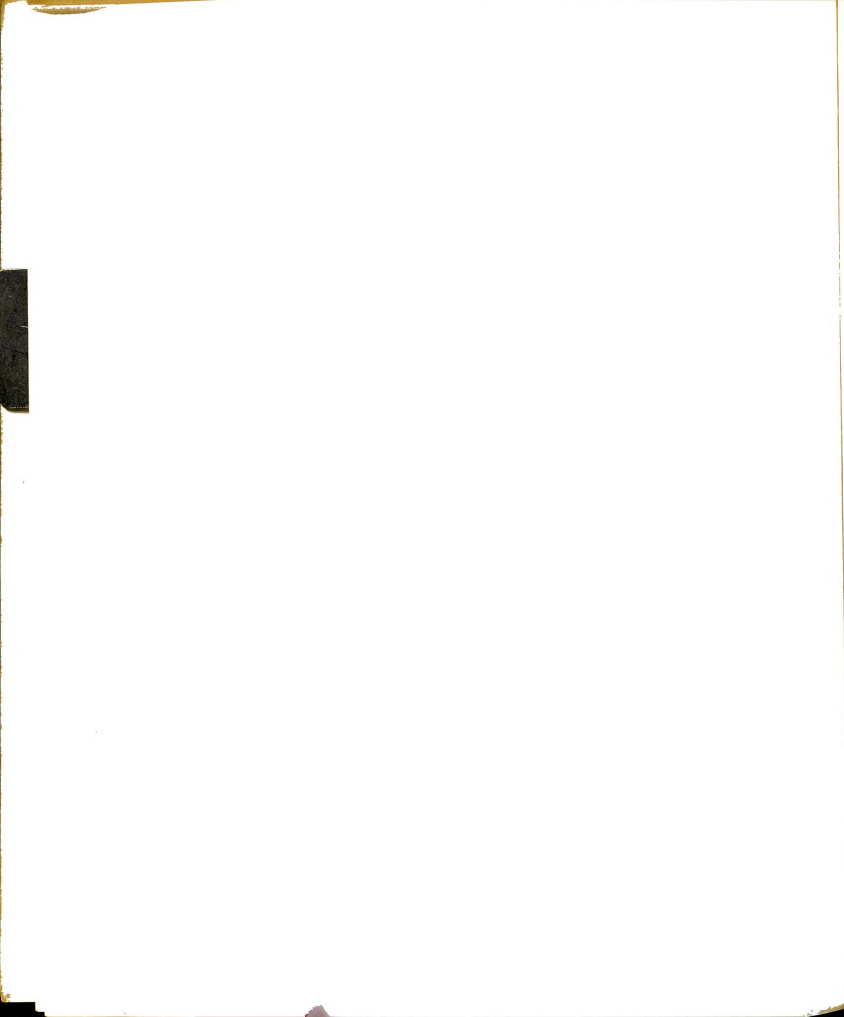
student personnel objectives, campus issues, communication problems, and personal frustrations could be more openly discussed and resolved within the small group atmosphere. This type of group would be an attempt to improve the effectiveness of the student personnel program and, as a result, its impact upon the college community.

For Faculty-Student Interaction

It is often assumed in higher education that close faculty-student relationships are influential in students' self-development. Recent research has indicated that for faculty members to have an impact the contact must be structured to meet student needs. The self-awareness program would provide a vehicle for structuring meaningful interaction between students and faculty. Faculty members should be more involved in informal relationships with students so as to make the college community more of a humanized environment. Out of such groups might come reform programs for curriculum and behavioral objectives for higher education.

For Residential Living

Research has revealed that the college peer group is the most powerful influencing agent in effecting what students learn during their college careers. A self-awareness program could structure learning within college peer groups and so provide a vehicle for having a positive



impact on students' learning. The ideal place to structure learnings for students would be in their living areas. The residence hall could become less a place to eat and sleep and more a place that provides a sense of belongingness, self-identity, and a feeling of human contact for students. Through small group activities students might begin to listen to others more empathically and achieve a greater level of mutual understanding. If such dormitory groups could achieve their anticipated goals of self-understanding and interpersonal sensitivity the morale and atmosphere for higher education might be improved.

For Students

Self-awareness training might help students increase their understanding of self in relation to others which might improve students' social adequacy and leave them freer to develop their academic potentials. This opportunity for self-development and self-understanding might provide the student with a chance to assume more responsibility for his own life which is what the contemporary student is asking for.

This program could be developed for commuting and adult education and married students who are neglected segments of the academic communities. These students have many concerns and problems which relate directly to their feelings of rejection and isolation from the main body of

undergraduates. Such a program of self-awareness could help these students feel more a part of the university.

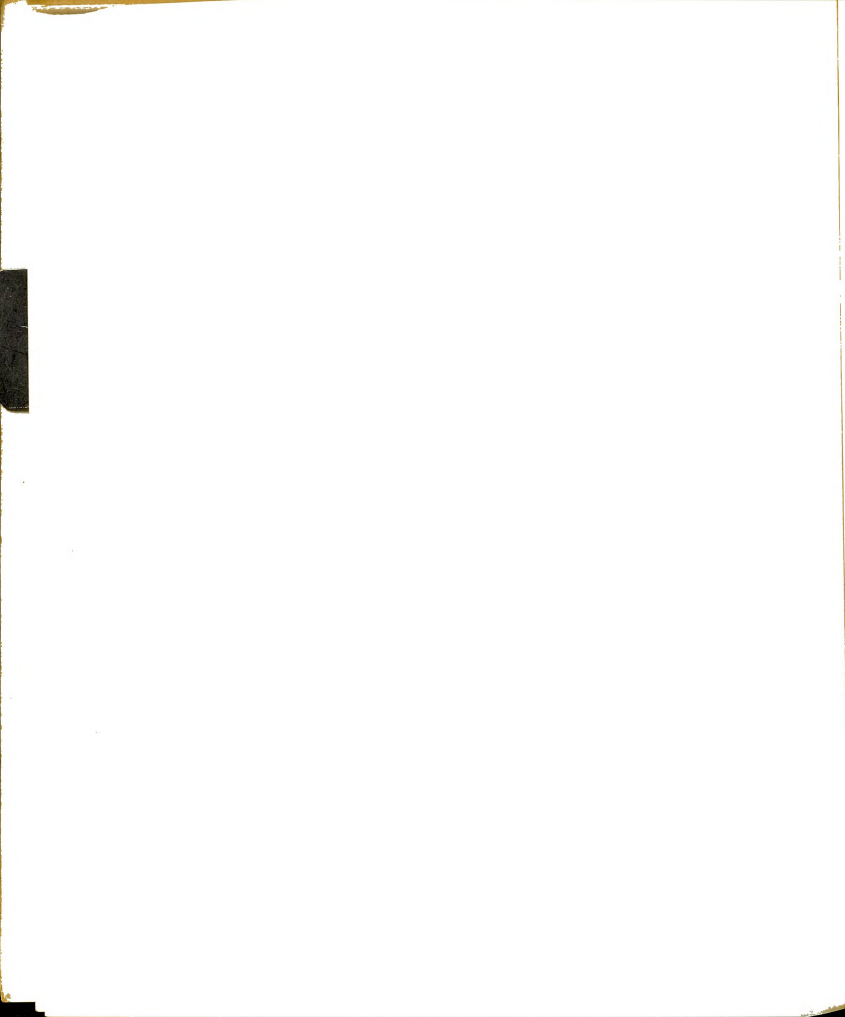
For Instruction

The results of this study indicate that this program could be used in courses being offered in the Social and Behavioral Sciences. The self-awareness program might be a useful teaching strategy which could help in creating a new structuring of classes so as to assist students in learning more about themselves and human behavior. Classrooms could become real life laboratories for learning. The learning potential in every personal interaction within a classroom could be exploited for meaningful and relevant learning.

For the Administrator

The self-awareness program provides an effective way to supplement the overburdened and under-manned counseling services of the university at a minimal cost, thus reducing the demand for hiring large numbers of professionally trained people.

The program could be used as a method for preventing student unrest by bringing together different subgroups of the university for constructive confrontation and discussion of needs, concerns, and goals of the university community. For example, the group interaction program could provide a device for black students, student



radicals, the silent majority, administrators, and faculty to see one another as human beings.

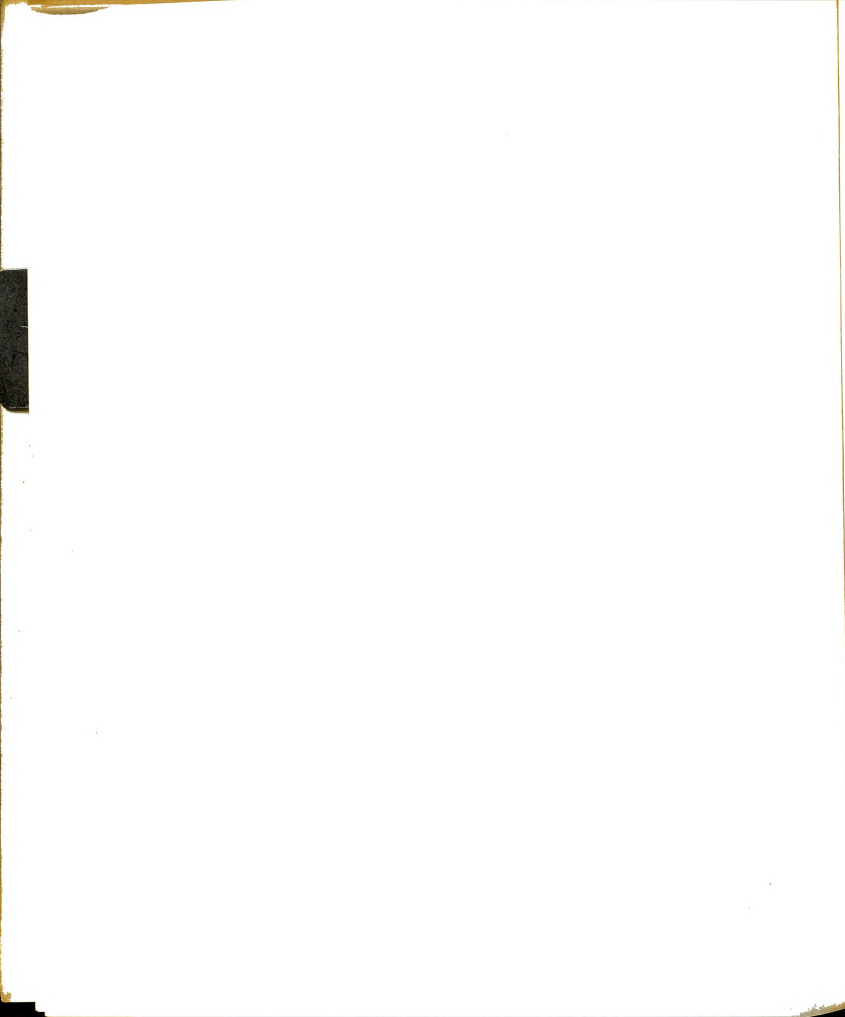
Small group activities could be used by administrators to develop yearly objectives and evaluate the accomplishment of these objectives.

Also, every administrator, either as part of his professional training or as an upgrading strategy, should undergo activities aimed at increasing self-understanding and interpersonal sensitivity. Such a self-awareness training program could be used as an in-service training technique to help administrators adjust to change, respond to conflict, institute innovative programs while still remaining sensitive to others' needs and feelings. The first step in helping others is to be able to understand ones' self.

Recommendations for Further Research

The Self-Awareness Training Program

For more clearer information on the impacts of the program research must be done on the effects of and reactions to individual exercises within the program. Evaluations on the effects of time limits on exercises must be made. More effective instruments for measuring students' behavioral development and interpersonal sensitivity must be developed. Identification of group interaction by means by video tape or tape recorders would add to the richness



in evaluating the effects of the different learning climates of instrumented, leader-led, and self-directed training.

Future programs using the structured group program should recruit participants who could be followed-up to see the influence of the program on back home behavior.

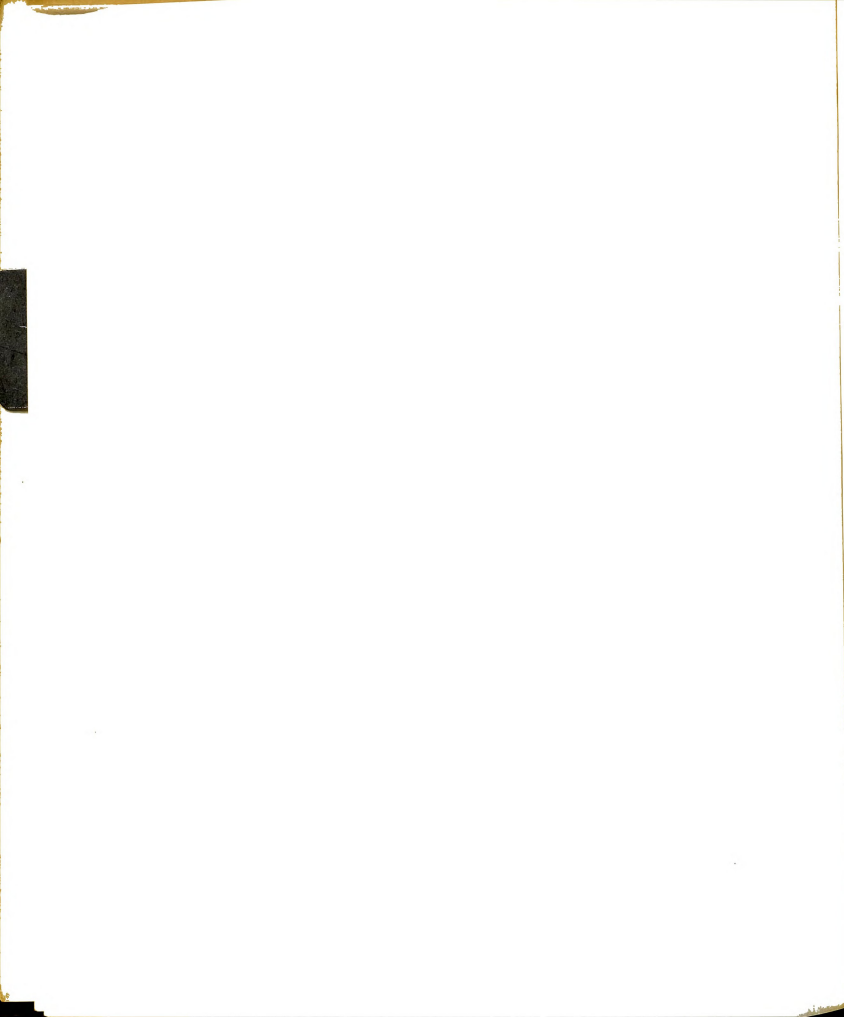
More research is needed in varying the lengths of exposure to the program. The program could be used for a marathon group (twenty-four hours or longer), ten-week program, year-long program, one-week program, or a number of variations to see in which way it is most effective in accomplishing its goals for self-understanding.

Change in Self-Concept

A very worthwhile, though difficult to structure and measure study, would be to determine whether or not the program could effect change in self-concept or behavior over time. The writer feels that the results of such a study would not show significant statistical change due to the insensitive and poor measurement techniques now available.

Productivity and Group Compatibility

More research is needed to determine the complex relationship between group productivity and group composition. A study should be designed to assess the effects of student grouping on interpersonal needs and achievement



levels. If grouping is to be used effectively we must be aware of the effects of group composition on student learning and personal growth.

Relationship Between Cognitive and Affective Learning

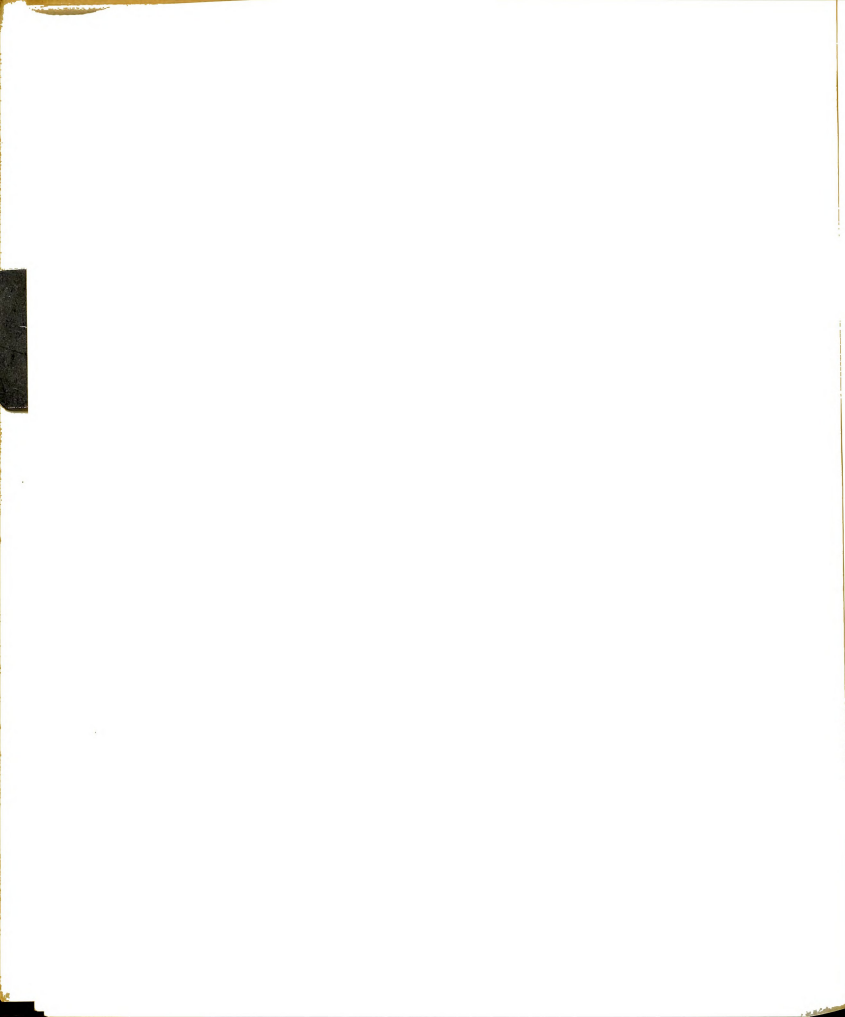
Research support is needed for the proposition that understanding of self and sensitivity to others has a definite if not a positive relationship to how well cognitive material is learned and used by students in their environmental relations and social living.

Climate and Personality

A very difficult study, but a worthwhile endeavor, would be to determine the effects of different climates for learning (accepting, rejecting, compatible, and incompatible) on individual personality types. This would be very valuable because then it would be possible to create groups which would have a predictable impact on individuals.

Training Outcomes and Training Climates

More attention must be given to the interactions and effects of specific programs on long-range outcomes. Many different sensitivity programs exist but the effects of these programs on self-development, interpersonal relationships, and institutional effectiveness remain relatively unknown. Trainers cannot assume positive effects of such programs without long-range follow-up studies.



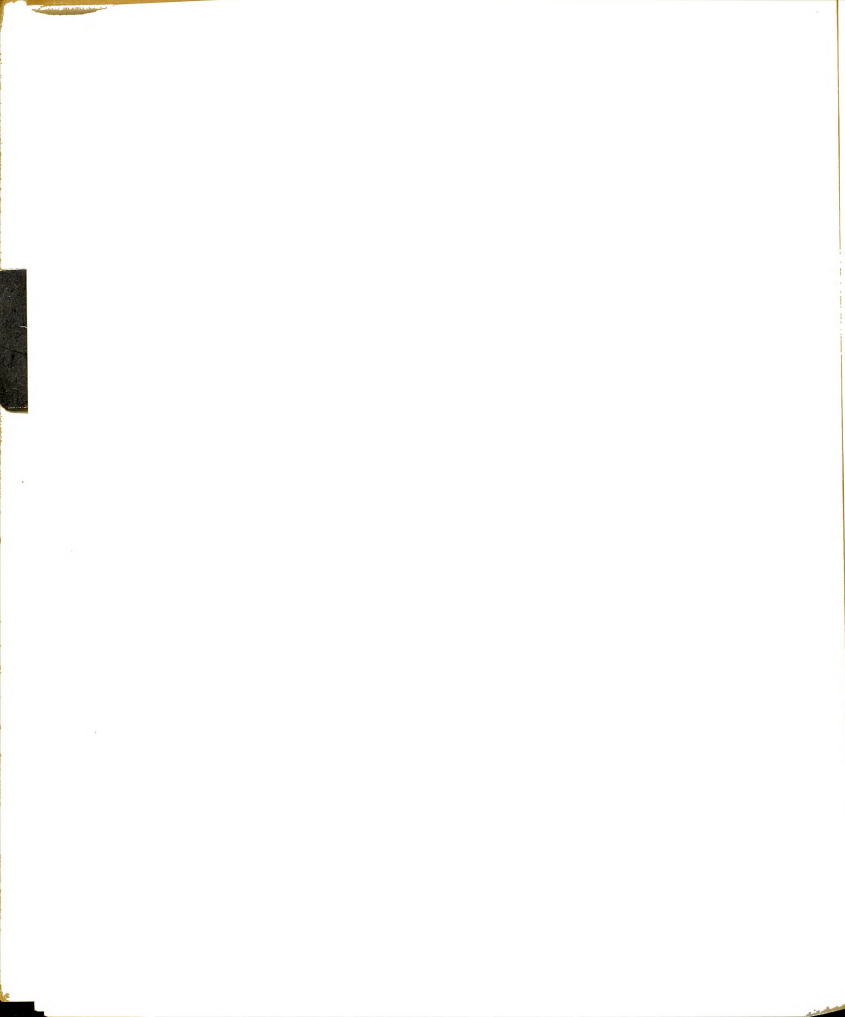
More Through Investigation

The findings of this study are a beginning in providing the basic foundations for more intensive research on the effects of group composition for self-learning. Actually the findings are largely speculative and suggestive in nature. There is no subject more worthy of investigation than small group activities and its impact on students' affective development and the development of relevant affective educational experiences. For this type of research it will take far-sighted, creative, and persistent researchers to accept the challenge of developing meaningful small group activities for college students. The findings of the study concerning the effects of group atmosphere on training outcomes must be subjected to more intensive research to uncover the effects and relationships of complex variables which will facilitate the learning in regard to self, others, and environment. The following are examples of the many questions that have been raised by this study:

Can relationships and communication between administrator-student-faculty-community groups be improved through the use of structured group experiences?

What will the long-term effects of group awareness experiences mean for the improving of learning and organization climate of higher education?

Can programs be developed which will facilitate the development of students' cognitive and affective potentials?



Can self-awareness groups be successfully incorporated into the outdated activities of student personal work (extra-curriculum) and into the curriculum courses of higher education (e.g., sociology, psychology, anthropology, social work, English, or mathematics)?

Can researchers begin to apply the principles of human learning in developing and specifying the conditions and elements within small groups which may produce desired behavior, attitude, value, and personality changes?

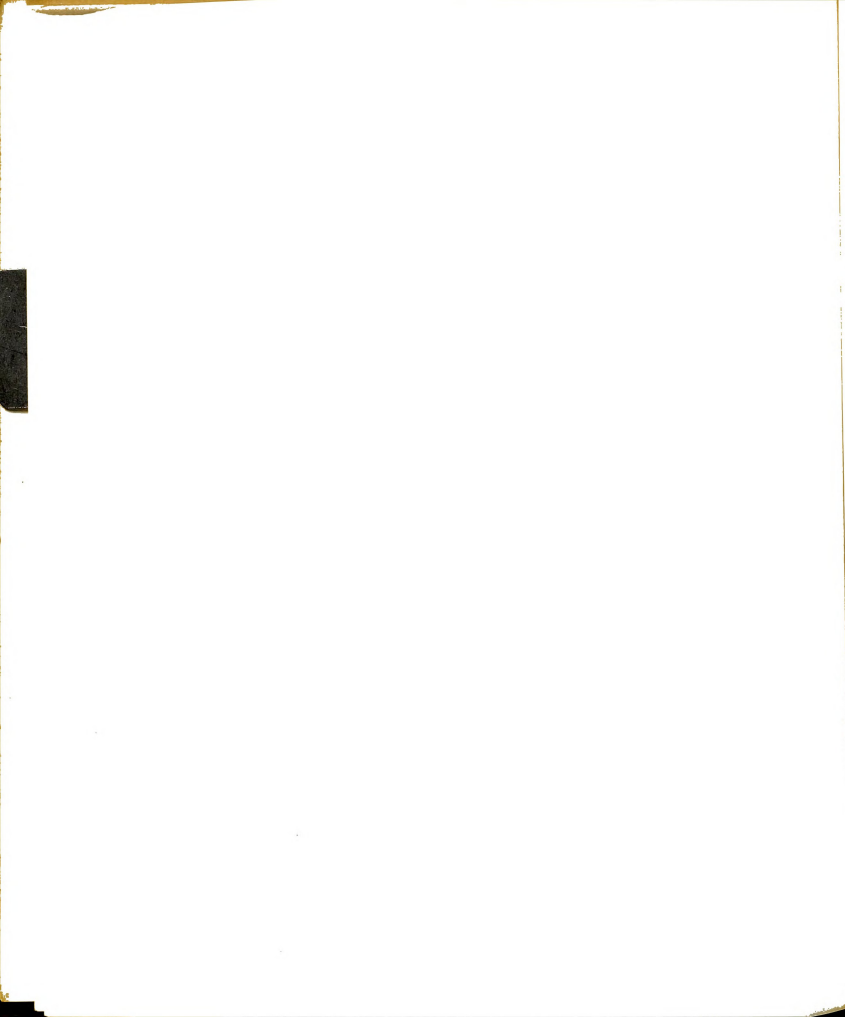
Can we begin to specify different goals for affective development and ways to facilitate reaching these goals for different students?

Can research identify the types of people who do not respond to sensitivity type activities?

Can authoritarian type personalities be positively effected by more structured group activities than unstructured groups?

What types of findings could be discovered in the comparison of different training programs; for example, a worthwhile study would be the comparison of the following training designs: personal growth training versus organization training, case study versus t-group training?

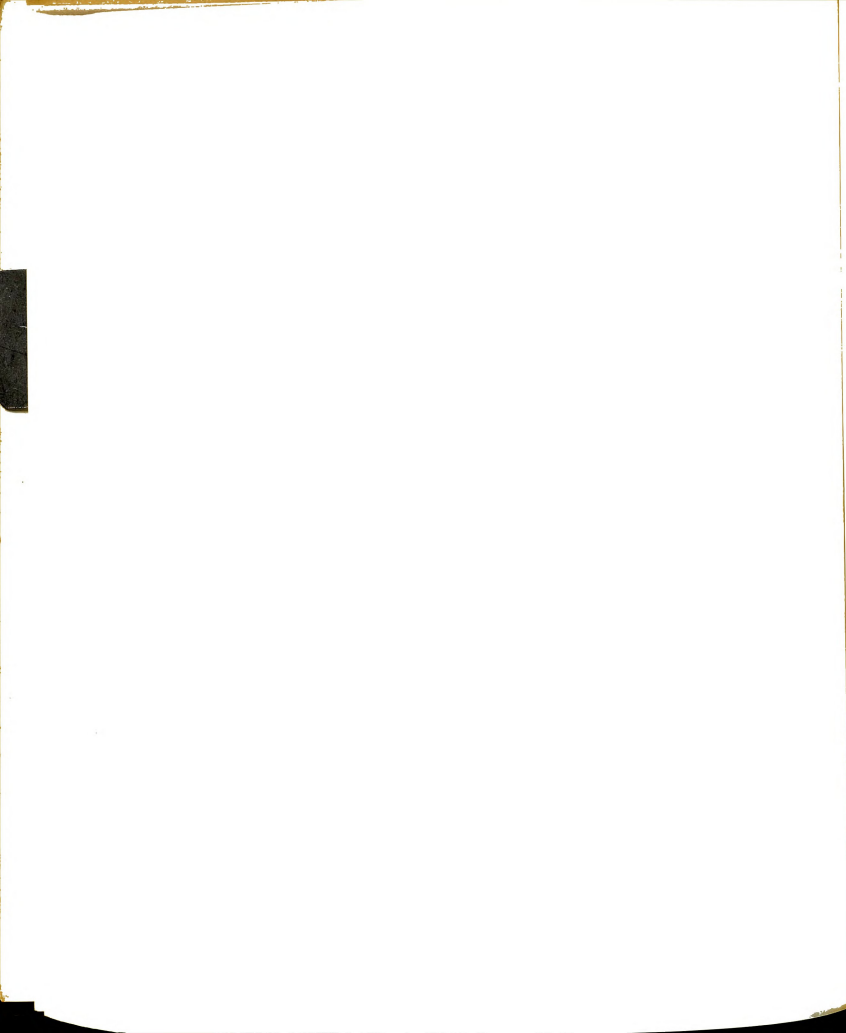
Can other methods be discovered which are more effective in increasing self-understanding or interpersonal sensitivity than sensitivity training methods?



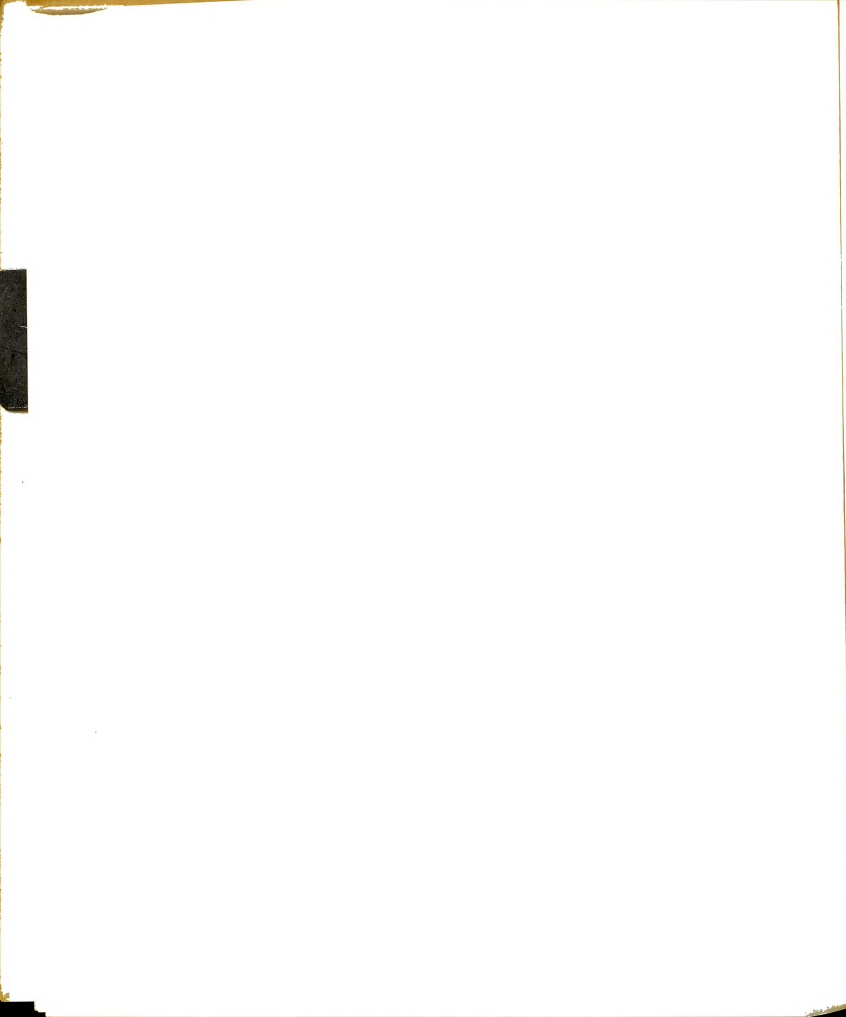
All the above areas and more need immediate research if sensitivity training methods are going to gain acceptance as a meaningful educational strategy in effecting students' affective development. Many of these areas will be difficult to examine but that should not stop action research and evaluative research studies which are the first steps in changing the bureaucratic and stifling climate of higher education institutions to a more equalitarian and creative climate for learning.

Carl Rogers (1968) has made a prophetic statement about our lack of knowledge in interpersonal relationships which provides a particularly fitting summary upon which to conclude:

Man's greatest problem at this point in our swiftly changing technological progress, concerns our ability to assimilate change. With the population doubling during the next generation, can we humanize crowded living? The intensive group experience, perhaps the most significant social invention of this century, may help. . . . It is the question of how much change the human being can accept, absorb, and assimilate, and the rate at which he can take it . . . potentialities for change and enrichment in the interpersonal world of the year 2000 most assuredly exist. There can be more intimacy, less of loneliness, an infusion of emotional and intellectual learning in our relationships, better ways of resolving conflicts openly, man-women relationships which are real, a sense of community which enables us to face the unknown. All this is possible if as a people we choose to move into the new mode of living openly as a continually changing process (pp. 265-80).

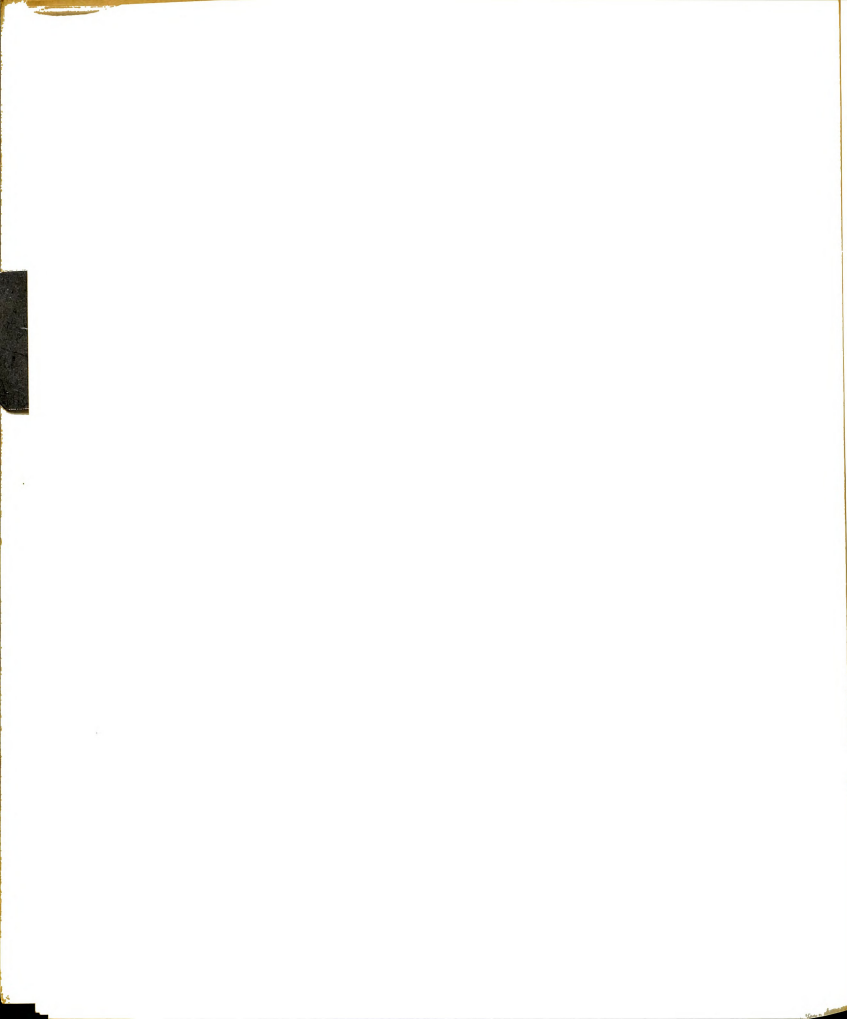


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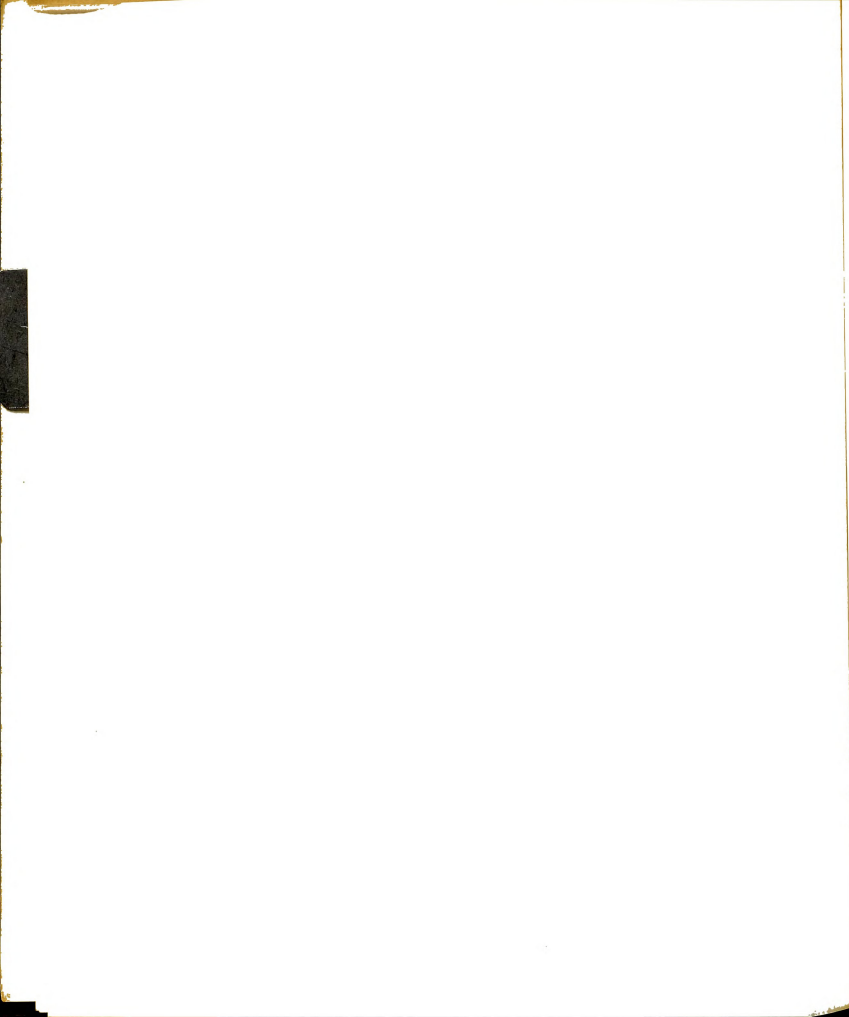


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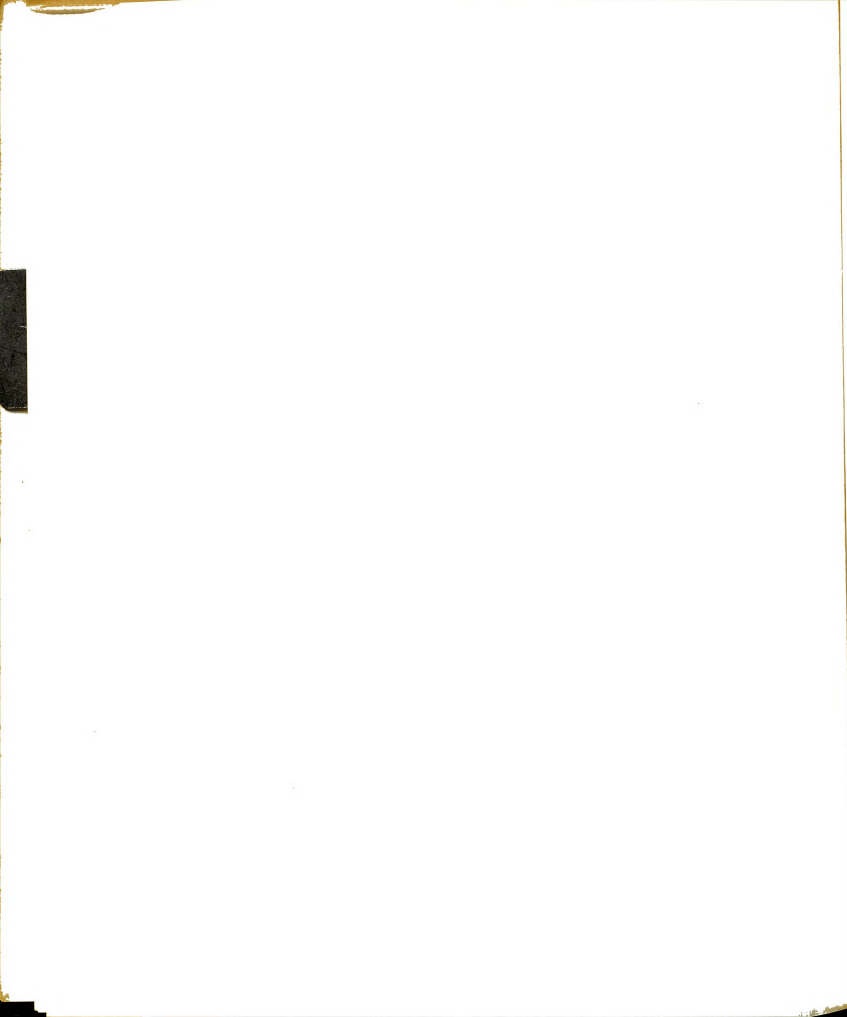
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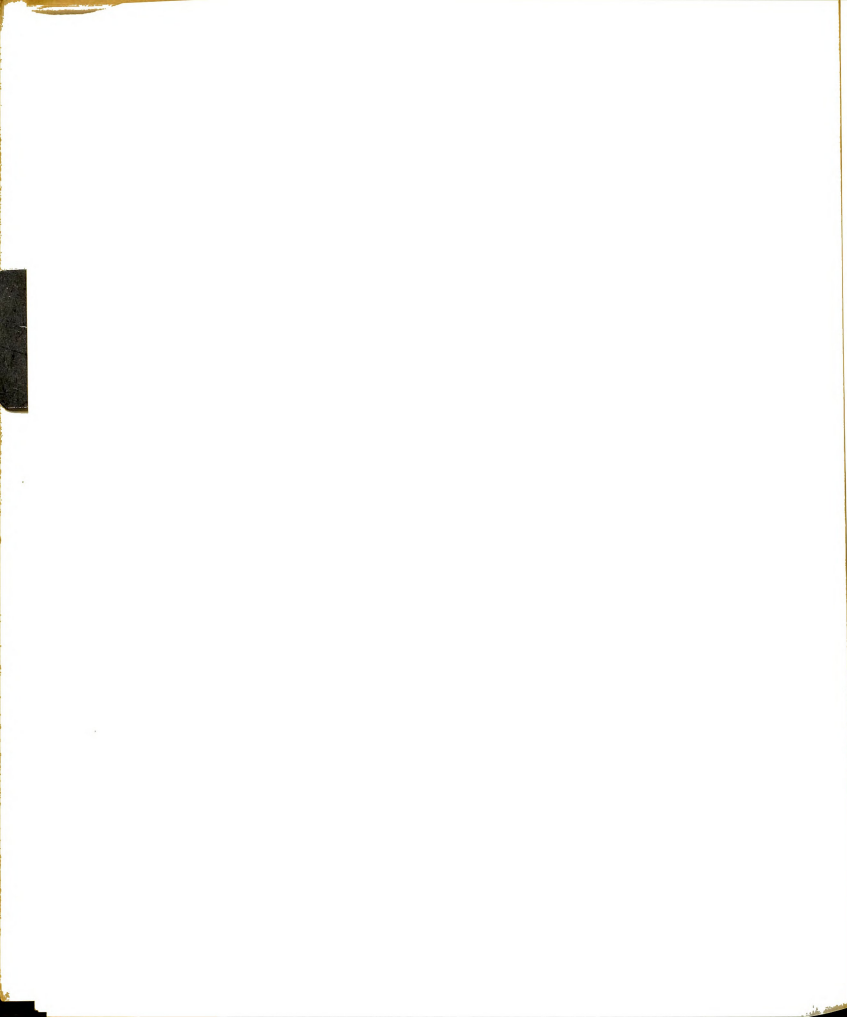
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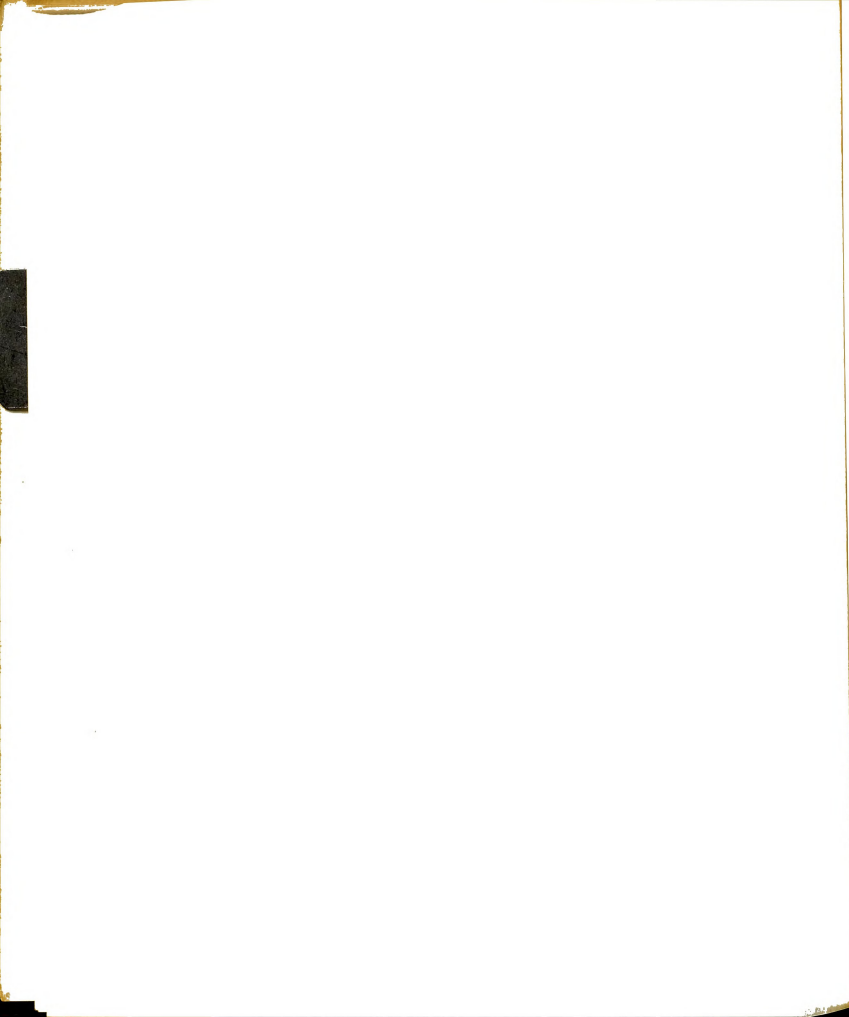
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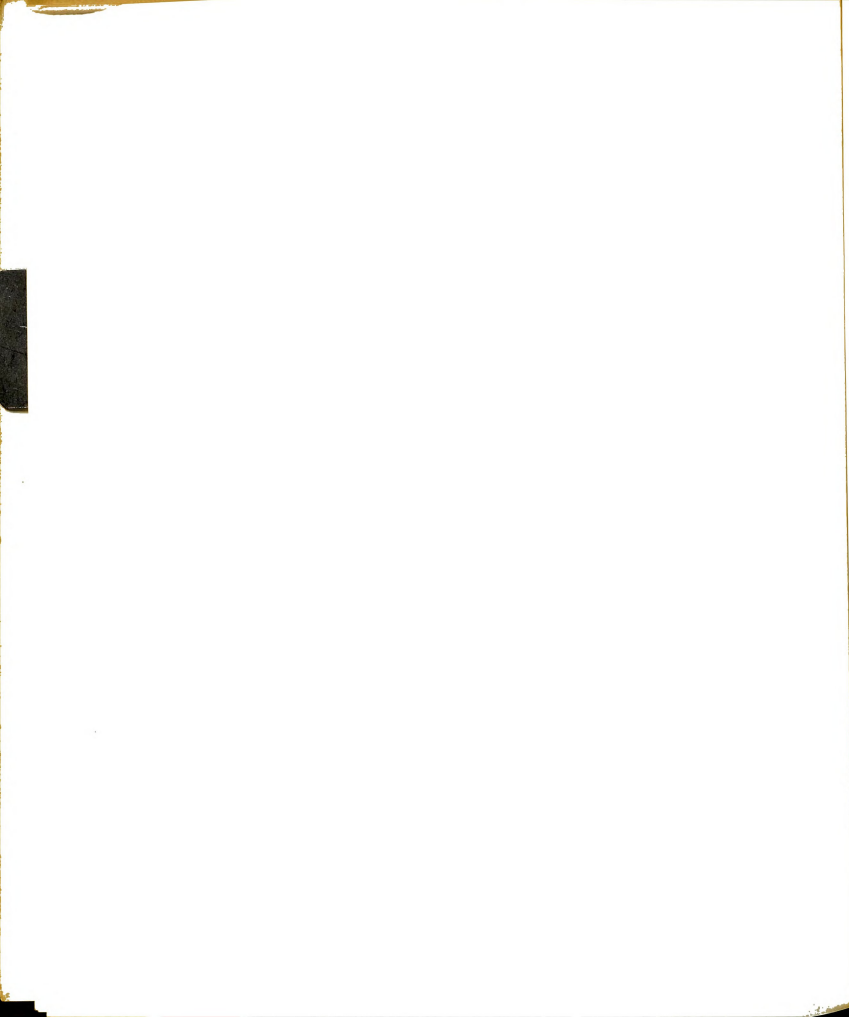
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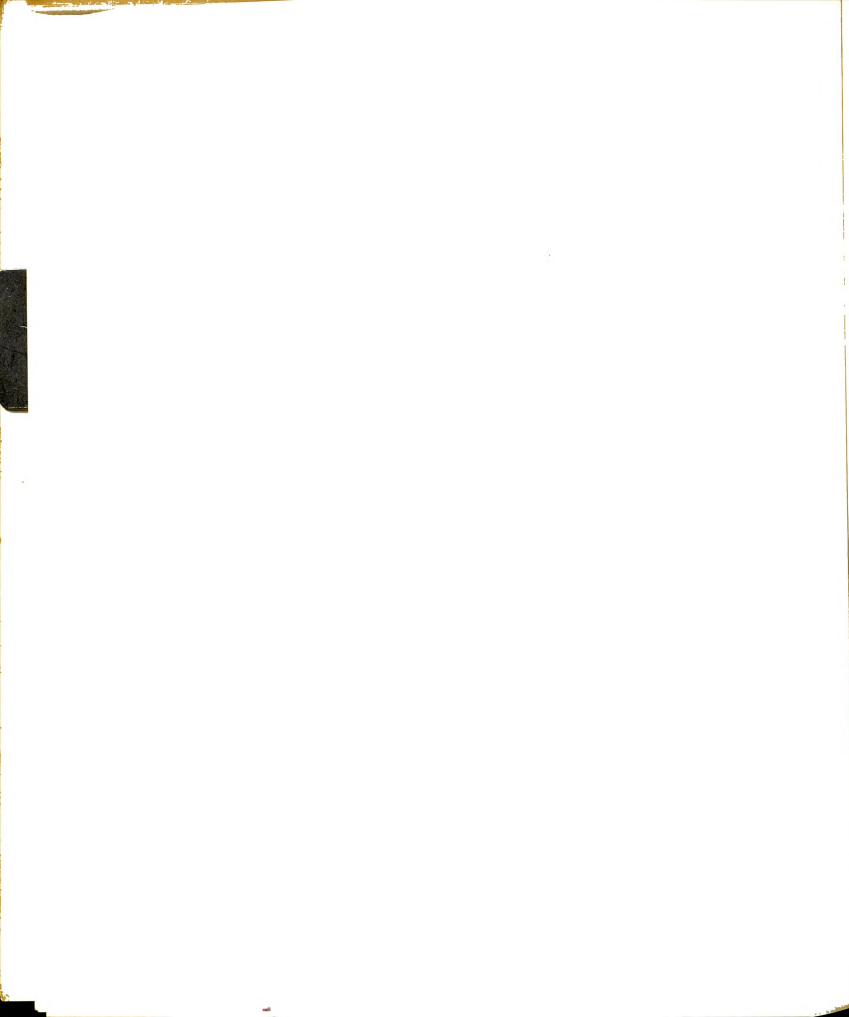
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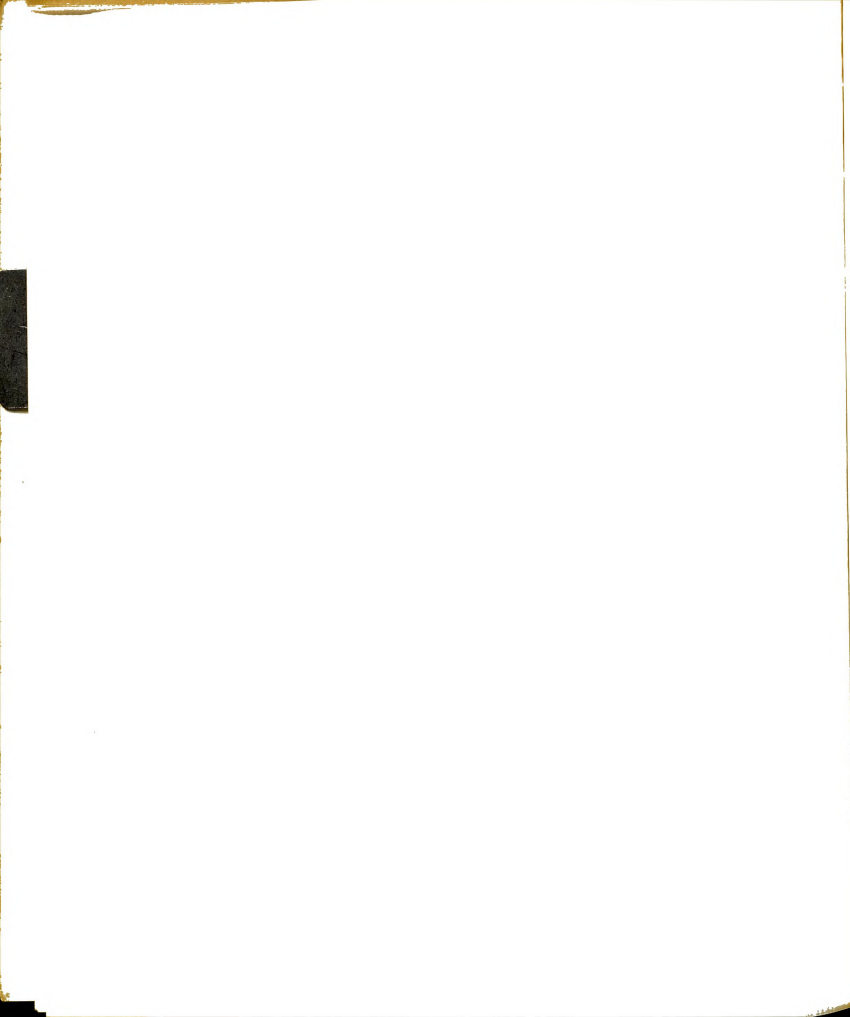
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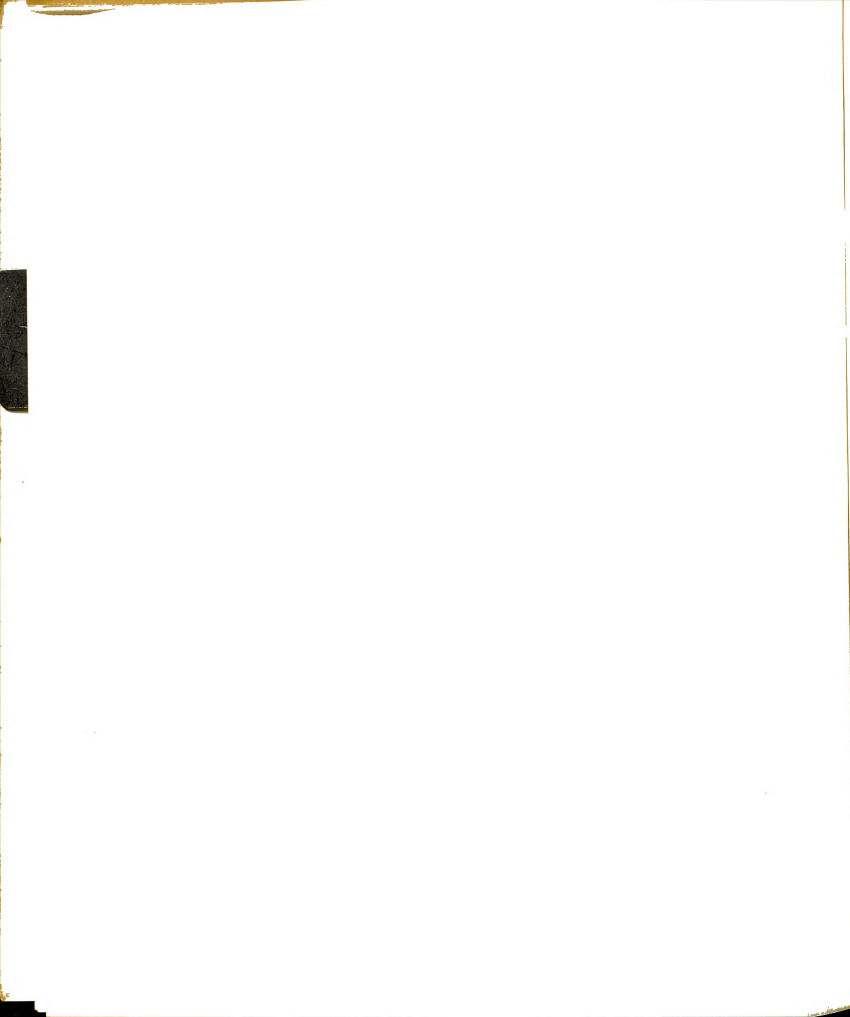
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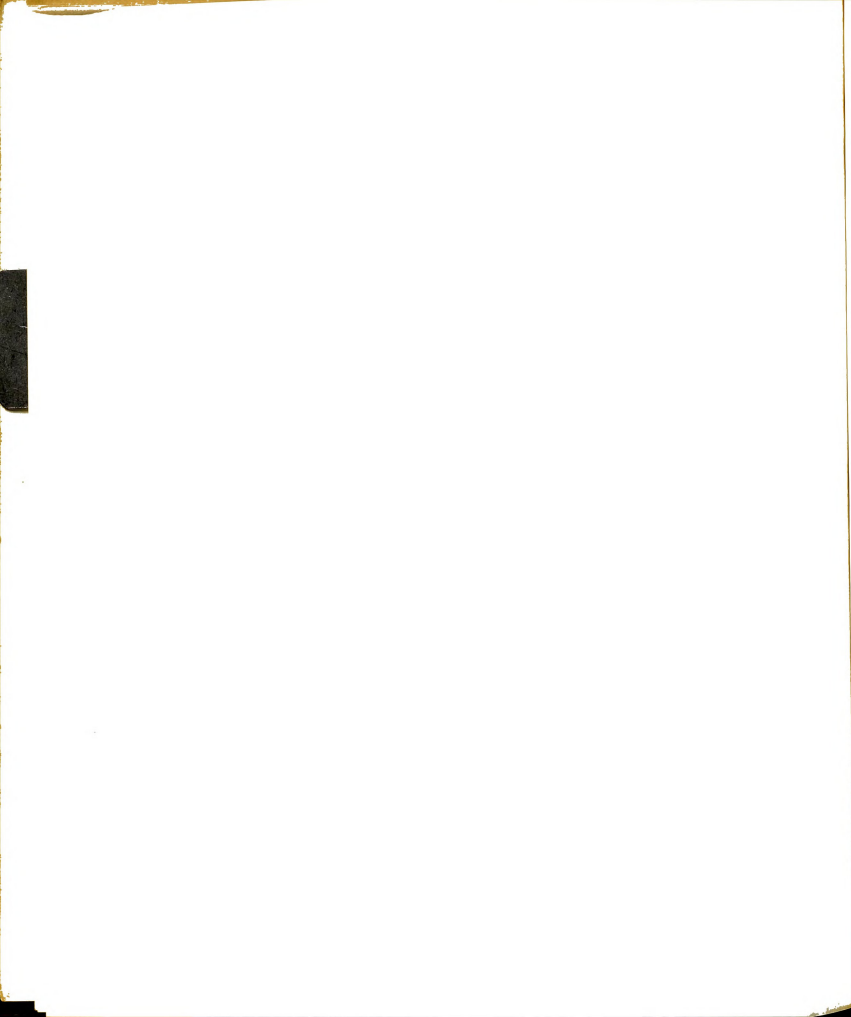
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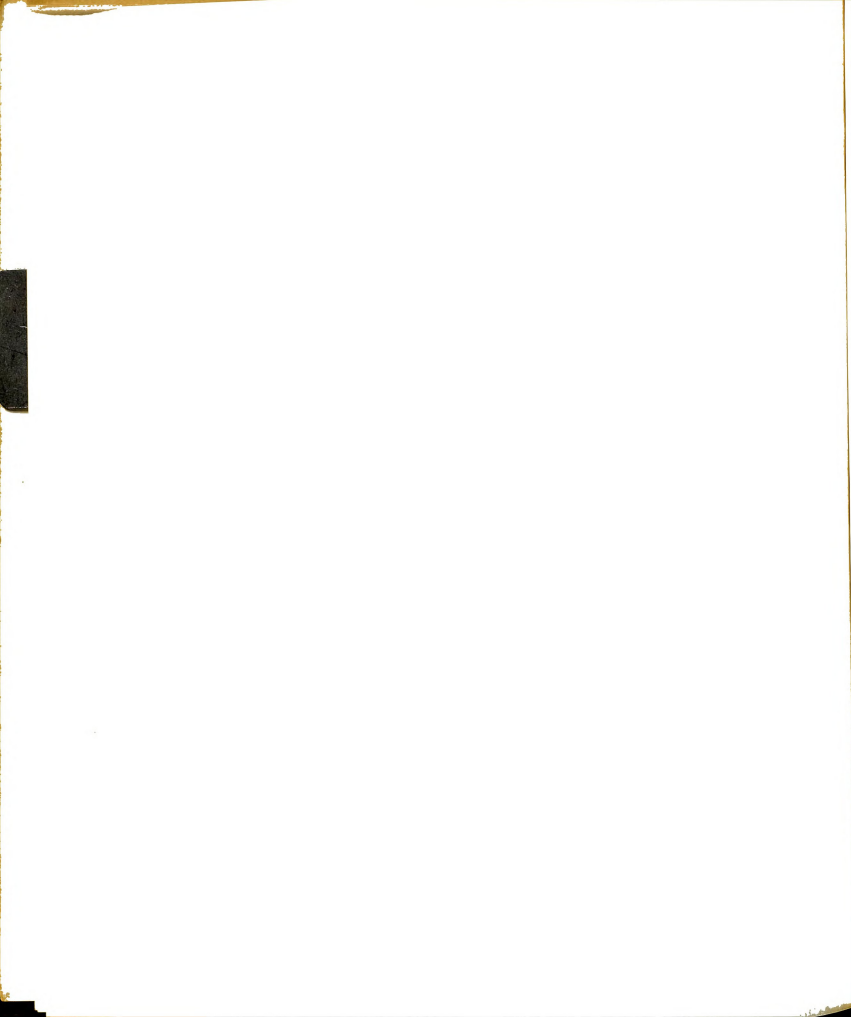
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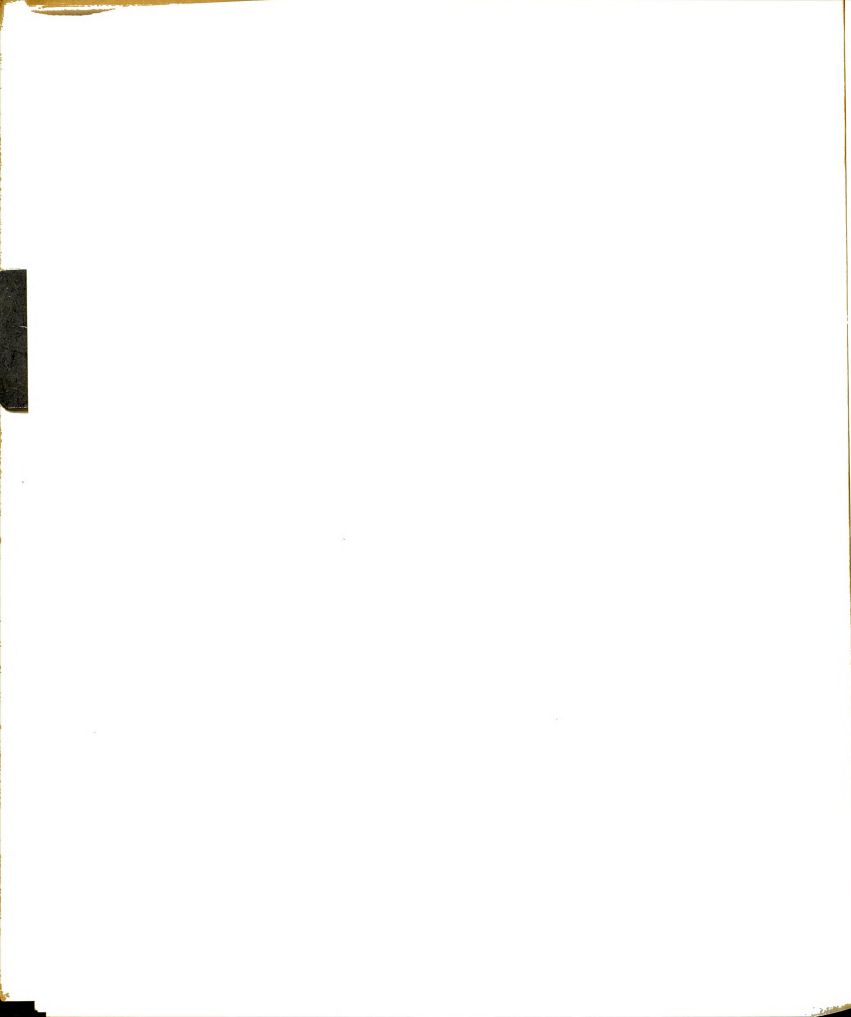
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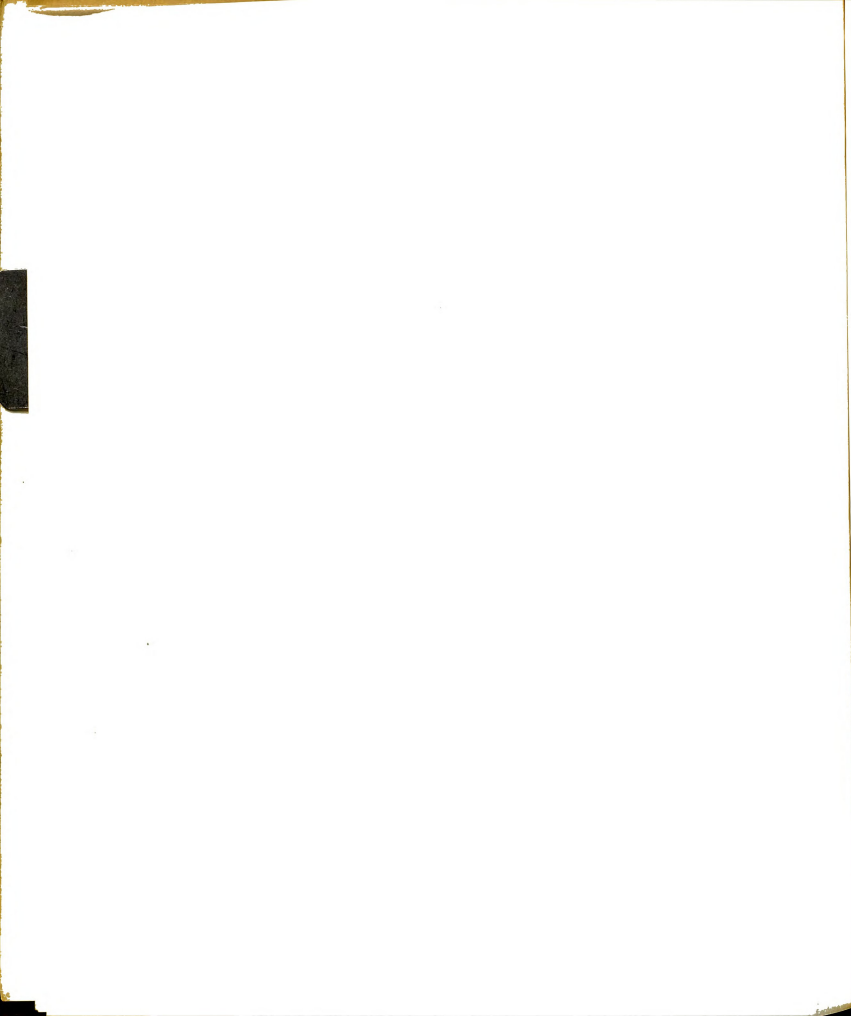
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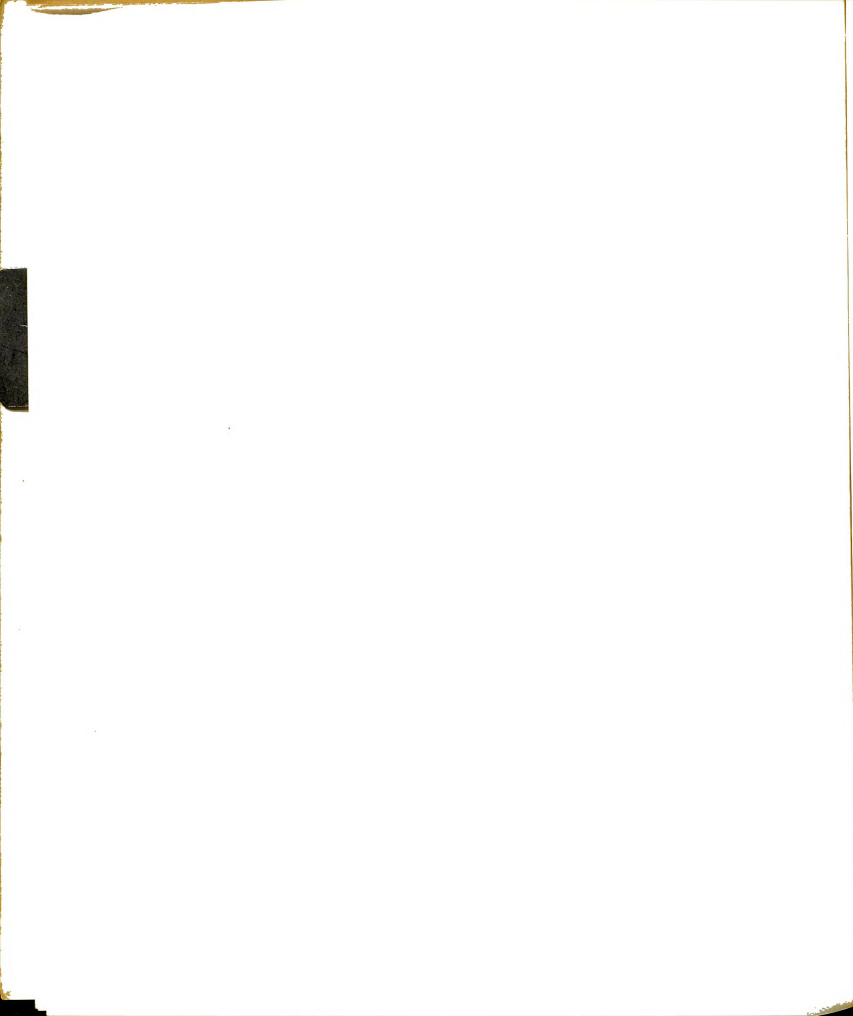


APPENDICES



APPENDIX A

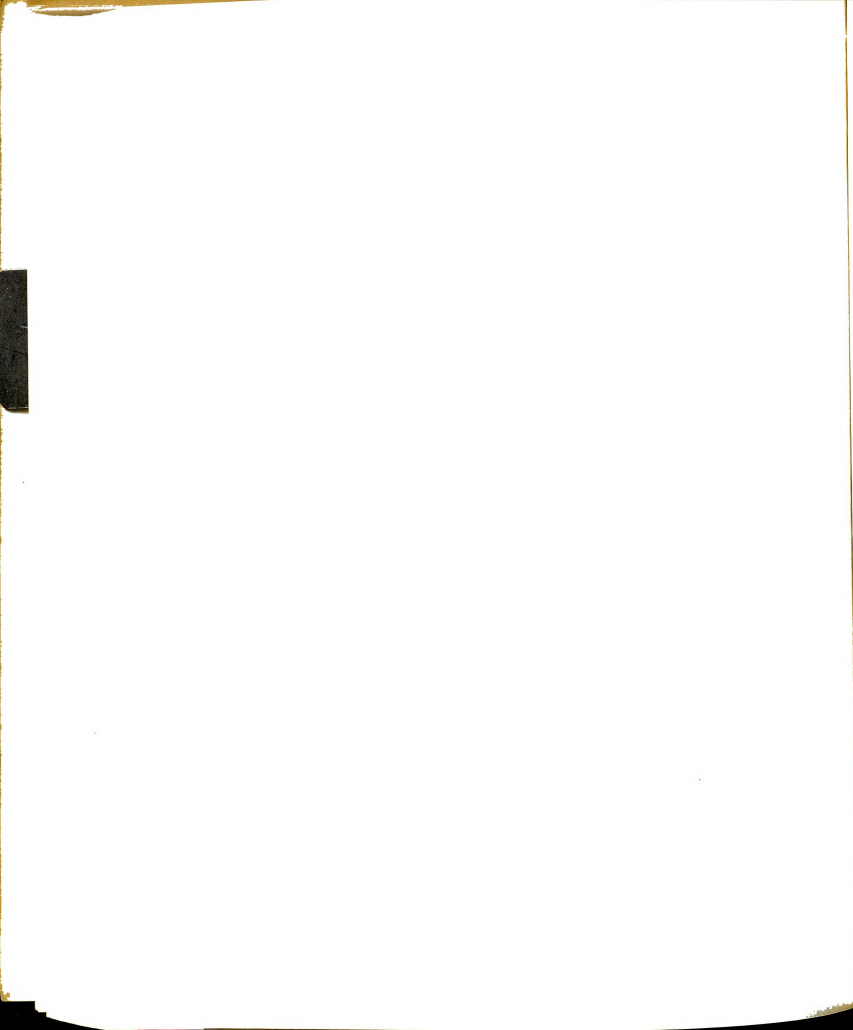
SELF-AWARENESS TRAINING PROGRAM:
STRUCTURED EXERCISES



STRUCTURED SENSITIVITY PROGRAM

First Day Outline of Exercises on Group Development and Getting Acquainted

1. Micro-lab exercises (1 hour) (audio tape).
 - a. Village Square: Introductions and Greetings.
 - b. Back to Back Communications.
 - c. Hand Exploring and Sensory awareness.
 - d. Relaxation and Tension release.
 - e. Happiest and Sadest Experience Self-Disclosure.
 - f. Childhood Fantasy.
2. Non-Verbal get Acquainted Exercise (30 minutes).
3. Dialogue with your inner selfs (30 minutes).
4. Verbal get Acquainted (30-45 minutes).
5. First Impressions: Structured confrontation (20-30 minutes).
6. Periodic Check on Group Processes (15-30 minutes).
7. Dominance and Submission Confrontation (15-30 minutes).
8. Open Chair Feedback (15-30 minutes).
9. Group Life (15 minutes).
10. Group Interview (15 minutes).
11. Session Reaction Forms for Feedback on group experience (Appendix E).



Non-Verbal Get Acquainted

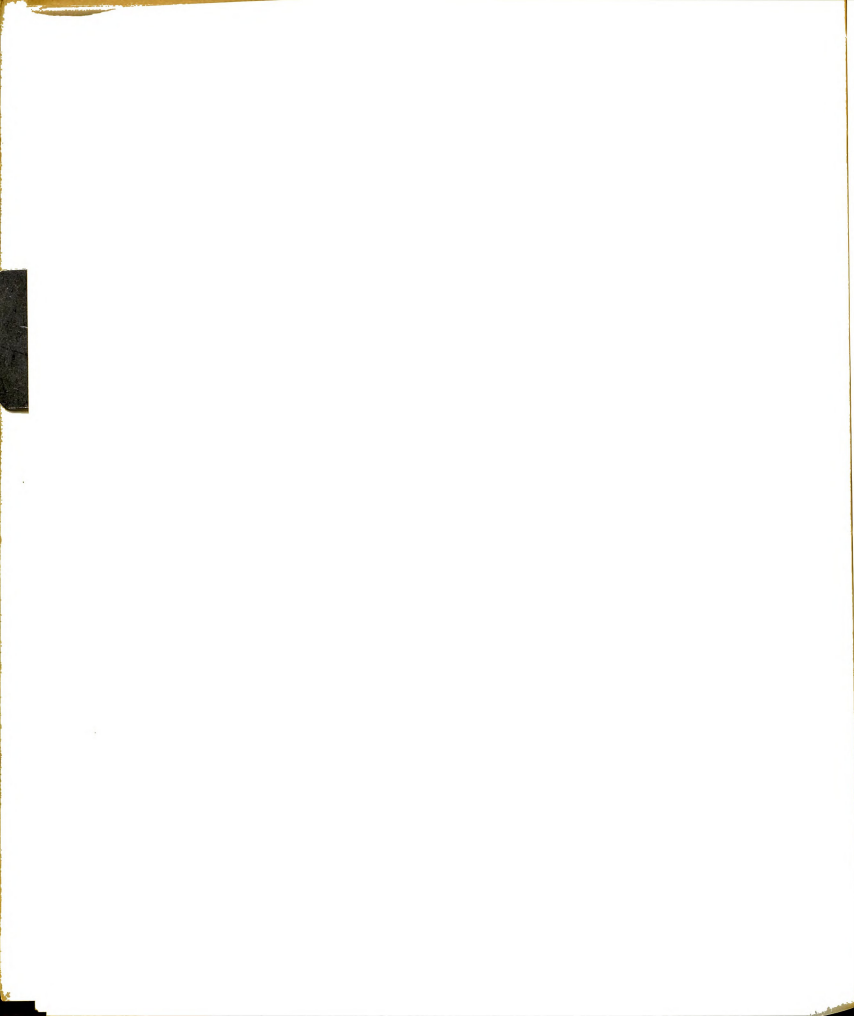
We communicate with one another not only by words but also by our actions. However, we usually get more practice at analyzing, and are more sensitive to words.

Purpose of this exercise is to:

1. Give each person an opportunity to try to communicate with another without using words.
2. Give each person an opportunity to try to "read" non-verbal communication from another person.

Steps:

1. Pair off in the T-group.
2. Decide in each pair who will begin.
3. That person then will take 5 minutes to tell the second person anything he wants to about himself--BUT NON-VERBALLY. The second person may NON-VERBALLY react, question, check out, etc.
4. At the end of five minutes, the pair spends three minutes sharing the experience VERBALLY.
5. Steps 3 and 4 are repeated, with the second person now being the one who tells about himself NON-VERBALLY.
6. The entire T-group shares reactions, insights, feelings about the experience. What was easy to tell others about yourself? Why? What was difficult? Why? What did anyone in the group do that was particularly outstanding in communicating non-verbally--something difficult, something creative and unusual?



Dialogue With Yourself

We all belong to groups, but from another perspective we are also a Group within ourselves. We have our own private world of interacting parts--our own internal society. We need practice in listening to and making use of our internal voices just as we need practice in listening to and participating more effectively with others in our outside, external society.

In this exercise you are asked to tune in one of your internal pairs of voices you want to listen to from the list suggested below. Write a brief dialogue in the space provided, of the conversation between the two internal voices.

The internal conversations concerning some current conflict or dilemma you might want to listen in on, might be:

1. Between the experimental "try something new" self, and the "conservative, familiar me" self.
2. Between the active, involved me, and the reflective, observing me.
3. Between the intellectual, task-centered me, and the emotional, sensitive me.

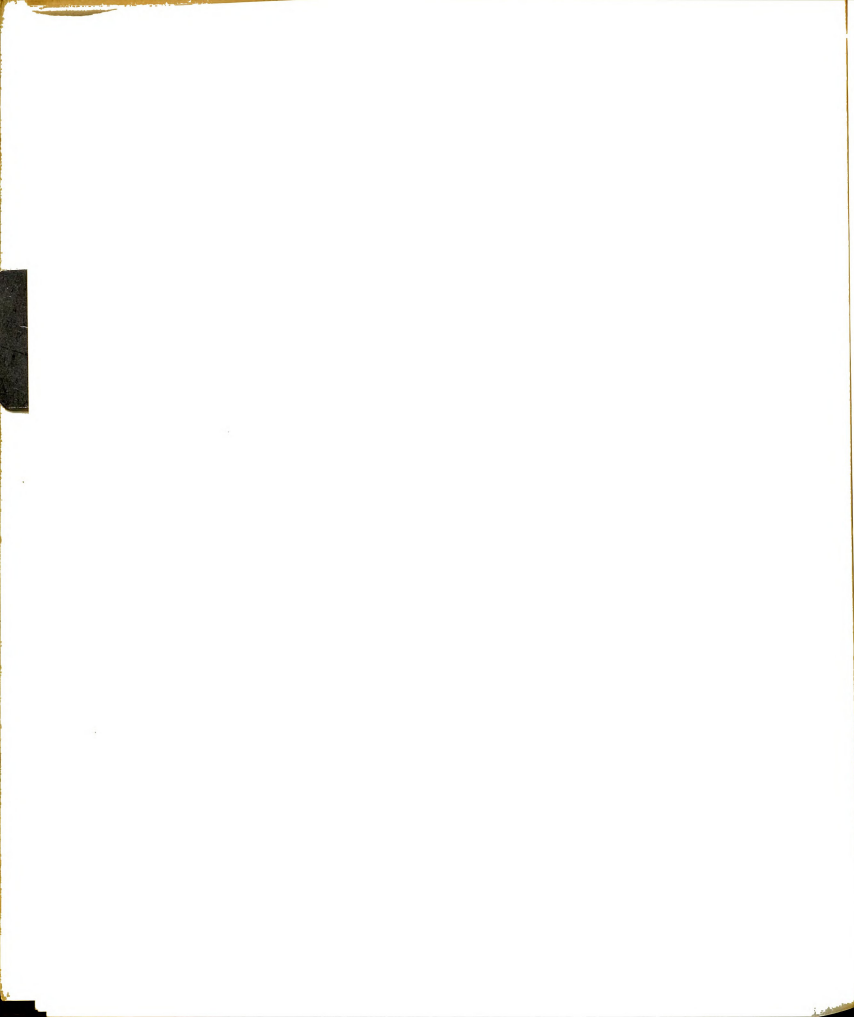
Obviously, we each have within us some of each of these selves. One is not "right" and the other "wrong." Our need is to hear these voices more clearly, and to utilize them in planning our behavior.

If you don't feel tuned in on any of these suggested internal conversations, select another that you can now hear. Write your report of the conversation as if it were the dialogue of a play--the actual script. Be sure the conversation is focused on an issue, conflict, or confrontation between the two selves which are involved.

When you have completed your dialogue, place it face down in the center of your group. When all dialogues are in the center, each person is asked to draw one from the pile in the center. Carefully read the dialogue to yourself, and each group member interpret the dialogue to the group.

The group may wish to spend more time on some dialogues than on others.

Were you able to use yourself as a resource? Could you hear your conflicting inner voices?



Verbal Get Acquainted

The following activities are designed to help you get acquainted with the other members of your group. As a group, you may wish to work through all of the activities or any combination of them. You may also wish to subdivide into two or three smaller groups.

Activity 1: If you were in a gift shop, what kind of gift would you get each of the members of your group to make them feel good about themselves as well as you. Share with the group. React to the gifts others gave you. Try to be honest with them. Would the gifts really make you feel good about yourself? Them?

Activity 2: Describe the kind of house you think each member now lives in or would live in when married. What kind of husband or wife would each member choose? How would they raise their family? What kind of work? Hobbies? Entertainment? Share with the group. React to others' perceptions of you.

Activity 3: Each member is to give a five-minute soliloquy about himself.

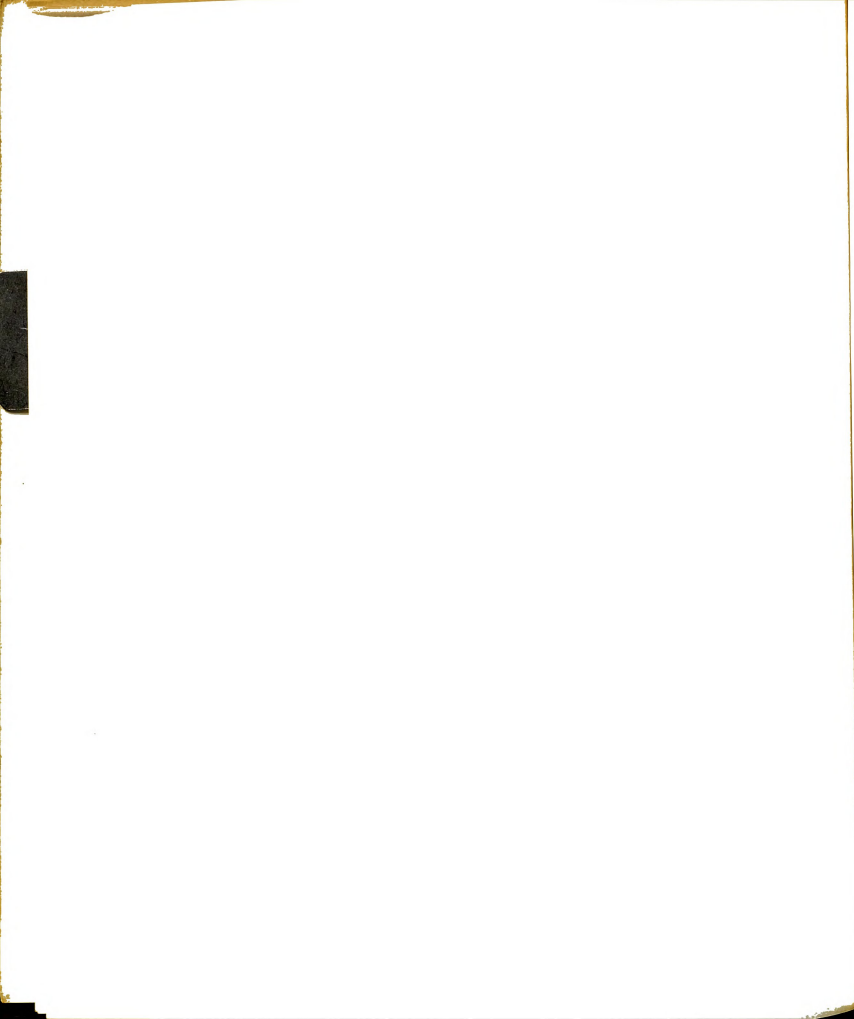
Activity 4: Describe to the group what your name means to you.

Activity 5: If the members of the group could change their names and be someone else, who do you think they would choose to be? The figure can be from history, the present, or a character from a play or novel. Share with the group. React to others' insights of you. Would you really like to be such a person?

Activity 6: Describe what you do least well. Each member is to take his turn. Then describe what you do best.

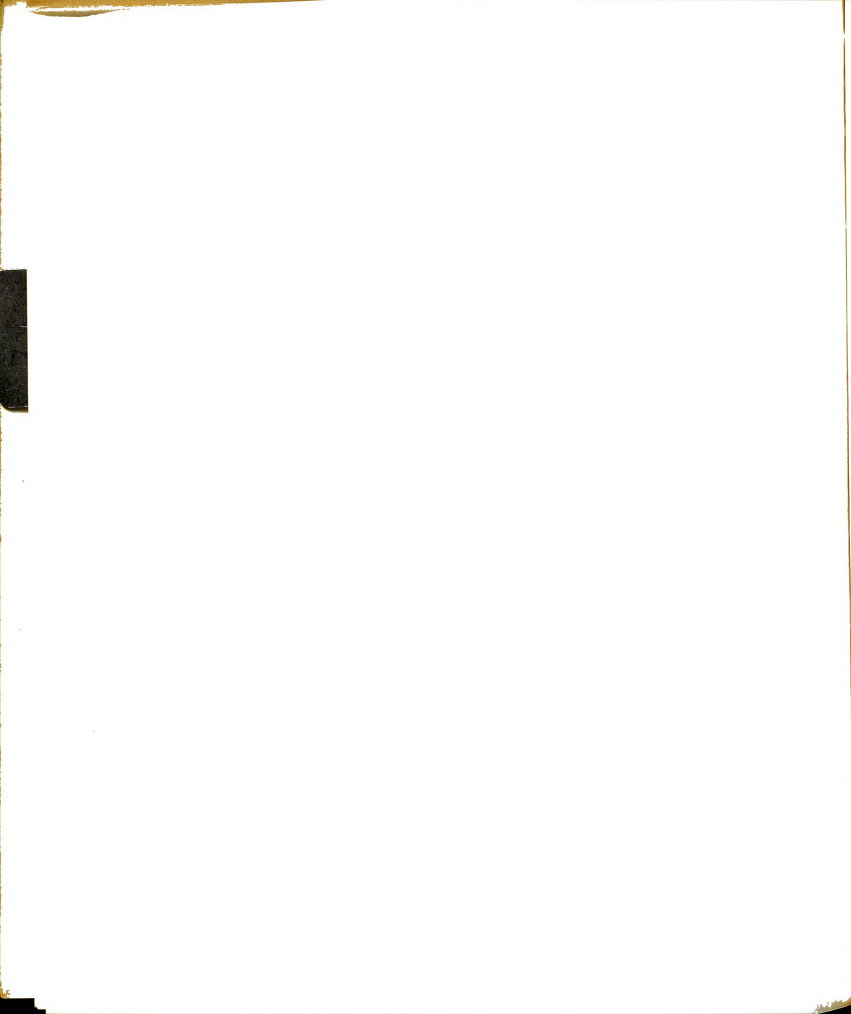
Activity 7: Try to picture each member of the group at age eight or nine. What kind of a person was he or she? Shy? Aggressive? Leader? Follower? It may help to close your eyes and develop a mental image of the person. Share with the group.

Activity 8: If art supplies are available, as a group, using finger paints or pastels, put your feelings on paper. It may be helpful to listen to different kinds of music via a record player, and express your feelings in relation to the moods of the music. Then try to guess who painted what and why. What does the art expression reveal about the person who did it?



Can you think of other exercises which might be helpful in getting to know each other better?

Which of the above exercises helped you most to get acquainted with others?

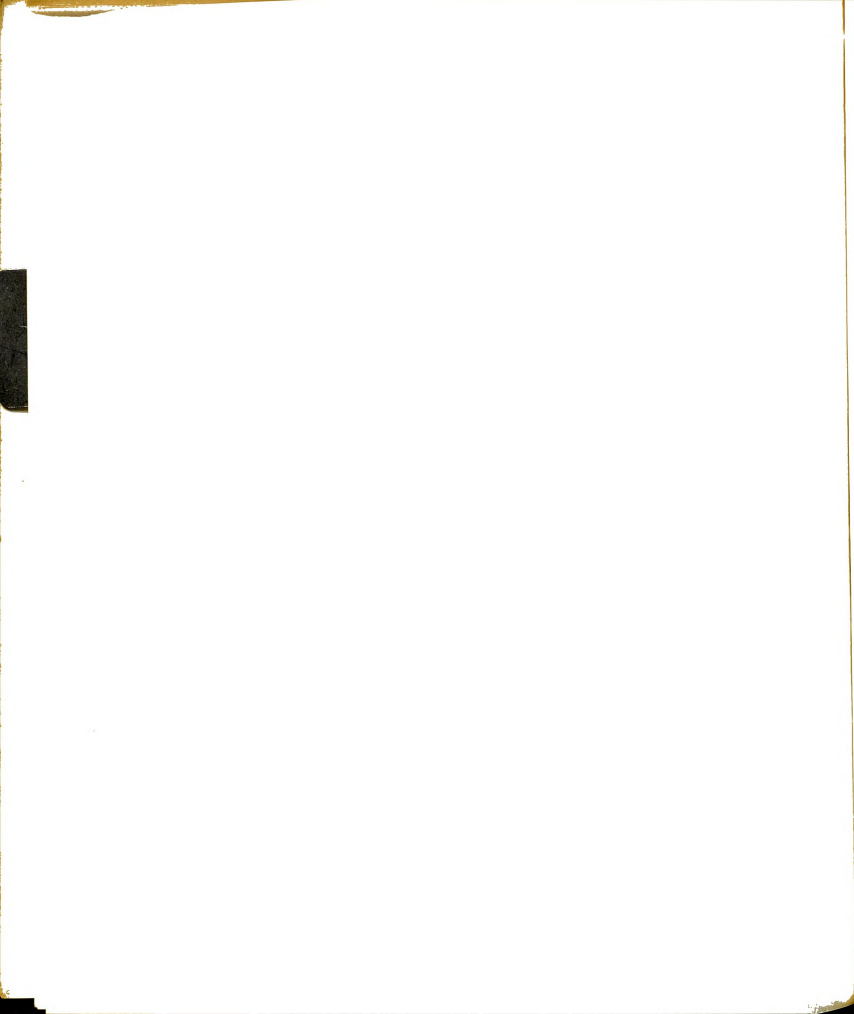


First Impressions

First impressions are important in communication in that they may be largely responsible for determining whether and to what extent people will communicate with each other. It is important for us to know whether others see us as we see ourselves.

In your group offer your first impressions verbally to any member or members of the group. Those on the receiving end simply receive, making no comment regarding the first impression offered.

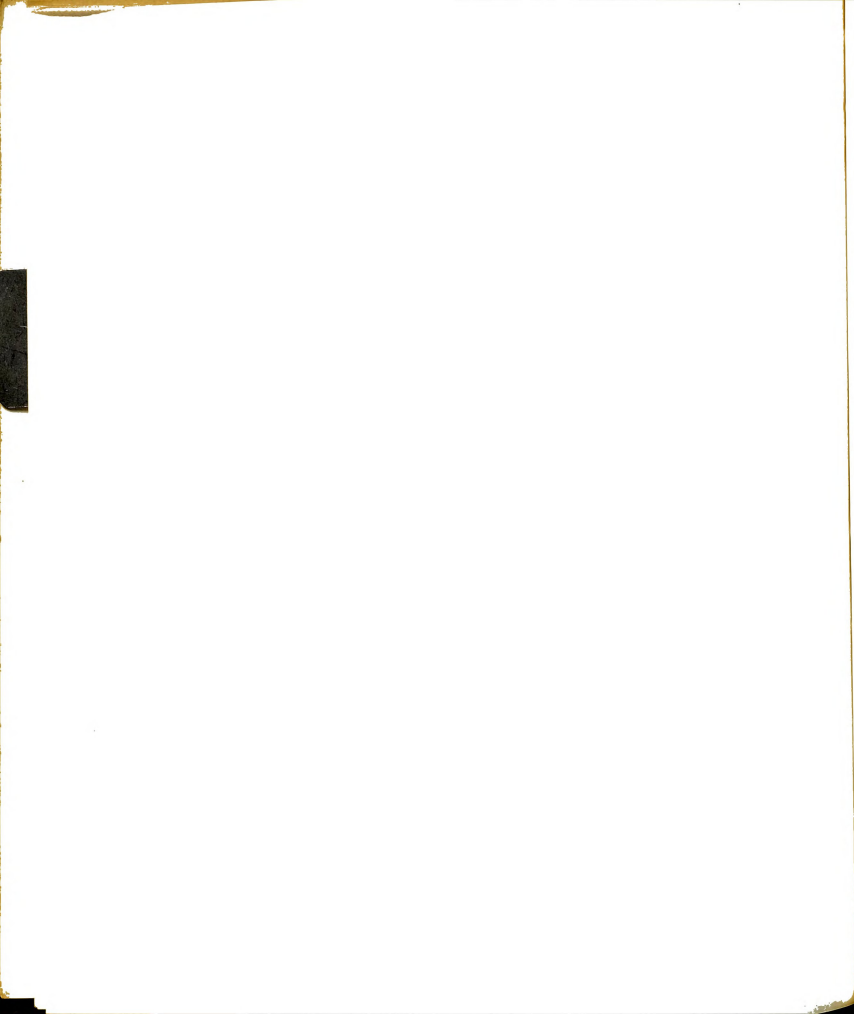
1. What non-verbal communication accompanied the verbal comments?
2. How accurate were the first impressions given to you as an individual in terms of the way you see yourself?
3. Why, in terms of communication with others, is it important that the discrepancy between the way you see yourself and the way others see you not be too great?



Periodic Check on Group Process

Within your group, pair off and for five minutes discuss the group and your performance in the group. How do you see each person performing in the group? How can the other person's performance in the group be improved?

Where is the group now? What is going on? Is the group generally moving ahead, being helpful--or is it not being helpful, i.e., avoiding the task? What could you do to improve the performance of the group?

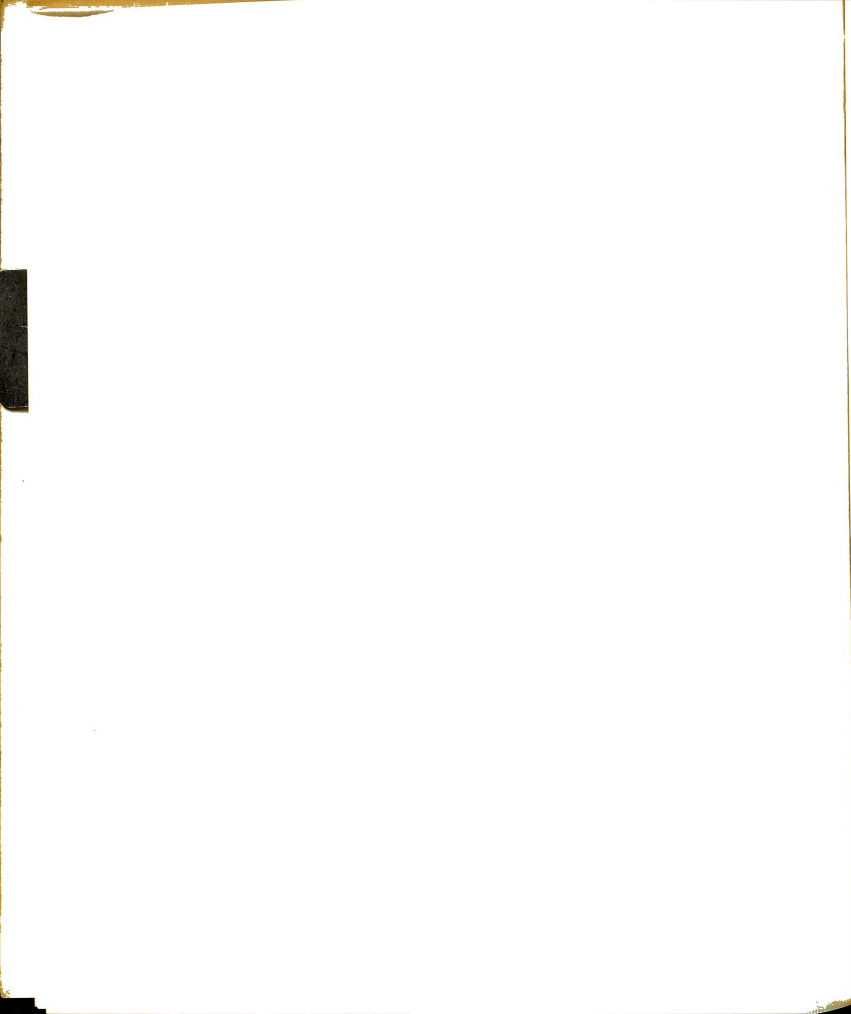


Dominance and Submission

Instructions:

1. Place two chairs facing each other in the center of the group.
2. Select or volunteer two strong-willed persons in the group to be pitted against each other in the center. They are to sit in the chairs.
3. One of the persons in the center is to get the other to lie flat on his or her back on the floor. Any means of convincing the other may be used except verbal.
4. The contest is over when one of the persons in the center has placed himself or herself flat on the floor. There is no time limit. The rest of the group may talk with each other or make comments to or about the participants in the center. Remember, the participants are not to talk or respond verbally to each other or the group.
5. When the contest is finished share your reactions with the participants. What creative means did they use? Did any of their actions or reactions surprise you? Fit in with your perceptions or feelings about them? What new things did you learn about them. The participants are also to share their reactions and feelings with each other and the group. Were there some means you thought of using but didn't? Why?
6. The exercise may be repeated using two new people. Perhaps two weak-willed persons will want to volunteer, or one member challenge another member. What could you learn about each other and yourself by using various combinations? Would you treat males the same as females? How would you react to the various members of the group? Would you feel dominance with some and submission with others?

What did you learn from this exercise? Was it helpful?



Open Chair Feedback Exercise

Instructions:

Leave an open chair in the group. If any group member wishes to volunteer to receive constructive feedback about his behavior in the group and its effects on the other group members, the member may choose to sit in the chair. The group members are then to give constructive feedback to the member, both positive and negative statements.

Remember, feedback is to be constructive and helpful.

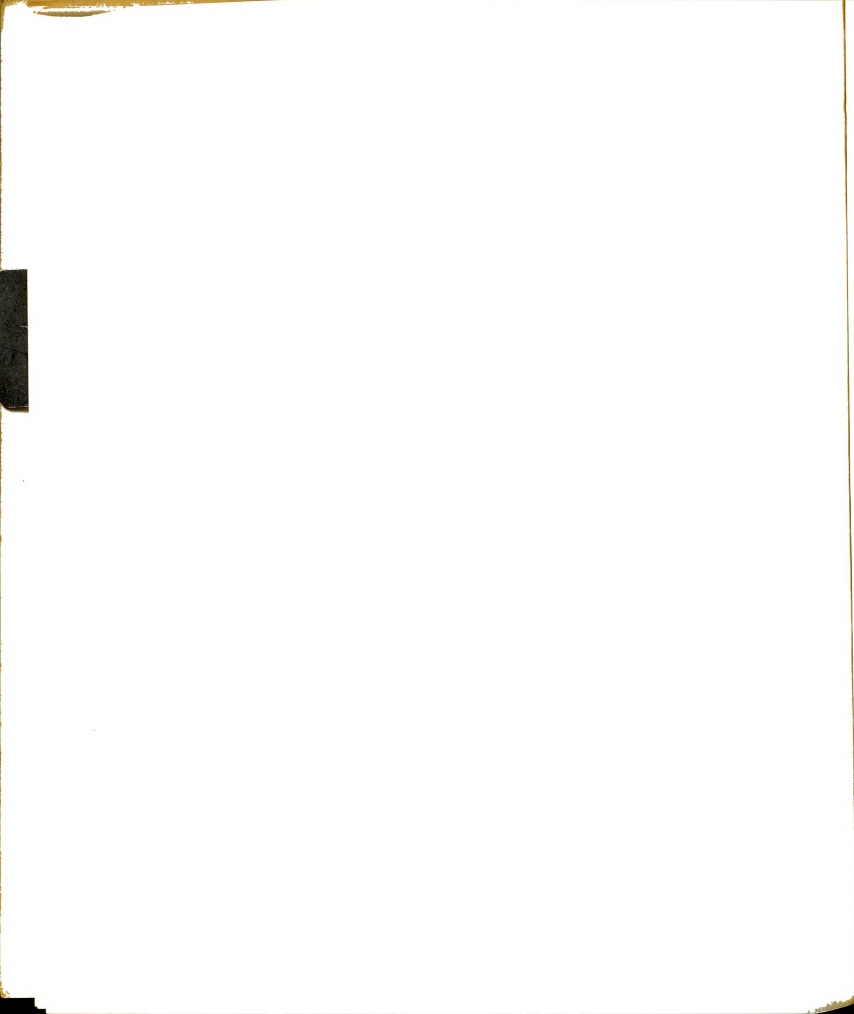
At any point the group member receiving the feedback may choose to leave the chair open, at which time feedback is to stop.

The process continues when another member volunteers to receive feedback.

Criteria for Constructive Feedback:

Feedback statements are helpful when they are:

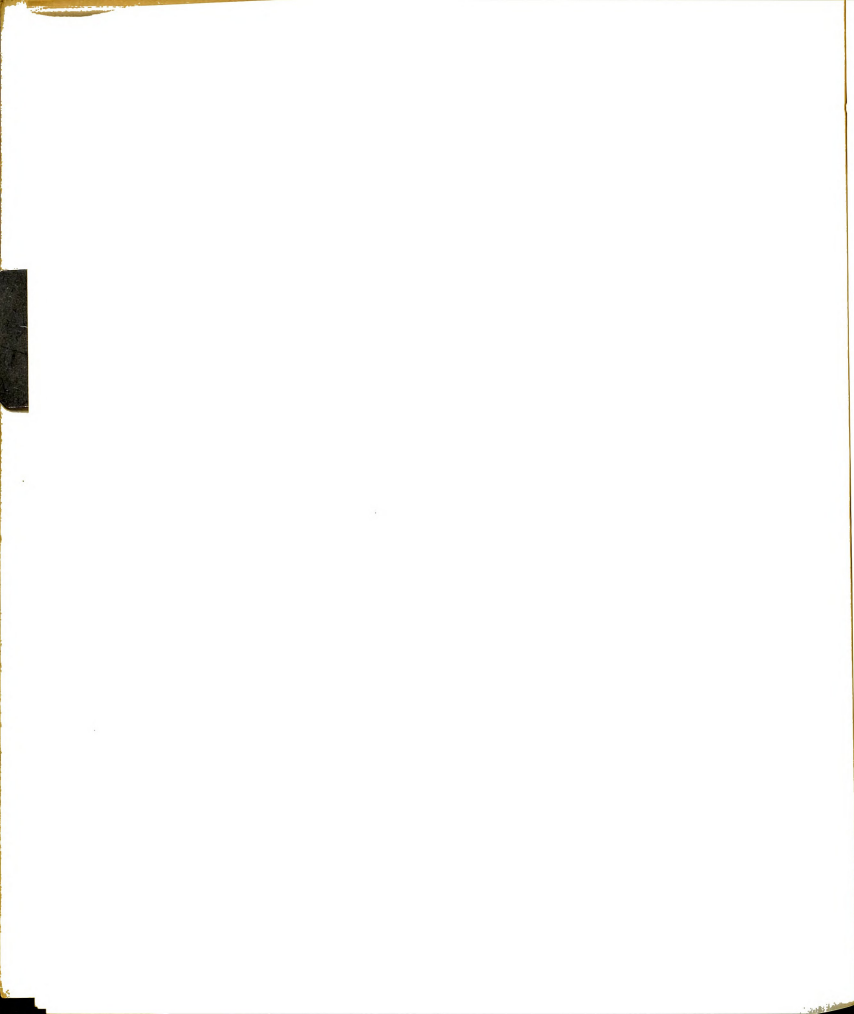
1. Specific rather than general. "I don't think you heard Jack when he said . . ." rather than, "You never pay attention."
2. Tentative rather than absolute. "You seem unconcerned" rather than, "You don't give a damn."
3. Informing rather than ordering. "I haven't finished yet" rather than, "Stop interrupting me."
4. Behavior descriptions. Reporting specific acts of the other than affect you. "You often cut in on me before I finish. For instance . . ."
5. Descriptions of your own feelings. "I was irritated when you cut in on me."
6. Your perceptions of others' actions. "I thought you weren't interested in understanding my idea."



Feedback statements are not helpful when they are:

1. Generalizations about others. "You never care about anything."
2. Name calling, accusative labeling. "You're rude." "You're a phony."
3. Accusations, imputing undesirable motives to others. "You enjoy putting people down."
4. Commands and demands that others change. "You're better stop talking so much."¹

¹John L. Wallen, Constructive Openness, an unpublished manuscript, 1967.



Group Life

Group life becomes more real when the members identify the issues they face together.

By "issue" we mean the insoluble binds and tensions in which the group is involved. An issue is any big problem to which there is no immediate answer, but which demands that the group find a way of "living in the midst of" despite the continuing tension and pressure.

By exploring issues the group forms its values and makes basic decisions concerning the atmosphere of its life.

This exercise provides an opportunity to explore the issues your group is confronting.

Each person completes in writing the statements:

The principal issue confronting this group now is

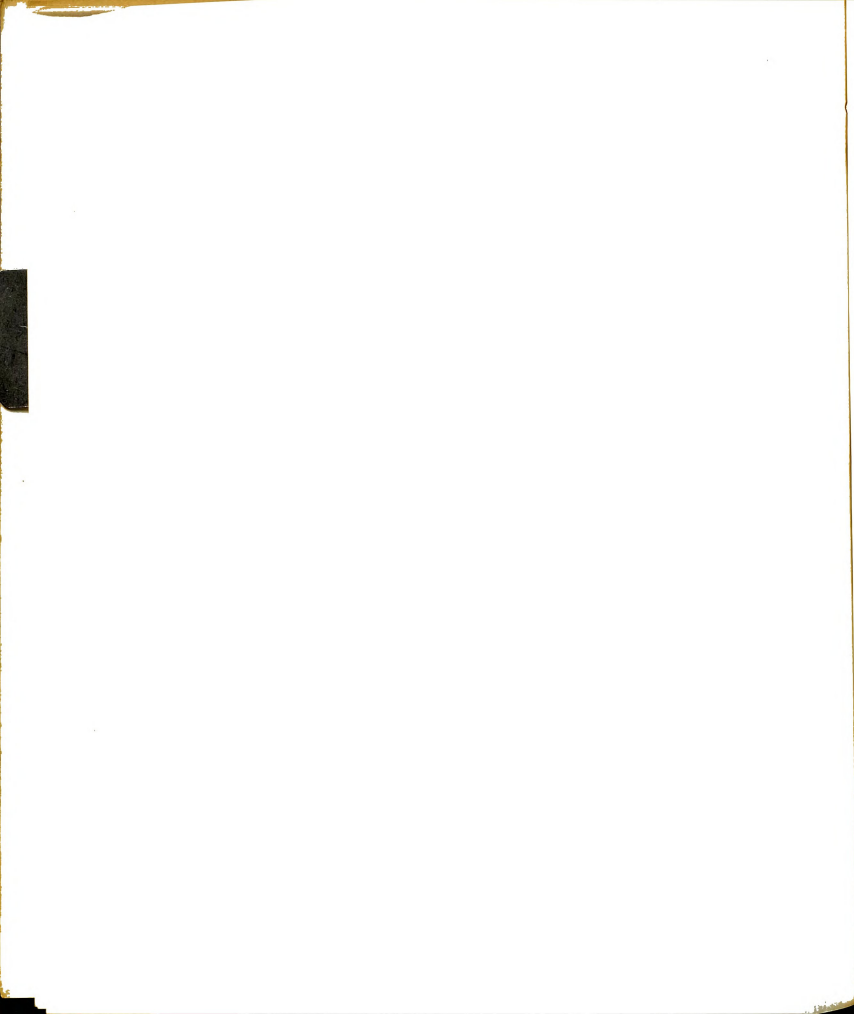
The values in conflict over this issue may be described as follows:

The group will cope more effectively with this issue by

I could help the group deal better with this issue by

EACH PERSON READS HIS RESPONSES TO THE GROUP AND
THE GROUP DISCUSSES.

Was this exercise helpful?



Group InterviewObjectives:

1. To share with the other group members some of your personal interests and life activities.
2. To share and discuss some of your beliefs.
3. To share and discuss some of the things you value.

Instructions:

The group interview may be conducted in one of two ways. Choose one of the following:

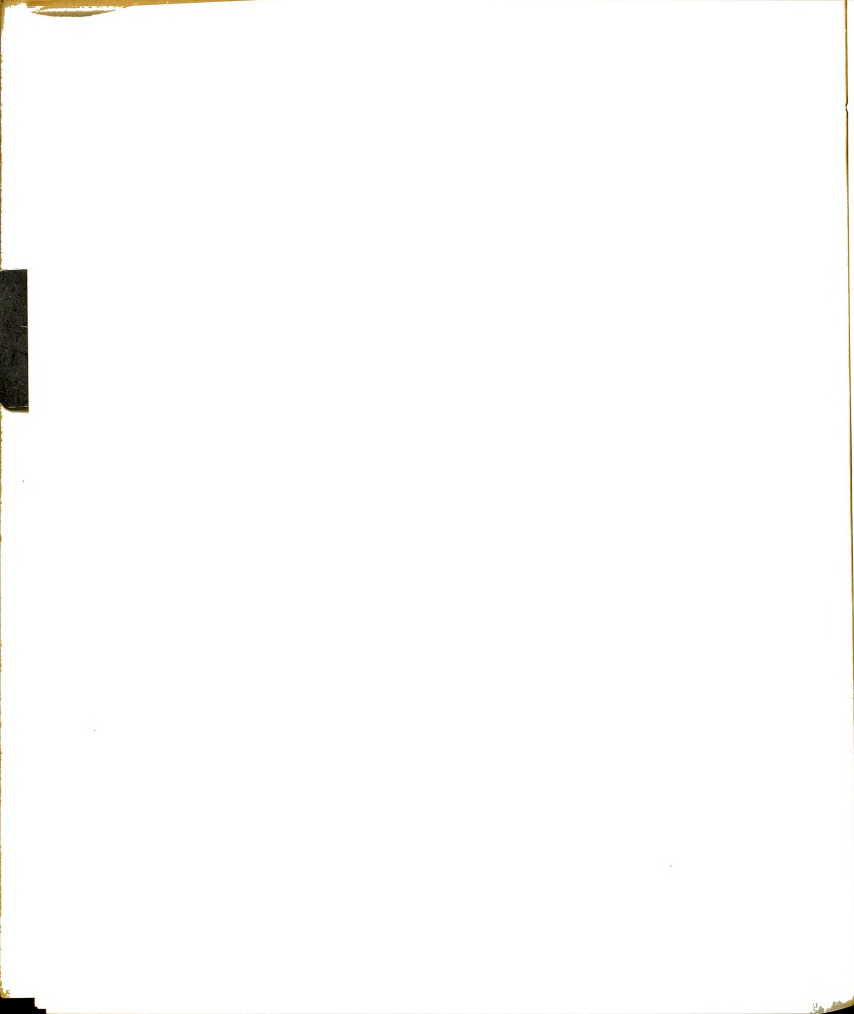
Number One: Group members volunteer to be interviewed. (You may also choose not to be interviewed.) Then the group focuses on one member asking any questions of interest about the member's personal life, family, personal history or background, beliefs, or values. The interviewee may choose not to answer any question which he feels is too personal, untimely, or inappropriate. The interviewee may also ask the interviewer his purpose in asking the question before he chooses to answer.

Number Two: The focus shifts rapidly from one group member to another with any member asking any other member questions of interest--personal life, family, history and background, beliefs, values. The same ground rules apply.

Ground Rules:

1. Personal information, beliefs, and values are to be shared and discussed on a voluntary basis. Please remember that there are things which all of us do not wish to discuss with others at a particular moment. This feeling should be recognized and respected by all members of the group.

2. The group interview is not the place for argument or debate. Please respect each other's right to live differently, feel differently, think differently, believe differently, and value differently. You may well disagree with someone in the group, but try to understand his position rather than telling him he is wrong to try to make him change. People are more apt to change life styles, beliefs, and values from experiencing more meaningful ones rather than being badgered into feeling their's are wrong.



Sample Questions:

How many brothers and sisters do you have?

Do you get along with your parents?

What are your hobbies?

What is the most exciting thing that has ever happened to you?

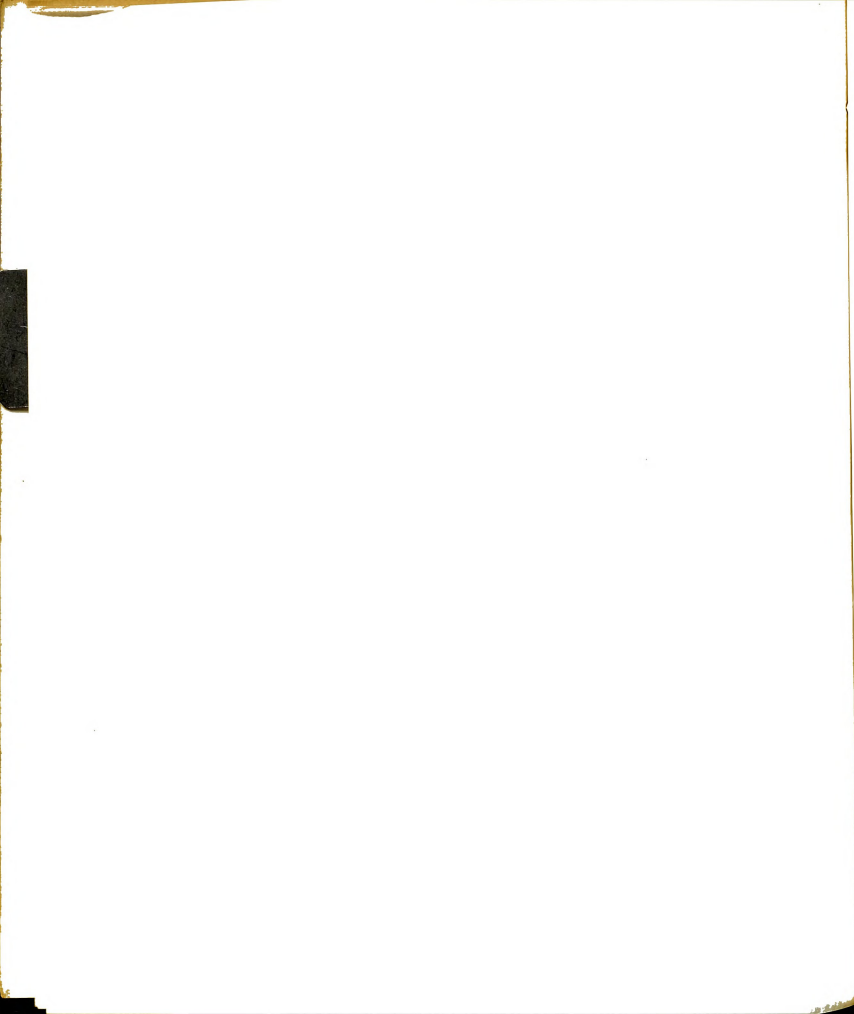
What is the most embarrassing thing you have ever done?

Do you believe that men should be free at all costs?

What is one thing you would never believe in?

What in your life do you value most?

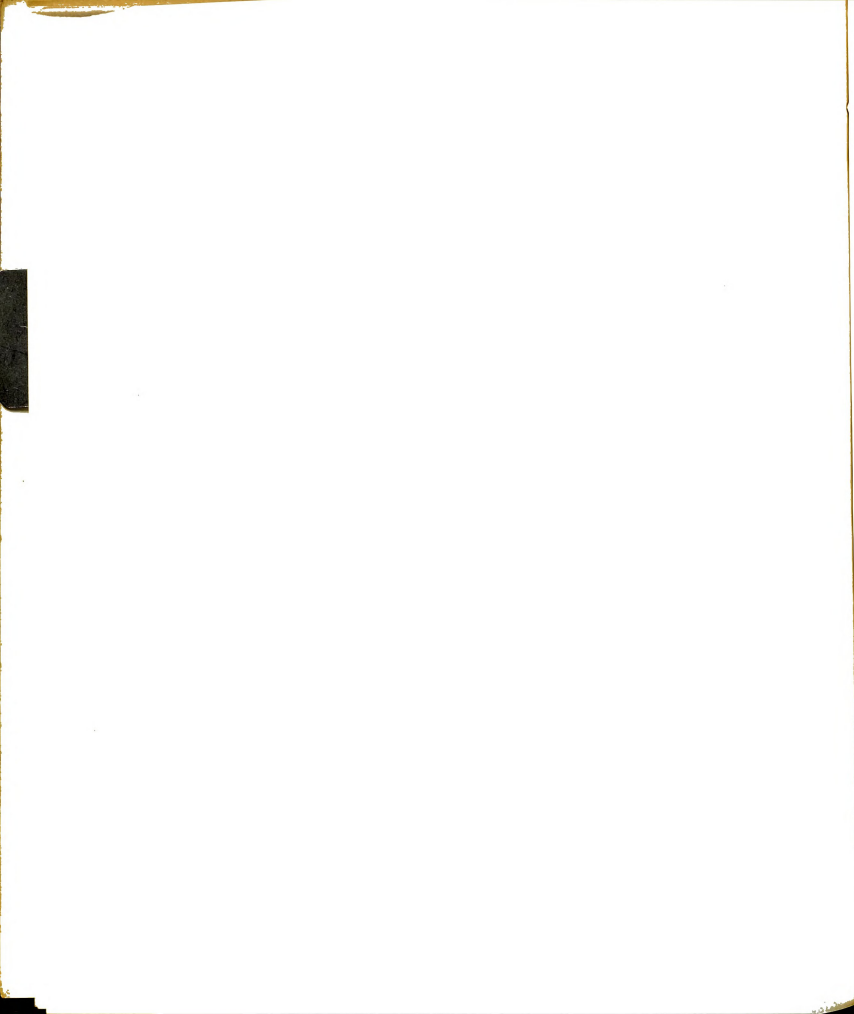
If you had to choose, would you rather be sickly, poor, or disfigured?



STRUCTURED SENSITIVITY PROGRAM

Second Day Outline of Exercises on Increasing
Self-Awareness and Sensitivity to Others

1. Micro-lab exercises (30-45 minutes) (audio tape).
 - a. Blindman's Bluff Exercise exploring the environment.
 - b. Milling and Picking a Partner.
 - c. Cooperation and Control: Hand clasping.
2. Diagnostic Triads for Helping Others (1 hour).
3. Developing Listening Skills with focused discussion (30 minutes).
4. Group Process Analysis (15 minutes).
5. Constructive Use of Feedback (45 minutes).
6. Metaphors (20-30 minutes).
7. Who gets the Money exercise (15 minutes).
8. Draw a picture of this Group (15 minutes).
9. Fish Bowl: Observation of Group Behavior (30 minutes).
10. Session Reaction Forms for Feedback on group experience (Appendix E).



Diagnostic Triads

In this exercise you are asked to divided your group into Triads and take three consecutive 15 minute time periods, rotating every member of the Triad in each of the following roles:

Role I: Helpee

Role II: Helper

Goal: To develop a Helping Relationship around a key operating problem or concern in the Helpee's back home work or family life.

Role III: Interviewing Associate

Function: To take a running record of the conversation, and to have available continuous clarification of the interview.

The product of each Triad will be three short-written diagnostic statements describing each person's key operating problem concern.

You might wish to focus the interview along the lines of the following model:

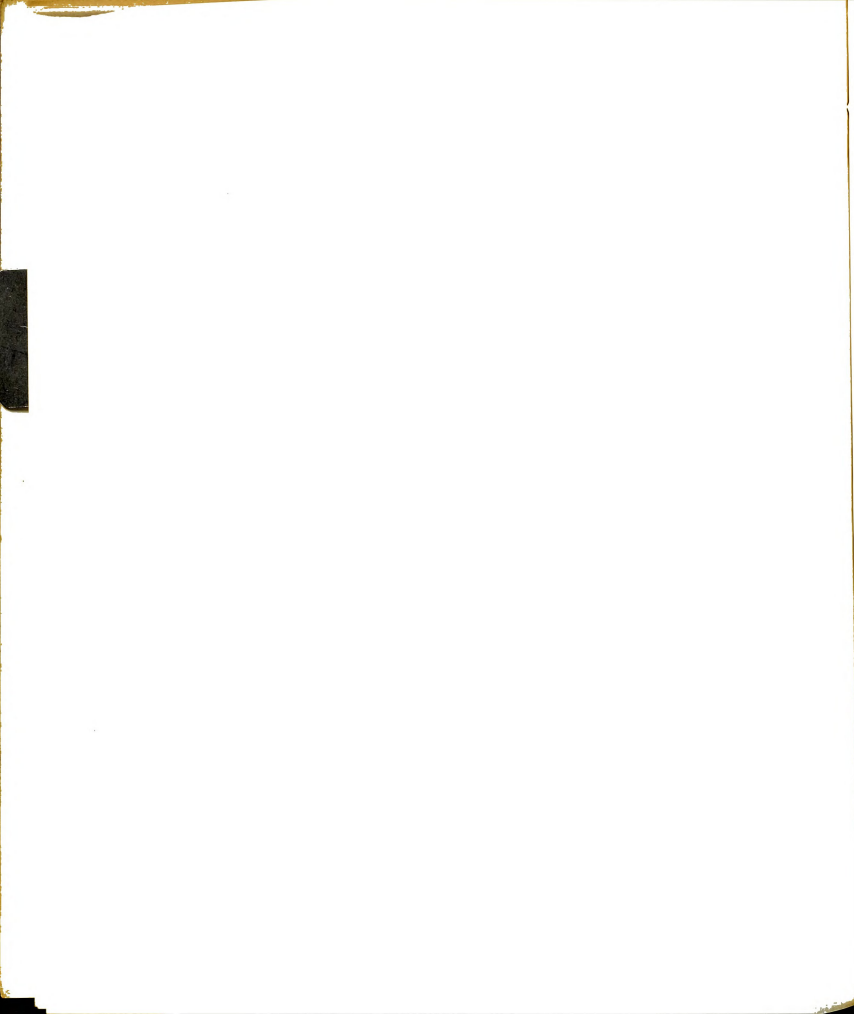
Identification--Diagnosis--Action Plans--
Implementation--Feedback and Evaluation

When all Triads have completed the process, you are asked to form your group and discuss the process.

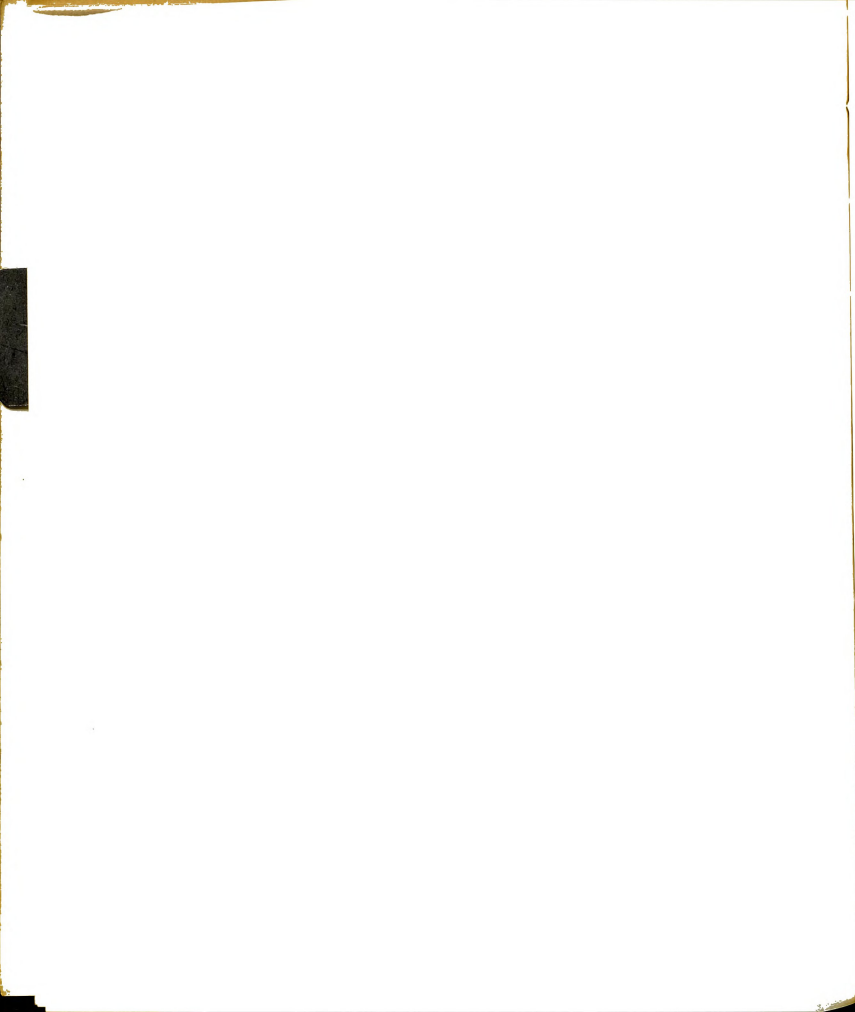
Was the process helpful? What did the Helper do that was helpful? What did he do that wasn't helpful? What kinds of help did you receive? What did you feel about your ability as a Helper? As the Interviewing Associate, what difficulties did you experience?

Please, unless you object, give your diagnostic statements to the Trainer working with your group.

The Helping Relationship.--It is hard to really admit our difficulties even to ourselves. It is not easy to give help to another individual in such a way that he will be strengthened; nor, is it easy to receive help from another person that is the kind of help which makes us more adequate in dealing with our problems. If we really listen and reflect upon the situations in which we are in, either the helper or helping role, we not only are impressed with



the magnitude and range of the problems involved in the helping situation, but also realize that we can keep on learning as a helping person or a person receiving help as long as we live.

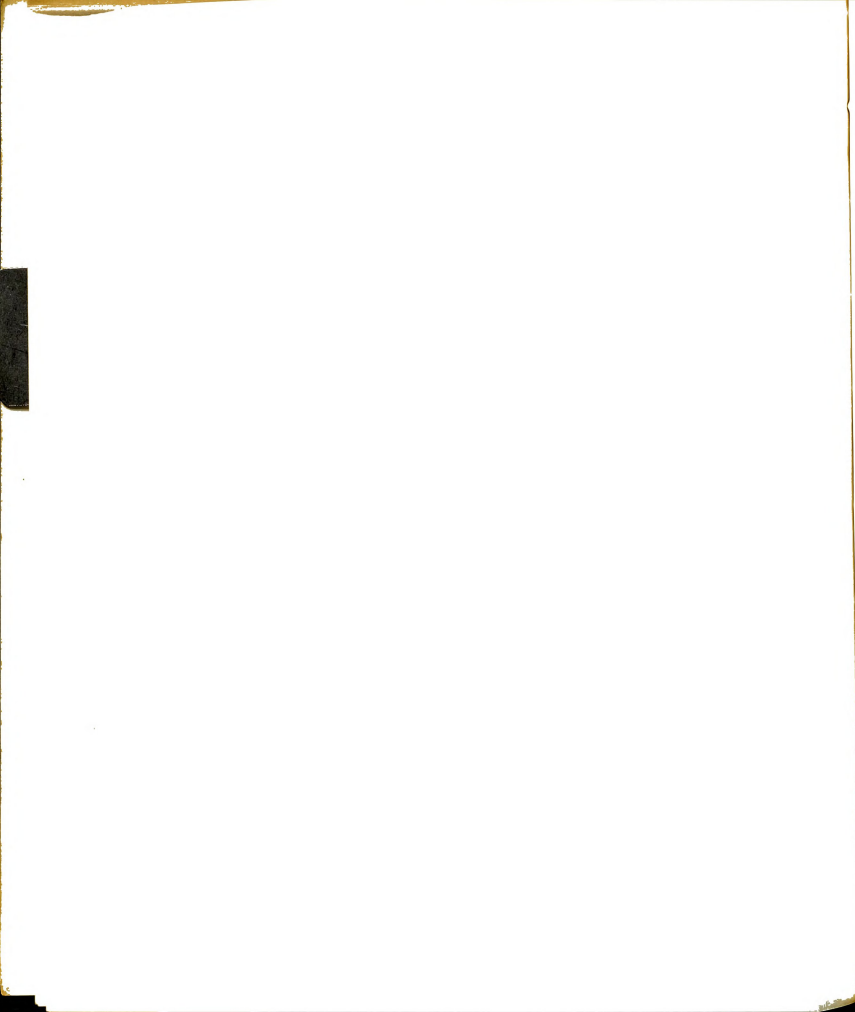


Developing Listening Skills

Effective interpersonal communication is a function of establishing a common frame of reference. This can only be accomplished if one person listens intently to what another person has to say. We usually begin listening to the other person, but frequently long before he has completely expressed himself we "turn him off" and begin to prepare our own point to be made. This "partial" hearing often results in only partial understanding of the other person and only partial acceptance of him.

In your group for the next ten minutes each group member is asked to paraphrase what the previous speaker has said before making his own point. During this time, any member may feel free to remind any other, at the earliest time that it becomes obvious that the task is not being performed. Focus your conversation on the difficulties your group "here and now" is having.

1. Do we usually hear all that the other person is saying?
2. Does the other person always intend to convey the message he conveys?
3. Is it important to "check out" with the other person for more meaningful communication?
4. Why does this exercise create frustration?



Group Process Analysis

We can identify two levels of action in the life of a group: content and process. Content is what you are talking about--the subject under discussion. Process is how you go about communicating or not communicating with each other. Process is the "language of relationship." Process describes how people are affected by what happens in the group.

Often we fail to perceive the process of a group because we are so intent on following the content, and making our own contributions. Therefore we need to practice observing group life at the process level.

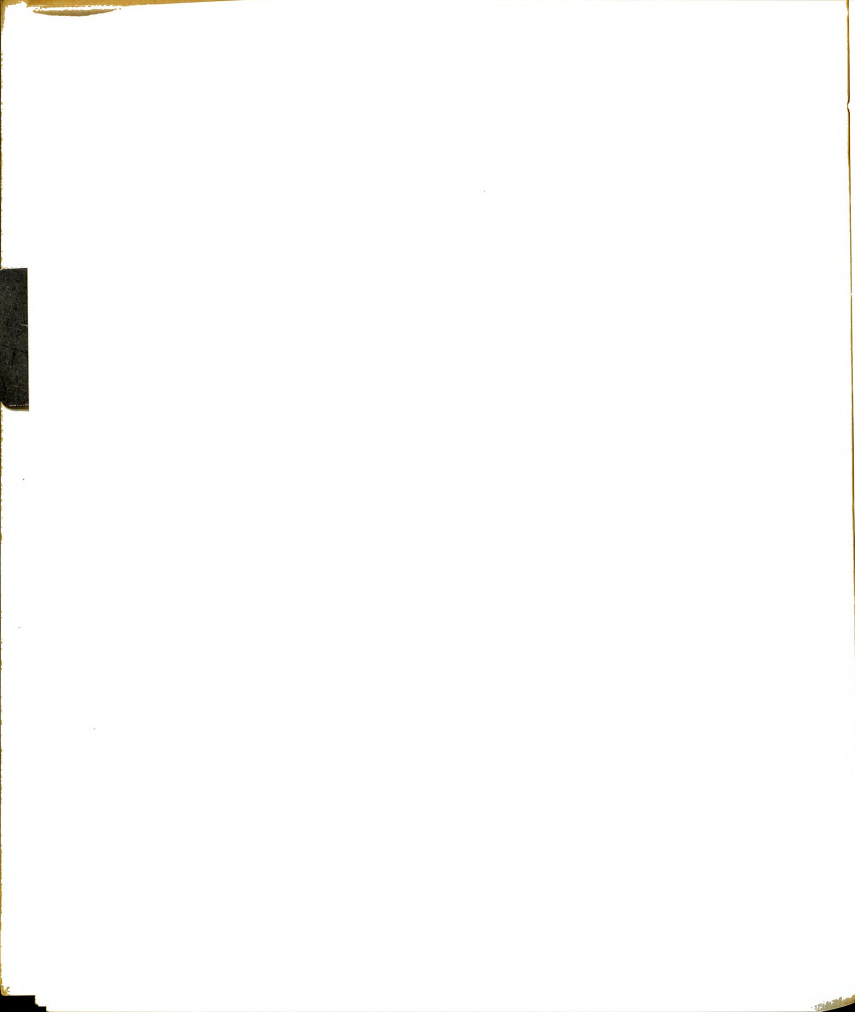
This exercise provides an opportunity to identify what is happening in your group at the process level.

Discuss what has happened in the group during the last thirty minutes. How would you describe the process? Possible points to cover:

How well are we working together?
To what extent do we feel we are members?
How much do we trust each other?
Who are the leaders? How are they leading us?
What are our goals?
How open are we about our feelings?

Reflection

1. How was this exercise helpful?
2. How might the group change as a result of this exercise?



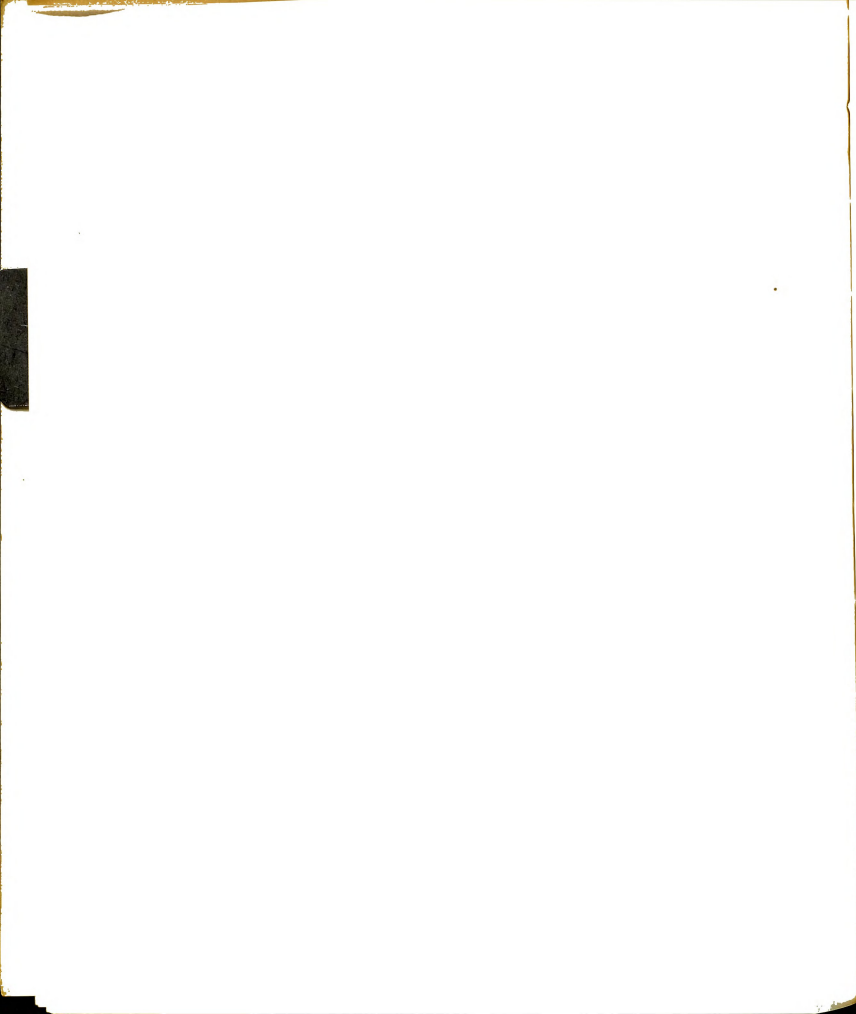
Constructive Use of Feedback

All group members should read their program for five minutes.

The next important goal for your group is to discover the use of constructive feedback in small group interaction. Feedback is reporting to an individual the kind of impressions he is making on your or reporting your reactions to him. Constructive feedback is rarely effectively used in interpersonal communication. Our society puts a great deal of emphasis on the value of honesty. Children are taught in their homes and schools that it is bad to lie about their behavior. Stealing, lying, cheating, and other dishonest acts are denounced in every aspect of life. Yet all of us are guilty of a great deal of dishonesty in interpersonal relationships all of the time. (Since children are often very aware of this it makes the learning of the value of honesty very complex.) We rarely express our honest feelings toward others in home or in school. Often this involves simply avoiding the expression of reactions which we feel would be detrimental to others or ourselves. Often it involves what we call "little white lies" when we tell people something positive or reassuring rather than be direct, honest, or critical.

People often feel threatened by the introduction of feedback exercises. The notion that people will be hurt by criticism is very prevalent. Yet think of how many people you know who have good intentions but irritate, embarrass, or behave in ways which diminish their effectiveness. The range of operating efficiently and productively in many areas in life is seriously hampered if we never have a chance to become aware of our impact on others. Most of us are quite capable of improving our styles of interpersonal communication and becoming much more effective as people--parents, teachers, whatever,--when we really become aware of our impact on others.

Before going on to an exercise designed to give and receive feedback to others in the group, it is useful to think about destructive versus constructive feedback. Feedback is destructive when it is given only to hurt or to express hostility without any goal of improving the communication between people. It may be also destructive when only derogatory or extremely critical statements are given without any balance of positive evaluation.



Feedback is useful to a person when:

1. It describes what he is doing rather than placing a value on it.

Example: "When you yell at me it makes me feel like not talking to you anymore."

"It's awful of you to yell at me."

2. It is specific rather than general.
3. It is directed toward behavior which the receiver can do something about.
4. It is well-timed.
5. It is asked for rather than imposed.
6. It is checked to insure clear communication.

Feedback Task for Group

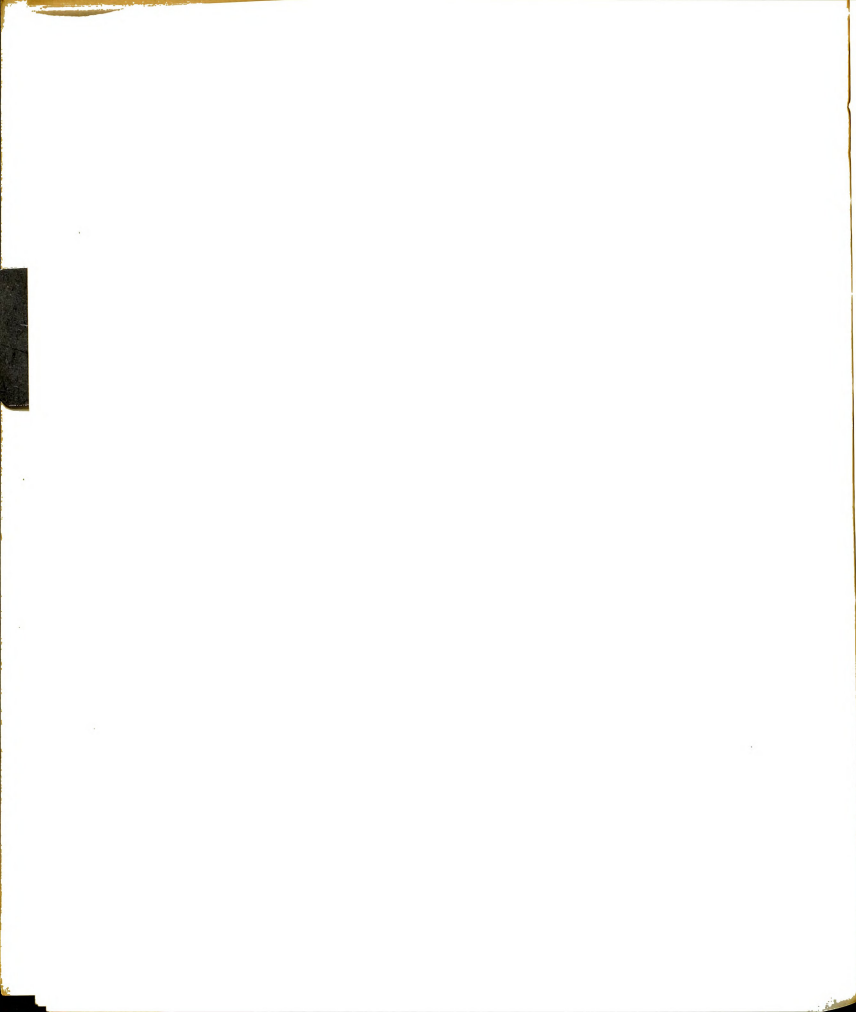
Your group should now divide into triads. Each triad should have paper and pencil and go to separate corners of the room. Each triad should then list all the members of the group on the paper. The task for the triad is to discuss each member of the entire group (exclude yourselves) in terms of what would be the most useful positive and negative feedback statements to give each member. You will probably find considerable disagreement in your triads about your reactions to the various members. You must develop the positive and negative feedback statements which include the reactions of everyone in your triad. The triad should think about how to state the feedback so it will be very clear, direct, and useful to the recipient. Each triad should complete two statements for each member.

Example:

The most negative behavior that Member A exhibits in this group is _____.

The most valuable behavior that Member B exhibits in this group is _____.

At the end of twenty minutes the group will reform and each triad will give each member of the group their joint feedback report verbally.



After the feedback report of each triad to the entire group is completed, the group should spend time comparing reports of different triads.

Were the triad's reports similar or quite different? Why? or Why not?

Were some triads more critical? Why?

Were some reports more useful? Why? Why not?

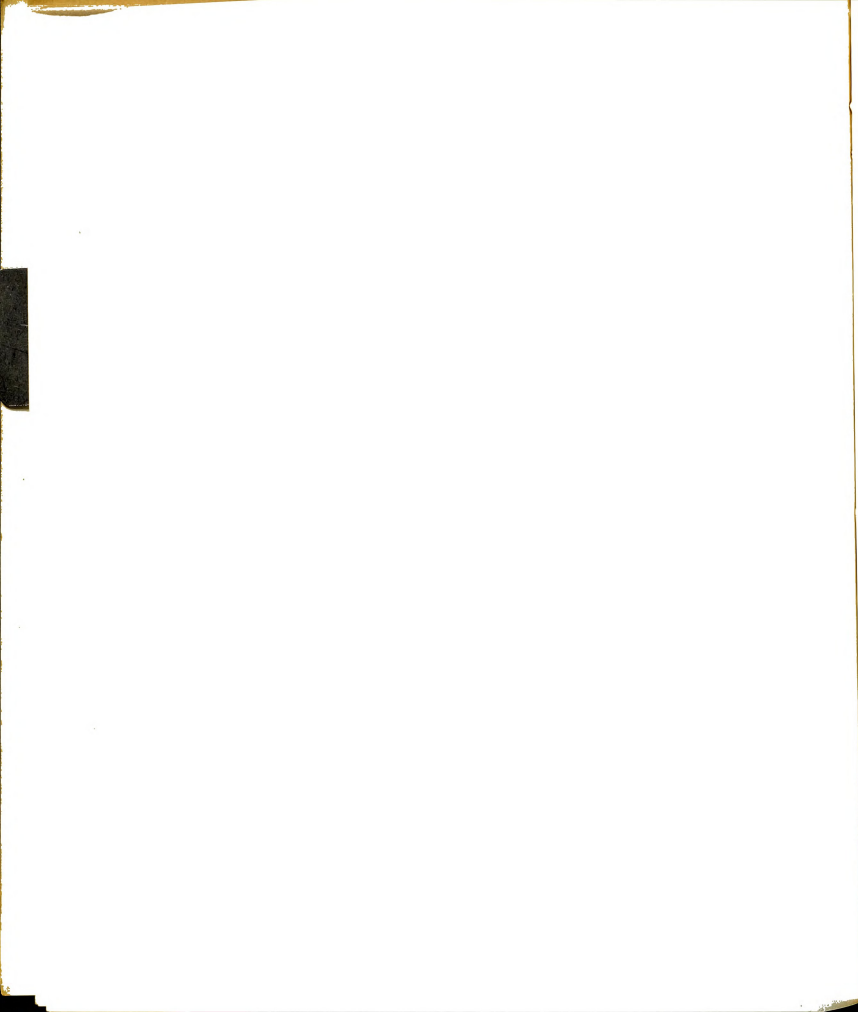
Learning to give constructive feedback to others is only one part of the process. Learning how to receive feedback from others is equally important. Two extreme reactions to receiving feedback is (1) to ignore the feedback and devalue it as being unimportant, hostile or useless or (2) to pay too much attention to all feedback and to try to change in accordance with all feedback received. Neither reaction is constructive. It is important to learn to deliberately weigh feedback from others in terms of the motivation of the sender, the correctness of the sender's perceptions, and the appropriateness of the behavior when it occurred even if the consensus of the feedback received is negative. (An effective group leader or teacher must sometimes behave in a manner to which he will receive only negative feedback.) In some cases it is important to ignore negative feedback. However, consistently dismissing it is a different situation. While people generally have the most difficulty with critical feedback it is important to be aware that some people under-react or over-react to positive feedback also.

Receiving Feedback Task

The group members should return to triads and discuss how the members of the triad felt about the feedback they received. (1) Discuss the feelings about the feedback. Were you hurt, did you feel attacked, pleased, or what? (2) Are there ways of changing your behavior that would be appropriate or possibly related to the feedback received? Members of the triads should help each other in turn to evaluate and suggest ways of effectively utilizing (or ignoring if appropriate) the feedback.

Structured Confrontation Exercise

The previous exercises in learning about the constructive use of giving and receiving feedback in the group have hopefully made each group member responsible for giving his own personal feedback to others. To the

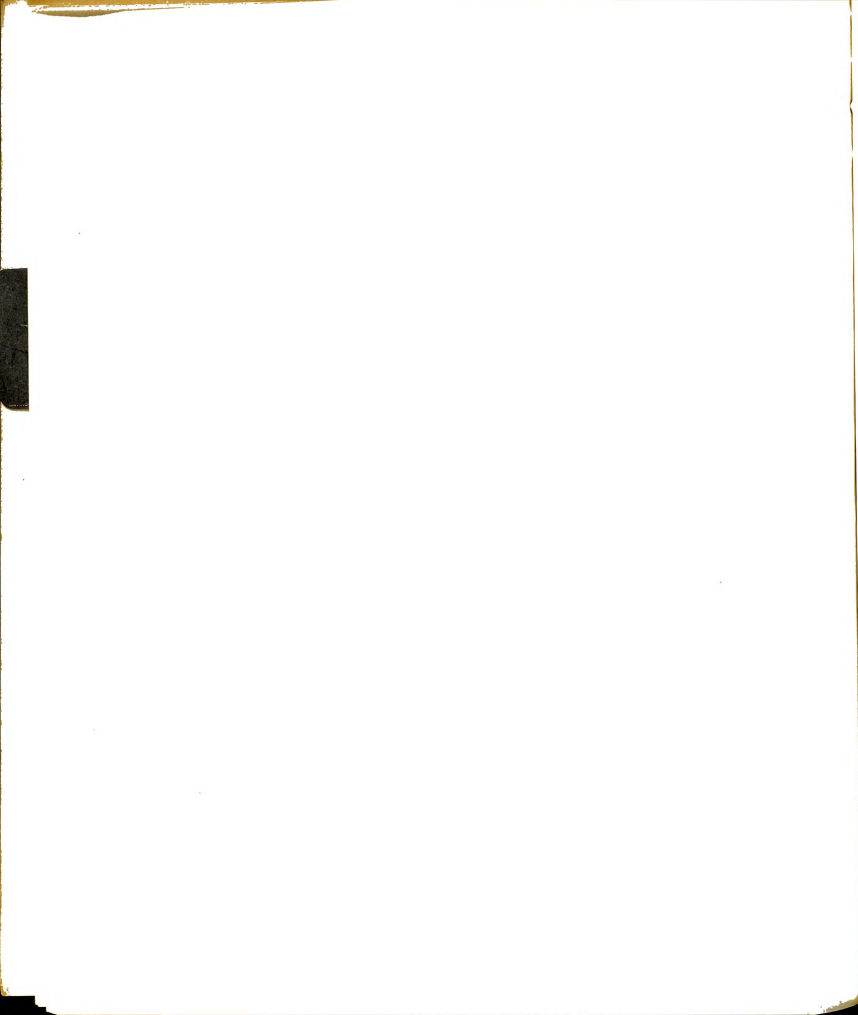


extent that people can do this spontaneously in the group, the group will have more meaningful interaction. Since some people find it difficult to give feedback to each other directly, this task is designed to facilitate this activity.

It is important that you try to think about some very honest feelings that you have about each member of the group and to consider both the most negative and positive feelings you experience in your interaction with each member. There are many ways that you could express these feelings. Take a piece of paper and a pencil and list the most positive and negative statements you would make about each member. Now go over these statements and check how clearly you have communicated what you feel. When you can describe the particular behavior that makes you feel a certain way your feedback will probably be the most effective.

When all the group members are ready each member should give his feedback to all the other group members. As each member finishes going around the circle the next person continues until each group member has given and received feedback from all other members.

Next the entire group should discuss their reactions to this exercise. Where there patterns? How valid was the feedback? Were some people very cautious about giving feedback? Why? Was this constructive or less useful to others? Was individual feedback more or less direct than the triad feedback reports?



Metaphors

Increasing one's awareness and sensitivity to others is a first and major step in the process of self-growth. This exercise is designed to allow you to assess your present awareness and sensitivity to other's feelings.

Instructions:

Complete the unfinished sentence stems into metaphors.

Example: I feel beat when I am an airplane; I feel worse when I am a mouse.

When you finish, give this page to the trainer. Do not sign your name or show other members of the group.

A designated person should then read the paired responses to the group. You are to copy them on the grid provided.

Now, as a group, try to guess which member made which paired response. Include in the discussion the reasons for your choices.

MEMBERS ARE NOT TO REVEAL THEIR RESPONSES UNTIL ALL OF THE PAIRED RESPONSES HAVE BEEN DISCUSSED.

Now, identify and discuss. How accurate were your choices? Did the group find it easier to identify some members than others? Why? How can you increase your accuracy?

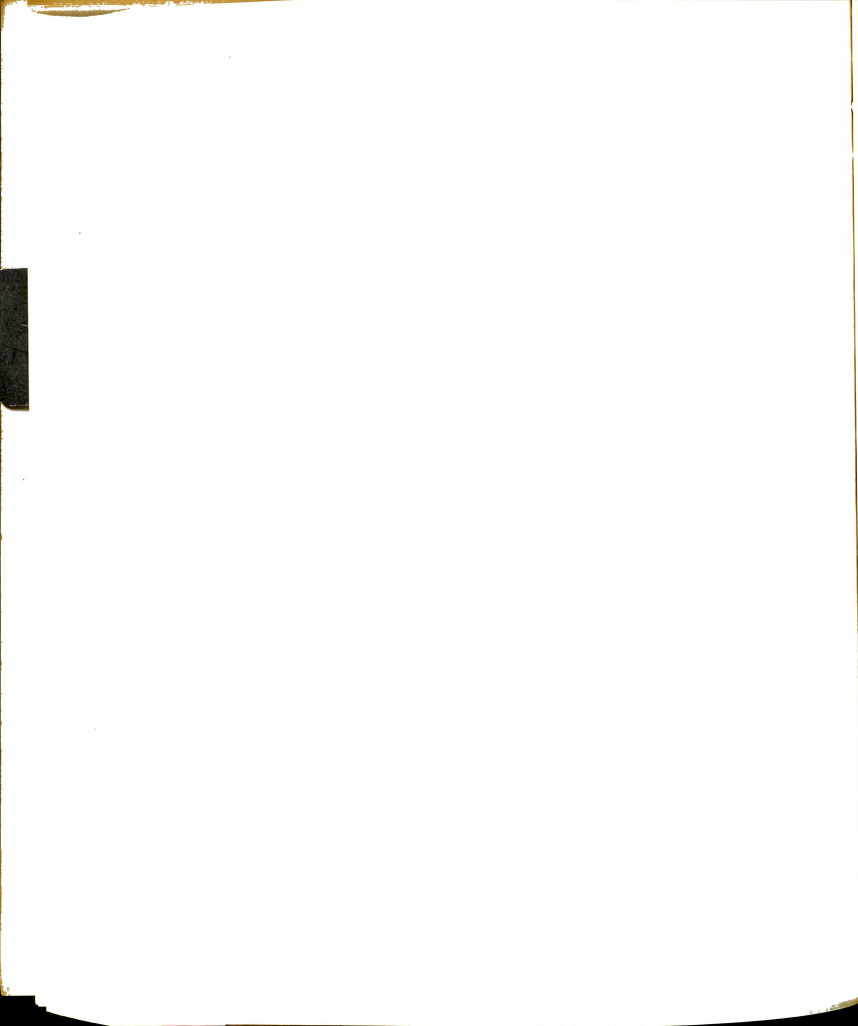
(Tear Along Dotted Line)

(Fold and give to the Trainer)

I FEEL BEST WHEN I AM _____

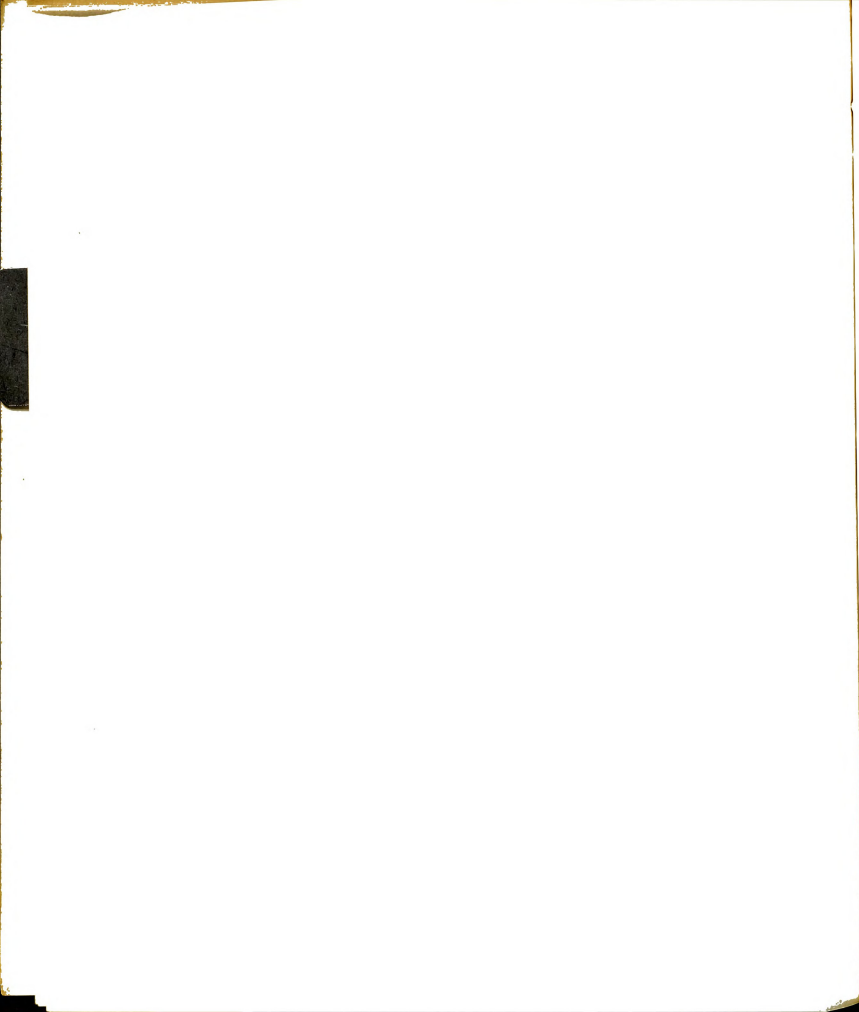
I FEEL WORSE WHEN I AM _____

DO NOT SIGN OR SHOW OTHERS



Grid for Metaphor Exercise

<u>Pairs</u>	<u>Best</u>	<u>Worse</u>	<u>Name of the Person Whom You Guessed</u>	<u>Identified Member</u>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				



Who Gets The Money?Instructions: Part I

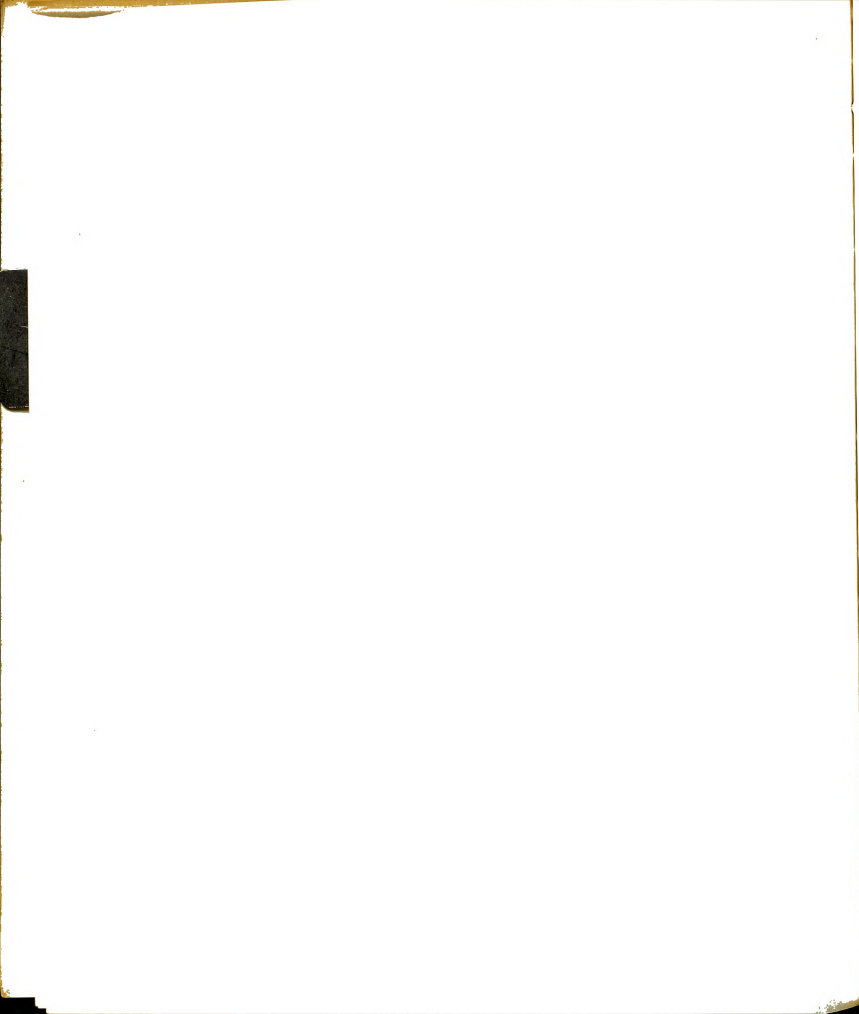
1. As a group, seat yourselves on the floor in a close knit circle. Take out all the change you have on your person. Place the change in front of you.
2. Your task is, when a designated person says go, give your money away to the persons whom you feel have been most helpful in the group. If you receive money from others, you may choose to keep it or give it away as you did your own money. At the end of a minute the Trainer will say stop.
3. Share with the group your reactions as to how the money was distributed. What was the pace of the group in giving? What differences in individuals were visible?
4. The group may wish to have one of its members act as a group observer to the process; and then share his perceptions of what happened.

Instructions: Part II

1. Place all of the change on the floor in the middle of the circle.
2. On the word go, you are to try to get as much of the money from the center as you can. You may use any means you choose. The money is not safe even when held by an individual. The session will last one minute.
3. Share with the group your reactions to what happened. How did this part differ from Part I?
4. A process observer may be helpful.

OTHER SUGGESTED CRITERIA FOR GIVING MONEY AWAY:

How committed the persons are.
How open the person is.
How flexible the person is.
Other:



Draw a Picture of This Group

You have shared a variety of experiences in your group to this point. Undoubtedly you have impressions of your group as a whole.

Purpose of this exercise is:

1. To share how we each see the group.
2. To discuss how and why people see the group differently--if they do.

Steps:

1. Take a sheet of newsprint and marking pens, if these are available. Otherwise, use a sheet of paper and pencil or pen.
2. Each person in the group, with no talking among group members, draws his impressions of the group at this time on the paper.
3. When everyone has had a chance to draw on the paper, then the entire group discusses the drawings:

What do the drawings say about the group?

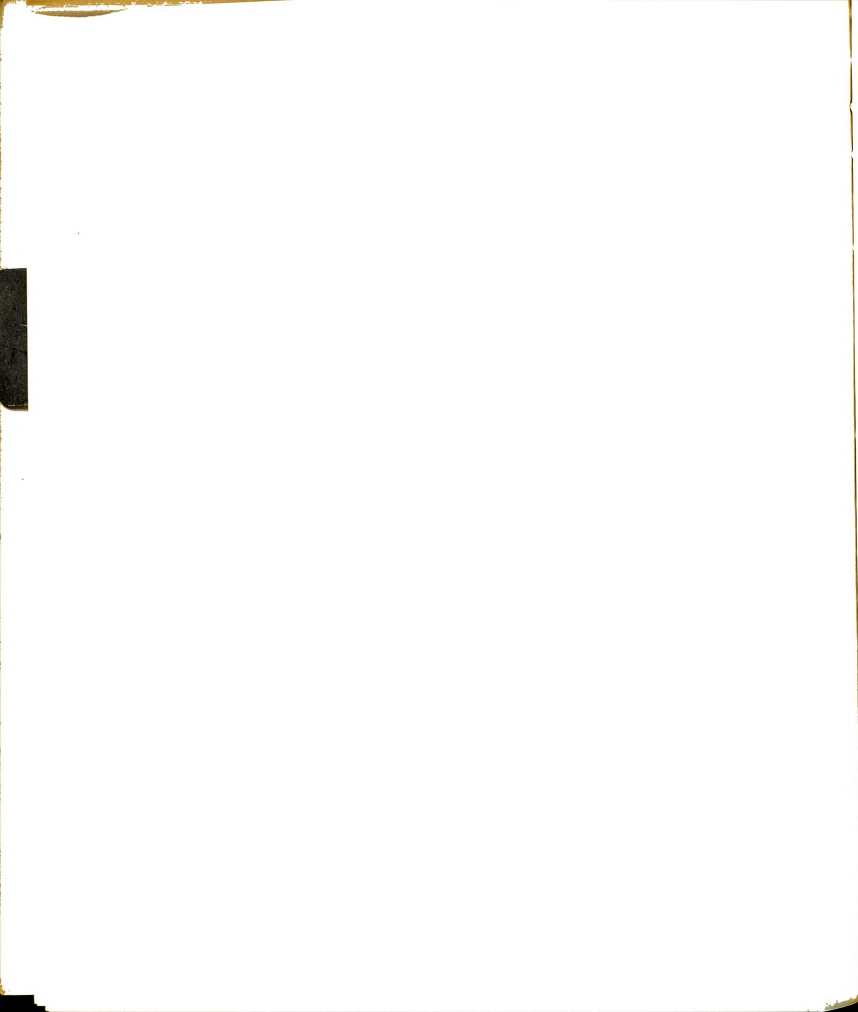
What do the drawings say about the person who drew them?

What differences are there among the drawings? Why these differences?

What differences are there in the ways people are seeing your group? Why?

What do these differences say about what your group might do next?

What non-verbal communication means are you now aware of that you weren't before doing this exercise?



Fishbowl: Observation of Group Behavior

Often we are so concerned about our own participation in a group that we do not observe all of the things that are happening. In trying to decide what we are going to say next, we do not hear what others are saying. We need practice in observing group life so that we can begin to identify and analyze the factors that are helping and hindering the group in the accomplishment of its work. Then we will have the necessary information to decide whether we want to change the way things are being done, or whether we are satisfied and want to continue in our present ways.

This exercise provides an opportunity to observe another group at work and then to check out your observations by discussing with them what you saw and heard. Hopefully you will be able to learn more about observing group life in the role of observer by not having to participate. Of course, the skill we ultimately need is that of "participant-observer" to be aware of what is happening in the group at the same time that we are active members.

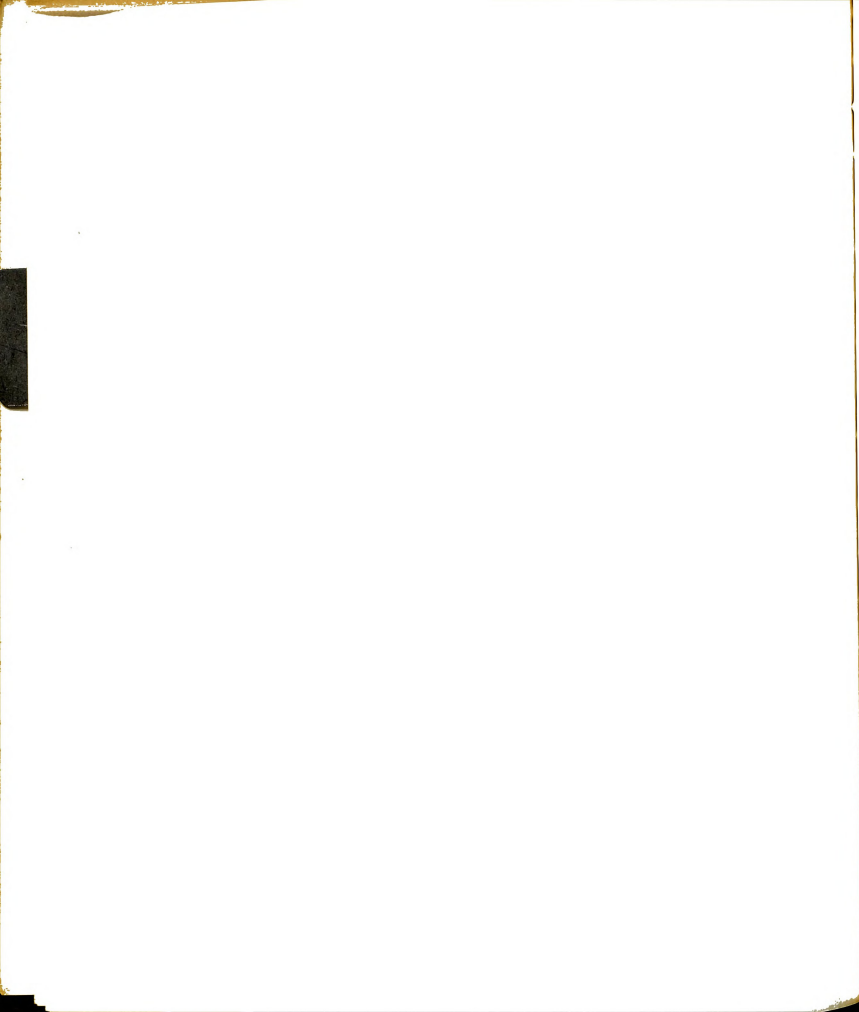
Divide into two groups--A and B. Group A discusses for ten minutes the question: What are the barriers in this group to our communicating better?

Group B observes and reports for five minutes on how they saw Group A working with actual communication problems which exist in the group life.

Groups reverse roles (15 minutes).

Reflection

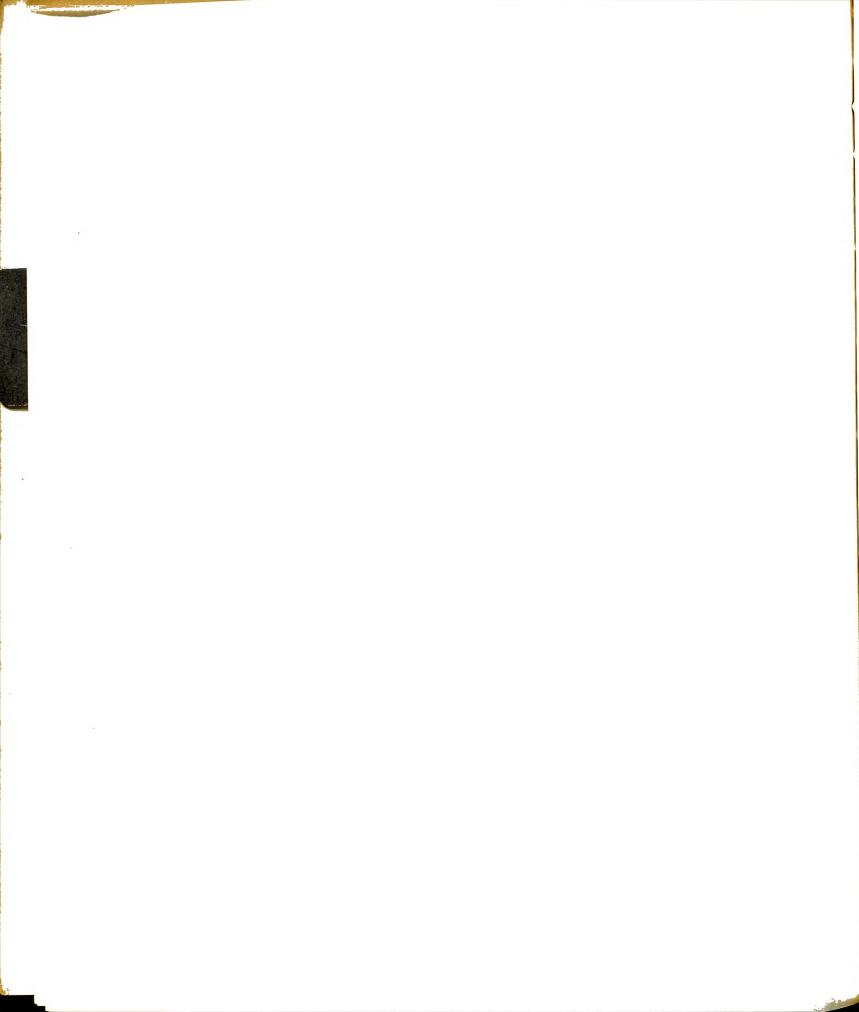
1. How was this exercise helpful?
2. How would you behave differently next time?



STRUCTURED SENSITIVITY PROGRAM

Third Day Outline of Exercises Designed to
Sustain Self-Awareness and Help
in Making Action Plans

1. Micro-lab (30-45 minutes) (audio tape).
 - a. Conflict and Affection Lines.
 - b. Group Fantasy: Sharing impressions.
 - c. Trust Circle.
2. Self-Assessment Stems (45 minutes).
3. What are my strengths and weaknesses? (30 minutes).
4. Verbal Expression of Hostility (30 minutes).
5. Experiencing Rejection (20 minutes).
6. Creative Expression of Feeling: Conference Phone Call (45 minutes).
7. Group interaction and relating (1 hour).
8. Moon Landing Exercise: NASA survival experience (30 minutes).
9. Session Reaction Forms for Feedback on group experience (Appendix E).



Self-Assessment Sentence Stems

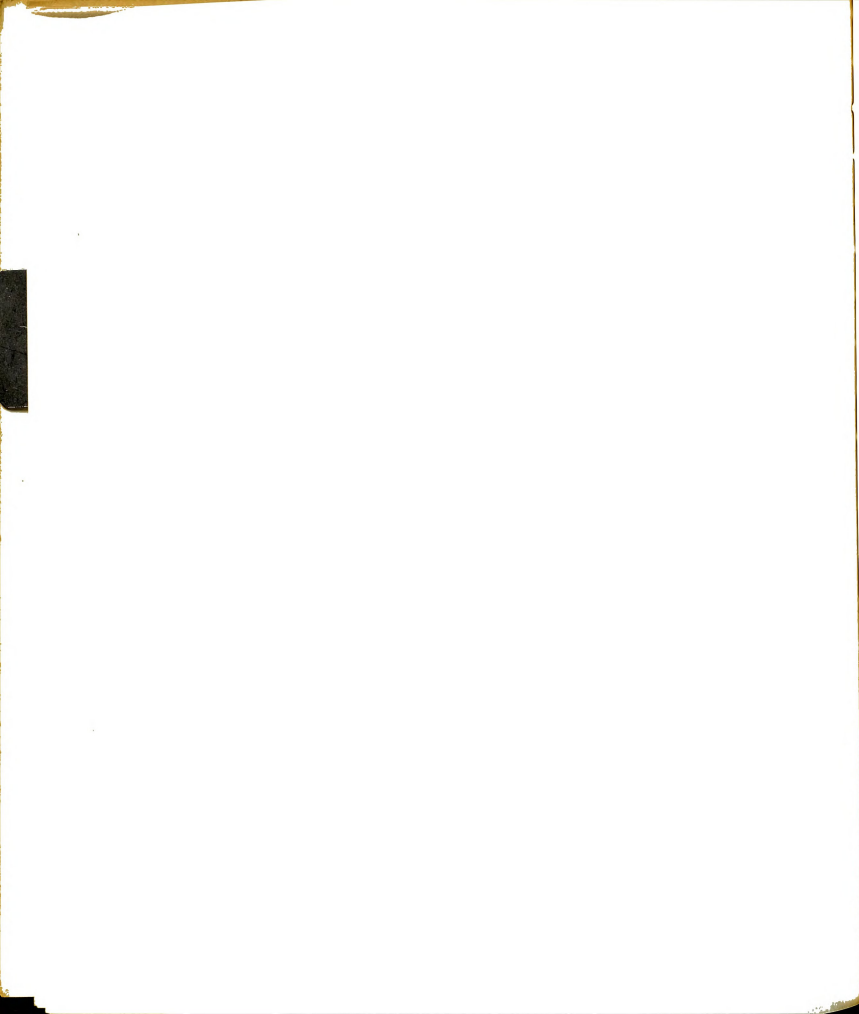
Often there is a great deal of difference between what we believe about ourselves and what we really are. This exercise is designed to help you assess yourself on this issue.

A. Complete each of the following sentence stems to read as a sentence.

B. Pair off with another member of the T-Group. Exchange the completed sentence stems. Take turns and react to the statements which seem inconsistent with your partner's behavior.

C. Choose new partners and continue the process as many times as prove beneficial.

1. Those whom I work with the closest
2. In a group I am
3. If someone asked me to organize a new group
4. When other people are upset and hurt in a meeting I
5. With my immediate superior
6. The kind of person who always asks his superior for direction
7. People who seldom let me know where they stand
8. People who agree with me make me feel
9. Strong independent people
10. When people depend upon me I
11. I get angry when
12. I have accomplished
13. Being part of a group that has been together for a long time
14. I get real pleasure from being part of a group when
15. People who expect much from me make me feel



What Are My Strengths and Weaknesses?Instructions:

1. Listed below the dotted line are two questions, "What are my strengths?" and "What are my weaknesses?" Answer them in the space provided.
2. Fold and place in the center of the group. Do not sign or show to the other group members.
3. The group then selects a member to read the paired responses. You are to copy them on the grid provided.
4. Now, as a group, try to guess which member made which paired response. Include in the discussion the reasons for your choices.
5. When the group is finished guessing, identify and discuss.

(Tear Along Dotted Line)

(Fold and Give to the Trainer)

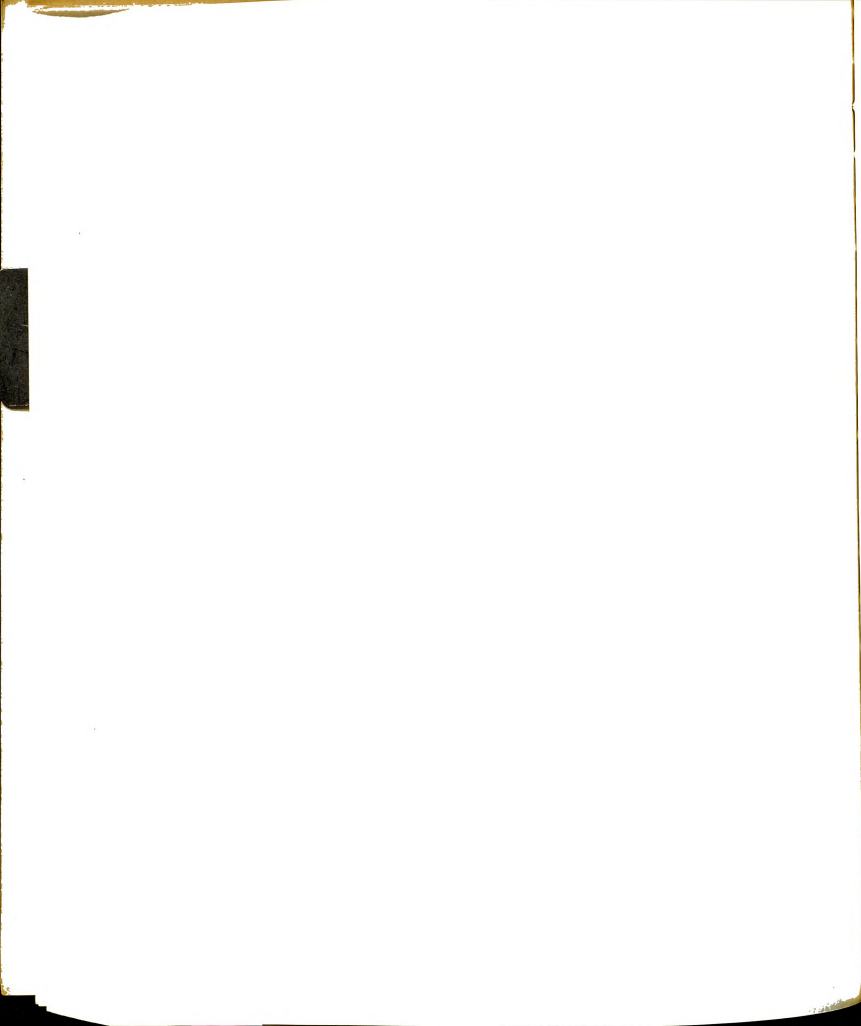
WHAT ARE MY STRENGTHS? (Try to describe in one or two words.)

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

WHAT ARE MY WEAKNESSES?

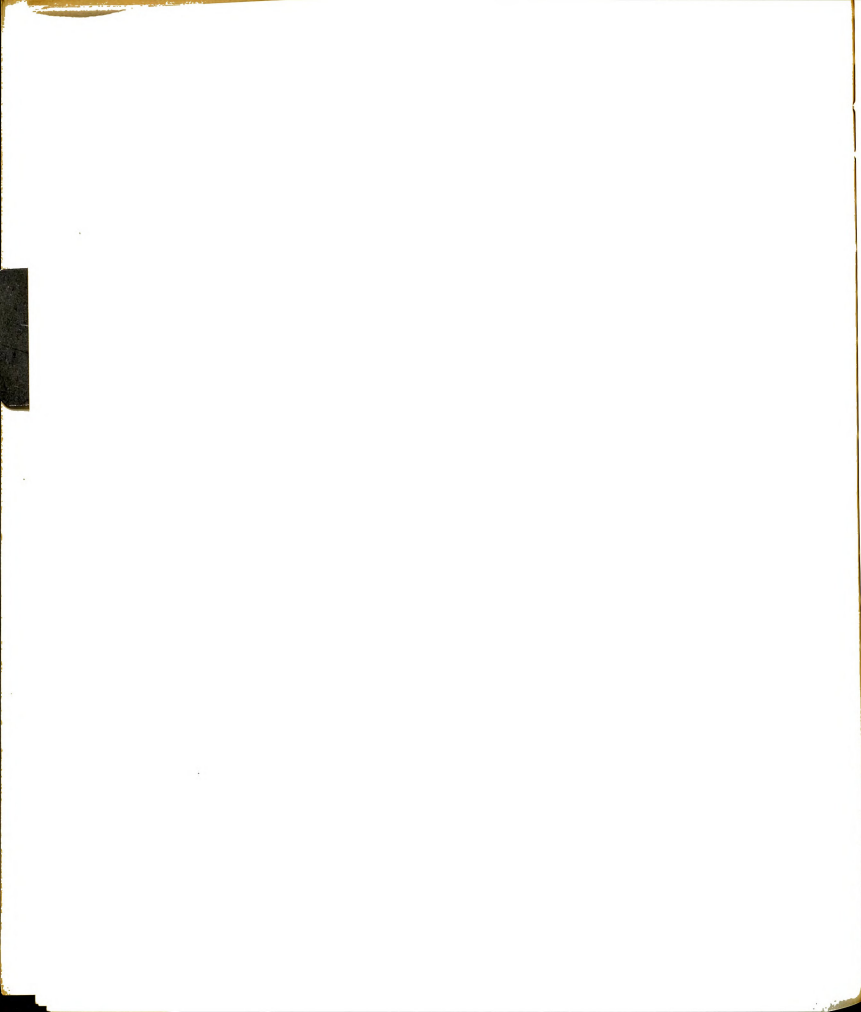
- 1.
- 2.
- 3.
- 4.
- 5.

DO NOT SIGN OR SHOW GROUP MEMBERS



Grid for Strengths and Weakness Exercise

<u>Pairs</u>	<u>Strengths</u>	<u>Weaknesses</u>	<u>Name of the Person Whom You Guessed</u>	<u>Identified Member</u>
1.				
2.				
3.				
4.				
5.				
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11.				
12.				
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14.				
15.				



Verbal Expression of Hostility

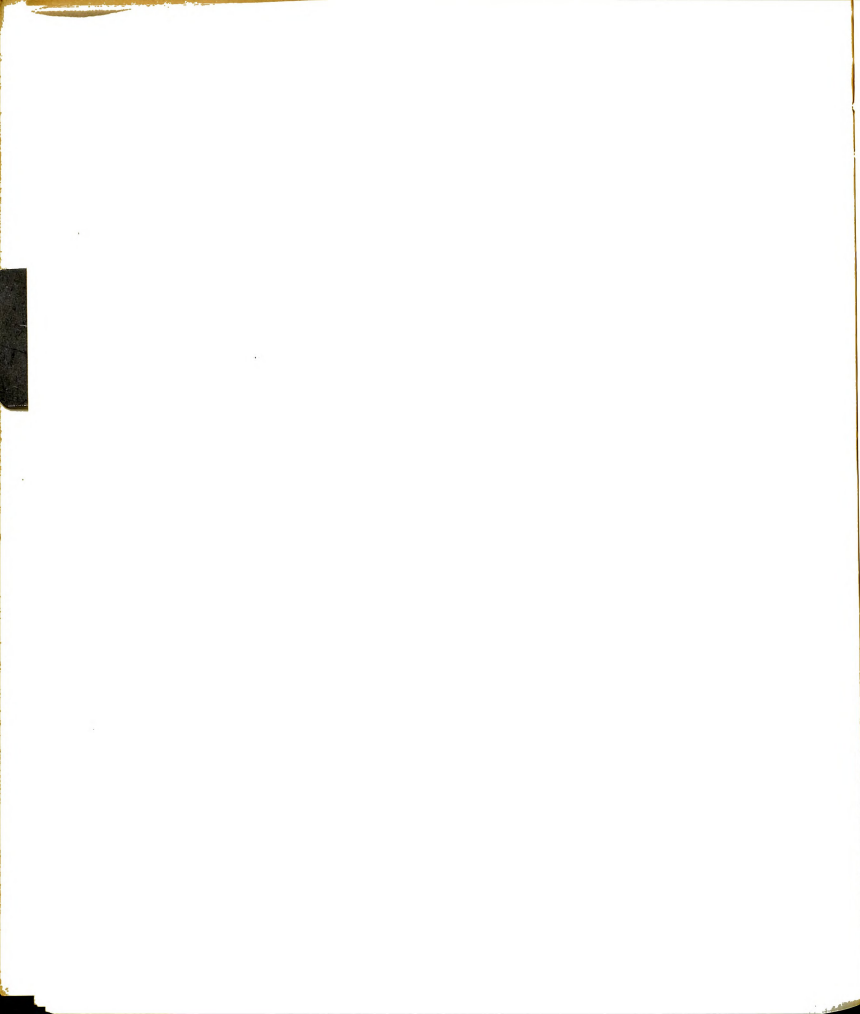
One kind of emotion that many people have difficulty dealing with is HOSTILITY. Some of us have problems expressing our hostile feelings and also handling hostile feelings expressed to by others. Then, there are those who can express hostility but experience difficulty receiving it; and, some of us can receive hostility but have problems expressing it. There are those who are quite immobilized in any kind of hostile situation.

There is evidence to indicate that in today's society the most effective human beings are able to deal with hostile feelings--either their own or those of others. There is also evidence that people who continually repress their hostile feelings pay a great price in wasted energy as well as being the recipients of ulcers, headaches, heart attacks, and other physical malfunctions. The repressions of hostile feelings frequently deprive both the repressors and the recipients of valuable data for learning.

Task:

You are asked for the next twenty minutes to role play being the most hostile group, at the verbal level, anyone has ever heard. You are asked to imagine that your group is auditioning for a part in a movie requiring a very hostile group at the verbal, non-physical level. Remember to be non-physical. If you wish, you may take different names for this exercise.

At the end of the twenty minute period, you are asked to talk about the feelings you had during the exercise. You might wish to relate your feelings during the exercise to situations you encounter in this group, and in other groups of which you are a member.



Experiencing Rejection

Most of us have experienced rejection at one time or another. It is often a threatening experience which we have learned to defend against by telling ourselves that "I really didn't care about him anyway." "He's a snob, and I don't want anything to do with snobs." "I'll get even by punishing him when the chance arises." We try to deny or avenge the feeling without understanding. It is difficult to admit to ourselves and others that being rejected is painful. Yet, it is much more healthy than denying the feeling and keeping it bottled up inside you or turning the feeling into destructive behavior.

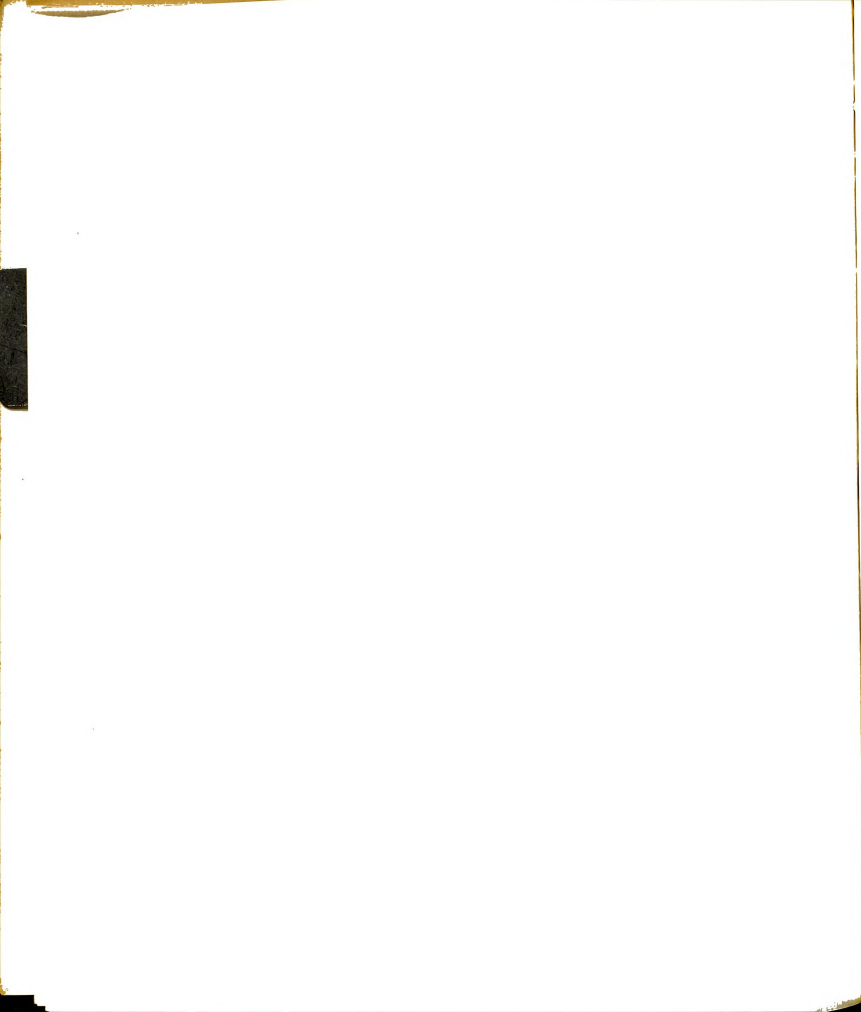
This exercise is designed to let you experience rejection in a less threatening environment, and then describe your feeling and better understand them with others.

Instructions:

As a group, select some criteria for rejection. On the first trial you may want to start with something which all of the members agree is not too threatening--perhaps unwillingness to listen to others for long periods of time or unwillingness to confront differences. Make sure all of the group members agree to the criteria.

Then nominate candidates and, by voting, reject four or five of your group. The rejectees are to form their own group and discuss their feelings about being rejected. The group members who rejected them are to form their own group and discuss their feelings about rejecting others. Do not rush the discussions. Try to be as honest with yourself and others as you can about your feelings. Finally, the two groups are to rejoin and discuss their feelings with each other.

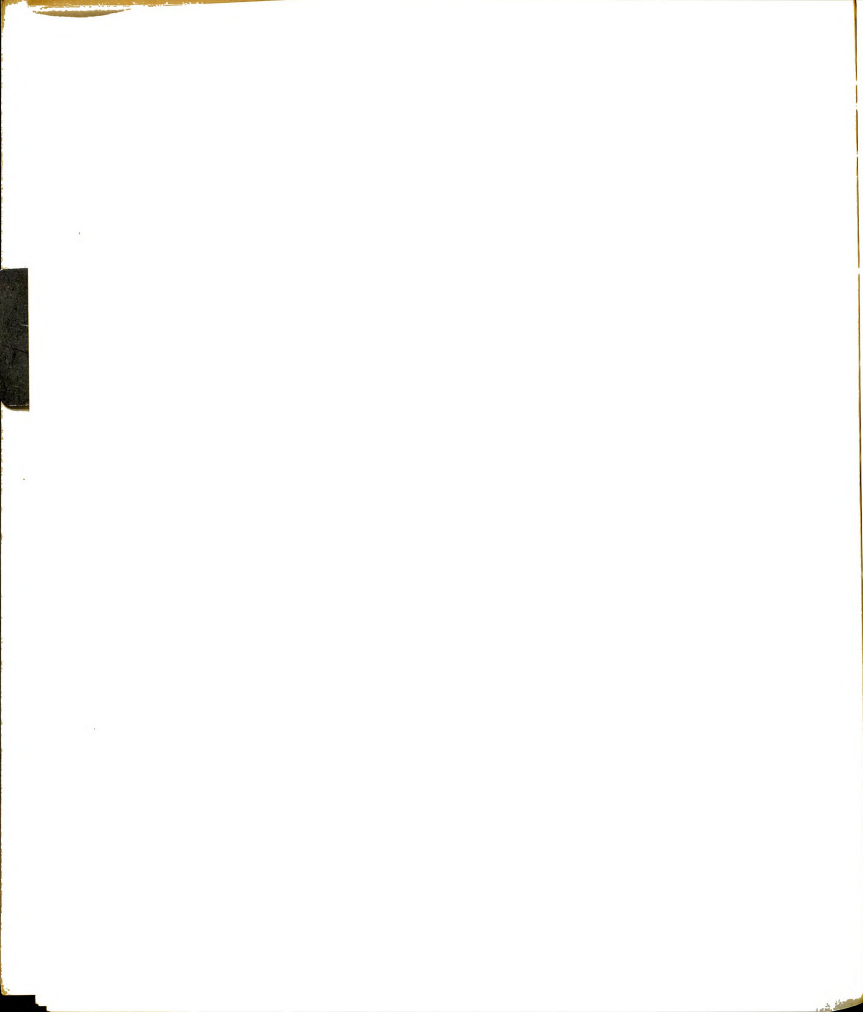
Was this exercise helpful?



Conference Telephone Call and Non-Verbal
Creative Expression of Feeling

At this point you are asked to do the following:

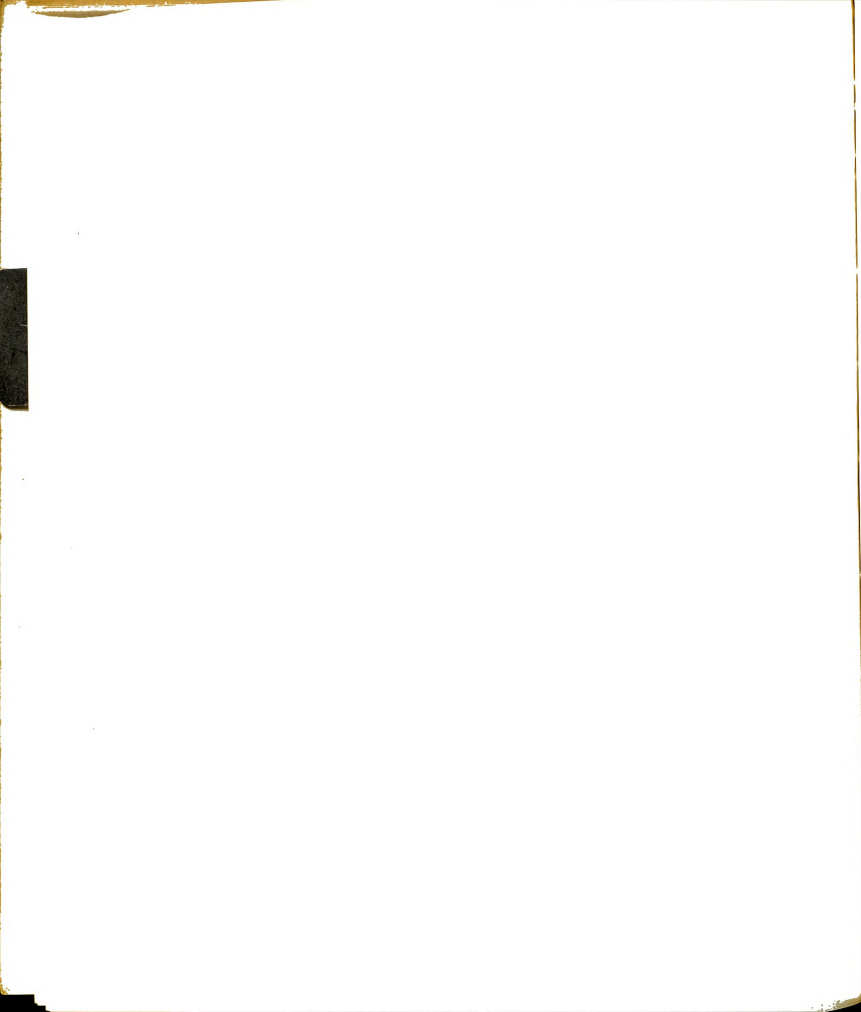
- A. You have been home from this experience for two weeks and your group decided to place a conference call to discuss the following issues:
 1. How I felt about the experience
 2. How I felt about the group and/or individuals in the group
 3. How I felt the group helped me.
- B. Before commencing this exercise, please turn your chairs outward from the center of the circle. This will give you the "reality situation" of being on the telephone and therefore not able to see the other members of the group.
- C. After twenty minutes of this exercise turn your chairs toward the center of the circle and continue your discussion or conversation for the next thirty minutes.
- D. Stop discussion and place a large piece of paper in the middle of the circle along with colored chalk. Together, members of the group draw a picture which illustrates how they feel about the group at this point in time. This exercise should last about fifteen minutes.
- E. After completing the picture--the group should discuss their reactions to the picture just completed.



Group Interaction and Relating

This exercise is designed to let you know how another member of your group sees you as you relate to others.

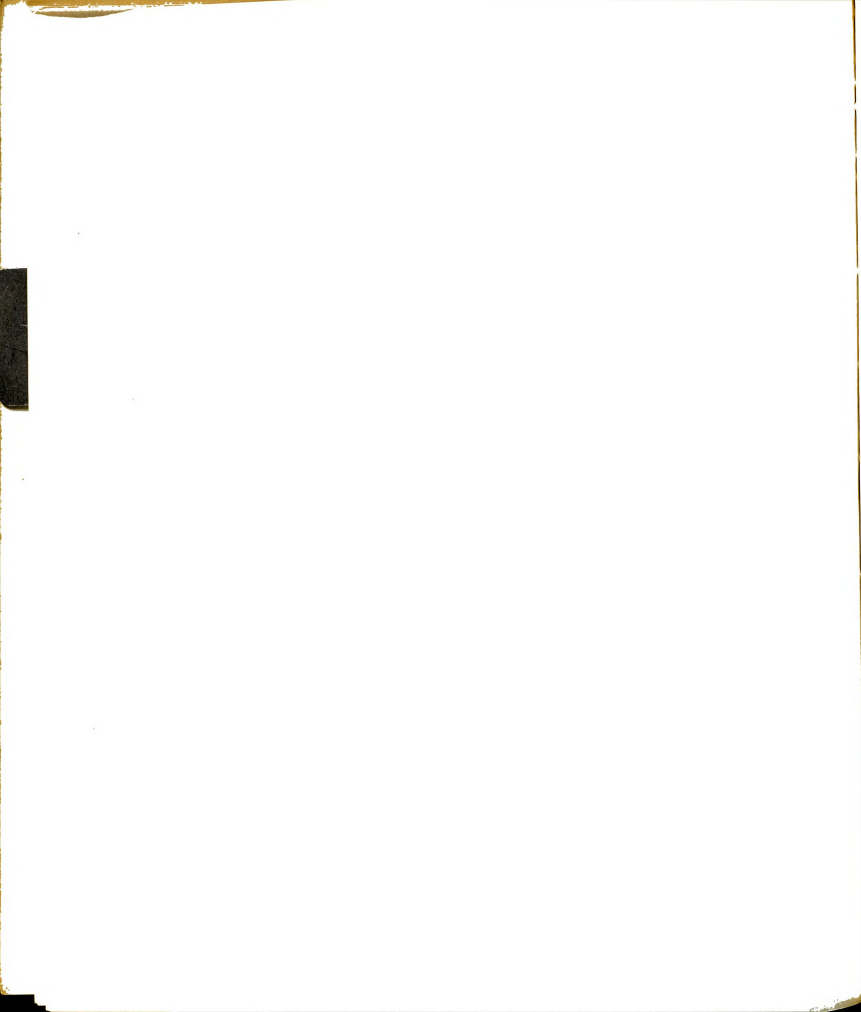
1. Divide the members into two groups, A and B. Members in Group A are to pair off with members in Group B.
2. Group A is to discuss for fifteen minutes the statement: "The way others see me is not necessarily the way I really am."
3. Group B is to observe their partners as they relate to others.
4. At the end of fifteen minutes, the discussion is to stop and Group B, using the Tally Sheet, is to rate their partners along the seven dimensions of helpful-unhelpful relating as either positive or negative by placing a check in the appropriate tally box.
5. Group A continues, discussing the statement: "Justifying or defending my behavior to others is often a futile attempt to make them see me in a better light."
6. At the end of fifteen minutes, Group B is to repeat the rating by placing a check in the appropriate No. 2 tally boxes.
7. Group A continues discussing the statement: "I am responsible for my every act, feeling, and thought."
8. At the end of fifteen minutes, Group B is to repeat the rating by placing a check in the appropriate No. 3 tally boxes.
9. Now, the rater in Group B is to share his ratings with his partner. Discuss for fifteen minutes with your partner the reasons for the ratings. The ratee is not to defend or justify his behavior.
10. Group A and B are to reverse roles and repeat the above process.



NEGATIVE TALLY	UN-RELATING	TALLY SHEET	HELPFUL RELATING	POSITIVE TALLY
	Misses the point another is trying to make. Fails to understand. Refutes others feelings. Argues about how the other person "really" feels.	I EMPATHY	Sees others' points of view. Understands how the other person sees things.	
	Focuses on personality characteristics as though person is a finished product. Tries to fit people into types.	II ATTENTION TO "BECOMING"	Attends to the person's efforts to "open up," to explore himself and to grow.	
	Rejects others. Cuts them off. Treats others as less than equals. Tries to "straighten them out." Is patronizing	III CARING ACCEPTANCE	Shows concern and respect for the viewpoints of others. Seeks to include others.	
	Puts on an act to impress others. Tries to provoke others to "make them react." Cross examines others but doesn't tell why.	IV OPENNESS	Is open about self. Identified feelings as his own point of view. Explains his questions.	
	Withholds expression of difference in viewpoint. Apologizes or pussyfoots in stating difference of opinion.	V WILLINGNESS TO CONFRONT	Expresses differences openly even though reasons may be obscure. Explains his position where possible.	
	Withholds feelings toward others. Engages in labeling others or in fault-finding with no descriptive reasons given.	VI GIVING FEEDBACK	Describes the specific behavior or attitude to which he is reacting and how it makes him feel.	
	Focuses on historical facts and feelings. Focuses on reasons or motives for past behavior.	VII ATTENTION TO HERE AND NOW	Focuses on how the other person is feeling and why he is acting at this moment in time.	

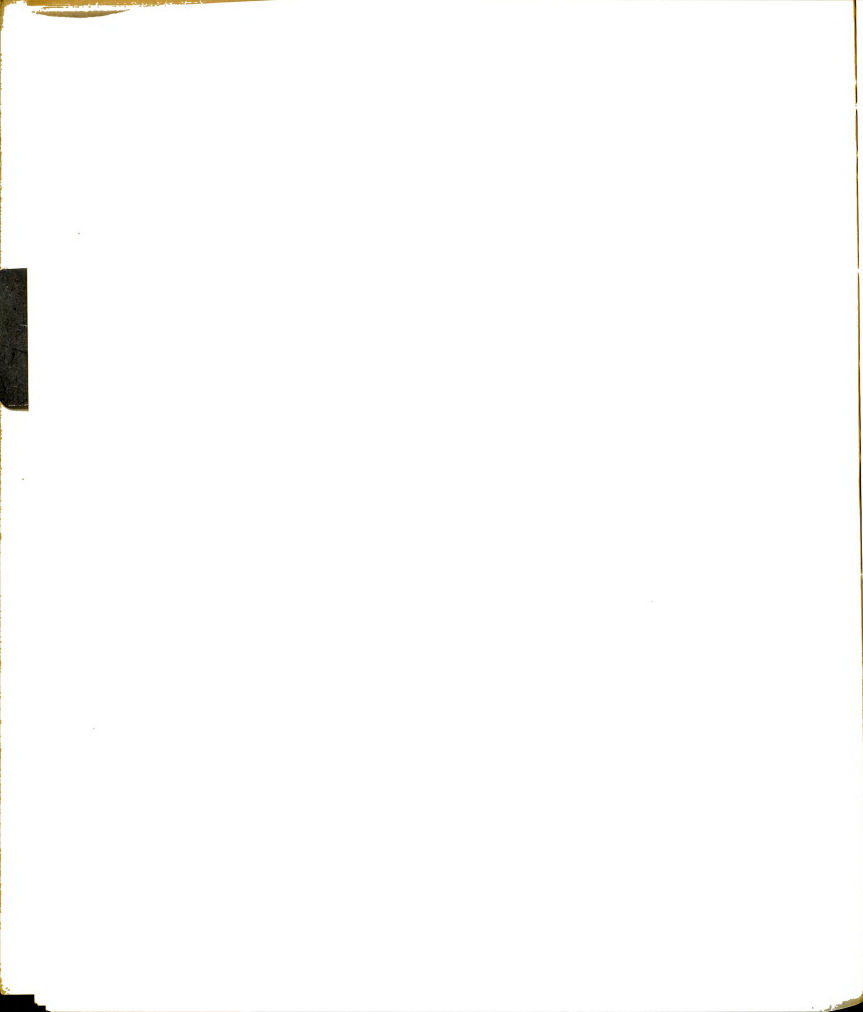
3 2 1

1 2 3



APPENDIX B

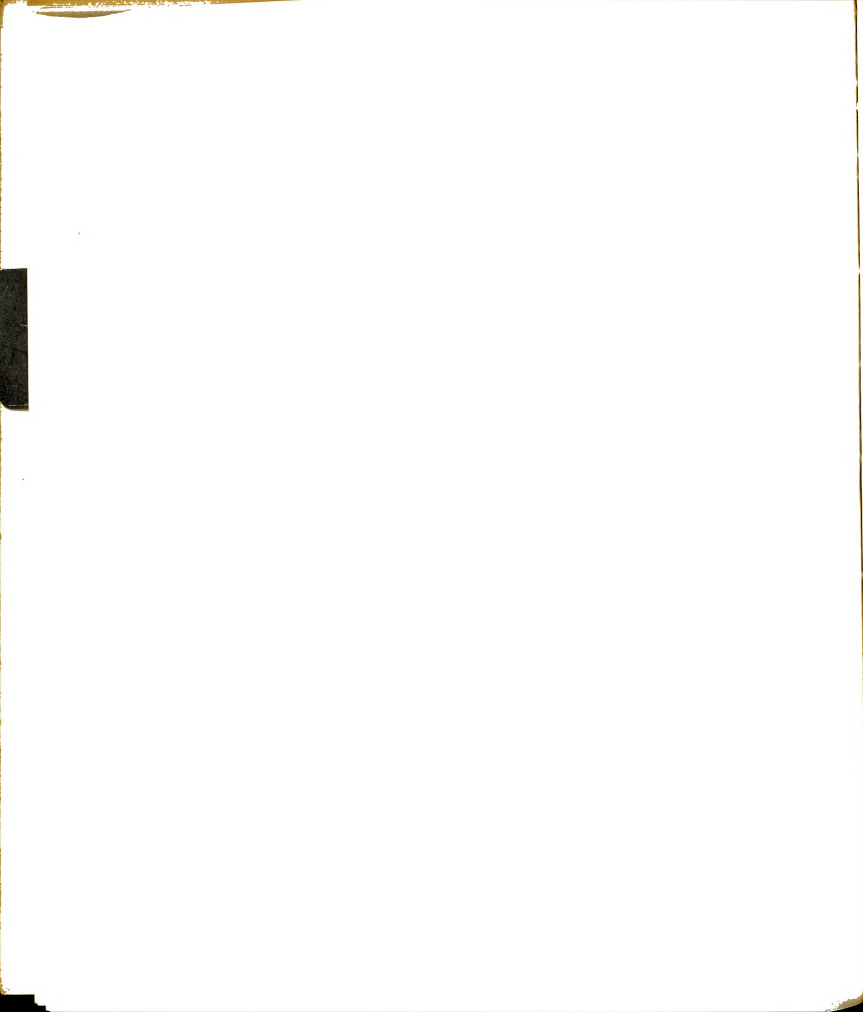
FIRO-B QUESTIONNAIRE



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 | 4. Occasionally |
| 2. Often | 5. Rarely |
| 3. Sometimes | 6. Never |

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



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

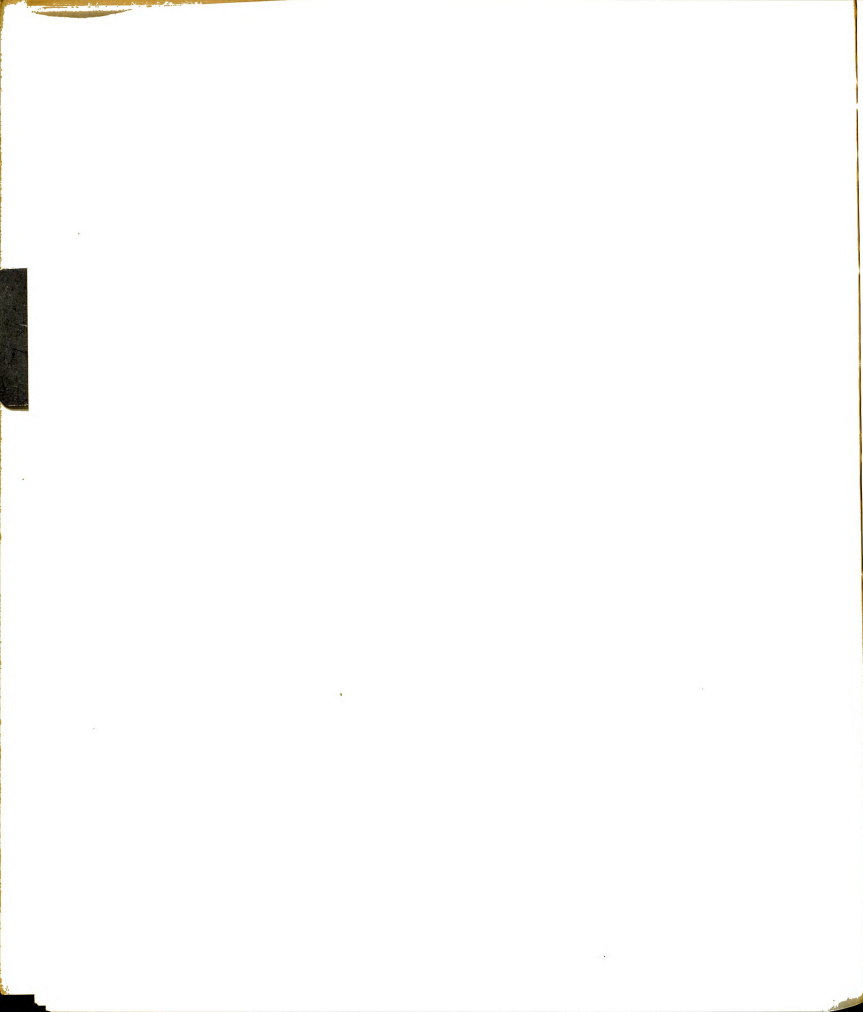
- | | |
|----------------|----------------------|
| 1. Most People | 4. A Few People |
| 2. Many People | 5. One or Two People |
| 3. Some People | 6. Nobody |

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

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

- | | |
|----------------|----------------------|
| 1. Most People | 4. A Few People |
| 2. Many People | 5. One or Two People |
| 3. Some 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.

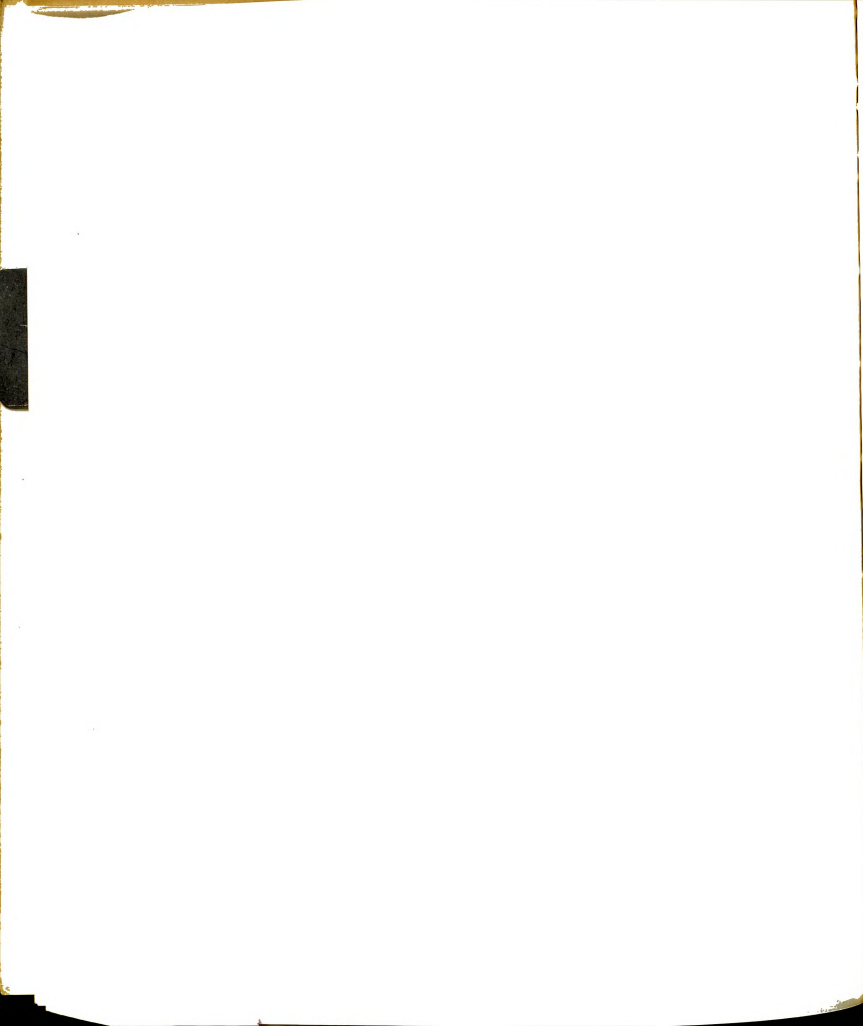


- ___ 34. I like people to include me in their activities.
- ___ 35. I like people to act cool and distant toward me.
- ___ 36. I try to have other people do things the way I want them done.
- ___ 37. I like people to ask me to participate in their discussions.
- ___ 38. I like people to act friendly toward me.
- ___ 39. I like people to invite me to participate in their activities.
- ___ 40. I like people to act distant toward me.

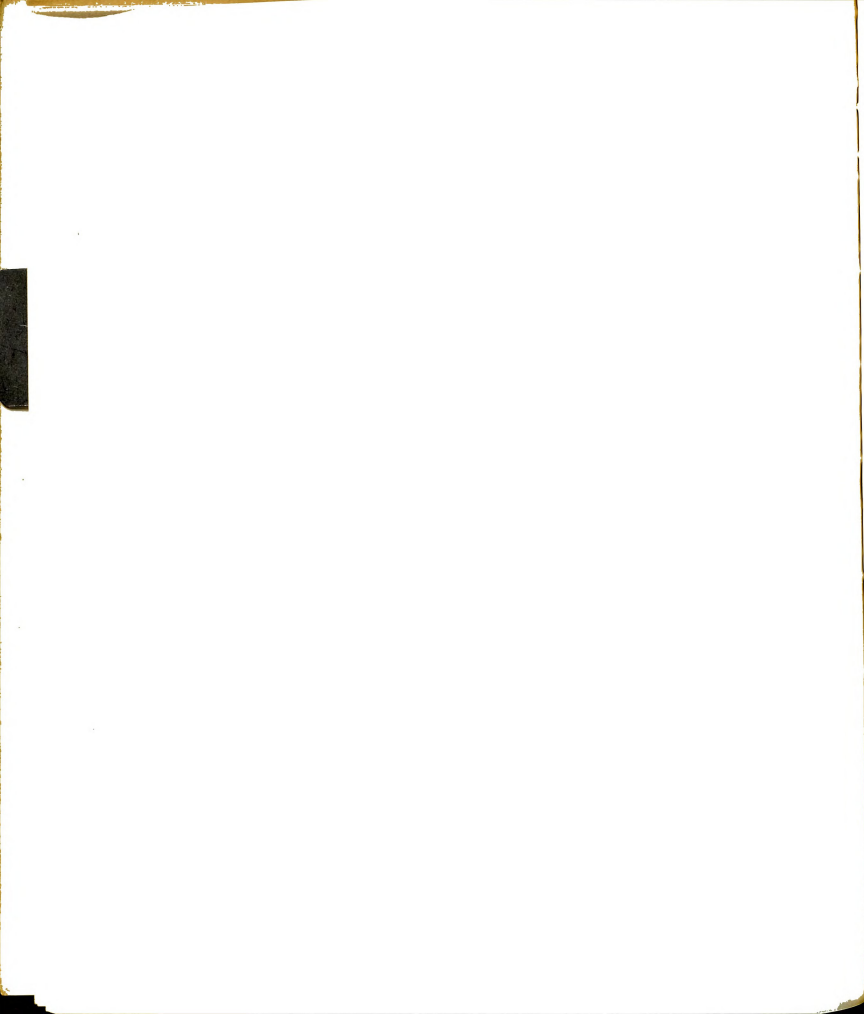
For each of the next group of statements, choose one of the following answers:

- | | |
|--------------|-----------------|
| 1. Usually | 4. Occasionally |
| 2. Often | 5. Rarely |
| 3. Sometimes | 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.

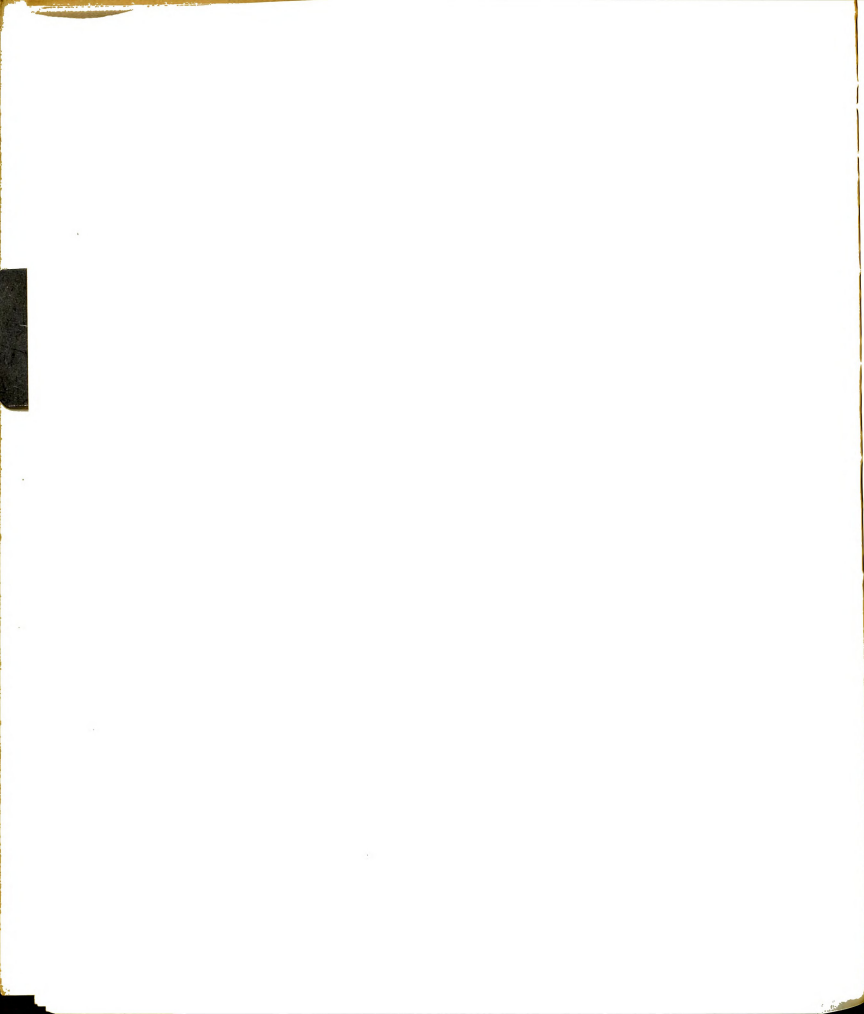


- ___ 53. I try to have other people do things the way I want them done.
- ___ 54. I take charge of things when I'm with people.



APPENDIX C

TENNESSEE SELF CONCEPT ITEMS



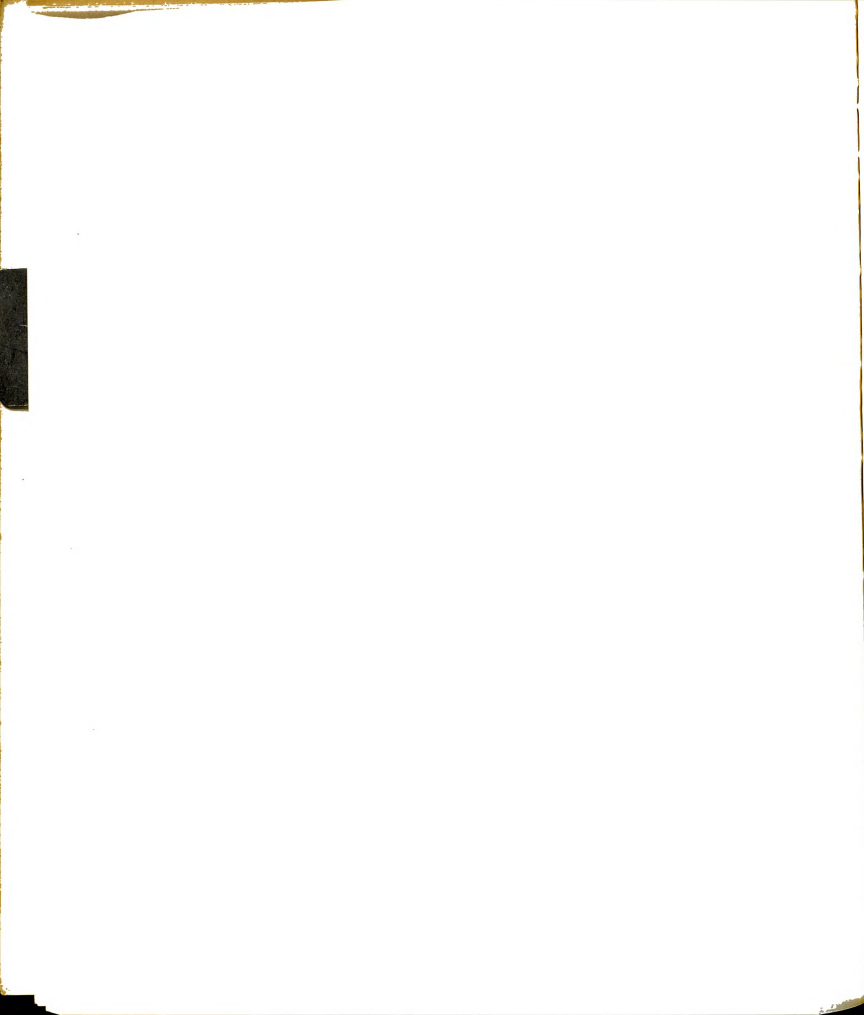
SELF-CONCEPT ITEMS

Instructions:

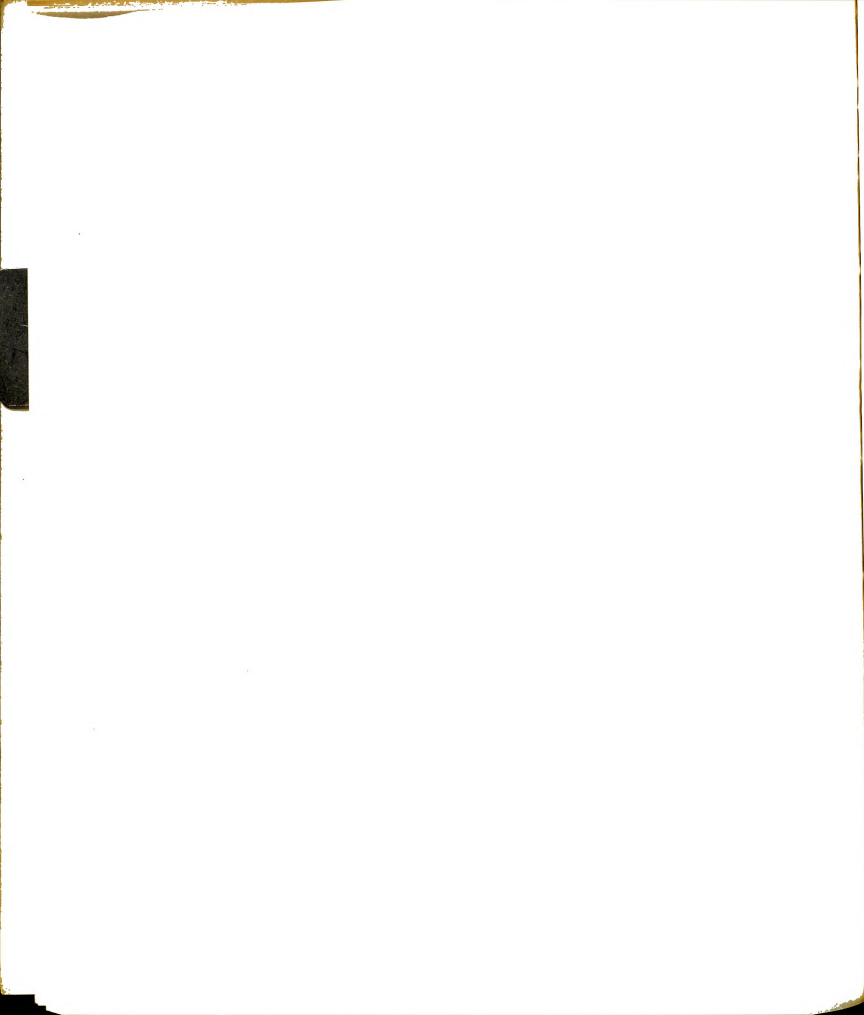
Please respond to these items as if you were describing you to yourself. Read each item carefully, then select one of the five alternative responses. Do not omit any item! On your answer sheet put a black mark in the chosen responses. If you want to change any answer after marking it, erase the old answer completely.

Responses:

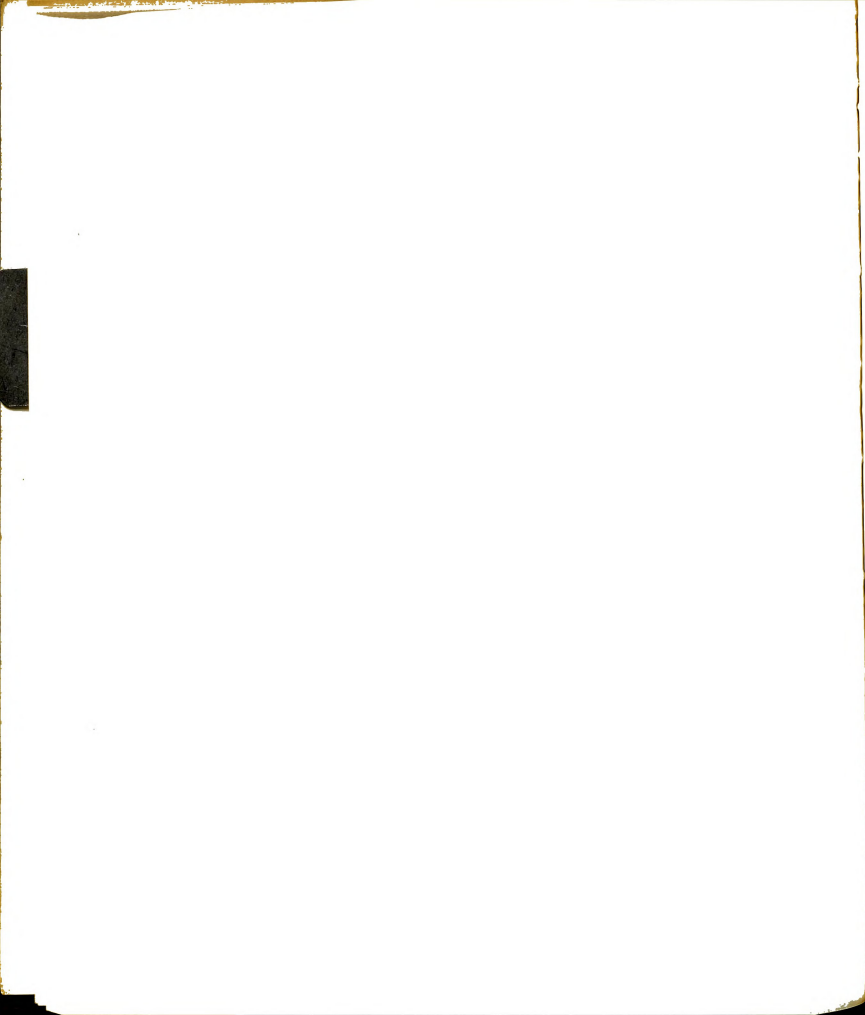
1. Entirely false
 2. Mostly false
 3. Part false and part true
 4. Mostly true
 5. Entirely true
-
1. I have a healthy body.
 2. I am an attractive person.
 3. I consider myself a sloppy person.
 4. I am a decent sort of person.
 5. I am a honest person.
 6. I am a bad person.
 7. I am a cheerful person.
 8. I am a calm and easy going person.
 9. I am a nobody
 10. I have a family that would always help me in any kind of trouble.
 11. I am a member of a happy family.
 12. My friends have no confidence in me.



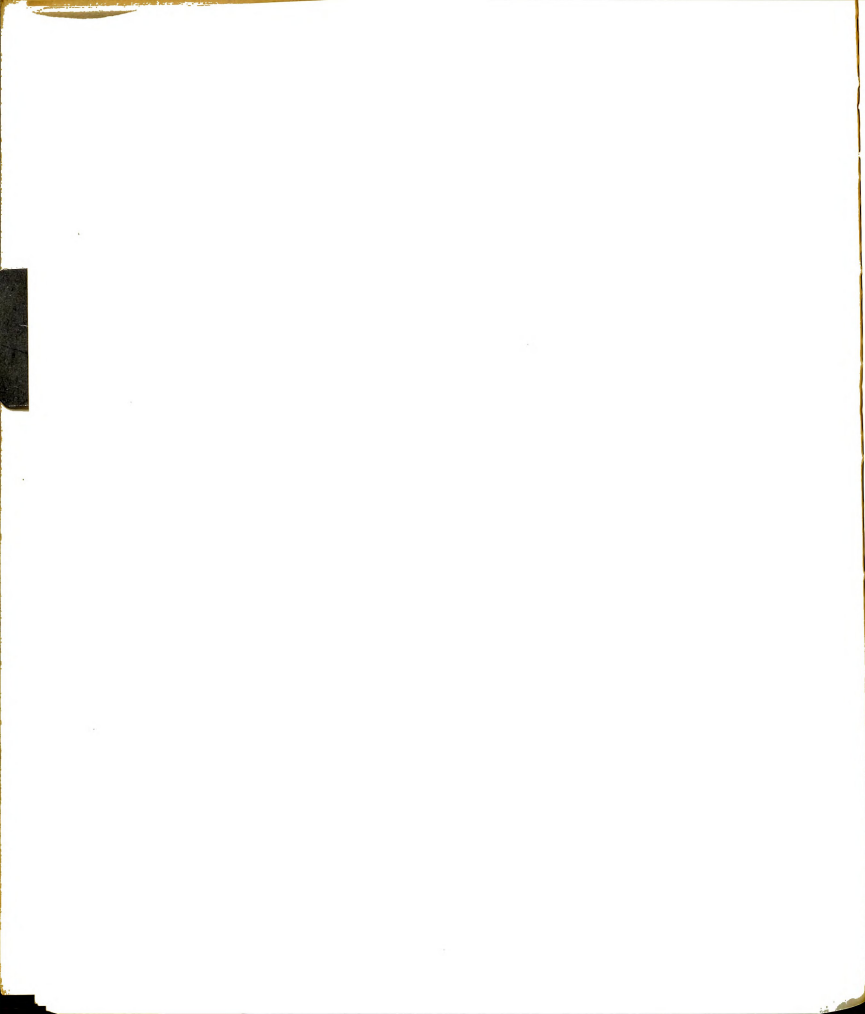
13. I am a friendly person.
14. I am popular with me.
15. I am not interested in what other people do.
16. I do not always tell the truth.
17. I get angry sometimes.
18. I like to look nice and neat all the time.
19. I am full of aches and pains.
20. I am a sick person.
21. I am a religious person.
22. I am a moral failure.
23. I am a morally weak person.
24. I have a lot of self-control.
25. I am a hateful person.
26. I am losing my mind.
27. I am an important person to my friends and family.
28. I am not loved by my family.
29. I feel that my family doesn't trust me.
30. I am popular with women.
31. I am mad with the whole world.
32. I am hard to be friendly with.
33. Once in a while I think of things too bad to talk about.
34. Sometimes, when I am not feeling well, I am cross.
35. I am neither too fat nor too thin.
36. I like my looks just the way they are.
37. I would like to change some parts of my body.
38. I am satisfied with my moral behavior.



39. I am satisfied with my relationship to God.
40. I ought to go to church more.
41. I am satisfied to be just what I am.
42. I am just as nice as I should be.
43. I despise myself.
44. I am satisfied with my family relationships.
45. I understand my family as well as I should.
46. I should trust my family more.
47. I am as sociable as I want to be.
48. I try to please others, but I don't overdo it.
49. I am no good at all from a social standpoint.
50. I do not like everyone I know.
51. Once in a while I laugh at a dirty joke.
52. I am neither too tall nor too short.
53. I don't feel as well as I should.
54. I should have more sex appeal.
55. I am as religious as I want to be.
56. I wish I could be more trustworthy.
57. I shouldn't tell so many lies.
58. I am as smart as I want to be.
59. I am not the person I would like to be.
60. I wish I didn't give up as easily as I do.
61. I treat my parents as well as I should. (Use past tense if parents are deceased.)
62. I am too sensitive to things my family say.
63. I should love my family more.
64. I am satisfied with the way I treat other people.



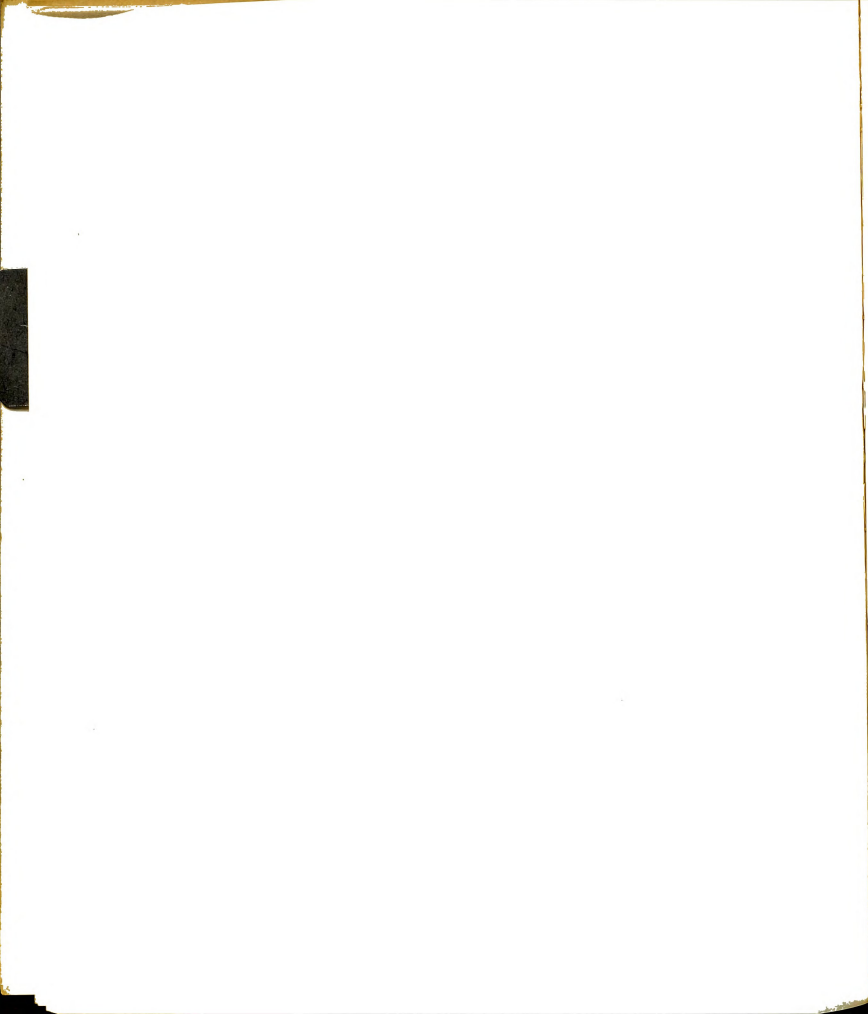
65. I should be more polite to others.
66. I ought to get along better with other people.
67. I gossip a little at times.
68. At times I feel like swearing.
69. I take good care of myself physically.
70. I try to be careful about my appearance.
71. I often act like I am "all thumbs."
72. I am true to my religion in my everyday life.
73. I try to change when I know I'm doing things that are wrong.
74. I sometimes do very bad things.
75. I can always take care of myself in any situation.
76. I take the blame for things without getting mad.
77. I do things without thinking about them first.
78. I try to play fair with my friends and family.
79. I take a real interest in my family.
80. I give in to my parents. (Use past tense for deceased parents.)
81. I try to understand the other fellow's point of view.
82. I get along well with other people.
83. I do not forgive others easily.
84. I would rather win than lose in a game.
85. I feel good most of the time.
86. I do poorly in sports and games.
87. I am a poor sleeper.
88. I do what is right most of the time.
89. I sometimes use unfair means to get ahead.



90. I have trouble doing the things that are right.
91. I solve my problems quite easily.
92. I change my mind a lot.
93. I try to run away from my problems.
94. I do my share of work at home.
95. I quarrel with my family.
96. I do not act like my family thinks I should.
97. I see good points in all the people I meet.
98. I do not feel at ease with other people.
99. I find it hard to talk with strangers.
100. Once in a while I put off until tomorrow what I ought to do today.

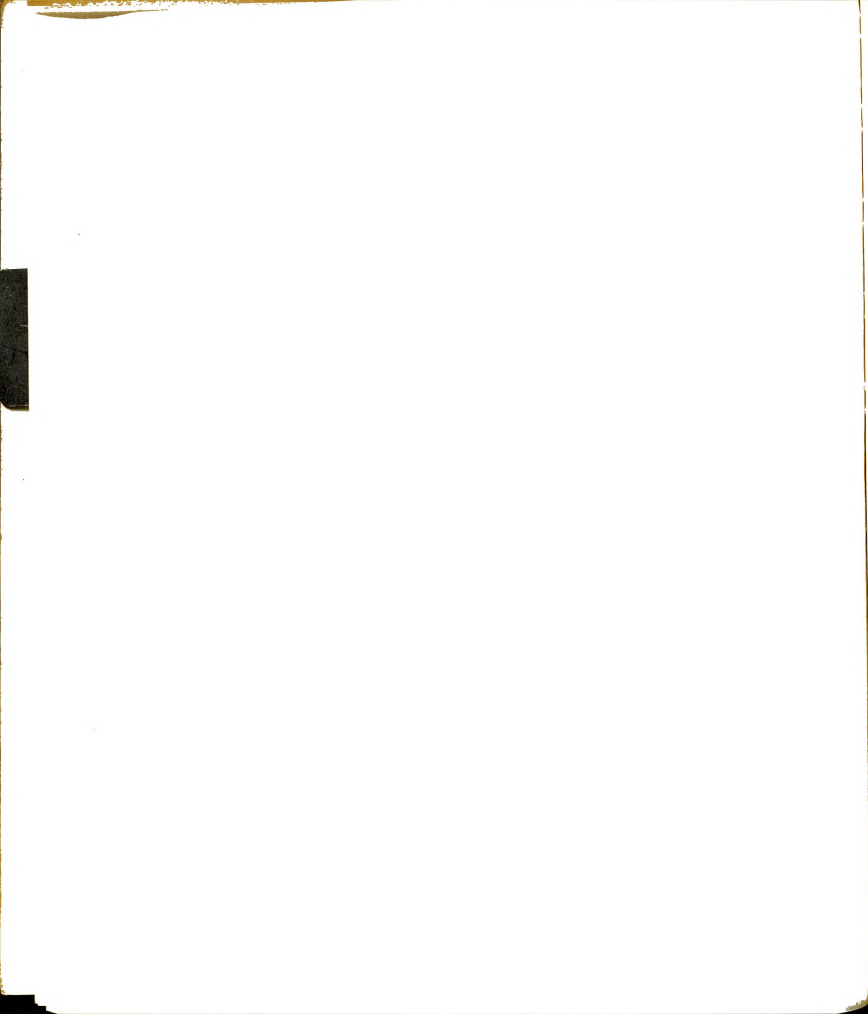
END

PLEASE MAKE SURE YOUR NAME IS ON THE
ANSWER FORM--THANKS!



APPENDIX D

PERSONAL DATA SHEET



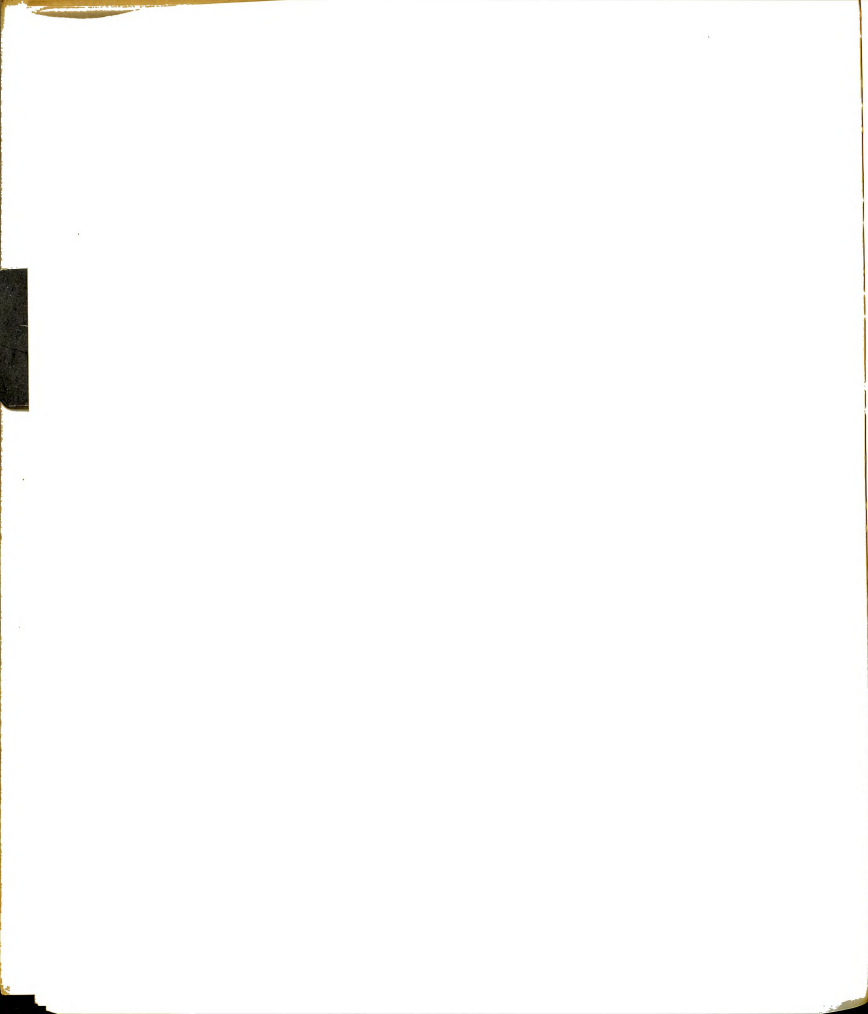
Name _____

Phone Number _____

Instructions:

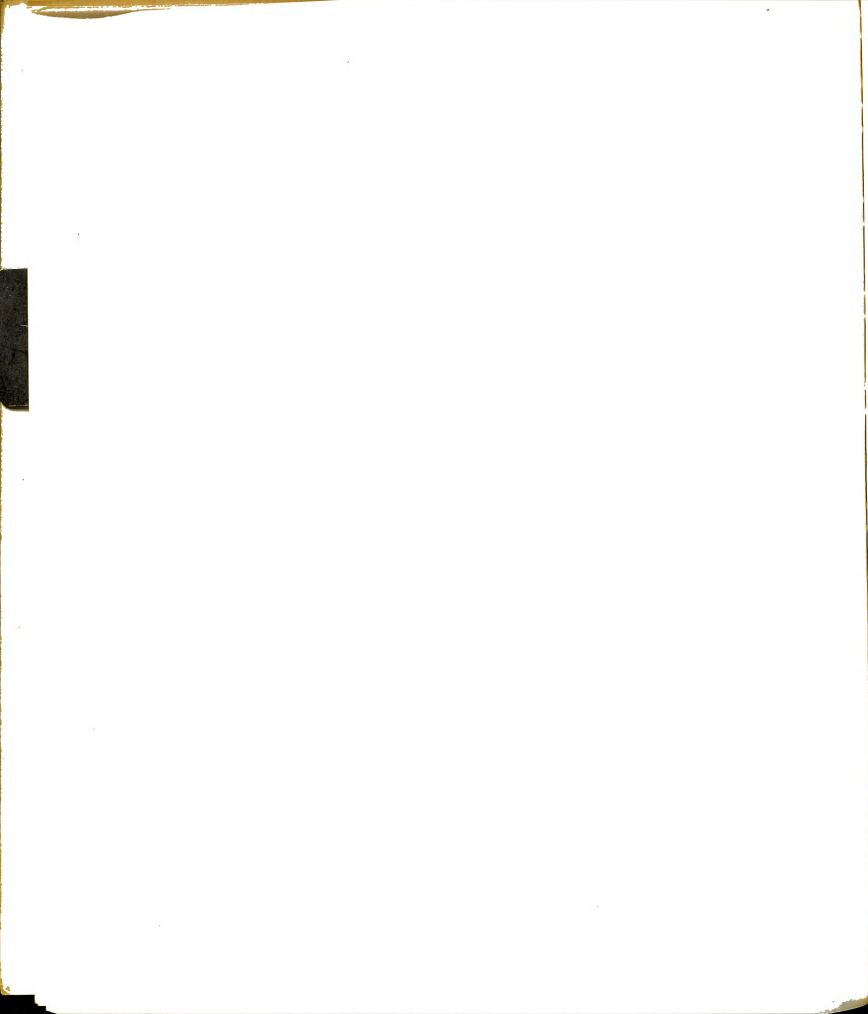
Please circle the appropriate letter or give short answers.

1. Sex: Male Female Age: _____
2. Marital Status: Single Married
3. Name and ages of children: _____
4. What year are you in, if in school?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Other (Please specify) _____
5. If you attended or are attending college what is your major? _____
6. Educational level of your parents:
Mother _____ Father _____
7. Estimate your parents socio-economic level:
 - a. Upper-Upper Class
 - b. Upper Class
 - c. Upper Lower Class
 - d. Upper-Middle Class
 - e. Middle Class
 - f. Lower Middle Class
 - g. Upper Lower Class
 - h. Lower Class
 - i. Lower-Lower Class



APPENDIX E

SESSION REACTION FORM



Session Number _____

Name _____

Session Reaction Form

1. I felt this session was:

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not								very
worth-								worth-
while								while

2. How accepting was the group climate?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
very								very
rejecting								accepting

3. In regard to my participation in this session,

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
very								very
inactive								active

4. In this session, there was:

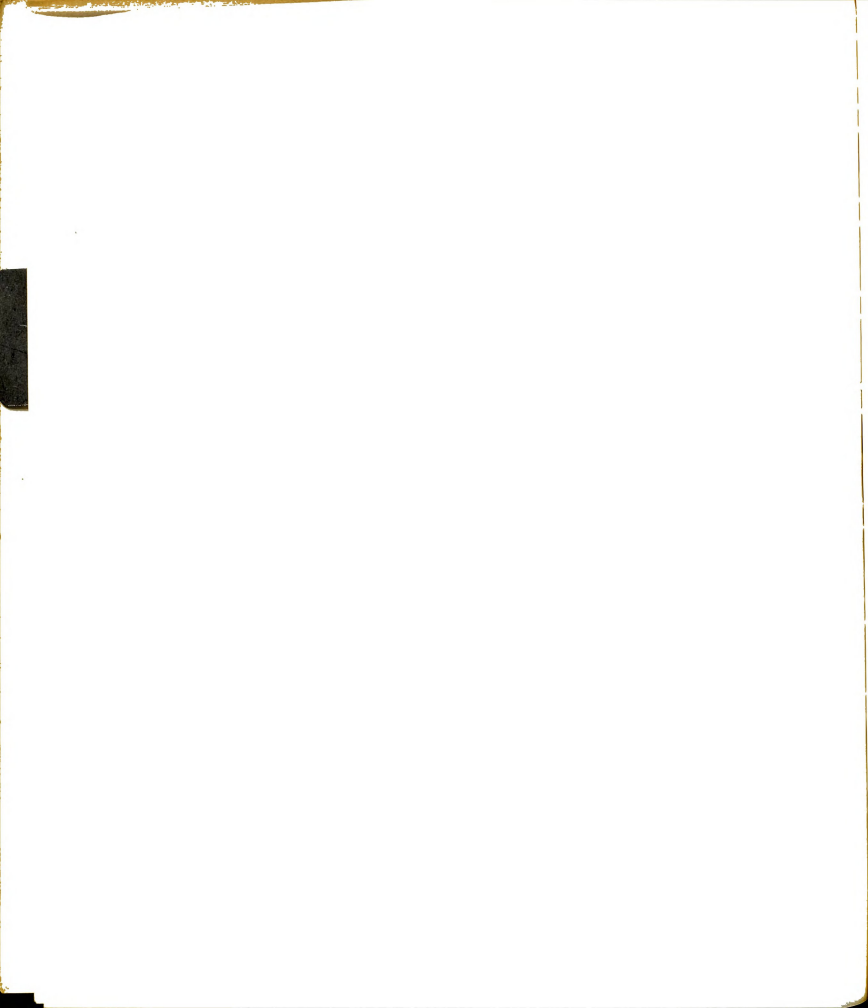
<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
very little								much open
open sharing								sharing of
of feelings								feelings

5. The level of conflict in this session was:

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
very								very
low								high

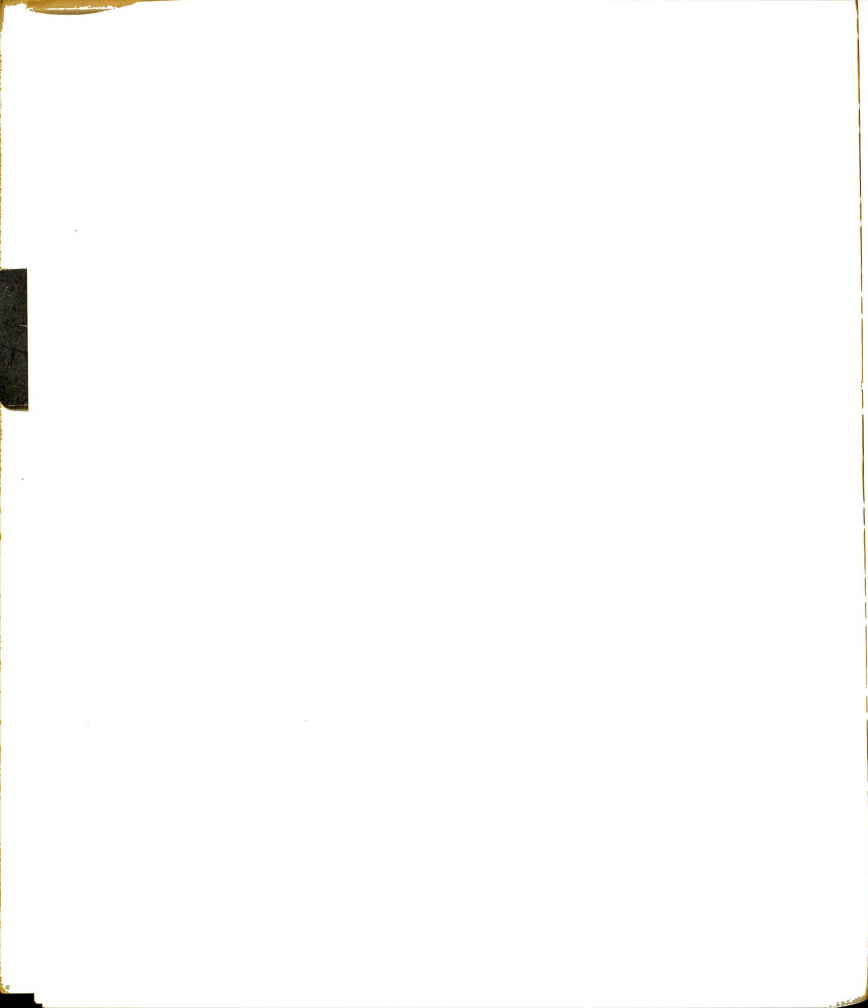
6. In this session the structured activities were:

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not								very
worth-								worth-
while								while



APPENDIX F

GROUP MEMBER PERCEPTION INSTRUMENT

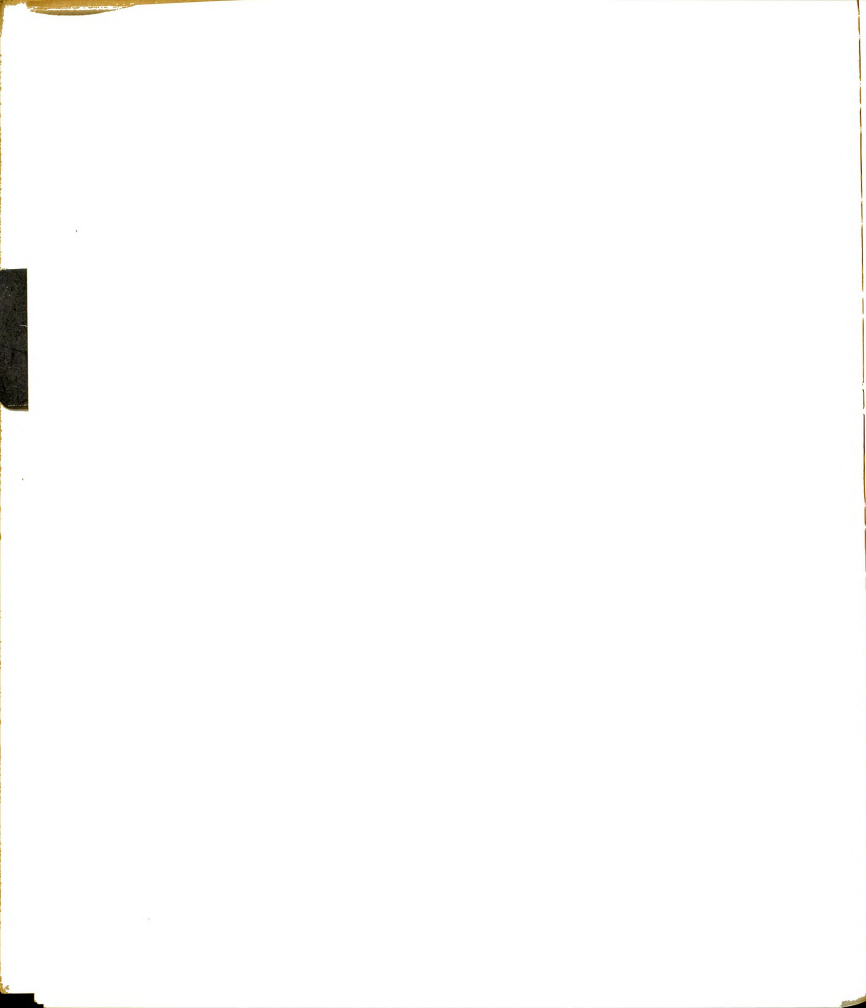


Name _____
Date _____
Place _____
Group _____

Group Member Perception Instrument

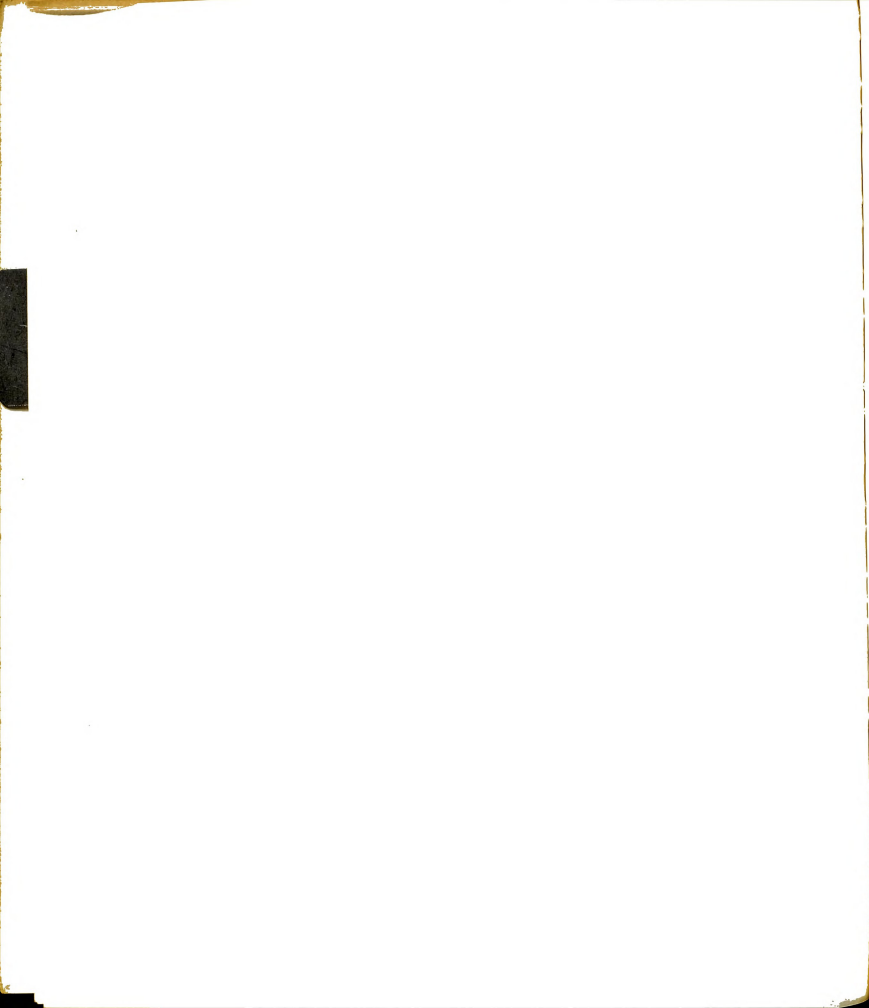
Will you please answer the questions below? Give both first and last names of the group members.

1. What two people in your group seem to be most like you in the way they think, act and feel? 1. _____ 2. _____
2. What two people in your group seem to express their trust of other people most easily in the group? 1. _____ 2. _____
3. What two people in your group do you feel would make the best friend? 1. _____ 2. _____
4. What two people in your group seem to have most increased their understanding of themselves? 1. _____ 2. _____
5. What two people in your group seem to have most increased their ability to interact with other people? 1. _____ 2. _____
6. What two people in your group seem to express their feelings most easily in the group? 1. _____ 2. _____
7. What two people were the most warm and supportive of other group members? 1. _____ 2. _____
8. What one member was most effective in helping the group to make progress in analyzing and diagnosing their problems? 1. _____
9. What one member seem to be most resistant to cooperating with the group sensitivity training program? 1. _____



APPENDIX G

EXPECTATIONS FOR SENSITIVITY PROGRAM



Name _____

Expectations for the Sensitivity Program

Instructions:

The expectations for change and learning you describe below can be of great help in evaluating the program and in planning future sessions for sensitivity training.

1. List below three things that you would like to understand better about groups.

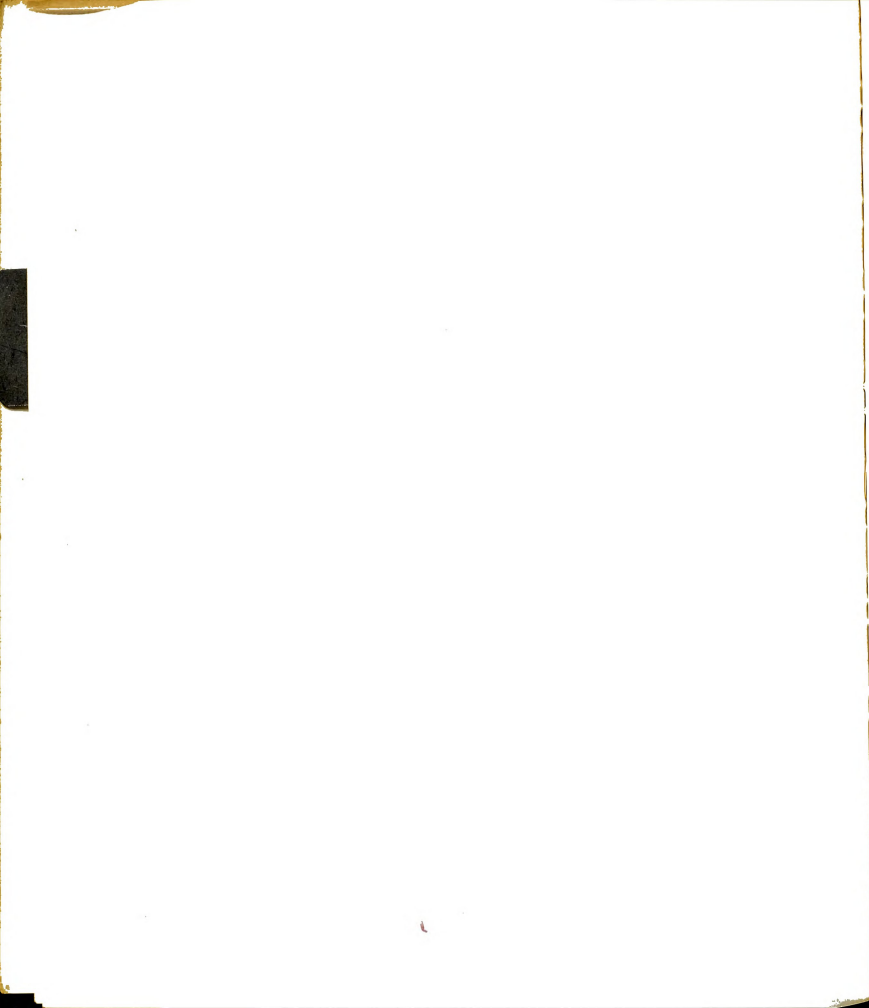
a. _____
b. _____
c. _____
2. List below three things that you would like to learn how to do better when interacting in a group.

a. _____
b. _____
c. _____
3. List below three feelings that you have in groups which you would like to change or improve.

a. _____
b. _____
c. _____
4. List below three things that you would like to understand better about yourself.

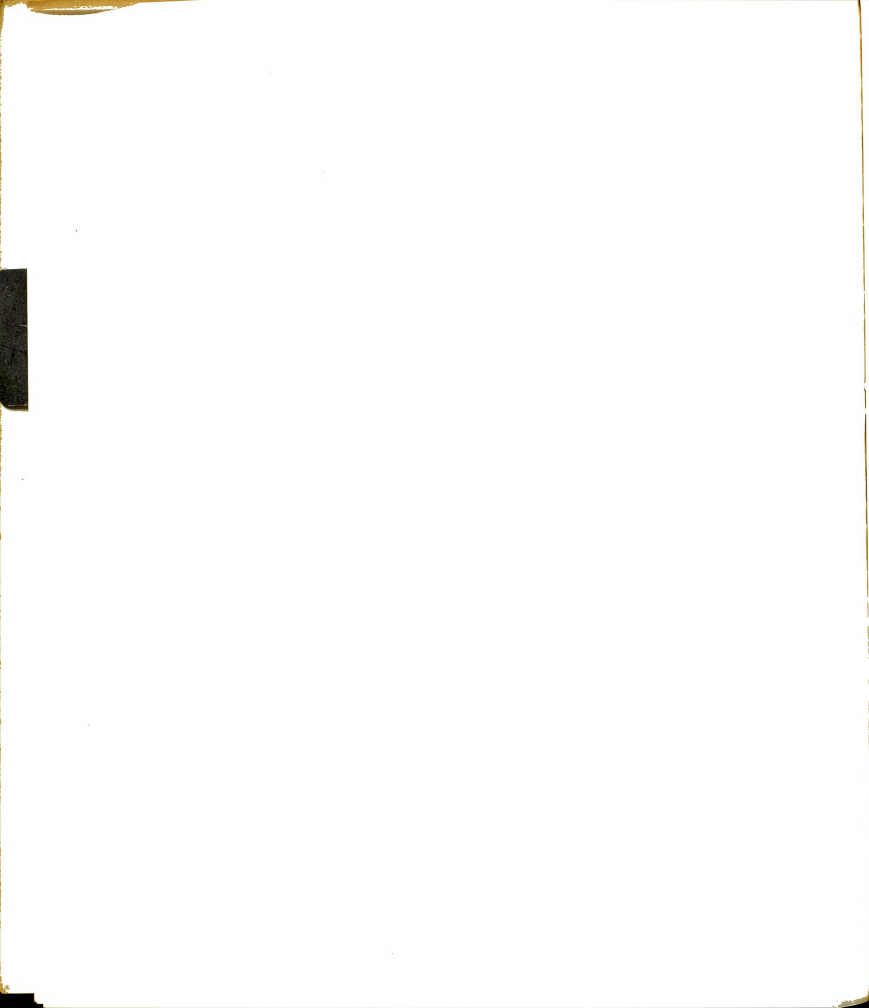
a. _____
b. _____
c. _____
5. List below three things which you would like to learn about yourself in relating to and interacting with other people.

a. _____
b. _____
c. _____



APPENDIX H

LEARNINGS FROM THE SENSITIVITY PROGRAM



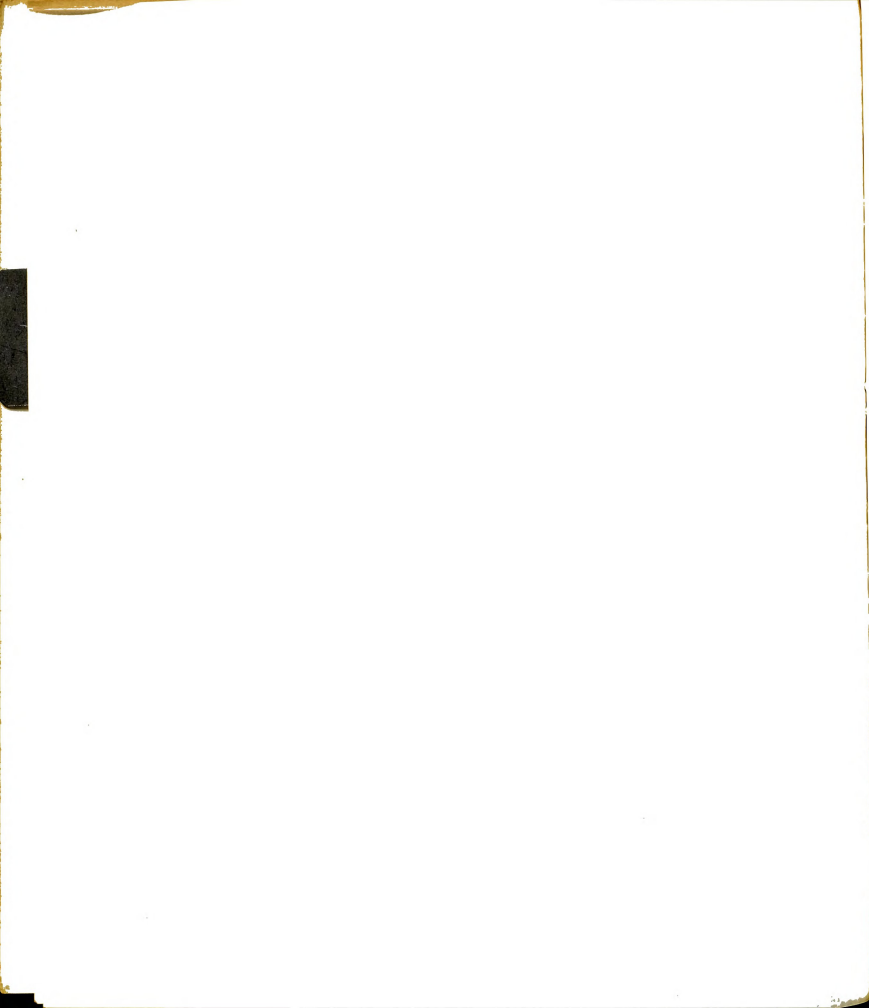
Name _____

Learnings From the Sensitivity Program

Instructions:

Identify the learnings and changes that have resulted from this program. Please answer the following questions with specific behaviors, insights and feelings rather than with vague generalizations.

1. List below three things that you understand better now about the processes of groups and how they function.
 - a. _____
 - b. _____
 - c. _____
2. List below three things that you have learned to do better when interacting in a group.
 - a. _____
 - b. _____
 - c. _____
3. List below three feelings that you have in groups that you have learned to better handle or change when relating to others.
 - a. _____
 - b. _____
 - c. _____
4. List below three things that you now understand better about yourself.
 - a. _____
 - b. _____
 - c. _____



5. List below three things that you now understand better about yourself in relating to and interacting with other people.
 - a. _____
 - b. _____
 - c. _____
6. If I had to do it over again, I (would/would not) have participated in this sensitivity program.
7. Do you intend to participate in any more sensitivity programs?
 - a. Yes Comments _____
 - b. No Comments _____
 - c. I'm not sure Comments _____
8. What things helped you to take part in this program and should be continued?
9. What things hindered your participation in this program and should be dropped from future programs?
10. What are the possibilities of transferring your learnings and experiences in this program toward your life on the outside?

1	2	3	4	5	6	7	8	9
little								great
transfer								transfer

11. I felt this program of sensitivity was:

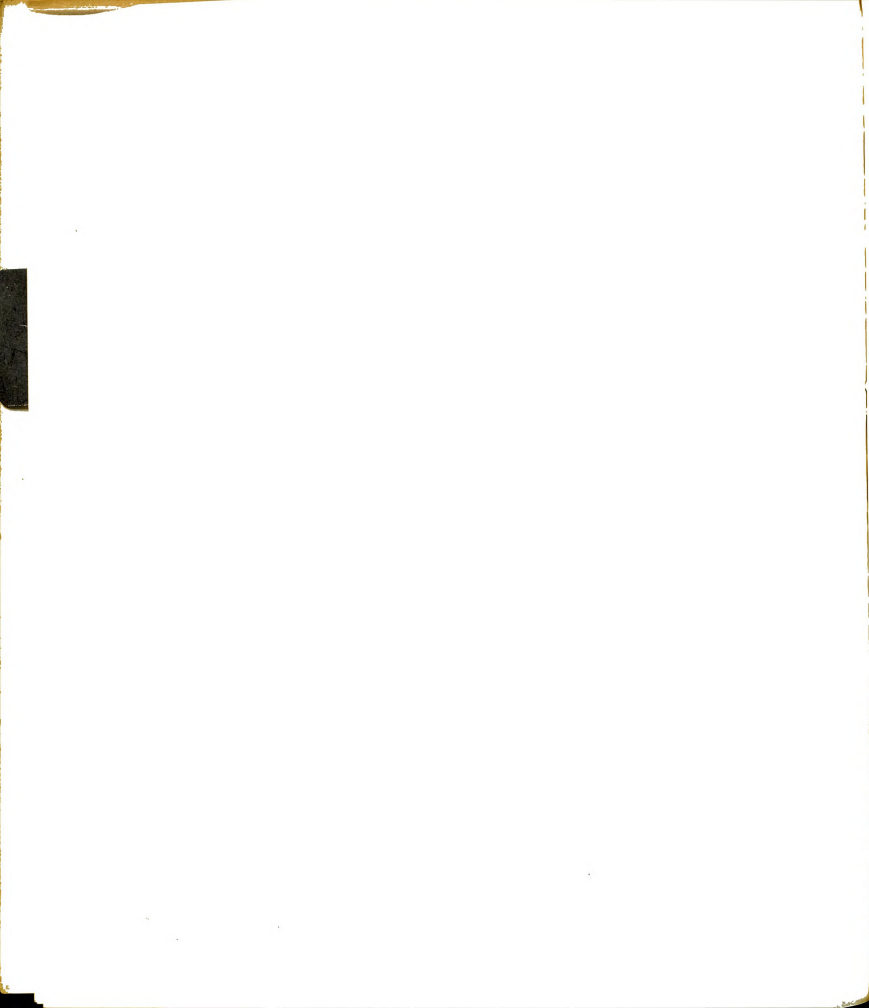
1	2	3	4	5	6	7	8	9
not								worth-
worth-								while
while								

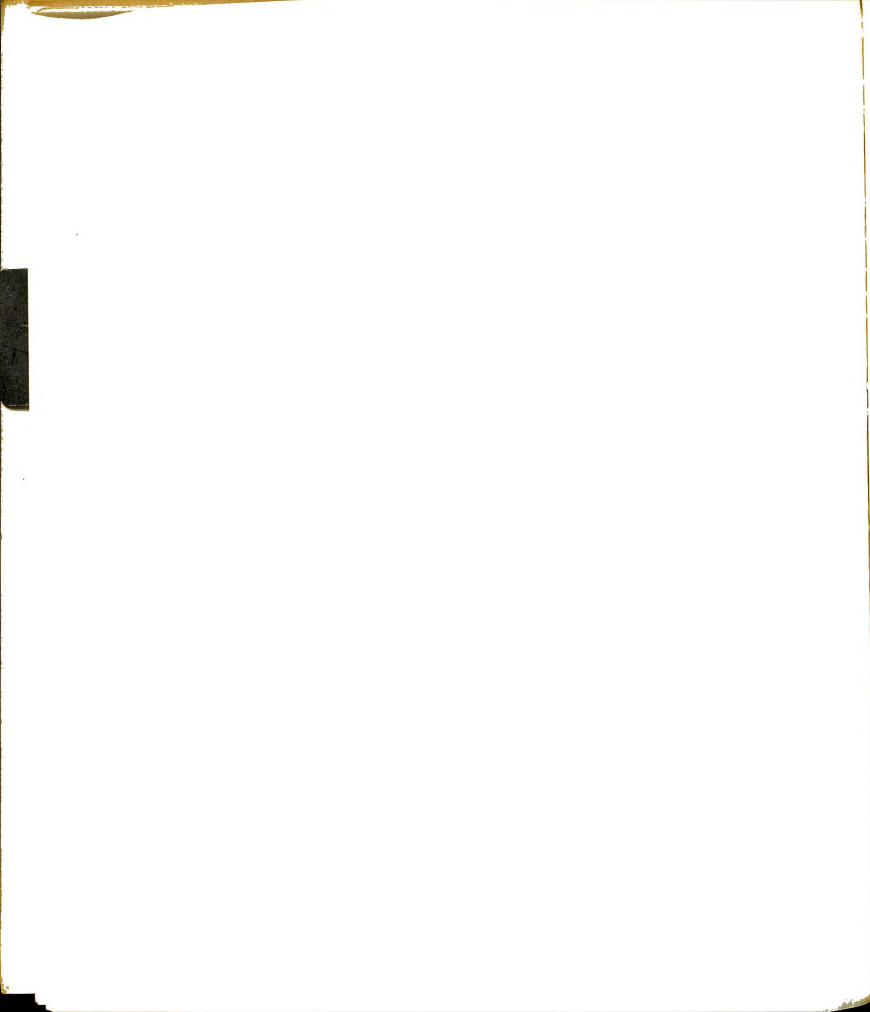
12. The relevancy of this program to your life was:

1 2 3 4 5 6 7 8 9
irrele- very
vant relevant

13. What is your overall satisfaction with this program?

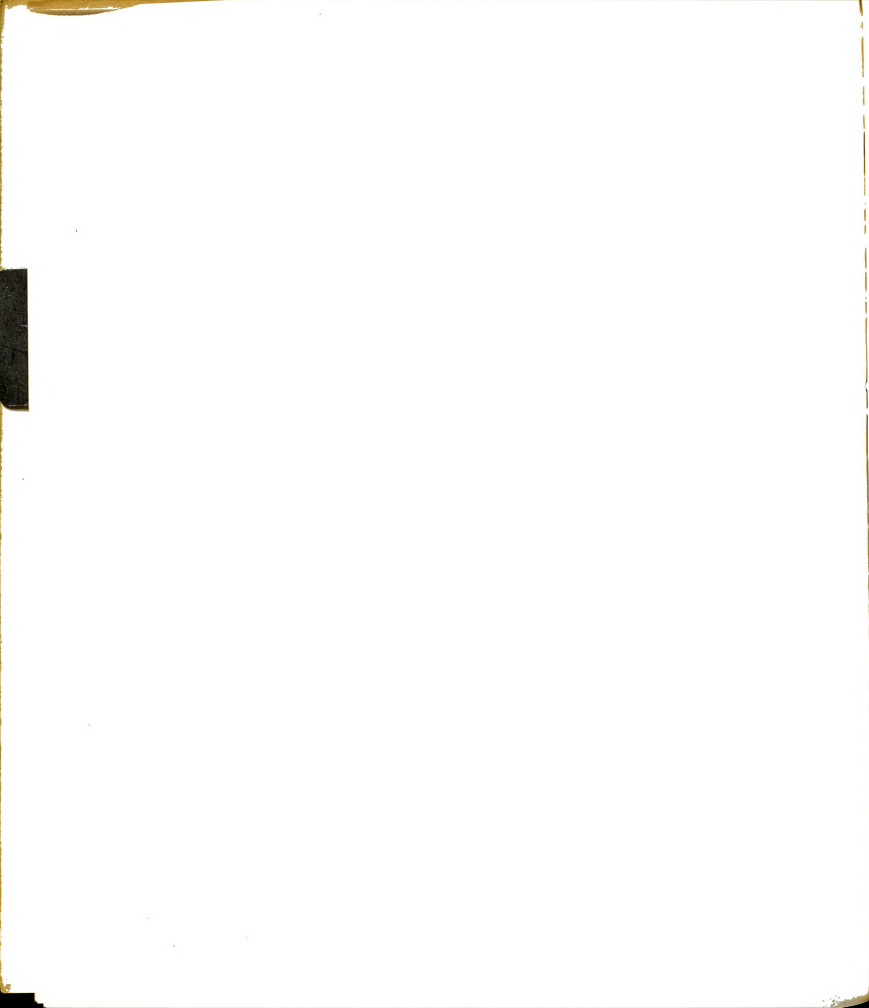
[illegible]





APPENDIX I

GROUP EFFECTIVENESS INSTRUMENT



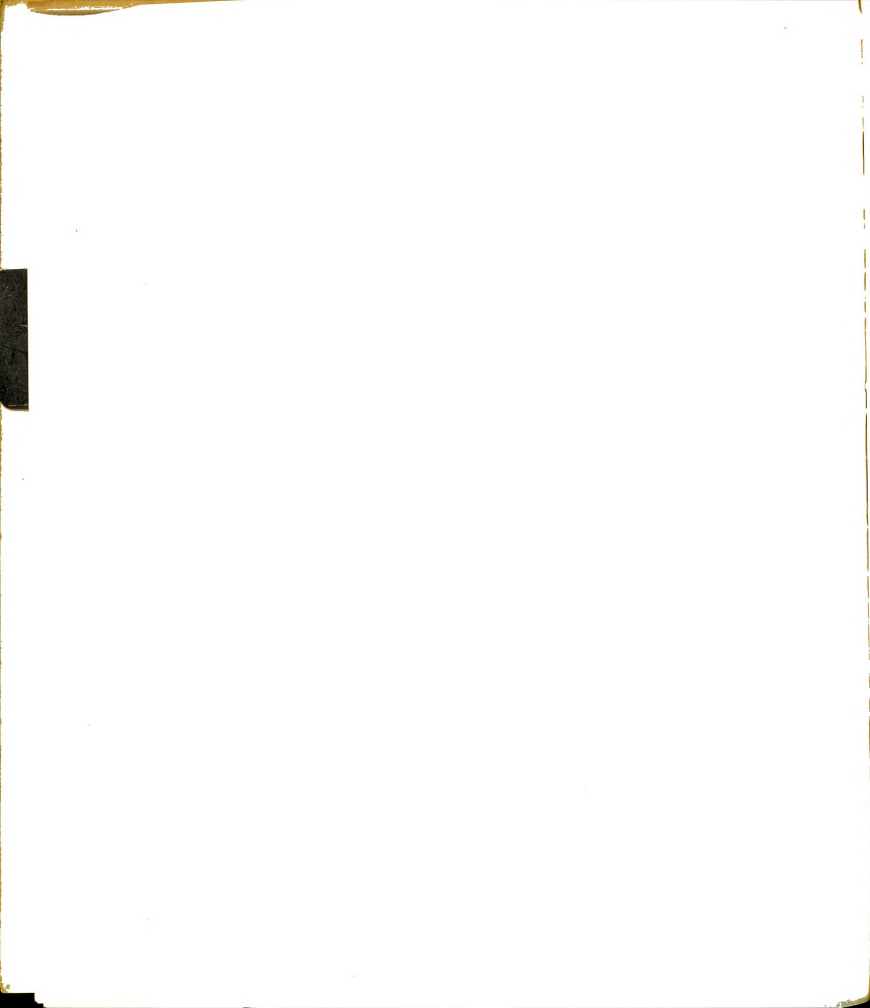
GROUP EFFECTIVENESS INSTRUMENT

Instructions:

This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

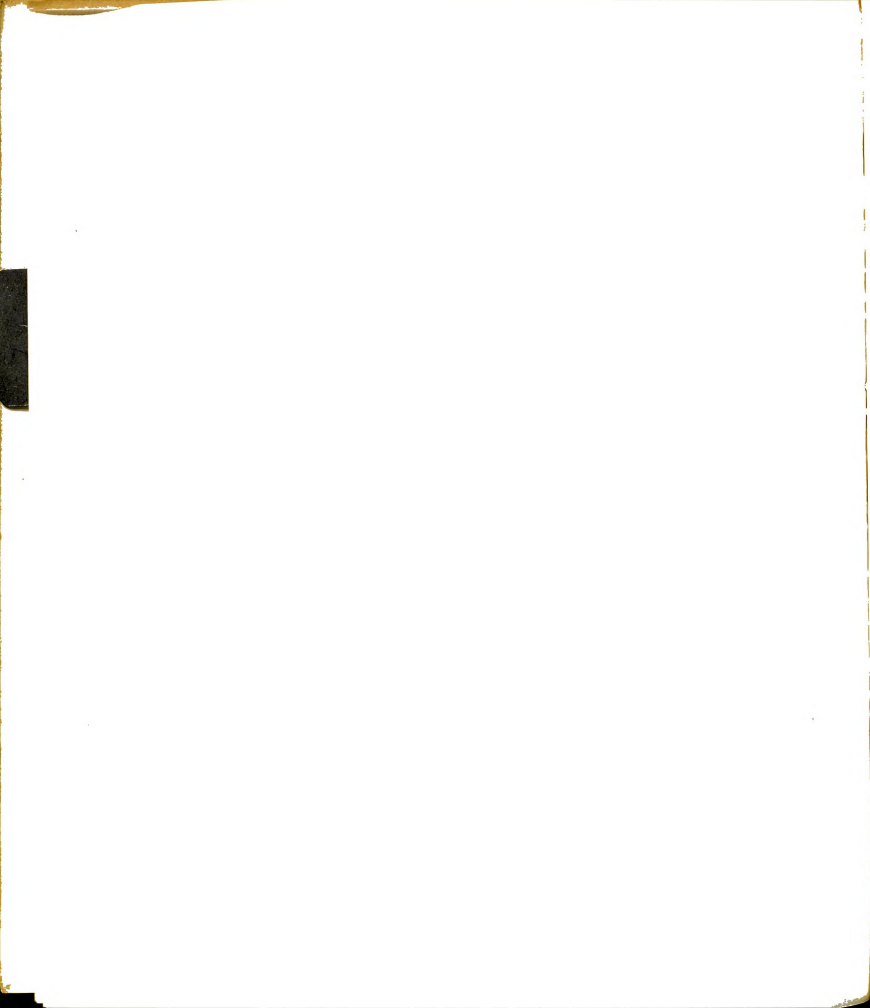
On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.



Instructions:

You are a member of a space crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Due to mechanical difficulties, however your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

- | | |
|--|--|
| Little or no use on moon | <u>15</u> Box of matches |
| Supply daily food required | <u>4</u> Food concentrate |
| Useful in tying injured together, help in climbing | <u>6</u> 50 feet of nylon rope |
| Shelter against sun's rays | <u>8</u> Parachute silk |
| Useful only if party landed on dark side | <u>13</u> Portable heating unit |
| Self-propulsion devices could be made from them | <u>11</u> Two .45 calibre pistols |
| Food, mixed with water for drinking | <u>12</u> One case dehydrated Pet Milk |
| Fills respiration requirement | <u>1</u> Two 100 lb. tanks of oxygen |
| One of principal means of finding directions | <u>3</u> Stellar man (of the moon's constellation) |
| CO Bottles for self-propulsion across chasm, etc. | <u>9</u> Life raft |
| Probably no magnetized poles; thus, useless | <u>14</u> Magnetic compass |
| Replenishes loss by sweating, etc. | <u>2</u> 5 gallons of water |



Distress call when line of
sight possible

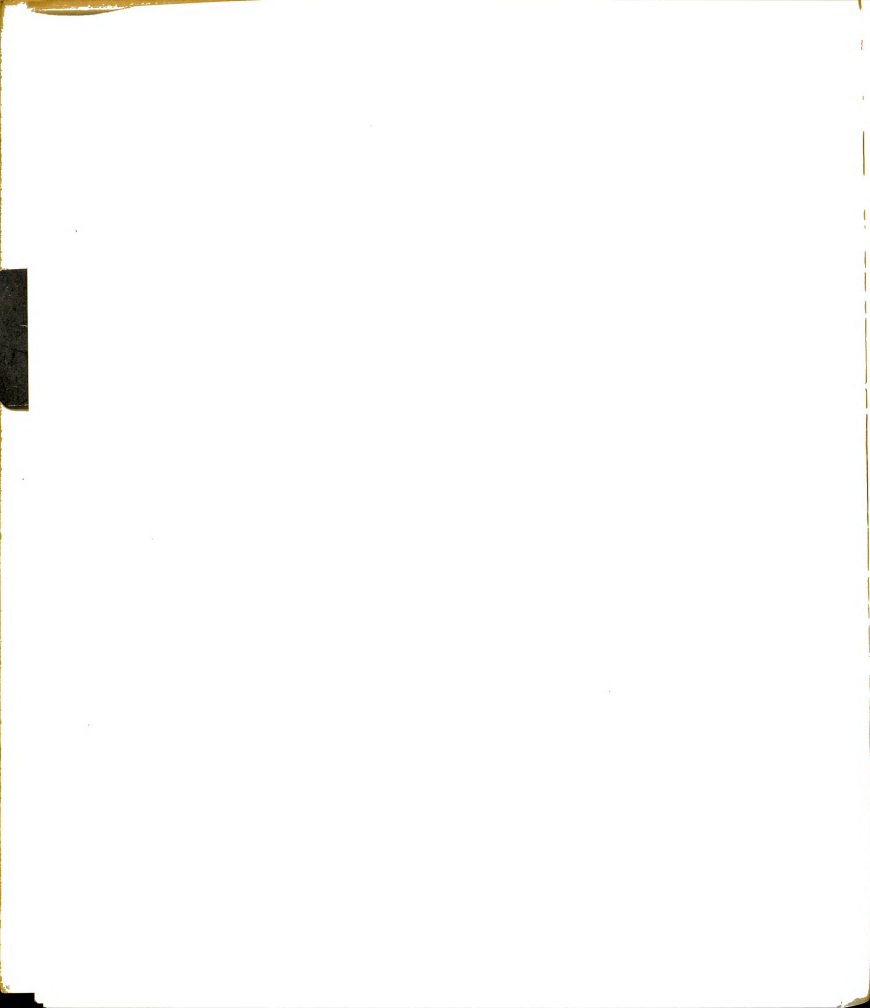
10 Signal flames

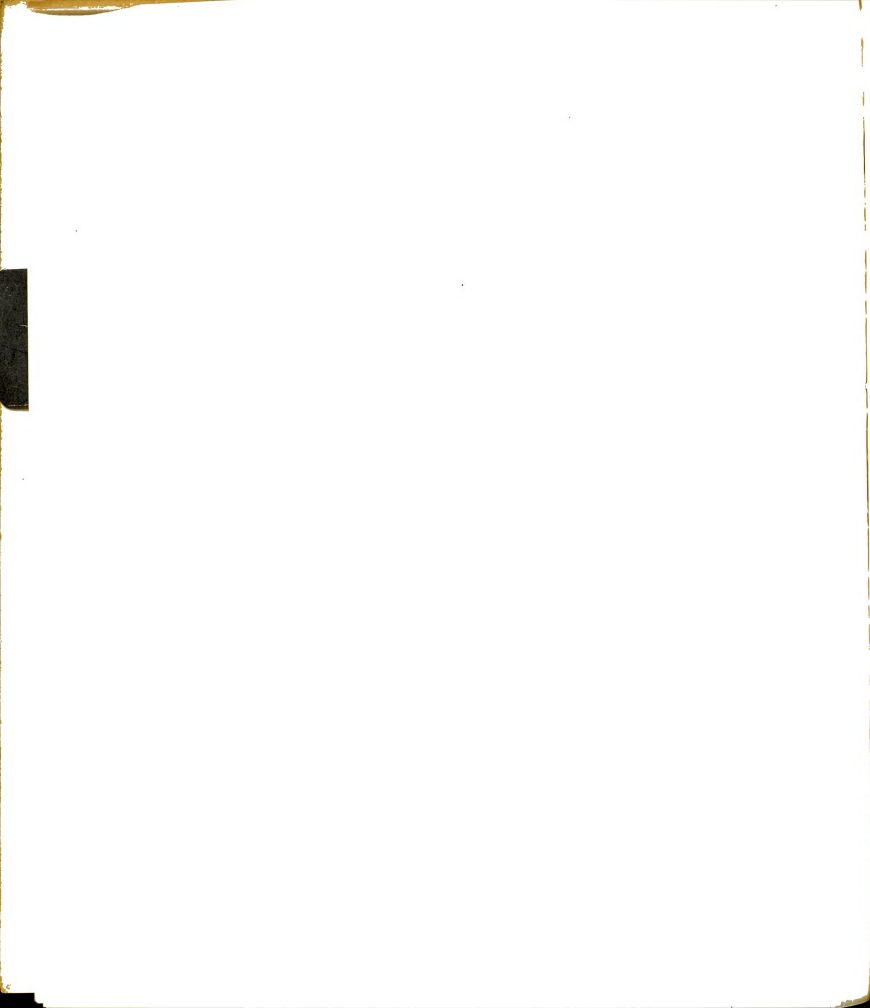
Oral pills or injection
medicine valuable

7 First aid kit containing
injection needles

Distress signal transmitter,
possible communication with
another ship

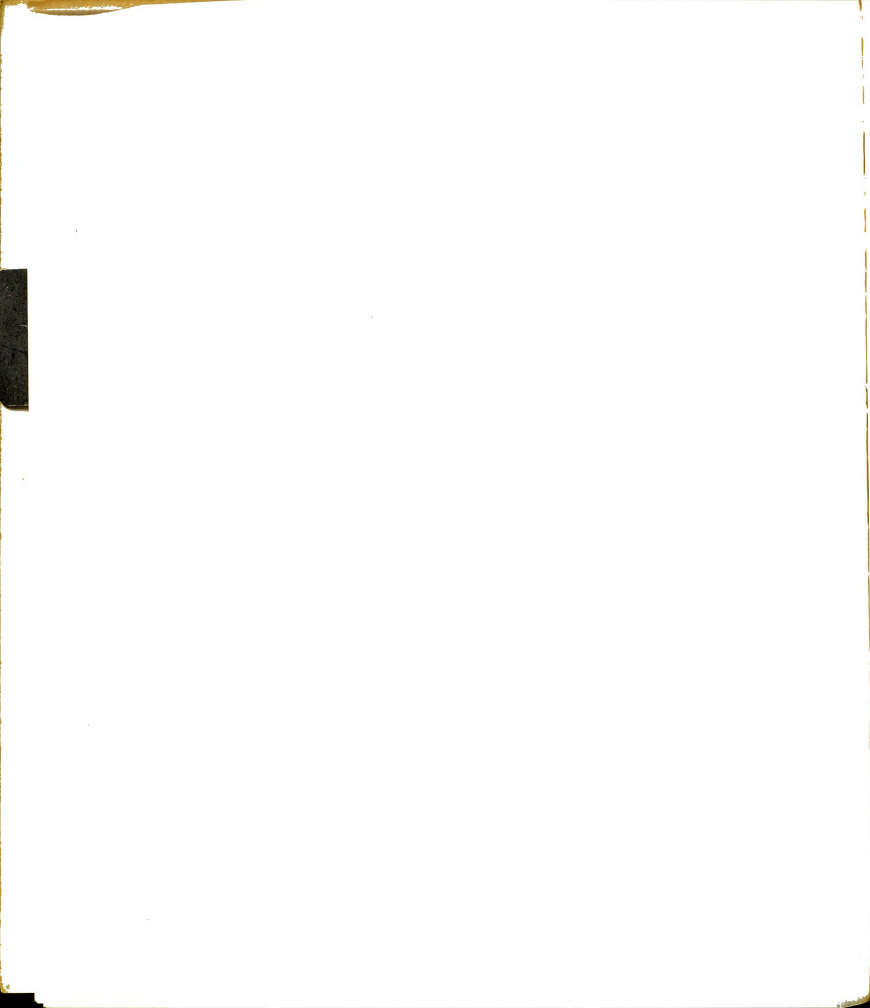
5 Solar-powered FM
receiver-transmitter





APPENDIX J

VALUE DIMENSIONS OF INTERPERSONAL
RELATIONS



Name _____

Value Dimensions of Interpersonal
Relations

1. I feel that control should be distributed in interpersonal relationships by means of:

1	2	3	4	5	6	7	8	9
unshared							shared	
control							control	

2. I feel that trust should be distributed in interpersonal relationships in the following way:

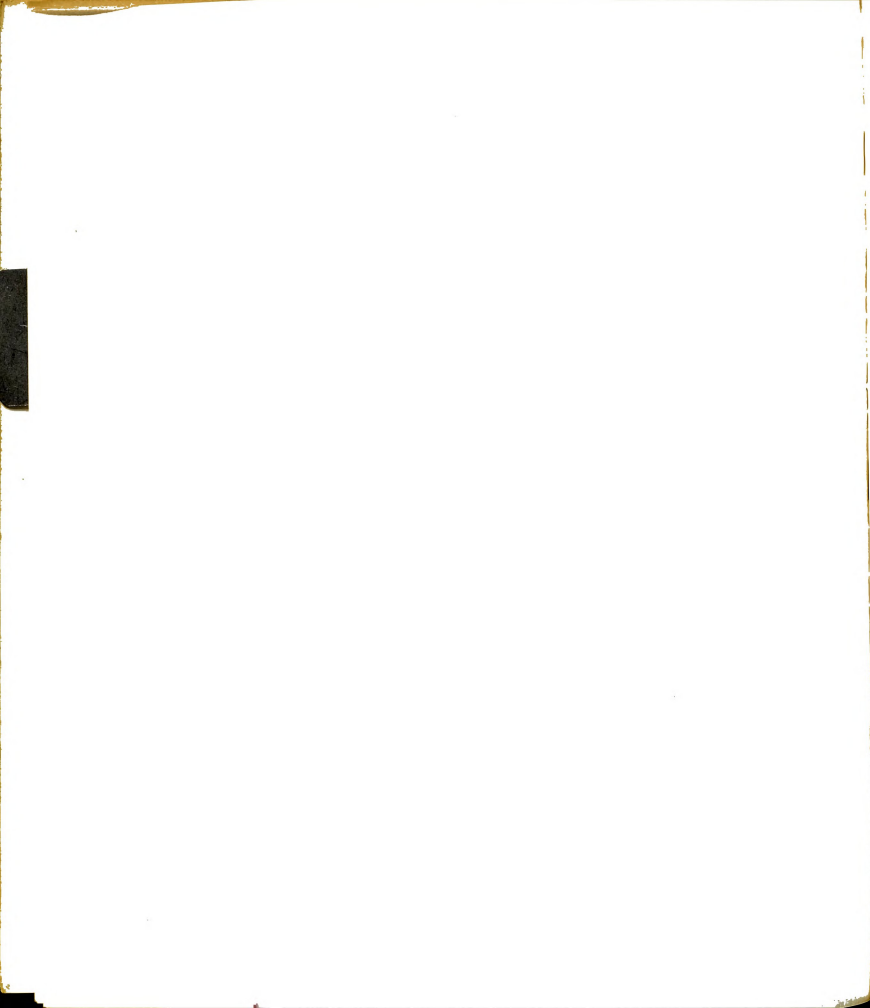
1	2	3	4	5	6	7	8	9
low							high	
trust							trust	

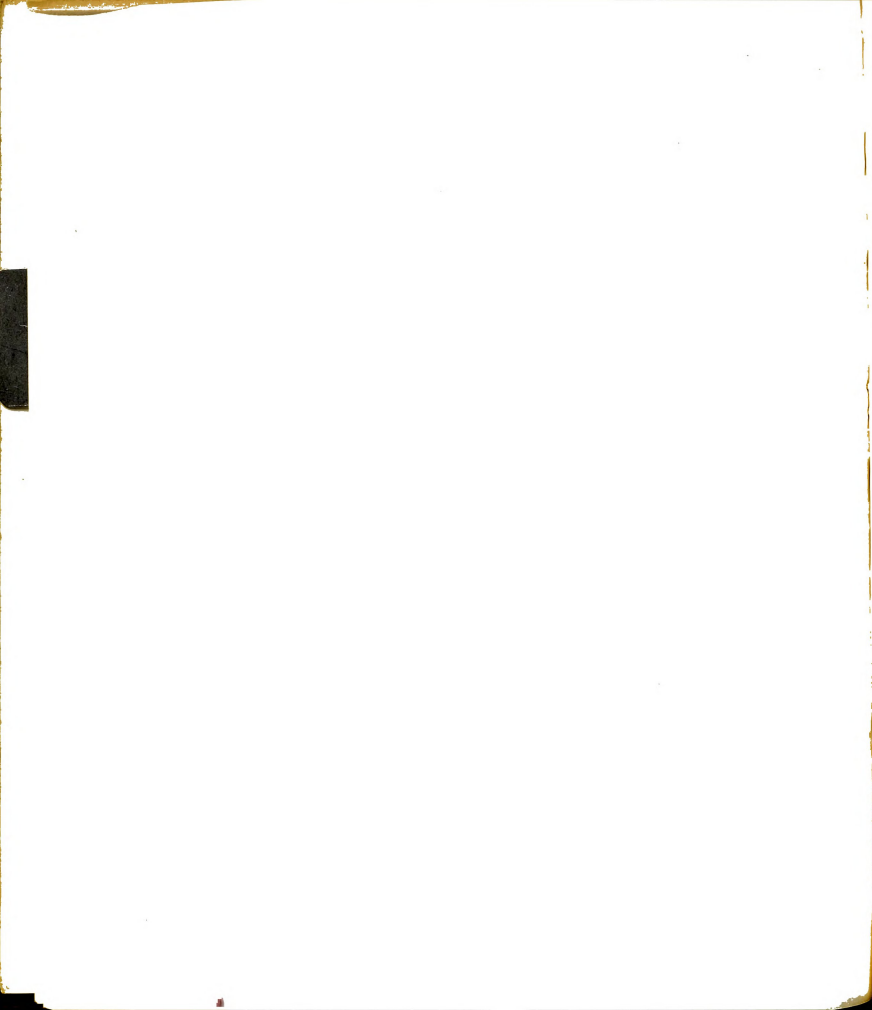
3. I feel that personal feelings should be relevant information to be shared in interpersonal relations in the following way:

1	2	3	4	5	6	7	8	9
not important							very important	
or							or	
irrelevant							relevant	

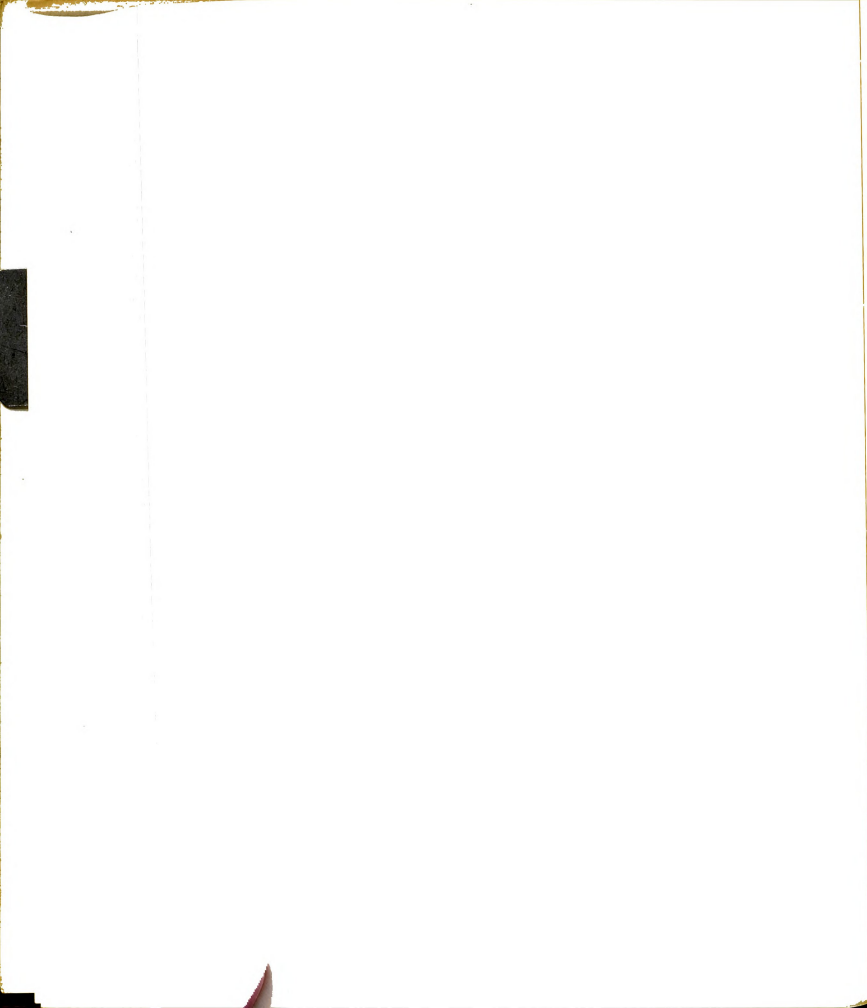
4. I feel that openness to receiving new information, different points of view from others and reactions from others about your behavior should be distributed in interpersonal relationships in the following way:

1	2	3	4	5	6	7	8	9
not important							very important	
or need to be							or need to be	
guarded or closed							open	

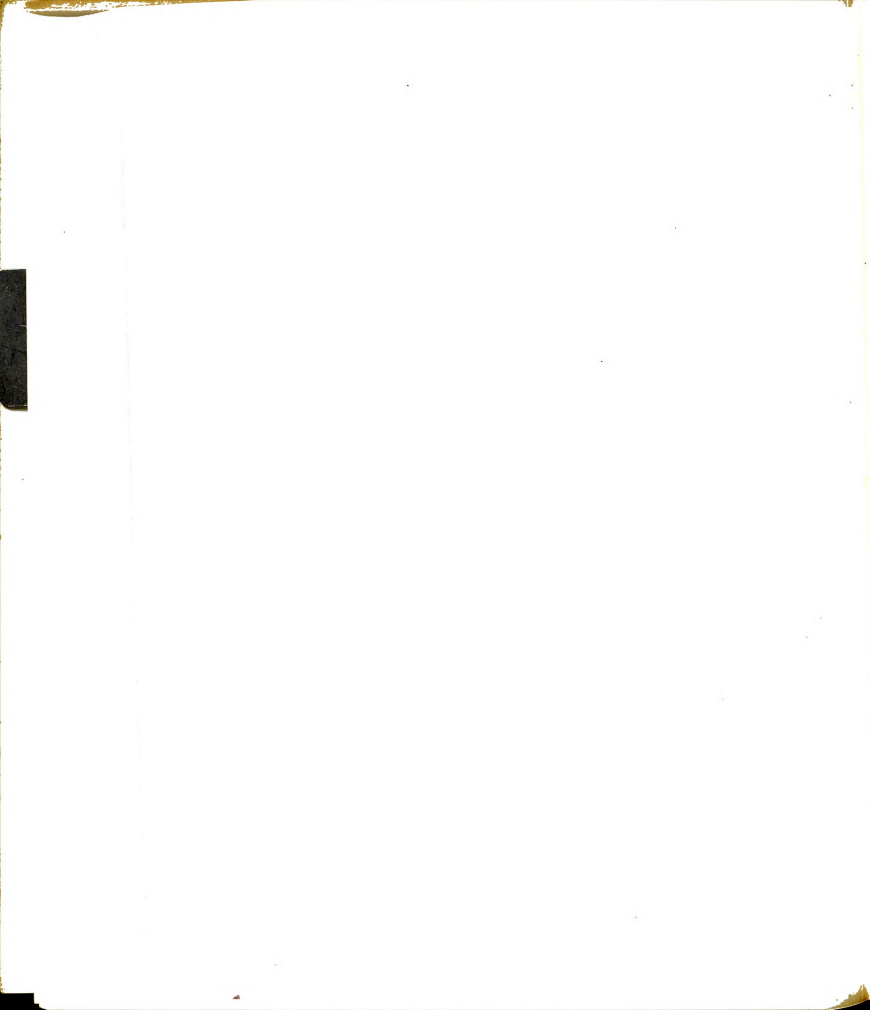


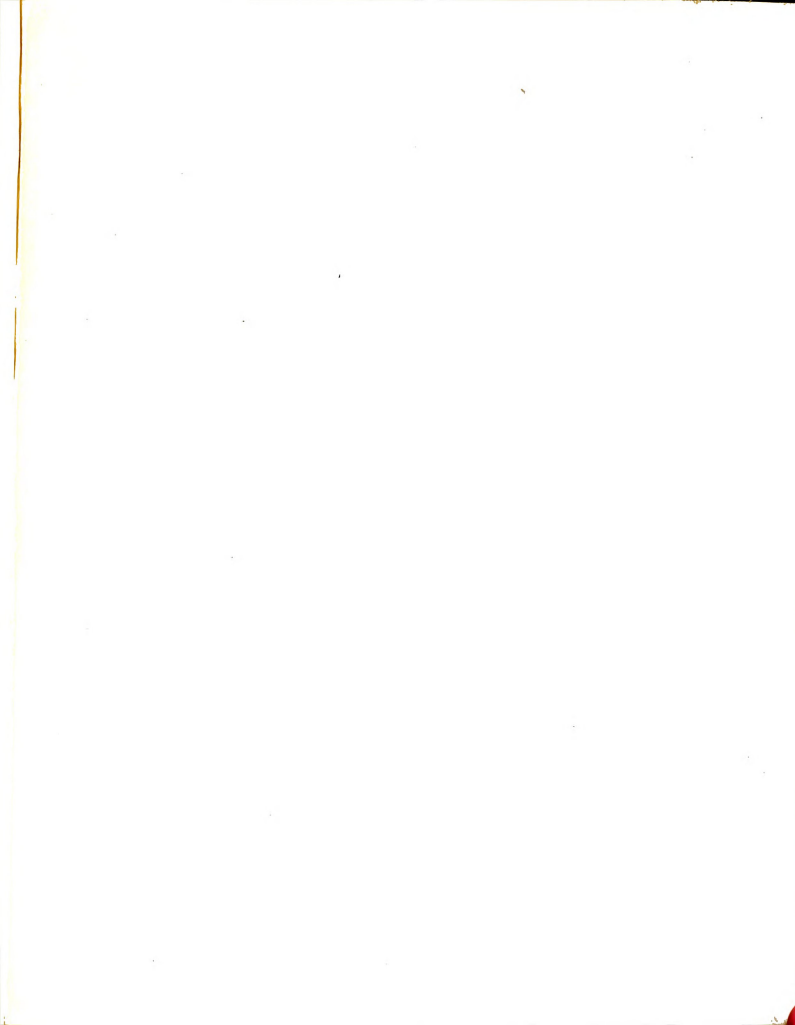












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