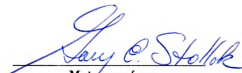


STRATEGIES OF MANEUVERS DURING
THE ACQUAINTANCE PROCESS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
SUSAN JANE CONLEY
1968

This is to certify that the
thesis entitled
STRATEGIES OF MANEUVERS DURING
THE ACQUAINTANCE PROCESS
presented by
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has been accepted towards fulfillment
of the requirements for
Ph.D. degree in Psychology


Major professor

Date 11/18/68

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ABSTRACT

STRATEGIES OF MANEUVERS DURING THE ACQUAINTANCE PROCESS

by Susan J. Conley

This study served a three-fold purpose: (1) to investigate the nature of the acquaintance process; (2) to characterize different types of dyadic relationships in terms of the strategies or maneuvers employed by the members as well as selected personality characteristics believed to be important determinants of dyadic relationships; and (3) to generate research-based hypotheses for later studies on psychotherapeutic dyads. The basic conditions of the study involved selecting subjects from college students who were not previously acquainted, pairing males with females, and then randomly assigning the dyads to one of three types of relationships (to get acquainted, to be friends, or to really know the other). Each dyad met for nine half hour sessions which were observed and tape recorded. Each dyad member was observed and rated on the over-all levels of Genuineness, Warmth, and Empathy displayed in a session as well as the frequency of Moving Toward, Moving Away and Moving Against maneuvers. Following the ninth session each

subject completed the Interpersonal Checklist as well as a rating sheet on his impressions of the experiment and a demographic questionnaire.

The results indicate, as hypothesized, that the type of relationship defined did result in different frequencies of maneuvers designed to move toward, move away, or move against the other person in the dyad. While all dyads engaged predominately in Moving Toward maneuvers, dyads instructed to become acquaintances tended to display more Moving Away and Against tactics than dyads instructed to become friends or to know the other person.

As hypothesized, females displayed higher levels of warmth and empathy but contrary to expectations, this sex difference was maintained over the nine sessions. At variance with the hypotheses were the findings that the level of Genuineness, Warmth, or Empathy that a subject displayed did not vary with the type of relationship.

While the results met the hypothesis that Genuineness, Warmth and Empathy bear a positive relationship to each other, the results were contrary to the hypotheses regarding a relationship between the Movement Scale and the Genuineness--Warmth--Empathy Scales. The subscales of the two main measures bear essentially no relationship to each other. Further, the Interpersonal Checklist data bore no relationship to the other two measures, contrary to expectations.

Susan J. Conley

The results were explained by considering the testing of outcomes and rewards that subjects seemed to perform. The type of relationship, e.g., friends or acquaintances, would suggest certain types of rewards or outcomes and preclude others. The findings of the study are consistent with the notion that in the early stages of a relationship the costs are reduced if one participates in socially prescribed roles consistent with the definition of the relationship. The results further suggest that Genuineness, Warmth and Empathy may play more or less important roles at varying stages in the relationship. In relationship definitions such as those used in the study, Empathy and Warmth may be maneuvers important to the development of trust, leading to increased genuineness. The unsupported hypotheses suggested that the dyads had not progressed to the development of such trust.

Further speculations were generated from the data concerning the relationships of genuineness and openness. It was suggested that relationships may be on a continuum of these two factors and that the relationships in the study were at a superficial point on this continuum, indicating that the subjects were engaging in maneuvers heavily determined by social roles. It was further suggested that future research be directed toward exploration of the role of openness.

Jay C. Stull
11/18/68

STRATEGIES OF MANEUVERS DURING
THE ACQUAINTANCE PROCESS

By

Susan Jane Conley

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Psychology

1968

To M.

ACKNOWLEDGMENTS

I give many thanks to my chairman, Gary Stollak for his unceasing interest, enthusiasm, ideas and confidence. He provided a light during many a dark moment of despair.

I also offer my thanks to Lawrence Messé who clarified what would otherwise have been a maze of statistical procedures.

For their numerous helpful comments regarding the design and interpretations, I thank Mary Leichty and Dozier Thornton. They often helped me see the trees in the forest.

Many others provided suggestions, a willing ear and moral support along the way, especially Liz Force.

Finally, I thank the coders and the subjects all of whom served above and beyond the call of duty.

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CHAPTER I

INTRODUCTION

Brief Statement of Problem

The present study has a three-fold purpose: (1) to investigate the nature of the acquaintance process; (2) to characterize different types of dyadic relationships in terms of the strategies or maneuvers employed by the members as well as selected personality characteristics believed to be important determinants of dyadic relationships; and (3) to generate research-based hypotheses for later studies on psychotherapeutic dyads. Experimentally contrived dyads were used which were instructed to define their relationship as (1) getting acquainted, or (2) becoming friends, or (3) to know all they could about the other. These dyads were then observed for the strategies they employed designed to Move Toward, Move Away, or Move Against the other member, and on the levels of Genuineness, Warmth, and Empathy displayed by dyad members under these conditions.

Rationale

This research developed out of an interest in the psychotherapy relationship and a desire to characterize it. Many researchers have reached the conclusion that there is

a strong relationship between the acquaintance process and psychotherapy, and ". . . a study of the relationship in psychotherapy [can] be viewed as a special case of this highly significant general area of psychological research interpersonal relations." (Stollak, et al., Psychotherapy Research, 1966, p. 504.) It followed then that the first step was to investigate the nature of dyadic relationships of various types in order that certain important variables be defined and thus generate increasingly more meaningful hypotheses about the therapeutic dyad. It seemed that dyadic interactions have at least two main determinants: (1) the strategies or maneuvers that an individual brings to a situation and which characterize his usual approach to a relationship, and (2) the strategies that are deemed appropriate within the context of the situation. Recent theorists and researchers have considered these determinants in the past but too often one has been chosen to the exclusion of the other. The present study attempts to bring the strategies brought by the person together with the situational strategies.

Previous Research on Dyadic Interactions

Much of the previous research on personality variables has been an attempt to posit a unifying principle based on underlying needs to account for mate selection or friendship choices. The main proponent of a single factor

theory of complementarity of needs has been Winch (1952) ". . . each individual seeks within his or her field of eligibles for that person who gives the greatest promise of providing him or her with maximum need gratification." Winch hypothesized that maximum need gratification occurs when two people have different and complementary need patterns rather than similar ones. On the other hand, there has been equal support for the single factor similarity hypothesis (Izard, 1960) as well as several studies which do not support either notion (e.g. Bowerman and Day, 1956).

Newcomb (1961) took a different approach when he suggested that interpersonal attraction is based on the perceived similarity regarding common objects of importance. People respond more positively to those who share their views. However, Izard (1963) concluded that Newcomb's findings point to an immature relationship while mature individuals seek others who have different characteristics than their own. Apparently mature individuals do not need friends who reflect their own personality characteristics in order to enhance their own security operations. They have somehow achieved this through other means, thereby permitting their acquaintanceships to proceed into more productive areas. In a study of friendship choices of adolescent girls in a training school, Jennings (1950) found that both similarity and differences between dyad members or friendships were important, but even more so

". . . to promote a friendship a person must not only be able to provide rewards for others but must also be willing." The most chosen girls were found to possess more capacity of identifying with others i.e., were more empathic.

Such factors as similarity and empathy have also emerged from studies of effective psychotherapy generalized to interpersonal relations. Fiedler (1950), in a study of "ideal" therapeutic relationships hypothesized that the therapy relationship may be only a variation of good interpersonal relationships in general. A similar conclusion was reached by Schofield (1964) who stressed the importance of the acceptance of the patient by the therapist. Similarities between the therapist and patient have been investigated (McNair, Callahan, and Lor, 1962; Fiedler, 1950; Lesser, 1961; and Snyder, 1961) with the conclusion by Levinson (1961) that some similarities may facilitate good relationships and therapeutic progress while others may be sources of impasses.

Many research studies growing out of the client centered approach point to a few essential attributes of the therapist for effective psychotherapy. Rogers (1957) in an article giving what he believes to be the necessary and sufficient conditions for change, specifies empathy, warmth, and congruence on the part of the therapist. He further states that a therapeutic relationship is not unique unto itself but is a concentrated prolonged relationship

which encapsulates "constructive qualities which often exist in part in other relationships" (p. 81). Research evidence supporting this comes from extensive studies reported by Truax and Carkhuff (1966) where they repeatedly found that the level of accurate empathy, warmth, and genuineness demonstrated by the therapist was directly related to positive changes in the patient. Finally, in a recent review of critical arguments concerning psychotherapy Berenson and Carkhuff (1967) concluded that the variables that prove to be significant contributors to the outcomes in therapy also apply to other kinds of interpersonal situations. They regard that such qualities as positive regard, genuineness, flexibility and openness are conditions of facilitative human encounters and living in general.

From several diverse sources then investigations in the fields of friendship, interpersonal relations and psychotherapy all point to the central importance of such factors as openness, genuineness, warmth and empathy in relationships. Although much of the research evidence stemming from psychotherapeutic studies generalize to all interpersonal relations, this hypothesis has not yet been tested. Should the generalization of the central importance of the three factors be borne out in other types of relationships, it would provide additional evidence for the notion of a continuum of relationships.

Research Concerning Situational and
Process Determinants of Maneuvers

In the past decade there has been increasing trend away from static factors such as traits toward an ever changing field approach. Originating in cybernetics and leading to the present game theories, such terms as strategies, maneuvers, tactics, systems, outcomes, and cost are being used more and more frequently to describe behavior. Relationships are viewed as a process in which both the members and the process change with each maneuver.

These maneuvers however, are not random but are organized in greater or less degrees of complex strategies. In one of the most relevant accounts Haley (1963) employs a communication model to assert that when one studies a two person system, he enters the field of communication and must describe the system in terms which apply to the exchange of communicative behavior between two people. When people meet and begin to form a relationship they select certain types of behavior from a wide range of potential behavior. By this selection of certain behaviors they arrive at a mutual definition of their relationship. From the initial meeting then, each message that they exchange either reinforces this definition or indicates a shift to a new kind of relationship. The attempt to define the relationship is viewed by Haley as a struggle for control of the definition of that relationship, rather than control of the other person.

In a similar vein Szasz (1961) emphasized the game theory of life. He postulated that life consists of a series of games with various levels and kinds of rules. People learn certain games which they must play according to certain rules, strive toward the goal of the game, and cannot change any one part of the rules without also changing other parts. His notions are somewhat more encompassing than those of Haley's but he would not argue with the latter's emphasis on the definition of a relationship as an essential factor, as are the rules of a game.

Game theory and communication analysis are also used by Thibaut and Kelley (1959) to approach dyadic interactions in terms of learning theory, economics, and sociology. Their basic assumption is that every "individual voluntarily enters and stays in any relationship only as long as it is adequately satisfactory in terms of his rewards and costs." (p. 47). Within the set of persons available for interaction, there may be a variety of different reasons for choosing one person over another, depending upon the rewards from each. "In some cases the rewards depend on similarity (as in value support) and in others the rewards depend on differences which are in some manner complementary. The prediction of interpersonal relationships should, in our opinion, always take account of reward and cost considerations . . ." (p.47).

Specifically referring to early interactions, they emphasize that each person explores the matrix of possible outcomes. If the initial outcomes compare favorably with alternative relationships, then there is motivation for continued approaches. Conversely, if the initial outcomes fall below the expectations of alternative relations there is decreasing motivation for continued approaches.

Haley, Szasz, and Thibaut and Kelley converge in their thinking in their agreement on consistent strategies of maneuvers to define a relationship. These maneuvers can be subsumed under the rubric of three main types: those designed to further the relationship, those that one member employs to draw away from the relationship, and those maneuvers to confront or to change the definition of the relationship by hostile means.¹

A consideration of the above points to several important variables. First, certain qualities or characteristics of the individual are influential in the future course of a relationship. While such characteristics as needs and attitudes have been postulated as crucial variables, some

¹It is interesting to note that similar types of maneuvers have been arrived at by Horney, (K. Horney, Our Inner Conflicts, W. W. Norton & Co., 1945) from her consideration of neurotic conflict. Faced with an insecure and hostile attitude toward the world, the individual has three modes of operation open to him. He can try to get people on his side, try to dominate and fight them, or try to ignore them. Further, in her discussion of these modes her views come in close correspondance with Haley's discussion of strategies and the struggle for control of the relationship definition.

of the most convincing and clearest evidence comes from the work of Truax and his group. He found that the characteristics of genuineness, warmth and empathy were of great importance in psychotherapy dyads. If, as many have suggested, the psychotherapy relationship is a special case of dyadic relationships in general, might it not be expected that these same variables of acceptance of the other, sensitivity to his feelings, and congruence within one's self also have meaning in determining the outcomes of a relationship? For this reason then, these three variables were chosen to be investigated.

It further seemed important to consider the situation in which the relationship to be defined occurs. The situation surrounding the relationship suggests certain maneuvers as appropriate or inappropriate. This is only a suggestion however as the person defining the relationship also defines the appropriate maneuvers. Thus, for example, a shop foreman would not address the owner by his first name unless given permission to do so. These suggestions are often rules of convention or socialized patterns of behavior which (1) exist in conjunction with the characteristics the person brings to the situation; and which (2) may be more or less flexible depending on how the relationship is defined by the participants.

The latter point led to the presentation of varying relationship definitions to the subjects in the present study. It was hypothesized that there would be a relationship

between the characteristics of genuineness, warmth, and empathy which an individual brings to a relationship and the situation and definition of the relationship--in this case, dyads instructed to define their relationship as acquaintances, friends, or to know the other dyad member. As acquaintances are thought to have less invested in the relationship and have more freedom to like or dislike each other, it was expected that they would allow for a greater number of maneuvers to terminate or express dissatisfaction with the other. In the present study hostile or confronting maneuvers are termed Moving Against (the other) maneuvers. Acquaintances may also be expected to display lower levels of Warmth and Empathy than friends or knowing dyads, stemming from their low involvement with each other, the transitory nature of the relationship definition, and the freedom for Moving Against maneuvers.

As this study artificially or experimentally manipulated the relationship definitions e.g., to become friends, these subjects are expected to be less genuine in their encounter than either acquaintance or knowing dyads. Dyads instructed to become friends must make some efforts toward mutually satisfying rewards in the relationship. Hence, the hypothesis of higher levels of Warmth and Empathy as characteristics facilitating rewards. At the same time, in order for these dyads to be friends, the subjects must demonstrate their friendship in some fashion. Friends show

interest in each other, are at least somewhat attentive to what the other is saying, and work to resolve differences. These maneuvers are subsumed in the present study under Moving Toward (the other) maneuvers.

Dyads in which the relationship is defined as learning all they can about the other person would not be expected to include angry or hostile maneuvers as appropriate to the situation. On the contrary, high levels of Warmth, Empathy, and perhaps Genuineness would appear to be characteristics which facilitate the relationship as it is defined. At the same time, to reveal oneself or to have an "open" relationship is often highly anxiety provoking and threatening. They are therefore expected to engage in revealing maneuvers only in conjunction with a high frequency of tactics designed to pull away from or to avoid the other in the relationship. Maneuvers such as these to avoid the relationship are termed Moving Away (from the other) in the present study.

A final note concerning what the individual brings to a relationship must be considered. The early studies of Winch, Izard and others emphasized the needs of the individual. In addition to needs, socio-economic factors have been suggested by Winch (1952) and others as influencing choice of partners, contacts, etc. It seemed important then to obtain some measure of gross personality characteristics and background information as possible

intervening variables in the relationships to be formed. A personality test specifically oriented toward interpersonal behavior, the Interpersonal Checklist, (ICL) was developed by LaForge (1963) and refined by Leary (1957). This test is summarized by two dimensions, Lov and Dom. The former ranges from warm, accepting behaviors to ingratiation, overly accepting and compliant behaviors. The other dimension, Dom, ranges from independent, decisive, rational behaviors to harsh, critical and rigid maneuvers.

As the Lov dimension has warmth as a component and behavior which involves reaching out in relationships, it was hypothesized that there would be a positive relationship between the Lov scores for subjects and their levels of Warmth and Empathy, as well as frequency of Moving Toward maneuvers. Conversely, rigid, critical, unaccepting people i.e., high on Dom scale, are expected to display lower levels of Warmth and Empathy, and more frequent Moving Against tactics.

Hypotheses

I. The general hypothesis with respect to the acquaintance process and the levels of empathy, warmth and genuineness is as follows: That individuals have characteristic styles or tactics which are employed in the process of getting acquainted which are characterized by Moving Toward, Moving Away or Moving Against and that these are correlated with levels of Warmth, Genuineness, and Empathy.

From this general hypothesis the following specific hypotheses were derived:

- A. There are a positive intercorrelation among Empathy, Warmth, and Genuineness.
- B. There are negative intercorrelation between the levels of Empathy, and Warmth and the frequency of Moving Away and Moving Against behaviors.

II. The general hypothesis regarding the relationship between "defined" relationships and levels of accurate empathy, warmth and genuineness is as follows: the levels of Genuineness, Warmth, and Empathy vary dependent on the type of dyadic relationship that is defined.

- A. Dyads instructed to become friends or to know the other person display higher levels of Warmth and Empathy than dyads instructed to become acquainted.
- B. Dyads instructed to become friends display lower levels of Genuineness than those instructed to become acquainted or to know the other person.

III. The general hypothesis regarding the relationship between the acquaintance process and type of defined relationship was as follows: Moving Toward, Moving Away, and Moving Against tactics occurring in a dyad vary with the type of relationship that is defined.

- A. Dyads instructed to get to really know the other person show more Moving Away tactics

than dyads instructed to become friends or to get acquainted.

B. Dyads instructed to be friends engage in significantly more Moving Toward tactics than the other two groups of dyads.

C. Dyads instructed to become acquainted display a greater number of Moving Against behaviors than the other two groups.

IV. The general hypothesis regarding the relationship between sex of the subject and levels of Empathy, Warmth, and Genuineness is as follows: There is an interaction between the sex of the subject and the levels of Empathy, Warmth, and Genuineness.

- A. Females display higher levels of Empathy and Warmth initially but over time, or sessions, there is no difference in the levels between males and females.
- B. Males manifest significantly higher levels of Genuineness initially but over the sessions there is no difference between males and females.

V. The general hypothesis regarding the relationship of personality variables to Empathy, Warmth, and Genuineness and to the acquaintance process is as follows: Certain gross personality dimensions are positively correlated with levels of Empathy, Warmth, and Genuineness and to Moving Toward, Away, and Against behaviors.

- A. There is a positive relationship between the Lov score for subjects and the levels of Warmth and Empathy, as well as for the frequency of Moving Toward maneuvers.
- B. There is a positive relationship between the Dom score and Moving Against, and a negative relationship with the levels of Warmth, and Empathy.

CHAPTER II

METHOD

Overview

The basic conditions of the study involved selecting subjects from college students who were not previously acquainted, pairing males with females, and then randomly assigning the dyads to one of three types of relationships (to get acquainted, to be friends, or to really know the other). Each dyad met for nine half hour sessions which were observed and tape recorded. Each dyad member was observed and rated on the over-all levels of Genuineness, Warmth, and Empathy displayed in a session as well as the frequency of Moving Toward, Moving Away and Moving Against maneuvers. Following the ninth session each subject completed the Interpersonal Checklist as well as a rating sheet on his impressions of the experiment and a demographic questionnaire.

Subjects

Subjects were unmarried Michigan State University students between the ages of 18 and 22 enrolled in an introductory psychology course. Participation in psychology experiments was optional but contributed extra-credit

points toward the course grade. Subjects were told that the experiment had to do with how people got acquainted. No preselection of subjects occurred except that they be unmarried and must sign the sheet opposite a stranger of the opposite sex. Thirty males and thirty females were selected, paired into male-female dyads and then the thirty dyads were randomly assigned to one of the three instruction groups yielding ten dyads in each condition.

Materials

The Movement Scale

This scale was devised for the present study and consisted of fifteen significant common verbal and non-verbal interactions. The interactions were chosen to be descriptive of the three categories e.g., leaning forward, moving closer to the other was scored as Moving Toward; monosyllabic replies to questions about the self or to feelings were included as Moving Away; and such tactics as shaking a finger at the other were labeled Moving Against. (See Appendix A for complete scale.) An attempt was made to keep the scale on the level of observable data as much as possible in order to reduce the number of inferences to be made by the observers. Observers were trained to criterion prior to the study by observing dyads similar to those to be used in the present study. At least 70% agreement between raters for each category was achieved, with a range of 70% to 89% agreement.

G-E-W Scales

These scales were developed by Truax and Carkhuff (1967) for use in psychotherapy. Genuineness, a 5-point scale ranged from Level 1 where the subject presents a facade to Level 5 where he is freely himself and is not playing a role. Warmth, also a 5-point scale, ranged from Level 1 indicating evaluation, conditional liking or disapproval, to Level 5 where the person warmly accepts and cares for the other person. Empathy, a 9-point scale, ranges from Level 1 indicating that the subject is preoccupied, disinterested, and misunderstands the other to higher levels of empathy indicating that he is "with" the other, sensitive to him, and can communicate this. (See Appendix B for complete scales.)

The raters for the G-E-W Scales were trained to criterion by listening to tapes of dyads similar to those used in the present study. The scoring was discussed until the raters achieved at least 70% agreement on the levels of each variable.

ICL

LaForge's Interpersonal Checklist was administered to each subject to describe himself and his partner. In this test subjects are presented with a list of adjectives and asked to check each one that he feels applies to him (or to his partner). These adjectives yield two summary

scores, Lov and Dom, representing cross points on a matrix of eight personality dimensions. Lov scores range from warm, acceptance of people to ingretiation and over-compliance. Dom ranges from independent, decisive, rational behavior to harsh, critical, and rigid behavior. Thus both scales have an intensity factor built in. (See Appendix C for complete test.)

Demographic Questionnaire

This was a short questionnaire designed for the present study to provide information on the background of the subjects. It asked such questions as size of hometown, occupation of parents, college major, extra-curriculum activities, social activities, etc. (See Appendix D.)

Rating Scale

This short rating scale was also devised for the present study for use in post hoc analysis. Subjects were asked to locate themselves and their partner on a five-point scale of such factors as warm-cold, sincere-not sincere. They also located themselves on such dimensions as liking their partner, whether they would like to continue the relationship, and how well they felt they knew their partner. (See Appendix E for complete scale.)

Procedure

Observers

All raters or observers used in the study were undergraduate students who participated as part of an individual study course. Eight raters were used, four trained on the Movement Scale and four on the G-E-W Scales.

Each subject was instructed to appear at a given place and time. The two subjects comprising a dyad were present at the same time. No attempt was made to introduce them except to identify them as partners. Each member of the dyad was handed an instruction sheet (see Appendix F) which told that they were to participate in an experiment which related to the manner in which people interact or relate to each other, in addition to specifying their particular group instructions. For the remainder of the experiment at the beginning of each session the subjects were handed the instruction sheet to read again and reminded what their task was, e.g., to become friends, etc.

The dyad was then taken to an interview room furnished with three chairs and a desk or table. There was a tape recorder placed on the desk and each subject wore a neck microphone. The experimenter, or an assistant, turned on the recorder and then left the room. At the end of a half hour the session was terminated and arrangements made for the next meeting of the particular dyad.

Each dyad met together twice in a period of seven days. This procedure was repeated for each of the 30 dyads until they had all met for a total of nine such half hour sessions. At the end of the ninth session, each subject was requested to arrange for another meeting, this time to complete the ICL, the demographic questionnaire, and the rating scale.

Observational Measures

The Movement Scale was employed to score the dyadic interaction in terms of Moving Toward, Moving Away, or Moving Against maneuvers. Of the nine half hour sessions that each dyad met together, the 1st, 3rd, 5th, 7th, and 9th were selected as sessions to be scored. The first session was not used in the data analysis and served as a "warm-up" due to the presence of the observers in the experimental setting. Two observers were seated in the room with the dyad during the scoring interviews¹ and recorded a score for the most significant maneuvers in a thirty second interval for each member. The observers were instructed that each subject must be scored on at least one of the three categories of the Movement Scale and no more

¹Due to a shortage of observation rooms with one-way mirrors it was necessary to have the observers present. They were instructed to be as unobstrusive as possible but it is likely that their presence had some undetermined effect on the S's.

than two categories for each thirty second interval. As the scoring intervals were thirty second periods, it was felt that a subject might use two different and equally important maneuvers in this time but to allow three types would dilute the significance of the maneuver for scoring purposes. The same category could not be scored twice in one scoring period. Thus the maximum score for a subject during one twenty minute session would be 80 (two different significant maneuvers for each time period), the maximum score for any one category was 40 (one score in that category for each time period), and the minimum over all score for a subject as 40 (one score in any category for each time period).

Although each session was scheduled as a thirty minute period, it was necessary to allow for coats to be removed, etc. at the beginning and end of each session. Consequently, the actual scoring was based on a twenty minute period beginning when E left the room and the tape recorder turned on, and concluding twenty minutes later, regardless of any continuation for a few moments past the twenty minutes.

The G-E-W Scales were employed by independent raters who judged each subject in the dyad at the end of the same five scoring sessions as were used with the Movement Scale. Dyad members received only one score for a session considered as a whole for each of the dimensions of the

G-E-W Scales. The ratings were made on the basis of the tape recordings in an effort to keep the ratings as independent as possible as well as to keep such "halo" effects as appearance, etc. to a minimum. All raters were informed as to the session number of the particular dyadic interaction to be scored but were unaware of the group to which the dyad belonged. Each subject then, received two independent scores every thirty seconds on the Movement Scale and two independent ratings for the interaction during the entire interview being scored on the G-E-W Scales, based on tape recordings.

Subject Scales

The ICL was administered following the ninth session. Each subject was asked to complete the ICL on himself and on how he perceived his partner. This provided Lov and Dom summary scores for each subject and his partner.

The Rating Scale was administered following the ICL to each subject as was the Demographic Questionnaire. At this time subjects were also given the opportunity to ask any questions they wished concerning the experiment.

Methods of Analysis

The analysis was performed in two major divisions. First, each of the variables on the Movement Scale was analyzed individually in a 2 x 3 x 4 (sex x groups x sessions)

analysis of variance design with repeated measures on the last factor (sessions). The analyses of variance for the G-E-W Scales, also performed for each individual factor, were 2 x 3 x 3 designs (sex x groups x sessions). It was not possible to use the data from Session 5 due to mechanical failure of the recording machines, leaving Sessions 3, 7 and 9 for analysis.

The second major portion of the analysis was performed by a correlation matrix in which the inter-correlations of selected variables was obtained. The Lov-Dom scores for each subject were also entered in the matrix in addition to the G-E-W scores and the Movement Scale results.

For both the scales measuring the dependent variables (the Movement Scale and the G-E-W Scales) inter-rater reliability estimates were obtained by the Pearson product-moment correlation coefficient. As two sets of raters were used for each scale, it was necessary to compute two separate reliability coefficients, one for each set.

CHAPTER III

RESULTS

Inter-Rater Reliability for Movement Scale and G-E-W Scales

A subject received a score on each dependent variable by two independent judges, yielding, therefore, two scores on each variable. A Pearson product-moment correlation coefficient was computed for each variable between the two judges. These correlations ranged from $r=.69$ between the two observers on Warmth, session 3, to $r=.98$ between the two observers on Moving Against, session 3. (See Appendix 6 for complete table of reliability coefficients.) The average reliability coefficients for each trial computed by a Fisher Z transformation were sufficiently high to deem appropriate the use of the mean raw score given by the two raters as the raw data. Thus, all analysis of variance tests and correlation analyses were computed on the basis of the average of the two scores that a subject received by the judges.

The Definition of the Relationship and the Strategies of Moving Toward, Moving Away, and Moving Against

One of the general hypotheses stated that the frequency of maneuvers on the Movement Scale varies with the type of relationship defined. An over-all picture of the frequency of maneuvers for each group in each session is

provided by Table 1. Visual inspection indicates that in each group, at least half of the total maneuvers were scored as Moving Toward whereas Moving Away and Against responses accounted for much fewer of the total maneuvers. This difference is shown more clearly in Table 2 by summarizing Table 1 into groups x type of maneuver (mean and percent). Looking at each group individually, the percent of Moving Toward maneuvers is clearly greater than either Moving Away or Against for each of the groups during any session.

Turning to a more important and meaningful comparison, Table 2 indicates some differences in the number of Movement Scale responses by each group. Analysis of Variance to test this general hypothesis is given in Table 3 for Moving Toward maneuvers. The results suggest that there is a tendency ($.05 > p < .10$) for the groups to differ in the frequency of Moving Toward maneuvers. This tendency reaches statistical significance in Table 4 which shows the Analysis of Variance results for Moving Away tactics. Here groups clearly differ in the frequency of Moving Away maneuvers ($p < .05$) but they also differed by session. As the groups x session interaction and the main groups effect were both significant ($p < .05$) a simple effects test (Winer, p. 311) was performed which indicated that during sessions 7 and 9 the Acquaintance group made significantly more Moving Away responses than the dyads instructed to be friends or to know each other ($F=2.34, df 2, 108, p < .10$ groups for

TABLE 1.--Percentage of Total Maneuvers per Session Scored as Moving Toward, Moving Away, and Moving Against as made by Subjects (Males and Females Combined) in the Acquaintance, Friends, and Knowing Dyads.

Moving Toward		Moving Away			Moving Against						
Acq	Frnds	Know	Mean %	Acq	Frnds	Know	Mean %	Acq	Frnds	Know	Mean %
Session 3											
60.5	71.3	82.9	71.6	25.1	25.2	12.2	20.8	13.8	3.4	4.8	7.3
Session 5											
69.0	75.7	86.0	76.9	22.6	19.6	10.1	17.4	8.4	4.6	3.7	5.6
Session 7											
64.6	72.3	82.6	73.2	28.1	20.3	9.9	19.4	6.8	7.4	7.4	7.2
Session 9											
54.5	78.8	79.4	70.9	34.1	15.2	15.1	21.5	11.3	5.8	5.5	7.5

TABLE 2.--Mean Number and Percent of Responses per Session Made by Groups on the Movement Scale

	Moving Toward Mean Number	Moving Toward %	Moving Away Mean Number	Moving Away %	Moving Against Mean Number	Moving Against %
Acquaintance	32.67	75.4	7.89	18.2	2.77	6.4
Friends	34.46	83.8	5.28	12.8	1.39	3.4
Knowing	36.30	89.1	3.07	7.5	1.37	3.4
Mean %		82.8		12.8		4.4

TABLE 3.--Major Sex x Groups x Session Analysis of Variance
for Movement Scale--Moving Toward Maneuvers

Source	df	SS	MS	F
<u>Between Subjects</u>	59	5,814.40		
Sex	1	21.60	21.60	<1.00
Groups	2	527.45	263.72	2.72*
Sex x Groups	2	13.72	6.86	<1.00
Subj. within Groups	54	5,251.62	96.88	
<u>Within Subjects</u>	180	2,802.00		
Sessions	3	96.89	32.29	2.03
Sex x Session	3	5.19	1.73	<1.00
Groups x Session	6	111.81	18.64	1.17
Sex x Groups x Session	6	15.98	2.67	<1.00
Sessions x Subj. within Groups	162	2,572.13	15.88	

*.05>p<.10

TABLE 4.--Sex x Groups x Session Analysis of Variance for
Movement Scale--Moving Away Maneuvers

Source	df	SS	MS	F
<u>Between Subjects</u>	59	6,495.06		
Sex	1	1.43	1.43	<1.00
Groups	2	933.36	466.68	4.53*
Sex x Group	2	5.20	2.60	<1.00
Subj. within Groups	54	5,555.07	102.87	
<u>Within Subjects</u>	180	2,637.94		
Sessions	3	49.46	16.49	1.16
Sex x Sessions	3	10.75	3.58	<1.00
Group x Sessions	6	199.42	33.24	2.35*
Sex x Groups x Sessions	6	89.89	14.98	1.05
Session x Subj. within Groups	162	2,288.42	14.12	

*p<.05

session 7; $F=3.40$, $df\ 2,108$, $p<.05$ for groups for session 9). Further, the analysis of variance for Moving Against maneuvers shown in Table 5 revealed only a significant groups x sessions interaction ($p<.05$). Analysis of differences in trends for the significant interaction (Winer, p. 362) revealed that the Friends and Knowing dyads displayed a linear trend while the Acquaintance group again accounted for most of the interaction between groups and sessions. That is, the Acquaintance dyads showed a curvilinear relationship between the frequency of Moving Against maneuvers and the number of sessions ($F=12.36$, $df\ 1$, $p<.01$ for quadratic trend, Acquaintance group, Moving Against tactics).

To summarize the results of the Movement Scale with regard to the type of relationships, it is evident that most of the total number of maneuvers were scored as Moving Toward, regardless of the type of relationship. None the less, the type of relationship defined did result in different frequencies of Moving Toward responses by groups ($p<.10$). The differences in Moving Away and Moving Against are largely accounted for by the Acquaintance group which generally increased in the frequency of both these maneuvers as the sessions progressed, whereas the Friends and Knowing groups showed little difference or change. On all of the three strategies there was a consistent (if not always statistically significant) pattern that (1) dyads instructed

TABLE 5.--Sex x Groups x Session Analysis of Variance for
Movement Scale--Moving Against Maneuvers

Source	df	SS	MS	F
<u>Between Subjects</u>	59	2,081.89		
Sex	1	.37	.37	<1.00
Groups	2	122.52	61.26	1.70
Sex x Groups	2	3.40	1.70	<1.00
Subj. within Groups	54	1,955.60	36.10	
<u>Within Subjects</u>	180	689.93		
Sessions	3	12.67	4.22	1.16
Sex x Sessions	3	9.95	3.32	<1.00
Group x Sessions	6	60.34	10.06	2.76*
Sex x Groups x Sessions	6	17.00	2.83	<1.00
Session x Subj. within Groups	162	589.97	3.64	

*p<.05

to become acquainted used the greatest number of withdrawal and hostile maneuvers and the fewest approach tactics; and (2) dyads instructed to know each other showed the most frequent approach and least frequent escape or hostile maneuvers; and (3) dyads instructed to be friends occupied a middle position on all subscales.

We may begin to explain these results according to socialization patterns. It seems that all the dyads followed some general pattern of socialization or cultural norms of our society in which direct expressions of disinterest or aggression against the other are not acceptable behaviors, at least early in relationships. As Thibaut and Kelley (1967) suggest, the polite stereotyped maneuvers characteristic of first meetings serve a functional value in that subjects seek out costs and outcomes in the relationship without revealing much of themselves or at little cost to themselves.

Nevertheless, certain differences within this pattern are suggested by the data. Subjects are least likely to inhibit escape and confronting responses when their relationship is defined as that of short-term acquaintances. Subjects who define their relationship as friendship follow the socialized patterns of approach more frequently than do acquaintances, i.e., they engage in a greater frequency of Moving Toward behaviors. Dyads who try to know the other person also follow the general roles but they have even

less freedom to express other types of maneuvers such as avoidance or hostility as these maneuvers run counter to the definition of their relationship. This does not necessarily hold true for the acquaintance dyads. Their definition allows for greater variation in expression of maneuvers and outcomes.

The Type of Relationship Defined and the
Levels of Genuineness,
Warmth and Empathy

A second major hypothesis stated that the levels of Empathy, Warmth, and Genuineness vary with the type of relationship defined. The over-all relationship between groups and the mean levels of the G-E-W Scales shown in Table 6 indicates that there is little difference in the mean levels across groups. However, a statistical test of this as well as the specific hypothesis regarding sex differences was provided by analysis of variance for each scale.

The analysis of variance of the levels of Genuineness (see Table 7) displayed by subjects yielded no significant results. This raised the possibility that (1) the Genuineness Scale was not sensitive to the dyads employed in the research and/or (2) Genuineness, Warmth, and Empathy may be important variables at different stages in a relationship. This last possibility will be explored further in the next section. Concerning the scale itself, Truax



TABLE 6.--Mean Level of G-E-W Scale Ratings

Mean Level of G-E-W Scale Ratings for Each Group,
Male and Female Scores Summed Within Groups

	Genuineness (R=1-5)	Warmth (R=1-5)	Empathy (R=1-9)
Acquaintance	3.08	2.75	2.82
Friends	3.19	3.05	2.92
Knowing	3.29	2.90	3.12

Mean Level of G-E-W Scale Ratings for Each Sex
with Scores Summed Across Groups

	Genuineness (R=1-5)	Warmth (R=1-5)	Empathy (R=1-9)
Males	3.09	2.72	2.77
Females	3.28	3.08	3.14

TABLE 7.--Sex x Groups x Sessions Analysis of Variance
Table for G-E-W Scale--Genuineness

Source	df	SS	MS	F
<u>Between Subjects</u>	59	68.85		
Sex	1	1.51	1.51	1.24
Groups	2	1.41	.71	<1.00
Sex by Groups	2	.44	.22	<1.00
Subj. within Groups	54	65.49	1.22	
<u>Within Subjects</u>	120	57.67		
Sessions	2	1.65	.82	1.74
Sex x Sessions	2	1.43	.72	1.53
Group x Sessions	4	2.97	.74	1.57
Sex x Groups x Sessions	4	1.11	.28	<1.00
Session x Subj. within Groups	108	50.51	.47	

(1967) reported that Genuineness was the most difficult of the three scales to develop as it is attempting to measure, in effect, the absence of a factor, i.e., the lower levels of the scale measure the extent to which Genuineness is not present.

Levels of Empathy, analyzed by analysis of variance in Table 8, also show that the type of relationship was not a significant factor. On this variable, the number of sessions showed some tendency ($.05 > p < .10$) to be significant in an increase in Empathy levels.

Finally, the Analysis of variance on levels of Warmth, depicted in Table 9, shows neither the type of relationship nor the number of session to be significant ($p > .10$).

However, the hypothesis of a significant difference between sexes does find support from the data (see Table 6). Both Tables 8 and 9 indicate that sex is significant ($p < .05$) for levels of Warmth and Empathy. Analysis of this main effect by means of the Newman-Kuels procedure (Winer, p. 310) revealed that females are significantly higher than males in levels of Empathy and Warmth.

The results concerning the G-E-W Scales indicate then that contrary to expectations, the level of Genuineness, Warmth, or Empathy that a subject displays in the relationship does not vary with the type of relationship defined in the present study. There is some tendency

TABLE 8.--Sex x Groups x Session Analysis of Variance for
G-E-W Scale--Empathy

Source	df	SS	MS	F
<u>Between Subjects</u>	59	85.44		
Sex	1	6.24	6.24	4.46**
Groups	2	2.80	1.40	1.00
Sex by Groups	2	.57	.28	<1.00
Subj. within Groups	54	75.83	1.40	
<u>Within Subjects</u>	120	94.50		
Sessions	2	3.86	1.93	2.38*
Sex x Sessions	2	.71	.36	<1.00
Groups x Sessions	4	.47	.12	<1.00
Sex x Groups x Sessions	4	2.16	.54	<1.00
Sessions x Subj. within Groups	108	87.30	.81	

*.05>p<.10

**p<.05

TABLE 9.--Sex x Groups x Session Analysis of Variance for
G-E-W Scale--Warmth

Source	df	SS	MS	F
<u>Between Subjects</u>	59	58.03		
Sex	1	6.05	6.05	6.80*
Groups	2	2.70	1.25	1.15
Sex x Groups	2	1.23	.62	<1.00
Subj. within Groups	54	48.05	.89	
<u>Within Subjects</u>	120	79.25		
Sessions	2	2.51	1.26	1.88
Sex x Sessions	2	2.71	1.36	2.03
Groups x Sessions	4	1.11	.28	<1.00
Sex x Groups x Sessions	4	.64	.16	<1.00
Sessions x Subj. within Groups	108	72.20	.67	

*p<.01

however for subjects to become more empathic as the number of contacts increased. The results did meet the hypothesis that females are warmer and more empathic (although not less Genuine) but the males did not increase as expected. Visual inspection suggests a consistent but nonsignificant pattern that Acquaintances are the least Genuine, Warm, and Empathic while the dyads instructed to know their partner are highest in these variables.

The data leads to the inference that socialization norms operate to some degree in that females usually learn to place higher values on feelings and the expression of feelings. Also, they learn to attend to the feeling state of their male partner. In line with this, it would be of particular interest to measure to what degree males and females engaged in self-disclosing measures. In addition, there may be an increase in empathic behaviors as a relationship progresses. Perhaps with increased contact comes increased familiarity, which may then facilitate sensitivity to another's state of being.

Relationship Between Genuineness, Warmth,
and Empathy and the Strategies of
Moving Toward, Away, and Against

A third major hypothesis concerned the relationship between the measurement scales. First, as hypothesized, the scales of Genuineness, Warmth, and Empathy all bore a significant positive relationship with each other ($p < .05$)

ranging from $r=.45$ between Genuineness and Empathy to $r=.62$ between Empathy and Warmth. (See Appendix H for table giving the correlation coefficients between the scales.) It is interesting to note that the correlation between Genuineness and Warmth of $.56$ is considerable higher than the $.25$ found by Truax (1967). Perhaps we are to infer that his sample of psychotherapists are less genuine than college students, or perhaps it raises the possibility that therapists are not necessarily both warm and genuine. A third explanation is that of a "halo" effect by the coders in their ratings. Although the ratings of each subscale was made independently, the possibility exists that judges tended to carry over their judgments from one scale to the next. Some support for this explanation is given by the similarity between the mean level of Empathy ratings (a nine point scale) and the means of Warmth and Genuineness, both five point scales ($\bar{X}=2.96, 2.86$ and 3.19 respectively).

Turning to the Movement Scale, the results indicate that Moving Toward bears a negative relationship to Moving Away and to Moving Against ($r=-.66$ and $-.67$ respectively). Thus, subjects engaged in greater frequencies of approach maneuvers tend to display fewer avoidance or hostile maneuvers. However, the very low correlation of Moving Away with Moving Against ($r=.06$) indicates that these two maneuvers bear no relationship to each other. Although it is an important question, it could not be determined from the

present analysis if avoidance or confronting maneuvers are responses elicited by particular maneuvers made by the other member in the relationship.

Finally, the hypothesis concerning the relationship of strategies to the G-E-W Scales was not supported by the data. Inspection of the correlations between the subscales of the G-E-W Scale with the Movement Scale indicate that the subscales of the two main measures bear essentially no relationship to each other (see Appendix I for the correlation coefficients between the subscales of the G-E-W Scale and the Movement Scale). However, the pattern or ranking of the three types of dyadic relationships is consistent on every measure. Inspection of the content of the two measures suggests some possible explanations for the lack of significant correlations. The G-E-W Scales were developed by Truax and Carkhuff for determining effective therapeutic relationships. These relationships may well be thought of as far more intense than the relationships formed in the present study. The Movement Scale was developed for the present purposes and presumably is appropriate for such less intense relationships. Thus, the two scales may be sensitive to, or tap different levels of behavior in a relationship.

Post Hoc AnalysisRelationship of Lov and Dom to
Genuineness, Warmth, and Empathy
Levels and to Moving Toward,
Away and Against

It was hypothesized that the ICL summary scores bear a relationship to the Movement Scale strategies and to the levels of G-E-W Scales. This was the second major unsupported hypothesis. The correlation matrix comprised of Lov and Dom scores for each subject, the subscale ratings of the G-E-W Scale, and the frequency of maneuvers on the Movement Scale (as shown in Appendix J) yielded few significant ($p < .05$) correlations. This indicated that there was essentially no correlation between the ICL summary scores and the Movement or G-E-W scales. Possible explanations already have been offered for the lack of correlation between the Movement and G-E-W Scales, but it is difficult to extend the notions of levels of measurement to the ICL findings. Unpublished data by Force (personal communication) indicates a significant difference between self-reported ICL scores and objective observers among sensitivity training group participants. As the G-E-W and Movement Scale scores were given by observers in the present study, a similar factor may account for the lack of significant correlation between these scales and the ICL scores which were self-reports.

The Rating Scale and the Demographic Scale

The results of the rating scale and the Demographic questionnaire were most inconclusive. Subjects displayed a strong tendency to mark neutral categories as well as to give replies of questionable validity (e.g., Hometown: Dearborn, Mich.; Pop'n: 10,000). The data was not analyzed for the following reasons: (1) the responses did not differentiate subjects, (2) the responses were of doubtful utility, and (3) the scales themselves were of doubtful construction. The possibility is raised that in the socio-economic variables investigated, the subject sample was quite homogeneous. These variables of background, etc. are however felt to be quite important in real-life dyads or in other samples and should continue to be investigated.

Summary of Results

The results indicate that subjects engage primarily in strategies of approaching or reaching out to the other in the relationship, while approximately 13% of their maneuvers are to withdraw from or to avoid the relationship, and only infrequently (4%) do they hostilely confront the other (see Table 2). It was found that the dyads who were to get acquainted engaged in more frequent hostile maneuvers, as well as showing more frequent escape tactics which the "knowing" dyads were expected to do. These dyads also showed a consistent, though not statistically significant

trend to be less empathic and warm as expected. The most frequent approach maneuvers were employed by dyads instructed to get to know their partner who were also slightly higher in Warmth and Empathy levels as hypothesized. However, they displayed the fewest number of avoidance maneuvers, contrary to expectations. Dyads in friendship relationships consistently occupied a middle or moderate position on all measures and did not engage in more Moving Toward maneuvers as hypothesized.

There was, as predicted, a difference between sexes on Empathy and Warmth in that females were more empathic and warm. There was no differences, however, in the levels of Genuineness between males and females. An unexpected finding was that both males and females tended to increase in Empathy as the relationships progressed with the female continuing to emit significantly higher levels over the sessions.

Several findings ran contrary to expectations. As hypothesized, the subscales of G-E-W bear a positive relationship to each other while Moving Toward of the Movement Scale has a negative relationship to Moving Away or Against. However, the G-E-W Scales bear no relationship to the Movement Scale. The results indicate further that the ICL summary scores of Lov and Dom also bear no relationship to the ICL or Movement Scales. It was suggested that the measures tap different levels of behavior.

CHAPTER IV

DISCUSSION

It is appropriate at this time to turn to the implications of the results. To summarize some of the major findings, we find that most of the total maneuvers used by subjects fell into an "approaching the other" category. The acquaintance dyads tended, although the statistics did not reach significance, to avoid or confront the relationship definition more often than the other two groups. At the same time dyads who were to try to really know the other person devoted their tactics more often toward moving closer to the other and more infrequently, again not statistically significant, toward moving away or against.

A possible explanation for the findings can be given by using Thibaut and Kelley's concepts such as "outcomes," "reward," and "cost." When people meet they attempt to define their relationship. When, however, it is defined for them, as in the present study or e.g., by the society in such relationships as teacher-student, the people still engage in maneuvers to test the outcomes of the relationship within the given limits of the definition. For example, undergraduates and graduate students often begin calling their professors by the first name without explicit permission.

As relationships move from acquaintances to friendships there is no doubt expression of more personal and idiosyncratic behavior but also, as Thibaut and Kelley would argue, certain outcomes or avenues of maneuvers are relatively closed to the participants at the friendship point due to the high cost of employing them. As Haley (1963) points out, a person may nod upon seeing an acquaintance at a cocktail party, thus implying that this relationship is casual and distant. A nod, however, might not be sufficient to a close friend and might communicate a variety of messages, e.g., "I'm angry at you," or "there is some reason that I don't wish to speak to you." The other person would then accept or reject this defining maneuver as existing within the definition of their relationship. If he rejects it, he might counter it somehow, possibly concluding that his feelings of rejection are not to be included in this friendship and he therefore wishes to redefine the relationship. The findings of the present study are consistent with the notion that in the early stages of a relationship the costs are reduced if one participates in socially prescribed roles consistent with the definition of the relationship. One could speculate that "Acquaintances," by virtue of the type of relationship, presumably have more options open to them--their prescribed role gives wider latitude for angry, hostile maneuvers than do relationships such as the other groups studied or e.g., in the psychotherapy relationship.

Thibaut and Kelley, Newcomb and Haley suggest a balancing process in defining the relationship. The strategies of one person tend to be balanced or matched by the strategies of the other in the dyad exhibited. Subjects in the present study were found to change in the levels of Empathy. To speculate, it may be that during the process of testing the outcomes inherent in the relationship, the costs of being receptive and sensitive to the feelings and maneuvers of the other need also be assessed by the participants. As these maneuvers are found to produce rewards, as in fact they almost surely do in most individuals and relationships, their frequency and intensity increases. Presumably the use of an empathic behavior by one is matched by the other. Further, this same testing of outcomes is likely to increase the knowledge of the other person which presumably facilitates sensitivity to the other.

Thus, the results of this study lead to the speculation that early stages of relationships seem to be marked by a series of maneuvers from both members to thrust and parry, or in more benign terms, to warmly and empathically exchange information about what each brings to the relationship and what each may expect to receive. At this stage of the relationship maneuvers may be viewed as rather stereotyped within the confines of the definition. One expects that they are highly prescribed by rules of social convention. It would seem that perhaps both the socialized

norms and the testing of outcomes and maneuvers vary in importance with the degree to which trust in the other and in the relationship is developed. In general, it is likely that only a minimal amount of trust is required to exchange factual information such as background or to discuss mutually neutral topics.

That this is not always so is given by the example of one of the dyads in this study. At the first meeting the female inquired as to the major of her male partner. His reply "I don't know, take a guess!" said in sarcastic tones was a visible surprise to her and presumably altered not only her usual expectations of trustworthy behavior with this stranger, but also her expectations of outcomes in the relationship. Reports from the observers suggest that she continued to make approach maneuvers for the remainder of the interview and was frequently met with hostility. By the last session they were both observed throwing erasers and paper clips at each other in hostile humor during the session. She had learned to match his hostility and to decrease the frequency of approach, warm, and empathic behaviors.

This example points out an additional variable. Presumably the male was being very genuine in his initial encounter (although hardly warm and empathic). He was not playing the typical social role. However, for this subject to be genuine meant further that he also was quite hostile.

This probably is not often conducive to furthering voluntary (and in a sense this was not) relationships. At the same time, genuineness, in which expression of (e.g.) strong sexual feelings toward a strange female, also is not conducive to the relationship under most circumstances.

Although data has not been analyzed to answer this problem during early stages of a relationship then, it appears possible that the relationship is defined so that genuineness is often prohibited and inhibited. This increases the difficulty and may retard the development of trust by the participant and leads to an examination of levels of rules.

In this study the lack of significant results for the Genuineness Scale coupled with the significant increase in Empathy and Warmth levels as the number of contacts increased suggests that these factors may play more or less important roles at varying stages in the relationship. In relationship definitions such as those used in the present study, Empathy and Warmth may well be important maneuvers to facilitate the development of trust, the type of outcomes, and so that one may then be more genuine in the relationship. This suggests that perhaps the relationships had not yet progressed to the development of such trust and to the point where high Genuineness levels become an important behavior. Research is needed to explore this subtle process.

In a psychotherapy relationship a different sort of relationship is established. The effective therapist, regardless of orientation, begins the relationship by being genuine and emits high levels of warmth and empathic behavior to facilitate change in the patient toward increased genuineness (Rogers, Gendlin, et al., 1967).

It seems important to clarify at this point, for speculative purposes, the concepts of genuineness and openness. The former is defined to include a public expression of openness. To receive a high genuineness score, whatever one says or nonverbally communicates must be a true aspect of his feelings or experience but it need not include the totality of his feelings. Openness refers to the totality of experience and to the degree to which a person is receptive to the totality of his feelings. He may be more or less genuine in his expression but again, if he is open he may also be aware when he is not genuine. Conscious awareness may often play an important role but one can be open and unaware. For example, the behavior therapist who deals with a symptom of agrophobia by extinguishing the behavior and instituting new rewards for more desirable behavior must choose suitable rewards. The patient must be open to the discomfort of the symptom and to the rewards of desirable behavior.

All of the above suggests that relationships may be on a continuum of openness and genuineness.

Individuals may bring varying degrees of openness to a relationship. It is possible that the extent to which they communicate their experiential being varies with (1) the definition of the relationship, (2) the interaction of each person's level of warmth and empathy as facilitating maneuvers to (3) the development of trust that one may be open without either undue rejection or damage to one's self-confidence and self-concept. In regard to the above, the results of the present study led to the speculation that while there were differences, in general the relationships were rather superficial. The differences found on the Movement Scale seem attributable to the definition of the relationships whereas the unsupported hypotheses seem due to the superficial quality of the relationships. Apparently the relationships formed in this study had not progressed to the development of sufficient trust, openness and genuineness so that the defensive maneuvers of avoidance were not needed. The subjects were probably not threatened in their relationships. Also, it can be noted that females continued to remain more empathic and warm, again, possibly due to the relationships not going beyond rather superficial role behaviors.

It is felt that the primary indications for future research center around the question of openness. If, as argued, the relationships were relatively superficial, subjects would be expected to engage in little self-disclosive behaviors. Also, additional evidence of the superficiality

might be given by a content analysis of the tapes to determine the topics discussed. Finally, crucial evidence for the matching, testing purposes of maneuvers could be provided by a process analysis in which the sequence of maneuvers is investigated.

CHAPTER V

SUMMARY

This study served a three-fold purpose: (1) to investigate the nature of the acquaintance process; (2) to characterize different types of dyadic relationships in terms of the strategies or maneuvers employed by the members as well as selected personality characteristics believed to be important determinants of dyadic relationships; and (3) to generate research-based hypotheses for later studies on psychotherapeutic dyads. The basic conditions of the study involved selecting subjects from college students who were not previously acquainted, pairing males with females, and then randomly assigning the dyads to one of three types of relationships (to get acquainted, to be friends, or to really know the other). Each dyad met for nine half hour sessions which were observed and tape recorded. Each dyad member was observed and rated on the over-all levels of Genuineness, Warmth, and Empathy displayed in a session as well as the frequency of Moving Toward, Moving Away and Moving Against maneuvers. Following the ninth session each subject completed the Interpersonal Checklist as well as

a rating sheet on his impressions of the experiment and a demographic questionnaire.

The results indicate, as hypothesized, that the type of relationship defined did result in different frequencies of maneuvers designed to move toward, move away, or move against the other person in the dyad. While all dyads engaged predominately in Moving Toward maneuvers, dyads instructed to become acquaintances tended to display more Moving Away and Against tactics than dyads instructed to become friends or to know the other person.

As hypothesized, females displayed higher levels of warmth and empathy but contrary to expectations, this sex difference was maintained over the nine sessions. At variance with the hypotheses were the findings that the level of Genuineness, Warmth, or Empathy that a subject displayed did not vary with the type of relationship.

While the results met the hypothesis that Genuineness, Warmth and Empathy bear a positive relationship to each other, the results were contrary to the hypotheses regarding a relationship between the Movement Scale and the Genuineness--Warmth--Empathy Scales. The subscales of the two main measures bear essentially no relationship to each other. Further, the Interpersonal Checklist data bore no relationship to the other two measures, contrary to expectations.

The results were explained by considering the testing of outcomes and rewards that subjects seemed to perform. The type of relationship, e.g., friends or acquaintances, would suggest certain types of rewards or outcomes and preclude others. The findings of the study are consistent with the notion that in the early stages of a relationship the costs are reduced if one participates in socially prescribed roles consistent with the definition of the relationship. The results further suggest that Genuineness, Warmth and Empathy may play more or less important roles at varying stages in the relationship. In relationship definitions such as those used in the study, Empathy and Warmth may be maneuvers important to the development of trust, leading to increased genuineness. The unsupported hypotheses suggested that the dyads had not progressed to the development of such trust.

Further speculations were generated from the data concerning the relationships of genuineness and openness. It was suggested that relationships may be on a continuum of these two factors and that the relationships in the study were at a superficial point on this continuum, indicating that the subjects were engaging in maneuvers heavily determined by social roles. It was further suggested that future research be directed toward exploration of the role of openness.

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APPENDICES

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Appendix A

Movement Scale

Moving Toward

1. Decreasing Physical Distance
 - a. Pulling chairs closer.
 - b. Moving or shifting closer.
 - c. Handing things to the other.

2. Body Movements
 - a. Any movements of relaxation--stretching out, putting hands behind head, etc.
 - b. Moving any parts of body closer to the other--leaning forward, turning toward the other, any body contact.
 - c. Nodding the head.
 - d. Face to face contact.
 - e. Any facial expressions of interest, liking, pleasure, any positive emotive expression.
 - f. Any seductive behavior, e.g., pulling up or down on skirt, taking off shoes, flexing arms, pulling up on socks, stroking tie, playing with hair, etc.

3. Giving Approval, Sharing Feelings, Openness
 - a. Complimenting, congratulating, thanking, apologizing.
 - b. Approval ("I really like your hair-do").
 - c. Any expression of positive feelings, e.g., "I liked that movie."
 - d. Any sharing of personal experiences of feelings unless the intent or effect is self-depreciating.
 - e. Some negative feelings are scored Moving Toward when the intent or effect is to clear up areas of difficulties or hang-ups between them. Negative feelings where the intent or effect is hostile or angry directed against the other are scored Moving Against.



Moving Toward Cont.4. Mutual Laughter

- a. Mutual laughing about an external happening or object. Must have both people laughing or smiling to be scored.
- b. Attempts by one to amuse the other, e.g., telling a joke, relating an incident about the self where the intent is to invite the other closer or to share part of the self through humor. To be distinguished from self-depreciating or self-ridicule humor where the intent is hostile, all of which are scored as Moving Against.
- c. The essential feature of humor as Moving Toward is benignness as well as sharing or an invitation to the other to get closer.

5. Verbalizations Indicating Understanding or Encouragement

- a. Statements of empathy: "That must have made you feel really ticked off."
- b. Statements of support: "It really is hard to take exams."
- c. Agreement: "I think you're right to be mad at him."
- d. Reassurance: "Perhaps you can do better on the next exam."
- e. Recognition of feelings: repeating or rephrasing feelings, interpretations at any level of feelings, clarification of feelings.
- f. Verbalizations such as "um hum," "I see," "Really," "Oh yes?".
- g. Verbalizations asking in any form "Who, what, when, where, why, how," e.g., "Where are you from?", "And then what happened?".

Moving Away

1. Maneuvers to Increase Physical Distance
 - a. Moving chairs apart.
 - b. Moving away on couch.
 - c. Seating oneself at a distance from the other.

2. Body Movements
 - a. Yawning.
 - b. Covering mouth or eyes.
 - c. Turning all or part of the body away from the other. When accompanied by facial or other body movements indicating or expressing disgust, boredom, displeasure or negative feelings, these body movements are scored as Moving Against.

3. Attempts to Keep the Other at a Distance
 - a. Information given in a "lecturing" rather than a sharing manner.
 - b. Attempts to set up unequal status with the other, e.g., "You're just a freshman, aren't you?"; "Are you from a small town?".

4. Withholding Approval, Rewards, Compliments
 - a. Ignoring requests of any kind or pleas of any kind. e.g., "Boy, was I glad I got a B on the exam"-- "When is the next one?"

5. Withholding Feelings and the Self
 - a. Little or no response to inquiries of feelings, e.g., "How did you do on the exam?"--"I got a D."-- "Gee, you must feel lousy about it."--"Um. . ."
 - b. Little or no response to inquiries about the self, e.g., "Did you have any trouble with your parents in high school?"--"Oh, I don't know. . ."
 - c. Use of intellectualization as a defense, e.g., "Did you like the movie?"--"The directing was good."
 - d. Monosyllabic replies to open-ended questions.
 - e. Silence for at least 15 seconds by both members after the first three minutes of the interview.

Moving Against

1. Body Movements
 - a. Pointing, shaking fingers, slapping the other.
 - b. Moving further away in response to the other.
2. Facial Expressions
 - a. Grimaces expressing disgust, displeasure, anger, hostility toward the other.
3. Humor Used as Hostility
 - a. Ridiculing, making fun of the other, laughing at the other.
 - b. Humorous statements whose intent or effect is to depreciate the other.
4. Criticizing
 - a. Critical statements about the other.
 - b. Critical statements about objects important to the other.
 - c. Statements of disapproval.
5. Disagreement
 - a. Disagreement when the intent or effect is to express anger toward the other.
 - b. Any negative feelings where the intent or effect is to express anger or hostility toward the other.
 - c. Sarcastic remarks directed toward the other.

Appendix B

Genuineness-Warmth-Empathy Scales

SCALES TO MEASURE ACCURATE EMPATHY, NONPOSSESSIVE WARMTH AND GENUINENESS SCALES, derived from Charles B. Truax and Robert R. Carkhuff. Toward effective counseling and psychotherapy, Aldine Publishing Co., 1967, pp. 46-72.

The measurement of accurate empathy

Accurate empathy involves more than just the ability of an S (therapist, teacher, parent, student, trainee, etc.) to sense the other's (client, child, supervisor, pupil, etc.) "private world" as if it were his own. It also involves more than just his ability to know what the other means. Accurate empathy involves both the S's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the other's current feelings.

It is not necessary for the S to share the other's feelings in any sense that would require him to feel the same emotions. It is instead an appreciation and a sensitive awareness of those feelings. At deeper levels of empathy, it also involves enough understanding of patterns of human feelings and experience to sense feelings that the other only partially reveals. With such experience and knowledge, the S can communicate what the other clearly knows as well as meanings in the other's experience of which he is scarcely aware.

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At a high level of accurate empathy the message "I am with you" is unmistakably clear--the S's remarks fit perfectly with the other's mood and content. His responses not only indicate his sensitive understanding of the obvious feelings, but also serve to clarify and expand the other's awareness of his own feelings or experiences. Such empathy is communicated by both the language used and all the voice qualities, which unerringly reflect the S's seriousness and depth of feeling. The S's intent concentration upon the other keeps him continuously aware of the other's shifting emotional content so that he can shift his own responses to correct for language or content errors when he temporarily loses touch and is not "with" the other.

At a low level of accurate empathy the S may go off on a tangent of his own or may misinterpret what the other is feeling. At a very low level he may be so preoccupied and interested in his own intellectual interpretations that he is scarcely aware of the other's being.

The S at this low level of accurate empathy may even be uninterested in the other, or may be concentrating on the intellectual content of what the other says rather than what he "is" at the moment, and so may ignore or misunderstand the other's current feelings and experiences. At this low level of empathy the S is doing something other than "listening," "understanding," or "being sensitive"; he may be evaluating the other, giving advice or sermonizing.

Levels of Accurate Empathy

Level 1:

The S seems completely unaware of even the most conspicuous of the other's feelings; his responses are not appropriate to the mood and content of the other's statements. There is no determinable quality of empathy, and hence no accuracy whatsoever. The S may be bored and disinterested or offering advice without communicating an awareness of the other's current feelings.

Level 2:

The S shows an almost negligible degree of accuracy in his responses, and that only toward the other's most obvious feelings. Any emotions which are not clearly defined he tends to ignore altogether. He may be correctly sensitive to obvious feelings and yet misunderstand much of what the other is really trying to say. By his response he may block off or may misdirect the patient. Level 2 is distinguishable from Level 3 in what the S ignores feelings rather than displaying an inability to understand them.

Level 3:

The S often responds accurately to the other's more exposed feelings. He also displays concern for the deeper, more hidden feelings, which he seems to sense must be present, though he does not understand their nature or sense their meaning to the other.

Level 4:

The S usually responds accurately to the other's more obvious feelings and occasionally recognizes some that are less apparent. In the process of this tentative probing, however, he may misinterpret some present feelings and anticipate some which are not current. Sensitivity and awareness do exist in the S, but he is not entirely "with" the other in the current situation or experience. The desire and effort to understand are both present, but his accuracy is low. This level is distinguishable from Level 3 in that the S does occasionally recognize less apparent feelings. He may also seem to know how or why the other feels a particular way, but he is definitely not "with" the other.

Level 5:

The S accurately responds to all of the S's more readily discernible feelings. He also shows awareness of many less evident feelings and experiences but he tends to be somewhat inaccurate in his understanding of these. However, when he does not understand completely, this lack of complete understanding is communicated without an anticipatory or jarring note. His misunderstandings are not disruptive by their tentative nature. Sometimes in Level 5 the S simply communicates his awareness of the problem of understanding another person's inner world. This level is the midpoint of the continuum of accurate empathy.

Level 6:

The S recognizes most of the other's present feelings, including those which are not readily apparent. Although he understands their content, he sometimes tends to misjudge the intensity of these veiled feelings, so that his responses are not always accurately suited to the exact mood of the other. The S does deal directly with feelings the other is currently experiencing although he may misjudge the intensity of those less apparent. Although sensing the feelings, he often is unable to communicate meaning to them. In contrast to Level 7, the S's statements contain an almost static quality in the sense that he handles those feelings that the other offers but does not bring new elements to life. He is "with" the other but doesn't encourage exploration. His manner of communicating his understanding is such that he makes of it a finished thing.

Level 7:

The S responds accurately to most of the other's present feelings and shows awareness of the precise intensity of most of the underlying emotions. However, his responses move only slightly beyond the other's own awareness, so that feelings may be present which neither the other nor the S recognizes. The S initiates moves toward more emotionally laden material, and may communicate simply that he and the other are moving towards more emotionally significant material. Level 7 is distinguishable from

Level 6 in that often the S's response is a kind of precise pointing of the finger toward emotionally significant material.

Level 8:

The S accurately interprets all the other's present, acknowledged feelings. He also uncovers the most deeply shrouded of the other's feelings, voicing meanings in the other's experience of which the other is scarcely aware. Since the S must necessarily utilize a method of trial and error in the new uncharted area, there are minor flaws in the accuracy of his understanding but these inaccuracies are held tentatively. With sensitivity and accuracy he moves into feelings and experiences that the other has only hinted at. The S offers specific explanations or additions to the other's understanding so that underlying emotions are both pointed out and specifically talked about. The content that comes to life may be new but it is not alien.

Although the S in Level 8 makes mistakes, these mistakes are not jarring, because they are covered by the tentative character of the response. Also, this S is sensitive to his mistakes and quickly changes his response in midstream, indicating that he has recognized what is being talked about and what the other is seeking in his own explorations. The S reflects a togetherness with the other in tentative trial and error exploration. His voice tone reflects the seriousness and depth of his empathic grasp.

Level 9:

The S in this stage unerringly responds to the other's full range of feelings in their exact intensity. Without hesitation, he recognizes each emotional nuance and communicates an understanding of every deepest feeling. He is completely attuned to the other's shifting emotional content; he senses each of the other's feelings and reflects them in his words and voice. With sensitive accuracy, he expands the other's hints in a full scale (though tentative) elaboration of feeling or experience. He shows precision both in understanding and in communication of this understanding, and expresses and experiences them without hesitancy.

The measurement of nonpossessive warmth

The dimension of nonpossessive warmth or unconditional positive regard, ranges from a high level where the S warmly accepts the other's experience as part of that person without imposing conditions; to a low level where the S evaluates the other or his feelings, expresses dislike or disapproval or expresses warmth in a selective and evaluative way.

Thus, a warm positive feeling toward the other may still rate quite low in this scale if it is given conditionally. Nonpossessive warmth for the other means accepting him as a person with human potentialities. It involves a

nonpossessive caring for him as a separate person and, thus, a willingness to share equally his joys and aspirations or his depressions and failures. It involves valuing the other as a person, separate from any evaluation of his behavior or thoughts. Thus, an S can evaluate the other's behavior or his thoughts but still rate high on warmth if it is quite clear that his valuing of the individual as a person is uncontaminated and unconditional. At its highest level this unconditional warmth involves a nonpossessive caring for the other as a separate person who is allowed to have his own feelings and experiences; a prizing of the other for himself regardless of his behavior. Nonpossessive warmth is present when the S appreciates such feelings or behaviors and their meaning to the other, but shows a nonpossessive caring for the person and not for his behavior. The S's response to the other's thoughts or behaviors is a search for their meaning or value within the other rather than disapproval or approval.

Levels of nonpossessive warmth

Level 1:

The S is actively offering advice or giving clear negative regard. He may be telling the patient what would be "best for him" or in other ways actively approving or disapproving of his behavior. The S's actions make himself the locus of evaluation; he sees himself as responsible for the other.

Level 2:

The S responds mechanically to the other, indicating little positive regard and hence little nonpossessive warmth. He may ignore the other or his feelings or display a lack of concern or interest. The S ignores the other at times when a nonpossessively warm response would be expected; he shows a complete passivity that communicates almost unconditional lack of regard.

Level 3:

The S indicates a positive caring for the other, but it is a semipossessive caring in the sense that he communicates to the other that his behavior matters to him. That is, the S communicates such things as "It is not all right if you act immorally," "I want you to get along at work," or "It's important to me that you get along with the ward staff." The S sees himself as responsible for the other.

Level 4:

The S clearly communicates a very deep interest and concern for the welfare of the other, showing a nonevaluative and unconditional warmth in almost all areas of his functioning. Although there remains some conditionality in the more personal and private areas, the other is given freedom to be himself and to be liked as himself. There is little evaluation of thoughts and behaviors. In deeply

personal areas, however, the S may be conditional and communicate the idea that the other may act in any way he wishes-- except that it is important to the S that he be more mature or not regress in therapy or accept and like the S. In all other areas, however, nonpossessive warmth is communicated. The S sees himself as responsible to the other.

Level 5:

At Level 5, the S communicates warmth without restriction. There is a deep respect for the other's worth as a person and his rights as a free individual. At this level the other is free to be himself even if this means that he is regressing, being defensive, or even disliking or rejecting the S himself. At this level the S cares deeply for the other as a person, but it does not matter to him how the other chooses to behave. He genuinely cares for and deeply proves the other for his human potentials, apart from evaluations of his behavior or his thoughts. He is willing to share equally the other's joys and aspirations or depressions and failures. The only channelling by the S may be the request that the patient communicate personally relevant material.

The measurement of S's genuineness
of self-congruence

This scale is an attempt to define five degrees of S genuineness, beginning at a very low level where the S presents a facade or defends and denies feelings; and

continuing to a high level of self-congruence where the S is freely and deeply himself. A high level of self-congruence does not mean that the S must overtly express his feelings but only that he does not deny them. Thus, the S may be actively reflecting, interpreting, or analyzing, but this functioning must be self-congruent, so that he is being himself in the moment rather than playing a role. Thus the S's response must be sincere rather than phony; it must express his real feelings or being rather than defensiveness.

"Being himself" simply means that at the moment the S is really whatever his response denotes. It does not mean that the S must disclose his total self but only that whatever he does show is a real aspect of himself, not a response growing out of defensiveness or a merely "role" response that has been learned and repeated.

Levels of therapist genuineness

Level 1:

The S is clearly defensive in the interaction, and there is explicit evidence of a very considerable discrepancy between what he says and what he experiences. There may be striking contradictions in the S's statements, the content of his verbalization may contradict the voice qualities or nonverbal cues (i.e., the upset S stating in a strained voice that he is "not bothered at all" by the other's anger.)

Level 2:

The S responds appropriately but in an impersonal rather than a personal manner, giving the impression that his responses are said because they sound good from a distance but do not express what he really feels or means. There is a somewhat contrived or rehearsed quality or air of "role playing" present.

Level 3:

The S is implicitly either defensive or impersonal, although there is no explicit evidence.

Level 4:

There is neither implicit nor explicit evidence of defensiveness or the presence of a facade. The S shows no self-incongruence.

Level 5:

The S is freely and deeply himself in the relationship. He is open to experience and feelings of all types—both pleasant and hurtful—without traces of defensiveness or retreat into impersonalism. Although there may be contradictory feelings, these are accepted or recognized. The S is clearly being himself in all of his responses, whether they are personally meaningful or trite. At Level 5 the S need not express personal feelings, but whether he is giving advice, reflecting, interpreting or sharing experiences, it is clear that he is being very much himself, so that his verbalizations match his inner experiences.

The Interpersonal Check List

Name _____ Age _____ Sex _____ Date _____ Testing # _____

Address _____ City _____ Phone _____ Education _____

Occupation _____ Marital Status _____ Referred by _____

Group _____ Other _____

DIRECTIONS: This booklet contains a list of descriptive words and phrases which you will use in describing yourself and members of your family or members of your group. The test administrator will indicate which persons you are to describe. Write their names in the spaces prepared at the top of the inside pages. In front of each item are columns of answer spaces. The first column is for yourself, and there is another column for each of the persons you will describe.

Read the items quickly and fill in the first circle in front of each item you consider to be generally descriptive of yourself at the present time. Leave the answer space blank when an item does not describe you. In the example below, the subject (Column 1) has indicated that Item A is true and item B is false as applied to him.

		Item								
		1	2	3	4	5	6	7	8	
A	●	○	○	○	○	○	○	○	○	well-behaved
		1	2	3	4	5	6	7	8	
B	○	○	○	○	○	○	○	○	○	suspicious

After you have gone through the list marking those items which apply to you, return to the beginning and consider the next person you have been asked to describe, marking the second column of answer spaces for every item you consider to be descriptive of him (or her). Proceed in the same way to describe the other persons indicated by the test administrator. Always complete your description of one person before starting the next.

Your first impression is generally the best so work quickly and don't be concerned about duplications, contradictions, or being exact. If you feel much doubt whether an item applies, leave it blank.

This booklet has been prepared by Timothy Leary, Ph. D., and published by Unitas Publications, Psychological Consultation Service, Box 68, Cambridge, Mass. 02138. (Tel. 617: 547-7244.) The Interpersonal Check List was developed by Rolfe LaForge, Ph. D., and Robert Suczek, Ph. D., and other staff members of the Kaiser Foundation Research Project in Psychology.

Column 1

SUBJECT'S NAME

SAMPLE:

1	2	3	4	5	6	7	8	0
A	●	●	●	●	●	●	○	○

1 2 3 4 5 6 7 8 0
P ○ ○ ○ ○ ○ ○ ○ ○ well thought of

1 2 3 4 5 6 7 8 2
P ○ ○ ○ ○ ○ ○ ○ ○ makes a good impression

1 2 3 4 5 6 7 8 3
A ○ ○ ○ ○ ○ ○ ○ ○ able to give orders

1 2 3 4 5 6 7 8 4
A ○ ○ ○ ○ ○ ○ ○ ○ forceful

1 2 3 4 5 6 7 8 5
B ○ ○ ○ ○ ○ ○ ○ ○ self-respecting

1 2 3 4 5 6 7 8 6
B ○ ○ ○ ○ ○ ○ ○ ○ independent

1 2 3 4 5 6 7 8 7
C ○ ○ ○ ○ ○ ○ ○ ○ able to take care of self

1 2 3 4 5 6 7 8 8
C ○ ○ ○ ○ ○ ○ ○ ○ can be indifferent to others

1 2 3 4 5 6 7 8 9
D ○ ○ ○ ○ ○ ○ ○ ○ can be strict if necessary

1 2 3 4 5 6 7 8 10
D ○ ○ ○ ○ ○ ○ ○ ○ firm but just

1 2 3 4 5 6 7 8 11
E ○ ○ ○ ○ ○ ○ ○ ○ can be frank and honest

1 2 3 4 5 6 7 8 12
E ○ ○ ○ ○ ○ ○ ○ ○ critical of others

1 2 3 4 5 6 7 8 13
F ○ ○ ○ ○ ○ ○ ○ ○ can complain if necessary

1 2 3 4 5 6 7 8 14
F ○ ○ ○ ○ ○ ○ ○ ○ often gloomy

1 2 3 4 5 6 7 8 15
G ○ ○ ○ ○ ○ ○ ○ ○ able to doubt others

1 2 3 4 5 6 7 8 16
G ○ ○ ○ ○ ○ ○ ○ ○ frequently disappointed

1 2 3 4 5 6 7 8 17
H ○ ○ ○ ○ ○ ○ ○ ○ able to criticize self

1 2 3 4 5 6 7 8 18
H ○ ○ ○ ○ ○ ○ ○ ○ apologetic

1 2 3 4 5 6 7 8 19
I ○ ○ ○ ○ ○ ○ ○ ○ can be obedient

1 2 3 4 5 6 7 8 20
I ○ ○ ○ ○ ○ ○ ○ ○ usually gives in

1 2 3 4 5 6 7 8 21
J ○ ○ ○ ○ ○ ○ ○ ○ grateful

1 2 3 4 5 6 7 8 22
J ○ ○ ○ ○ ○ ○ ○ ○ admires and imitates others

1 2 3 4 5 6 7 8 23
K ○ ○ ○ ○ ○ ○ ○ ○ appreciative

1 2 3 4 5 6 7 8 24
K ○ ○ ○ ○ ○ ○ ○ ○ very anxious to be approved of

1 2 3 4 5 6 7 8 25
L ○ ○ ○ ○ ○ ○ ○ ○ cooperative

1 2 3 4 5 6 7 8 26
L ○ ○ ○ ○ ○ ○ ○ ○ eager to get along with others

1 2 3 4 5 6 7 8 27
M ○ ○ ○ ○ ○ ○ ○ ○ friendly

1 2 3 4 5 6 7 8 28
M ○ ○ ○ ○ ○ ○ ○ ○ affectionate and understanding

1 2 3 4 5 6 7 8 29
N ○ ○ ○ ○ ○ ○ ○ ○ considerate

1 2 3 4 5 6 7 8 30
N ○ ○ ○ ○ ○ ○ ○ ○ encourages others

1 2 3 4 5 6 7 8 31
O ○ ○ ○ ○ ○ ○ ○ ○ helpful

1 2 3 4 5 6 7 8 32
O ○ ○ ○ ○ ○ ○ ○ ○ big-hearted and unselfish

Col. 2

Col. 3

1 2 3 4 5 6 7 8 33
○ ○ ○ ○ ○ ○ ○ ○ often admired

1 2 3 4 5 6 7 8 34
○ ○ ○ ○ ○ ○ ○ ○ respected by others

1 2 3 4 5 6 7 8 35
○ ○ ○ ○ ○ ○ ○ ○ good leader

1 2 3 4 5 6 7 8 36
○ ○ ○ ○ ○ ○ ○ ○ likes responsibility

1 2 3 4 5 6 7 8 37
○ ○ ○ ○ ○ ○ ○ ○ self-confident

1 2 3 4 5 6 7 8 38
○ ○ ○ ○ ○ ○ ○ ○ self-reliant and assertive

1 2 3 4 5 6 7 8 39
○ ○ ○ ○ ○ ○ ○ ○ businesslike

1 2 3 4 5 6 7 8 40
○ ○ ○ ○ ○ ○ ○ ○ likes to compete with others

1 2 3 4 5 6 7 8 41
○ ○ ○ ○ ○ ○ ○ ○ hard-boiled when necessary

1 2 3 4 5 6 7 8 42
○ ○ ○ ○ ○ ○ ○ ○ stern but fair

1 2 3 4 5 6 7 8 43
○ ○ ○ ○ ○ ○ ○ ○ irritable

1 2 3 4 5 6 7 8 44
○ ○ ○ ○ ○ ○ ○ ○ straightforward and direct

1 2 3 4 5 6 7 8 45
○ ○ ○ ○ ○ ○ ○ ○ resents being bossed

1 2 3 4 5 6 7 8 46
○ ○ ○ ○ ○ ○ ○ ○ skeptical

1 2 3 4 5 6 7 8 47
○ ○ ○ ○ ○ ○ ○ ○ hard to impress

1 2 3 4 5 6 7 8 48
○ ○ ○ ○ ○ ○ ○ ○ touchy and easily hurt

1 2 3 4 5 6 7 8 49
○ ○ ○ ○ ○ ○ ○ ○ easily embarrassed

1 2 3 4 5 6 7 8 50
○ ○ ○ ○ ○ ○ ○ ○ lacks self-confidence

1 2 3 4 5 6 7 8 51
○ ○ ○ ○ ○ ○ ○ ○ easily led

1 2 3 4 5 6 7 8 52
○ ○ ○ ○ ○ ○ ○ ○ modest

1 2 3 4 5 6 7 8 53
○ ○ ○ ○ ○ ○ ○ ○ often helped by others

1 2 3 4 5 6 7 8 54
○ ○ ○ ○ ○ ○ ○ ○ very respectful to authority

1 2 3 4 5 6 7 8 55
○ ○ ○ ○ ○ ○ ○ ○ accepts advice readily

1 2 3 4 5 6 7 8 56
○ ○ ○ ○ ○ ○ ○ ○ trusting and eager to please

1 2 3 4 5 6 7 8 57
○ ○ ○ ○ ○ ○ ○ ○ always pleasant and agreeable

1 2 3 4 5 6 7 8 58
○ ○ ○ ○ ○ ○ ○ ○ wants everyone to like him

1 2 3 4 5 6 7 8 59
○ ○ ○ ○ ○ ○ ○ ○ sociable and neighborly

1 2 3 4 5 6 7 8 60
○ ○ ○ ○ ○ ○ ○ ○ warm

1 2 3 4 5 6 7 8 61
○ ○ ○ ○ ○ ○ ○ ○ kind and reassuring

1 2 3 4 5 6 7 8 62
○ ○ ○ ○ ○ ○ ○ ○ tender and soft-hearted

1 2 3 4 5 6 7 8 63
○ ○ ○ ○ ○ ○ ○ ○ enjoys taking care of others

1 2 3 4 5 6 7 8 64
○ ○ ○ ○ ○ ○ ○ ○ gives freely of self

Col. 4

Col. 5

1 2 3 4 5 6 7 8 65
○ ○ ○ ○ ○ ○ ○ ○ always gives

1 2 3 4 5 6 7 8 66
○ ○ ○ ○ ○ ○ ○ ○ acts imperious

1 2 3 4 5 6 7 8 67
○ ○ ○ ○ ○ ○ ○ ○ bossy

1 2 3 4 5 6 7 8 68
○ ○ ○ ○ ○ ○ ○ ○ dominating

1 2 3 4 5 6 7 8 69
○ ○ ○ ○ ○ ○ ○ ○ boastful

1 2 3 4 5 6 7 8 70
○ ○ ○ ○ ○ ○ ○ ○ proud and

1 2 3 4 5 6 7 8 71
○ ○ ○ ○ ○ ○ ○ ○ thinks only

1 2 3 4 5 6 7 8 72
○ ○ ○ ○ ○ ○ ○ ○ shrewd and

1 2 3 4 5 6 7 8 73
○ ○ ○ ○ ○ ○ ○ ○ impatient

1 2 3 4 5 6 7 8 74
○ ○ ○ ○ ○ ○ ○ ○ self-seeking

1 2 3 4 5 6 7 8 75
○ ○ ○ ○ ○ ○ ○ ○ outspoken

1 2 3 4 5 6 7 8 76
○ ○ ○ ○ ○ ○ ○ ○ often unfriendly

1 2 3 4 5 6 7 8 77
○ ○ ○ ○ ○ ○ ○ ○ bitter

1 2 3 4 5 6 7 8 78
○ ○ ○ ○ ○ ○ ○ ○ complaining

1 2 3 4 5 6 7 8 79
○ ○ ○ ○ ○ ○ ○ ○ jealous

1 2 3 4 5 6 7 8 80
○ ○ ○ ○ ○ ○ ○ ○ slow to forgive

1 2 3 4 5 6 7 8 81
○ ○ ○ ○ ○ ○ ○ ○ self-punish

1 2 3 4 5 6 7 8 82
○ ○ ○ ○ ○ ○ ○ ○ shy

1 2 3 4 5 6 7 8 83
○ ○ ○ ○ ○ ○ ○ ○ passive and

1 2 3 4 5 6 7 8 84
○ ○ ○ ○ ○ ○ ○ ○ meek

1 2 3 4 5 6 7 8 85
○ ○ ○ ○ ○ ○ ○ ○ dependent

1 2 3 4 5 6 7 8 86
○ ○ ○ ○ ○ ○ ○ ○ wants to be

1 2 3 4 5 6 7 8 87
○ ○ ○ ○ ○ ○ ○ ○ lets others

1 2 3 4 5 6 7 8 88
○ ○ ○ ○ ○ ○ ○ ○ easily fooled

1 2 3 4 5 6 7 8 89
○ ○ ○ ○ ○ ○ ○ ○ too easily

1 2 3 4 5 6 7 8 90
○ ○ ○ ○ ○ ○ ○ ○ will confide

1 2 3 4 5 6 7 8 91
○ ○ ○ ○ ○ ○ ○ ○ fond of

1 2 3 4 5 6 7 8 92
○ ○ ○ ○ ○ ○ ○ ○ likes every

1 2 3 4 5 6 7 8 93
○ ○ ○ ○ ○ ○ ○ ○ forgives

1 2 3 4 5 6 7 8 94
○ ○ ○ ○ ○ ○ ○ ○ overympathetic

1 2 3 4 5 6 7 8 95
○ ○ ○ ○ ○ ○ ○ ○ generous to

1 2 3 4 5 6 7 8 96
○ ○ ○ ○ ○ ○ ○ ○ overprotective

Col. 6

Col. 7

Appendix D

Demographic Questionnaire

Dyad No. _____ Age _____ Sex _____ Class _____

Major _____ Hometown _____ State _____

Pop'n of hometown: Less than 2,500 ____; 2,500 to 10,000 ____;
10,000 to 50,000 ____; 50,000 to 250,000 ____; more than
250,000 ____.

Number of siblings _____; Place among siblings _____

Occupation of father _____

Occupation of mother _____

Are you in a fraternity or sorority? _____

Are you going steady, pinned, or engaged? _____

What do you like to do on a date? _____

On the average, about how many dates a month do you have? ____

List any student groups, etc. to which you belong or
participate in _____

Would you describe yourself as an extrovert or an introvert?

Did you like participating in this experiment? _____

Why? _____

Appendix E

Rating Scale

We would like you to rate both yourself and your partner on the following scale. Please indicate yourself by using an "X" and your rating of your partner by using a "P".

Warm

1 2 3 4 5

Cold

Sincere

1 2 3 4 5

Not sincere

Open about
themselves

1 2 3 4 5

Closed and guarded
about themselves

Understanding

1 2 3 4 5

Not understanding

ON THE FOLLOWING ITEMS RATE ONLY YOURSELF USING AN "X"

I like my
partner

1 2 3 4 5

I do not like
my partner

My partner
likes me

1 2 3 4 5

My partner does
not like me

I would like
to continue our
acquaintance

1 2 3 4 5

I would not like
to continue our
acquaintance

I think my part-
ner would like
to continue our
acquaintance

1 2 3 4 5

I do not think
my partner would
like to continue
our acquaintance

I feel I know
my partner
very well

1 2 3 4 5

I do not feel
that I know my
partner very well

I think my part-
ner knows me
very well

1 2 3 4 5

I do not think my
partner knows me
very well

Appendix F

INSTRUCTIONS--Group I, "Acquaintance"

This is a study on the acquaintance process. We are interested in learning about how people get acquainted from the time they meet to the time when they both feel acquainted with the other person. Although we have arranged the meeting for you, we want you to behave just as you usually would when meeting someone for the first time such as on a train, in a class, etc. Just do whatever you feel comfortable with and what you would usually do when trying to get acquainted with another person.

We are tape recording all of your sessions so that we can see how the process develops. Needless to say, all of the tapes are confidential and no names are attached so that you may feel free to say anything you wish. You will notice that from time to time two assistants will be in the room. Their job is simply to observe and need not concern you. They are not allowed to talk or to interfere with you in any way. We are asking that you meet together for a half hour at a time for a total of nine such half hour periods during the next five weeks. As we are interested in studying how people get acquainted and are taping each session, it is very important that your contact together be limited to this setting until the study is completed. Thank you for your cooperation. Are there any questions?

INSTRUCTIONS--Group II, "Friends"

This is a study on how people get to become friends. We are interested in learning about what things people talk about when they meet for the first time and are learning to be friends with each other, such as if you were working on a term project together. Although you are strangers now, we want you to try very hard in the coming weeks to be a real friend to the other person. We realize that this is an artificial setting but we want you to be as natural as possible, such as when you first met your roommate.

We are tape recording all of your sessions so that we can see how the process develops. Needless to say, all of the tapes are confidential and no names are attached so you may feel free to say anything you wish. You will notice that two assistants will from time to time be in the room. Their job is simply to observe and need not concern you. They are not allowed to talk or to interfere with you in any way. We are asking that you meet together for a half hour at a time for a total of nine such half hour periods during the next five weeks. As we are interested in studying how people learn to be friends and are taping each session, it is very important that your contact together be limited to this setting until the study is completed. Thank you for your cooperation. Are there any questions?

INSTRUCTIONS--Group III, "Knowing"

This is a study on how people get to really know another person. That is, how you may get to know a person even better than you know a close friend. We want you to spend the hours you have together making every effort to find out as much as you can about the other person in order to really know him. You may discuss anything which you feel would enable you to learn more about your partner. Although we realize that this is an artificial setting and therefore somewhat difficult, yet it will also allow you to each discuss your feelings and in some ways to feel freer about it than you usually would.

We are tape recording all of your sessions so that we can see how the process develops. Needless to say, all of the tapes are confidential and no names are attached so you may feel free to say anything you wish. You will notice that two assistants will from time to time be in the room. Their job is simply to observe and need not concern you. They are not allowed to talk or to interfere with you in any way. We are asking that you meet together for a half hour at a time for a total of nine such half hour periods during the next five weeks. As we are interested in studying how people get to know about another person and are taping each session, it is very important that your contact together be limited to this setting until the study is completed. Thank you for your cooperation. Are there any questions?

Appendix G

Correlation Coefficients of Observers 1 and 2 for
Movement Scale and G-E-W Scale by Sessions

Session	Genuineness	Warmth	Empathy	M.Toward	M.Away	M.Against
3	.79	.69	.78	.93	.91	.98
7	.89	.89	.90	.94	.96	.94
9	.71	.81	.85	.96	.95	.96
Total	.79*	.79*	.84*	.94*	.94*	.96*

*Significant at $p < .05$.

Appendix H

Intercorrelation Coefficients Between
Genuineness, Warmth and Empathy

Sex	G-E-W Scale		
	G-E	G-W	E-W
Males	.40	.51	.57
Females	.47	.60	.65
Males and Females Combined	.45	.56	.62

Intercorrelation Coefficients Between
Moving Toward, Moving Away
and Moving Against

Sex	Movement Scale		
	MT-MA	MT-MAg	MA-MAg
Males	-.69	-.62	.05
Females	-.68	-.74	.18
Males and Females Combined	-.68	-.67	.11

Appendix I

Correlation Coefficients Between Subscales
of the Movement Scale and Subscales of
G-E-W Scale by Sessions

Sessions	G-MT	G-MA	G-MAg	W-MT	W-MA	W-MAg	E-MT	E-MA	E-MAg
3	-.02	.08	.02	.07	.02	-.13	.12	-.07	-.06
7	.12	-.16	-.05	.12	-.14	-.06	.22	-.23	-.16
9	.21	-.26	-.08	.17	-.10	-.09	.19	-.24	-.02

Appendix J

Correlation Coefficients Between ICL,
Movement Scale and the G-E-W Scales

(1) Correlation of Lov and Dom Scores with Warmth

Trial	Lov(Self)	Lov(Partner)	Dom(Self)	Dom(Partner)
3	-.32*	.14	-.12	-.14
7	-.03	-.23*	-.24*	.06
9	.31*	.02	-.02	.25*

(2) Correlation of Lov and Dom Scores with Empathy

Trial	Lov(Self)	Lov(Partner)	Dom(Self)	Dom(Partner)
3	-.30*	.10	-.20	-.39*
7	-.12	-.05	-.14	.05
9	-.04	-.20	-.17	.09

(3) Correlation of Lov and Dom Scores with Moving Toward

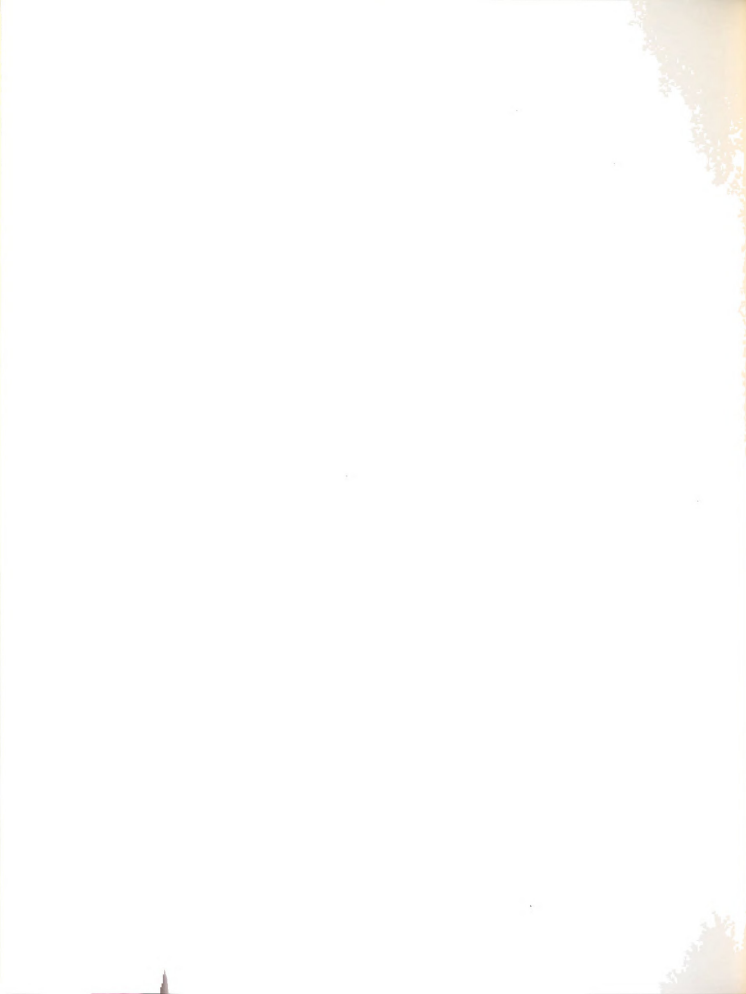
Trial	Lov(Self)	Lov(Partner)	Dom(Self)	Dom(Partner)
3	-.17	-.14	.07	.12
5	-.17	-.27*	.08	.26*
7	-.06	-.21	.07	.24*
9	-.10	-.20	.02	.03

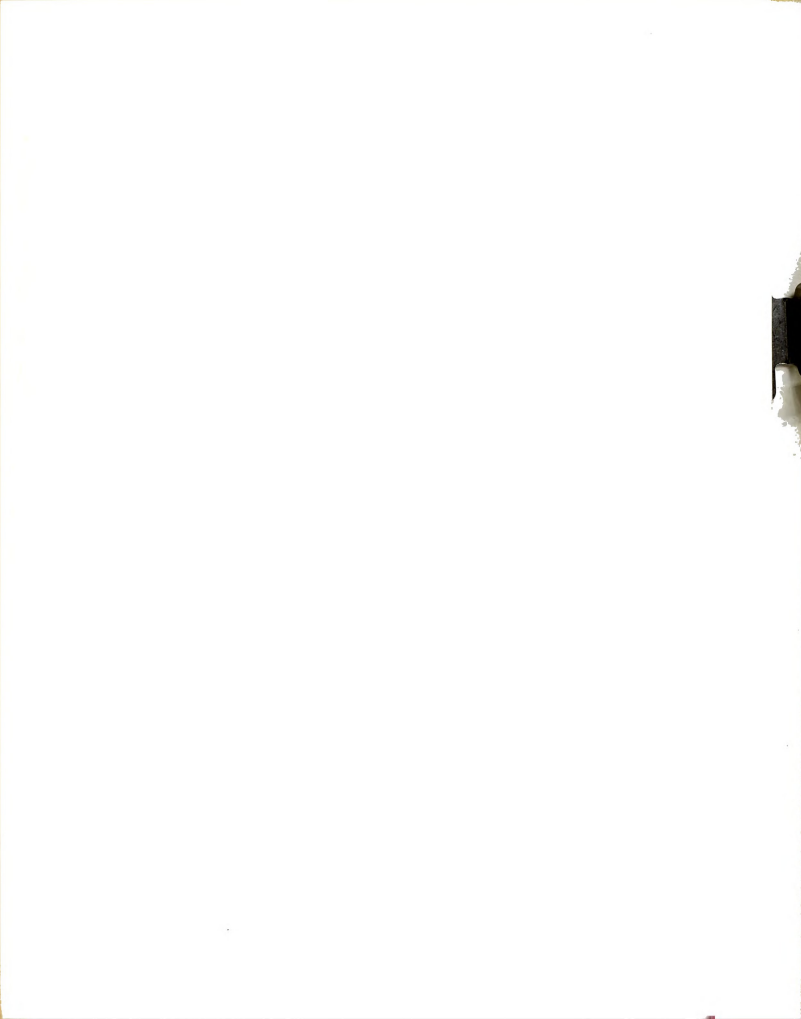
(4) Correlation of Lov and Dom Scores with Moving Against

Trial	Lov(Self)	Lov(Partner)	Dom(Self)	Dom(Partner)
3	.02	.04	-.07	-.03
5	.11	.15	.01	-.16
7	-.05	.17	-.03	-.23*
9	.11	.05	-.14	.10

*Significant at $p = .05$









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