LINKAGES BETWEEN T-GROUP TRAINER PERSONALITY VARIABLES AND TRAINER EFFECTIVENESS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
SANDRA KAY PINCHES
1972

ABSTRACT

LINKAGES BETWEEN T-GROUP TRAINER PERSONALITY VARIABLES AND TRAINER EFFECTIVENESS

By

Sandra Kay Pinches

There is little published data available concerning the role of the T-group leader in facilitating or impeding participant gains. Convergent research findings suggesting that all interpersonal behavior may be described by two dimensions, degree of self-acceptance/rejection and other-acceptance/rejection (Foa, 1961), led to the hypothesis that constructive trainer behaviors communicate to participants high levels of both types of acceptance.

Data was collected at an eight-day residential human relations laboratory sponsored by the State of Michigan Training Laboratories in August, 1968. The 50 participants formed 5 T-groups, each led by a 2-trainer team. Participant self-acceptance (SA) and other-acceptance (OA) measures, distributed five weeks before and five months after the lab, registered participant gains, by T-group units. Near the end of the lab, members of each group rated their trainers on three effectiveness items, constituting a Quantitative Effectiveness (QE)

scre

whic

fit w

admi

into

ables

part

were

perso

laFor

reach

corre

Varia

(Dom

accep

SA a

(OTE)

Y =

Lov a

Was f

all c

none

Mean

Y =

Stan

score. Participants were also asked to comment in writing on which trainer behaviors were helpful and which were nonhelpful under each item, and to cite which trainer qualities were admired and which disliked. These comments were condensed into 50 perceived trainer personality traits (Pinches Variables), and re-coded by a second judge, who agreed significantly ($p < .001$) in Variable assignments. These Variables were then assigned to the 16 categories of the LaForge Interpersonal Checklist (ICL)(LaForge & Suczek, 1955; Leary, 1956; LaForge, 1963) by four independent judges, all pairs of whom reached significant agreement ($p < .001$). Product-moment correlations were determined among scores on QE, the Pinches Variables, the ICL categories, and the ICL Dominance-Submission (Dom) and Love-Hate (Lov) scores, representing self- and other-acceptance/rejection, respectively (Adams, 1964). Participant SA and OA were correlated with trainer team effectiveness (QTE) and team ΣDom and ΣLov scores.

For the individual trainers, Dom correlated significantly ($r = .73$, $p < .05$, 1-tailed) with QE, but the linkage between Lov and QE was not significant ($r = -.26$). A similar pattern was found among the five trainer pairs, where OTE, SA, and OA all correlated more highly with ΣDom than with ΣLov, although none of the correlations was significant. An overall trainer team acceptance score, Σ(Dom+Lov) was linked with both OTE ($r = .83$, $p < .10$, 1-tailed) and with SA ($r = .81$, $p < .10$, 1-tailed).

The correlations among the Pinches Variables and QE were type-analyzed by the McQuitty Method (McQuitty, 1961), resulting in 14 types. Amount of attention paid to individual group members, perceived trainer ego-strength, and activity, were salient in the clustering, suggesting that directive, involved behaviors constructively stimulated participants more than did passive leadership.

Conclusions are limited by the restriction of trainer data to participants' perceptions, which were subsequently filtered through the feedback instrument, and perhaps also distorted by the participants' overall feelings about the lab. It is uncertain that such descriptions would be congruent with objective, comprehensive assessments of trainers' personalities.

The hypothesis that both high self- and other-acceptance are prerequisite to constructive trainer behavior was not supported by the data. However, the linkage between self-acceptance and effectiveness is consistent with Crowder's (1972) findings that dominant psychotherapist behaviors were linked with client growth, submissive behaviors were nonhelpful, and Love-Hate irrelevant to psychotherapy outcome. Since Crowder's study involved objective assessments of helper behaviors, it is concluded that, despite its limitations, the

present study may have uncovered important dimensions of helpful behavior.

Approved John R. Hurley
Committee Chairman

Date 10/10/72

Thesis Committee:

John R. Hurley, Committee Chairman

Gary E. Stollak

Dozier W. Thornton

LINKAGES BETWEEN T-GROUP TRAINER PERSONALITY VARIABLES AND TRAINER EFFECTIVENESS

By

Sandra Kay Pinches

A THESIS

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

MASTER OF ARTS

Department of Psychology

1972

I

y Chai

llowed

additio

thesis

servic

the Un

I

Stolla

D

reliab

co-rat

I

dent,

tribut

F

Pinche

rough

ACKNOWLEDGEMENTS

I wish to express my appreciation to Dr. John Hurley, my Chairman, for his patient guidance. He consistently allowed me complete freedom in developing my own ideas. In addition, he made important material contributions to this thesis, including providing the raw data, extending his services as a co-rater, and sharing personal contacts within the University who helped with the processing of data.

I would like to thank Drs. Dozier Thornton and Gary Stollak, for serving on my committee.

Dr. William Mueller taught me the use of a relevant reliability statistic and helped me apply it by serving as a co-rater.

I wish to thank Barbara Brandt, a fellow graduate student, and Valerie Veres, an MSU undergraduate, who also contributed their time and energy as co-raters.

Finally, I wish to express my appreciation to Mabel Pinches, my mother, who generously agreed to type most of the rough drafts of this thesis.

LIST

LIST

INTRO

METH

RESU

DISC

SUMM

REFE

TABLE OF CONTENTS

TABLE OF CONTENTS--Continued Page

APPENDICES

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

Since the tremendous surge in popularity of sensitivity training and personal growth workshops in this country during the past few years, a great deal of opinion but little hard data has been published on the role of the T-group trainer in facilitating the group experience. While some theorists advocate leaderless group process as the best means of accomplishing certain goals, others compare the trainer's role to that of the group therapist and believe his presence to be a critical factor in emotional learning. Practitioners of various group approaches have apparently been pursuing their respective biases guided for the most part only by personal observations of their effect on participants. Few efforts have been made to gather more objective data on groups' effectiveness in reaching their goals, particularly in the area of post-termination follow-up on participants.

Recently the group as personal growth medium has received adverse publicity, particularly in popular magazines, attributing alleged psychotic episodes and suicide attempts to T-group experiences. Although empirical data is again lacking, these reports are performing some constructive functions in that they demand clarification of the group leader's role,

qualifications and ethical responsibilities. Among the professional writers critical of confusion in this area is Gottschalk (1966) who claims to have observed pathological reactions in members of National Training Laboratories groups at Bethel, Maine. Gottschalk attributed these emotional effects in part to lack of diagnostic and psychotherapeutic training in the backgrounds of group leaders.

Whitman (1964), a group advocate, also interprets the leader's role within a psychotherapeutic framework. In Whitman's psychoanalytic theory, a successful group responds to the leader as a transference figure, and passes through a regressive experience during which neurotic behavior is exacerbated, then resolved. Whitman believes that this process is best facilitated by a trainer who adopts a non-directive, non-authoritarian approach.

Benne (1964) also theorizes that the trainer's role is crucial in effecting constructive behavior change, but suggests that the most important group process involves role-modelling of trainer behavior. In Benne's view, a group becomes less defensive and more self-disclosing when exposed to a leader who projects these qualities.

A dissident view of the trainer's role is advanced by Gibb (1964), who argues that while the trainer's presence has an important impact on the group process, it is inhibitory rather than facilitative. Trainerless task-oriented groups in Gibb's study reportedly achieved maximum participative

behavior and learning productivity more quickly than did the groups with leaders.

One major deterent in evaluating these theories is the tendency of most writers to use vague descriptive labels which convey little specific information about how trainers are behaving and how participants are responding. Comprehensive, systematic descriptions of interpersonal behavior are necessary if linkages between trainer approaches and group responses are to be explored and effectively communicated.

Convergent research findings from a number of studies suggest that all interpersonal behavior can be located and described on a circumplex structure with vertical and horizontal axes representing degree of self-acceptance/rejection and other-acceptance/rejection, respectively. Any particular interpersonal act may be plotted on the circumplex according to the amount of self-acceptance and amount of other-acceptance judged to be manifested in the act. The judges may include the self, significant others, and objective raters, depending on what level of information is sought regarding the actor's interpersonal behavior (Freedman, Leary, Ossorio, Coffey; 1951). The two axes section the circumplex into four quadrants, describing self-accepting/other-accepting, self-accepting/other-rejecting, self-rejecting/other accepting, and self-rejecting/other-rejecting behaviors. If a large number of observations are made on a single person, it is probable that all four quadrant descriptions will be used to

describe his interpersonal actions. However, for any given individual, one of the quadrants is typically used more frequently than the other three, so that his personality may be described by a single quadrant label, depending upon the type of behavior he manifests most often (Adams, 1964).

Adams (1964) points out that these four sector descriptions correspond roughly to traditional as well as modern clinical personality classifications. Among the earliest attempts at such typings are the four temperaments outlined by Hippocrates and subsequent philosophers. Thus a Sanguine temperament is characterized by a predominance of behaviors described by the self-accepting/other-accepting quadrant, while the remaining three regions correspond, respectively, to the Choleric, Melancholic, and Phlegmatic types.

Berne (1966) theorized that the four possible combinations of self-acceptance/rejection and other-acceptance/rejection represent all the basic clinical classifications of healthy and psychopathological behavior. The position "I'm OK, you're OK" is the only possible constructive position, according to Berne. "I'm OK, you're not OK" corresponds to the clinical paranoid classification, "I'm not OK, you're OK" to the depressive position, and "I'm not OK, you're not OK" to the schizoid. Choosing the "I'm OK, you're OK" attitude over the other three, therefore, constitutes improved interpersonal behavior, or growth. It follows that if constructive behavior is defined by high acceptance of both self and others, helper behavior in

this category will facilitate growth in the helpee, while helper behavior characterizing any of the other three interpersonal positions will have a destructive impact on the helpee.

Bierman (1969) reviewed empirical data on the effects of the activity-passivity (self-acceptance/rejection) and other-acceptance/rejection dimensions on client change and child development. He cites research by Rogers (1967), Carkhuff and Truax (1966) and many others, showing that therapist positive regard and accurate empathic understanding are directly related to independent measures of client outcome. Bierman quotes client-centered literature and research which suggests that the empathy dimension reflects relative levels of both other-acceptance and activity. Literature on therapist activity levels is reviewed according to various types of activity. Research on therapist expressiveness is fairly consistent in showing that as therapists become more expressive and verbal, their clients follow suit. Bierman also concludes from his review that structured-directional activity on the part of the therapist, manifested by informational statements and evaluative-prescriptions, exerts a positive influence on therapy process and outcome. However, hostile-active behavior results in a restrictive effect on client expressiveness, self-exploration and motivation for therapy. Overall, Bierman's literature review supports the theory that constructive therapist behavior is characterized

by re

ther

low l

clien

circ

repr

sion

Chec

1963

ins

ICL

cate

ver

Low

I.

cor

the

loc

tra

ar

Lo

ar

sa

in

by relatively high levels of activity (self-acceptance) and other-acceptance, while therapist behavior characterized by low levels of either type of acceptance adversely affects the client's growth process.

Foa (1961) describes several markedly similar grids and circumplexes constructed by modern researchers attempting to represent graphically the two interpersonal acceptance dimensions. One of the most elaborate of these is the Interpersonal Checklist (ICL) (LaForge & Suczek, 1955; Leary, 1956; LaForge, 1963), which was chosen as a T-group trainer assessment instrument in the present study. As shown in Figure 1, the ICL circumplex classifies interpersonal behaviors into 16 categories (A-P), with a Dominance-Submission axis running vertically through categories A and I respectively, and a Love-Hate axis running horizontally through categories M and E. Included with Figure 1 are lists of personality traits corresponding to each of the categories A-P. The traits at the top of the list are the most heavily weighted and are located toward the circumference of the circumplex, while the traits at the bottom of the lists are least heavily weighted and located at the center of the circumplex.

Adams (1964) argues that the Dominance-Submission and Love-Hate axes correspond to the self-acceptance/rejection and other-acceptance/rejection dimensions. In support of the same argument, Foa (1961) suggests that submissive behavior implies denial of affect or status to the self, although it


Aggressive-sadistic

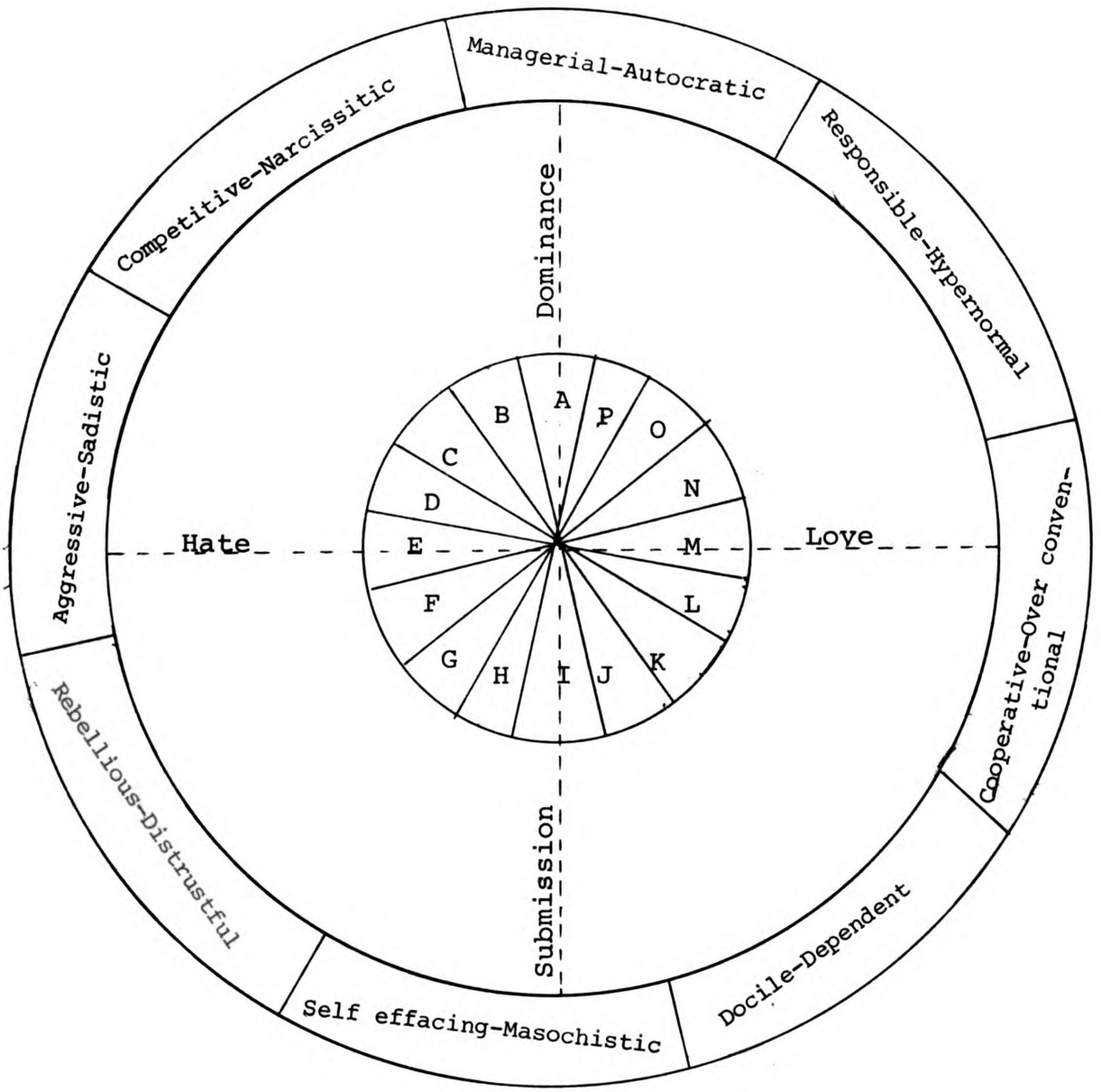

Figure 1. Interpersonal checklist circumplex, and interpersonal checklist items by categories (cont'd on next page).

Tries
fort

Over
tho

Forg
thin

Too
with

Enco
othe

Tend
soft

Kind
sur

Com

Ego
com

Boa

Som
bis

Pro
sat

Ins

Se
de

Se
as

Se
in

Figure 1 (con't)

Interpersonal Checklist Items by Categories

N	O	P	A
Tries to comfort everyone	Spoils people with kindness	Expects everyone to admire him	Dictatorial
Oversympathetic	Overprotective to others	Tries to be too successful	Bossy
Forgives anything	Generous to a fault	Acts important	Dominating
Too lenient with others	Too willing to give	Always giving advice	Manages others
Encouraging to others	Bighearted & unselfish	Often admired	Forceful
Tender and soft-hearted	Enjoys taking care of others	Makes a good impression	Good leader
Kind & reassuring	Good leader	Respected by others	Likes responsibility
Considerate	Helpful	Well thought of	Able to give orders

B	C	D	E
Egotistical & conceited	Cold & unfeeling	Cruel & unkind	Hard-hearted
Boastful	Thinks only of self	Sarcastic	Frequently angry
Somewhat snobbish	Shrewd & calcalculating	Self-seeking	Outspoken
Proud & self-satisfied	Selfish	Impatient with others' mistakes	Often unfriendly
Independent	Businesslike	Stern but fair	Irritable
Self-confident	Can be indifferent	Hard-boiled when needed	Critical of others
Self-reliant & assertive	Likes to compete with others	Firm but just	Straightforward and direct
Self-respecting	Able to take care of self	Can be strict if necessary	Can be frank & honest

Rebels
everyth

Bitter

Compla

Resent

Skepti

Often

Resent
bosse

Can c
if ne

Cling

Hard
talk

Depe

Want
led

Admi
tate

Ofte
by c

Very
ful
itie

Gra

Figure 1 (con't)

F	G	H	I
Rebels against everything	Distrusts everybody	Always ashamed of self	Spineless
			Meek
Bitter	Jealous	Timid	Passive & unaggressive
Complaining	Stubborn	Self-punishing	Obeys too willingly
Resentful	Slow to forgive a wrong	Shy	
Skeptical	Hard to impress	Easily embarrassed	Easily led
Often gloomy			
Resents being bossed	Frequently disappointed	Lacks self-confidence	Modest
			Easily gives in
Can complain if necessary	Touchy & easily hurt	Apologetic	
		Able to criticize self	Can be obedient
	Able to doubt others		

J	K	L	M
Clinging vine	Will believe anyone	Agrees with everyone	Loves everyone
Hardly ever talks back	Easily fooled	Wants everyones' love	Fond of everyone
Dependent	Likes to be taken care of	Will confide in anyone	Likes everybody
Wants to be led	Lets others make decisions	Too easily influenced by friends	Friendly all the time
Admires & imitates others	Accepts advice readily	Wants everyone to like him	Warm
Often helped by others	Very anxious to be approved of	Always agreeable & pleasant	Sociable & neighborly
Very respectful to authorities	Trusting & eager to please	Eager to get along with others	Affectionate & understanding
Grateful	Appreciative	Cooperative	Friendly

may admit giving acceptance to others. Dominance, on the other hand, implies social acceptance of self, giving the self status, even if the other person is socially rejected in the process. Foa notes that behavior descriptions such as "self-satisfied", "self-respecting" and "self-confident" occupy the Dominance hemisphere of the circumplex, while "self-punishing" and "ashamed of self" occupy the Submissive hemisphere. The Love-Hate dimension more obviously describes a positive-negative polarity in the actor's behavior towards others. Personal growth or positive change may be defined as an increase in behavior described as Dominant (self-acceptant), and an increase in behavior described as Loving (other-acceptant). In terms of the ICL quadrants, improved interpersonal behavior is characterized by a greater number of acts classified as Dominant-Loving and a lesser number of acts classified in the other quadrants.

Research on interpersonal impact using the ICL quadrant method included Mueller (1969) who coded behaviors of psychotherapists and their clients into the ICL circumplex, using audiotapes of individual therapy sessions. Mueller labeled the quadrants as competitive-hostile (categories BCDE), passive-resistant (FGHI), support-seeking (JKLM) and supportive-interpretive (NOPA), to make them more obviously applicable to therapist and client roles. He then evaluated the reciprocal impact of clients and therapists by scoring the frequency of various possible response sequences. For example, the

therapist might make a statement scored NOPA and the client's response might be scored FGHI. Mueller concluded that certain types of behavior show a powerful tendency to elicit corresponding responses in the other interactant, and these results clarify the nature of transference and countertransference in terms of reciprocal interpersonal impact of therapist and client.

In a related study using the same data pool (the Michigan State University Counseling Center Tape Library), Crowder (1972) correlated therapist behavior, described by Mueller's (1969) quadrant labels, with constructive client change measured by the MMPI. Crowder's hypothesis was that supportive-interpretive behaviors (NOPA) are appropriate to the psychotherapist role, while therapist responses scored in other quadrants constitute countertransference. However, Crowder's results only partially supported this hypothesis. Therapists who had the most constructive impact were distinguished from unsuccessful therapists by their positions on only one dimension, the Dominance-Submission axis. Although the majority of acts of all the clinicians in the study were scored as supportive-interpretive, successful therapists were more often dominant in their interview behavior, while less successful therapists were more submissive.

In summary, although little research has been published clarifying which T-group trainer behaviors are linked with participant gains, hypotheses may be drawn from other research

in interpersonal behavior, particularly psychotherapy. Theory and empirical data in the area of helper-helpee interactions consistently suggest that the two dimensions self-acceptance/rejection and other-acceptance/rejection account for helper constructiveness and helpee gains. Specifically, positive changes in the helpee's interpersonal behavior are typified by increased acceptance of self and others. Helpful behavior consists of a predominance of acts manifesting high levels of self and other acceptance, while behavior manifesting low levels of either type of acceptance may be destructive to the helpee.

The purpose of the present study is to investigate the relationship between T-group trainer behavior as perceived by group members, group-rated trainer effectiveness, and independent measures of participant gains on self-acceptance and other-acceptance.

Hypotheses

Participants' feedback on helpful and blocking trainer behaviors are analyzed to develop trainer personality categories, which are then used to score each trainer on the ICL Dominance-Submission (Dom) dimension and the ICL Love-Hate (Lov) dimension. These scores determine the trainer's plotted positions on the ICL circumplex, which facilitate comparison with corresponding plottings of mean net T-group changes on self-acceptance (SA) and other-acceptance (OA). An independent

trainer effectiveness score (QE), derived from ratings of trainers by their group members, is correlated with trainer ICL scores and also shown on the graphical presentation described above. It is hypothesized that trainers rated as most effective are most Dominant and Loving, while trainers rated as least effective are least Dominant and Loving. It is also hypothesized that T-groups who perceive their trainers as Dominant and Loving show mean net gains on SA and OA.

Since in the present study each T-group was led by a team of two trainers, it is hypothesized that mean group changes are more closely related to combined trainer scores on Dom, Lov and QE than to individual trainer scores. The trainer team effectiveness score was called Overall Trainer Effectiveness (OTE).

Finally, the participant feedback on trainer behavior is examined for more specific linkages with QE.

In summary, the following hypotheses are generated:

(1) Graphically, trainers with high QE scores are described by their groups as occupying the Dominant-Loving quadrant of the ICL circumplex. Mean group net changes on SA and OA reflect the trainers' Dom and Lov scores; the higher the trainers' scores on these dimensions, the greater the positive changes on SA and OA.

(2) Dom correlates positively with QE.

(3) Lov correlates positively with QE.

(4) ΣDom for trainer teams correlates positive with OTE, SA and OA.

(5) ΣLov for trainer teams correlates positively with OTE, SA and OA.

(6) Linkages exist among more specific trainer behaviors and QE.

METHOD

Gathering of Data

The data analyzed in the present study was collected in August, 1968, as part of a comprehensive project investigating the nature of participant gains and the role of trainers in a human relations laboratory (Force, 1969; Hurley & Force, 1972). The eight-day residential laboratory at which the design was implemented was sponsored by the State of Michigan Training Laboratories, a university affiliated organization which then conducted such training programs semi-annually. The explicit goals of the August, 1968, lab involved gaining a clearer grasp of one's strengths and limitations in interpersonal communication skills, with special attention directed to constructive encounters, feedback process, and the transfer of new learning to "back home" settings.

The 33 male and 17 female participants included 13 junior and senior high school teachers, 11 graduate students in social work or psychology, 5 school principals, 5 pastors or priests, 4 school counselors, 2 each of housewives, professors, social case workers and school superintendents, 1 curriculum consultant, 1 psychiatrist, 1 director of marketing and 1 art coordinator. Five T-groups of equal size were formed, with two

trainers assigned to each group. In the initial phase of the laboratory, participation in these groups received primary emphasis; later, the 10 member groups were divided into pairs of helping partners, and finally, pairs selected from separate groups coalesced into trainerless sextets.

The daily time schedule devoted about nine hours to laboratory activities. About 50% of the total time was spent in T-group participation, 30% in sextet sessions, 15% in cognitive session, including lecturettes, and about 5% in research participation.

The trainers varied in experience and background and were designated as "senior" trainers and "junior" trainers, mostly on the basis of these variables. The five senior trainers were all PhD's, including one counseling psychologist, one social psychologist and three clinical psychologists. Four senior trainers and one junior trainer had completed eight-week summer internships in sensitivity training at Bethel, Maine, under the auspices of National Training Laboratories. The five junior trainers included two PhD's, one in clinical psychology and one in educational administration. The remaining three, educated to at least the MA level, were a clergyman, a high school counselor and a graduate student in social psychology. One senior trainer and one junior trainer co-led each T-group.

To assess participant growth, data packets containing 10 personality variable measures were mailed to each participant

five weeks before and again five months after the laboratory. The same packet was mailed to one intimate and one job colleague of the participant's choice. Seven variables constituted a "self-acceptance" (SA) cluster, measuring openness, data-seeking, data-giving, how "OK" the participant regards himself (Berne, 1966, p. 270), dominance-submission (LaForge & Suczek, 1955; LaForge, 1963), power and effectiveness in work, and activity and expressiveness (Harrison & Oshry, 1965). The three remaining variables, forming an "other-acceptance" (OA) cluster, included how "OK" the participant regards others (Berne, 1966), interpersonal warmth and acceptance (Harrison & Oshry, 1965), and love-hate (LaForge & Suczek, 1955; LaForge, 1963). Pre-lab and post-lab scores for each participant were calculated by summing his self-rated score on each variable with the rating submitted by his colleague and intimate, then summing these totals across the seven SA variables. Individual OA scores were calculated in the same manner, summing across the three OA variables. Net change scores on SA and OA for each participant consisted of the difference between his pre-lab scores and his post-lab scores on the two acceptance dimensions. Finally, a mean net change score was calculated for each of the five T-groups. As shown in Table 1, Hurley and Force (1972) found that groups 2, 3, and 5 registered mean net gains on the SA measure, while groups 1 and 4 registered losses. On the OA measure, groups 2 and 5 registered mean net gains, while groups 1, 3 and 4 registered losses.

Table 1

Mean Net Changes on SA and OA by T-group Units

T-Group No.	Change on SA	Change on OA
1	-0.22	-1.92
2	7.39	2.90
3	3.81	-1.10
4	-1.65	-0.86
5	8.18	2.38

To help assess how the trainers facilitated or blocked participant gains in interpersonal competence, group members were asked near the end of the laboratory to independently rate the effectiveness of each of their T-group trainers. In two similar laboratories held in March and August, 1967, participants had rated trainers as very effective (3), quite effective (2), somewhat effective (1), or not effective (0), on the following four items:

A: This trainer helped me to recognize conditions relating to the operating effectiveness of our T-group.

B: This trainer did things in the group that enhanced learning and change.

C: This trainer introduced and implemented alternative ways of problem-solving.

D: This trainer presented ideas and concepts in a way that was useful.

In the August, 1968, lab, the same rating scale was applied to the following revised three items:

A: The trainer acted in ways which helped the T-group to be more effective.

B: The trainer helped me to become more aware of my personal hang-ups and of ways in which I might change my behavior.

C: The trainer demonstrated understanding of me as an individual.

A Quantitative Effectiveness (QE) score was calculated for each trainer by summing the total number of points assigned on each item, dividing the result by the number of group members contributing ratings, then summing the means for the three items. Since the participant gain scores represented means for five T-groups, mean trainer team scores on the effectiveness instrument were calculated from the individual trainer QE scores and labeled Overall Trainer Effectiveness (OTE). The QE and OTE scores for the August, 1968, lab are shown in Table 2.

Table 2

Effectiveness Scores for Individual Trainers and Trainer Teams

Trainers	QE	Trainers	QE	Teams	OTE
1	59	6	69	1&6	6.39
2	75	7	66	2&7	7.13
3	71	8	68	3&8	6.95
4	70	9	53	4&9	6.16
5	75	10	70	5&10	7.25

Hurley and Force (1972) established that the QE score was a robust and reliable measure of trainer effectiveness. QE scores and rankings of trainers on this variable were available for four trainers from the March and August, 1967, laboratories. One such trainer ranked first out of 10 trainers in August, 1968, second of 11 and second out of 12 in the previous two laboratories. A second person ranked fifth out of 10, fourth out of 11 and fourth out of 12, while a third ranked sixth out of 10, third out of 12, and first out of 11. The last trainer for whom data was available ranked third out of 10 in 1968 and sixth out of 12 previously.

The absolute value of scores was also stable over time in spite of changes in item content and group membership. Within a functional range of from 5.7 to 11.7 points, two particular trainers were rated less than .1 point apart in two laboratories held six months apart, while another trainer's score varied by only .4 point across laboratories.

Finally, Hurley and Force (1972) conclude that up to 96% of participant gains by T-group units, measured five months after the laboratory with the previously described data packets, were related to how effective members had rated their trainers on the QE scale. Beyond supporting the use of the QE score as a measure of trainer effectiveness, these results emphasize the critical role played by effectiveness in determining the direction and magnitude of change in participants.

In addition to assigning numerical ratings on the three QE items, group members were also requested near the end of the lab to write some descriptive statements (Qualitative Data) of how the trainer had been helpful or blocking in each of these areas (see Appendix A). During this phase a fourth item (D) was also included, asking participants to list which trainer personality qualities they would like to acquire and which they would prefer to avoid. These Qualitative Data served the present study as a source of information on how participants perceived their trainers' behavior. Perceived trainer behaviors could then be linked with QE rankings, and trainers' personalities could be plotted on the interpersonal circumplex described previously.

In summary, previous analyses of data collected at the August, 1968, human relations laboratory together with findings from earlier laboratories have led to several conclusions. First, participants showed changes in self-acceptance/rejection (SA) and in other-acceptance/rejection (OA) over a six-month interval beginning five weeks before the lab. Second, trainer effectiveness (QE) as rated by the participants themselves was firmly linked to both positive and negative participant changes of the T-group units. Third, trainers' rankings on this effectiveness dimension proved to be stable over time in spite of revisions in the items rated, changes in staff composition and changes in T-group membership.

Analysis of Qualitative Data

Participants' written descriptions of "helpful" and "nonhelpful" trainer behaviors were analyzed to determine which perceived trainer personality variables were associated with independent measures of trainer effectiveness and participant gain. The feedback form (Appendix A) provided separate columns for written comments on facilitative or blocking behavior relevant to each of the four effectiveness items (A-D).

Initial inspection of the Qualitative Data revealed that several of the personality qualities of trainers cited by participants recurred frequently across group members and across trainers. It was thought that a list of personality traits might be developed which would include the most frequently mentioned trainer behaviors. Linkages between trainer effectiveness and personality variables could then be explored more effectively, by condensing the written feedback as much as possible into scores on such variables. This procedure resulted in a list of trainer personality traits which seemed heavily weighted in the direction of dominant trainer behaviors. Since in the ICL system, Dom is calculated by subtracting scores on submissive categories from dominant categories, it was decided that the initial list of trainer variables would result in inflated Dom scores, should the ICL description be applied to them. Therefore, the list of categories (Pinches Variables) was expanded to include virtually

every trainer personality trait mentioned more than once in the written feedback. Interpretation and accompanying distortions were reduced to a minimum by adding another variable description for any comment which did not seem to fit easily into the existing categories.

In the process of scanning the written comments, it was noted that certain behavioral descriptions of particular trainers were mentioned in the "helpful" column by some of their group members and again in the "blocking" column by other participants. In some cases, a group member listed identical trainer behaviors in both columns. The question arose as to whether participants were using the same labels to describe different behaviors, or whether various group members might have opposite emotional reactions to the same trainer behavior. It was noted further that some participants had such strong positive feelings about their trainers that they wrote only positive comments, while others had equally strong negative feelings and wrote only criticisms of their trainers. Participants' liking for their trainers may have led them to classify most or all of perceived trainer behavior as "helpful", while dislike may have led group members to attack all trainer behavior as destructive. Although the participants' ratings of trainer effectiveness (QE) on the three broad areas of trainer behavior (A-C) were shown by Hurley and Force (1972) to correlate impressively with more objective measure of participant gains (SA and OA), trusting

par

con

a p

neg

neg

mem

New

som

sel

gro

tra

pre

ign

ass

mad

mea

spa

equ

no

and

ati

ult

(Pi

Gor

tio

participants judgments about the sources of effectiveness was considered to involve too many blind assumptions. For example, a participant variable such as characteristic response to negative feedback could lead one group member to view trainer negativity as a helpful confrontation, and another group member to view the same behavior as a non-helpful attack. Nevertheless, both participants might conceivably experience some feelings as a result of negative feedback, leading to self-exploration, increased interaction with others, and growth. Because the influence of participants' liking for a trainer on the written feedback was unknown, and because the present study was exploratory in nature, it was decided to ignore the "helpful" versus "nonhelpful" column membership in assigning written comments to categories. Exceptions were made in cases where column membership obviously affected the meaning of a comment; this occurred most often when a blank space was left under one or the other column. A blank or equivalent remark indicated either that the participant had no positive observations or no negative observations to write, and thus column membership differentiated two opposite evaluations of the trainer.

The written comments submitted by the participants were ultimately condensed into 50 perceived trainer qualities (Pinches Variables), including 47 personality traits, a category for comments judged not to fit the previous 47 descriptions, and two categories scoring the number of members who

omitted written comments in the "helpful" and "nonhelpful" columns (see Appendix C). A trainer's score on any Pinches Variable was calculated by summing the number of group members who attributed this trait to him. This method helped insure that the final descriptions of the trainers' personalities were those of "generalized group members" (Freedman, Leary, Ossorio & Coffey; 1951), and idiosyncratic perceptions were kept in perspective. The total number of comments scored ranged between 47 and 82 for the 10 trainers, including between 2 and 13 comments per trainer which did not fit the Pinches Variable descriptions (see Appendix D).

Reliability of Pinches Variables

To check the reliability of the coding into Pinches Variables, the comments in the Qualitative Data scored as units by Pinches were marked on the feedback sheets, and every fourth unit was selected for co-rating by a second judge. From the resultant total of 251 comments, two sets of 60 units each were chosen, using a random number table. These sets were scored by the co-rater in two training sessions, and the results were not included in the final reliability statistic.

The second judge was an undergraduate senior who had participated in various T-groups and had also taken coursework on the theory and practice of sensitivity training, encounter groups and related group work. Before the first trial scoring she was given the instructions shown in

Appendix B, a set of scoring sheets, the Qualitative Data with the selected units underlined, and additional verbal instructions emphasizing the goal to simply condense rather than interpret the data. After completion of the first set of co-ratings, the two judges conferred about comments they had assigned to different categories. A principle source of disagreement was a tendency on the part of the co-rater to interpret group members' observations on the basis of her own feelings about what constituted helpful trainer behavior. The instructions to condense rather than interpret the group members' comments were strongly reiterated, and the second set of training comments were delivered to the co-rater. Following completion of this set, disagreements were again discussed and minor clarifications of the instructions were made.

The final set of 131 co-ratings included 92 agreements with the original coding, 36 disagreements and three comments omitted by clerical errors of Pinches or the co-rater. In order to calculate a Chi-Square, it was first necessary to estimate the expected frequency of agreement of two judges, given 50 categories with unequal chances of being selected. An appropriate statistic, $\underline{P}_e$, is described by Scott and Wertheimer (1962):

$$\underline{P}_e = \underline{p}_i^2$$

First a frequency chart is constructed as shown in Table 3, with each judgment placed in a cell according to the coding

Table 3

Frequency Distribution of Comments Assigned To Pinches Variables by Co-raters, Column Sums, Sums Squared and P_e

	Judge 2												
Judge 1	1	2A	2B	2C	3	4	5A	5B	5C	5D	6A	6B	6C
1	1												
2A		2											
2B			2			1							
2C													
3													
4					1	3							
5A							3			1			
5B								1					
5C									2				
5D													
6A	1					1					8		
6B				1									
6C													
6D													
6E													
6F													
6G			1			1							
7													
8													
9													
10													
11			1										
12-28													
29			1			1							
30													
31													
32													
33													
34-38						1							
Sum	2	2	5	1	1	8	3	1	2	1	8	0	0
Sq.	4	4	25	1	1	64	9	1	4	1	64	0	0

Table 3 (cont'd)

	Judge 2												
Judge 1	6D	6E	6F	6G	7	8	9	10	11	12	13	14	15
1													
2A												1	
2B													
2C													
3									1				
4-5D													
6A	1												
6B													
6C													
6D													
6E		1							1				
6F													
6G				4									
7								1					
8						1							
9													
10								1					
11													
12										1			
13													
14													
15													
16-25												1	1
26													
27-38B								1					
Sum	1	1	0	4	0	1	0	3	2	1	0	2	2
Sq.	1	1	0	16	0	1	0	9	4	1	0	4	4

Table 3 (cont'd)

	Judge 2												
Judge 1	16	17	18	19	20	21	22	23	24	25	26	27	28
1-5B													
5C										1			
5D			1										
6A-6G													
7						1							
8-16													
17		1											
18													
19						1							
20					3								
21													
22		2					1						
23								1					
24									6				
25									1	3			
26											1		
27												3	
28									1				4
29-36													
37												1	
38A													
38B													
Sum	0	3	1	1	3	2	1	1	8	4	1	4	4
Sq.	0	9	1	1	9	4	1	1	64	16	1	16	16

Table 3 (cont'd)

	Judge 2										
Judge 1	29	30	31	32	33	34	35	36	37	38A	38B
1											
2A											
2B											
2C											
3											
4								1			
5A											
5B											
5C		1									
6A											
6B											
6C											
6D											
6E											
6F									1		
6G									1		
7-23											
24									1		
25						1					
26											
27											
28											
29	5										
30		1							1		
31											
32			1								
33					3						
34											
35											
36								1			
37											
38A										1	17
Sum	5	2	1	0	3	1	0	2	4	1	17
Sq.	25	4	1	0	9	1	0	4	16	1	289

P_e = 5 agreements/128 cases

labels assigned to it by each judge. The frequencies given by the column sums are divided by N, in this case 128, to give the mean p_i for each column or category. These numbers give the proportion of cases which would be coded into the various categories by chance. To obtain the probability of agreement of two judges by chance, these numbers are squared. Finally, p_i^2 is summed across the columns to yield Σp_i^2, or chance agreement for two judges. As shown in Table 3, P_e for the Pinches Variables is about five agreements out of 128 judgments.

The Chi-square reliability statistic for the co-rating of the Pinches Variables is shown in Table 4.

Table 4

Chi-square Testing Reliability of Co-rating of Pinches Variables

Expected Frequencies				Observed Frequencies			
Judges	+	-	Sums	Judges	+	-	Sums
1	128	0	128	1	128	0	128
2	5	123	128	2	92	36	128
Sums	133	123	256	Sums	220	36	256

$$\chi^2 = 3027.6 \ (p < .001, \ df = 1)$$

In the contingency tables, the original judgments made by Pinches are labeled positive when they agree with Pinches and

negative when they disagree. For an expected frequency of agreement of five judgments and an observed frequency of agreement of 92 judgments, Chi-square equals 3027.6, which constitutes highly significant agreement ($p < .001$, $df = 1$).

LaForge Circumplex

A total of four judges independently assigned ICL category descriptions to the list of Pinches Variables. The judges included Pinches, John R. Hurley, William J. Mueller and Barbara Brandt. Hurley was one of the ten trainers who participated in the August 1968 lab, helped design the research program implemented there, and was very familiar with the history and application of the ICL in interpersonal research. Mueller has supervised or conducted much of the research at Michigan State University on psychotherapy process and therapist variables as described by the ICL. Barbara Brandt was one of the graduate students trained by him to code audiotaped segments of psychotherapy sessions into the 16 ICL categories. Hurley and Pinches considered themselves to be more familiar with the Qualitative Data and the meanings of acts occurring within the T-group context than were the other two judges, so discrepancies in judgments were resolved by a conference between them. A final list of category assignments was developed during this conference (see Appendix D). Scores on the Pinches Variables were summed across all the variables assigned to each ICL category, for each trainer. From these,

the two summary dimension scores, Dominance-Submission (Dom) and Love-Hate (Lov) were calculated for the trainers.

Nine Pinches Variables were considered by one or more judges not to fit the ICL descriptions and were therefore excluded from assignment to circumplex categories. These included the following variables: 6B, 28, 29, 30, 31, 36, 37, 38A, and 38B (see Appendix C).

Reliability of ICL assignments. The reliability statistic employed was Dittman's R, which was used by Mueller (1969) in applying the 16 ICL category descriptions to therapist and client responses in individual counseling sessions. R is calculated by 16 categories using the formula:

$$R \quad 1 - \sum_{i=1}^{n} \delta \; / \; n \; // \; 4$$

Dittman's δ is the product of the amount of disagreement between judges, ranging from zero to eight categories, times the number of units for which disagreement occurs. This product is summed over the nine possible levels of discrepancy and divided by the total number of units, in this case 41, to yield the numerator of the above formula. R is then converted to t by applying the formula:

$$t = 1.706 \; R$$

As shown in Table 5, all paired comparisons among the four judges were highly significantly ($p < .001$, $df = 40$) on the category assignments.

Table 5

Interjudge Agreement on Assignment of 41 Pinches Variables on ICL Categories

# Categories Disagree	Judges 1&2 # Units	δ	1&3 # Units	δ	1&4 # Units	δ	2&3 # Units	δ	2&4 # Units	δ	3&4 # Units	δ
0	20	0	20	0	13	0	14	0	11	0	16	0
1	10	10	9	9	12	12	13	13	16	16	10	10
2	5	10	2	4	6	12	7	14	4	8	7	14
3	3	9	5	15	0	0	1	3	2	6	2	6
4	2	8	2	8	3	12	5	20	5	20	2	8
5	1	5	3	15	4	20	1	5	1	5	2	10
6	0	0	0	0	2	12	0	0	1	6	1	6
7	0	0	0	0	1	8	0	0	1	8	1	8
$\sum_{i=1}^{n}$ δ		42		51		76		55		69		62
R		.745		.665		.690		.580		.538		.622
t		8.14*		7.26*		7.54*		6.34*		5.88*		6.79*

*$p < .001$, $df = 40$

Correlations. Product-moment correlations were determined among the entire body of variables describing the 10 trainers, including the 50 Pinches Variables, the 16 ICL category scores, the 2 ICL summary scores, and the QE ratings.

The participant gain scores represented mean scores for the trainer teams also. The mean QE score (OTE) had previously been determined by Hurley and Force (1972). Trainer team

summary ICL scores were derived by adding each trainer's score to that of his co-trainer on each acceptance dimension. Product-moment correlations were determined among the trainer ICL scores, OTE, and the mean participant gain scores on SA and OA.

RESULTS

Hypothesis 1

Table 6 shows the ICL Dom scores for the 10 individual trainers, ranging from 21.1 to 41.0, and their ICL Lov scores, ranging from -2.3 to 19.0. No trainer registered a negative score on the Dom dimension, while only one trainer registered a negative Lov score.

Table 6

ICL Dom and Lov Scores

Trainers	Dom	Lov	Trainers	Dom	Lov
1	21.1	4.4	6	25.9	6.4
2	31.7	5.6	7	21.5	19.4
3	30.4	15.6	8	31.4	7.1
4	26.4	2.0	9	23.2	9.7
5	41.0	-1.9	10	33.0	4.8

As shown in Figure 2, all 10 trainers were described by their group members as occupying ICL sector N-A. The three trainers with the highest QE scores (see Table 2) were clustered in the two categories A and P, and the three lowest scorers on the QE variable were distributed among categories A, P, and O.

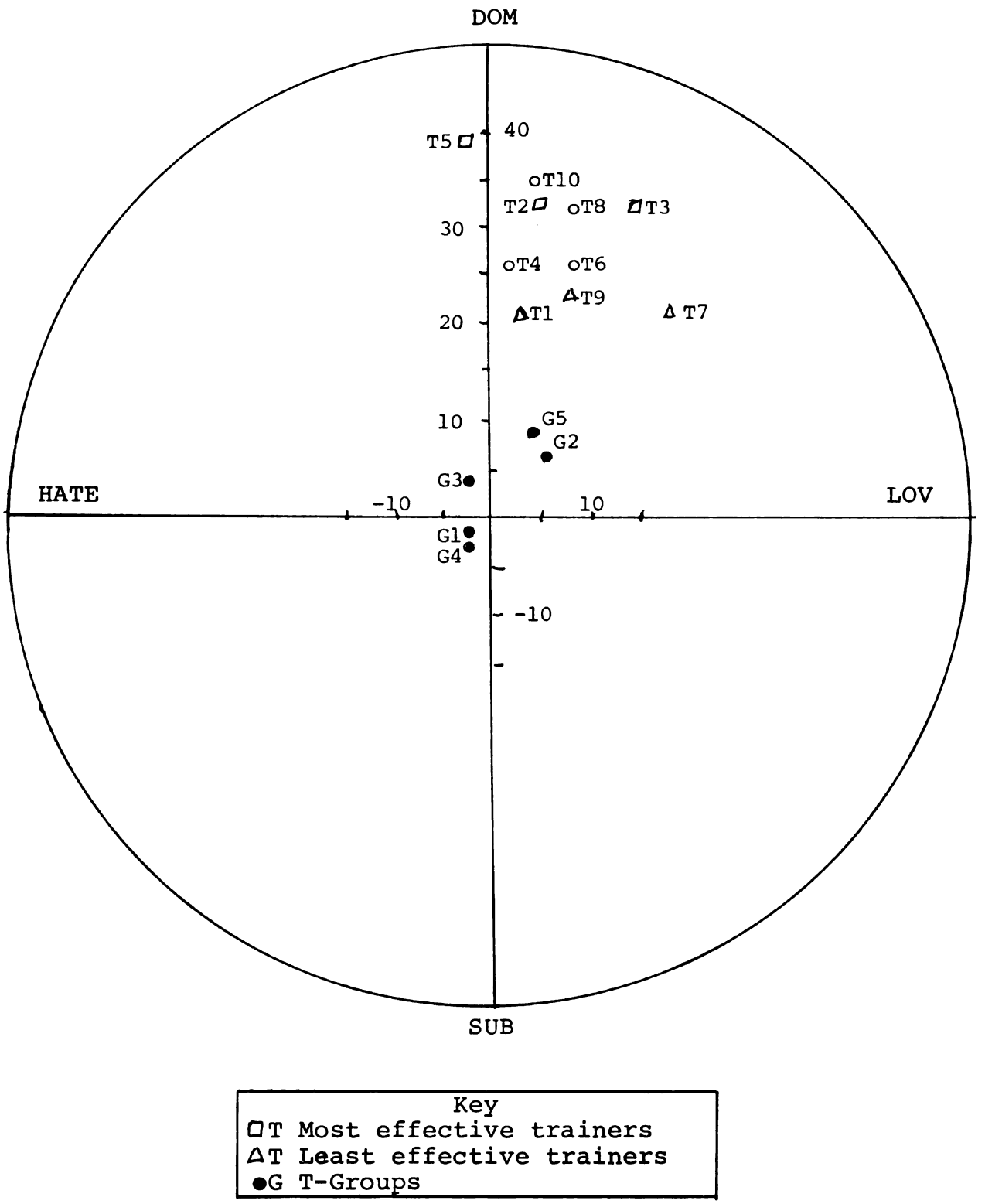

Figure 2. Positions of ten trainers on ICL circumplex, showing relative trainer effectiveness, and heads of net T-group change vectors.

The three most effective (QE) trainers were also among the four highest scorers on the Dom dimension, while the three trainers rated as least effective received the three lowest Dom scores. Only one trainer (10) deviates from the pattern, ranking second on Dom, and fourth on QE. This deviation is, however, too slight to alter the pattern of results. The positive relationship between relative Dom and relative QE strongly supports Hypothesis 1.

Predictions regarding the influence of Lov on QE were not fulfilled. The Lov scores of the three most effective trainers ranged from -2.3 for Trainer 5, to 15.2 for Trainer 3. The least effective trainers occupy an overlapping range in Figure 2, with Trainer 1 at 4.0 on the Lov dimension, and Trainer 7 at 19.0. Therefore, Hypothesis 1 was supported only in part with respect to the relationship between the two acceptance dimensions and trainer effectiveness. Although QE varies directly with trainer Dom, trainer Lov is not obviously linked to QE in the graphic presentation.

The positions of the T-groups in Figure 2 represent the heads of mean net change vectors plotted from the origin, using the SA and OA scores (see Table 1) calculated by Hurley and Force (1972). Groups 1 through 5 were led by senior trainers 1 through 5 and junior trainers 6 through 10, respectively. Groups 2, 3 and 5, whose trainers were among the four highest scorers on Dom, increased on SA. Their corresponding junior trainers also scored high on Dom, except for

Trainer 7, who registered one of the lowest Dom scores. Groups 1 and 4, whose senior and junior trainers clustered at the lower end of the Dom rankings, decreased on SA.

No clear pattern emerges in Figure 2 regarding the relationship between trainer Dom and participant gains on OA.

The pattern relating trainer Lov to mean net group change on SA and OA is also unclear from this Figure. Groups 2, 3, and 5, who gained on SA, were led by trainers whose positions on the Lov dimension span the entire range of trainer Lov scores. The trainers leading groups 1 and 4, who decreased on SA, registered a smaller but overlapping range on the Lov dimension.

The same overlap in trainer Lov score ranges is shown for the trainers leading Groups 1, 3, and 4, who decreased on OA, and those leading Groups 2 and 5, who gained on OA.

With respect to the overall hypothesis that trainers exert a "pull" toward their own ICL quadrant position, an interesting pattern is shown in Figure 2. Although all the trainers were described as Dominant-Loving (N-A), Groups 2, 3, and 5, led by the most Dominant trainers, moved more deeply into the same quadrant, while Groups 1 and 4 moved in the opposite direction. In terms of the 16 ICL categories, Group 1 showed a slightly stronger tendency to complain and rebel (E,F), and Group 4 became slightly more submissive and self-critical (H,I). Again the trainers leading Groups 1 and 4 were among the least Dominant trainers, but were not different

from other trainers on the Lov dimension. Furthermore, the difference in the responses of Groups 1 and 4 cannot be accounted for by differences in the quadrant positions of their respective trainers.

Hypothesis 2

Because of the directionality of the following hypotheses concerning the linkages between trainer ICL scores, QE, SA and OA, and because of the small sample sizes involved, it was decided to use one-tailed tests.

Hypothesis 2 was supported; Dom *vs.* QE = .73 ($p < .05$, $df = 8$, 1-tailed). This correlation is consistent with the conclusion drawn from Figure 2, that trainer Dom is clearly linked with trainer effectiveness.

Hypothesis 3

Hypothesis 3 was not supported; Lov *vs.* QE = -.26 (*ns*). This finding is also consistent with the conclusion drawn from Figure 2 that trainers' positions on the Lov dimension were not related to relative trainer effectiveness.

Hypothesis 4

Correlations among the combined trainer acceptance scores ΣLov and ΣDom, OTE, and participant gain scores SA and OA are shown in Table 7. The variables labeled A, B, and C refer to the component items of the OTE (QE) rating instrument.

Table 7

Correlations Among Trainer Team ICL Scores, Overall Trainer Effectiveness and Participant Gains

	ΣDom	ΣLov	Σ(Dom+Lov)
OTE	.64	.28	.83*
A	.65	.11	.70
B	.80	.15	.88**
C	-.24	.93**	.51
SA	.26	.28	.81*
OA	.51	.04	.52

* $p < .10$, $df = 3$, 1-tailed
** $p < .05$, $df = 3$, 1-tailed

The acceptable significance level for correlations was increased from .05 to .10 because of the decrease in sample size from an N of 10 individual trainers to an N of 5 T-groups or trainer teams.

Hypothesis 4 was not supported. ΣDom did not correlate with SA, OA, OTE, nor with any component of OTE.

Hypothesis 5

Hypothesis 5 was supported in only one respect. Combined trainer Lov (ΣLov) did not correlate significantly with Sa, OA, or OTE, but ΣLov did correlate significantly with OTE item C, ("Showed understanding of me as an individual"). ΣDom correlates much more highly than does ΣLov with all the

variables in Table 7, except for item C, where the relationship is reversed in favor of ΣLov.

Further inspection of the combined trainer acceptance scores suggested that an overall acceptance score, summing the independent Dom and Lov scores, might be more closely related to OTE and participant gain scores than either dimension taken alone. Overall acceptance scores (Dom+Lov) were developed for the 10 individual trainers by adding each trainer's Dom score to his Lov score. A combined overall acceptance score, Σ(Dom+Lov), was then determined by summing the overall acceptance scores of the two trainers in each team. The overall acceptance score for individuals is presumed to measure the total amount of acceptance perceived in each trainer by his group members. The combined overall score reflects the total amount of acceptance perceived in the trainer team, theoretically accounting for all perceived constructive influences by the trainers. The overall scores for individual trainers were correlated with QE; (Dom+Lov) *vs.* QE = .47 (*ns*). The results for the combined overall scores are shown in the third column of Table 7. As was hypothesized, Σ(Dom+Lov) is significantly correlated with more variables than is either ΣDom or ΣLov. The combined overall score correlates with OTE, OTE item B ("Helped me become more aware of my hand-ups and ways I might change"), and SA.

Hypothesis 6

Correlations between individual trainer variables and QE were analyzed with the aim of pinpointing more specific sources of trainer effectiveness than the ICL acceptance dimensions. Because of the exploratory nature of this phase of analysis, no directional hypotheses were formulated, and two-tailed tests of significance were used.

First the correlations between the 16 ICL categories and QE were examined; none even approached the .05 level of significance.

Next, a typal analysis of the Pinches Variables was made using the McQuitty Elementary Factor Analysis method (McQuitty, 1961). One modification was made in the original list of variables before the correlations were determined; Variable 8 ("Evaded confrontation") was collapsed with Variable 9 ("Deferent to authority"). This procedure was adopted because Variable 9 was mentioned only once in the Qualitative Data, in the context of a junior trainer evading confrontation with his senior partner. Therefore, Variables 8 and 9 appear in the matrix as (8+9).

The McQuitty method is to first circle the highest correlation in each column of the matrix, and to select from these the highest entry in the matrix. The two variables mediated by the highest entry constitute the core members of the first type. Pinches Variables 16 and 18 met this criterion. Next, reading across rows 16 and 18 of the matrix, all the circled column entries falling in these rows are added to Type I.

These are variables which are more closely related to 16 and 18 than to any other variables. The rows of the added variables, in this case 6C and 21, are examined in the same manner for other circled entries. When no more members are found, Type I is exhausted and the next highest matrix entry is selected for the core of Type II. Exhaustive analysis of the Pinches Variables yielded 14 Types, the core variables of which were all significantly correlated ($p < .05$ or $p < .01$, $df = 8$, 2-tailed). Table 8 lists the descriptions of the variables included in the 14 Types and designates which variables correlate negatively with other members of their clusters.

Factor loadings are obtained by constructing submatrices composed of the variables of each Type. The columns are summed, and the variable with the highest total is selected as reference factor for that type, designated RF_c. The reference factors for each Type are designated in Table 8 by an asterisk. The factor loadings for RF_c's are the column entries of the corresponding Pinches Variable in the original matrix. Table 9 shows the 14 reference factors and their loadings on the Pinches Variables.

Although the 14 Types are statistically good clusters internally, with significantly high inter-correlations among member variables, and also good externally, with relatively few significant correlations with other types or members of other types, the content analysis reveals less clear patterns.

Table 8

McQuitty Type Descriptions, Designating Negatively Correlated Variables (-) and Reference Factors (*)

Type	Var. No.	Des.	Variable Descriptions
I	16		Smug, self-satisfied
	18	*	Capable of self-criticism
	21		Direct, outspoken, straightforward
	6C		Let members work out own solutions
II	6G		Could be supportive
	17		Defensive, felt attacked
	36	*	Inconsistent, double-binding, confusing
	5B		Abrupt, jumped the gun, cut people off
	19		Open, self-disclosing
	26	(-)	Cool, aloof
	34	(-)	Trustworthy, not-threatening
III	6D		Suggestive, gave advice
	35	*	Sometimes refused to support
	3		Questioned deeply and competently
IV	2B		High amount of contact with individuals
	8+9		Deferent to authority
	24	*	Involved, caring, sincere, interested
	13	(-)	Perceived as "group member"
V	5D		Made value judgments
	20	*	Frank, honest, straight
	7		Very confronting

Table 8 (cont'd)

Type	Var. No.	Des.	Variable Descriptions
VI	1	(-)	Paid attention to group process
	32		Good listener
	38B	*	Received relatively little negative feedback
	25		Uninvolved, not caring
	14		Non-directive at times
	29		Understanding
	6A		Gave accurate, clarifying feedback
VII	2A	(-)	Paid too little attention to individuals
	QE	*	Quantitative Effectiveness Score
	10		Perceived as authority figure
VIII	6E		Disproportionately negative
	15	*	Self-confident, non-defensive
IX	6B	*	Played favorites
	2C		Paid too much attention to individuals
X	30	(-)*	Not understanding
	4		Brought people out
	38A		Received relatively little positive feedback
XI	5A		Impatient, bored
	23	*	Spontaneous
XII	28	*	Non-verbally sensitive
	33		Accepting, non-judgmental
	27		Warm, friendly
	12		Perceived as "trainer"

Table 8 (cont'd)

Type	Var. No.	Des.	Variable Descriptions
XIII	5C	*	Attacking, hurtful
	22	(-)	Playing a role
XIV	11	(-)*	Perceived as strong, helpful
	6F		Could be negative
	31		Used alternative methods well

Table 9

McQuitty Reference Factors and Loadings on Pinches Variables**

Vars.	RF_i	RF_{ii}	RF_{iii}	RF_{iv}	RF_v	RF_{vi}	RF_{vii}	RF_{viii}	RF_{ix}
16	88*	-25	32	-48	62	-26	38	-10	30
18	--	-35	70*	-50	39	-23	41	-14	19
21	80*	-44	44	-32	42	-64*	22	-33	-15
6C	72*	-16	63	14	13	06	27	-19	-07
6G	-24	83*	-21	32	-05	50	44	-01	25
17	-43	82*	-44	56	00	32	31	-18	27
36	-35	--	-24	17	-28	20	34	-37	45
5B	-06	81*	12	-11	-37	-10	14	-64*	29
19	-33	75*	-30	10	-21	22	41	-27	12
26	06	-36	-12	-19	30	04	44	52	25
34	29	-75*	44	-35	-09	-14	-23	18	-13
6D	50	-37	85*	-48	-41	03	-04	07	-20
35	70*	-24	--	-35	-30	-01	16	-19	-02
3	42	09	57	-20	-32	37	04	-12	54
2B	-17	49	-23	61	05	23	27	-11	-;;
8+9	-13	18	-12	79*	00	42	-06	01	-26
24	-50	17	-35	--	-24	22	-39	-16	-28
13	25	00	-03	-61	38	25	08	37	12
5D	58	-33	00	-50	83*	-33	21	07	00
20	39	-28	-30	-24	--	-16	41	31	09
7	43	-44	-02	-02	67*	38	23	57	21
1	47	-34	15	-43	43	-83*	11	-39	-21
32	-24	09	12	43	-30	75*	14	44	11
38B	-23	20	-01	22	-16	--	-03	64*	05
25	-01	-04	15	-13	10	77*	25	72*	18
14	-31	34	02	-09	-37	74*	-14	48	-09
29	22	29	16	-63	04	43	38	39	35
6A	-03	34	-23	-37	33	27	37	29	53
2A	04	-55	18	03	-36	-22	-81*	-14	-32
QE	41	34	16	-39	41	-03	--	00	59
10	67*	-22	34	-59	46	03	72*	28	60
6E	-25	-24	-35	12	40	62	-15	81*	-33
15	-14	-37	-19	-15	31	64*	00	--	-18
6B	19	45	-02	-28	09	05	59	-18	--
2C	-16	25	-21	07	00	03	38	-10	80*

** All decimal points omitted.

Table 9 (cont'd)

Vars.	RF_x	RF_{xi}	RF_{xii}	RF_{xiii}	RF_{xiv}
16	35	-28	25	-53	27
18	35	-01	-06	27	22
21	27	32	-34	45	29
6C	08	-13	24	-01	-12
6G	-30	05	08	00	-03
17	-34	26	07	22	-37
36	-28	21	05	22	-15
5B	09	36	22	31	-15
19	10	04	07	08	11
26	-26	-36	-49	-09	33
34	42	-42	16	-28	17
6D	17	-36	37	-49	36
35	25	-16	53	-22	03
3	-07	-51	52	-24	-21
2B	-41	10	-08	02	07
8+9	-31	-17	23	-24	-09
24	-53	-01	29	-20	-46
13	61	-20	-15	-20	46
5D	69*	37	-38	58	15
20	34	31	-59	55	13
7	02	-37	-14	-05	02
1	68*	54	-42	64*	28
32	-47	-52	49	-63	-27
38B	-59	-60	48	-70*	-07
25	08	-34	43	-43	-25
14	-17	-35	39	-65*	12
29	-01	-29	-09	-20	44
6A	-02	21	-10	25	-30
2A	-06	-24	21	-31	-07
QE	04	19	-34	46	15
10	01	-24	-32	18	24
6E	30	-21	12	-36	00
15	04	-45	-04	-54	24
6B	-25	-15	-22	38	-12
2C	-37	-13	-12	26	-41

Table 9 (cont'd)

Vars.	RF_i	RF_{ii}	RF_{iii}	RF_{iv}	RF_v	RF_{vi}	RF_{vii}	RF_{viii}	RF_{ix}
30	35	-28	25	-53	34	-59	04	04	-25
4	-24	61	-21	28	-28	11	42	-23	58
38A	-22	31	-34	30	-15	-37	-21	-55	30
5A	29	22	43	-23	00	-46	35	-50	-12
23	-01	21	-16	-01	31	-60	19	-45	-15
28	-06	05	53	29	-59	48	-34	-04	-22
33	20	-38	52	00	-24	57	-46	38	-39
27	-33	-05	-03	70	-25	46	-61	13	-59
12	-02	41	48	36	-69*	46	-11	-23	-13
5C	22	22	-22	-20	55	-70*	46	-54	38
22	05	-51	49	14	-30	38	-20	47	-53
6F	09	28	04	27	11	-34	34	-50	25
11	22	-15	03	-46	13	-07	15	24	-12
31	-21	-15	17	24	-36	-29	-55	-37	-35

Vars.	RF_x	RF_{xi}	RF_{xii}	RF_{xiii}	RF_{xiv}
30	--	29	07	25	15
4	-79*	-20	-25	05	05
38A	-59	31	-21	38	-40
5A	42	78*	18	48	-24
23	29	--	-18	74*	-36
28	07	-18	--	-55	-52
33	24	-43	76*	-69*	-13
27	-15	00	67*	-48	-51
12	-25	-30	69*	-52	-04
5C	25	74*	-55	--	-15
22	-07	-34	54	-75*	-03
6F	-22	69*	07	58	-72*
11	15	-36	-52	-15	--
31	-11	43	43	-01	-62

* $p < .05$, $df = 8$, 1-tailed.

In Type I, Variable 16 (Smug, self-satisfied) clusters with 18 (Capable of self-criticism). These apparently antithetical attributes may represent group perceptions of trainer ego-strength. Variables 21 (Direct, outspoken) and 6C (Let members work out own solutions) in the same cluster, suggest that perceived trainer ego-strength is related to trainers' tendency to acknowledge strength in participants.

Type II also contains two trainer self-acceptance variables which are contradictory but relate to a common dimension, in this case perceived trainer vulnerability. These are 17 (Defensive, felt attacked) and 19 (Open, self-disclosing). Four other member variables describe negative behavior toward group members: 36 (Inconsistent, confusing), 5B (Abrupt, jumped the gun) and 34, negatively (Trustworthy, not threatening). The central dimension of this cluster seems to be degree of trainer involvement and reactivity to the group. Defensive trainer behavior is associated with a defensive, threatened participant attitude. Consistent with this theme, Variable 26 (Cool, aloof) is negatively related to the other members. The inclusion of 6G (Could be supportive) is not readily explicable.

Type II variables seem to represent firm, benevolent trainer dominance: Variables 6D (Suggestive, gave advice), 35 (Sometimes refused to support or pity), and 3 (Questioned deeply and competently).

Types IV and VII show markedly similar patterns of variable membership, and are particularly interesting in that QE is included in VII. Type IV members are 2B (High amount of contact with individual group members), 24 (Involved, caring, interested), 8+9 (Deferent to authority), and 13 (Perceived as group member), negatively. Type VII includes 2A (Too little contact with individual group members), 10 (Perceived as authority figure) and QE. As may be seen, 2A and 2B are direct opposites, as are 10 and 8+9. Furthermore, these two clusters include the purest measures of dominance-submission in the Pinches Variables, the dominant member of which is associated with trainer effectiveness. A more surprising correlation is the relationship between amount of attention given to group members and trainer dominance.

Type V consists of Variables 5D (Made value judgments), 20 (Frank, honest, straight), and 7 (Very confronting). The cluster is rather consistent, including only trainer behavior toward group members with a somewhat active, even aggressive tone.

A more traditional psychotherapeutic image is suggested by Type VI. The trainer is described as a good listener (32), non-directive at times (14), understanding (29), and clarifying (6A), but uninvolved (25) and not attentive to group process (1). This type of trainer also received relatively high amounts of negative feedback (38B).

The Type VIII trainer is perceived as self-confident (15) but disporportionately negative to group members (6E). It is noteworthy that an apparently constructive trainer self-acceptance variable is associated in this cluster with a rejecting attitude toward group members.

Type IX is a highly consistent cluster, including Variable 6B (Played favorites) and 2C (Paid too much attention to individual group members).

Variables 4 (Brought people out) and 38A (Relative lack of positive feedback) correlate positively in Type X, while 30 (Not understanding) correlates negatively. The negative relationship between 4 and 30 makes intuitive sense in that understanding is prerequisite to drawing people out. However, the participant response to 4 seems neutral or perhaps negative, which is less readily explicable.

Type XI includes Variables 5A (Impatient, bored) and 23 (Spontaneous) which are compatible descriptions of trainer expressiveness, probably with different emotional meanings to participants.

Type XII describes a high degree of perceived trainer other-acceptance, represented by Variables 28 (Non-verbally sensitive and communicative), 27 (Warm, friendly) and 33 (Accepting, non-judgmental). Interestingly, this cluster includes also a measure of trainer dominance, Variable 12 (Perceived as trainer).

Variables 5C (Attacking, hurtful) and 22 (Playing a role) correlate negatively in Type XIII. This cluster may be interpreted as being inversely related to Type VIII. That is, the negative, attacking trainer is perceived as congruent and self-confident while a more defensive, self-concealing trainer suppresses such behavior. Type XIV adds some related, confusing data in that Variable 11 (perceived as strong, helpful) and 6F (Could be negative) are negatively correlated. If trainer negativity decreases a trainer's chances of being perceived as strong, then perhaps trainer self-confidence is not considered by participants to be a measure of trainer strength. These clusters collectively suggest that participants may view trainer behaviors as self-acceptant or other-acceptant on the basis of criteria which are not simple or immediately obvious.

In summary, this typal analysis of the Pinches Variables both supported and conflicted with results derived from the ICL system. Trainer dominance was again associated with trainer effectiveness. In the Pinches Variable analysis, however, variables describing amount of attention given by trainers to group members were related both to dominance and effectiveness. As was previously discussed, trainer attitudes toward participants were not clearly related to effectiveness in the ICL results. Apparently, the relevant other-acceptance variables are more specific than the ICL Love-Hate dimension.

Strong linkages exist between perceptions of trainer self-acceptance and trainer other-acceptance. These relationships

often link apparently negative perceptions on one of the acceptance dimensions with positive attributes on the other dimension, rather than showing correlations between the positive ranges of self-acceptance and other-acceptance, as was expected.

DISCUSSION

ICL Findings

According to the interpersonal theory previously described, constructive trainers should be distinguished from less constructive trainers by their placement in the Dominant-Loving (N-A) quadrant of the ICL circumplex. In the present study all the trainers were described by their group members as being predominantly Dominant-Loving, so trainers could not be differentiated on the basis of quadrant membership. However, group-rated trainer effectiveness, a variable accounting for 96% of participant gains by T-group units (Hurley & Force, 1972), was significantly linked with the relative degree of trainer dominance. Even within the Dominant-Loving quadrant, higher Dom scores characterized trainers with higher effectiveness rankings, while lower Dom scores were linked with lower effectiveness rankings. Since the ICL Dom scores were obtained by subtracting submission scores from dominance scores, the results imply that the fewer submissive behaviors that were perceived in a trainer, the higher his Dom score, and the higher his effectiveness rating. A lower Dom ranking implied that some trainers were perceived as submissive more often than others, and the number of submissive behaviors commented upon by group members was inversely related to group-rated trainer effectiveness.

In terms of direction and magnitude of mean net group change measured by independent instruments, groups led by the more dominant trainers responded with congruent behaviors. That is, these groups moved in the direction of greater dominance and self-acceptance. Groups who perceived their trainers as less dominant responded reactively, becoming more passive and defensive.

These findings are consistent with those of Crowder (1972) who coded taped individual counseling interactions into the ICL quadrant descriptions. Although the majority of responses of each therapist was coded as supportive-interpretive (N-A), successful therapists were distinguished from unsuccessful therapists by their relative lack of responses coded into the passive quadrants of the circumplex. Crowder concluded that submissive therapist reactions inhibited client change as measured by the MMPI, while dominant therapist behavior was associated with significant client changes on the MMPI scales.

The results of the present study suggest a process of group identification with trainers with respect to the self-acceptance dimension. However, group changes on other-acceptance were not related to perceived trainer behavior in any consistent fashion. The groups who perceived their trainers as highly dominant did not necessarily move towards the other-acceptant position occupied by their trainers, and the groups who perceived their trainers as more submissive moved in the

opposite direction on the other-acceptance dimension. The less dominant trainers were all assigned positive positions on the Lov dimension while their groups registered losses on other-acceptance. Moreover, of the two groups which showed losses on both acceptance dimensions, one moved slightly towards more rebellious behavior while the other moved towards a more submissive, self-effacing position. The positions of the trainers of these groups were very similar and fail to explain why the two groups adopted different defensive strategies. Support for identification as the key process underlying participant changes was confined to the evidence of a linkage between trainer self-acceptance and group change on self-acceptance.

Analysis by T-groups. When trainer scores were combined to produce T-group unit scores, trainer dominance again was more strongly linked than was trainer love to trainer team effectiveness and participant gain scores. Interestingly, however, combined Lov was much more closely related to the item (QE, C) describing the trainer's expressed understanding of group members. This finding is consistent with the client-centered counseling research reviewed by Biermen (1969), showing linkages between accurate empathy and the other-acceptant position on the interpersonal circumplex. The items which correlated with trainer dominance rated the trainer's facilitation of group process (QE, A), and the trainer's influence on participants' awareness of their problems and how they

could change (QE, B). The content relationship seems intuitively clear. Facilitation of group process presupposes a leader role; increasing participants' awareness includes various kinds of teaching behavior, confrontation, and expressions of trainers' feelings about participants.

Although neither combined trainer Dom nor combined Lov correlated significantly with participant changes in self-acceptance (SA) or changes in other-acceptance (OA), both of these participant variables proved much more strongly linked to trainer team dominance than to trainer team love. This implies that the degree to which group members felt accepted by their trainers was not as important in increasing their self-esteem as was the perception of high self-esteem in the trainer. With respect to trainer love, the pattern of impact on participants was reversed. An extremely low relationship was shown between participant gains in other-acceptance and the perception of other-acceptance in the trainer. A much stronger relationship held between perceived trainer dominance and increases in participant other-acceptance. Here a modelling or identification effect seems clearly inadequate to account for the results.

The overall trainer acceptance score Σ(Dom+Lov) was developed from an inspection of the quantified data and is difficult to interpret as an interpersonal attitude. Presumably this variable measures the total amount of acceptance of self and others perceived in the trainer team. It is puzzling,

however, that the individual trainer variable (Dom+Lov) does not correlate significantly with individual trainer effectiveness (QE), while trainer Dom does correlate significantly with QE. The combined score Σ(Dom+Lov) correlates significantly with overall trainer effectiveness (OTE) while ΣDom does not. To explain the failure of ΣDom to correlate significantly with OTE, it may be suggested that one of the two trainers in the team has a greater impact on the group with respect to perceived dominance. Adding the two trainers Dom scores together with equal weights therefore obscures the effects of the more impactful trainer and consequently also obscures the relationship between trainer dominance and effectiveness.

The relationship between the overall acceptance variable Σ(Dom+Lov) and effectiveness and participant gains is more difficult to explain. Apparently the effect of perceived self-acceptance and other-acceptance in the trainer team is greater than the effect of both types of acceptance in either trainer taken alone (Dom+Lov). It is all the more interesting that this potentiating interaction was not operative with trainer self-acceptance (Dom and ΣDom). With the trainer Lov variable, on the other hand, a parallel additive effect is shown. The correlation between combined trainer Lov (ΣLov) and OTE is .28, as compared to the -.26 correlation between individual trainer Lov and QE. Apparently, adding trainers' Lov scores together greatly increases the relationship between this variable and effectiveness. The critical interaction involved in

the Σ(Dom+Lov) variable may, therefore, be between combined trainer other-acceptance (ΣLov) and trainer self-acceptance (Dom). That is, trainer team dominance (ΣDom) does not appear to have an additive effect on a group, while trainer team other-acceptance (ΣLov) does. The effectiveness of trainer self-acceptance is limited by the degree of self-acceptance perceived in the more dominant trainer of the team. Participants are, however, favorably affected by any manifestation of trainer other-acceptance, regardless of the trainer source. The presence of at least one very self-acceptant trainer appears to interact with some minimum amount of perceived other-acceptance to elevate team effectiveness and participants, self-esteem. Since individual (Dom+Lov) scores did not reveal this beneficial effect, it may be assumed that none of the more self-acceptant trainers were perceived as sufficiently other-acceptant to catalyze the interaction.

Pinches Variables

The typal analysis of the Pinches Variables suggested that, of the various manifestations of trainer dominance and potency, perceived trainer ego-strength and willingness to be vulnerable were important dimensions, clustering in Types I and II, respectively. In Type I, trainer variables which seem to represent perceived trainer self-acceptance cluster with variables indicating that trainers respected the potential strength of group members. This relationship may in part

explain how trainer self-acceptance contributed to increased self-acceptance in participants. Supportive attitudes which appear on the surface to reflect other-acceptance may be less effective than attitudes which affirm participants' strength and ability to find their own solutions. Stronger, more dominant trainers might find it less threatening to recognize such strength in others, while the more passive trainers might be less aware of the basis of ego-strength and less able to tolerate it in participants.

The perception of trainer defensiveness (Type II) was associated with corresponding feelings of distrust in participants, possibly because of the perceived hostile form of the trainers' defenses. Although many of the variables in this cluster do in fact describe attacking behavior on the part of the trainer, Type II definitely suggests a high degree of mutual emotional stimulation by trainers and group members. The trainers are described as deeply affected by participants, and reacting to perceived participant hostility with expressed emotions. The group members were then apparently hurt in turn by the trainers' aggression. The reciprocal defensiveness generated by this dynamic may help explain why one T-group registered changes in the direction of greater distrustfulness.

One of the most interesting results of the typal analysis was the emergence of the variables describing the amount of contact between trainers and participants as an important correlate of trainer dominance and effectiveness. Trainers perceived

as initiating high amounts of contact were perceived as caring, but also deferent to authority. The variable describing too little trainer contact with individuals correlated negatively with the perception of the trainer as an authority figure, and also negatively with group-rated trainer effectiveness. It is hypothesized that a certain minimum amount of individual contact was necessary but not sufficient for a trainer to be rated as effective. On the other hand, exceeding a maximum of individual contact may have caused trainers to lose status, a variable which correlated with effectiveness.

The quality as well as the quantity of the trainer-participant interaction may have been crucial in determining the perception of dominance in this case. If the initiation of contact was prompted by trainer dependency, as might be true of deferent trainers, group members might tend to view the contact as meeting trainer needs rather than their own. Participants in this study apparently associated a strong leader role with helpfulness, and wished attention from the trainers in this capacity. The correlation between "giving" kinds of trainer behavior and the perception of the trainer as dominant suggests strong dependency needs on the part of participants. It is hypothesized for future study that participant learning occurs most easily when participant dependency needs are gratified to certain degree by the trainer. That is, participants become more potent and active through the experience of being nurtured by trainers who are perceived as potent and active.

Participants did not necessarily respond positively to trainer behavior suggestive of traditional psychotherapeutic skills (Type VI). In the present study, listening and feedback skills were for the most part associated with an uninvolved, non-directive trainer stance. Although such trainers received some written negative feedback from most of their group members, the cluster lacks any of the specific, emotionally charged negative perceptions like those found in Type II. Instead, a reciprocal impact dynamic is again suggested, with perceived trainer noninvolvement parallelled by participant disinterest in the trainer. Patterns found in other clusters (e.g., XIII) indicate that spontaneous aggression by trainers tended to be perceived by participants as congruent and self-disclosing, although such behavior reduced the trainers' chances of being described as helpful. These results are compatible with the findings of Pino and Cohen (1971), who measured amount of participant self-disclosure and interpersonal feedback in groups run by directive, group-process oriented trainers versus groups run by client-centered trainers. Self-disclosure and tendency to give feedback to other group members was much higher in groups led by the more directive trainers. Pino and Cohen concluded that client-centered behaviors tend to focus on individuals and their experiences, and do not provide an adequate model for greater interpersonal openness and involvement. This may explain in part why participants in the present study seemed relatively uninvolved with Type VI

trainers and why little specific feedback was written about them.

Limitations of the Method

The most obvious limitation of the method used in the present study was the restriction of personality data on trainers to participants' written comments on the four items of the effectiveness instrument (Appendix A). The instrument filtered feedback in two ways; first, participants tended to relate their comments to the areas included in the items. The designers of the feedback form may have inadvertently channelled responses away from other areas of trainer behavior related to trainer effectiveness. A second filtering process may have occurred on the participant level, because of group members reporting trainer behaviors of conscious emotional importance to them, but deleting other effective behaviors. One reason for such omissions is that participants may not have been aware of all the sources of their gains and losses in interpersonal competence. A second reason is that group members who acquired an intense affection or resentment toward the trainer might tend to report only those trainer behaviors supporting their overall attitude toward the trainer. This type of omission and distortion was especially likely since the feedback on trainers was requested while the lab was still in session, when feelings about the trainers were probably intense enough to interfere with participant objectivity.

Inferences about trainer-participant interpersonal dynamics are restricted to the relationship between participants' emotional learning and their perceptions of trainer behavior, because no independent data was gathered on trainers' personalities. No information is available concerning the congruence between these perceptions and more objective descriptions of the same trainer behaviors.

An important case illustrating this limitation is the relationship between perceived trainer dominance and perceived trainer other-acceptance. In the Pinches Variables, trainer dominance is represented by categories describing perceived strength, authority and directiveness, and identity as "trainer". The typal analysis clusters several of these variables with perceived trainer warmth and benevolence, and reveals inverse relationships between perceived dominance and perceived negativity. The implication is that participants perceived trainers as dominant only if they could also perceive them as other-acceptant, confusing the relationship between perceived dominance and objectively rated trainer dominance. Or conversely, actual trainer dominance may have been accurately perceived by participants, but was so gratifying to participant dependency needs that they also described such trainers as warm and other-acceptant. This hypothesis questions the relationship between perceived trainer other-acceptance and positions on the same dimensions established by more objective observers.

In terms of practical applications of the present study, the above limitations restrict the usefulness of the results in offering guidelines to T-group trainers who seek to become more effective. Also, the theoretical question regarding the independence of self-acceptance and other-acceptance as prepotent interpersonal dimensions cannot be examined. The present data reveals only the relationships among perceived self-acceptant behaviors and perceived other-acceptant behaviors. Although the perceived dimensions seem to influence one another, nothing can be concluded about the corresponding trainer behaviors as classified by objective judges.

Other limitations of the method involve the small sample size of both trainers and participants. It is conceivable that in such a small sample of trainers, several trainers might possess similar clusters of personality traits which are generally not so clustered in the population of T-group trainers. This and other limitations on statistical inferences are also imposed by the low maximum scores on the Pinches Variables. In this sample, a fluctuation of only one point across trainers could alter the pattern of correlations.

The participants also consisted of people not representing the general population, even the general population of T-group participants. As described in the Method, most participants were highly educated, and many were members of helping professions. As such, they entered the lab with special needs and emotional sets. For example, it may be hypothesized that

people in teaching and counseling professions are more deprived in the area of dependency needs than in the area of nurturant or achievment needs. Therefore, they responded most favorably to trainer dominance. They may also have subscribed to professional biases regarding the nature of effective helping behavior and classified their feedback on trainers accordingly.

However, in spite of all the discussed limitations of the method used in the present study, the results were remarkably similar to those of Crowder's (1972) previously cited research. Crowder had a much larger, more representative sample of therapists and clients, objective judges of therapist behaviors, and personality data on participants. Furthermore, psychotherapy frequently is conducted with different goals than those of a human relations lab. The similarities between the results of Crowder's study and the present study suggest that, regardless of limitations, analysis of T-group participants' perceptions may have uncovered some of the important dimensions of effective helping behavior.

SUMMARY

Participants in an eight-day residential human relations laboratory were asked to comment in writing on four areas of their trainers' behavior. These comments were condensed into a list of Pinches Variables, added to an independent measure of trainer effectiveness, and type analyzed. The Pinches Variables were also assigned to categories of the ICL circumplex, ICL Dom, Lov, and (Dom+Lov) summary scores were calculated, and these were correlated with the trainer effectiveness score. Finally, trainer team ICL summary scores were determined and correlated with trainer team effectiveness and participant gains in self-acceptance and other-acceptance.

The findings for individual trainers indicated that perceived trainer dominance was linked with effectiveness, but perceived trainer love was not. The typal analysis of Pinches Variables suggested that perceived trainer ego-strength, vulnerability, and amount of attention to individual group members were important variables underlying effectiveness.

Analysis by T-groups supported the trend for dominance to be more strongly linked with effectiveness and participant gains than was trainer love. An overall acceptance score Σ(Dom+Lov) registered more linkages than either ΣDom or ΣLov

alone, and suggested an interaction between trainer dominance and combined trainer love as a basis of team effectiveness.

The implications of the results were limited to an evaluation of the impact of participants' perceptions of trainer behavior on participants' gains. It was concluded that more objective measures of trainer behavior are needed before recommendations can be made to promote more effective training. However, the present findings were quite similar to those of Crowder's (1972) psychotherapy study, suggesting that participants' perceptions of T-group trainers may be congruent with objective data on trainer behavior.

REFERENCES

REFERENCES

Adams, H. B. "Mental illness" or interpersonal behavior? American Psychologist, 1964, 19, 191-197.

Benne, K. From polarixation to paradox. In L. P. Bradford, J. R. Gibb, and K. D. Berne (Eds.) T-Group theory and laboratory method: Innovation in re-education. New York: Wiley, 1964, 216-247.

Berne, E. Principles of group treatment. New York: Oxford University Press, 1966.

Bierman, R. Dimensions of interpersonal facilitation in psychotherapy and client development. Psychological Bulletin, 1969, 72, 338-352.

Crowder, J. E. Relationship between therapist and client interpersonal behaviors and psychotherapy outcome. Journal of Counseling Psychology, 1972, 19, 68-75.

Foa, U. G. Convergences in the analysis of the structure of interpersonal behavior. Psychological Review, 1961, 68, 341-353.

Force, E. J. Personal changes attributed to human relations training by participants, intimates, and job colleagues. Unpublished doctoral dissertation, Michigan State University, 1969.

Freedman, M. B., Leary, T. F., Ossorio, A. B., & Coffey, H. S. The interpersonal dimension of personality. Journal of Personality, 1951, 20, 143-161.

Gibb, J. R. Climate for trust formation. In L. P. Bradford, J. R. Gibb, & K. D. Berne (Eds.) T-group theory and laboratory method: Innovation in re-education. New York: Wiley, 1964, 279-309.

Gottschalk, L. Psychoanalytic notes on t-groups and the human relations laboratory, Bethel, Maine. Comprehensive Psychiatry, 1966, 7, 472-487.

Harrison, R. & Oshry, B. Report on SAED of GESAED-BUHRC training study. Unpublished manuscript, Boston University Human Relations Center, 1965.

Hurley, J. R. & Force, E. J. T-group gains in acceptance of self and others. International Journal of Group Psychotherapy, in press.

LaForge, R. Research use of the ICL. Oregon Research Institute Technical Report, 1963, 3, No. 4.

Leary, T. Multilevel measurement of interpersonal behavior. Berkeley: Psychological Consultation Service, 1956.

McQuitty, L. L. Elementary factor analysis. Psychological Reports, 1961, 9, 71-78.

Mueller, W. J. Patterns of behavior and their reciprocal impact in the family and in psychotherapy. Journal of Counseling Psychology Monographs, 1969, 16, (Pt. 2, March, 1969).

Pino, C. J. & Cohen, H. Trainer style and trainee self-disclosure. International Journal of Group Psychotherapy, 1971, 21, 202-213.

Whitman, R. M. Psychodynamic principles underlying T-group processes. In L. P. Bradford, J. R. Gibb, & K. D. Berne (Eds.) T-group theory and laboratory method: Innovation in re-education. New York: Wiley, 1964, 310-335.

APPENDICES

APPENDIX A

PARTICIPANTS' FEEDBACK TO LAB STAFF:

SMTL SUMMER LAB, AUG. 1968

APPENDIX A

PARTICIPANTS' FEEDBACK TO LAB STAFF:
SMTL SUMMER LAB, AUG., 1968

Our staff members are very interested in your perceptions of their contributions, both positive and negative, to this laboratory learning experience. You can help us greatly by providing your frank reactions and comments to the items below.

Staff member rated:

Circle the appropriate rating beside each question or comment:

1. Very effective
2. Quite effective
3. Somewhat effective
4. Not effective

A. Acted in ways which helped the T-group to be more effective: 4 3 2 1

1. Helpful acts (specify):

2. Nonhelpful acts (specify):

B. Helped me to become more aware of my personal hangups and of ways in which I might change my behavior: 4 3 2 1

1. Ways trainer helped:
2. Ways trainer blocked me:

APPENDIX A (cont'd)

C. The trainer's understanding of me as an individual:

4 3 2 1

1. Ways high understanding was shown:

2. Ways low understanding was shown:

D. Helpful qualities shown by the trainer which I would like to acquire:

1. 3.

2. 4.

Qualities shown by the trainer which I would prefer to avoid:

1. 3.

2. 4.

E. Add any additional comments upon the lab staff or program either below or on the other side.

APPENDIX B

PROCEDURE FOR CODING QUALITATIVE DATA ON T-GROUP TRAINERS

APPENDIX B

PROCEDURE FOR CODING QUALITATIVE DATA
ON T-GROUP TRAINERS

Form a chart with the coding categories (Pinches Variables) down the left margin and trainers across the top. Subdivide the individual trainer columns into A, B, C and D, representing the four areas of trainer behavior whicy group members were asked to evaluate. E.g., A is "Acted in ways which helped the T-group to be more effective." Allowing 1/2 inch per column, three or four trainers can be scored per page, as shown below:

	Trainer 1				Trainer 2				Trainer 3			
	A	B	C	D	A	B	C	D	A	B	C	D
1												
2A												
2B												
⋮ 38												

Code all the comments under A, then B, etc., for each trainer, recording the comment by writing the letter designating the group member in the appropriate box. For example, in the data on Trainer 2, in response to A, group member (d) writes "Questioned in a non-threatening way and to aid in clarification of comments made." In column A, under Trainer 2,

APPENDIX B (cont'd)

record (d) in the row for Variable 6A--Clarifying, and in the row for Variable 34--Not threatening.

Generally, the comments in the left column of the Qualitative Data cite positive or helpful trainer qualities whereas the right column cites negative or blocking qualities. Some group members left a blank in the positive or negative column or both. Others wrote comments like "None for me" (Trainer 1, A, (f)) under the right column (in this case--"Nonhelpful acts"). Code blanks and equivalent comments under Variable 38A if they occur in the positive column of the Qualitative Data; code them under 38B if they occur in the negative column.

In the original coding, an average of seven comments per trainer were judged not to fit into the coding system. The total number of such comments for each trainer was recorded under Variable 37. Duplications were eliminated if the same group member made the comment more than once, but not if two members made the same comment. For example, for Trainer 4 under D, (a) mentions "calmness" twice; eliminating the duplication, this is scored as one comment. However (f) also mentions "calmness", and this scored as an additional uncodable remark, giving a total of 2, so far, for Variable 37. Note that a number is recorded under 37, rather than a set of letters designating group members, as is done with the other variables.

APPENDIX B (cont'd)

To obtain numerical scores on the other variables for each trainer, sum the number of group members across A, B, C and D, eliminating duplications. For example:

	A	B	C	D
2A		a,e	e	

The score for Trainer X for variable 2A is 2, since (e) is only counted once.

APPENDIX C

PINCHES VARIABLES

APPENDIX C

PINCHES VARIABLES

1. Paid attention to group processes
2. Attention to individual group members:
   A. Little interpersonal contact, not enough attention
   B. Very helpful, high amount
   C. Excessive attention to individuals, at group expense
3. Questioned deeply and competently, with persistent effort
4. Brought people out, enabled them to express feelings
5. Inhibited expression of feelings:
   A. Was impatient with means of expression, bored
   B. Was abrupt, "jumped the gun", talked too much, cut people off
   C. Was attacking, came on too strong, insensitive and hurtful
   D. Seemed to make value judgments about what was said
6. Feedback behavior:
   A. Accurate, effective, clarifying
   B. "Played favorites" in delivering positive vs. negative feedback
   C. Let members work out own solutions, come to own insights
   D. Was suggestive, prescriptive, gave advice

APPENDIX C (cont'd)

E. Was disproportionately negative

F. Could be negative when needed

G. Could be supportive, positive, when needed

7. Was very confronting
8. Evaded confrontation, "copped out" of conflict situations
9. Was deferent to authority
10. Was authority figure, stern, directive
11. Was perceived as strong, helpful
12. Was perceived as "trainer" rather than group member
13. Was perceived as "group member" rather than trainer
14. Was non-directive at times
15. Was self-confident, non-defensive, had good self-image
16. Was smug, self-satisfied
17. Was defensive, felt attacked or hurt by participants or other trainer
18. Was capable of self-criticism
19. Was open, self-disclosing, showed own emotions
20. Was frank, honest, "straight"
21. Was direct, outspoken, straightforward
22. Was playing a role, self-concealing
23. Was spontaneous
24. Seemed involved, caring, sincere, interested
25. Seemed uninvolved, not caring
26. Was cool, aloof
27. Was warm, friendly

APPENDIX C (cont'd)

28. Was sensitive to non-verbal cues and non-verbally communicative
29. Was understanding, perceptive, aware of the real person and problem
30. Wasn't understanding or perceptive
31. Used alternative methods well (role playing, fantasy, etc.)
32. Was a good listener
33. Was accepting, non-judgmental
34. Was trustworthy, non-threatening
35. Sometimes refused or failed to support, refused to pity
36. Was inconsistent, confusing, gave double-bind messages
37. Total number of comments not included in above categories
38. No comment was written
    A. No positive feedback for this area of trainer behavior
    B. No negative feedback for this area of trainer behavior

APPENDIX D

ICL CATEGORY ASSIGNMENTS AND TRAINER SCORES ON PINCHES VARIABLES

APPENDIX D

ICL CATEGORY ASSIGNMENTS AND TRAINER SCORES ON PINCHES VARIABLES

		Trainers									
ICL	Var.	1	2	3	4	5	6	7	8	9	10
P	1	3	1	1	2	3	2	1	1	1	3
C	2A	2	0	0	1	1	1	0	0	4	0
O	2B	0	1	2	1	1	2	5	1	0	2
O	2C	0	1	0	0	0	0	0	0	0	0
A	3	1	2	2	2	2	0	1	1	2	0
N	4	0	4	3	1	1	3	3	0	1	1
C	5A	0	0	1	2	1	0	0	0	0	3
C	5B	1	1	3	1	1	0	1	0	1	2
D	5C	2	3	1	0	4	1	1	0	0	5
D	5D	1	0	0	0	2	0	0	1	0	1
P	6A	2	7	7	2	6	3	2	8	5	6
-	6B	0	2	1	0	1	0	0	0	0	0
M	6C	0	0	0	1	1	0	1	0	0	0
A	6D	1	0	2	4	2	2	0	1	2	0
E	6E	1	0	0	0	0	0	1	3	0	0
B	6F	0	3	1	2	2	1	2	1	2	4
N	6G	1	3	5	2	2	2	5	3	1	3
B	7	1	2	0	1	3	1	2	3	1	0
I	8	0	0	0	1	0	0	6	1	0	0

APPENDIX D (cont'd)

		Trainers									
ICL	Var.	1	2	3	4	5	6	7	8	9	10
I	9	0	0	0	0	0	0	1	0	0	0
A	10	0	3	1	2	4	2	0	2	0	0
P	11	2	0	2	1	2	3	1	1	0	0
A	12	0	0	2	2	0	0	2	0	1	0
I	13	1	0	1	0	1	0	0	1	0	0
N	14	0	0	4	1	0	1	1	3	2	0
P	15	1	1	1	1	1	2	1	4	1	0
B	16	0	0	0	0	1	0	0	0	0	0
G	17	0	2	2	0	0	0	3	1	0	2
H	18	0	0	0	1	2	0	0	0	0	0
I	19	3	1	5	0	1	0	3	1	1	2
P	20	2	2	0	0	5	2	2	4	0	3
B	21	1	0	0	2	4	2	1	0	1	2
H	22	0	0	0	6	0	3	2	4	3	0
P	23	0	0	0	0	1	0	0	0	0	6
O	24	2	3	1	2	0	2	7	2	4	3
C	25	0	3	2	3	1	0	1	6	1	0
C	26	1	4	0	2	2	5	1	3	0	0
M	27	1	0	1	2	0	0	4	3	4	2
-	28	2	2	3	5	1	0	3	3	4	2
-	29	3	4	8	4	6	5	3	6	4	3
-	30	3	0	1	2	2	0	0	2	0	2
-	31	0	0	0	1	0	0	0	0	3	2
0	32	0	2	1	2	0	1	2	2	1	0

APPENDIX D(cont'd)

		Trainers									
ICL	Var.	1	2	3	4	5	6	7	8	9	10
M	33	1	0	1	2	1	0	1	2	2	0
N	34	2	1	0	2	1	1	0	1	1	0
D	35	0	0	1	4	2	0	0	0	1	0
-	36	0	1	2	0	0	0	1	0	0	1
-	37	6	13	4	11	5	2	10	7	6	6
-	38A	1	3	2	0	2	2	2	0	4	3
-	38B	6	7	8	7	6	6	8	8	7	5