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AN ANALYSIS OF A ONE-WEEK WORKSHOP FOR  
DEVELOPING SELF-ACTUALIZATION AND  
EFFECTIVE INTERPERSONAL BEHAVIOR

by

William Edward Aubry

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A Dissertation Submitted to the Faculty of the  
DEPARTMENT OF COUNSELING AND GUIDANCE  
In Partial Fulfillment of the Requirements  
For the Degree of  
DOCTOR OF EDUCATION  
In the Graduate College  
THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA

GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my direction by William Edward Aubry entitled An Analysis of a One-week Workshop for Developing Self-actualization and Effective Interpersonal Behavior be accepted as fulfilling the dissertation requirement of the degree of Doctor of Education

Richard L. Suckman  
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10 July 1970  
Date

After inspection of the final copy of the dissertation, the following members of the Final Examination Committee concur in its approval and recommend its acceptance:\*

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\*This approval and acceptance is contingent on the candidate's adequate performance and defense of this dissertation at the final oral examination. The inclusion of this sheet bound into the library copy of the dissertation is evidence of satisfactory performance at the final examination.

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SIGNED: William Aubrey

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## ABSTRACT

This study determined if a one week group counseling workshop promoted changes in subjects' self-actualization and interpersonal behavior. The fifty-three subjects, consisting of twenty-six males and twenty-seven females, were self-selected, and ranged in ages from 17 to 23; thirty-eight subjects participated in the follow-up testing (twenty-one females and seventeen males). The group counseling was conducted by Educational Counseling Institute (ECI) at Davis and San Luis Obispo, California in the summer of 1969. Counselors were trained by ECI for six months during 1968 and 1969 to co-lead the group counseling. Six counseling groups, containing eight to ten members, were formed.

Since all subjects participated in the workshops, a quasi-experimental design was used. Half the subjects at each site took the research tests (Personal Orientation Inventory and Fundamental Interpersonal Relations Orientation-Behavior) before group counseling (control groups); half took the tests immediately after the workshops (experimental groups); all subjects were requested to take the tests at least three months after the workshops (follow-up groups). The POI was used to measure self-actualization and the FIRO-B was used in measuring-interpersonal behavior.

The control, experimental and follow-up groups at Davis were found to be equivalent to like groups at San Luis Obispo, with the exception of one statistically significant difference (.05 level) between groups. With the one exception, data from like comparison groups were combined into one control, one experimental and one follow-up group.

The means of the control (C), experimental (X) and follow-up (F) groups were subjected to t tests at the .05 level of significance. Eight null hypotheses as follows were tested:

H<sub>01</sub> - There will be no significant difference between comparison groups resulting from group counseling on Time Competence as measured by the Personal Orientation Inventory.

H<sub>02</sub> - Inner-Direction is substituted in place of Time Competence.

Hypothesis H<sub>03</sub> through H<sub>08</sub> - the following concepts are substituted in place of Inner-Direction and are measured by the FIRO-B.

H<sub>03</sub> - Expressed Behavior Inclusion

H<sub>04</sub> - Wanted Behavior Inclusion

H<sub>05</sub> - Expressed Behavior Control

H<sub>06</sub> - Wanted Behavior Control

H<sub>07</sub> - Expressed Behavior Affection

H<sub>08</sub> - Wanted Behavior Affection

For instance,  $H_{08}$  would read:

There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Affection as measured by the FIRO-B.

Tables were created to facilitate analyses of the data. Hypothesis  $H_{01}$  through  $H_{07}$  were upheld when the means of the control (C) and experimental (X) groups were considered;  $H_{08}$  was rejected for this data indicating that the only immediate change resulting from group counseling was the subjects' increased capacity to receive Wanted Behavior Affection. No other changes were apparent.

When data from means of the experimental (X) and follow-up (F) groups were analyzed, all eight null hypotheses were upheld. Hence, no changes become significantly larger or smaller in follow-up testing.

$H_{01}$  and  $H_{03}$  through  $H_{08}$  were upheld when data from the follow-up (F) group and control (C) group were analyzed.  $H_{02}$  was rejected indicating that the group counseling workshops promoted a change in subjects' increased Inner-Direction lasting at least three months; it produced no other lasting changes.

More research is needed on (1) the kind of changes a one-week group counseling workshop produces; (2) what kinds of changes are desired; (3) the effects of including students' parents in workshops; (4) subjects' performances in

school, including success rates and GPA; (5) the effects of having follow-up workshops; (6) the effects of group facilitators' training as it relates to workshop outcomes; (7) the results of altering lengths and/or intensity of the group counseling; (8) varying kinds of statistical procedures employed to analyze data; and (9) the extent to which workshop participants seek out needed follow-up counseling.

## CHAPTER 1

### STATEMENT OF THE PROBLEM AND HYPOTHESES

#### Introduction

With more than half of entering college students not managing to complete the requirements for a bachelor's degree, professional educators, including student personnel workers, are becoming increasingly concerned (Hannah, 1969; Summerskill, 1965). Students, unaware of their reasons for being unable to complete a degree objective, may be bargaining for future unhappiness. For example, some writers have found that students sometimes fail or drop out of school in order to upset their parents (Dreikurs, 1957). In such cases rebellion would be more important to the young person than school itself.

Group counseling could assist in the understanding of individual behavioral patterns. It is hoped that, as a result of group counseling, individuals would function more effectively by becoming aware of their own values and behavior. For some, this could mean finishing school; for others it could mean dropping out; however, in each case the student would be more aware of his reasons for staying in or leaving school. He would know that his life is his

responsibility. Group counseling can sometimes help students achieve such awareness.

Various authors have discussed group counseling as a way of assisting human beings to achieve their potentials (Bach, 1966; Shostrom, 1967). With so much manipulation (Shostrom, 1967), game playing (Berne, 1966), or ineffective interpersonal behavior occurring in our society (Schutz, 1958), it seems important to make available group counseling which encourages self-actualizing, effective, constructive behavior for individuals who desires to live a better life. Such groups fall under the names of sensitivity training, encounter groups, "T" groups, group counseling, interaction groups, or treatment groups. Individuals in these group situations can explore the meaning of their lives, which is generally difficult to do elsewhere in a manipulative society. Much research needs to be done on the effectiveness of these encounters, in order to determine if group counseling promotes the outcomes desired by its practitioners. Research is now accumulating on counseling groups (Campbell and Dunnette, 1968; Gazda and Larsen, 1968).

In 1968 a College Achievement Counseling Workshop was operated for one week by Educational Counseling Institute in Davis, California (See Appendix A). The workshop included one-to-one and group counseling with instruction in study skills. The staff consisted of college counselors, administrators, teachers and upper-division college students

who were given instruction in methods of group communication. The more than one hundred participants, who were involved in the 1968 program, demonstrated their desire to communicate more effectively prior to entering college.

Information gathered from the participants after the workshop provided evidence of the positive feelings of many toward their week's experiences. Some of these feelings related to the participants' wishes to have follow-up review sessions or further workshops (See Appendix A). This positive feedback prompted the directors of Educational Counseling Institute to sponsor two more workshops in the summer of 1969. They also decided that research should be done on the outcomes of the group counseling contacts. Information was desired about changes, if any, in subjects' so called internal functioning and interpersonal behavior.

#### Statement of the Problem

The purpose of this study is to determine if a one-week group counseling workshop can promote changes lasting at least three months in subjects' self-actualization and effective interpersonal behavior. These latter concepts will be defined for this study in terms of constructs of certain measuring devices. The Personal Orientation Inventory (POI) will be used to measure aspects of self-actualization; the Fundamental Interpersonal Relations

Orientation-Behavior questionnaire (FIRO-B) will be used to measure the components of effective interpersonal behavior.

Group counseling, the main technique employed at the 1968 and 1969 workshops, is a method which can promote effective interpersonal behavior. While group counseling workshops have been and are still being used (Bach, 1966; Stoller, 1969), little direct application of privately sponsored group counseling has been made available in workshops for students about ready to enter college.

This study of two separate one-week group counseling workshops held at Davis and San Luis Obispo, California will serve to provide information as to the effectiveness of a privately sponsored counseling approach with predominately a pre-college population. Comparison groups and counseling groups will be created on the two sites to generate data. These randomly selected groups will be tested to determine if they are equivalent on all eight research factors.

It should be emphasized that the comparison groups and counseling groups will be completely different and separate in nature. The comparison groups will be created to analyze the changes which might result from the workshop. They are defined in terms of the time at which their members will take the two research tests.

The counseling group will contain individuals who took the POI and FIRO-B both before and after the workshops. The counseling groups will contain nine or ten people, while

the comparison groups will have approximately fifteen members.

### Hypotheses to be Tested

The following null hypotheses will provide the basis for measuring any significant differences between comparison groups, as the result of the workshop, on self-actualization and effective interpersonal behavior.

H<sub>01</sub> - There will be no significant difference between comparison groups resulting from group counseling on Time Competence as measured by the Personal Orientation Inventory (hereafter referred to as the POI).

H<sub>02</sub> - There will be no significant difference between comparison groups resulting from group counseling on Inner Direction as measured by the POI.

Rationale - With immediate and constructive feedback in group counseling, members learn to see how they affect one another in the here and now as opposed to ruminating about the past. The group process encourages the members' awareness of the present as a continuity including the past and future. Members also learn that they must define their own values; they should not ask each other to provide approval to cover up feelings of trying to please each other. Group counseling provides an atmosphere that affords its individual members the opportunity to become more fully alive in the present in terms of inner directed values.

The Personal Orientation Inventory (Shostrom, 1968) is an instrument which can be used to measure self-actualization. Certain scales tap such constructs as Time Competence (living in the here and now) and Inner Directed (how well a person lives in terms of self-selected values).

H<sub>03</sub> - There will be no significant difference between comparison groups resulting from group counseling on Expressed Behavior Inclusion as measured by the Fundamental Interpersonal Relations Orientation-Behavior (hereafter referred to as FIRO-B).

H<sub>04</sub> - There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Inclusion, as measured by the FIRO-B.

H<sub>05</sub> - There will be no significant difference between comparison groups resulting from group counseling on Expressed Behavior Control as measured by the FIRO-B.

H<sub>06</sub> - There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Control as measured by the FIRO-B.

H<sub>07</sub> - There will be no significant difference between comparison groups resulting from group counseling on Expressed Behavior Affection as measured by the FIRO-B.

H<sub>08</sub> - There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Affection as measured by the FIRO-B.

Rationale - In group counseling it has been observed that individuals tend to behave toward each other in certain ways. Behavior includes various kinds of expressive movements of a verbal or non-verbal nature. Members in groups desire or expect certain behaviors from each other. In this study behavior will be defined as expressing and wanting in terms of factors from the FIRO-B.

A theory of interpersonal behavior (Schutz, 1958) is the basis for the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B). This device measures the expression and desire for inclusion, control, and affection. Ideally, a group member would be able to both express and receive wanted behavior.

Constructs of the like used in the POI and FIRO-B make it possible to measure changes in the members in different ways, resulting from the group counseling. The concept of self-actualization is employed to measure what happens within an individual while interpersonal behavior refers to what goes on between individuals in group counseling.

Writers such as Rogers (1951, 1961) and Maslow (1962) have discussed self-actualization as it relates to the ability of an individual to function more fully in terms of certain potentials. Shostrom (1968) has developed the Personal Orientation Inventory to measure changes in

subjects' functioning more fully. In fact, he borrowed much of his conceptualizing from Rogers and Maslow in building the POI. The use of the instrument in this study is considered appropriate in that the counseling groups were created to assist subjects to grow in a positive, constructive direction. Subjects attend counseling groups in order to change behavior. A common reason for attendance could be, "I want to get along better with others." With the FIRO-B tapping such needs as inclusion, control, and affection, it becomes possible to determine if subjects change in the desired behavioral direction.

Change could be in the direction of something called self-actualization which can be measured by the POI. Becoming self-actualized could be associated with certain behaviors which may be measured by the FIRO-B. However, the FIRO-B is an instrument which has been systematically developed to measure how individuals behave toward each other in groups. The three dimensional theory of personality was developed by Schutz (1958). Krumboltz (1968) claims that individuals in counseling desire to make certain behavioral changes rather than becoming self-actualized. Perhaps it is appropriate for this study to include both the concepts of internal functioning and interpersonal behavior. (A further explanation of the use of the concepts of

self-actualization and interpersonal behavior will be found in Appendix A.)

#### Assumptions Underlying the Problem

It is assumed that: (1) Change in the subjects will be the result of the one-week counseling workshop; (2) Any change in the subjects will be adequately measured by the POI and FIRO-B; (3) The tests administered to the subjects measure what they purport to measure; (4) The group counseling treatments provided at the two sites will be the same for all counseling groups (See Appendix F).

#### Limitations of the Study

This study will be limited by the following: (1) A one-week group counseling workshop may not be sufficiently long to produce integrated change in the individuals; (2) Subjects' knowledge of or previous experience with the tests may influence the results of the three month follow-up testing; (3) Not all subjects participated in the follow-up testing; (4) Changes becoming evident in the three month follow-up testing which may not be apparent in the on-site testing results may be due to factors aside from the workshops.

#### Definitions of Terms Used

The following definitions will be used in this research:

Quasi-experimental design--the testing of subjects being in conjunction with lack of full control over the scheduling of experimental stimuli (Campbell and Stanley, 1966). The quasi design in this study finds all subjects being exposed to the experimental treatment, half took tests before and half took tests after the treatment. Hence, both the "Experimental" and "Control" groups took the research tests; but unlike a "true" pre-post test design, both groups were exposed to the treatment.

One-week workshop--a seven day, residential group counseling program.

Group counseling--a process which utilizes the attitudes, feelings and interactions of the group members as the focus of attention. The purpose is to promote self-actualization and more effective interpersonal behavior in individual members as defined by the authors of the research instruments in this study.

Self-actualization--for the purposes of this study will be defined as the process of utilizing one's time competently and being inner, rather than other-directed. Time Competence, Inner-Directed and Other-Directed are defined in the POI manual (Shostrom, 1968).

Time Competence--the degree to which one is "present" oriented, living in the here and now, being able to use

the past for reflective thought with the future being tied to present goals (Shostrom, 1968).

Inner-Directed--the degree to which an individual's reactivity orientation is toward self in terms of an inner core of principles and character traits; approval from others is not necessary for self-confidence (Shostrom, 1968).

Other-Directed--the degree to which an individual's reactivity orientation is toward others in terms of seeking approval as one's highest goal (Shostrom, 1968).

Effective interpersonal behavior--the process of expressing what one feels or wants in terms of three interpersonal variables: inclusion, control and affection. The three-dimensional theory of interpersonal behavior will include the six factors from the FIRO-B manual as defined below (Schutz, 1967a):

Expressed Behavior Inclusion ( $e^I$ )--I make efforts to include other people in my activities and to get them to include me in theirs. I try to belong, to join social groups, to be with people as much as possible.

Wanted Behavior Inclusion ( $w^I$ )--I want other people to include me in their activities and to invite me to belong, even if I do not make an effort to be included.

Expressed Behavior Control ( $e^C$ )--I try to exert control over things. I want to take charge of things and tell other people what to do.

Wanted Behavior Control ( $w^C$ )--I want others to control and influence me. I want other people to tell me what to do.

Expressed Behavior Affection ( $e^A$ )--I want to express friendly and affectionate feelings toward others and to try to become close to them.

Wanted Behavior Affection ( $w^A$ )--I want others to express friendly and affectionate feelings towards me and to try to become close to me.

#### Summary

The results of an individual's being ignorant of the meaning of his thoughts and behavior were discussed. Students sometimes make behavior such as rebellion more important than doing well in school. Being generally rebellious could lead to continued failure and unhappiness. By learning about one's inner thoughts and observable behavior, it is possible to change.

Group counseling was discussed as a method of promoting both internal and behavioral change. It was also pointed out that a great deal of research on group counseling is now accumulating. The need for research on privately sponsored counseling workshops with pre-college populations was mentioned.

Educational Counseling Institute sponsored two such workshops in the summer of 1969. This study was done to

determine if group counseling can promote changes in subjects' thoughts and behavior. Participants were assigned to both a counseling group and a comparison group at the sites. Counseling groups included an equal number of subjects who took tests before and after the group counseling workshops.

The two research tests were discussed (POI and FIRO-B). Eight null hypotheses incorporating concepts from the POI and FIRO-B were presented. The following chapters will include:

In Chapter 2, a selected review of the literature on group counseling will be provided. A discussion of the literature on the POI and FIRO-B will also be presented.

In Chapter 3 the reader will find the design of the study and presentation and analysis of the data. Tables will be provided to facilitate analysis of the data. The data will be used to test the research hypotheses.

Chapter 4 will consist of a discussion of the conclusions, interpretations and recommendations resulting from the study.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Introduction

In reviewing the literature on group counseling, it can be seen that the subject means many things to many people. To complicate this problem, a multiplicity of terms is used to cover "groups": sensitivity training, encounter groups, "T" groups, treatment groups, et cetera. One resulting problem in group counseling is the lack of adequate communication among professionals. To provide clarity, research factors in this study will be operationalized in terms of the measuring devices employed (Benjamin, 1955). In what follows, the reader will be made aware of the many kinds of group counseling and what some counselors have accomplished with the procedure.

#### Literature on Group Counseling

Groups, as units of study, have been with Western Civilization ever since the ancient Greeks postulated that Man is a social animal (Bowra, 1965). Yet, the meaning of social groups and group counseling is usually quite different. Berne (1963) discussed the various kinds of social aggregations which can occur via groupings. He described an open group as one "in which membership and withdrawal are

available to almost everyone at any time." An example of such a group would be people found in a cocktail lounge. Another type of group described by Berne is the conditional group "in which membership depends on achievement," an example of which would be the American Psychological Association. Krumboltz (1968) is another writer who discussed the nature of groups. He gives an example of an army group trying to capture a particular strategic hill. Individual members of the army group were sacrificed to the purposes of the group, i.e., capturing the particular hill under question. Other groups, such as people in a cocktail lounge, are organized specifically for the purpose of each individual achieving certain goals. These goals can include making business contacts, reviewing old acquaintances, reminiscing, having free drinks, et cetera. Krumboltz (1968) stated that the purpose of group counseling is to serve the welfare of each member of the group and that the group counselor must build a cohesive unit that will assist each person to accomplish his objectives. In other words, the accomplishment of individual goals must somehow become the united purpose of the entire group.

Bugenthal (1962) described five different kinds of groups: process, project, expressive, discussion, and analytical. The process centered group could be also termed a training group, such as those sponsored by the

National Training Laboratories in Bethel, Maine. A great deal of research has been accumulating on such process groups, and the National Training Lab now has its own publication entitled the Journal of Applied Behavioral Science. Stock (1964) provided an excellent survey of research that has been done on training groups. He described studies dealing with such factors as group processes as described by members, the role of the trainer in the group, and the impact of the process group on individual learning and change. He further stated that a new image of a trainer-researcher is beginning to develop. This image includes the trainer who is alert to the opportunities for building research into the various process groups being conducted and a researcher who is assisting that trainer to better accomplish the desired behavioral changes. Shein and Bennis (1966) discussed the various kinds of evaluative research that need to be done on process groups and some of the problems involved in the collection of such data. For instance, the researcher wants certain stringent procedures to be followed in order to keep the design constant, while the trainer might want to alter his procedures from laboratory to laboratory. The researcher might desire to deprive half of the group of a potentially constructive learning experience in order to create a control group, while the trainer feels that this would be unethical. Such a dilemma

presented the need for quasi-experimental designs, one of which will be discussed later in this research. Project groups are differentiated from process groups in terms of very specifically stated purposes which they are attempting to accomplish, such as the task of improving communication between parents and children. This could include role-playing, problems in giving sex education to their teenage children, et cetera. An interpersonal discussion group deals with the effects of participants' anger, competitive strivings, affection and empathy on each other. They attempt to understand these factors in terms of their own personalities with which they are becoming increasingly familiar. An expressive group could stimulate and reveal feelings or impulses, and fantasies, with the expression of feelings reigning paramount. The analytic group, on the other hand, gives subjective associations to dreams, or something in the past which is understood in terms of transference or counter transferences within the group. Analytical writers (Aichorn, 1961; Foulkes and Anthony, 1965; and Freud, 1964) have written about the individual being subordinated to the group, thereby causing self-alienation. Groups noted as causing alienation have certain codes and/or conducts of behavior to which the individual must rigidly adhere. Such groups could be the military and certain political organizations. Bugenthal's typology of groups is

based on the differences in the goals of each group (Krumboltz, 1968).

A great deal of research on group counseling has dealt with the purpose of improving achievement in school (Broedel, et al, 1960; Clements, 1963; DeWeese, 1960; Dickenson and Truax, 1966; Duncan, 1962; Gilbreath, 1967; Hart, 1964; Ofman, 1964; Leib and Snyder, 1967; Winborn and Schmidt, 1962). Group procedures which encourage high achievement in students are usually based on the concept of promoting awareness in members with them being able to function more efficiently and constructively (Berne, 1966; Dreikurs, 1957; Schutz, 1967b).

A common concern expressed about counseling groups relates to the quality of outcomes as a function of group process (Bradford, Gibb, and Berne, 1964). A potential member's concern about poor quality outcomes in groups could follow from bad experiences he has had in social groups which demand conformity (Berne, 1963; Freud, 1964; Krumboltz, 1968). One factor which looms important in the group process is the development of trust (Bradford, et al, 1964; Gibb and Gibb, 1969; Schutz, 1967; Stoller, 1969). Can subjects, after experiencing misfortune in social groups, trust themselves to be "real" in group counseling? Berne (1963) and Harris (1969) have discussed what "real self" or being "real" in group counseling can mean. They related it to the

paradigm of Parent, Adult, Child ego states which can be understood in terms of certain behavioral cues. Unfortunately, Berne, Harris and others have not systematically collected enough research evidence to provide complete understanding of the results of the system called transactional analysis. In fact, they claim that the use of certain experimental measures and the employment of statistical designs can detrimentally influence the course of what they call group treatment (Berne, 1963; Berne, 1966). Berne (1963), however, has presented data which show the rate of modification in his private patients; approximately 75 per cent changed in the desired direction. He claimed that his failures are easy to categorize but successes in private office practice are for him difficult to quantify conscientiously.

Related to the idea of trust and being "real" is the consideration of length of group counseling contact. With this study dealing with the effect of a one-week intensive workshop on subjects, it seems pertinent to refer to research on marathon group counseling. The marathon group is a recent idea, and research shows that it has quite an effect on subjects (Bach, 1966; Bach, 1967a; Bach, 1967b; Bach, 1967c). Some writers have, however, questioned the utility of group counseling or marathon work in terms of permanence of the effect of the treatment (Bennis, Benne,

and Schein, 1961; Campbell and Dunnette, 1968; Miles, 1965; Uhlemann and Weigel, 1969).

In reviewing the literature on group counseling, one becomes aware of the fact that research is divided into two distinct categories; process research and outcome research, or various combinations of both. In the category of process, research has been done on expression of feelings (Cleland and Carnos, 1965; Zimpfer, 1967). Analysis of certain behaviors in groups has been made (Clements, 1966; Foley, 1966; Gazda and Larsen, 1968). Some psychologists systematically employ procedures from learning theory to modifying behavior (Krumboltz, 1968; Lazarus, 1961; Paul and Shannon, 1966; Salzburg, 1967). What strikes the reviewer as significant in the research being done by the behavioral modifiers is the systematic predetermination of goals to be achieved during the group counseling process. Very specific techniques, such as desensitization, assertion and modeling, are used to bring about the desired outcomes, such as increasing grade point average. Counselors attempting to change behavior are concerned with outcomes other than GPA, such as reduction of anxiety, achievement of self-actualization or building a successful marriage (Bach and Wyden, 1969; Lederer and Jackson, 1968; Satir, 1967). The kinds of procedures, techniques and processes which are

used to produce specifiable outcomes in group counseling should be carefully identified. Hence, research is needed both on the kinds of procedures or processes occurring in group counseling and the outcomes achieved.

This study dealt with a specific kind of group counseling procedure, i.e., the one-week workshop which closely parallels the marathon; however, it differs in certain ways from "true" marathons. The workshops in this study consisted of about six hours a day of counseling, while in a marathon participants would be in continuous contact with each other anywhere from twelve to twenty-four or even forty-eight hours.

#### Literature on the Research Instruments

The POI, developed by Shostrom, purports to measure the values and behavior associated with self-actualization. Unlike instruments which measure pathology, the POI attempts to tap the positive potentials of subjects.

Reliability of portions of the POI as reported in the manual on the factors used in this study is as follows: Klavetter and Mogar (1963) on a sample of 48 undergraduate students find reliability coefficients on the major scales of Time Competence and Inner-Direction ranging from 0.71 to 0.84. The inventory was administered twice, in order to determine test, re-test reliability.

Validity studies indicate that the POI effectively discriminates between self-actualized and non self-actualized individuals (Shostrom, 1968). Concurrent validity studies indicate that the test significantly discriminates between advanced and beginning therapy groups (Shostrom and Knapp, 1966). Research indicates how the POI correlates with other psychological instruments (Dandes, 1966; Knapp, 1965; Shostrom and Knapp, 1966). Fox (1965a) reports a study that significantly differentiates between a hospitalized sample, a nominated self-actualized sample, and a normal development sample. The group sampled in the hospital achieved lower test results on all scales than did the non actualized ("average") sample. Differences at the .01 level of statistical significance were obtained on the major scales of Time Competence and Inner-Direction, with several of the other scales significantly differentiating the patient sample from the non self-actualized sample.

Shostrom and Knapp (1966) reported the study of a group of outpatients in therapy. One group consisted of 37 beginning patients while the other sample contained 39 patients in advanced states of psychotherapy. The latter group had been in therapy from 11 to 64 months. Analysis of the POI score showed all of the scales in the POI differentiating between the criterion groups at the .01 confidence level or beyond. This lends support to the idea of considering the POI a useful device in the measurement of

self-actualization. Many other studies are noted in the POI manual that have been done on various comparison groups considered to be either self-actualized or not. Shostrom & Knapp (1966) noted a study by Gade and Weir which points out significant differences on discrepancy scores between a group of alcoholics having individual therapy and a group not having individual therapy. In the study, all the pre-imposed test score changes for the individual therapy group were in the direction of greater self-actualization.

Colbert, Clark and Bobele (1968) discuss changes toward self-actualization in sensitivity training groups. Leib and Snyder (1967) reported the effects of group discussions on underachievements and self-actualization. Other studies in the POI Manual were reported on self-actualization as it is related to factors such as anxiety, psychological health, interest maturity, self-directed learning, pathology (such as found in the MMPI), and occupational perceptions (Shostrom, 1968).

The FIRO-B, developed by Schutz, is a measure of a person's characteristic behavior toward people in areas of inclusion, control and affection. Reliability based on coefficients of internal consistency for approximately 1,500 subjects on each scale are all above 0.95. Coefficients of stability (correlation between test scores and scores on

re-test after a period of time) varied from 0.71 to 0.82 for the six scales.

The reproducibility of the Guttman type scales in the FIRO-B, which means they are legitimate cumulative scales, allows for the inference that they are measuring the same dimension and implies a satisfactory content validity for the scales (Schutz, 1967a). At least 90 per cent of all responses were predictable from knowledge of scale scores.

Studies on the concurrent validity of the FIRO-B have been done on such problems as the relationship between political attitudes and certain FIRO-B factors. Schutz (1958) discussed the results of comparisons of FIRO-B scores and political attitudes, occupational choice, conformity, personality tests and behavior measures. Using chi-square, the predicted relations between the political attitudes and FIRO-B factors were significant at the .05 or .01 level on three of the four comparisons. For instance, the relation between Wanted Behavior Control and Political Abdicratic behavior was in the predicted direction and significant at the .01 level.

Schutz (1958) has also studied the relationship between the FIRO-B and occupational groups. It was found that Air Force officers and industrial supervisors were high on both Expressed and Wanted Control. The FIRO-B manual (1967a) includes a comparison of twelve occupational groups.

Traveling salesmen scored quite high on the inclusion and affection scales, while architects on the same scales were low in their scores. This would fit the stereotype of the gregarious salesman versus the solitary architect.

Schutz (1958) presented many studies on the relation between predicted behavior and FIRO-B scales. With FIRO-B designed to test a theory, it is claimed that virtually all studies presented in Schutz's book are relevant to predictive validity (Schutz, 1958). The relationship between expected behavior, observed behavior, and FIRO-B scores for fraternity members seeking roommates was an example of such a study (Schutz, 1958).

Campbell and Dunnette (1968), in an article on research literature pertaining to groups, found the FIRO-B to be a promising instrument for future research. Schutz and Allen (1966) reported the effects of a T-group laboratory on the interpersonal behavior of members as measured by his FIRO-B questionnaire. Smith (1964) utilized the FIRO-B to measure changes in the attitudes of English store managers during their training.

#### Summary

The writer in reviewing the literature has summarized information on different kinds of groups as identified by Bugenthal (1962). Examples of two such groups would be process and analytical. A great deal of research has

been done on the process groups by the National Training Laboratories for Applied Behavioral Science. Some of the problems concerned with keeping experimental design constant as opposed to the need to change procedures from workshop to workshop were discussed. Studies on group counseling outcomes, such as changes in GPA, were pointed out.

Research on marathon groups was mentioned with length and intensity of interaction being important variables.

The Personal Orientation Inventory (POI) and the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) were selected for the purpose of measuring changes in subjects. Reliability and validity studies on both were mentioned. Research utilizing the POI to measure changes in subjects' self-actualization was discussed. The FIRO-B has been used to measure outcomes in process groups, marriage counseling and management training.

## CHAPTER 3

### DESIGN OF THE STUDY, PRESENTATION, AND ANALYSIS OF THE DATA

#### Introduction

The establishment of comparison groups was mentioned in Chapter 1. Like comparison groups were tested to determine if they were equivalent. In other words, comparison group data having identical alphabetical identification (i.e.  $c_1$  and  $c_2$ ) were subjected to  $t$  tests at the .05 confidence level. If data for comparison groups were equivalent, like comparison groups were combined into an experimental (X), control (C) and follow-up (F) group. The combined data was analyzed at the .05 confidence level with  $t$  tests to determine if the workshops produced any changes in subjects. All the  $t$  tests in this study were two tailed.

The eight null hypotheses in this study will be restated so that the  $t$  tests performed on the data will be more clearly understood.

#### Design of the Study

In this section the selection of comparison groups and counseling groups will be discussed. A schematic of the design is provided on page 30.

The sample for this study consisted of twenty-six males and twenty-seven females ranging in ages from 17 to 23. All subjects voluntarily attended one of the two workshops conducted by Educational Counseling Institute in the summer of 1969 at Davis and San Luis Obispo, California. The  $c_1$ ,  $c_2$  and  $x_1$ ,  $x_2$  comparison groups were selected at the sites in the manner described below:

The odd numbered arrivals at each site (1, 3, 5 . . .) were placed in the  $c_1$  and  $c_2$  groups. The  $c_1$  group consisted of the odd numbered arrivals at Davis; the  $c_2$  group consisted of odd numbered arrivals at San Luis Obispo. The even numbered arrivals (2, 4, 6 . . .) were placed in the  $x_1$  and  $x_2$  groups; the  $f_1$  and  $f_2$  comparison groups consisted of subjects who took the research tests at least three months after the workshops, where  $f_1 = c_1, c_2$  and  $f_2 = x_1, x_2$ . There were twenty-one females and seventeen males in the follow-up sample of thirty-eight. Seventy-two percent of the workshop subjects participated in the follow-up testing.

Each person was also assigned to a counseling group as he or she arrived at the site: the first nine or ten students at the sites were in one counseling group during the workshop; the second nine or ten arrivals were in another counseling group during the week, et cetera. All counseling groups contained people in both the  $c$  and  $x$  comparison groups. The differences, if any, between counseling

groups in the workshop were not compared. This research was concerned with the test results for all participants in the total program, divided, as explained into comparison groups  $c_1c_2$ ,  $x_1x_2$ , and  $f_1f_2$ .

A modified pre-test, post-test design, as discussed in Campbell and Stanley (1966) was employed in this study. The modification consisted of a follow-up testing done at least three months after the workshops. The sample was assumed to be random for those kinds of people who tend to seek out a one-week encounter group experience. The follow-up testing was done to determine the following:

(1) If any significant differences between the  $x_1x_2$  groups and  $c_1c_2$  groups were relatively lasting; (2) If change set in motion at the workshop, and not apparent immediately thereafter, would become evident; (3) If significant changes would diminish or increase in significance.

The workshops, as previously mentioned, were sponsored by Educational Counseling Institute and conducted at two California sites. The first was held in Davis from August 16-22, 1969; the other, in San Luis Obispo from August 24-30, 1969.

Two pre-tests (POI and FIRO-B) were given to comparison groups  $c_1$  and  $c_2$  immediately prior to the experimental condition or treatment (in this case, the one-week counseling workshop). Subjects in comparison groups  $x_1$  and

$x_2$  took the POI and FIRO-B immediately following the one-week workshop. The tests were administered by the same testor. The following is a visual representation of the design used in this study:

	Pre-test	Condition	Post-test	Three month follow-up
R (Random sample)	O ( $c_1$ & $c_2$ )	X		O <sub>f<sub>1</sub></sub>
R		X	O ( $x_1$ & $x_2$ )	O <sub>f<sub>2</sub></sub>

As previously mentioned, the sample in the above design was assumed to be random. The symbol O indicates when the subjects took the POI and FIRO-B. In other words, comparison groups  $c_1$  and  $c_2$  took the POI and FIRO-B prior to the workshop experience. Groups  $x_1$  and  $x_2$  took the tests immediately after their participation in the group counseling.

Three months after the end of the workshops the POI and FIRO-B were administered to all subjects (comparison groups  $f_1$  and  $f_2$ ). The tests, answer sheets and accompanying letters were sent through the mail with instructions for the subjects to return the completed materials (See Appendix B). The results of the three month follow-up testing for comparison groups  $f_1$  and  $f_2$  were compared with test results obtained at the workshop sites from groups  $c_1$ ,  $c_2$ ,  $x_1$  and  $x_2$ .

### Equivalency of Comparison Groups

The following table is a representation of t tests (.05 level) on the means of comparison groups  $c_1$  and  $c_2$ ;  $x_1$  and  $x_2$ ; and  $f_1$  and  $f_2$ ; on the variables of Time Competence ( $T_c$ ) and Inner Direction (I) from the POI and Expressed Behavior Inclusion ( $e^I$ ), Wanted Behavior Inclusion ( $w^I$ ), Expressed Behavior Control ( $e^C$ ), Wanted Behavior Control ( $w^C$ ), Expressed Behavior Affection ( $e^A$ ), and Wanted Behavior Affection ( $w^A$ ) from the FIRO-B.

Inspection of Table 1 indicates that comparison groups  $c_1$  and  $c_2$ ,  $x_1$  and  $x_2$  were equivalent on all variables;  $f_1$  and  $f_2$  were also equivalent on the experimental variables with the exception of Expressed Behavior Inclusion. Later in the text additional tables will be presented for comparison groups  $f_1$  and  $f_2$  on the FIRO-B variable, Expressed Behavior Inclusion.

### Restatement of the Hypotheses

Eight experimental hypotheses were established and tested by measuring changes in the subjects' self-actualization and effective interpersonal behavior lasting at least three months. The Personal Orientation Inventory and the Fundamental Interpersonal Relations Orientation-Behavior questionnaire were used to measure certain components of self-actualization and effective interpersonal

TABLE 1  
EQUIVALENCY OF COMPARISON GROUPS ON  
SELECTED POI AND FIRO-B VARIABLES

POI and FIRO-B Variables	c <sub>1</sub> and c <sub>2</sub>		x <sub>1</sub> and x <sub>2</sub>		f <sub>1</sub> and f <sub>2</sub>	
	df	<u>t</u>	df	<u>t</u>	df	<u>t</u>
T <sub>c</sub>	25	0.18	25**	1.26	37	0.98
I	25	1.41	25**	1.34	37	0.30
e <sup>I</sup>	25	1.33	26	0.25	37	2.15*
w <sup>I</sup>	25	0.06	26	0.50	37	0.81
e <sup>c</sup>	25	2.01	26	1.47	37	1.16
w <sup>c</sup>	25	0.51	26	0.79	37	0.96
e <sup>A</sup>	25	1.57	26	0.22	37	0.71
w <sup>A</sup>	25	1.16	26	1.59	37	0.45
	p .05 ( <u>t</u> = 2.06)		p .05 ( <u>t</u> = 2.06)		p .05 ( <u>t</u> = 2.03)	

\* p < .05

\*\* One x<sub>1</sub> comparison group subject did not take the  
POI.

behavior. The eight null hypotheses in this study are as follows:

H<sub>01</sub> - There will be no significant difference between comparison groups resulting from group counseling on Time Competence, as measured by the Personal Orientation Inventory (hereafter referred to as the POI).

H<sub>02</sub> - There will be no significant difference between comparison groups resulting from group counseling on Inner Direction as measured by the POI.

H<sub>03</sub> - There will be no significant difference between comparison groups resulting from group counseling on Expressed Behavior Inclusion as measured by the Fundamental Interpersonal Relations Orientation-Behavior (hereafter referred to as FIRO-B).

H<sub>04</sub> - There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Inclusion as measured by the FIRO-B.

H<sub>05</sub> - There will be no significant difference between comparison groups resulting from group counseling on Expressed Behavior Control as measured by the FIRO-B.

H<sub>06</sub> - There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Control as measured by the FIRO-B.

H<sub>07</sub> - There will be no significant difference between comparison groups resulting from group counseling on Expressed Behavior Affection as measured by the FIRO-B.

H<sub>08</sub> - There will be no significant difference between comparison groups resulting from group counseling on Wanted Behavior Affection as measured by the FIRO-B.

Since comparison groups c<sub>1</sub> and c<sub>2</sub>, and x<sub>1</sub> and x<sub>2</sub> are equivalent, data from each can be combined into an experimental (X) and control (C) group. Table 2 shows the t test values on selected factors from the hypotheses for the two groups. Inspection of the table indicates only one change in the direction of greater self-actualization or effective interpersonal behavior. All changes are statistically non significant (at the .05 level), except for a change between the experimental and control group on the variable of Wanted Behavior Affection. Therefore, hypotheses H<sub>01</sub> through H<sub>07</sub> must be upheld, while H<sub>08</sub> is rejected when the results of t tests performed on the experimental (X) and control (C) group means are examined.

Table 3 presents data comparing differences between the follow-up group and experimental group. Inspection of this table indicates that there are no statistically significant differences between the follow-up group means and experimental group means. All eight null hypotheses are upheld when data from Table 3 is used to test them.

When testing for equivalency between the various comparison groups, it was found that there was a statistically significant difference between comparison group

TABLE 2

COMPARISON BETWEEN EXPERIMENTAL (X) AND CONTROL (C)  
GROUPS ON SELECTED POI AND FIRO-B VARIABLES

POI and FIRO-B Variables	X and C	
	df	<u>t</u> score
T <sub>c</sub>	51**	-1.89
I	51**	+1.22
e <sup>I</sup>	52	+0.33
w <sup>I</sup>	52	+1.51
e <sup>c</sup>	52	+0.88
w <sup>c</sup>	52	+1.13
e <sup>A</sup>	52	+1.02
w <sup>A</sup>	52	+2.03*

\*  $p < .05$  ( $t = 2.01$ )

\*\* One x<sub>1</sub> subject did not take the POI.

TABLE 3

COMPARISON BETWEEN FOLLOW-UP (F) AND EXPERIMENTAL (X)  
GROUPS ON SELECTED POI AND FIRO-B VARIABLES

POI and FIRO-B Variables	F and X	
	df	<u>t</u> score
T <sub>c</sub>	63**	+1.76
I	63**	+1.35
e <sup>I</sup>	64	+0.05
w <sup>I</sup>	64	+1.29
e <sup>c</sup>	64	-0.87
w <sup>c</sup>	64	-0.41
e <sup>A</sup>	64	+0.72
w <sup>A</sup>	64	-0.51

\*  $p < .05$  ( $t = 2.00$ )

\*\* One x<sub>1</sub> comparison group subject did not take the  
POI.

$f_1$  and  $f_2$  on Expressed Behavior Inclusion. Therefore, Tables 4 and 5 are provided to further examine data from the  $f_1$  and  $f_2$  comparison groups.

TABLE 4

COMPARISON BETWEEN THE  $f_1$  GROUP AND THE EXPERIMENTAL GROUP (X) ON EXPRESSED BEHAVIOR INCLUSION

FIRO-B	$f_1$ and X ( $f_1$ N = 17)	
	df	<u>t</u> score
eI	43	+1.12
p .05 ( <u>t</u> = 2.02)		

TABLE 5

COMPARISON BETWEEN  $f_2$  GROUP AND THE EXPERIMENTAL GROUP (X) ON EXPRESSED BEHAVIOR INCLUSION

FIRO-B	$f_2$ and X ( $f_2$ N = 21)	
	df	<u>t</u> score
eI	47	-0.94
p .05 ( <u>t</u> = 2.01)		

The foregoing Tables show no statistically significant difference between the follow-up group and the experimental group.

Table 6 shows an analysis of test data from the follow-up group (F) and control group (C). Examination of t tests performed on means from the follow-up group (F) and control group (C) indicates that subjects changed in the direction of greater self-actualization on one experimental variable at the .05 level. Hypotheses  $H_{01}$ ,  $H_{03}$ ,  $H_{04}$ ,  $H_{05}$ ,  $H_{06}$ ,  $H_{07}$  and  $H_{08}$  are upheld when the follow-up and control group means are analyzed, while  $H_{02}$  is rejected. In other words, the follow-up group, when compared to the control group, shows a significant change on self-actualization in the direction of greater Inner Direction.

Remembering that the  $f_1$  and  $f_2$  groups were not equivalent on Expressed Behavior Inclusion, it is necessary to present Tables 7 and 8 to more completely present the data. Inspection of these two tables shows no statistically significant differences between  $f_1$  and C, and  $f_2$  and C. Therefore, only hypothesis 2 can be rejected at the .05 level when t tests are performed on the F and C group means.

#### Summary

A modified pre-test, post-test design discussed in Campbell and Stanley (1966) was used in this study. The modification consisted of the addition of follow-up tests.

Subjects were randomly assigned to both a counseling group and a comparison group. They remained in one counseling group for the duration of the workshop. Comparison

TABLE 6

COMPARISON BETWEEN THE FOLLOW-UP GROUP (F) AND CONTROL GROUP (C) ON SELECTED POI AND FIRO-B VARIABLES

POI and FIRO-B Variables	F and C	
	df	<u>t</u> scores
T <sub>c</sub>	63	+0.26
I	63	+2.77*
e <sup>I</sup>	63	+0.43
w <sup>I</sup>	63	+0.31
e <sup>C</sup>	63	+0.01
w <sup>C</sup>	63	+0.68
e <sup>A</sup>	63	+1.82
w <sup>A</sup>	63	+1.49

\* p .05 (t = 2.00)

TABLE 7

COMPARISON BETWEEN THE  $f_1$  GROUP AND THE CONTROL GROUP (C) ON EXPRESSED BEHAVIOR INCLUSION

FIRO-B	$f_1$ and C	
	df	<u>t</u> score
eI	42	+1.65
p .05 ( <u>t</u> = 2.02)		

TABLE 8

COMPARISON BETWEEN THE  $f_2$  GROUP AND THE CONTROL GROUP (C) ON EXPRESSED BEHAVIOR INCLUSION

FIRO-B	$f_2$ and C	
	df	<u>t</u> score
eI	46	0.77
p .05 ( <u>t</u> = 2.02)		

groups ( $c_1c_2$ ,  $x_1x_2$ ,  $f_1$  and  $f_2$ ) were determined by the time at which the subjects took the POI and FIRO-B. Groups  $c_1$  and  $c_2$  took the tests before the two workshops;  $x_1$  and  $x_2$  took them immediately following the group counseling; and  $f_1$  and  $f_2$  took the tests at least three months after the group counseling workshops.

Table 1 consisted of t test results for equivalency between the various comparison groups. The data indicated that comparison groups  $c_1$  and  $c_2$ ,  $x_1$  and  $x_2$  were equivalent; and  $f_1$  and  $f_2$  were equivalent except for a significant difference on the FIRO-B variable Expressed Behavior Inclusion. The latter difference necessitated the construction of four additional tables to analyze data from the  $f_1$  and  $f_2$  groups on Expressed Behavior Inclusion. Where the comparison groups were equivalent, it was possible to combine the data into control (C), experimental (X) and follow-up (F) groups, in order to test for significant differences between the means. Hypotheses were either upheld or rejected at the .05 level of statistical significance.

The t tests on means from the experimental (X) and control (C) group data indicate that all null hypotheses except one ( $H_{0g}$ ) were upheld. All hypotheses were upheld when the differences between means of the follow-up group (F) and experimental group (X) were analyzed. Analysis of differences on Expressed Behavior Inclusion between the  $f_1$  group

and experimental group means and  $f_2$  group and experimental group means produced no change in the analysis of the data.

Inspection of the data from follow-up group means and control group means indicated that the follow-up group changed in the direction of greater Inner-Direction. This statistically significant change allowed null hypothesis 2 to be rejected at the .05 level. The t tests on the  $f_1$  group mean and control group mean, and  $f_2$  group mean and C group mean on Expressed Behavior Inclusion produced no changes in analysis of the data. With the exception of a significant change on the POI variable, Inner-Direction, the group counseling workshops produced no other change lasting at least three months.

## CHAPTER 4

### CONCLUSIONS, INTERPRETATIONS AND RECOMMENDATIONS

#### Introduction

The primary purpose of this study was to determine if a one-week group counseling workshop could promote changes lasting at least three months in subjects' self-actualization and effective interpersonal behavior. The global concepts, self-actualization and effective interpersonal behavior, were broken down into various components taken from the Personal Orientation Inventory and the Fundamental Interpersonal Relations Orientation-Behavior questionnaire. Eight null hypotheses were established for testing. Certain concepts in the hypotheses were taken from both the POI and FIRO-B to determine if subjects moved in the direction of greater self-actualization and effective interpersonal behavior as the result of a one-week group counseling workshop.

The literature was reviewed to familiarize the reader with the multiplicity of research already done on group counseling. Many researchers have studied the effect of group counseling on school achievement; others have done studies on the quality of experiences in groups relating to trust; some have discussed the awareness of the interaction

of certain ego states which can produce changes; while yet others have done research on the effects of the length of contact between subjects in groups, an example of which are studies on marathons. Group counseling research is also accumulating on work being done with families, married couples and children. In short, the technique has been applied and researched on many differing kinds of populations.

A discussion of the reliability and validity of the Personal Orientation Inventory and the Fundamental Interpersonal Relations Orientation-Behavior questionnaire was presented. It was pointed out that the POI is quite reliable on the major scales of Time Competence and Inner Direction which were used in the study. Reliability is also reported as being satisfactory for the FIRO-B. Many studies have been done on the content, concurrent and predictive validity of the FIRO-B and POI. Attempts have been made to correlate the instruments with such tests as the MMPI. Both have also been employed to measure change in therapy groups and individual counseling as well as changes in entire organizations.

The sample chosen for this study was a self-selected group of students who participated in workshops conducted by Educational Counseling Institute in the summer of 1969. Subjects were assigned to both a comparison group and a

counseling group. A modified pre-test, post-test design as discussed in Campbell and Stanley (1966) was used. The modification consisted of a follow-up testing at least three months after the workshops. In order to more meaningfully analyze the data, like-comparison groups ( $c_1$  and  $c_2$ ,  $x_1$  and  $x_2$ ,  $f_1$  and  $f_2$ ) were tested for equivalency. All comparison groups were equivalent on all factors except for comparison groups  $f_1$  and  $f_2$  on one FIRO-B variable, Expressed Behavior Inclusion. It was possible to combine equivalent comparison groups into one experimental (X), control (C) and follow-up (F) group.

#### Conclusions

It was assumed that the various comparison groups would be equivalent. The assumption was supported when t tests were performed on the means for like-comparison groups with one exception: a significant difference on Expressed Behavior Inclusion between comparison group  $f_1$  and  $f_2$  was found. It can be generally concluded that the participants in like comparison groups at Davis and San Luis Obispo were basically the same at the start, at the finish and three months after the completion of the workshops. The inclusion of additional tables for the  $f_1$  and  $f_2$  comparison groups on Expressed Behavior Inclusion produced no significant change in the analysis of the data.

Following the conclusion that various comparison groups such as  $c_1$  and  $c_2$  were equivalent, a control (C), experimental (X) and follow-up (F) group were established. Performance of a t test on experimental (X) and control (C) group means resulted in upholding hypotheses  $H_{01}$  through  $H_{07}$ , while  $H_{08}$  was rejected. As a result of the group counseling workshop, the experimental group members more readily ask for affection behaviors from others immediately following the workshop. It can be concluded that the group facilitators encouraged a more effective communication of affection behavior in workshop participants as a result of their training (See Appendix A). This conclusion is inferred from the Experimental group's significantly higher (.05 level) scores on Wanted Behavior Affection than the Control group. For the purpose of this study Wanted Behavior Affection ( $w^A$ )--was defined as "I want others to express friendly and affectionate feelings toward me and to try to become close to me" (Schutz, 1958).

The experimental group subjects being more readily able to ask for and accept friendly and warm feelings is concluded to be the result of group counseling facilitators encouraging affection behaviors. The group counseling workshop did not promote any other immediate changes in subjects on the research variables. This may have been due to the emphasis on affectionate, supportive contact in the ECI

training program for group facilitators to the exclusion of other considerations.

Inspection of the t test performed on the follow-up and experimental group means indicates no significant statistical changes. There is a slight trend in the direction of control group subject's being more Time Competent than experimental group subjects. This trend is not, however, statistically significant, and it is a trend which disappears in Table 4. Thus, it can only be concluded that any changes produced at the workshop site were not significantly greater or lesser three months later.

Inspection of Table 4 in terms of the eight experimental hypotheses indicates that no significant or lasting change was set in motion on seven of the variables. However, on the POI variable of Inner Direction, a significant change lasting at least three months was produced. Inner Direction is defined as "the degree to which an individual's orientation is toward self in terms of inner core of principles and character traits; approval from others is not necessary for self-confidence" (Shostrom, 1968). Even with significant changes lasting at least three months on other variables not being produced, it is encouraging to note that the one-week group counseling workshop was able to assist subjects in becoming more independent. The workshop was able to produce a significant change in experimental group

subjects being able to ask for affection behaviors from others, but they were not more able than the control group subjects to ask for such behavior at least three months after the workshops. It is therefore concluded, that the one-week workshop in and of itself was not sufficient to produce changes lasting at least three months in subjects' affection behavior. Also, it should be emphasized that the group counseling produced lasting changes in subjects on only one of the research variables, Inner-Direction. Perhaps one week is not a long enough time to produce but a few behavioral changes in subjects; it will be necessary to further investigate this tentative conclusion. The content of group counseling workshops is also an important factor to be considered.

#### Interpretations

With experimental (X) group subjects being better able than control (C) group subjects to receive Wanted Behavior Affection, and no significant differences between follow-up (F) and control group subjects on  $w^A$ , a question arises as to what happens to diminish subjects ability to ask for warm feelings from others. It seems that this workshop experience made it possible for individuals to be less fearful and more accepting of feelings from others, particularly of an affectionate nature, as an immediate result of group counseling. Responses to questionnaires completed by

students at the workshop sites indicate that many were concerned that it would be more difficult for them to become deeply and significantly involved with others outside of the workshop setting (See Appendix D). In other words, away from the workshop it seemed that they would have a more difficult time being less fearful and more accepting of positive behaviors from others. The results of follow-up data would seem to support this interpretation. (In considering interpretations of FIRO-B data, it should be noted that there is a significant positive correlation between Expressing and Wanting for Inclusion and Affection behavior. In other words, a positive change in Wanted Affection could be associated with a positive change in Expressed Behavior Affection. Likewise, there is a significant relationship between Expressed Behavior Inclusion and Wanted Behavior Inclusion (Schutz, 1967a)).

Data also indicate that a positive trend was set in motion on the variable of Inner Direction at the workshop site, but it was not statistically significant. Data from follow-up testing indicate that the follow-up group tends to be more Inner Directed than the control group at least three months following the completion of the workshop. This change was significant at the .05 level. In Appendix A, where the ECI training program for group counselors is discussed, it is noted that prospective facilitators were encouraged to

interact in the here and now; they were also reinforced positively to function in terms of self-imposed standards. It was hoped that they would be able to encourage Time Competence and Inner-Directed values in others. They were also encouraged to move toward rather than away from people in order to bring about the reinforcement of affection behavior. Changes produced at the workshop site would suggest that group facilitators were able to quite effectively encourage self-imposed, Inner-Directed values of a lasting nature. It could be postulated that this ECI group counseling workshop was very effective in producing what could be termed nonconforming, independent behavior. Workshop participants may be more likely than a general college population to seek out counseling or psychiatric help when it is needed. They may even view counseling as an ongoing process which is part of their lives. In assuming the initiative for one's life it could be postulated that Inner-Directed behavior would be reinforced. This could further be reinforced in the counseling at college which might further explain follow-up subjects being significantly more Inner-Directed than control subjects.

The subjects, as previously stated, were asked to complete a short questionnaire at the workshop site following its completion, an example of which is included in Appendix D. An analysis of those questionnaires indicates

that most students experienced a significant reduction in their fear of other people and their opinions. This finding would be consonant with the test data which indicate that students became more Inner-Directed. It has been previously mentioned that students felt it would be difficult to transfer their workshop experiences to their home environment. Data show that the subjects were in fact less able to seek Wanted Behavior Affection three months following the completion of the workshop. Nearly all the students felt that they were much better able to understand themselves as a result of the workshop. However, most of them also realized that the workshop had only been the first step in an ongoing process in which they desired to continue. This can imply that students should be prepared to realize that group counseling as well as education in general is never finished. Obtaining a degree in school or the completion of a group counseling workshop can be perceived as beginning points. If students are prepared to deal with their so called termination points (graduation, et cetera), perhaps they will not be disillusioned when they appreciate that self-actualization and effective interpersonal behavior are something at which they must continually work.

#### Recommendations

The results of this research indicate a need for replication studies. With more workshops being sponsored by

ECI it will be possible to replicate the quasi-experimental design employed in this research. One advantage of the design is that the interaction of subjects' knowledge of research tests in a so-called "true" pre, post-test design is ruled out. If enough subjects are available for further research, data from a so-called "true" design could be compared with those obtained from the quasi design. Subjects participating in the workshop could then take the research tests before and after the workshops, and the control group selected from applicants not participating in the workshops would also take the tests before and after the group counseling. At least three months later, both groups could take both research instruments so that data could be analyzed in order to determine whether or not change is of a lasting nature. These results could be compared to results obtained from a quasi-experimental design.

With but a few significant desired changes being produced, it is necessary to examine how the group counseling workshops would better be facilitated. Would it be possible by having a more systematic training program to bring about more systematic change of a long lasting variety in subjects? Were last year's facilitators enough aware of what they were trying to accomplish (See Appendix F)? Furthermore, studies comparing the results of separate counseling groups are recommended. Certain facilitators may

be functioning at more optimal levels in counseling; their skills could assist other counselors to be more helpful to participants in their counseling groups. It also appears necessary to determine if a one-week group counseling workshop is long enough to promote the desired changes. It could well be that the workshop experience would need to be lengthened, or that follow-up programs would be necessary in order to keep changes that have occurred or are occurring moving in a desired direction. The idea of manipulating subjects' environment needs exploration.

Do changes set in motion in group counseling generalize to the subject's environment? Results of this study show that some changes do not remain significant in follow-up testing. For instance, subjects in this study sometimes find difficulty in receiving Wanted Behavior Affection three months after the counseling, whereas they learned to receive such behavior quite readily at the workshop sites. Self-reporting on a questionnaire by most students indicates their desire for follow-up workshops in order to continue to reinforce the learnings of the one-week group counseling program. Data are also needed comparing workshop subjects and other populations on the tendency to seek out counseling on college campuses. Would there be significant statistical differences between participants on the variable of seeking counseling? If such a difference were found to be

significant, ECI's workshops could be seen as valuable experiences if they simply make subjects more open to the process of constructive change.

College counselors or private psychologists and psychiatrists could be made more fully aware of the nature of workshop group counseling and the kinds of changes, if any, set in motion. Records of individuals' responses to questionnaires, tests or any other data should be kept for transmission to appropriate college or private personnel. Workshop participants should be made aware of the tentative findings in this study; subjects are better able to receive affection behavior from others, but at least three months later they are basically no different in this capacity than the control group. In other words, they should be strongly encouraged to continue in group counseling when they enter college (This should not be too difficult with the large number of counseling groups run at various colleges, particularly in California). If purposes of a college counseling group included becoming more independent and getting closer to others (affection behavior) then the student would be able to change more in the direction he desires.

Coupled with the idea of dealing with subjects' environment is the need to work with parents or significant others of the predominately pre-college population (ages 17-23) of the like in this study. It would seem worthwhile

to compare results of workshops including the participation of the subjects' parents versus those in which only students are involved in the group counseling. A great deal of research already shows that changes in the feelings or behaviors of parents brings about obvious changes in the feelings and behaviors of their children. Change becomes even more significant when both parents and children alter their behavior rather than only modifying the behavior of the children.

#### Summary

It was concluded that the various comparison groups of a like nature were equivalent by inspection of Table 1. There was a significant difference between the  $f_1$ ,  $f_2$  comparison groups on Expressed Behavior Inclusion which necessitated the construction of additional tables, and which yielded no significant differences in the interpretation of the data.

After showing comparison groups to be equivalent, it was possible to combine data into control, experimental, and follow-up groups. Analysis of data between experimental and control group means led to the upholding of hypotheses  $H_{01}$  through  $H_{07}$  while  $H_{08}$  was rejected. The experimental group showed an increase in Wanted Behavior Affection as a result of the group counseling workshop. Comparison of the follow-up group and experimental group means showed no significant

difference allowing for hypotheses  $H_{01}$  through  $H_{08}$  to be upheld. Analysis of Table 4 showed that change was found on all variables between the follow-up and control group means with only one being significant: follow-up group subjects scored significantly higher than the control group subjects on the POI variable, Inner-Directed.

Interpretation of the data leads to various kinds of speculative statements. One of the assumptions of the study was that change produced or showing up in the data was the result of the group counseling workshop. However, in a residential program changes might be produced in informal discussions with other participants, discussions with one's counselor or simply by having unstructured time. It shall be assumed that the group-counseling workshop was able to produce a change lasting at least three months in the subjects' Inner-Direction. It is recommended that replications of this study be done in order to confirm or deny the findings of this study. It is also recommended that if enough subjects are interested in future ECI workshops that a true pre-, post-test follow-up design be established to determine if any differences in data would be produced.

The necessity of doing research on follow-up workshops, having the purpose of reinforcing changes set in motion in the summer, was indicated. Some subjects stated an apprehension about generalizing their learning from the

workshop to their home environments. It was recommended that subjects be encouraged to continue in group counseling when starting college. A discussion was presented on the need for research comparing workshops with and without follow-up programs. Studies are also needed on the result of including parents in the various workshop programs. It would be helpful to compare results of workshops in which parents were included. The need for studying time as a factor in a group counseling workshop was also pointed out. In other words, was a one-week group counseling workshop a sufficient length to produce lasting changes in subjects' self-actualization or effective interpersonal behavior? Would a two-week program make it possible to produce more of the changes desired by subjects? Therefore, further research is needed.

Information about subjects' performance in school should also be gathered. Do increases in greater self-actualization lead to higher GPA? Do students who become more Inner Directed obtain more college degrees than those who are more conforming in their behavior?

For Educational Counseling Institute to carry on effective summer programs, it will be necessary to have continuing research on the outcomes of group counseling. Longitudinal studies on workshop participants' GPA, attitudes, self-actualization and interpersonal behavior should lead to

more systematic group counseling procedures by altering or improving methods leading to successful outcomes, particularly since this group counseling workshop was able to produce a change in subjects on only one research variable. More needs to be known about how to promote desired changes in group counseling workshops on behavioral variables of the like employed in this study.

## APPENDIX A

### DISCUSSION OF EDUCATIONAL COUNSELING INSTITUTE'S TRAINING PROGRAM FOR GROUP FACILITATORS; A BRIEF HISTORY OF ECI AND SELECTED COMMENTS FROM PARTICIPANTS IN 1968

#### Training Program for Facilitators

The purpose of this Appendix is to show the connection between the group counseling training program, the workshops and the various constructs employed in the research. Educational Counseling Institute's group counseling trainees were encouraged to develop their own self-actualization and effective interpersonal behaviors. As a result of the training it was hoped that they could bring about significant changes in the members of groups in the summer workshops.

The training program for group counselors began in November of 1968, and lasted for six months. It included weekly group counseling meetings. During the first three months of training some trainees dropped out of the program since, as they put it, they were not really interested in becoming group counseling facilitators. The latter three months consisted of more advanced work with motivated trainees in group counseling, including more formal discussions of how to deal with certain kinds of behavior and communication.

It was during the second half of the training program that the trainees more explicitly discussed what their expectation towards group facilitations would be, what group counseling should accomplish, the place of the individual in the group, and co-leadership in groups (the training groups were co-led by the Directors of ECI with the idea of preparing trainees for co-leadership).

The trainees were also told that leaders would be selected in terms of how many people signed up for the summer workshops in Davis and San Luis Obispo, California. They were informed that each would be expected to function in a manner most effective for them in terms of encouraging the group members to interact with each other in the so-called here and now; they were positively reinforced to be aware of the content of what was being related. In other words, to be able to determine if the individual is functioning in terms of self-imposed standards or is allowing others to determine what is best for him. The trainees were then encouraged to see the importance of the affect in the groups in terms of their own standards. From the training it was hoped that the future facilitators would be able to see the meaning of statements like: "I'm confused, tell me what to do;" or, "I'm thinking about what I want, please don't impose." The rationale for such training will be

found in Shostrom (1967) under self-actualization vs. manipulation.

However, the concept of self-actualization by itself was not sufficient for our training purposes. The ideas developed by Schutz (1958) concerning behavior very much fit the kinds of developing concerns coming out of our training program prior to the workshops. It was necessary to deal with the problem of how observable behavior could be changed. For instance, how could an individual be assisted in his efforts to move towards rather than away from people. (The reinforcement of affection behavior). It was our experience that individuals would behave positively towards direct, honest statements. This was accomplished by having trainees learn to make a comment such as, "I like you when you're honest." The developing system of behavior would hopefully be moving towards affection. Ideally, the workshop programs should, via constructive group counseling, encourage individuals to behave towards each other in ways that minimized negative conflict, and the learnings in the group hopefully would transfer constructively to behavior outside the group.

From the approximately twenty-five persons in the training program, six were selected to facilitate groups at the workshops. These were the most experienced and able of the trainees, who had had group counseling facilitating

experiences aside from participating in the six month training. In fact all the group facilitators at the workshops were professional counselors.

### History of the Educational Counseling Institute

The directors of ECI represent classroom teachers, school administrators, and the counseling profession. We deal with young men and women on our campuses who have the ability to do college work, but find themselves frustrated, lonely, and often failing. As we explored this problem with colleagues in high schools and colleges throughout the state, it became apparent that despite excellent academic preparation, counseling assistance in selecting colleges and careers, exposure to good study skills and college orientation programs, students continue to waste much of their college experience. We find this loss of time, money, and human potential unacceptable.

To combat this problem, we have created a privately financed, non-profit organization, the Educational Counseling Institute. Our goals are to conduct a program of continuing research into techniques for helping students make college successful and rewarding, and to sponsor workshops which will make these techniques available to students.

The first College Achievement Counseling Workshop was held last summer. Over one hundred students from California high schools attended the five day session which combined personal and group counseling with instruction in study skills. This summer two workshops will be held, one in Northern and one in Southern California. The program will continue to offer an intense counseling service with one staff member for eight enrolled students. A major innovation based on last summer's experience is the substitution of Creativity Training Classes and Problem Solving Seminars for the more standard but less effective study skills work. Careful follow-up research after this summer's workshop will provide important information in making future programs effective.

We would like to share with you the following statements taken from a few of the evaluation forms completed by students who attended last year's Summer Workshop. They reflect some attitudes of the students, expressed on the closing day of the week-long session.

. . . the groups did have an effect--sometimes they disturbed me and they made me think and feel, and realize how important a factor and variable people are. I also realized . . . that it would be like this in college too.

This Institute will, I hope, make a change in my life. I have learned very much about myself as well as others. I have learned how to better cope with my problems and to understand the different attitudes of others. It has taught me to listen more with my heart. I am physically tired, but

this has taught me to discipline myself and concentrate. I have made better friends here than any in my entire life.

I would like to congratulate the director on his wise choice of group counselors, these men were the most understanding I have met. I feel without the help of the total staff, my freshman year would have been a complete flop. These few days have done more for me than my entire high school education. I have only the regret that more kids couldn't have had this opportunity.

I believe that I have changed--really grown up some, from these sessions. I can't say how valuable it was for me--I will never be the same. The change was definitely for the better. If you do have a review session, please notify me.

And most important are the relationships that have been formed between my counselors, the kids in my counseling group, and just everybody else who made up this Institute. I can't thank everybody enough for what has been done for me and I can honestly say that it is an experience that will never be forgotten.

The foregoing is extracted from a pamphlet published by ECI in 1968. Further information may be obtained by writing: Educational Counseling Institute, One Saga Lane, Menlo Park, California 94025.

APPENDIX B

LETTERS SENT TO WORKSHOP SUBJECTS  
REQUESTING THEIR PARTICIPATION  
IN FOLLOW-UP TESTING

December 1, 1969

Dear

Last summer in the group counseling workshop you were requested to take two psychological tests, the results of which will assist Educational Counseling Institute in future programming. We are again asking you, in our follow-up study, to take the Personal Orientation Inventory and the FTRO-B. The results of this testing will allow us to see if any changes have occurred in the past few months which were not apparent immediately following the workshop.

Aside from Educational Counseling Institute's need for this research, it will enable me to complete my doctorate in Counseling and Psychology. So I ask you to please complete the enclosed tests and return them to me as quickly as possible. When I have the results of everyone's tests and I have completed my write-up of the doctoral dissertation I shall arrange for you to receive a summary of the research.

I should, at this time, like to personally thank you for contributing to this study, while being participants in an Educational Counseling Institute workshop. You and your fellow participants have provided us with our first "graduates"; we hope for many more.

Sincerely yours,

William Aubry  
Counselor

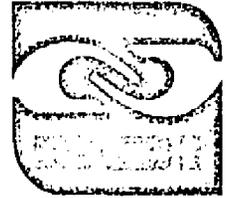
Hi,

I've thought about our workshop a lot since August. It was a great experience for me and I hope it has had lasting benefits for you. As you recall, I told you we'd be sending follow-up tests. It will be of great help to us if you'll complete the tests quickly and return them. This will help us show to others the benefits of the workshops.

Thank you very much.

Sincerely,

LaVere Clawson



**EDUCATIONAL  
COUNSELING  
INSTITUTE**

December 17, 1969

Dear

A few weeks ago, an envelope containing a letter, two tests, and a stamped, self-addressed return envelope was mailed to you. The letter requested that you complete and return the enclosed tests. It was explained that the test results would be most useful to Educational Counseling Institute in planning future counseling workshops. The follow-up testing will also allow this writer a chance to complete his doctorate at the University of Arizona.

We are again requesting that you complete and return the FIRO-B and POI. As soon as all the data is received and analyzed, a summary will be sent to you.

If you have any comments or questions, please write them on the back of this letter. Anyone of us in ECI will do our best to respond to your comments or questions. Looking forward to hearing from you, and best wishes for a Merry Christmas and a Happy New Year!

Sincerely yours,

William Aubry  
Counselor

P.S. If you have already returned the two tests, please accept our thanks.



---

**EDUCATIONAL  
COUNSELING  
INSTITUTE**

January 22, 1970

Dear

I have now received about one-half of the completed follow-up tests. Again I am appealing to you to complete and return the POI and FIRO-B as soon as possible.

As I stated previously, the test results will both help me to finish my doctorate and assist ECI to better plan future programs.

Let me thank you in advance for assisting ECI.

Sincerely yours,

William Aubry  
Counselor

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APPENDIX C

THE FUNDAMENTAL INTERPERSONAL RELATIONS  
ORIENTATION-BEHAVIOR QUESTIONNAIRE\*

\*The publishers of the Personal Orientation Inventory do not permit its inclusion in dissertations.

**PLEASE NOTE:**

Pages 70-72 "FIRO-B", © 1957 by  
William C. Schutz, not micro-  
filmed at request of author.  
Available for consultation at  
University of Arizona Library.

**UNIVERSITY MICROFILMS**

APPENDIX D

QUESTIONNAIRE COMPLETED BY WORK-  
SHOP PARTICIPANTS

NAME:

ADDRESS:

SCHOOL NEXT YEAR:

AGE: \_\_\_ SEX: \_\_\_

HOW DID YOU FIND OUT ABOUT THE WORKSHOP: \_\_\_\_\_ MAIL

\_\_\_\_\_ FRIEND \_\_\_\_\_ COUNSELOR, OTHER:

WAS THE WORKSHOP WHAT YOU EXPECTED? IF NOT, WHAT DID YOU EXPECT?

RATE IN ORDER OF IMPORTANCE IN TERMS OF WHAT YOU GOT FROM THE WORKSHOP. IN SPACES, WRITE YOUR PERSONAL REACTIONS:

\_\_\_\_\_ RESIDENCE HALL EXPERIENCE

\_\_\_\_\_ AFTERNOON INSTRUCTION SESSION

\_\_\_\_\_ SMALL GROUP SESSIONS

\_\_\_\_\_ LARGE GROUP SENSORY SESSIONS

\_\_\_\_\_ UNSTRUCTURED TIME

\_\_\_\_\_ PERSONAL DISCUSSIONS WITH COUNSELORS

EVALUATE THE CHANGES THAT OCCURRED IN YOU AS A RESULT OF THE WORKSHOP, WITH REGARD ESPECIALLY TO THE FOLLOWING CATEGORIES: (Use back of page)

1. Attitudes and feelings about yourself.
2. Ways you relate to other persons.
3. Ability to express yourself.
4. Ability to understand others.
5. Ability to make good decisions for yourself.
6. Ability to understand yourself.

HOW COULD THE WORKSHOP BE IMPROVED?

## APPENDIX E

### REMARKS ABOUT 1969 PARTICIPANTS' QUESTIONNAIRE RESPONSES

#### Evaluation of Summer Workshop, 1969

All students attending the 1969 summer workshop were asked to complete in their own words a questionnaire relating to the effect of the workshop experience in the following areas:

#### Attitudes About Self

Students in general reported that they became aware of feelings, attitudes and concepts which had formerly been unperceived. Many expressed a higher opinion of themselves, their abilities and their worth as a result of the workshop. Some indicated that they were able to evaluate the importance of their feelings and to rely more heavily on them in decision making. Most students expressed a significant reduction in their fear of other persons and the opinions of others about themselves. A few students felt much more in touch with their feelings, much more self-aware, but reported that this increased awareness produced a good deal of confusion. These students will benefit from continued counseling on their own college campus, and have been advised accordingly.

#### Ways of Relating to Other Persons

Students in general reported that they are able now to approach other persons with a good deal less fear and anxiety about being judged. They report this will make it possible for them to hear and understand other people readily. They report an increased reliance on their feelings about other persons, and a desire to correctly identify other's feelings toward them. Most experienced their own potential to relate significantly and intimately with other persons more fully than they had before the workshop and expressed a desire to create a relationship of this type in the future. Many expressed concern that it would be more difficult to establish deep and significant relationships outside the workshop setting. While this is an accurate

observation, it suggests that more attention should be paid in the workshop to relating this experience to everyday experience.

#### Ability to Express Yourself

Most students reported that they both understood themselves better, and had less anxiety about sharing themselves with other persons. Many saw the combination of these two elements as most important in terms of their abilities to express themselves. Some saw themselves as more sensitive to the listening capacity of others. Many expressed the belief that they had learned to communicate nonverbally as well as verbally, and had become sensitive to many communication clues beyond words in their relationships with other persons. Most students felt more competent about communication in general.

#### Ability to Understand Others

Students in general reported increased abilities to listen, and hear the real messages other persons were projecting. Many reported that they had for the first time begun to understand the importance of asking questions and seriously inquiring when they are not sure of the message being sent. A number of students suggested that they had learned to trust their own feelings about others, and to seek out the feelings of other people, and that these facts would make it easier for them to understand other people in the future. There seemed to be a general recognition that understanding others was an area where continued effort and work would be necessary. Students saw that a single one-week workshop experience could not completely change old habits, but could only point them in a new direction.

#### Ability to Make Functional and Productive Decisions

Students did not in general rate this area as one of the most significant in their judgment. However, they did indicate that they felt more independent of the opinions and attitudes of others, and suggested that while they were not sure that they were willing to take responsibility for those decisions. They indicated that they could be more honest with themselves and less afraid of the judgments and influences of others. Student's answers to the entire questionnaire suggest that in fact if they developed the capacity

and skills which they claim to have developed, their decision making capacities will in fact increase significantly. At the same time they seem to be generally unaware of the relationship between practical, functional behavior, and the large scale changes in their feelings, attitudes, and the style of their relationships with other persons. This strongly suggests, again, that the relationship between the workshop experience and the demands of everyday life need a great deal more stress during the week.

#### Ability to Understand Oneself

Nearly all students answered this question with a very strong affirmative, citing their answers to the above five questions as an explanation for their increased self-understanding. At the same time most students also realized that the workshop had at best only been the first step in a process that would be continuous, and most indicated a desire to continue the process.

The statements in this Appendix were made by Mr. Charles Bush, the current president of Educational Counseling Institute.

APPENDIX F

RESPONSES OF FACILITATORS TO A  
QUESTIONNAIRE COMPLETED IN  
MAY OF 1970

Notes on Appendix F

This particular appendix was created quite sometime after the completion of the workshops. Its main purpose is to give ex post facto evidence that group counseling facilitators were roughly similar in their views on certain concepts.

One of the assumptions of this study was that the group counseling treatments from group to group were equivalent. At this time we have no way of knowing for sure if the assumption was correct. We can only examine the data obtained in May of 1970 from last summer's counselors and guess as to what they may or may not have done in the separate counseling groups. It has been recommended in Chapter 4 of this research that studies be done comparing results of separate counseling groups in future workshops.

1. What was the purpose of last summer's workshops?

To provide an experience for high school seniors and college students which would assist them in understanding their attitudes, behavior patterns and abilities, and in selecting need satisfying behavior strategies.

2. What, to you, are the goals of group counseling?

The same as above, but without reference to any particular group of individuals, or a particular set of problems.

3. What does Self-Actualization mean?

The ability to review one's own needs, values and skills relative to context he is operating in, and select those behavior options which maximize need satisfaction according to personal scale of importance.

4. What does living in the here and now mean?

Allowing a full focus of attention and energy on the activity in which you are engaged rather than splitting yourself into the present acting part, the anticipating, planning part, and the reviewing, reliving part. It does not mean no planning or review, but only that one thing be done at a time.

5. What does being Inner-Directed mean?

Choosing behavior strategies with reference to your perceived needs and values, rather than exclusively with reference to the expectations of other persons.

6. What does it mean to want affection from others?

To place high value on verbal and non verbal expressions of positive regard, preferably without conditions or strings.

1. What was the purpose of last summer's workshops?

To give special assistance to high school students bound for college in communications and analysis skills, and special counseling interpersonal dynamics. The most important focus in the workshop was the individual, his need, his wants, and the exploration of strategies to help him learn to satisfy them with confidence.

2. What, to you, are the goals of group counseling?

See above--last sentence. The group counseling session is particularly valuable in terms of feed-back, and support. The person in the group (each individual) has the opportunity to try on new behaviors in a caring and supportive environment, and to use others as a resource in checking that behavior.

3. What does Self-Actualization mean?

Self-actualization--in T.A. terms is the development of a strong adult--the ability to act from a position of OK--(uncontaminated). The person who is self actualized will take responsibility for his actions and view the actions of others with non-judgemental understanding. He can realize his own needs and fulfill them.

4. What does living in the here and now mean?

The past is done, the future uncertain--there is no reason to look to either for pain or joy--but to take joy in what is--at the present moment--living fully and completely involved in now. This is an adult position.

5. What does being Inner-Directed mean?

In T.A. terms--inner directed is acting from a strong base of OK. The OK comes from inside and does not need approval or the judgement of others to have validity. It is assuming responsibility and control of personal actions.

6. What does it mean to want affection from others?

Each human organism needs affection ("strokes") from others, to survive. It is not simply a "want" but an absolute necessity--without which the organism will die. Each person, in the process of becoming civilized (growing up) learns patterns of behavior that get him the

strokes he needs--even if the only strokes available to him are negative, or conditional.

Real affection--an unconditional "you're OK" stroke is the best kind and giving and receiving such strokes is one of the goals of someone who has successfully sorted himself out.

1. What was the purpose of last summer's workshops?

To facilitate the entering college freshman or lower division student in looking at himself as an individual, "get his head on straight," experience individual growth, to counsel and guide him in whatever need he might (have) see.

2. What, to you, are the goals of group counseling?

Individual growth and development. Support and permission to look at oneself and to make changes. Validation as a person. Protection for the above (and during). Feedback from ones peers and other human beings and relating with them.

3. What does Self-Actualization mean?

To become aware of oneself and their own behavior, their differences and samenesses in relating to other people. To feel OK (in T.A. terms) about oneself. To know there is a "good" person inside and to set about means of "letting that 'good' person out."

4. What does living in the here and now mean?

Dealing with feelings and perceptions that the person has now and not dredging out archaic material to explain present behavior.

5. What does being Inner-Directed mean?

Knowing how one feels and selecting from many alternatives how to act or react. Being free enough to fully utilize ones own creativity.

6. What does it mean to want affection from others?

To know loneliness, sadness, despair, depression and most of the other mental ill's befalling mankind.

To need and actively seek out; personal validation, physical and emotional warmth from one or more other people, responses that tell one or cause them to feel "OK."

1. What was the purpose of last summer's workshops?

To give people an opportunity to get connected with their feelings, about where they are and where they are going. It is hoped that a better understanding of themselves will reduce one barrier when they enter college.

2. What, to you, are the goals of group counseling?

To allow people to express their feelings in a non-threatening situation, receive support and feedback from other group members as to how they hear the person and what is being said in a non-judgemental way.

3. What does Self-Actualization mean?

Self doing and not merely thinking about ones potential but actually doing.

4. What does living in the here and now mean?

Past experiences are utilized today, when we think about the future, we are doing it now, what we do about what we have learned and what we will do with it we are doing it in the here and now.

5. What does being Inner-Directed mean?

To be inner directed is to know yourself. In order to understand people we must first understand ourself. If our head and gut is connected we are inner directed.

6. What does it mean to want affection from others?

To be liked and accepted for you as a person. To be accepted with ones own faults and strengths without trying to change someone is for me wanting affection.

1. What were the purposes of last summer's workshops?

1. Increased self awareness
2. Increased ability to define one's goals and aspirations
3. Increased ability to make choices based on these goals
4. To teach some basic skills such as memory training and logic
5. To improve interpersonal relationships
6. To better understand how people are influenced by you and vice versa.

2. What, to you, are the goals of group counseling?

Same as the above with the exception of #4.

3. What does Self-Actualization mean?

Self-actualization is the process of becoming more self-aware and inner-directed and results in the development of a fuller utilization of one's potentials. He is then able to live life in a more full and meaningful way.

4. What does living in the here and now mean?

This means being able to separate past feelings, thoughts and experiences from the present, to also separate future goals from present realities. In essence it means living life as it is now rather than as it has been or should be.

5. What does being Inner-Directed mean?

This means looking inward towards oneself for direction in life. The first step is self-awareness and the second step is using that awareness to make meaningful choices for oneself.

6. What does it mean to want affection from others?

This is the desire for approval and acceptance of others. We usually connect warm, positive feelings with it, but I believe the essence of wanting affection is the desire for others to say we are "OK."

1. What were the purposes of last summer's workshops?

Provide an atmosphere conducive to personal growth.

2. What, to you, are the goals of group counseling?

Provide an atmosphere conducive to personal growth.

3. What does Self-Actualization mean?

Reaching the fullest possible potential in personal functioning--being.

4. What does living in the here and now mean?

Experiencing fully the present moment--acting as opposed to reacting, being as opposed to has been.

5. What does being Inner-Directed mean?

Self-direction, not direction from an external source--literally, directed from within one's self.

6. What does it mean to want affection from others?

It means to want an "OK" message from someone else in order to strengthen one's self-concept.

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