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TWO METHODS FOR SELECTING PARAPROFESSIONAL  
PERSONALITY LABORATORY GROUP LEADERS

by

W. Andrew Smith

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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 PHILOSOPHY  
In the Graduate College  
THE UNIVERSITY OF ARIZONA

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GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my direction by W. Andrew Smith entitled Two Methods for Selecting Paraprofessional Personality Laboratory Group Leaders be accepted as fulfilling the dissertation requirement of the degree of Doctor of Philosophy

Philip J. Hauer  
Dissertation Director

Feb 23, 1976  
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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## ABSTRACT

Many sources have called for the identification of effective paraprofessional helper selection procedures in the college environment. Research has generally supported the notion that such procedures should be based upon criteria of functionality and geared toward the identification of natural leaders and helpers. Carkhuff and Gazda have developed similar procedures based on the premise that the ideal selection instrument would evaluate the prospective helper trainee's behavior within situations which closely approximate a real-life helping process.

In this study, an investigation was conducted of the effectiveness of two modifications of Carkhuff's Index of Communication and Gazda's Global Scale as selection procedures for laboratory group leaders (paraprofessional counselor-teachers) in the personality program in psychology at The University of Arizona. It was found that the personality program instructors and specially trained judges who used these modifications were not able to predict the degree to which lab leaders were perceived as satisfactory by their group members (helpees).

Further inspection of the data revealed unanticipated findings on the variable of sex of lab leaders. Instructors' and judges' estimations of the relative helpfulness of female lab leaders prior to training were positively correlated with group members' end of semester ratings of satisfaction with the same female lab leaders. This was not true for male lab leaders. Thus, selection procedures approached a workable level with female lab leaders, but not with males. Another unexpected finding,

that group members rated female lab leaders as more satisfactory than male lab leaders, raised a number of questions regarding the sex-related factors which influence members' satisfaction with group leaders.

Based on the results of this study and the related literature, it was recommended that further research regarding lab leader selection procedures focus on investigating the differential findings for females and males and testing other viable procedures. More promising procedures might include those in which lab leader candidates are observed in situations which more closely approximate actual lab group experiences and are judged according to criteria of satisfaction which are known to be relevant to group members.

## CHAPTER I

### INTRODUCTION

The paraprofessional, a person who works along side the professional, has become an effective resource in various treatment programs throughout this country today. Some writers are particularly enthusiastic about the contributions paraprofessionals have made in a number of areas. Durlak (1971, p. 3000), for example, upon reviewing the clinical literature in which paraprofessionals have been used as therapeutic agents, concluded that, "Nonprofessionals can function effectively in virtually any treatment role and setting and there are indications that in some circumstances nonprofessional therapists are more effective than their professional counterparts." Other writers (Guerney, 1969; Ayllon and Wright, 1972; Carkhuff, 1969b; Wrenn and Mencke, 1972; Delworth, 1974) who have studied the role and function of the paraprofessional in various settings, while choosing not to make such inclusive statements, have generally supported Durlak's conclusions. Even those researchers (Gruver, 1971; Peth, 1971) who have been critical of the procedures used in studies of paraprofessional effectiveness have advocated the use of paraprofessionals.

One environmental setting in which paraprofessionals have been used as agents for personal development is the college campus. College students, as paraprofessionals, have been employed successfully to assist their fellow students in roles such as academic teachers or tutors

(Wrenn and Mencke, 1972), human relations skills instructors (Hanners, 1974; Ciucevich, 1974), developmental, crisis intervention, personal and academic adjustment counselors (Persons et al., 1973; Brown, 1974; Allen, 1974; Wrenn and Mencke, 1972), behavior modification managers, Black peer managers and veterans affairs managers (Allen, 1974), and freshman orientation, college adjustment, study skills and drug problem counselors (Crane, Anderson and Kirchner, 1975).

Paraprofessional selection is a widespread problem in the college environment (Rappaport, Gross and Lepper, 1973; Brown, 1974; Carkhuff, 1972a; Gazda, 1972; Truax, 1970). While there is usually little difficulty in recruiting enough volunteers to meet program requirements, the quality of their services is likely to be quite variable. Therefore, program directors are engaged in a search for procedures which can help them select volunteers who will perform their paraprofessional duties most effectively. The weight of this problem is indicated by the profusion of studies dealing with the selection of paraprofessional helpers (Osipow and Walsh, 1973; Goodman, 1972; Sagedahl, Lesar and Markwardt, 1969; Allen, 1967; Whiteley, 1967; Payne, 1968; Danish and Kagan, 1971; Carkhuff, 1969a; Gazda, 1972). A review of these efforts reveals no single widely accepted or clearly superior selection instruments or procedures. However, there is general agreement on the criteria for selection. Zytowski and Betz (1972) define counselor selection instruments as measures which make a prediction about whether the subject will be a good counselor. Starting from this broad base, there is general agreement that helper selection procedures should be based upon criteria of functionality and geared toward the identification of "natural" leaders and

helpers (Carkhuff, 1972b; Delworth, 1974; Allen, 1974; Rappaport et al., 1973). Likewise, there is consensus that traditional tests of ability and achievement are not useful for these purposes. According to Holland and Richards (1965), there is no evidence to indicate that performance on traditional tests does anything but predict performance on traditional tests.

In a more substantive way, Carkhuff (1969a, p. 86) has dealt with helper selection problems and concerns with the following proposition: "If we want to predict effective helping, we need to obtain an index of the prospective helper trainee's level of functioning in the helping role." From this premise, that the ideal selection instrument would evaluate helpers' behavior within situations which closely approximate a real-life helping process, Carkhuff developed the Index of Communication (IC). The IC is a procedure in which the subject is instructed to respond in a helpful manner to standardized and representative helpee stimulus expressions. The helpee stimulus expressions may be administered by means of video tape, audio tape, or in written form. Similarly, the subject may respond verbally or in writing, with the latter method allowing for group testing. Subjects' responses are rated by judges on a scale from 1 to 5 according to the helpfulness of the response. A most helpful response (rated a level 5) is one in which the subject is fully and continuously facilitative (communicates empathic understanding, respect and warmth, specificity, and genuineness) and is constructively action-oriented (is spontaneously himself, self-disclosing, confrontative, concrete, and acts with immediacy). A least helpful response (rated a level 1) is one which completely lacks any of the facilitative

and action-oriented conditions. Carkhuff (1969a) reports a number of studies which support the validity, reliability, and usefulness of the IC as a selection procedure.

Gazda et al. (1973) have condensed the 5-point IC to a 4-point Global Scale for more appropriate use in educational settings. A more thorough description of Gazda's Global Scale will follow in Chapter II.

The present study is concerned with University of Arizona students who are used as paraprofessional counselor-teachers in the personality program for undergraduates in psychology. The personality program is based on the assumption that psychology's aim of developing concepts and methods that will allow people to improve their lot can best be achieved by inviting students to try out what psychology has to offer by making applications to themselves. A further assumption is that the task of teaching people to be facilitative persons in their relationships with others can be a part of school and college curricula at every level (Madison, 1974). The objectives of the personality program are:

1. to teach the concepts and methods that are in current use in this area of psychology;
2. to engage students in the task of developing more suitable concepts and methods;
3. to provide the student who wants to use it an opportunity to test out the value of concepts and methods for his own self-understanding and development;
4. to allow interested students to learn how to be facilitative of the development of others in their personal relationships in everyday life (Madison, 1974, pp. 1-2).

The primary means of pursuing these objectives (especially objectives three and four) is student participation in peer-led laboratory groups. Instructors in the personality program are concerned that their students have a satisfactory laboratory group experience. Therefore, they attempt to insure that the student paraprofessionals who lead the groups are the "best" leaders available. Instructors can provide this insurance by selecting the best qualified applicants to be leaders and by training the selected leaders to be even better qualified. However, selection of who can "best" lead a group has been an intuitive process in need of greater predictability. Wrenn and Mencke (1972, p. 688) have described the existing selection process in the following way:

Students who show leadership and interest in any of these areas (experiential course options which may include personal journals, panel discussions, surveys or questionnaires, films or skits, and demonstrations) are told that they have the opportunity of actually leading or facilitating a small group of 8 to 12 students from this course during the following semester and that they will receive course credit for their work. Then the second semester, these "proven" students can be useful as classroom paraprofessionals.

Thus, the selection of lab leaders has been relatively unsystematic and dependent upon instructors' subjective impressions of students who volunteer. Even so, the personality laboratory program has been considered successful by students who have generally rated their own group experiences as beneficial while also rating their lab leaders favorably (Wrenn and Mencke, 1972).

While accepting the notion that the existing methods for selecting lab leaders have generally contributed toward a successful personality program, instructors are also aware of numerous instances in which lab leaders were not a positive influence on their students. In fact,

one instructor (Madison, 1975) estimated that, of the 100 to 200 lab leaders he has supervised over five years, one-fourth to one-third of them were not "helpful" to their students. Madison also expressed surprise at the extent of student endorsement of their lab leaders considering the haphazard means by which they have been selected. Another instructor (Livingston, 1975) noted that the single greatest problem she faces in the personality program is the absence of an effective procedure for selecting lab leaders. A third instructor (Gruver, 1971) has expressed a more general warning that unsophisticated paraprofessional "therapists," while intending no harm, could easily project their own difficulties onto their clients, burden clients with their own personal problems, "play" at psychotherapy with clients, or exploit their relationship with clients -- all with potentially disastrous consequences for clients' welfare.

The statements of these instructors reflect the concern for selecting effective paraprofessional lab leaders that motivated the present study. These concerns are summarized in the question, "What selection procedures represent effective means of predicting an individual's success as a lab leader (paraprofessional helper)?"

#### Statement of the Problem

The primary purpose of the present study was to help satisfy the need for a systematic and effective procedure of selecting peer-leaders for personality laboratory groups at The University of Arizona. It was also expected that the results would be helpful to other similar programs which are struggling with the problem of paraprofessional helper selection.

Two methods of selecting lab leaders were compared. Both methods, developed especially for this study, essentially followed Carkhuff's IC model for sampling the helping behavior of lab leader volunteers (i.e., volunteers' written responses to video taped helpee stimulus expressions). However, the methods varied in the manner in which the sampled helping behaviors were judged. Method I involved personality program instructors' relatively subjective evaluations of the sampled helping behaviors in a direct attempt to predict volunteers' "success" as lab leaders. Method II employed trained judges to evaluate the sampled helping behaviors according to the constructs of Gazda's Global Scale.

The criterion for judging the effectiveness of the two methods of selection was ability to predict group member satisfaction with leader performance. In other words, lab leader success was defined in terms of group members' expressed satisfaction with their lab leaders. This construct is defined further in Chapter II. Satisfaction was measured on the Group Satisfaction Index (GSI) -- an inventory which was designed by the researcher to quantify self-descriptions of group members' feelings about the lab groups. The GSI is described in detail in Chapter II.

More specifically, then, the present study explored the following questions: Can personality program instructors predict the relative success of lab group leaders? Can trained judges predict the relative success of lab group leaders? Do trained judges and personality program instructors differ in their ability to predict the relative success of lab group leaders? These questions were formed into the working hypotheses which follow in the next section.

### Hypotheses Tested

The following hypotheses were tested in this study:

I. Personality program instructors can predict the relative success of lab group leaders based on the GSI.

II. Trained judges can predict the relative success of lab group leaders based on the GSI.

III. There is no difference between personality program instructors' and trained judges' ability to predict the relative success of lab group leaders based on the GSI.

## CHAPTER II

### RESEARCH PROCEDURES

#### Design of the Study

The research procedures in this study yielded three separate evaluations of lab leaders. These evaluations (in the form of rankings) were identified in the following way:

Variable x -- instructors' ranking of leader performance on the Video Tape Procedure (Method I results);

Variable y -- judges' ranking of leader performance on the Video Tape Procedure (Method II results);

Variable z -- group members' ranking of leader performance on the Group Satisfaction Index.

Hypotheses I and II were tested by calculating rank-order correlation coefficients (Spearman's  $\rho$ ) between variables x and z and between variables y and z. Hypothesis III was tested by comparing the two correlation coefficients with each other. Thus, the design was correlational in nature (Campbell and Stanley, 1963; McCall, 1975; Kerlinger, 1973).

#### Sources of Data

##### Laboratory Group Leaders (Lab Leaders)

The lab leaders were University of Arizona students who had enrolled in one of the following undergraduate courses for the Spring semester, 1975: Advanced Laboratory for Normal Personality (Psy. 43L) and

Practicum on Group Process and Leadership (Psy. 199). In general, students were taking these courses in order to learn how to become more facilitative people in their everyday relationships. Opportunities to be lab leaders had been offered to students in these courses who had already shown leadership and interest in becoming lab leaders.

The opportunity to participate in this study was presented to the lab leaders during their first class meeting of Spring semester, 1975. They were told that the researcher was interested in using them to help test the effectiveness of two methods for predicting success as a lab leader. The Video Tape Procedure was explained to them but they were not informed of the two methods which would be used for evaluating their VTP responses. Neither were they told about the specific nature of the criterion for lab leader success. The researcher assured them that the results would not affect their grades for the course and would only be used to help select future lab leaders. The lab leaders expressed interest in the study and all of them (a total of 19) volunteered as subjects. Appendix I is a sample of the subject consent form they signed.

Besides the fact that all lab leaders had already been exposed to lab groups as members, other characteristics varied quite widely. No attempt was made to control for variables such as age, sex, experience as a group leader, motivation to be a lab leader, grade point average, or whether the student was co-leading or leading on his own. This was deemed unnecessary since all lab leaders were included in all treatments (evaluated by both selection procedures).

During the first week of the semester a sample of helping behavior was taken from all lab leaders using the Video Tape Procedure.

This was a group procedure and was accomplished in one sitting of 30 minutes. Appendix A includes the instructions to the lab leaders for this procedure. The VTP produced lab leaders' written responses to the four people who were video taped separately. Thus, each lab leader responded in writing to four standard role played helpee situations. Upon completion, all responses were collected and the lab leaders were dismissed. The responses were then transferred to the Evaluation Sheet for further use by the instructors and judges. This transfer was made in order to control for possible evaluator bias stemming from the style of handwriting of the lab leader respondents, the order in which the responses were presented for evaluation, and the names of the lab leader respondents. A sample of the Evaluation Sheet is supplied in Appendix C.

#### Personality Program Instructors

The three instructors who took part in this study were employed by The University of Arizona to teach the three sections of the course in which the laboratory group members were enrolled (Normal Personality Laboratory). All three instructors were experienced in teaching the course and had expressed interest in this study. Characteristics such as age, sex, professional rank, group experience, and theoretical orientation were not controlled.

Three weeks from the end of the semester the instructors were supplied with the data on the Evaluation Sheet and instructed to rank all lab leaders on a scale from "most likely to satisfy group members" to "least likely to satisfy group members." See Appendix B for "Instructions for Instructors." This procedure (and the subsequent treatment of

the results) comprised Method I for selecting lab leaders. Method I is described in greater detail in the section entitled "Instruments for Collecting Data."

#### Trained Judges

The judges were two graduate students in Counseling and Guidance at The University of Arizona who had received extensive training and experience in using the rating scales of interpersonal communication facilitation devised by Gazda et al. (1973). They had each received thirty hours of training in rating helping behavior according to Gazda's Global Scale, studied Gazda's Training Manual for Human Relations Development, facilitated more than fifteen hours of human relations training for college students, rated more than 600 written responses to written stimuli, and rated over ten hours of continuous video taped helper-helpee interaction. Almost all of their training and experience had been in the use of the consensus method of rating which was used in this study.

Three weeks from the end of the semester the judges were given the same information about the lab leaders as the instructors and followed a similar procedure for ranking except for the following changes: (1) they were instructed to produce a consensus ranking of the lab leaders on a scale from "most facilitative" to "least facilitative" (Appendix D); (2) their ranking was based on their consensus ratings of the presence or absence of the core dimensions of interpersonal communication facilitation on Gazda's Global Scale. For more information on this procedure (Method II) see the "Instruments for Collecting Data"

section. The Global Scale is included in Appendix E. An illustration of the Global Scale is included in Appendix F.

A pilot study of the present study was completed during Fall semester, 1974. During the pilot study the two trained judges independently rated 64 lab leader responses to the Video Tape Procedure. The Ebel (1951) technique of determining inter-rate reliability revealed a reliability coefficient of .99. Also, the percent of agreement among the judges' 64 separate ratings was 78%.

#### Laboratory Group Members

The lab members were University of Arizona students who had enrolled in the course, Normal Personality Laboratory (Psy. 40L) for Spring semester, 1975 and who participated in the group sessions led or co-led by the lab leader participants. No attempt was made to control the composition of the lab groups. Students were assigned to lab groups in the usual way -- that is, based on their class schedules and convenience. The groups averaged about eight members and met for two hours weekly for the duration of the semester (13 sessions). The groups typically talked about and experimented with ways to improve aspects of students' feelings and behavior using active self-study and self-development methods that sometimes depended on a certain amount of willingness to self-disclose private feelings and ideas.

During the class meeting after their final lab group session of the semester, 89 members evaluated their leaders using the Group Satisfaction Index (GSI). Evaluations were not obtained from 40 members since they were absent from class. All members of one lab leaders' group were

absent. Therefore, GSI data were collected for 18 lab leaders. See Appendix G and the "Instruments for Collecting Data" section for a description of the GSI. A ranking of 18 lab leaders from most to least satisfactory was then derived from the members' evaluations.

#### Summary of Data Collection Procedure

During the first week of the Spring semester, 1975, 19 lab leaders responded in writing to four standard role played helpee situations (VTP). The responses were then transferred to the Evaluation Sheet. This procedure corresponds to (A) in Fig. 1.

Three weeks from the end of the semester three personality program instructors used the data on the Evaluation Sheet and their own specified subjective criteria to rank the lab leaders from most to least likely to satisfy group members (Method I). This procedure corresponds to (B) in Fig. 1.

Three weeks from the end of the semester two trained judges used the data on the Evaluation Sheet and Gazda's Global Scale to rank the lab leaders from most to least facilitative. This procedure corresponds to (B) in Fig. 1.

After their final lab group session of the semester, 89 group members evaluated their leaders using the GSI. A ranking of 18 lab leaders from most to least satisfactory was derived from the members' evaluations. This procedure corresponds to (C) in Fig. 1.

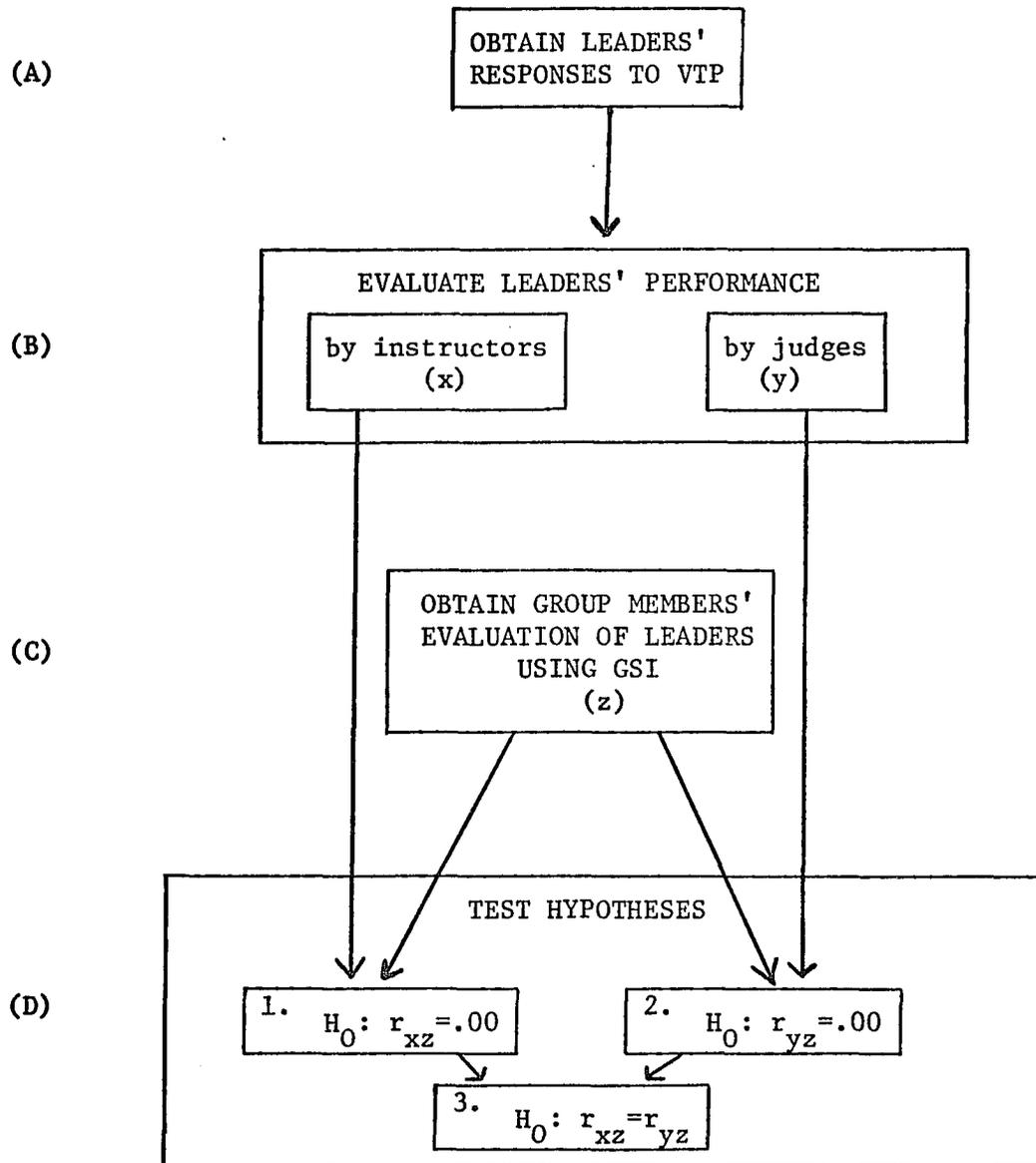


Fig. 1. Flow chart of the procedures of data collection and analysis.

### Instruments for Collecting Data

#### Video Tape Procedure (VTP)

The Video Tape Procedure was developed to elicit lab leaders' written responses to four helpee stimulus expressions. It was patterned after Carkhuff's IC model and originally consisted of 16 video taped segments which had been contrived to be representative of situations the leaders were likely to encounter in their lab groups. Each segment showed a person talking to the camera (lab leader) about a particular concern and ran for approximately 30 seconds.

During a pilot study conducted Fall semester, 1974, 16 lab leaders verified that all 16 segments depicted situations which were likely to happen in lab groups. Results of the same study also indicated that there was no difference between instructors' rankings of lab leaders based on their responses to any four video taped segments as compared to all 16 segments. Furthermore, the instructors said they would prefer evaluating only four segments per lab leader because it would be less tiring and time consuming. Therefore, the VTP was shortened to include only four video taped segments. This modification increased its cost effectiveness by saving the time and energy of instructors while maintaining standards of reliability and validity.

Appendix H includes the text of the four video taped segments which were randomly selected from the original 16 for use in this study. No further attempt was made to insure the representativeness of the four stimulus situations, nor to insure that the role players were accomplished actors and actresses. These decisions were supported by Carkhuff's

finding that level of communication, while appearing to be a characteristic of the individual responding, is relatively independent of helpee affect and content (Carkhuff, 1969a).

#### Method I (Personality Program Instructors' Ranking)

Method I was designed to yield instructors' predictions of lab leaders' relative ability to satisfy their group members. Appendix B outlines the procedure which each of the three instructors independently followed.

During a pilot study of this procedure conducted during Fall semester, 1974 the only significant point of negative feedback from instructors was their difficulty in ranking the fairly large number of lab leaders (16). The criticism was that in ranking 16 leaders it was sometimes quite difficult to discriminate between two or three leaders who seemed to have the same potential for satisfying their group members. This feedback suggested that a meaningful way of interpreting the results of this study would be to assign categories such as high, medium, and low to each ranking and compare across rankings.

For the purpose of hypotheses testing, the three instructors' rankings were treated as one ranking. This was done by averaging all instructors' rankings to form one "mean ranking."

#### Method II (Trained Judges' Ranking)

Method II was designed to yield judges' estimates of the relative helpfulness of the lab leaders. The results, in the form of a ranking of leaders from most to least facilitative, were used as the second predictor

of lab leader success. Appendix D outlines the procedure that the two judges followed together.

All ratings made by the judges were based on Gazda's Global Scale. This 4-point scale was developed by Gazda et al. (1973). The instrument was based on the works of Carkhuff who previously developed a 5-point scale (Carkhuff and Berenson, 1967). The Carkhuff scale was condensed to a 4-point scale since it was felt that the 5-point level was rarely attained in an educational setting and was difficult to implement (Hanners, 1974). The interpersonal or core dimensions which were considered in arriving at a global rating were empathy, respect, warmth, concreteness, genuineness, self-disclosure, confrontation, and immediacy (Gazda et al., 1973).

#### Group Satisfaction Index (GSI)

The Group Satisfaction Index was designed to collect data from group members regarding the degree to which they felt satisfied with their lab leaders. It is an instrument intended to be especially sensitive to differences in lab group members' satisfaction regarding the stated objectives of the personality program. The instrument was field tested and revised four separate times. The form of the GSI used in this study (as it appears in Appendix G) resulted from direct feedback from 83 lab members regarding its face validity.

For the purposes of this study, only the responses to question "A" ("Regarding this objective, how satisfied are you with the help you have received from your group leader?") under each of the objectives on the GSI were used to derive a ranking of lab leaders from most to least

satisfactory. Responses to question "A" were given numerical values in the following way: very dissatisfied = 1; moderately dissatisfied = 2; moderately satisfied = 3; very satisfied = 4. Thus, each GSI had a total score range from 6 (6 "very dissatisfied" responses) to 24 (6 "very satisfied" responses). The rank of each lab leader was based on the average of his total scores.

## CHAPTER III

### RESULTS

#### Hypothesis I

The first hypothesis predicted a positive correlation between the personality program instructors' ranking (from Method I) and laboratory group members' ranking (from the Group Satisfaction Index) of lab leaders.

$H_0: p_{xz} = .00.$        $H_1: p_{xz} > .00.$  The mean instructors' ranking was calculated by averaging the separate rankings obtained from the three instructors. Table 1 presents instructors' rankings and the resulting mean ranking of lab leaders from Method I. The group members' ranking was obtained by averaging the total scores for each lab leader on the Group Satisfaction Index. Table 2 presents the individual scores, mean score, standard deviation, and resulting rank for each lab leader from the GSI.

A Spearman Rank-Correlation Coefficient of .19 was obtained between the instructors' and group members' rankings of the lab leaders. This value was not significant at the .05 level of confidence (Glass and Stanley, 1970). Table 3 presents the data for the correlation coefficient between instructors' and group members' rankings. Fig. 2 is a scatterplot which further illustrates the very low correlation found between the instructors' and group members' rankings of the lab leaders.

#### Hypothesis II

The second hypothesis predicted a positive correlation between the trained judges' ranking (from Method II) and laboratory group

Table 1. Instructors' Rankings and Resulting Mean Ranking of Lab Leaders from Method I.

Leader	Ranking from Instructor X	Ranking from Instructor Y	Ranking from Instructor Z	Average of Ranks	Mean Ranking
A	14	9	5	9.33	8
B	13	8	10	10.33	11
C	4	3	12	6.33	6
D	6	7	4	5.67	5
E	12	5	11	9.33	9
F	18	18	8	14.67	16
G	5	4	3	4.00	3
H	7	14	18	13.00	13
I	15	17	9	13.67	15
J	8	2	13	7.67	7
K	9	13	7	9.67	10
L	3	1	6	3.33	2
M	10	10	15	11.67	12
N	1	11	2	4.67	4
O	11	12	17	13.33	14
P	17	16	16	16.33	18
Q	16	15	14	15.00	17
R	2	6	1	3.00	1

Table 2. Individual Scores, Mean Score, Standard Deviation, and Rank for Each Lab Leader from the GSI.

Leader	GSI Scores	Mean Score	Standard Deviation	Ranking
A *	21, 18	19.50	2.12	9
B	21, 17, 8, 10, 18, 16, 21, 17	16.00	4.72	15
C *	21, 19, 23, 17, 19	19.80	2.28	8
D	6, 22, 13, 14, 22	15.40	7.50	16
E *	23, 21, 19	21.00	2.00	5
F *	23, 24, 19, 23	22.25	3.13	4
G	6, 6, 6, 20, 7	9.00	8.72	18
H *	17, 20, 23, 19, 17	19.20	4.69	10
I	19, 20, 6, 17	15.50	7.46	14
J	20, 22, 16, 14, 10	18.50	5.32	11
K	20, 18, 7	15.00	9.43	17
L *	24, 24, 22, 19	22.25	2.36	3
M *	24, 23, 22, 18, 15	20.40	3.78	6
N *	23, 22, 23, 24, 24	23.20	.84	1
O	20, 21, 18, 6, 18, 18, 13, 17	16.38	4.88	13
P	16, 19, 9, 22, 21, 19	17.67	4.72	12
Q *	20, 22, 22, 18, 18	20.00	2.00	7
R *	24, 21, 24, 23, 22, 20, 22	22.29	1.49	2

\*female lab leaders

Table 3. Data for the Correlation Coefficient Between Instructors' and Group Members' Rankings of Lab Leaders.

Leader	Instructors' Ranking	Members' Ranking	$d_i$	$d_i^2$
A	8	9	- 1	1
B	11	15	- 4	16
C	6	8	- 2	4
D	5	16	-11	121
E	9	5	4	16
F	16	4	12	144
G	3	18	-15	225
H	13	10	3	9
I	15	14	1	1
J	7	11	- 4	16
K	10	17	- 7	49
L	2	3	- 1	1
M	12	6	6	36
N	4	1	3	9
O	14	13	1	1
P	18	12	6	36
Q	17	7	10	100
R	1	2	- 1	<u>1</u>
Number 18			TOTAL	786
<u>rho .19 (not significant at .05 level)</u>				

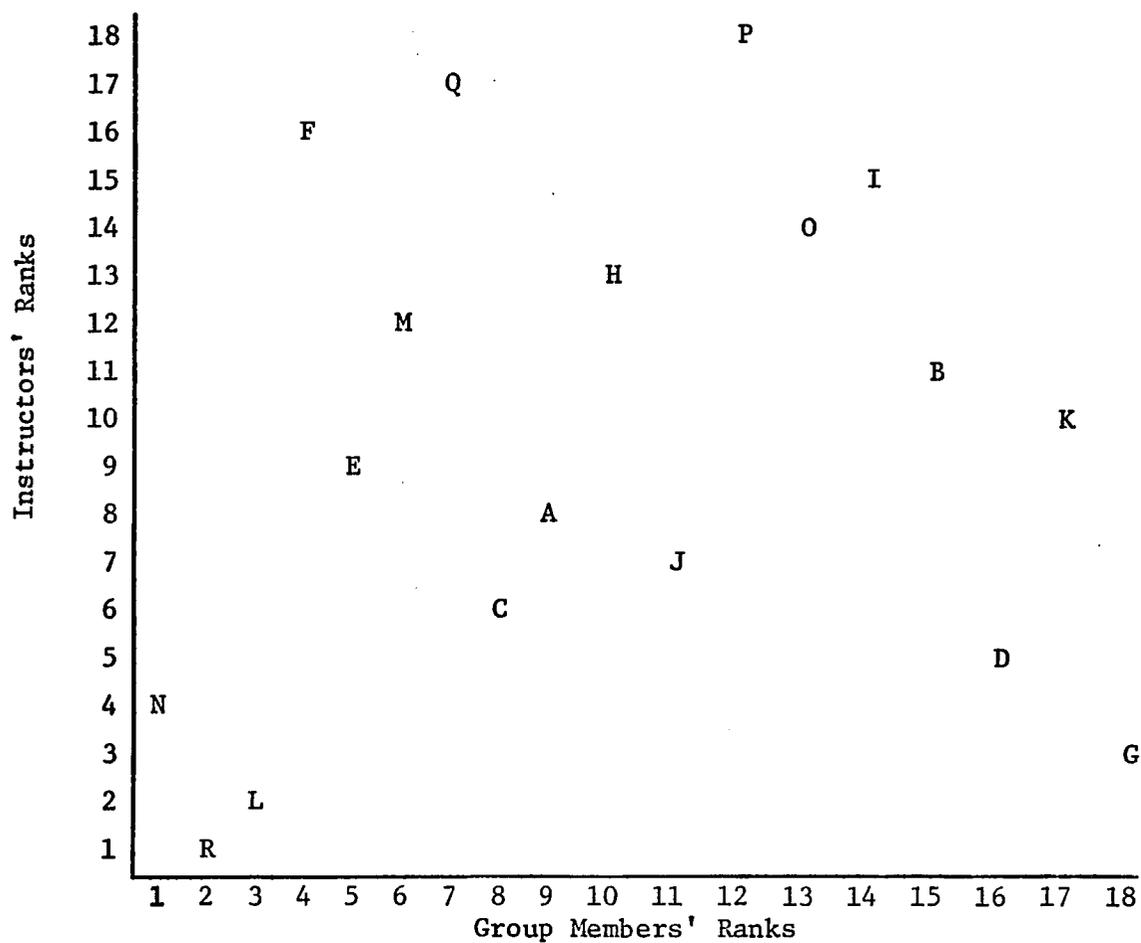


Fig. 2. Scatterplot showing very low correlation between instructors' and group members' rankings of lab leaders.

Note: Each letter presents one lab leader.

members' ranking (from the GSI) of lab leaders.  $H_0: p_{yz} = .00$ .

$H_1: p_{yz} > .00$ . The judges' ranking was derived from the totals of four consensus ratings for each lab leader. Table 4 presents consensus ratings, totals of the consensus ratings, and the resulting ranking of lab leaders from Method II. The group members' ranking was the same as the ranking used in the first hypothesis (see Table 2).

A Spearman Rank-Correlation Coefficient of .10 was obtained between the judges' and group members' rankings of the lab leaders. This value was not significant at the .05 level of confidence (Glass and Stanley, 1970). Table 5 presents the data for the correlation coefficient between judges' and group members' rankings. Fig. 3 is a scatterplot which further illustrates the very low correlation found between the judges' and group members' rankings of the lab leaders.

### Hypothesis III

The third hypothesis predicted no difference between the correlation among instructors' and group members' rankings and the correlation among judges' and group members' rankings.  $H_0: p_{xz} = p_{yz}$ .

$H_1: p_{xz} \neq p_{yz}$ . Student's  $t$  distribution was used to test the statistical significance of the difference between the two correlation coefficients (.19 and .10) at the .05 level of confidence (Walker and Lev, 1953). The value of  $t$  was calculated from a formula by Hotelling (1940) which can be used to test the significance of the difference between correlation coefficients derived from the same population. The  $t$  value of .5804 which was obtained was not high enough to reject the hypothesis of no difference.

Table 4. Judges' Consensus Ratings and Resulting Ranking of Lab Leaders from Method II.

Leader	Consensus Ratings				Total	Ranking
	1	2	3	4		
A	2.25	1.75	2.75	2.00	8.75	12
B	2.00	3.25	2.75	2.75	10.75	5
C	3.00	2.75	2.25	2.50	10.50	7
D	1.75	2.50	3.00	2.75	10.00	9
E	2.00	2.50	2.50	2.75	9.75	10
F	2.50	1.50	1.50	1.75	7.25	18
G	2.25	2.50	3.00	3.25	11.00	2
H	1.50	1.75	1.00	3.00	7.25	17
I	1.50	1.25	3.00	2.50	8.25	13
J	2.00	4.00	2.50	2.25	10.75	4
K	1.75	1.75	2.25	3.00	8.75	11
L	2.00	3.50	2.00	3.00	10.50	6
M	1.75	3.00	3.00	2.50	10.25	8
N	3.50	2.75	2.75	2.00	10.00	3
O	3.00	1.25	1.75	2.25	8.25	14
P	2.00	2.00	2.00	2.00	8.00	16
Q	2.00	1.75	2.00	2.25	8.00	15
R	3.00	3.00	3.00	3.25	12.25	1

Table 5. Data for the Correlation Coefficient Between Trained Judges' and Group Members' Rankings of Lab Leaders.

Leader	Judges' Ranking	Members' Ranking	$d_i$	$d_i^2$
A	12	9	3	9
B	5	15	-10	100
C	7	8	-1	1
D	9	16	-7	49
E	10	5	5	25
F	18	4	14	196
G	2	18	-16	256
H	17	10	7	49
I	13	14	-1	1
J	4	11	-7	49
K	11	17	-6	36
L	6	3	3	9
M	8	6	2	4
N	3	1	2	4
O	14	13	1	1
P	16	12	4	16
Q	15	7	8	64
R	1	2	-1	<u>1</u>
Number 18			TOTAL	870

rho .10 (not significant at .05 level)

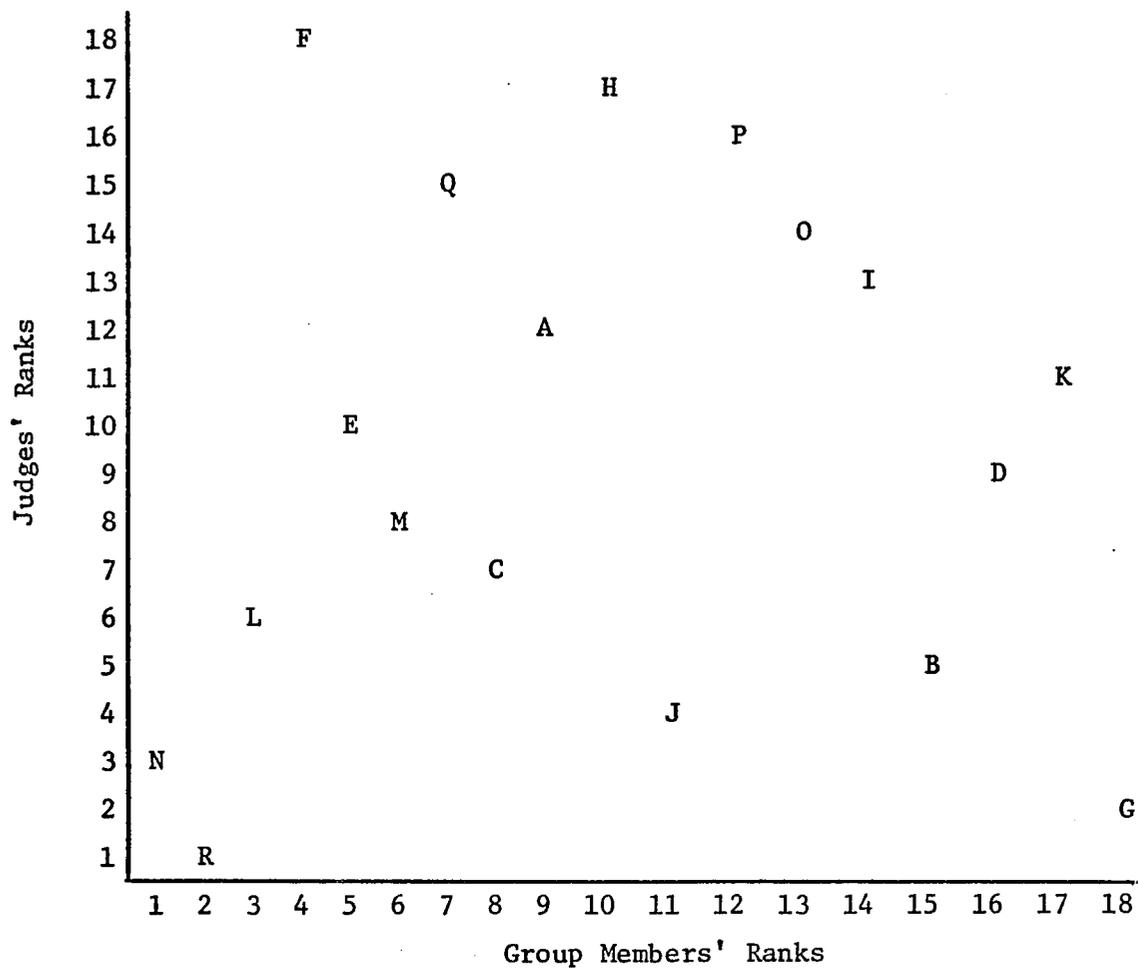


Fig. 3. Scatterplot showing very low correlation between judges' and group members' rankings of lab leaders.

Note: Each letter presents one lab leader.

## CHAPTER IV

### CONCLUSIONS AND DISCUSSION

#### Conclusions

The prediction that satisfactory lab group leaders could be identified by personality program instructors and trained judges was not supported. The instructors and judges were not able to predict the relative success of lab leaders as measured by the Group Satisfaction Index. Therefore, it appears that neither of the procedures for selecting lab leader candidates who are likely to be perceived as satisfactory by their lab group members was effective.

#### Implications

These negative conclusions focus attention on two key assumptions shared by both selection procedures:

1. Lab leaders' responses to the Video Tape Procedure are a representative sample of their actual "in group behavior," and
2. The behavior which is sampled by the VTP influences group members' satisfaction with lab leaders.

Although prior work (Carkhuff, 1969a) supports the tenability of these assumptions, the results of this study are cause for a review of the extent to which these assumptions are appropriate in the instance of the present study.

The first assumption implies that the behavior of the "leaders-elect" observed by instructors and judges during the Video Tape Procedure was representative of the behavior these leaders would subsequently employ in their groups. The existence of events which violate this assumption might help explain the failure to predict leader satisfaction. For example, it could be that some of the more "psychologically sophisticated" lab leaders guessed correctly the type of responses the instructors and judges wanted rather than responding in their own natural way during the VTP. Furthermore, the same leaders who were inclined to try to adapt their behavior to please instructors and judges may well have been those who were least satisfactory in actual group settings with their peers.

Rokeach (1960) used similar reasoning in speculating as to why he found that University graduate students were clearly better predictors than graduate faculty when it came to predicting students' scores on the Dogmatism and Opinionation Scales. He assumed that dogmatic, authoritarian students are oftentimes effective in inhibiting or cloaking expressions of a closed belief system when in the presence of authority figures (faculty) while tending to be less inhibited in their expressions among peers and subordinates. A similar phenomenon might also be operating in the leader selection process, thus confounding the results.

The second assumption, that the instructors and judges were exposed to lab leader behaviors (from the VTP) which influence group members' satisfaction with lab leaders, may also be questioned. It is possible that the instructors and judges successfully predicted lab leaders' helpful behavior; however, helpful behavior may represent only a small part of what makes a lab leader satisfactory to his group members.

This issue is worth considering especially since the idiosyncratic procedure of the instructors and the structured procedure of the judges yielded similar lab leader rankings. The instructors indicated that they gave positive ratings to responses which involved Rogerian paraphrasing, empathic clarifying, relevant sharing of the leader's own experience, sensitive questioning, focusing on feelings, and leading a little toward more self-exploration. Responses which received negative ratings included discounting experience, leading astray, moralizing, lecturing, insensitive questioning, and advice giving. The Spearman Rank-Correlation Coefficient of .85 found between the instructors' and judges' rankings of the lab leaders lends further support to the contention that both instructors and judges were basing their estimates on similar leader behaviors. The possibility that group members based their estimation of satisfaction on additional factors warrants consideration.

Since the above mentioned assumptions were not tested in this study, there is no objective evidence to support or refute the possibilities which they raise. However, it seems logical to suggest that personality program instructors search for lab leader selection procedures which place less demand on these assumptions. For example, lab leader candidates might be observed in situations which more closely approximate actual lab group experiences. Further, group leaders might be selected according to criteria of satisfaction which are known to be relevant to group members.

### Incidental Findings

Several unanticipated findings of this study deserve mention. One interesting observation was that differences in predictability were found between female and male lab leaders. Instructors' and judges' rankings of the female lab leaders were correlated ( $\rho = .55$ ,  $p < .10$  and  $\rho = .77$ ,  $p < .05$  respectively) with the group members' ranking of the same female lab leaders. On the other hand, instructors' and judges' rankings of the male lab leaders were not significantly correlated ( $\rho = -.14$  and  $\rho = .04$  respectively) with the group members' ranking of the same male lab leaders. In brief, selection procedures approached a workable level with female subjects, but not with males.

These results are similar to those found by Wyrick and Mitchell (1969) in a study of the relationship between accurate empathy, warmth, and genuineness and perceived resident assistant effectiveness. Wyrick and Mitchell found that their raters, who had been trained to identify the above mentioned behavioral characteristics, were able to predict the effectiveness of female resident assistants as perceived by students. However, they were unable to predict the effectiveness of male resident assistants.

Another unexpected result was the sharp difference in satisfaction rankings from the Group Satisfaction Index found between female and male lab leaders. The group members in this study rated all ten of the female lab leaders more satisfactory than all eight of the male lab leaders (see Table 2). Furthermore, group members' ratings of female lab leaders were less variable than their ratings of male lab leaders. That is, no value for the standard deviation of female GSI scores was larger

than the smallest value for males. These findings are striking since there were no exceptions in these patterns.

The above mentioned observations suggest several questions for further study. Do female lab leaders consistently exhibit certain behaviors which are very satisfactory to their group members? Do male lab leaders behave inconsistently among group members? Are male lab leaders judged inconsistently by their group members? Does the nature of the GSI produce results which are biased on the variable of sex of lab leaders? Whatever the answers to these questions, the observation that GSI scores for female lab leaders were less variable than those for males helps explain the fact that female lab leaders were more predictable in this study.

#### Recommendations

It is recommended that the two selection methods examined in this study not be used at this time for identifying people who will become satisfactory lab leaders at The University of Arizona. Further research in this area should be directed toward investigating the differential findings for females and males and testing other viable procedures.

A logical (and likely profitable) next step would be research designed to identify the variables which affect group members' satisfaction with their lab leaders. Analysis of group members' descriptions of satisfactory lab leaders' behavior at specified points in the semester could provide useful information which would help define the criterion of satisfaction in behavioral terms. Once the relevant factors have been

identified, Method I could again be tested using judges who use the factors as criteria for their rankings of lab leader candidates.

Other existing selection procedures which offer potential solutions to problems encountered in this study should also be examined. Anthony and Wain (1971) have developed a post training analogue helper selection procedure which they claim is more effective than pretraining selection since the analogue training program acts to mitigate the effect of the varying levels of naivete among the prospective trainees. In other words, all the trainees in the analogue method learn what type of response the trainers desire and thus are rated on how well they can produce the desired response, rather than how clever or knowledgeable they are at guessing what type of response the trainers want.

Genther (1975) offers a similar procedure which is designed to help volunteers select themselves out of a program during training. His process is to train all volunteers and during training stress the criteria that will be used to determine if a trainee is to be allowed to participate as a helper after training. The assumption is that by giving the trainee continual feedback about his progress, he is in a position to evaluate his own potential.

A third procedure which might effectively reduce the problem of criterion relevancy is to have group members nominate fellow group members who they think would become satisfactory lab leaders. The immediate advantage to this method is that each group member, as a lab leader candidate, is judged by the same people who operationally define the criterion of satisfactory leadership and have directly observed his within group behavior. Disadvantages to this method include possible personal

bias and peer pressure to nominate certain group members. Also, this procedure does not account for post group learning or allow for selecting lab leaders who have not been group members.

Effective selection of lab leaders for personality laboratory groups at The University of Arizona remains an important problem. The findings of this study and the related literature provide new information and direction for the continuing work in this area which is necessary.

## APPENDIX A

### INSTRUCTIONS FOR VIDEO TAPE PROCEDURE

This procedure is designed to get your responses to four separate video taped people. In general, your instructions are to:

- (1) watch a taped segment of a person talking while imagining that he/she is one of your lab group members;
- (2) imagine how you would immediately respond to that person trying to be as helpful as possible (Respond as if you were commenting right back to that person in your natural way.);
- (3) quickly write out your imagined response in the appropriate blank.

Each taped segment will be presented for approximately 30 seconds. You will then be instructed to "respond" and will have 90 seconds to complete your written response.

The first three segments will be just for your own "warm up" -- to help you get a "feel" for the procedure. During the "warm up" segments please write your responses on the scratch paper provided.

#### Suggestions

- (1) After you write a particular response, put it out of your mind. You should then be ready for the next segment without interference from the previous one.
- (2) There is no need to be grammatically correct or to use complete sentences when writing your responses. Most people do not talk that way anyway.
- (3) Remember, respond as if you were commenting right back to that person in your natural way.

Any questions?

## APPENDIX B

### INSTRUCTIONS FOR INSTRUCTORS

In this study I am assessing the reliability and utility of different methods of selecting lab group leaders. I would like your participation in and feedback regarding one method.

These are the purposes of today's procedure:

1. That each instructor rank all leaders according to how likely they are to satisfy their group members.
2. That each instructor record their reasons for deciding upon their final ranking.

Steps in the procedure:

1. Essentially, your task is to predict what the ranking of leaders will be at the end of the semester according to the criterion instrument. So, be aware of the nature of the criterion instrument which will be used by the group members. Look over the "Group Satisfaction Index" (GSI) to get a feel for how the members will evaluate their level of satisfaction with their leaders.
2. I will show you a video tape of 4 separately taped people. These are the same 4 "stimulus situations" to which each lab leader has responded in writing. Their instructions for each of the stimulus situations were to: (1) watch a taped segment of a person talking while imagining that he/she is one of your lab group members; (2) imagine how you would immediately respond to that person trying to be as helpful as possible (Respond as if you were commenting right back to that person in your natural way.); (3) quickly write out your imagined response in the appropriate blank. You (the instructors) may view any of the 4 tape segments as many times as you wish throughout the procedure.
3. The actual responses that were made by all lab leaders have been typed on the evaluation sheet. Evaluate each leader's responses on the evaluation sheet according to whatever criteria you find useful. Please use the evaluation sheet for writing any notes to yourself or me.

4. Based upon your evaluations of each leader, rank them according to your prediction of the ranking they will receive from their group members at the end of the semester -- and write down the major reasons for your decisions.

APPENDIX C

EVALUATION SHEET

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

RESPONSE

YOUR NOTES

These are the responses from leader number 1.

1. Feeling really pushed in all directions to some pretty hard decisions, eh -- sounds like you're getting angry with someone.
2. You're real proud of her, hmm. How do you get along together now that you're into making your own decisions?
3. You feel I really know you after these talks -- sounds like you see me as being able to see right into your deepest self.
4. It's real exciting to meet a new guy and feel you hit it off right away -- bet you feel good all over today, eh? Like beginning a great new adventure.

---

These are the responses from leader number 2.

1. Hey, slow down, calm down. You know you're not the only one in that boat. Most of us don't know. Let's take a look at the catalogue. See all those listings? They enable us to look around and try all different things. Relax, man, relax.
2. Ya know, some people never had it rough and I am glad to see that you maintain that respect for what she has done.

3. You can, you can. All it takes is listening first. Like now, you're listening to me. Try listening this well when you're conversing with others. Like, you'll find that, heh, I'm really understanding. That's where you got to start, listening.
4. That's really great to hear that you've met someone neat, you know. If you give others a chance, like that girl, a chance, sometimes you find that they can really be helpful and cool. I'm not saying that you've got to go out with everybody she finds.

## APPENDIX D

### INSTRUCTIONS FOR TRAINED JUDGES

In this study I am assessing the reliability and utility of different methods of selecting lab group leaders. I would like your participation in and feedback regarding one method.

These are the purposes of today's procedure:

1. That you, the judges, come to a consensus ranking of all leaders from most facilitative to least facilitative.
2. That the final ranking be based solely upon your consensus ratings (using Gazda's Global Scale) of each lab leader's written responses to 4 video taped people.

Steps in the procedure:

1. I will show you a video tape of 4 separately taped people. These are the same 4 "stimulus situations" to which each lab leader has responded in writing. Their instructions for each of the stimulus situations were to: (1) watch a taped segment of a person talking while imagining that he/she is one of your lab group members; (2) imagine how you would immediately respond to that person trying to be as helpful as possible (Respond as if you were commenting right back to that person in your natural way.); (3) quickly write out your imagined response in the appropriate blank. You (the judges) may view any of the 4 tape segments as many times as you wish throughout the procedure.
2. The actual responses that were made by all lab leaders have been typed on the evaluation sheet. Rate each response on the evaluation sheet according to the constructs in Gazda's Global Scale. Come to a consensus among judges for each rating you make. This procedure should yield 4 consensus ratings for each lab leader.
3. Add the 4 ratings for each leader to get a grand total for each leader.
4. Use the derived grand totals as the basis for ranking all leaders from most facilitative to least facilitative. Break any and all ties that might occur.

## APPENDIX E

### GLOBAL SCALE

- 1.0 A response in which the helper attends to neither the content nor the surface feelings of the helpee; discredits, devalues, ridicules, or scolds the helpee; shows a lack of caring for, or belief in the helpee; is vague or deals with the helpee in general terms; tries to hide his feelings or uses them to punish the helpee; reveals nothing about himself or discloses himself exclusively to meet his own needs; passively accepts or ignores discrepancies in the helpee's behavior that are self-defeating; ignores all cues from the helpee regarding their immediate relationship.
- 1.5
- 2.0 A response in which the helper only partially attends to the surface feelings of the helpee or distorts what the helpee communicated; withholds himself from involvement with the helpee by declining to help, ignoring the helpee, responding in a casual way, or giving cheap advice before really understanding the situation; behaves in a manner congruent with some preconceived role he is taking, but is incongruent with his true feelings; is neutral in his nonverbal expressions and gestures; is specific in his verbal expressions (e.g., gives advice or own opinion) or solicits specificity from the helpee (e.g., asks questions) but does so prematurely; does not voluntarily reveal, but may briefly answer questions regarding his own feelings, thoughts, or experiences relevant to the helpee's concerns; does not accept discrepancies in the helpee's behavior but does not draw attention to them either; comments superficially on communications from the helpee regarding their relationship.
- 2.5
- 3.0 A response in which the helper reflects the surface feelings of the helpee and does not distort the content; communicates his openness to entering a helping relationship; recognizes the helpee as a person of worth, capable of thinking and expressing himself and acting constructively; communicates his attention and interest through his nonverbal expressions or gestures; shows that he is open to caring for and believing in the helpee; is specific in communicating his understanding but does not point out the directionality emerging for helpee action; shows no signs of phoniness but controls his expression of feeling so as to facilitate the development of the relationship; in a general manner, reveals his own feelings, thoughts, or experiences relevant to the helpee's concerns; makes tentative

expressions of discrepancies in the helpee's behavior but does not point out the directions in which these lead; discusses his relationship with the helpee but in a general rather than in a personal way.

3.5

4.0 A response in which the helper goes beyond reflection of the essence of the helpee's communication by identifying underlying feelings and meanings; is committed to the helpee's welfare; is intensely attentive; models and actively solicits specificity from the helpee; shows a genuine congruence between his feelings (whether they are positive or negative) and his overt behavior and communicates these feelings in a way that strengthens the relationship; freely volunteers specific feelings, thoughts or experiences relevant to the helpee's concerns (these may involve a degree of risk taking for the helper); clearly points out discrepancies in the helpee's behavior and the specific directions in which these discrepancies lead; explicitly discusses their relationship in the immediate moment.

## APPENDIX F

### ILLUSTRATION OF GLOBAL SCALE\*

#### Helpee Situation

Student to teacher: "You have it in for me. You always make a fool of me in front of the whole class. You ask me the hardest questions every time just to pick on me. I don't think I have done anything to deserve this."

#### Helper Responses

1. Level 1.0: "You're imagining things. You know I treat everyone alike."

Discussion: This response is rated level 1.0 because it discredits the helpee's perception. Whether it is true or not, the helpee indicates that he is being grossly mistreated. The helpee may hear this response as saying to him, "What your eyes and ears are telling you is not true. I know more about what is happening to you than you do." Contradicting the helpee's statement is the surest way to begin an argument, which sharply reduces the chances of developing a helping relationship.

2. Level 1.0: "Do you feel this way in other courses?"

Discussion: This response is rated level 1.0 because it is irrelevant at the present time and because it ignores the helpee's feelings. The helpee may interpret this response as saying to him, "I don't want to talk about what you want to talk about -- change the subject."

3. Level 2.0: "You think you get the hardest questions."

Discussion: This response is rated level 2.0 because of its incompleteness. The helper has responded to only a small part of the helpee's statement (difficulty of questions) and has ignored the rest of the content and the feelings. The helpee thinks, "Well, you heard part of it, but please, won't you hear me screaming out in the pain of humiliation?"

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\*From Gazda et al., 1973, pp. 92-98.

4. Level 2.0: "Maybe you're not studying enough."

Discussion: This response is rated level 2.0 because it is premature. A suggestion such as this is simply "hit or miss" at this early stage of the interaction. The helper is making a value judgment without facts from the helpee to substantiate them. The helpee may think, "Here he goes again, doing the very thing I came in here to talk about! He's always on my back!"

5. Level 3.0: "You're upset with me because it seems like I am harassing you in class."

Discussion: This response is rated level 3.0 because it neither adds to nor subtracts from what the helpee said. It acknowledges the obvious surface feeling and conveys the content of the message. Remember that the goal at this stage in the helping relationship is not to solve the problem for the helpee, but to communicate that you heard what he said and that you are attempting to understand how he feels. This leads to further helpee self-exploration.

6. Level 4.0: "You're quite unhappy with what has been going on. You think I'm the cause of the problem, but it sounds like you're not completely sure."

Helpee's reply to number 6: "I don't know exactly why this is happening, but I do know that I need to do something about it."

Discussion: This response is rated level 4.0 because it contains all the elements of a level 3.0 response, and, in addition, it communicates underlying feelings that have been perceived -- in this case the idea that the helpee is not completely sure that the problem is entirely the teacher's fault. We must know the helpee's response to confirm the accuracy of the additive portion, to rate a response level of 4.0.

## APPENDIX G

### GROUP SATISFACTION INDEX

Instructors for the undergraduate personality program have listed several objectives for students in the program. The following scales are intended to help you describe your satisfaction with your lab group regarding your meeting or not meeting the objectives. In responding to the scales, please confine your evaluation to events within your group. (Do not evaluate your regular class meetings.)

Please be as candid and frank in your responses as possible. Your responses will be entirely confidential and, of course, will in no way affect your grade.

Remember, we are concerned with how satisfied you are -- not with whether or not you actually met the objectives.

WRITE YOUR GROUP LEADER'S CODE NUMBER ON THIS LINE. \_\_\_\_\_

---

OBJECTIVE #1: SELF-UNDERSTANDING. That you understand yourself better as well as be more accepting of yourself. This might involve becoming more aware of your own feelings, attitudes, values and thoughts -- also, becoming more willing to be yourself.

Regarding this objective, how satisfied are you with --

A. the help you have received from your group leader?  
(Put an X on only one line.)

- \_\_\_\_\_ very dissatisfied  
\_\_\_\_\_ moderately dissatisfied  
\_\_\_\_\_ moderately satisfied  
\_\_\_\_\_ very satisfied

B. the help you have received from other group members?

- \_\_\_\_\_ very dissatisfied  
\_\_\_\_\_ moderately dissatisfied  
\_\_\_\_\_ moderately satisfied  
\_\_\_\_\_ very satisfied

C. the effort you have put out?

- \_\_\_\_\_ very dissatisfied  
\_\_\_\_\_ moderately dissatisfied  
\_\_\_\_\_ moderately satisfied  
\_\_\_\_\_ very satisfied

OBJECTIVE #2: UNDERSTANDING OTHERS. That you come to a better understanding of the way you get along with others. This might include developing skills in communicating with people and becoming more satisfied with the way you get along with others.

Regarding this objective, how satisfied are you with --

- A. the help you have received from your group leader?  
 \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- B. the help you have received from other group members?  
 \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- C. the effort you have put out?  
 \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied

OBJECTIVE #3: HELPING OTHERS. That you learn how to be helpful to the personal development of other people. This might include learning how to help people express themselves, accept themselves, or solve their own problems.

Regarding this objective, how satisfied are you with --

- A. the help you have received from your group leader?  
 \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- B. the help you have received from other group members?  
 \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- C. the effort you have put out?  
 \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied

**OBJECTIVE #4:** LEARNING INFORMATION AND CONTENT. That you learn ideas and procedures that are used in the field of personality (the psychology of everyday living). This would involve learning theories and concepts about ways to handle everyday problems.

Regarding this objective, how satisfied are you with --

- A. the help you have received from your group leader?
- \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- B. the help you have received from other group members?
- \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- C. the effort you have put out?
- \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied

**OBJECTIVE #5:** CREATING NEW INFORMATION. That you develop new ideas and procedures or modify existing ideas and procedures. This includes theory discussions and your own thoughts in developing new or modified ideas or procedures -- not trying them out in a personal way.

Regarding this objective, how satisfied are you with --

- A. the help you have received from your group leader?
- \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied
- B. the help you have received from other group members?
- \_\_\_\_\_ very dissatisfied  
 \_\_\_\_\_ moderately dissatisfied  
 \_\_\_\_\_ moderately satisfied  
 \_\_\_\_\_ very satisfied

- C. the effort you have put out?
  - \_\_\_\_\_ very dissatisfied
  - \_\_\_\_\_ moderately dissatisfied
  - \_\_\_\_\_ moderately satisfied
  - \_\_\_\_\_ very satisfied

OBJECTIVE #6: OTHER (PERSONAL) OBJECTIVES. You probably had other, more personal, goals for yourself in your group. Think of this objective as one which covers everything that the other objectives left out.

Regarding this objective, how satisfied are you with --

- A. the help you have received from your group leader?
  - \_\_\_\_\_ very dissatisfied
  - \_\_\_\_\_ moderately dissatisfied
  - \_\_\_\_\_ moderately satisfied
  - \_\_\_\_\_ very satisfied
  
- B. the help you received from other group members?
  - \_\_\_\_\_ very dissatisfied
  - \_\_\_\_\_ moderately dissatisfied
  - \_\_\_\_\_ moderately satisfied
  - \_\_\_\_\_ very satisfied
  
- C. the effort you have put out?
  - \_\_\_\_\_ very dissatisfied
  - \_\_\_\_\_ moderately dissatisfied
  - \_\_\_\_\_ moderately satisfied
  - \_\_\_\_\_ very satisfied

Indicate how important the objectives are to you by writing their numbers on the lines (include objective #6). Use each number only once and each line only once.

- \_\_\_\_\_ most important objective
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ least important objective

THANK YOU

## APPENDIX H

### TRANSCRIPT OF VIDEO TAPED HELPEE BEHAVIOR

Scene 1. (Male, loud and agitated) How in the hell can a really -- can a person really know what he wants to do with his life when he's only 20 years old? That's silly! The pressure's on to choose a major and decide about a vocation from the time you hit college. I, for one, don't feel ready for that big decision, but it's sure hard when everybody keeps askin' that question again, "What's your major. What's your major." I feel like a freak when I say that. I don't have one yet. People really look at me like -- like I'm strange and I'm not really a freak.

Scene 2. (Male, soft and somber) When I think of my mother I'm sort of really amazed at what she's gone through since my dad has died. Um -- she's had to go to work -- work that a lot of times that she really didn't like just to support us kids. I have three younger brothers. They're all in school, but I'm the only one that's in college. Um . . . it's hard and it's very difficult for me to understand what she has gone through, but I don't think there's anyone that really respects and admores her more than I do.

Scene 3. (Male, loud and excited) You know, I've never met anybody that understood me as well as you do. It's really fantastic! How do you do it? I mean it just seems that you know right where I'm at all the time. Wow! I -- you know, I really wish I could do that.

Scene 4. (Female, loud and excited) Wow! I really got to tell you about this guy that I went out with last night. You see, there's this girl on the fourth floor and she's always trying to fix people up. And she said she had this guy that she thought -- neah, I might be interested in. So, being sort of hesitant, I said, "Okay, I'll go." 'Cause I didn't have anything to do last night anyway. Ah -- but man, this guy was really cool! I couldn't believe it! He, ah . . . talked, and talked, and talked, and listened along with talking to me. And I was really impressed! And it was really great because . . . he was obviously impressed too. And so he's gonna take me out again tonight. And I can hardly wait because he was such a cool guy to go out with. And, (ha ha) like I said, I just can't wait 'til tonight.

APPENDIX I

SUBJECT CONSENT FORM

I consent to being used as a subject in this research project. I understand that my written responses to the procedures used will be analyzed to study differences between student development lab group leaders. I understand that my group members will be asked to record some of their feelings about me. I understand that the information about me will be held in strictest confidence and will in no way affect my grade in this course. I have entered into this project of my own free will and may break this contract at any time.

date: \_\_\_\_\_

leader number: \_\_\_\_\_

signature: \_\_\_\_\_

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