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A COMPARISON OF CHANGE
IN COUNSELOR CANDIDATES AS
A RESULT OF DIFFERING GROUP
EXPERIENCES

by

Joseph Christian Seelig

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

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To the 46 students who participated in the study and served as subjects for the research.

To Shauna Virgo, my typist, for her kindness and patience.

Joseph Christian Seelig

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DEDICATION

To Karen, my friend,

my love, my wife

A Misty Morning

in

The Rocky Mountain High

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CHAPTER 1

THE PROBLEM

Counselor effectiveness has been a concern of counselor training programs since their inception (Tyler, 1960). However, today's economic pressures on <u>all</u> educational programs and the keen competition in the occupational market place experienced by graduates dictates that effectiveness and the variables that contribute to it are of primary consideration.

The counseling profession is not immune. The future may hold that only effective counselors receive positions and in turn, with time, only effective training programs will accept students.

Introduction

One input, and possibly the most important contributing to counselor effectiveness or ineffectiveness, is the person, the self, the personality of the counselor. Noted counselor educators such as Rogers (1951), Tyler (1961), and Wrenn(1962) have emphasized the importance of the counselor's self-concept.

Arbuckle and Wicas (1957) considered improvements in attitudes and positive perception of self as important as any technical competence that could be acquired in a student's preparation for counseling. Appel (1963) described how the counselor's awareness of self and the growth of that awareness can lead to a greater freedom and ability in assisting others to actualize themselves. He concluded that the counselor's self

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is the most significant resource he brings to a helping relationship.

Truax and Carkhuff (1967) were of the opinion that the major ingredient in an effective therapeutic process was the presence of nonpossessive warmth, accurate empathy, and genuineness within the personality of the therapist.

Truax and Mitchell (1971), after careful consideration of the research, contended that the effective implementation of the therapeutic technique rested on the personal qualities of the therapist. In fact, the personality of the therapist was much more important than his technique.

Counselor educators, then, have been aware that the development of the counselor's "self" is an extremely important element in the training of an effective counselor. Still, the traditional approach of utilizing individual counseling to promote self-knowledge has proven to be too costly from the standpoint of staffing requirements and financial outlay.

Heist (1956) was one of the first to investigate the feasibility of using group psychotherapy as an aid in the training of counselors. Later, at the University of Kentucky, Seegars and McDonald (1963) introduced what was called an "interaction" group to counselor training. The interaction group differed from the therapy process used by others mainly in emphasis - "its purpose was not to remove or reduce pathology, but rather to increase self-knowledge and develop greater perceptive skills" (p. 156). Although the study was limited in scope (only one experimental group), the authors reported positive results and advocated that the group approach be used in the future to facilitate self-knowledge and growth.

A study by Gazda and Ohlsen, in 1961, explored another dimension in the use of groups to facilitate the self-growth of prospective counselors. They attempted a short-term approach to group counseling. However, they found it to be "ineffective in improving the mental health of essentially normal individuals" (p. 638).

Betz (1969) was one of the first to extract experimental evidence indicating that a group experience for counselors in training does affect their counseling performance. Further, he found that counselor trainees were more effective in getting to and dealing with emotional content if they had an affective oriented group experience. Those that had a cognitive oriented group experience were less effective on this important dimension.

Another emperical study which linked counselor effectiveness to the counselor's "self" was implemented by Foulds (1969). Foulds hypothesized and substantiated that a positive correlation exists between the psychological well being, "wholeness," of the counselor and his ability to communicate facilitative conditions during the counseling relationship. Wholeness was construed to be an adequate level of self-awareness, authenticity, humaneness, and others.

Need for the Study

In summary, then, a substantial number of theorists and researchers have suggested a relationship between the counselor's "self" and his ability to be effective in the counseling relationship. Yet, few experimental studies (Betz, the noted exception) have been attempted to

determine if there may exist an economically feasible tool or combination

of inputs that would optimally promote self-growth in counselor trainees,

thus increasing their potential for effectiveness.

Statement of the Problem

The purposes of this study are threefold: one, to determine if

change in self-actualization (positive direction) will take place in

a counselor candidate as a result of a group experience; two, to discern

whether any one of three different group approaches will generate a

greater amount of positive change in the candidates (Ss); and three,

to ascertain if candidates (Ss) afforded an opportunity to participate

in a group approach of their choosing would make greater gains than the

Ss having no choice.

With the above questions in mind, the following research hypotheses

have evolved.

H_1: There will be a significant difference between the pre-
treatment measurement and the posttreatment measurement
for counselor candidates (Ss) who participate in the group
experiences incorporated in this study.

H_2: There will be a significant difference in movement toward
self-actualization between self-selecting groups and no
choice groups.

H_3: Some group models will generate significantly greater S
movement toward self-actualization than others.

Definition of Terms

To delineate the use of terms, the following definitions were given.

1. _Self-actualization_ is a concept developed by Maslow and reflected

   in the humanistic theories espoused by such other writers as Reisman,

Rogers, Shostrom and Perls. Essentially, self-actualization is a concept. It is descriptive of a level of human functioning wherein a person would be developing and utilizing all of his unique capabilities or potentialities free of the inhibitions and emotional turmoil of those less self-actualized. It is the state that might be seen as the goal of the psychotherapeutic process.

For the purpose of this study, "self-actualization" in an individual means a balance between other directed and inner directed being, an active capacity for spontaneity, self-acceptance, a positive belief in the nature of man, ability to accept aggression, and a capacity for intimate contact.

2. <u>Group Counseling</u> - "Two or more participants (designated counselees) plus a trained group leader (designated counselor) involved in a process which can modify or change behavior and attitudes" (Betz, 1963, p. 8).

3. <u>Self-Defeating Behavior Group</u> - a recently developed group process (Cudney, 1972) wherein the members each select any behavior which works to his detriment, such as procrastination, underachievement, excessive anxiety, and works to eliminate that behavior. The process has a highly structured content with the leader sustaining the impetus. Little interaction takes place between members. Usually the inter-action occurs between the leader and one member at a time.

There are no "in group" physical or emotional exercises. The major thrust is comprised of short lectures, discussions, handouts, and homework assignments. The focus is inner personal, that is,

members concentrate on a behavior, attempt to understand it, and work to eliminate it from their repetoire of behaviors.

4. <u>Gestalt Group</u> - The goal of this process is to help the members achieve oneness or wholeness. The major emphasis is present centeredness or dealing in the now. There is some group interaction, however, individual members work with the leader when they decide they are ready. If there is feedback from members of the group, it could come at the request of the leader or the members currently "working."

The leader's role in the Gestalt group is to help members with their incongruence. After a member has made a request for attention and/or expressed a desire to work, the leader will begin listening to and responding to the member until he has discovered the difficulty. At this point the leader may implement one of several Gestalt techniques. For example, he might direct the individual to discover what his body is doing at that moment or to act out his feelings or to play a particular role - all aimed at helping one discover one's self.

5. <u>Basic Encounter Group</u> - This group is designed to facilitate growth. The growth process is a pattern of realizing, emerging, and becoming. Realizing - because the group makes one aware of how he is seen. Emerging - because the group is trusting and supportive and one becomes willing to risk or "emerge."

The Basic Encounter group contains several characteristics which lend themselves to the above outcomes. First, there is a

high degree of interaction between the group members and the leader and group members. Secondly, honesty and openness (sometimes confrontation) of a constructive nature are encouraged. (This enhances an awareness of how one is seen by others). Thirdly, feelings and the meaning of those feelings are explored.

The leader's role in the Basic Encounter group takes on several different characteristics as the group progresses. Primarily, the leader's role is to listen, to understand, and to feed back what he saw, heard, and felt - much the same as any other group member must do if the group is to be effective. The Basic Encounter leader does not highly structure the group, nor does he take sole responsibility for group outcomes, be they good or bad. He attempts to maintain a helpful, democratic posture.

Delineation of the Study

The purpose of the study has been stated, hypotheses developed, and ambiguous terms illuminated. This section deals with parameters of the study.

Participants in the study included all the students enrolled in an entree level course in Western Michigan University's counselor training program. They were homogeneous as to sex and age, and heterogeneous as to undergraduate grade point average and employment background. All were graduate students with prior admission to the graduate school and the Department of Counseling and Personnel.

The participants were pretested to obtain a measure reflecting their level of self-actualization. They were then divided into six groups, two groups to a treatment. The treatment groups were Self-Defeating Behavior, Gestalt, and Basic Encounter. One group in each treatment chose their particular milieu, the other did not. The participants were posttested after twelve one hour and twenty minute group sessions with an appropriate and skilled leader. Level of self-actualization was again measured and an additional measure assessing leader performance was also obtained. Data was analyzed by using accepted statistical methods. All of the above procedures are more fully detailed in the subsequent chapters.

Cognizance regarding the atypical aspects of the sample must be maintained. Generalizations drawn from the results of the study should be restricted to similar populations.

Organization of the Study

The remainder of the study will generally adhere to the following format:

Chapter Two is a literature review of the salient aspects of three topic areas - self-actualization, groups, and selected research.

Chapter Three describes the sample, the methods, and rationale used to organize the study, the methods and rationale used in data collection, and statistical techniques used in analyzation of the results.

Chapter Four presents the research findings of the study.

Chapter Five contains the summary, conclusions, and implications for future research.

CHAPTER II

REVIEW OF SELECTIVE RELATED LITERATURE

Introduction

During the most recent periods of man's history, scientists (notably
Darwin) have realized that organic life has predictable, observable
movement and directional force, i.e. the process of growth from conception
to maturity to death and the process of evolution. A noted scientist of
human behavior, Rogers (1951), describes this directional force in organ-
isms as "the tendency of the organism to maintain itself, to behave
defensively in the face of threat, to achieve the goal of self maintenance
even when the usual pathway to the goal is blocked" (p. 488). Further,
he states "we are speaking of the tendency of the organism to move in
the direction of maturation as maturation is defined by the species"
(p. 488).

Select psychological theorists (Horney, Sullivan, Goldstein, and
Maslow, for example) have agreed that the above precept is a basic tenet
of all life and have attempted to incorporate it into an explanation of
human psychological behavior.

Horney (1942) stated, "The ultimate driving force is a person's
unrelenting will to come to grips with himself, a wish to grow and to
leave nothing untouched that prevents growth" (p. 175). Sullivan (1945)
agrees and points out that the "basic direction of the organism is
forward" (p. 48). Goldstein (1940), in an attempt to label the basic

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striving of the human organism, coined a new term for the phenomenon. He called it "self-actualization." Maslow, long a disciple of Goldstein, took a cue from his pedogogue's work and embarked on a series of studies and writings in an attempt to define, develop, and refine the concept called self-actualization.

Self-Actualization

The first in depth study of self-actualization was initiated by A.H. Maslow (1954). His primary intention was to obtain answers to his own theoretical curiosities. However, the results he obtained set a whole area of psychological thinking into motion.

Maslow approached his task with a general belief or "set" that at the time was not widely accepted. Unlike the classic Freudians, he believed that the inner nature of man was either neutral, pre moral or positively good. He felt that the Freudians had mistakenly created a picture of man as intrinsically evil by focusing on the pathological and then making inferences about human motivation and behavior. Maslow's intention in his study was to focus on the motivation and growth of the most healthy subjects. The subjects for the study were personal acquaintances and friends of Maslow, public figures, historical figures, and students. Subjects were chosen or rejected on the basis of a positive and negative criterion. The negative criterion was an absence of neurosis, psychopathic personality, psychosis or strong tendencies in this direction. The positive criterion for selection was positive evidence of self-actualization. Obviously, this was difficult to describe accurately before the study but loosely, it meant those that made full use of their

talents, capacities, potentialities, and seemed to be fulfilling themselves by doing the best that they were capable of doing. The positive criterion also implied gratification either past or present of the basic emotional needs for safety, belongingness, love, respect, and self-respect.

Data gathering did not consist of the usual gathering of specific and discrete facts, rather it was a slow development of holistic impressions of the sort one might indulge in when developing friendship.

Though admittedly lacking in scientific method, Maslow felt that the holistic analysis yielded some important and useful characteristics of "self-actualization."

These characteristics and their description as ennumerated upon by Maslow and employed in the study are as follows.

1. More efficient perception of reality and more comfortable relations with it.

    ...they live more in the real world of nature than in the man-made mass of concepts, abstractions, expectations, labels, and stereo-types that most people confuse with the world. They are, therefore, far more apt to perceive what is rather than their own wishes, hopes, fears, anxieties, their own theories and beliefs, or those of their cultural group (p. 205). ...They do not neglect the unknown or deny it, or run away from it or try to make believe it is really known, nor do they organize, dichotomize or rubricize it prematurely. They do not cling to the familiar, nor is their quest for the truth a catastropic need for certainty, safety, definitiveness and order. ...They can be, when the total objective situation calls for it, comfortably disorderly, sloppy, anarchic, chaotic, vague, doubtful, uncertain, indefinite, approximate, inexact, or inaccurate (all, at certain moments in science, art, or life in general, quite desirable) (p. 206).

2. Acceptance (self, others, nature)

    Our healthy individuals find it possible to accept themselves
    and their own nature without chagrin or complaint or, for that
    matter, even without thinking about the matter very much.
         They can accept their own human nature in stoic style
    with all its shortcomings, with its discrepancies from the
    ideal image without feeling real concern. It would convey
    the wrong impression to say that they are self-satisfied.
    What we must say rather is that they can take the frailties
    and sins, weaknesses and evils of human nature in the same
    unquestioning spirit with which one accepts the characteristics
    of nature. One does not complain about water because it is
    wet, or about rocks because they are hard or about trees
    because they are green. As a child looks out upon the world
    with wide uncritical, innocent eyes, simply noting and
    observing what is the case, so does the self-actualizing
    person look upon human nature in himself and others (pp.
    206-207).

3. Spontaneity

    Their behavior is marked by simplicity and naturalness and
    by lack of artificiality or straining for effect (p. 208).
    ...It is his impulses, thought, consciousness that are so
    unusually unconventional, spontaneous and natural. Apparently
    recognizing that the world of people in which he lives could
    not understand or accept this and since he has no wish to hurt
    them or to fight with them over every triviality, he will go
    through the ceremonies and rituals of convention with a good
    humored shrug and with the best possible grace (p. 209).

4. Problem centering

    Our subjects are in general strongly focused on problems
    outside themselves. In current terminology they are problem
    centered rather than ego centered. They generally are not
    problems for themselves and are not generally much concerned
    about themselves; e.g., as contrasted with the ordinary intro-
    spectiveness that one finds in insecure people (p. 211).

5. The quality of detachment; the need for privacy

    It is often possible for them to remain above the battle, to
    remain unruffled, undisturbed by what produces turmoil in others
    (p. 212). ...This quality of detachment may have some connections
    with certain other qualities as well. For one thing, it is
    possible to call my subjects more objective (in all of that word)
    than average people. We have seen that they are more problem
    centered than ego centered. This is true even when the problem
    concerns themselves, their own wishes, motives, motives, hopes,
    or aspirations (p. 213).

6. Autonomy; independence of culture and environment

   Since they are propelled by growth motivation rather than by
   deficiency motivation, self-actualizing people are not dependent
   for their main satisfaction on the real world or other people or
   other cultures or means or ends in general or extrinsic satis-
   faction.... This independence of environment means a relative
   stability in the face of hard knocks, blows, deprivations,
   frustrations and the like. These people can maintain a relative
   serenity and happiness in the midst of circumstances that would
   drive other people to suicide; they have also been described as
   self-contained (pp. 213-214).

7. The mystic experience; the oceanic feelings

   ...the acute mystic experience is a tremendous intensification
   of any of the experiences in which there is loss of self or
   transcendance of it, e.g., problem centering, intense concentration,
   intense sensuous experience, self-forgetful and intense enjoyment
   of music and art (p. 217).

8. Gemeinschaftsgefuhl

   This word, invented by Alfred Adler, is the only one available
   that describes well the flavor and the feelings of mankind ex-
   pressed by self-actualizing subjects. They have for human beings
   in general, a deep feeling of identification, sympathy and
   affection in spite of the occasional anger, impatience or
   disgust...they have a genuine desire to help the human race
   (p. 217).

9. Interpersonal Relations

   Self-actualizing people have deeper and more profound interpersonal
   relations than any other adults (although not necessarily deeper
   than those of children). They are capable of more fusion, greater
   love, more perfect indentification, more obliteration of the ego
   boundaries than other people would consider possible. There are,
   however, certain special characteristics of these relationships.
   In the first place, it is my observation that the other members
   of these relationships are likely to be healthier and closer to
   self-actualization than the average, often much closer (p. 218).

10. The democratic character structure

    These people have all the obvious or superficial democratic
    characteristics. They can be and are friendly with anyone of
    suitable character regardless of class, education, political
    belief, race or color. As a matter of fact, it often seems
    as if they are not even aware of these differences which are
    for the average person so obvious and important (p. 220).

11. Discrimination between means and ends

Self-actualizing people most of the time as though, for them, means and ends are clearly distinguishable. In general, they are fixed on ends rather than on means and means are quite definitely subordinate to these ends. This, however, is an over simple statement. Our subjects make the situation more complex by often regarding as ends in themselves many experiences and activities that are for other people only means to ends. Our subjects are somewhat likely to appreciate for its own sake, and in an absolute way, the doing itself; they can often enjoy for its own sake the getting to some place as the arriving (p. 221).

12. Philosophical, unhostile sense of humor

On a simple quantitative basis, our subjects may be said to be humorous less often than the average population. Punning, joking witty remarks, gag repartee, persiflage of the ordinary sort much less often seen than the rather thoughtful, philosophical humor that elicits a smile more usually than a laugh that is intrinsic to the situation rather than added to it, that is spontaneous rather than planned and very often can never be repeated (p. 222).

13. Creativeness

This is a universal characteristic of all the people studied or observed. There is no exception. Each shows in one way or another a special kind of creativeness or originality or inventiveness that has certain peculiar characteristics.... The creativeness of the self-actualized man seems to be kin to the naive and universal creativeness of unspoiled children. It seems to be more a fundamental characteristic of common human nature - a potentiality given to all human beings at birth. Most human beings lose this as they become encultivated but some few individuals seem either to retain this fresh and naive direct way of looking at life or if they have lost it, as most people do, they late in life recover it (p. 223).

14. Resistance to enculturation

Self-actualizing people are not well adjusted (in the naive sense of approval of the indentification with culture). They get along with culture). They get along with culture in various ways but all of them, it may be said that in a certain profound and meaningful sense they resist enculturation and main a certain inner detachment from the culture in which they are immersed.... On the whole, the relationship of these healthy people with their much less healthy culture is a complex one; from it can be teased out at least the folowing components:

1. All these people fall well within the limits of
    apparent conventionality in choice of clothes, of
    language, of food, of ways of doing things in our
    culture and yet they are not conventional, certainly
    not fashionable or smart or chic.... In the pinches,
    the apparent conventionality reveals itself for the
    superficial thing that it is and is tossed like a
    clock.

2. Hardly any of these people can be called authority
    rebels in the adolescent or hot sense. They show
    no active impatience or moment to moment chronic
    long time discontent with the culture or preoccupation
    with changing it quickly although they often show burst
    of indignation with injustice.

3. An inner feeling of detachment from culture is not
    necessarily conscious but is displayed by almost all,
    particularly in discussion of the American culture
    as a whole...they very frequently seem to be able
    to stand off from it as if they did not quite belong
    to it. The nature of varying proportions of affection
    or approval and hostility or criticism indicate that
    they select from American culture what is good in it
    by their lights and reject what they think bad in it.
    In a word, they weigh it, assay it, taste it and then
    make their own decisions.

4. ...they may be called autonomous; i.e., ruled by the
    laws of their own character rather than by the rules
    of society. It is in a sense that they are not only
    or merely Americans, but also to a greater degree than
    others, members at large of the human species (p. 227).

15. The imperfections of self-actualizing people

Our subjects are occasionally capable of extraordinary and unexpected
ruthlessness. It must be remembered that they are very strong people.
This makes it possible for them to display a surgical coldness when
this is called for beyond the power of the average man.
...In their concentration, in their fascinated interest, in their
intense concentration on some phenomenon or question, they may
become absent-minded or humorless and forget their ordinary social
politeness.
...These people are not free of guilt, anxiety, sadness, self-
castigation, internal strife and conflict. The fact that these
arise out of non-neurotic sources is of little consequences to
most people today (even to most pschologists) who are therefore
apt to think them unhealthy for this reason (pp. 228-229).

16. Values and self-actualization

A firm foundation for a value is automatically furnished to the
self-actualizer by his philosophic acceptance of the nature of
his self or human nature, of much social life, and of nature
of physical reality. These acceptance values account for a
high percentage of the total of his individual value judgments
from day to day. What he approves or disapproves of, is loyal
to, opposes or proposes, what pleases him or displeases him
can often be understood as surface derivations of this source
trait of acceptance (p. 230).

Conclusions

Maslow, in concluding his study, wrote, ...healthy people
are so different from average ones, not in degree but in
kind as well, that they generate two very different kinds
of psychology. It becomes more and more clear that the
study of crippled, stunted, immature, and unhealthy specimens
can yield only a cripple psychology and a cripple philosophy.
The study of self-actualizing people must be the basis for a
more universal science of psychology (p. 234).

New Focus

Out of Maslow's writings, a new focus for psychological research

has evolved, a study of the healthy to achieve a greater depth and

breadth of knowledge about the human psychological condition.

Shostrom (1966) in an effort to expediate the aforementioned focus and

contribute a useful tool to therapists incorporating the new notions, de-

veloped the Personal Orientation Inventory (POI). The instrument is designed

to detect the level of self-actualization at which an individual is function-

ing. It consists of 152 two choice comparative value and behavior judgment

items. Scores are reported by the use of two basic scales and

ten sub scales. The basic scales are concerned with inner directed support and time competence. The subscales are ten scales, each of which measures a conceptually important element of self-actualization, i.e., Self-Actualization value (Sav), Existentiality (Ex), Feeling reactivity (Fr), Spontaneity (S), Self regard (Sr), Self acceptance (Sa), Nature of man (Nc), Synergy (Sy), Acceptance of agression (A), and Capacity for intimate contact (C).

Research

Shostrom's *Personal Orientation Inventory* stimulated a wave of new research, the first of which was primarily seeking to establish the reliability and validity of the instrument. A reliability study conducted by Klavetter and Magar (1967) using a sample of 48 college students reported correlations ranging from .52 to .82 for test-retest data after the POI had been administered to the same group twice with only a one week interval. Shostrom (1965) demonstrated that POI scores significantly differentiated a sample of clinically nominated self-actualizing individuals from a sample nominated as non-self-actualizing. In a series of studies examining responses of hospitalized psychiatric patients, Fox (1965) and Fox, Knapp, and Michael (1968) found psychiatric patients to be significantly lower on all POI scales than the nominated self-actualized and normal adult samples reported by Shostrom. In a study concerned with outpatients, Shostrom and Knapp (1966) found that all POI scales significantly differenti-ated a sample of outpatients beginning therapy from those in advanced states of psychotherapeutic progress.

In addition to the preceding studies, the POI has been validated and utilized in such widely differing sub-populations or occupations as teachers, clergymen, adolescents, delinquents and college students. McClain (1970) reported some very significant findings in his study of NDEA Guidance Counselor Institutes. He found correlations ranging from .23 to .69 (with nine of the twelve r's reaching statistical significance at the .01 level) between counselor's performance as POI measures and the rating given them by the institute staff members for self-actualization according to criteria developed by Maslow's writings.

Finally, Maslow himself was purported to have said, "... there is today a standardized test of self-actualization (The Personal Orientation Inventory). Self-actualization can now be defined quite operationally as intelligence used to be defined, i.e., self-actualization in what the test (POI) tests" (p. 1).

Self-Actualization and Groups

Culbert, Clark, and Bobele (1968) studied the interaction effects of initial level of self-actualization and sensitivity training as reflected in pre and posttreatment POI administration. The sample consisted of two groups of university students, one of which had somewhat above average POI scores at the beginning of the study while the other had somewhat lower than average initial POI scores. Results indicated that for the beginning low-self-actualizer the training resulted in significantly higher POI scores on four scales.

Flanders (1969) reported significant change toward self-actualization among a group of 90 teachers involved in a year long sensitivity training program, changes between pre and posttraining administrations of the POI reached significance for eight of the twelve POI scales.

Guinan and Foulds (1970) reported changes in self-actualization following a marathon experience. The study was designed to investigate changes which might occur among a group of relatively normal college students following a voluntary 30-hour week and marathon experience. Results were compared with those obtained from a selected control sample made up of students volunteering to be in an "experiment." Data analysis showed that the experimental group changed in a positive direction and that seven of the twelve scales reached significance at or beyond the .05 confidence level. No changes for the control groups reached signifi-cance.

Alperson, Alperson, and Levine (1971) studied the effects of a marathon encounter group experience on self-actualization among high school students. Thirty two volunteer students were unsystematically assigned to either a control group or an experimental group. The control group received no marathon treatment; the experimental group participated in a marathon. The POI was used as a pretreatment and posttreatment measure. Increases in POI scores for the experimental group reached significance (.05) for six of the POI scales. The control group made no significant gains.

Trueblood and McHolland (1971) studied the effects of a "human potential" group process on helping students to become more self-actualizing.

The POI was administered twice to two groups of junior college students, one consisting of 33 students enrolled in a fourteen week human potential seminar and the other a control group of 62 students.

Analysis of the data showed that the number of students in the experimental group who changed in a positive direction was significantly higher than in the control group.

A study reported by the University of Massachusetts Counseling Center Staff (1972) which evaluated the effects of group participation on self-actualization, failed to demonstrate positive results. Forty-two volunteer college students participated in one of three types of short duration (10 one hour sessions) sensitivity groups and were compared with six control students recruited from a class. Although significant increases on POI scales were observed in all treatment groups, the increase registered among the six students in the control group were such that, when submitted to statistical analysis, results failed to support the hypothesis that group participation would produce greater change in self-actualization.

A study by Treppa and Fricke (1972) investigated the effects of a weekend marathon group on self-actualization. The POI and other personality inventories were administered prior to and following a weekend marathon group experience and again in a six week follow up. The experimental group and the control group each contained eleven participants and both showed significant positive changes on posttests and follow up scores. In the experimental group seven of twelve scales measured reached significance beyond the .05 level of confidence. For the control group, two scales reached significance at the .05 level.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The scope of Chapter Three encompassed the research design and methodology which are reported under four headings, (1) The Sample, (2) Procedures, (3) Instrumentation, and (4) Data Analysis.

The Sample

The sample consisted of 46 graduate students enrolled at Western Michigan University in the first course of a sequence of courses leading to a masters degree in the Department of Counseling and Personnel.

The subjects were homogeneous as to sex and age (ten year range) and heterogeneous as to employment background and prior academic achievement. The majority of the sample were either working as teachers, had worked as teachers or held teaching certification. Most students had achieved a minimum of a 3.00 overall grade point average over the last two years of undergraduate study.

The 46 subjects used in the study were selected from a total of 53 students enrolled in various sections of Counseling and Personnel 680, The Personnel Worker and His Role, a basic introductory course in the master's program sequence. Initially all 53 students had an equal probability of being utilized as subjects. All were required to participate in a group experience as part of the course requirement and all did, however, technical complications did not allow for all 53 students to participate in this study. Selection into the study was made on the basis of leader availability and student choice.

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Procedures

     During the month of July, 1972, a number of experienced group

counselors in the Kalamazoo area were identified for possible partici-

pation in the study. These leaders were then categorized by their

philosophic orientation and level of expertise and pooled in a data

bank as potential group leaders for this experiment. All potential

leaders held a minimum of a masters degree in counseling, plus five

years of group experience, while most held the doctoral degree and

had five to 15 years of group experience.

     In early August, a final class schedule indicating the meeting

times of the various C-P 680 sections for the fall semester was issued.

It was discovered that two of the sections would have enough students

for two groups each and two sections would only have enough enrollment

for one group each.

     Shortly thereafter, the interviewing of potential group leaders

was begun. Each leader was contacted personally by the researcher to

determine level of interest, availability, and the willingness to adhere

to the group model desired in the research design. The proposed study,

as read by potential leaders, required two leaders with Gestalt group

expertise, two leaders with Basic Encounter group expertise and two

leaders with Elimination of Self-Defeating Behavior group expertise.

     Prior to the first week of classes six leaders with the required

expertise had volunteered to participate in the study. Each had selected

a day and time corresponding to a C-P 680 section when they would lead

their particular type of group. No two leaders doing the same type of group worked on the same day or with the same section. Three of the leaders held doctoral degrees and three of the leaders were doctoral students with extensive group experience.

During the latter half of the first class meeting of each C-P section, the researcher read to the students the following statement:

> You have already been informed by your instructor that you are required to participate in a group experience as part of the requisite for completion of this course. One of my responsibilities this semester is to coordinate that experience. In addition I would like to attempt to enhance the quality of your group experience.
> In the past, the type of group experience you would receive was based on which leader was available at the time of your class meeting. This semester we are going to give some of you a choice as to which type of group you will participate in. Please read the descriptions of group approaches that will be handed to you and rank order your preferences. At least half of you should get your first or second selection. Also, I will be passing out a survey instrument (POI) to be completed by you, which will help us know more about you as persons and hopefully help us improve our services to you.
> Before the semester is over I will explain in detail how the information has been used. If you have reservations about completing the assigned task, feel free to raise the questions for further discussion and/or clarification.

The group perference questionnaire (see Appendix) and the _Personal Orientation Inventory_ were completed by all students during the first week of class. The students were then grouped on the basis of their choices made to the _Group Preference Questionnaire_. In every section students with the same first preferences were grouped together, as were second and third choices. Care was taken to maintain a sexual balance. Wherever a first choice group containing at least eight students corresponded to a leader doing that type of therapy, that group became

a choice group. Three choice groups were obtained in this manner. In some cases it was necessary to add second choice preference to the first choice group to bring the group up to eight members. All remaining students were in a type of group that they had selected either as a second or third choice. It was necessary to switch two group leaders so that no-choice groups would have a group structure that was at best their second choice.

Seven of the 53 students in C-P 680 sections could not be incorporated in the study. They all selected a type of group structure (BE) at a time (Saturday morning) when additional leaders of the caliber necessary for the study were not available. Since a BE choice group had been established at another time, it was decided that from a logistic standpoint, it would be best to eliminate this group from the study.

The treatment phase of the study included ten group sessions of 100 minutes duration each for each of the six groups. However, during this period, one problem arose. The leader of the choice BE group found he was unable to continue with the group. Therefore, a leader of equal stature and ability was obtained as a replacement to lead the remaining eight sessions.

The eleventh group meeting was utilized for posttesting. The post test included the Truax and Carkhuff Relationship Questionnaire and a retest of the POI. Prior to actual posttesting the subjects were told be the researcher,

> 'We would like to obtain some additional information
> about you and about how you perceived your group leader.
> Would you kindly answer to the best of your ability all
> the questions contained in the two instruments I am handing
> to you.'

When all the test sheets for a particular group had been returned to the researcher, the Ss were then informed that they had been part of a research project. They were then told about the study in detail. Further, they were cautioned not to divulge the information the researcher had given them until all groups had been tested.

Instrumentation

The POI was used as both a pretest and a posttest. The prettest POI established the level of the subjects self-actualization before treatment and the posttest established their level of self-actualization following treatment.

The POI is a two choice 150 item designed by Shostrom (1966) to detect the presence of attitudes and values that are considered consistent with self-actualization. The examinee is asked to select the one statement in each pair of statements that is most true of himself. Four major scales and ten subscales are used in comparing the examinee responses to normative samples. The test has been extensively validated and has purportedly been used in over 50 published articles and 60 unpublished reports and dissertations.

Shostrom (1966) suggests in the POI test manual that a quick estimate of an individual's level of self-actualization may be obtained by scoring only the Time Competence (Tc) and Inner Directed (I) scales. Knapp (1966) found that the I scale was the best single estimate of self-actualization. Damm (1969) found a high correlation between the overall scoring scales and simply using a combination of raw scores from the I and Tc scales.

Therefore, level of self-actualization can be determined by using one
or two key POI scales rather than the entire six scales.

The Truax and Carkhuff (1967) Relationship Questionnaire was
utilized as a posttest instrument to evaluate how the group leaders
were perceived by the Ss in their particular group and to establish
whether the leaders of the same kind of group were operating at
approximately the same therapeutic level.

The Relationship Questionnaire is a 141 item true and false test
that was designed to measure therapeutic conditions offered by the
therapist. These conditions are accurate empathy, nonpossessive warmth,
genuineness, overall therapeutic relationship, intensity and intimacy
of interpersonal contact, and concreteness.

When the population being tested is of a normal nature (non-psychotic)
the Relationship Questionnaire correlates between .53 and .56 with object-
ive ratings of recordings of leader therapeutic behavior.

The group preference questionnaire (see Appendix) was used with
the pretest to acquaint the Ss with the group types to be offered and
to determine their preferences.

The questionnaire was devised by the researcher and contained brief
descriptions of the three groups offered and a force choice rating scale.

Data Analysis

Analysis of the data was confined to three modes of parametric sta-
tistics and a graphic presentation. The three modes of parametric sta-
tistics used were the one way analysis of variance, the t test, and the
two way analysis of variance.

The one way analysis of variance was applied to the POI pretest data to discern whether the Ss making up the various groups were significantly different from each other prior to treatment. It was decided that the F should not exceed the .10 level of significance.

A t test was utilized to detect whether all Ss' pretest scores on the POI were significantly different from their posttest scores. The significance level was set at .05.

The two way analysis of variance was used twice, once each for two different sets of data. The first application was used to detect simultaneously whether group choice or lack of choice or the various group treatments had created significant differences between groups. It was decided that for group differences to be significant the F must exceed the .05 level.

The second application of the two way analysis of variance was used to discern whether Ss divided along "choice-no choice" and treatment lines viewed their group leader in the same way or whether there was a significant differences between groups. Again, the .05 level of confidence was established for the F to be significant.

The graphic presentation was used as a method to better illustrate intragroup change not readily discernible in the statistical analysis.

<center>Summary</center>

A sample of 46 Ss were divided into three differing group models, each contained two separate groups. One of the two groups contained Ss who had selected that particular group model; the remaining group

contained Ss who had no choice in their group assignment. The three
group models used were the Elimination of Self-Defeating Behavior
model, the Basic Encounter model, and the Gestalt model. Leaders
of the various groups were judged to have extensive expertise in group
facilitative skills. Treatment took place over a 12 week period with
each group meeting for ten sessions of 100 minutes duration.

A design based on pre- and posttreatment measurements was employed
to investigate three research questions. The POI was used as the study's
major measuring instrument. The RQ was used to evaluate whether group
leaders were operating at approximately the same therapeutic level.

CHAPTER IV

RESULTS AND ANALYSIS OF RESEARCH FINDINGS

Introduction

In Chapter Four the results and analysis of the data are discussed. Findings are reported in three subsections, entitled, Sample Data, Research Findings, and Leader Behavior Data. The Sample Data section presents data germane to sample size and dispersement and sample homogeneity. The Research Findings subsection reports (1) data resulting from comparing all Ss' (regardless of group assignment) pretest POI scores to all Ss' posttreatment Personal Orientation Inventory scores, (2) an analysis of group differences resulting from the choice, no choice, and treatment variable, and (3) graphic indicators of Ss' movement toward self-actualization within each group.

The Leader Behavior subsection presents data reflecting how group leaders were perceived by their group.

The Problem

The study was designed to (1) determine if change in self-actualization would take place in candidates for the masters degree in counseling as a result of group experience, (2) discern if any one of the three group approaches would generate a greater amount of positive change in the Ss and (3) discover if Ss who were given an opportunity to participate in a group of their choosing would make significantly greater change than those not afforded a choice.

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Sample Data

The research sample consisted of 46 graduate students enrolled
in a graduate program in the Department of Counseling and Personnel
at Western Michigan University. The Ss were divided into six groups
as show in Table 1.

Table 1

Arrangement of Subjects
by Group, Size, and Treatment
(N=46)

	Self-Defeating Behavior	Basic Encounter	Gestalt
Choice	1 N=8	2 N=7	3 N=8
No Choice	4 N=8	5 N=7	6 N=8

Half of the Ss were in a group model of their choosing (choice
groups) and half of the Ss were in an assigned (no choice) group. The
three group models used as treatments were the Elimination of Self-
Defeating Behavior Group, the Basic Encounter Group, and the Gestalt Group.

To establish whether the six groups comprising the research sample
were similar with regard to homogeneity of variance and level of actu-
alization, a one way analysis of variance was applied to the Inner
Directed (I) scale of POI pretest scores for all subjects.

Table 2

Comparison of the <u>POI</u>
Scores for Each of the Six Groups
Before Treatment

One Way Analysis of Variance

Treatment	Size	Mean	SD
1	8	82.88	9.187530
2	7	85.00	11.51810
3	8	90.13	12.08822
4	8	86.13	14.88486
5	7	83.46	8.263517
6	8	89.13	10.74958

Source	Sum of SQ	df	Mean SQ	F	Prob.
Between	344.0234	5	68.80	0.5314	0.7512
Within	5179.215	40	129.5		
Total	5523.238	45			

As evidenced in Table 2, the research sample was similar with regard to homogeneity of variance and tested level of actualization. It is therefore concluded that prior to treatment, the six groups encompassed in the study did not differ greatly from each other in average level of self-actualization. Further, the variance from group to group was within the bounds of random variation. Because homogeneity of variance was found, it could be assumed that one of the primary conditions for using parametric statistics in the study had been met.

Research Findings

The research findings are presented in the following manner: (1) the research hypotheses are stated, (2) the data are presented, and (3) the findings are discussed.

Hypothesis 1

There is a significant difference between the pretreatment and posttreatment measurements for counselor candidates who participate in the group experiences incorporated in the study.

Table 3

Comparison of Ss' Pretest and Posttest
POI Scores Disregarding Group Segregation
(N=46)

S's Pretest mean	S's Posttest mean	t value	P
87.30	95.59	4.018	0.001*

*The probability for a t of 4.018 with 44 degrees of freedom is: tailed 0.001; two tailed 0.002.

As evidenced in Table 3 significant differences were discovered between Ss' pretest POI scores and their POI posttest scores. Further inspection of Table 3 reveals that the average S's pretest score on the POI was 87.30 which was categorized by the test manual as the low normal range. The average S's posttest score on the same instrument was 95.59 which is categorized by the manual in the self-actualized range. It can therefore be concluded that Ss made genuine changes in levels of self-actualization during the course of the study.

Hypothesis 2

Some group models will generate significantly greater S movement toward self-actualization than others.

Hypothesis 3

There will be a significant difference in movement toward self-actualization between self-selecting groups and no choice groups.

Table 4

A Comparison of Group Change
Resulting from Differing Group Models as One
Variable and Choice-No Choice as a Second Variable

(A Two Way Analysis of Variance of the
Differences Found Between the Pretest
and Posttest on the I Scale of the POI)

			Factor Two (Group Models)		
			1 (SDB)	2 (BE)	3 (Gestalt)
F		N	8	7	8
	Choice				
A		Mean	10.50	4.86	7.00
	Groups				
C O		SD	6.21	5.52	5.40
			4 (SDB)	5 (BE)	6 (Gestalt)
T N					
	No Choice	N	8	7	8
O E					
	Groups	Mean	10.75	8.14	10.00
R					
		SD	9.62	6.20	6.46

Sources	F	P
1 eliminating 2	1.14	0.2921
2 eliminating 1	1.40	0.2921
1 by 2	0.24	0.7887

As evidenced in Table 4, no statistically significant difference occurred in group movement toward self-actualization either as a result of Factor 1, Factor 2, or interaction of the two.

It can be further concluded by inspection of Table 4, that no one group model generated greater positive change in Ss than any other model. Also, Ss assigned a group model of their choosing did not differ significantly in amount of change from those not afforded a choice. Greater Ss' change did not occur as a result of an interaction effect between group models and choice or lack of choice.

Table 5

A Graphic Comparison of Change
in Group Members
(N=46)

	Movement Change	Group Model						
		SDB			BE		Gestalt	
		1			2		3	
		N Ss	%		N Ss	%	N Ss	%
Choice Groups	HC	4	50		1	14.3	1	12.5
	MC	3	37.5		2	28.6	5	62.5
	NC	1	12.5		4	57.1	2	25
	Total N	8			7		8	

Table 5 (Continued)

A Graphic Comparison of Change
in Group Members
(N=46)

	Movement Change			Group Model				
		SDB			BE		Gestalt	
		4			5		6	
No		N Ss	%		N Ss	%	N Ss	%
Choice	HC	2	25		2	28.6	4	50
Groups	MC	5	62.5		3	42.8	3	37.5
	NC	1	12.5		2	28.6	1	12.5
	Total N	8			7		8	

High Change (HC) more than 10 raw score points.

Moderate Change (MC) 3-10 raw score points.

No Change (NC) 0-3 raw score points.

Note - 10 raw score points change is equal to a standard score of 10 or 10%.

As evidenced by inspection of Table 5, Ss' choice or lack of choice in determining the type of group they would participate in has not influenced their amount of change.

Table 5 further indicates that no one group model caused greater positive change in the Ss than any other group included in the research.

However, one group (Group 2) contained Ss making less change than Ss in any other group. It must be noted that this group had a change in leaders after several sessions due to a personal tragedy in the initial leader's life.

Leader Behavior Data

To discern whether each two leaders using the same group model had functioned as effectively during the study, the Truax and Carkhuff Relationship Questionnaire was administered as part of the posttest batttery.

The Relationship Questionnaire measures quantitively six leader therapeutic attributes and proficiencies. They are accurate empathy, nonpassive warmth, genuineness, overall therapeutic relationship, intensity and intimacy of interpersonal contact, and concreteness. Six tables are used to report the results.

Analysis of the data was attained by using a two way analysis of variance. This statistical method allowed choice group leaders to be compared with no choice leaders while simultaneously comparing the leaders of the various models to determine if any of them differed in the quality of their leadership.

Table 6

A Comparison of Leader Accurate Empathy

F A C T O R			Factor Two (Group Models)		
			1 (SDB)	2 (BE)	3 (Gestalt)
	Choice	N	8	7	8
		Mean	36.75	27.71	33.13
		SD	3.92	8.28	8.69
	No Choice	N	8	7	8
		Mean	34.13	32.43	37.88
		SD	7.79	6.53	5.96

Source	F	P
1 eliminating 2	1.10	0.3007
2 elinimating 1	2.87	0.0684

As evidenced by Table 6, leaders did not differ significantly from each other in their communication of accurate empathy to their groups.

It is therefore concluded that the six group leaders included in the study all communicated the therapeutic condition of accurate empathy to their respective groups with approximately equal magnitude. However, additional inspection of the means in Table 6 shows that one mean differed sharply from the others though not enough to create statistically significant differences.

Table 7

A Comparison of Leader Nonpossessive Warmth

			Factor Two (Group Models)		
F			1 (SDB)	2 (BE)	3 (Gestalt)
A	O	Choice	N	8	7	8
C	N		Mean	57.25	50.43	54.25
T	E		SD	5.44	9.54	7.34
O				4 (SDB)	5 (BE)	6 (Gestalt)
R		No Choice	N	8	7	
			Mean	54.83	54.86	58.13
			SD	7.69	6.74	5.95

Source	F	P
1 eliminating 2	0.64	0.4282
2 eliminating 1	1.07	0.3512

As evidenced by Table 7, leaders did not differ significantly from each other in their communication of nonpossessive warmth to their groups. It is, therefore, concluded that the six group leaders included in the study all communicated the therapeutic condition of nonpossessive warmth to their respective groups with approximately equal magnitude.

Table 8

A Comparison of Leader Genuineness

			Factor Two (Group Models)		
F			1 (SDB)	2 (BE)	3 (Gestalt)
A		N	8	7	8.00
C	O Choice	Mean	41.88	37.29	39.13
T	N	SD	5.06	7.20	9.86
O	E		4 (SDB)	5 (BE)	6 (Gestalt)
R		N	8	7.00	8
	No Choice	Mean	42.00	40.29	44.13
		SD	4.99	5.85	3.94

Source	F	P
1 eliminating 2	2.01	0.1636
2 eliminating 1	1.06	0.3526

As evidenced by Table 8, leaders did not differ significantly from each other in their communication of genuineness in their respective groups. It is, therefore, concluded that the six group leaders included in the study all communicated the therapeutic condition of genuineness to their respective groups with approximately equal magnitude.

Table 9

A Comparison of the Overall Therapeutic
Relationship Established by the Leader

			Factor Two (Group Models)		
			1 (SDB)	2 (BE)	3 (Gestalt)
F		N	8	7	8
A	O	Choice			
C	N	Mean	101.63	70.43	92.38
T	E	SD	10.93	37.55	24.12
O			4 (SDB)	% (BE)	6 (Gestalt)
R		N	8	7	8
	No	Mean	98.00	92.43	105.63
	Choice	SD	16.82	12.47	12.70

Source	F	P
1 eliminating 2	0.10	0.7509
2 eliminating 1	3.82	0.341

As evidenced by Table 9, leaders did differ significantly from each other in the overall therapeutic relationship they established in their group. An inspection of the means shows that the Ss in Group Two did not rate their group's overall therapeutic relationship as highly as did other groups in the study. It is concluded, then, that six leaders included in the study differed in the magnitude of the therapeutic relationship they created in their respective groups.

Table 10

A Comparison of Intensity and
Intimacy of Interpersonal Contact

			Factor Two (Group Models)		
			1 (SDB)	2 (BE)	3 (Gestalt)
F		N	8	7	8
A	Choice	Mean	46.00	41.71	41.68
C		SD	8.07	22.30	10.39
T			4 (SDB)	5 (BE)	6 (Gestalt)
O		N	8	7	8
R	No	Mean	43.00	37.71	41.68
	Choice	SD	6.78	9.30	10.39

Source	F	P
1 eliminating 2	0.87	0.3569
2 eliminating 1	0.43	0.6520

As evidenced by Table 10, leaders did not differ significantly from each other in promoting intensity and intimacy of interpersonal contact in their respective groups. It is, therefore, concluded that the six group leaders included in the study all communicated the therapeutic condition of intensity and intimacy of interpersonal contact to their respective groups with approximately equal magnitude.

Table 11

A Comparison of Leader Concreteness
(Specificity of the Therapist Remarks)

F				Factor Two (Group Models)		
				1 (SDB)	2 (BE)	3 (Gestalt)
A		Choice	N	8	7	8
C	O		Mean	29.00	18.57	25.63
T	N		SD	3.21	8.10	9.61
O	E			4 (SDB)	5 (BE)	6 (Gestalt)
R		No Choice	N	8	7	8
			Mean	27.88	27.14	29.25
			SD	7.18	9.63	5.73

Source	F	P
1 eliminating 2	2.46	0.1244
2 eliminating 1	2.30	0.1137

As evidenced by Table 11, leaders did not differ significantly from each other in the specificity of their remarks in their respective groups. It is, therefore, concluded that the six group leaders included in the study all communicated the therapeutic condition of concreteness to their respective groups with approximately equal magnitude.

Summary

Prior to the treatment, Ss in the six groups of the study did not differ significantly in average level of self-actualization. Following treatment, all groups recorded positive change in self-actualization. However, no single group model generated significantly greater change than any of the other models. The choice or no choice dimension of the study seemingly did not effect group change. Leaders included in the study differed somewhat in the magnitude of the therapeutic conditions they communicated to their respective groups.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

FOR FURTHER STUDY

Summary

Impetus for the study originated from the current situation in the field of counselor education where pressures have mounted on counselor educators to produce more effective counselors while, simultaneously, their departmental budgets were being restricted or at best held at maintenance levels. This situation has forced counselor educators to evaluate more economic measures to train counselors yet not abandon significant components of the total program.

As noted in Chapter One, counselor educators have long been aware that all of the most important variables in effective counseling is the counselor as a person. However, the most effective means of improving the counselor as a person (individual therapy) or counseling has also been the most costly from the standpoint of staffing and financial outlay. Research has been needed to create and evaluate more efficient yet effective methods, such as group counseling, of promoting positive growth in the person, the self of the counselor candidate. While group counseling has been widely accepted as a technique to promote counselor self-awareness, questions concerning the kind of treatment and the importance of choice of groups were unanswered by the available literature.

The purposes of the study were to: (1) discover if change in self-actualization would take place in candidates for the masters degree in

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counseling as a result of group experience, (2) discern if any one of
the three group approaches would generate a greater amount of positive
change in the Ss, and (3) determine if Ss who were given an opportunity
to participate in a group of their choosing would make significantly
greater change than those not afforded a choice.

The sample for the study consisted of 46 candidates for the
masters degree in Counseling and Personnel at Western Michigan
University. The Ss were divided into three differing treatment
models each containing two separate groups. One of these two groups
contained Ss who had selected that particular group model; the remaining
group contained Ss who had no choice in their group assignment. The
three group treatments used in the study, each containing a choice and
no choice group, were the Elimination of Self-Defeating Behavior model,
the Basic Encounter model and the Gestalt model.

Treatment took place over a 12 week period with each group receiving
10 treatment sessions of 100 minutes duration. The Personal Orientation
Inventory (POI) was used to measure differences between Ss' pre and post
level of self-actualization. The Relationship Questionnaire (RQ) was
administered as a posttreatment measurement to evaluate the level of
therapeutic condition developed by the group leaders, and to compare
therapeutic condition to differences in treatment, and choice versus
no choice by subjects.

Analysis of the data revealed that all group experiences incorporated
in the study facilitated positive growth in the Ss. No one group treatment
was, from a statistical point of view, significantly more facilitating than

any other group treatment. Whether a subject was in a group model of his choosing or whether he was assigned on the basis of leader avail- ability to a group not of his choosing had no effect on Ss' growth as measured by the POI.

Discussion

The results and analysis of the research findings were presented in Chapter Four. In order to maintain continuity with the order of Chapter Four, the discussion in this chapter follows the same sequence found in the Research Findings section and Leader Behavior section of that chapter.

The first research hypothesis in the study stated that change in self-actualization would take place in counselor candidates as a result of a group counseling experience. Results from the analysis of the data affirm to a high degree of probability that positive growth in self- actualization did occur in counselor candidates during the period of time they were participating in the study. Results found for this question have important implications for counselor education.

Foulds in his 1969 study linked self-actualization to counselor effectiveness. Making recommendations based on his outcomes, he suggested that perhaps counselor educators should focus more directly upon providing the kinds of experiences which would facilitate personal adequacy of counselor candidates. The present study has focused on a sample of counselor candidates and demonstrated conclusively that Ss' self- actualization, and indirectly their future counselor effectiveness,

was affected significantly and positively by three differing types of group treatment. A discussion of whether the changes in Ss occurred as a result of using the particular group models incorporated in this study or some other intervening variable will be discussed later in the chapter.

The second research hypothesis of the study stated that different group treatments would generate significantly greater S movement toward self-actualization.

Results from statistical analysis of the relevant data did not support the hypothesis. The graphic presentation (Table 5) also illustrates that no one group model generated greater positive change in the Ss than any other group included in the research. One group (Group Two) contained Ss making less change than Ss in any other group. The probable explanation for the smaller amount of change in Group Two may be attributed to the fact that the leadership of that group had to be changed after the third session. The original leader experienced a personal tragedy in his life and could no longer continue leading the group. Although the replacement leader had equal experience and expertise, it is very likely that he was unable to overcome the impact of leader change on the group.

Lack of major group difference in amount of S's growth may indicate that the positive S change that was generated in the study (Table 3) was due to an intervening variable rather than to the differing group models. Data found in the Leader Behavior section of Chapter Four tends to support this supposition. When the means for each group in

Table 4, A Comparison of Group Changes, was compared (by inspection) to the corresponding means for each group in Table 9, A Comparison of Overall Therapeutic Relationship Established by the Leader, a comparison was found. The groups that registered the greater amount of average S change also gave their leader a high rating on the intragroup overall therapeutic relationship they established. Groups registering lesser amounts of group movement likewise gave their leader lesser ratings on this scale. This phenomena occurred not only between Tables 4 and 9, but also between Table 4 and Tables 6-11. A strong possibility exists that Ss change during the study was due to the leader's skill in communicating the therapeutic conditions of accurate empathy, nonpossessive warmth and genuineness, rather than to the particular group model to which they adhered.

The third research hypothesis of the study stated that there would be a significant difference in movement toward self-actualization between self selected groups and no choice groups.

Results from the statistical analysis of the data (Table 4) did not support the hypothesis. The graphic presentation was consistent with the statistical results and showed no differences between the choice groups and the no choice groups.

Lack of differences between choice groups and no choice groups may have evolved because (1) the group description in the Group Preference Questionnaire were not adequate enough for the Ss to make a meaningful choice or (2) the leaders ability to create and facilitate therapeutic conditions, such as accurate empathy, nonpossessive warmth and genuineness,

overshadow the effects of choice or (3) some unknown intervening variable. Of the three possible explanations, the second seems to have the most merit. The data contained in Chapter Four of the study seems to reveal that an interaction exists between leader behavior and group change. No such interaction is apparent between the variables of choice or no choice and change. Thus, it is quite possible that Ss' change as a result of group experience is contingent upon the leader's ability to set up therapeutic conditions, such as accurate empathy, nonpossessive warmth and genuineness, and that affording Ss an opportunity to select a particular model for participation has little impact on their change.

The Leader Behavior section of Chapter Four reported how the Ss perceived their particular group leader's ability to communicate six therapeutic conditions (Tables 6-11). A statistical analysis of each of the six therapeutic conditions resulted in minimal between group differences for four, nonpossessive warmth, genuineness, intimacy of interpersonal contact and concreteness. Analysis of the remaining two conditions (accurate empathy and the overall therapeutic relationship) indicated high probabilities of group differences with P's of .06 and .03 respectively.

Inspection of the means contained in the Tables (6 and 9) reflecting these two conditions, shows that the leader of Group Two obtained a much lower average score than the other leader. However, Group Two is the group that had a leader change during the study, and that factor probably accounts for the low average score the leader received and for the large F for Factor Two.

In total, leader behavior during the study was perceived by the Ss as being therapeutic and fluctuating little from leader to leader.

Recommendations for Further Study

Results of the study seem to advance the possibility that Ss changes occurring during group participation may be due to the leader's ability to communicate certain therapeutic conditions, rather than to the group model and its inherent technique.

Replication of the basic study with the addition of a control group added and closer focus on the leaders might illuminate the issue. Additional research is needed making leader behavior as it relates to group outcomes the central focus.

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680 STUDENTS

As you know, a group experience of approximately 75 minutes each class meeting is included as one of the requirements for 680. This fall (1972) we are attempting to give some of you a choice in selecting the kind of a group experience you will participate in. Scheduling will not permit every student to get his first choice, however, many of you will at least get your second choice. Those of you who do have your choices honored will be so informed.

To help you select which type of group you would like to participate in, a brief description of the three types offered will follow. Please read each fully and then mark the questionnaire as directed.

Please rank order each choice by indicating first, second, third or fourth for Groups I through IV and weigh each choice 1, least desirable to 7, most desirable, e.g. your first choice would be the highest number circled.

CHOICES

Group I

      least 1 2 3 4 5 6 7 most

Group II

      least 1 2 3 4 5 6 7 most

Group III

      least 1 2 3 4 5 6 7 most

Group IV

      least 1 2 3 4 5 6 7 most

Name _____   Section _____

TYPE I - SDB GROUP

As we grow, we must depend on others and thus we must learn behavior that helps us cope with the world around us. When just reacting naturally as oneself does not bring the desired results, people sometimes develop behavior patterns that are "poor fits" so that they can better deal with those moments when they are lonely, fearful or rejected. However, those patterns, when no longer needed, may become very self defeating. (A self defeating behavior is any behavior which works to a person's detriment). In a Self-Defeating Behavior (SDB) Group, you will select a single behavior like procrastination, obesity, underachievement, excessive anxiety, etc., and work to eliminate that behavior.

The group is a structured experience and has been attractive to individuals who desire to compress their counseling efforts in a concentrated period of time. Interaction between members is held to a minimum; interpersonal interaction occurs with the group leader for the most part.

In SDB work, there are no exercises. Short lectures, group discussions, handouts and "homework" comprise the major thrust of this experience. The direction of your thoughts and action will be inner-personal. That is, you will focus on a behavior you do, understand it, and work to eliminate it from your repertoire. The elimination of SDB's leads to greater personal satisfaction.

TYPE II - GESTALT GROUP

Man becomes whole and a smoothly functioning individual when he becomes what he is. When man is not what he truly is, he does not function smoothly. Sometimes the "not being" of oneself manifests itself as confusion about one's life, an inability to be aware of one's emotional state or an inability to be oneself, e.g., "the way you feel" at any given time.

The goal of the Gestalt Group is to help the individual achieve oneness or wholeness. The major emphasis in the Gestalt group is "present centeredness" or "dealing in the now." There is some group interaction; individual members work with the leader when they decide they are ready. If there is feedback from members of the group, it could come at the request of the leader or the member currently "working."

The leader's role in the Gestalt group is to help members with their incongruence. After a member has made a request for attention and/or expressed a desire to work, the leader will begin listening to and responding to the member until he has discovered the difficulty. At that point, the leader may implement one or several Gestalt techniques. For example, he might direct the individual to discover what his body is doing at that moment or to act out his feelings or to play a particular role - all aimed at helping one discover oneself.

TYPE III - BE GROUP

The <u>Basic Encounter</u> Group is designed to facilitate growth. The growth process is a pattern of realizing, emerging and becoming. Realizing - because the group makes you aware of how they honestly see you. Emerging - because the group is trusting and supportive and you become willing to risk or "emerge." Becoming - because you see yourself more clearly than ever before and you become more you.

The Basic Encounter Group (BE) contains several characteristics which lend themselves to the above outcomes. First, there is a high degree of interaction between the group members and the leader and group members. Secondly, honesty and openness (sometimes confrontation) of a constructive nature are encouraged. (This enhances an awareness of how others see you). Thirdly, feelings and the meaning of those feelings are explored.

The leader's role, in the BE group takes on several different characteristics as the group progresses. Primarily, the leader's role is to listen, to understand, and to feed back what he saw, heard and felt - much the same as any other group member must do if the group is to be effective. The Basic Encounter leader does not highly structure the group, nor does he take sole responsibility for group outcomes, be they good or bad. He attempts to maintain a helpful, democratic posture.