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MAINTENANCE PROGRAM: ATTITUDES AND PROCESS.

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

LEADERLESS GROUPS IN AN ORGANIZATION DEVELOPMENT

MAINTENANCE PROGRAM: ATTITUDES AND PROCESS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

MAUREEN M. YAGODKA

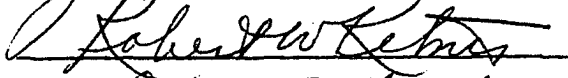
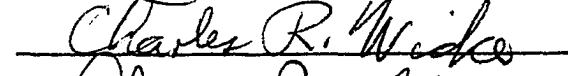
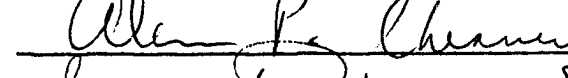
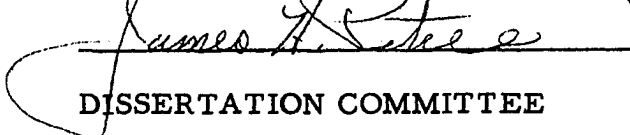
Oklahoma City, Oklahoma

1973

LEADERLESS GROUPS IN AN ORGANIZATION DEVELOPMENT

MAINTENANCE PROGRAM: ATTITUDES AND PROCESS

APPROVED BY

DISSERTATION COMMITTEE

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF ILLUSTRATIONS	viii
Chapter	
I. INTRODUCTION AND PROBLEM	1
II. DESIGN AND METHOD.	17
III. RESULTS	31
IV. DISCUSSION	54
V. SUMMARY	71
REFERENCES.	74
APPENDIXES	79
Appendix I	80
Appendix II	82
Appendix III.	83
Appendix IV.	105
Appendix V	107
Appendix VI.	108

LIST OF TABLES

Table	Page
1. Summary Characteristics of Sample Population by Heterogeneous Lab Groups	19
2. Summary Mean Self-Satisfaction Index Scores, by Lab Group and Dependent t Value for Overall Difference. . . .	32
3. Summary Mean Group Satisfaction Index Scores, by Lab Group, for Old Group vs. New Group, time 1	33
4. Summary Mean Group Satisfaction Index Scores, by Lab Group, for Old Group vs. New Group, time 2	34
5. Summary of Dependent t Values Based on HIM-A Mean Differences from Pretest to Posttest	36
6. Summary of Mean Scores on HIM-A; Total Acceptance Scores, Quadrants, Rows and Columns	40
7. Chi Square Tables Relating PMRS Ratings by Item and Total with Pre- and Experimental Period	42
8. Summary of Mean Group Post-meeting Reaction Sheet (PMRS) Ratings for Item #1, Evaluation of Meeting	43
9. Summary of Mean Group PMRS Ratings for Item #2, Evaluation of Own Participation	44
10. Summary of Mean Group PMRS Ratings for Item #3, Description of Own Feelings	45
11. Summary of Mean Group PMRS Ratings for Item #4, Assessment of Own Learning.	47
12. Leader Selection During Experimental Period	48

LIST OF TABLES--continued.

	Page
13. Verbatim Comments on Leader Selection from PMRS and Group Recorder Forms	49
14. Percentage of Scores in the HIM Determinants (Rows and Columns) on HIM-A and HIM-B for Eleven Populations and the Mean TAS Score and Range	107

LIST OF ILLUSTRATIONS

Figure	Page
1. The research design	21
2. Hill Interaction Matrix.	27
3. Summary of HIM-A means for total sample n=32, pretest and posttest	37
4. Percentage of scores in the HIM determinants (quadrants, rows, and columns) for total sample, n=32.	39
5. Summary HIM-A sample means for laboratory group 1 (n=10).	109
6. Summary HIM-A means for laboratory group 2 (n=11) . . .	110
7. Summary HIM-A means for laboratory group 3 (n=11) . . .	111

LEADERLESS GROUPS IN AN ORGANIZATION DEVELOPMENT MAINTENANCE PROGRAM: ATTITUDES AND PROCESS

CHAPTER I

INTRODUCTION AND PROBLEM

The objectives of this study were to explore the utility and feasibility of maintaining gains made in an ongoing organization development (OD) program in a small Model Cities agency through the use of leaderless groups. Prior to this research, the investigator had participated in designing and implementing the OD effort over a nine-month period. The OD program was small group oriented, utilizing both functional work groups and heterogeneous laboratory learning groups.

Laboratory groups met weekly, and were led every other week by external "group leaders." On alternate weeks the groups were leaderless. Observational and survey data (Walker, 1971) at several points during the initial nine months of the program pointed to quite evident success of the OD program in terms of the organizational and personal goals that had been established. One of the goals of the program was to develop a system that could be maintained by the agency without long-term dependence on external consultants. This concern

for providing the agency with a self-supporting system, ultimately generated the plan for the present research.

Although a review of the large body of literature concerned with small group behavior (Bales, 1950; Cartwright & Zander, 1953; Sherif & Sherif, 1969) is outside this study; mention should be made of some of the pertinent findings. Shaw (1971) has provided a concise summary of the current state of knowledge regarding the psychology of small group behavior by postulating a series of "plausible hypotheses." While not specifically addressed in this study, these hypotheses were reflected in the organization development system design which precipitated the research, and should be acknowledged. For example, it has been shown that: group judgments are superior to individual judgments on tasks involving random error; groups usually produce more and better solutions to problems than do individuals working alone; seating arrangement influences the quality of group interaction; a decentralized communication network is most efficient when the group must solve simple problems; other things being equal, groups composed of members having diverse abilities perform more effectively than groups composed of members having similar abilities; groups whose members are heterogeneous, with respect to personality profiles, perform more effectively than groups whose members are homogeneous with respect to personality profiles; deviation from group norms usually elicits sanctioning behavior by other group members--continued or habitual deviation may lead to rejection

by other group members; on difficult tasks, group performance is facilitated to the extent that group members can freely communicate their feelings of satisfaction or dissatisfaction with the group's progress toward goal achievement. Shaw cites specific studies that support these hypotheses. The organization development system design utilized in the background of the present study took into account the advantages of group judgments, the importance of seating arrangement to group interaction, the effects of member deviation from group norms, and the importance of free and open communication of feelings concerning the group.

According to Shaw (1971), the field of group dynamics has been characterized by (1) an overemphasis on laboratory research and a corresponding lack of emphasis on research in natural or field settings; (2) a tendency toward elegant treatment of trivial problems; (3) lack of application of research findings to current social problems; and (4) a failure to develop integrative theories. He concludes:

The fact remains that no existing theory can adequately organize the empirical data of group dynamics. . . . However, significant problems must not be avoided simply because elegant research techniques are not available to study them, nor are sophisticated research methods sufficient justification for investigating meaningless problems. . . . There must be an increase in experimentation in natural settings (p. 361).

Sanford (1965) also presents a persuasive plea for studies conducted in natural social settings that have been designed to modify people in some way. He stresses the need for understanding of the processes of developmental change.

In moving from the general area of group dynamics to the literature more specifically dealing with laboratory training groups, it is again difficult to find anything resembling an integrated body of theory. The contributions have been highly interdisciplinary. Among those who have added significantly to the literature relevant to a theory of group process are Jack and Lorraine Gibb, Chris Argyris, Kenneth Benne, Warren Bennis, Matthew Miles, Dorwin Cartwright, Leland Bradford, Carl Rogers, C. M. Hampden-Turner, Abraham Maslow, Eric Berne, and many others (Argyris, 1964; Bennis, Benne, & Chin, 1962; Bennis, Schein, Berlew, & Steele, 1964; Berne, 1964 & 1966; Bradford, Gibb, & Benne, 1964; Hampden-Turner, 1966; Maslow, 1954, Rogers, 1970; Schein, 1965 & 1969; Schein & Bennis, 1965; Stock, 1964).

In spite of the difficulties inherent in the lack of an integrated body of theory, certain generalizations are possible, based on the research done. It seems clear that the traditional mode of training in T-groups done during the early years of the National Training Laboratories has little effect on back-home work relationships. Bennis, Benne, and Chin (1962) state, "Isolating the individual from his organizational context, his normative structure, which rewards him and represents a significant reference group, makes no sense. In fact, it sets up countervailing norms and expectations and may be deleterious to both the organization and the individual" (p. 620). In general, laboratory training seems to provide personal and affective learning but little change in work relationships

or organizational behavior (Harrison, 1962; Schein & Bennis, 1965; Shepard, 1960). Bennis (1966) suggests that a solution to the transfer of training predicament is to bring laboratory training to the organization itself. Instead of sending staff members away from the organization, the organization can set up its own laboratory training program.

Background of Present Study

The Model Cities Program, authorized by Title I of the Demonstration Cities and Metropolitan Development Act of 1966, was designed to provide Federal help to selected cities of all sizes in all parts of the country to substantially improve the social, physical, and economic conditions in large blighted neighborhoods. Cities were asked to develop imaginative and comprehensive plans of action, and to enlist Federal, State, local, and private resources in bringing plans to fruition. The Department of Housing and Urban Development (HUD), administering the program, suggested to cities nine components to be considered in developing a comprehensive proposal. These were physical improvements; housing; transportation; education; manpower and economic development; recreation and culture; crime reduction; health, including mental health; and social services. The Model Cities legislation, like the Economic Opportunity Act, required citizen participation, but did not specify a precise formula. The concept of a local Model Cities agency was that of a planning and coordinating, as opposed to operating, agency. HUD required that the local administrative agency be public, usually a

branch of some level of local government.

In the present study, the Model Cities agency was one of twenty departments of city government. The Model Cities Department was established by city ordinance in November, 1968. The original director was employed in February, 1969. By April, 1969 there were twelve staff members. Upon approval of the first Action Year Plan, submitted in March, 1970, activities and responsibilities of the agency were significantly expanded. From July to September, 1970, the number of staff employed increased from 12 to 25. Eleven of the thirteen new employees hired were Model Neighborhood area residents. Many employees were young, and because of the newness of the program, most were inexperienced.

The author first became involved with the agency in the Fall of 1970, as a team member conducting a series of training seminars for a combined group of staff and citizen participants. These seminars were focused on improving citizen participation, and emphasized basic understandings of group process and communications skills. The training team had relatively little contact with the agency from January through March of 1971. In April, after the agency had completed the planning and writing of its second Action Year Plan, the author returned with the team to present a staff training seminar. Tensions and frustrations among the staff being very much on the surface, the seminar turned into a gripe session which exposed the low morale and many of the existing

personal conflicts. It appeared that eight of the approximately thirty staff members at that time were at risk of resigning or being dismissed.

The consultant-training team was invited to respond to a management request for recommendations relating to these problems. A carefully considered management decision rejected the use of traditional authoritarian solutions and, instead, adopted for introduction a new group-oriented system of organization development (OD). Essentially, the present study is concerned with a phase in the ongoing organization development program that utilized laboratory training as one aspect of the total change effort.

The goals of the organization development program were to bring about a total systems change that would increase organizational effectiveness, promote personal growth, create an open problem-solving climate, and maximize organizational choice and capacity for self renewal (McGregor, 1960; Maslow, 1954). The elements of the program and the techniques used were eclectic (Herman, 1972; Walker, 1971).

All agency staff members were assigned to one of three laboratory groups which were heterogeneous in regard to race, sex, age, and employment category. All were also members of functional work groups. The heterogeneous groups met weekly for one and one-half to two hours in a learning laboratory setting. At the beginning of the program, the consultant team presented several didactic and experiential training sessions on group process, communications skills, organization

development, and transactional analysis, to introduce the staff to a wide range of concepts concerning groups. The three team members also functioned on a bi-weekly basis as "group leaders" or trainers, meeting with each of the small groups. On alternate weeks no leaders were designated for the lab group meetings. The meetings were relatively unstructured in terms of content, which was almost exclusively the responsibility of the groups themselves. After each meeting, all group members routinely completed post-meeting reaction sheets (Hill, 1966). A summary of reaction sheet responses for a six-month period is provided by Walker (1971).

After the program had been in effect for several months many of the sought-after benefits began to be noticeable. Survey data compiled by the agency indicated remarkable improvements in many areas of organization functioning at the end of five months (Walker, 1971). However, summaries of post-meeting reaction sheets, as well as observations of the consultant team, indicated a relationship between highly-rated meetings and the presence of the consultant team. This phenomenon again raised the question of whether the agency was adequately moving toward the goal of building its own capacity to maintain the system independently of the trainers. Consequently, the agency and the consultants jointly decided to re-emphasize the importance of agency independence and to initiate further steps toward that end. One of the consultant team inputs at that time was the presentation of specialized

workshops and practicum exercises in group leadership techniques for approximately one-half of the agency staff. The participants were volunteers; a good cross section of agency staff with representation from each functional work group. It was planned that at the end of this phase, trainers would become less directly involved in the actual conduct of the program.

Most of the studies reported on laboratory groups have not been carried out in the natural work group environment. In one of the few exceptions, Friedlander (1967) compared four laboratory trained natural work groups with eight nontrained natural work groups and found "significant improvements in effectiveness and interaction processes of work groups do occur as a result of participation in organizational training laboratories" (pp. 305-306). The problem areas in which significant positive changes occurred among the trained groups as compared with the nontrained groups were team effectiveness in problem solving, mutual influence among group members, and sense of personal involvement and participation in group meetings. Training did not affect leader approachability, intragroup trust, or evaluations of meetings. Friedlander points out that further analysis of this study "has indicated that training participation not only has an impact upon the work group as a unit, but also upon individuals (relative to each other) within the group" (p. 307).

While the research evidence concerning group composition is conflictual, most studies tend to support heterogeneous composition as

being more favorable than homogeneous composition to the kinds of learning and change goals generally associated with T-groups or laboratory groups (Bradford et al. , 1964; Golembiewski & Blumberg, 1970; Harrison, 1965; Lieberman, 1958). However, under certain circumstances, homogeneous groups have been found to be more effective than heterogeneous groups (Shaw, 1971). The literature review yielded no studies directly addressing the question of changing group composition at some point in time during an ongoing organizational group program.

Several studies have been conducted on the role of the trainer and the effects of trainer style on the outcomes of training (Harrison, 1967). Some are essentially case studies comparing one trainer with another; and while useful to the practitioner, they add relatively little to generalizable knowledge (Bradford et al. , 1964). Lieberman (1972) has recently studied the impact of leader behavior in a number of different kinds of encounter groups, including T-groups. He found that leader behavior has definite consequences for the type of experience members have in such groups, and suggested that there are a limited set of dimensions that can be used to describe leader behavior.

Bradford et al. (1964) raise the question as to whether the trainer or leader is even necessary. The studies by Lieberman (1972) and by Lieberman, Yalom, and Miles (1972) provide some noteworthy evidence in this regard. Of the eighteen groups involved in this research, two were leaderless tape groups. These groups used Bell and Howell audio-

tape instructions. While the results are complex, and not yet fully presented, it was found that numbers of the tape groups emphasized group events more than did participants under other leadership conditions. Tape group members also placed more emphasis on the experience of feedback in the groups. Of the six leader types identified in this study and the tape groups, the audio-tape groups showed the second highest relative gain score in producing positive changes among participants while minimizing negative changes and dropouts and casualties.

Another recent project on self-directed groups was done with the use of television in San Diego, with the goals of improving community mental health, and studying the self-directed group as a community mental health resource. This study, although described only generally, concludes that, "the self-directed group is indeed an important new resource for community mental health (Farson, 1972, p. 232). Landy (1970) reported that attitudes toward interaction are changed as a function of observing interaction.

Perhaps the research most directly related to the concerns of the present study is that reported by Berzon, Solomon, and Reisel (1972). Three studies of self-directed groups, utilizing both written and audio-tape aids, are described. Group members in these studies were vocational rehabilitation clients, county honor camp inmates, and university students participating in a YMCA program. The authors concluded that self-directed groups using carefully planned materials can "effectively

facilitate personal growth" (p. 222). The goals of the lab groups in the present study are not the same as those in the projects reported by Berzon, Solomon, and Reisel. Nevertheless, the case presented by Berzon et al. for leaderless, self-directed groups is very encouraging.

No studies of leaderless groups as a part of an organization development program in the natural work environment were found in the literature reviewed. Blake and Mouton (1962) have developed what they refer to as the "instrumented training laboratory." It takes its name from its extensive use of measuring instruments. While this technique is utilized without trainers in small group meetings, trainers are involved directly with whatever the "total group" is in the particular setting.

In the present study, the thrust toward reducing the dependence of the agency on outside resources led to the research design. Answers were sought on the effect of reassigning staff members to new lab groups. It had been observed that members in at least one of the groups had become quite complacent and self-satisfied with their progress in the organization development program. There was occasional evidence of non-productive intergroup competition. Of particular concern was the loss of some of the original heterogeneity of the groups through promotions, resignations, and new staff assignments. It was thought that new group assignments should be concurrent with a new phase of the OD program, wherein the consultant team would no longer be directly involved with the groups as trainers or group leaders. Therefore, continued assistance

was made available to the groups in the form of written suggested group activities during this phase, with use or nonuse of these materials a matter of the groups' consensus.

The opportunity for more systematic research during such a period seemed evident. How would the groups respond to the written maintenance materials? Would group members maintain positive attitudes toward themselves, their groups, and toward interaction during the research period?

Statement of Problem

This study focuses on the effects of certain experimental changes on group member attitudes toward interaction, toward groups, and toward self, in an ongoing group-oriented organization development system in a public agency. Experimental changes include new group assignments, removal of the trainer-group leaders from the laboratory groups, and the introduction of written suggested group activities. The study also examines the response process of the groups over the ten-week experimental period.

Hypotheses

1. Attitude levels toward self, group, and interaction are maintained during an experimental period in an OD program when group composition is changed and outside group leaders are removed from laboratory group meetings.

- A. Attitudes toward self as indicated by self-satisfaction index scores do not significantly shift from Time 1 to Time 2.
 - B. Attitudes toward new group at Time 1 are more favorable than attitude toward old group immediately prior to the experimental period, as indicated by group satisfaction index scores.
 - C. Attitudes toward new group at Time 2 are more favorable than attitudes toward old group immediately prior to the experimental period, as indicated by group satisfaction index scores.
 - D. Attitudes toward interaction as measured by the HIM-A do not significantly shift from Time 1 to Time 2.
- 2. Rate of group development, as measured by mean post-meeting reaction sheet scores on selected items, is higher during the ten-week experimental period than during the ten-week period immediately preceding the experimental period.
 - 3. Laboratory groups remain essentially leaderless during the experimental period. Groups do not explicitly name or designate leaders from within the group, even though written materials suggest that this be done each meeting, and only one set of written suggested activities is available to each group.

Operational Definitions

Experimental period. The ten-week period immediately following subject assignments to new laboratory groups. External group leaders were not present at weekly group meetings during this period. Written suggested activities were provided to the groups.

Group satisfaction index score. A score derived from a group description semantic differential instrument related to descriptions of most-and least-preferred other groups.

Laboratory group. A heterogeneous group with regard to employment category, age, sex, race, and previous lab group assignment. Group goals are learning, open interaction, and other time-limited specific goals determined by group members.

Leaderless group. A group that meets regularly during the experimental period with no officially sanctioned or explicitly designated group leader directing its activities during that period.

New group. New heterogeneous lab group to which subjects were assigned by researcher immediately prior to the beginning of the experimental period.

Old group. Heterogeneous lab group to which subjects were assigned during the nine-month period preceding the new group assignments.

Rate of group development. A measure carried out by mean scores on items 1, 2, 3, and 4 on post-meeting reaction sheets (see Appendix III) completed at the end of each meeting by group members.

Item 1 evaluates a meeting; item 2 evaluates a member's own participation; item 3 describes a member's own feelings during the meeting; and item 4 assesses amount of learning achieved by the member. All items employ a five-point scale.

Self-satisfaction index score. A score derived from a self-description semantic differential instrument related to descriptions of most- and least-preferred others.

Time 1. Two days immediately preceding the beginning of the ten-week experimental period.

Time 2. Two days immediately following the end of the ten-week experimental period.

CHAPTER II

DESIGN AND METHOD

This exploratory study was designed to meet both research needs identified in the literature review and subjects' needs in the natural work setting. The subject groups were involved in the initial decision to conduct the research, as well as the decision that new group assignments would be made.

Also in consideration of the subject system, feedback on all data collected was available to subjects upon completion of the research report. The subjects were also given an opportunity to respond and react to the research process as it progressed through the use of a specially designed "Research Instrument Reaction Sheet" (see Appendix II) used in conjunction with all standardized instruments. Results of this research should be useful to the agency in its continuing process of organization development. The use of organizational research as a method of intervention has been employed by Argyris (1970), Mann (1962), and Mann and Baumgartel (1964).

The sample was comprised of three heterogeneous laboratory groups, the members of which were the total staff of a Model Cities

agency. Characteristics of the sample population are summarized in Table 1. In terms of work functions, the managerial group included all staff members having supervisory responsibility. The professional group was comprised of planners, evaluators, coordinators, and an information specialist, all without supervisory responsibility. Clerical workers were in most cases assigned to one of the units, such as planning or evaluation, but all were under the general supervision of one of the members of the managerial group. In this manner there was opportunity for clerical workers to be represented at the management group level of decision making. Para-professional employees, whose functions were primarily outreach to the Model Neighborhood residents, were all Model Neighborhood residents themselves. In addition to their direct responsibility to the Model Cities Department, they served outreach functions for the local Community Action Agency.

Controls in studies done in natural settings typically present problems. Since this study had to do with a population of a specialized nature, in that the subjects had experienced a history of participation in laboratory groups as a part of an ongoing organization development system, it would have been necessary in the ideal case to use as controls subjects who had had similar previous organizational group experience. To the author's knowledge, no such comparable population was available. Another approach would have been to vary the conditions of the research for one of the three groups in the subject population. This idea was

Table 1

Summary Characteristics of Sample Population
by Heterogeneous Lab Groups

Lab. group	No. in group	Race			Sex		Age range	Functional group			
		White	Black	Nat. Amer.	M	F		M	P	C	P-P ^a
1	10	6	4		4	6	23-54	3	3	3	1
2	11	4	6	1	5	6	22-49	2	3	3	3
3	11	6	5		5	6	22-60	3	2	4	2
All groups	32	16	15	1	14	18	22-60	8	8	10	6

^a M - Managerial; P - Professional; C - Clerical; P-P - Para-Professional

discarded in view of a concern for maintaining continuity in the client system's ongoing program of organization development.

Perhaps there is some alleviation of the control problem in the present study in that group process during the research period was subject to study as well as the pre- and posttest measures. Most of the research on laboratory groups has examined outcomes of training based on some before- and -after measures, but few have examined the process variables. As Harrison (1967) has suggested, it is helpful to deal with process rather than simple before- and -after measures of training outcomes, and in fact may be better than utilizing control subjects, the criterion for which is nonparticipation in training.

In a sense, the present study may be considered quasi-experimental in that the consultant-trainer input to the groups was changed in magnitude and nature during the experimental period. During the active nine-month phase of implementing the organization development system, the external consultant-trainers functioned as "group leaders" in the organization development laboratory group meetings approximately every other week. On alternate weeks the meetings were leaderless. During the research period, consultants did not function as group leaders of laboratory group meetings, nor as trainers in any capacity. Specific elements of the consultants' input during the research period are outlined in figure 1.

A variable was controlled in that group composition of the

PHASE I	PHASE II	PHASE III	PHASE IV
Intervention History	Chronology Pre-Maintenance Instrumentation	Documentation of Maintenance Process Weeks	Chronology Post-Maintenance Instrumentation
Group-Oriented Organization Development System Adopted & Implemented Over 9-month Period	Demographic Information.	<u>1/2/3/4/5/6/7/8/9/10/</u>	S-D; Group Description
Weekly Post-Meeting Reaction Sheets	HIM-A		RIRS
Two administrations of Self Report Survey	Research Instrument Reaction Sheet (RIRS)		S-D; Self Description
	Semantic Differential (S-D);		RIRS
	Group Description.		HIM-A
	RIRS		RIRS
Involvement of Subjects in Research.	S-D; Self Description RIRS	WEEKLY - Written Suggested Laboratory Group Activities Lab Group Recorder Forms	
	New Group Assignments	Individual Post-Meeting Reaction Sheets	

Fig. 1. The research design.

organization development laboratory groups was altered. New assignments to laboratory groups were made immediately following the initial pretest data collection, prior to the ten-week experimental period. Previous laboratory group assignments had remained the same over a nine-month period, except for staff turnover. During the nine-month period of the OD program preceding the research there were several staff changes. Early in the implementation phase the Director resigned, but this was a change that had been anticipated prior to the decision to adopt the OD system. There were approximately six additional resignations during this period. During the experimental period there was no staff turnover. The 32 subjects at the beginning of the research were the same 32 as those at the end of the experimental period.

Multiple instrumentation was used to provide a safeguard against spurious results (Webb, Campbell, Schwartz, & Sechrest, 1966). Archival data was used for comparison purposes, with data obtained during the experimental period, in the case of group development measurements. In addition, historical data was available to assist in explaining results.

Figure 1 summarizes the four phases of this research. Phase I, covering a 9-month period from April through December, 1971, represents the background and history of the group-oriented organization development system; Phase II, covering two days in early January, 1972, represents collection of pretest quasi-experimental data; Phase III, ten weeks from early January to mid March, 1972, represents the

implementation and process documentation of the maintenance effort; and Phase IV, two days in mid March, 1972, represents collection of posttest data. All instrumentation for data collection is listed in the order collected. New group assignments were made at the end of the Phase II data collection period. These assignments were made to maximize heterogeneity in terms of race, sex, age, job classification, and old group assignment in each of the three groups. Former group assignments were also geared to result in heterogeneous groups, but some heterogeneity had been lost through promotions, resignations, and the introduction of new staff members.

All pre- and posttest instrumentation was administered by the author at the agency offices. Meetings of all staff were called specifically for purposes of data collection. All subjects appeared to be very cooperative in their participation in the research. There was no observable resistance, nor were there any observable changes in the interactional style of the subjects with the former trainer turned researcher. Individual follow ups were made in the case of absentees, resulting in a 100% return on all instrumentation.

The new heterogeneous lab groups met weekly during the ten-week experimental period. Consultants who had been functioning as group leaders were no longer identified with any of the three groups. However, written "suggested group activities" were developed by the investigator and mailed to the groups each week in time for use in their meetings (see

Appendix III). These suggested activities varied in their degree of structuredness, from highly structured to virtually no structure. All groups had the option of using all, part, or none of the activities suggested.

Written activities for each meeting suggested that group leaders be selected. The groups were also asked to select recorders to complete recorder forms (see Appendix III) after each meeting. The recorder form requested information on attendance, key accomplishments, departures from written suggested activities, and selection of group leaders. In addition, all group members were asked to complete post-meeting reaction sheets, including comments on group leader selection. Each group was provided with only one set of the written suggested activities each week. This was a planned aspect of the research design. The rationale was that since someone would need to read the suggestions for the group, this would provide an impetus to selecting a leader if, in fact, the groups perceived a need for formalized leadership and structure. All group records were mailed to the author after each weekly meeting.

Instrumentation

Further detail and definitional statements on the instrumentation selected for use in this study is provided below.

General information sheet. This form, designed especially for purposes of this research, requests certain demographic data (see

Appendix I). It includes information on age, race, sex, income, employment history, education, and future plans.

Semantic differential--self description inventory (Self-esteem and self-satisfaction). This instrument, patterned after Osgood's Semantic Differential (Osgood, Suci, and Tannenbaum, 1957), consists of 20 pairs of contrasting adjectives. One adjective in each pair represents a socially desirable attribute and the other a socially undesirable attribute. Using a 6-point scale, the subject describes himself as being close to one or the other of each pair of attributes; then his ratings on the 20 adjective pairs are added to provide a measure of self-esteem. Higher numerical values are in the direction of greater desirability.

Similar ratings are made of hypothetical least and most preferred coworkers (Fiedler, 1958). Utilizing these data, a self-satisfaction index (Gottheil and Lauerbach, 1969; Gottheil and Viechaser, 1966) is obtained using the formula:

$$\frac{\text{self minus least preferred}}{\text{most preferred minus least preferred}}.$$

Semantic differential--group description. The group description employs the same adjective pairs as the self description. While the instructions were modified slightly for group, the scoring methodology for the self description, described above, applies. The subject describes own group, most-preferred other group, and least-preferred other group.

HIM-A. The HIM-A rating scale based on the conceptual schema of the Hill Interaction Matrix (Hill, 1965) met the instrumentation

requirements of this study. Figure 2 illustrates the cells and determinants of the four by four matrix of sixteen cells. The four columns of the matrix deal with areas of content of interaction. Column I deals with the "topic" area of content. Column II deals with the "group" area of content. Column III deals with the "personal" area of content. Column IV deals with the "relationship" area of content. Attitudes toward interaction at the lowest level of the area of content are clustered in Column I, and attitudes toward interaction at the highest level of the area of content are clustered in column IV.

The four rows of the matrix deal with the mode of interaction. Attitudes toward interaction at the lowest level of mode of interaction are clustered in Row B, and attitudes toward interaction at the highest level of mode of interaction are clustered in Row E. Row B deals with the "conventional" mode of interaction. Row C deals with the "assertive" mode of interaction. Row D deals with the "speculative" mode of interaction. Row E deals with the "confrontive" mode of interaction.

The HIM schema has several rating scales that may be used for measurement purposes. The HIM-A, used in the present study, is a sixty-four item instrument. It includes four items for each of the sixteen cells of the matrix. Each item is descriptive of behaviors typically occurring in interaction groups and typical for a particular cell in the matrix. The HIM-A is identical to the HIM-B in structural characteristics. It differs only in terms of being a simpler language version (Hill, 1966).

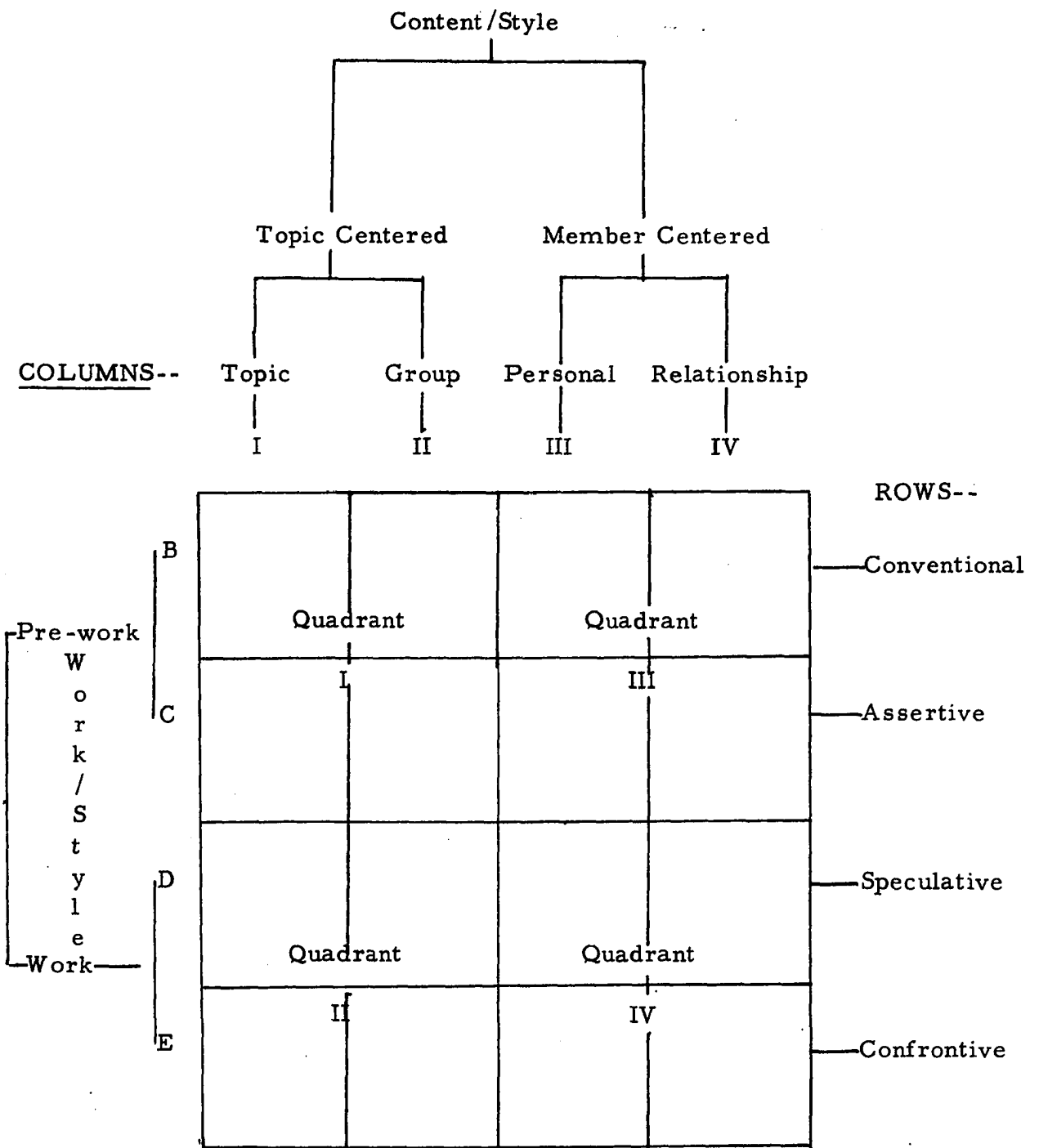


Fig. 2. Hill Interaction Matrix

A brief description of each column of the area of content of interaction and each row of the mode of interaction may be helpful.

Hill (1965) provides the following explanations:

Column I (General Interest Topic)--It is natural for interaction participants to talk about current events and therefore this is an appropriate form of behavior in moderation. In the 'conventional' mode of interaction this takes the form of discussing likes and dislikes, what one had for breakfast, social amenities, and so forth. In the 'assertive' mode this usually involves sounding off on some topic such as administration, the establishment, etc. 'Speculative' deals with explorations of topics that are relevant to the participant personally. The 'confrontive' mode involves statements on the topic under discussion that somehow pull it together in a way that the implications of the discussions are quite clear for all the members present.

Column II (Group)--The major significance of this category stems from the fact that for an interaction to develop and improve, it is necessary to discuss the interaction itself. At the 'conventional' mode of interaction this has to do with general matters about the interaction, e. g. when is the next meeting?, where did we leave off last week?, and so forth. The 'assertive' style usually is characterized by non-constructive criticism about the interaction. The 'speculative' approach has to do with discussions about what may be wrong with the way the interaction operates and suggestions for its improvement. 'Confrontive' always has as its property the addressing of some issue, topic or process that the interaction consciously or unconsciously has collusively avoided.

Column III (Personal)--Certainly a discussion of the personal problems that participants bring to the interaction are relevant. In the 'conventional' mode this tends to take the form of members presenting themselves in terms of background data (e. g. , where born, how many brothers and sisters, where went to school, etc.). In the 'assertive' mode this usually takes the form of a member or members indicating their uniqueness. On the 'speculative' level this means an exploration of the presented problem of a member with questions about the time of onset, advice giving and interpretations as to possible cause, etc. The 'confrontive' mode is concerned more with attempting to get at a true rather than distorted version of what someone's personal problem really is.

Column IV (Relationship)--The 'here and now' aspect that

is alluded to by its partisans is the transactions that take place between members and the relationships that are thereby formed and acted out. In the 'relationship' category the relationships among the participants may be acted out in a positive fashion in the 'conventional' or in a negative fashion in the 'assertive' mode. They are discussed consciously in the 'speculative' mode or are the subject of reality testing and participant feedback in the 'confrontive' mode.

Row B (Conventional)--The 'conventional' mode of interaction is more ubiquitous and is the common garden variety of interaction. It is especially to be found in social groups such as bull sessions, coffee klatches, sewing circles, and cocktail parties. Also much of the connective tissue and cohesiveness is developed and maintained through interaction at this level.

Row C (Assertive)--The 'assertive' mode subsumes not only sounding off and gripe sessions, but also the defeatist-passive mode of help-rejecting.

Row D (Speculative)--This is the natural or stereotyped mode of interaction, that is to say, this is how most participants believe they are expected to behave. While it is intellectual in nature it is an essential mode of interaction. No interaction can operate continuously on the 'confrontive' level as one must either have new things to confront members with or repeat over and over the same confrontations--which rapidly disintegrates into 'assertive' level nagging. It is called 'speculative' because much of the interaction has to do with asking questions and forming hypotheses about presented problems as well as giving advice on the matter. It is for the most part at this level that 'the games people play' are conducted in interaction. The major limitation other than that inherent in intellectualization is that the presenter--the 'topic person'--controls the source of data and can shut off, divert, or distort if the discussion is not proceeding according to plan.

Row E (Confrontive)--Operation in this mode always is accompanied by interaction tension. Obviously the data presented in 'confrontation' should provide important material for the 'topic person.' To become a relatively well-functioning person, one must be willing and able to make effective contact with others and the ability to confront is integral to going beyond superficial human contacts. It involves to a great extent what might be subsumed under Reality Testing (Hill, 1965, pp. 20-34).

Attitudes and attitude changes toward interaction by area of content

and mode of interaction need not necessarily be equivalent in terms of magnitude or direction of change. The total acceptance score is obtained by summing the cells of the matrix. It is possible for an individual to make attitude changes toward interaction and obtain the same or similar total acceptance score on pretest and posttest administrations. Thus, Hill (1965) discusses the matrix in terms of quadrants. By also considering the change of quadrant scores from the pretest to posttest, it is possible to determine the levels of the area of content and the mode of interaction that have changed. Column and row scores considered independently will allow determination of the cell or cells within the quadrant that have changed. The direction of the attitude change toward interaction may be interpreted by the increase or decrease of the total acceptance, quadrant, column, or row scores.

Hill (1965) indicates that a favorable (positive) attitude change toward interaction will cause the individual to progress by quadrants from I to IV. An unfavorable (negative) attitude change toward interaction will cause the individual to regress by quadrants from IV to I.

Organization development maintenance program. This packet was designed especially for use in this research. It includes weekly suggested group activities, and process reporting instructions on group activities, as well as post-meeting reaction sheets to be completed by individuals after group meetings (see Appendix III).

CHAPTER III

RESULTS

When all data had been collected, all instruments were hand scored using standardized scoring procedures. Data were then key punched on IBM cards and programmed for computer analysis using specially written as well as prewritten programs. All data were processed at the Nuclear Engineering Laboratory Computer Facility at the University of Oklahoma, Norman.

Initially descriptive statistics were computed for the total sample as well as for the laboratory subgroups. Tests of statistical significance, where appropriate, were computer programmed, utilizing dependent t tests (Walker and Lev, 1953) and chi squares. Statistical tests were performed only for the total sample.

Attitudes

It was predicted that attitudes toward self do not significantly change in a negative direction when group leaders are removed and group composition is changed. Table 2 summarizes the mean self-satisfaction index scores and presents the dependent t value for the observed within sample differences from pretest to posttest. While

Table 2

Summary Mean Self-Satisfaction Index Scores, by
Lab Group and Dependent t Value for
Overall Difference

Laboratory groups	Pretest	Posttest
I (n=10)	0.9261	0.8441
II (n=11)	0.8715	0.8706
III (n=11)	1.0012	1.0233
All groups (n=32) ^a	0.9331	0.9148

^aDependent t Value for within sample change between pre- and posttest administrations.

<u>df</u>	<u>t</u>	P (two-tail)
31	-0.521	>.50

there was an observed change in a negative direction, the t value of -0.521 is not statistically significant.

It was also hypothesized that attitudes toward new group after the first meeting are more favorable than attitudes toward old group. Table 3 summarizes the mean group satisfaction index scores by laboratory group for old group and new group time 1. The dependent t value of 1.077 for within sample changes carries a probability of between .05 and .10. Therefore, although the observed difference was in a positive direction it was not accepted as statistically significant. The mean group satisfaction index scores increased in two groups and decreased in one group from old group to new group time 1.

Table 3

Summary Mean Group Satisfaction Index Scores, by
Lab Group, for Old Group vs. New Group, Time 1

Laboratory groups	Old group	New group T_1
I (n=10)	0.9535	0.8242
II (n=11)	0.7499	0.8573
III (n=11)	0.7637	0.9340
All groups (n=32) ^a		

^aDependent t value for within sample change between old group and new group time 1 difference scores.

<u>df</u>	<u>t</u>	P (one-tail)
31	1.077	.10-.05

Attitudes toward new group at time 2 were predicted to be more favorable than attitudes toward old group immediately prior to the experimental period. Table 4 summarizes mean group satisfaction index scores for old group and new group time 2. The mean scores did shift slightly in a positive direction. However, the dependent t value of the observed differences was not statistically significant.

In accord with the emphasis on maintenance in this study, attitudes toward interaction were not expected to shift significantly from pre- to posttest measurement. The HIM-A was used to

Table 4

Summary Mean Group Satisfaction Index Scores, by
Lab Group, for Old Group vs. New Group Time 2

Laboratory groups	Old group	New group T ₂
I (n=10)	0.9535	0.8795
II (n=11)	0.7499	0.8208
III (n=11)	0.7637	0.7663
All groups (n=32) ^a	0.8183	0.8204

^aDependent t Value for within sample change between old group and new group time 2 difference scores.

<u>df</u>	<u>t</u>	P(one-tail)
31	0.058	> .50

measure attitudes toward interaction with the permission of Dr. Wm. Fawcett Hill. The HIM-B (The HIM-A is almost identical to the B, but is a simpler language version) was standardized with college student samples, using Guttman type scaling. Hill points out:

The more difficult it is to accept an item, the greater the weighted score. The maximum score obtainable for any cell is ten, and the range is therefore zero to ten. As for quadrants, columns, and rows, the range is from zero to forty and the range on the total acceptance score for the test is from zero to one hundred sixty (Hill, 1966, p. 6).

Sums of the total acceptance scores (TAS), the quadrants of the 16 cell matrix, and the columns and rows were computed for the pre-test and posttest for each subject. TAS is based on the score from the

16 cell matrix without regard to internal changes within the matrix. To better understand the internal movement within the matrix, the matrix was partitioned into quadrants. Quadrant I consisted of cells IB and IIB, IC and IIC. Quadrant II consisted of cells ID and IID, IE and IIE. Quadrant III consisted of cells IIIB and IVB, IIIC and IVC. Quadrant IV consisted of cells IIID and IVD, IIIE and IVE.

Means of the total acceptance scores, the quadrant scores, and the column and row scores were computed for the pretest and the posttest for the total sample and for each of the laboratory groups.

Table 5 summarizes the dependent t values of the observed differences from pre- to posttest measurements. There were no significant changes between the pretest and posttest in total acceptance scores, quadrants, rows, or columns of the HIM. However a trend toward change was indicated in Row "C", the "assertive" mode, and in Quadrant III, encompassing the "personal" and "relationship" content areas in the "conventional" and "assertive" modes. Figure 3 illustrates the HIM-A means for the total sample, showing quadrants, rows, columns, and total acceptance scores. It is noteworthy that Quadrant IV remained consistently higher than Quadrant I, both pre- and posttest, and that the progression by quadrants from I to IV remained consistent. As mentioned in Chapter II, Hill (1965) indicates that a positive attitude toward interaction is denoted by a progression from Quadrant I to IV. Conversely, a negative attitude toward interaction is indicated by a regression

Table 5

Summary of Dependent t Values Based on
HIM-A Mean Differences from
Pretest to Posttest

All groups	n=32	t	P (two-tail)
	$df=31$		
1. Total Acceptance Score		-0.135	>.50
2. Quadrants			
I		-0.048	>.50
II		-0.744	>.30
III		+1.696	.10
IV		-0.306	>.50
3. Columns			
I		-0.642	>.50
II		-0.794	>.30
III		0.0	
IV		+1.087	>.10
R. Rows			
B		-0.940	>.30
C		+1.943	.10-.05
D		-1.675	.15-.10
E		+0.394	>.50

QUADRANTS

ROWS

	(I)	(III)	Pretest	Posttest
Pretest	14.69	16.50	21.00 (B)	20.09
Posttest	14.66	17.91	10.62 (C)	12.50
Pretest	16.41	18.91	16.53 (D)	14.66
Posttest	15.44	18.56	18.87 (E)	19.34

Pretest	15.25	16.16	17.78	17.62
COLUMNS	(I)	(II)	(III)	(IV)
Posttest	14.59	15.50	17.81	18.72

Pretest	
66.94	
66.59	TAS
Posttest	

Fig. 3. Summary of HIM-A means for total sample n=32, Pretest and Posttest.

from Quadrant IV to I. In the present study Quadrant I was lowest, on both pre- and posttest measurements, Quadrant II was second on both measurements, Quadrant III was third on both, and Quadrant IV was highest on both pre- and posttest measurements. The greatest differences between pre- and posttest measurements by quadrants were a decrease in Quadrant II and a corresponding increase in Quadrant III.

Figure 4 illustrates the percentages of scores in the HIM determinants by columns, rows, quadrants, and total acceptance score. The progression by quadrants from I to IV is clearly indicated. Pretest percentages based on mean total acceptance scores were 22%, 25%, 25%, and 28% for Quadrants I, II, III, and IV, respectively. Posttest percentages were 22%, 23%, 27%, and 28% for Quadrants I, II, III, and IV. This suggests a trend in the direction of positive attitude change toward interaction. (See Appendix V for a comparison of the percentages for this sample with those for eleven other populations.)

Table 6 summarizes the mean HIM-A determinant scores by lab group. Figures 5, 6, and 7 in Appendix VI illustrate HIM-A sample means for each lab group, showing quadrants, rows, columns, and total acceptance scores.

Process

It was hypothesized that the rate of group development is higher when group composition is changed, external group leaders withdrawn, and the written OD maintenance program is provided to the groups.

QUADRANTS				ROWS			
Pretest	(I)	22%	(III)	25%	Pretest	(B)	30%
		22%		27%		(C)	19%
Posttest	(II)	25%	(IV)	28%	Posttest	(D)	22%
		23%		28%		(E)	29%

Pretest	23%	24%	27%	26%
Posttest	22%	23%	27%	28%

Pretest	100%	TAS
Posttest	100%	

Fig. 4. Percentage of scores in the HIM determinants (quadrants, rows, and columns) for total sample, n=32.

Table 6

Summary of Mean Scores on HIM-A; Total Acceptance Scores,
Quadrants, Rows and Columns

HIM Determinants		Laboratory Groups					
		I n=10		II n=11		III n=11	
		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1. Total Acceptance Score		70.30	68.60	71.55	67.27	59.27	64.09
2. Quadrants							
	Q- I	16.20	15.80	15.45	14.73	12.55	13.55
	Q- II	16.50	14.00	17.27	16.73	15.45	15.45
	Q-III	16.70	18.80	16.82	17.18	16.00	17.82
	Q-IV	20.90	20.00	21.64	18.64	14.36	17.18
3. Columns							
	C- I	16.90	15.20	14.45	15.00	14.55	13.64
	C- II	15.80	14.60	18.27	16.45	14.36	15.36
	C-III	19.10	19.50	20.27	17.73	14.09	16.27
	C-IV	18.50	19.30	18.18	18.09	16.27	18.82
4. Rows							
	R- B	22.30	22.00	20.82	19.73	20.00	18.73
	R- C	10.60	12.60	11.82	12.18	9.45	12.73
	R- D	18.00	15.60	17.73	14.82	14.00	13.64
	R- E	19.40	18.40	21.45	20.55	15.82	19.00

Table 7 summarizes chi square values for each of the four items and for total on the post-meeting reaction sheet, used to measure group development. The table relates the ratings of meetings with the pre-experimental and experimental periods. The chi square values for the total of the items and for each of the separate items were statistically significant at the .01 or .001 levels. Chi square, of course, cannot be used to indicate direction of relationships among the data. However, re-examination of Tables 8, 9, 10 and 11 clearly shows an increase in mean ratings from the pre-experimental to the experimental period. Overall means for the two time periods further illustrate the improvement in ratings. The overall mean rating evaluating meetings was 3.57 for the pre-experimental period and 4.19 for the experimental period. The overall mean rating of own participation was 3.26 for the pre-experimental period as compared with 3.75 for the experimental. The overall mean evaluating own feelings was 3.53 for the pre-experimental period and 4.13 for the experimental period. Assessment of learning had an overall mean of 3.24 for the pre-experimental period, and 3.70 for the experimental period.

Table 8 summarizes by meeting mean group PMRS ratings on item 1, evaluation of meetings, for pre- and experimental periods by lab group and for the total sample. Table 9 summarizes mean group PMRS ratings on item 2, evaluation of own participation, for pre- and experimental periods by lab group and for the total sample. Table 10 summarizes

Table 7

Chi square Tables Relating PMRS Ratings by Item and
Total with Pre- and Experimental Period

PMRS items	Time periods		Totals
	(A)	(B)	
	Pre- Experimental	Experimental	
1. Ratings of Meetings			
Below 3.5	14	1	15
3.5 & Above	16	28	44
Totals	30	29	59
Chi Square=12.336			
P=.001			
2. Ratings of Own Participation	(A)	(B)	Totals
Below 3.5	20	6	26
3.5 & Above	10	23	33
Totals	30	29	59
Chi Square=10.850			
P=.001			
3. Ratings of Own Feelings	(A)	(B)	Totals
Below 3.5	15	3	18
3.5 & Above	15	26	41
Totals	30	29	59
Chi Square=9.147			
P=.01-.001			
4. Ratings of Learning	(A)	(B)	Totals
Below 3.5	22	9	31
3.5 & Above	8	20	28
Totals	30	29	59
Chi Square=8.952			
P=.01-.001			
5. Ratings All 4 Items	(A)	(B)	Totals
Below 3.5	71	19	90
3.5 & Above	49	97	146
Totals	120	116	236
Chi Square=43.975			
P=.001			

Table 8

Summary of Mean Group Post Meeting Reaction Sheet (PMRS) Ratings
for Item #1, Evaluation of Meeting

Lab groups	Weeks									
	1	2	3	4	5	6	7	8	9	10
Group 1										
Pre-experimental period	3.25	3.44	3.14	3.11	3.00	2.33	3.88	4.12	3.66	3.33
Experimental period	4.33	4.25	4.50	4.50	4.44	3.71	4.43	4.40	4.55	4.22
Group 2										
Pre-experimental period	3.12	3.37	3.75	3.28	3.14	3.62	4.00	4.00	3.37	3.90
Experimental period	4.40	4.62	4.90	-	4.57	4.12	4.37	4.00	2.50	4.62
Group 3										
Pre-experimental period	2.88	2.88	4.77	4.50	3.50	4.11	3.62	4.70	3.88	3.63
Experimental period	4.14	4.22	4.10	3.87	3.66	4.57	3.85	4.00	3.75	4.00
All Groups										
Pre-experimental period	3.08	3.23	3.88	3.63	3.21	3.35	3.83	4.27	3.64	3.62
Experimental period	4.29	4.36	4.50	4.18	4.22	4.13	4.22	4.13	3.60	4.28

Note. --10-week experimental period is matched with the 10 weeks immediately preceding the experimental period. Group composition changed at beginning of experimental period; same subjects in different groups during pre-experimental period.

Table 9

Summary of Mean Group PMRS Ratings for Item #2,
Evaluation of Own Participation

Lab groups	Weeks									
	1	2	3	4	5	6	7	8	9	10
Group 1										
Pre-experimental period	3.62	3.00	2.66	2.88	2.88	2.22	3.77	3.75	2.77	2.88
Experimental period	4.16	4.25	4.00	4.75	3.80	3.43	4.00	4.00	3.87	3.55
Group 2										
Pre-experimental period	2.75	2.75	2.87	3.00	2.85	3.28	4.12	3.57	2.87	3.00
Experimental period	4.00	4.37	4.70	-	4.43	3.37	3.50	3.57	2.70	4.12
Group 3										
Pre-experimental period	3.33	3.33	4.22	4.00	3.37	3.88	3.25	4.00	3.55	3.27
Experimental period	3.57	3.66	3.70	3.12	2.77	3.85	3.57	3.28	3.50	3.66
All Groups										
Pre-experimental period	3.23	3.03	3.25	3.29	3.03	3.13	3.71	3.77	3.06	3.05
Experimental period	3.91	4.09	4.13	3.63	3.66	3.54	3.69	3.62	3.37	3.78

Note. --10-week experimental period is matched with the 10 weeks immediately preceding the experimental period. Group composition changed at beginning of experimental period; same subjects in different groups during pre-experimental period.

Table 10

Summary of Mean Group PMRS Ratings for Item #3,
Description of Own Feelings

Lab groups	Weeks									
	1	2	3	4	5	6	7	8	9	10
Group 1										
Pre-experimental period	2.87	2.88	3.50	3.33	3.22	3.11	3.77	4.00	3.55	3.22
Experimental period	4.50	4.50	4.33	4.75	4.50	3.85	4.43	4.20	4.44	4.33
Group 2										
Pre-experimental period	3.25	2.87	3.75	3.57	3.43	3.71	4.50	3.86	3.12	3.60
Experimental period	4.60	4.25	4.40	-	4.71	4.25	4.00	4.43	3.00	4.25
Group 3										
Pre-experimental period	3.11	3.00	4.55	3.83	3.37	3.77	3.33	4.70	4.22	3.09
Experimental period	4.00	4.33	3.80	3.75	3.22	4.00	4.00	3.86	3.62	3.33
All Groups										
Pre-experimental period	3.07	2.92	3.93	3.57	3.34	3.53	3.87	4.18	3.63	3.30
Experimental period	4.37	4.36	4.18	4.25	4.14	4.03	4.14	4.16	3.69	3.97

Note. --10-week experimental period is matched with the 10 weeks immediately preceding the experimental period. Group composition changed at beginning of experimental period; same subjects in different groups during pre-experimental period.

mean group PMRS ratings on item 3, evaluation of own feelings, and Table 11 summarizes mean group PMRS ratings on item 4, assessment of own learning.

It was predicted that lab groups would remain essentially leaderless during the experimental period, even though functions commonly associated with group leadership are carried out in the group. Evidence that such functions were carried out was found in the group recorder forms reporting in most cases that the suggested activities were followed. Table 12 summarizes leadership selection for each lab group during the experimental period. No permanent leaders were selected by any of the three groups. In five cases out of 29 (one group cancelled one meeting) temporary leaders were selected for single meetings. No statistical tests were performed with regard to this hypothesis, but the data appear to bear out the prediction. Table 12 also summarizes the characteristics of the five leader selections made, and Table 13 reports verbatim comments relative to leader selection taken from PMRS's and group recorder forms.

Summary of Results

Hypothesis 1. Attitude levels toward self, group, and interaction are maintained during the experimental period. This hypothesis is generally supported by the sub-hypotheses below.

Hypothesis 1-A stated that attitudes toward self do not significantly

Table 11

Summary of Mean Group PMRS Ratings for Item #4,
Assessment of Own Learning

Lab groups	Weeks									
	1	2	3	4	5	6	7	8	9	10
Group 1										
Pre-experimental period	2.37	3.00	2.33	3.22	3.11	2.00	3.66	4.12	3.22	3.11
Experimental period	3.83	4.25	4.00	4.50	4.94	2.85	4.00	3.80	3.77	3.55
Group 2										
Pre-experimental period	2.87	2.75	3.32	2.85	3.00	2.71	4.25	3.71	3.12	2.90
Experimental period	4.40	3.50	4.80	-	4.43	3.00	3.87	3.85	2.40	3.75
Group 3										
Pre-experimental period	3.00	3.00	4.22	4.50	2.75	3.77	3.12	4.60	3.44	3.09
Experimental period	3.43	3.44	3.70	3.12	4.00	3.85	3.71	3.14	3.00	2.88
All Groups										
Pre-experimental period	2.75	2.92	3.29	3.52	2.95	2.83	3.68	4.14	3.26	3.03
Experimental period	3.89	3.73	4.17	3.81	4.29	3.23	3.86	3.60	3.06	3.39

Note. --10-week experimental period is matched with the 10 weeks immediately preceding the experimental period. Group composition changed at beginning of experimental period; same subjects in different groups during pre-experimental period.

Table 12
Leader Selection During Experimental Period

Lab groups	Perm. leader	Leader by meeting	Who selected	
			Sex	Job function
1	No	None	---	-----
2	No	Mtg. #2	F	Professional
		Mtg. #3	M	Managerial
3	No	Mtg. #2	M	Managerial
		Mtg. #3 Co leaders	M	Para-professional
			M	Managerial
		Mtg. #5	M	Managerial

Table 13

Verbatim Comments on Leader Selection from
PMRS and Group Recorder Forms

Lab groups	Comments
1	"No group leader necessary; the group functions well without one. Equal amount of participation. " "We have no group leader. The group voted not to have one. " "The group decided not to choose a group leader. I felt that no one wanted a group leader. " "Leadership not necessary with the high calibre of people which form this group. " "The group was asked if they wanted a group leader. We decided not to have one. I do think this is a good idea. I am going to like my new group very much. The people are warm happy people with feelings, such as my last group. " "Consensus of the group dictated that we not select a leader. "
2	" _____ (professional) - leader; selected by group. " "No one functioned as leader by group consensus. " "Selection process became an out and out draft. " "Selection process ideal; we made a wise choice. " "Group leader selected by agreement of group members. "
3	"The group felt that a group leader was not necessary. But we did need one for today's meeting, to help us with information that consultants had sent to us. Mr. _____ (manager) was selected to conduct this meeting. Several

(Table continued on next page.)

Table 13 (Continued)

members of the group felt that we could function better without a specific leader/or leaders, quite a bit of discussion was centered around this, but the conclusion was no group leader as of yet. "

" _____ (manager) and _____ (para-professional) were group leaders today, by volunteer, and did a very good job. "

"We didn't have a group leader; we just discussed different things, everyone participated. "

"Group 3 did not elect a group leader today; discussion was great. "

"Group decided that _____ would be this week's group leader. The group will decide on new leaders, if needed, by weeks. "

shift during the experimental period. This hypothesis is supported.

There was no statistically significant shift in self-satisfaction index scores from pretest to posttest.

Hypothesis 1-B stated that attitudes toward new group at time 1 are more favorable than attitudes toward old group. While a trend is indicated in support of this hypothesis, the observed difference was not significant at the .05 level.

Hypothesis 1-C stated that attitudes toward new group at the end of the experimental period are more favorable than attitudes toward old group. This hypothesis is not supported. While the observed difference was in a positive direction, the difference in mean group satisfaction

index scores was not statistically significant.

Hypothesis 1-D stated that attitudes toward interaction do not significantly shift between pre- and posttest administrations of the HIM-A. This hypothesis is supported. There were no statistically significant shifts in any of the HIM determinants (total acceptance scores, quadrants, rows, or columns). Further, it was clear that the progression from Quadrant I to IV was maintained from time 1 to time 2.

Hypothesis 2. Rate of group development is higher when group composition is changed, external group leaders removed, and written OD maintenance materials introduced. This hypothesis is supported. Each of the selected items on the PMRS were significantly higher during the experimental period than during the 10-week period immediately preceding it.

Hypothesis 3. Laboratory groups remain essentially leaderless during the experimental period. This hypothesis is generally supported. While no test of significance was performed, temporary leaders were selected for only 5 of 29 meetings. No permanent leaders were selected.

Serendipitous Results

Differential results by functional work group were not addressed in the hypotheses. However, examination of the data yielded some unexpected results that may be of interest both in relation to the kinds of instruments used, and in terms of suggestions for further study. These serendipitous results are summarized below.

Greater positive change from pretest to posttest on the semantic differential self-satisfaction index was found among para-professionals than among members of any other functional work group.

A possible anticipatory effect indicated by the semantic differential group satisfaction index from the first measurement, based on old group composition, to the second measurement, based on new group composition at time one, was more evident among the managerial and para-professional groups than among the nonsupervisory professional and clerical groups.

Among the functional groups, the nonsupervisory professional group held the least favorable attitudes both toward themselves and toward their lab groups on all measurements administered.

In the case of attitudes toward interaction, among the four functional groups the para-professional group showed the greatest increase in total acceptance scores on the HIM-A from pretest to posttest.

The clerical group, although evidencing similar HIM determinant patterns to other functional groups, had considerably lower absolute scores on this measurement both pretest and posttest.

Subject reactions to the research instruments used were generally favorable. Almost no change in overall reactions was indicated from the beginning to the end of the experimental period. The Research Instrument Reaction Sheet, yields total possible scores ranging from four to twenty on items relating to whether the test held the interest of subjects, the perceived importance of the results to the organization, test difficulty,

and the perceived adequacy of the test to reflect subjects' own feelings and attitudes. Mean RIRS scores, as well as ranges, were similar for all tests at all times of administration. Ranges for the self-description and the HIM-A were identical--12 to 20. The means were 15.21 and 15.75, respectively. The range of scores for the group description was 12 to 19, with a mean score of 15.65.

Only a few comments were made in the space provided on the RIRS. Examples of these, in the case of the HIM-A, were: "Good test, will be interested in group status;" "Some words are confusing (praise, gossip, argue) in that they may mean different things to different people;" and "I'm curious to see if there is any significant change in my perception of my own group interaction and the group's. "

Examples of RIRS comments on the self-description were: "I feel as though I could work with anyone--I don't like to see cannot--so I choose the extreme so as not to screw the scew;" and "I think the self-description is a very good test for all people to take. "

Group description comments included: "I am being as honest as I can;" and "Getting to be a boring test" (posttest comment).

These comments generally reflected an involved and interested subject population.

CHAPTER IV

DISCUSSION

Three major broad issues are explored in this discussion. First, the practical implications for using leaderless groups in public agency organization development programs are examined. An explanation is presented as to how groups in the present study differed from those described in the literature as having "surrogate" leaders. The low risk of psychological casualties in groups of the type utilized in this study is discussed. Second, the results of the present study, both those expected, and those unanticipated, are examined with particular reference to suggested further study. The third broad issue discussed is the effectiveness of the research design in assessing the impact of the field experiment on the subjects.

Use of written maintenance materials and leaderless laboratory groups in connection with ongoing organization development programs in public agencies was supported in the present study. It was shown that member attitudes were maintained and that group meetings were more highly rated by members during a period when the direct influence of external group leaders was removed. The groups remained essentially

leaderless.

It may be helpful to provide a frame of reference for discussing the results of the present study with regard to leaderless groups. Jack Gibb (1972) has identified ten "theory-and-practice clusters" relating to the small group experience. At least three of these are reflected in the present study. One is the category of "programed experiences;" another category is "imbedded experiences," so called because of the importance of social environments in determining and sustaining attitudes and behavior. In the latter cluster the institution or organization is the target of change and the group is seen as something more organic than a collection of individuals. The third category is called "emergent or interdependence experiences." Groups in the latter category are "created without the presence of assigned leaders... or individuals who were given special responsibility for organization or helping the group." Emergence groups differ from the programed groups which in effect have, according to Gibb, surrogate leaders through the instructions, guides, and tape recordings. "In order to achieve an authentic interdependence experience, the emergence group must initiate its own experience, make decisions about its goals, decide on activities that relate to these goals, and create together a group that grows and becomes genuinely interdependent" (p. 8).

Programed experiences were involved in the written maintenance materials in the present study. The groups themselves were a part of an

"imbedded" OD experience, and most of the maintenance materials were written so as to require the groups to initiate their own experiences and make decisions on goals and activities.

The results of the present study with regard to leadership selection demonstrated that for the most part groups remained leaderless. While it could be argued that the maintenance materials were acting as surrogate leaders, it is important to consider that most of the written materials required the groups either to initiate their own activities or to decide on goals and among activities. The notion of a surrogate leader seems plausible under certain circumstances. For example, in the pilot program by Berzon, Solomon, and Reisel (1972) with vocational rehabilitation clients, instruction booklets were provided to all group members. The instructions were to be read a paragraph at a time, group members taking turns reading. The instructions did not explicitly offer options to the group as to whether the instructions would be followed or as to how they would be used. There might have been an implicit expectation that the instructions were to be followed exactly. In the present study only one copy of the written suggested activities was made available to each group. Moreover, there was an explicit suggestion to select a leader in each meeting's materials. In view of these factors the surrogate leader notion does not appear to explain the essentially leaderless nature of the groups in the present study.

It seems more plausible to explain the nonselection of leaders in

the present study in terms of group norms. One of the interaction guidelines that had been adopted by all of the groups in the present study was that during laboratory meetings all members had equal status, and all shared the responsibility for what was accomplished by the groups. Perhaps the members would have experienced the designation of leaders as a threat to a well-established norm of equal status in the laboratory groups.

There are many implications of the present study for public agencies. Perhaps the most important of these in practical terms is that utilizing small heterogeneous groups as adjuncts to organization development programs is feasible without long-term, costly dependence on external consultants to function as group leaders or facilitators. Obviously the findings supporting the maintenance capacity of leaderless groups have the benefit of less expense to the organization in ongoing organization development activities. Less obviously, but equally important, the risk of psychological casualties emerging from the group experience is minimized when groups are leaderless (Lieberman, 1972). In the present study there were no casualties during the initial nine-month organization development implementation phase, nor were there any during the experimental phase of the research.

Casualty risk appears to be related to group leader style (Lieberman, 1972). Thus in the present study the style used by the external group leaders during the pre-experimental period provided important modeling behavior that undoubtedly influenced group interaction style during the

experimental period. It was considered important to the group leaders involved in the initial OD program that laboratory group material have organizational and job relatedness. Personal history taking and therapy type interventions were discouraged unless there was clear group and organizational relevance in such material. To maximize opportunities for giving and receiving feedback was an accepted group norm.

The present study did not focus specifically on the question of casualties. However, it is likely to be an important matter in the minds of organization leaders considering adoption of a group-oriented OD program. There is much confusion over terminology in relation to the small group phenomenon. The term "sensitivity training," for example, connotes to some brainwashing, manipulation, and danger. To others it connotes a positive helping technology that assists people to grow in self-understanding and to become more effective in social situations. It is very important that the organization leader considering a group-oriented OD program be aware that the organization and its members are the ultimate decision makers in regard to selecting the group learning goals appropriate to the organization's needs. The consultant who imposes the goals is not likely to value importance of increasing the organization's capacity to function independently of the consultant. In most cases goals appropriate to laboratory groups in organization development programs would be addressed to positive experiences for group members, and would be geared toward improving the chances of fulfilling members' ego and

self-actualizing needs.

In leaderless groups, the group rather than any one individual has the control and the responsibility for minimizing negative effects of the experience. It has been shown that the group has within it a great deal of helping capacity, as well as the potential for superior decision making. Another way of viewing relative casualty risks in small groups is to distinguish between "group-centered" and "member-centered" groups, the former having a lower risk of casualty. If the modeling group leader behavior in organization development laboratory groups were group-centered, it would be likely that leaderless groups at some later time would also be.

Re-examination of both the expected and serendipitous results of the present study raises several points for discussion. The design of the study was based on an assumption of positive attitudes among subjects at the beginning of the experimental period. These positive attitudes were thought to be at least in part attributable to a successful OD program implemented over the nine-month period preceding this study. Since previous studies on laboratory training have demonstrated positive changes in the self area (Burke & Bennis, 1961), and survey and observational data were positive, it was assumed that positive attitudes toward self would be found at the beginning of the experimental period in the present study. Thus, the focus was simple maintenance of attitudes. This point of view is reflected by Bradford and Mial (1967) in a discussion of the

purpose of training for change:

Basically, the problem of encouraging learning and changing is--to use Lewinian terminology--an unfreezing-moving-refreezing cyclic process in which the first purpose of training is to help the individual 'unfreeze' his present level of being and behaving. The second purpose is to help him move to a more effective level of behavior. The third purpose is to help the individual 'refreeze' his new level of being and behaving so that regression to the previous lower level will not readily occur (p. 257).

Such a regression in attitudes toward self in the present study did not occur. It might be appropriate to point out, however, that the unfreezing and moving process may be feasibly accomplished in a shorter time frame in the case of a relatively young organization, or in one that is experiencing some kind of functional crisis, either internally or externally caused.

The validity of a goal of maintaining attitudes toward self in the present study is further supported by the findings of Bebout and Gordon (1972) relative to the factor of prior group experience. They point out, in a report of their recent study on encounter groups:

We have found significant positive changes in members almost wherever we looked. Self-esteem increases, the self-concept changes in many positive directions, self-actualizing tendencies are greater, alienation is reduced, and individual problems are lessened; interpersonal relations become more empathic and improve, and interpersonal values change perhaps toward a more realistic supportiveness; people become close with each other and feel less lonely. . . . Most of our sample are encounter group beginners--they enter the program positively motivated and with appropriate expectations. Under these circumstances people gain the most. Older members and those with more experience gain less (p. 117).

Bebout and Gordon found the greatest impact of the group experience to be among those members who had no prior group experience. In the present study all subjects had had considerable prior group experience, having met in weekly OD laboratory group meetings for the nine-month period preceding the experimental period.

Future studies might address the question of previous group experience directly. Is continued group experience a necessary factor in maintaining positive changes in attitudes toward self? The research question suggested here has to do with the long-term use of small laboratory groups in OD programs. Perhaps the frequency of meetings could be reduced without negative changes in attitudes, but it is this author's view that the permanent availability of the small heterogeneous laboratory group mechanism is critical to the success of the long-range, dynamic and adaptive OD program. This question could be studied by varying the conditions of continued small group experience in a long-range OD program.

Attitudes toward lab groups in the present study indicated positive movement which might be behaviorally significant even though an acceptable level of statistical significance was not achieved. A comparison of attitudes toward old group and new group at the beginning of the experimental period suggested that there might have been an anticipatory effect; that is, going into the newly composed groups was experienced positively and optimistically by the subjects. Further study is needed in regard to

the effects of periodic changes in group composition as a possible means of sustaining the dynamic qualities of the small group experience in an ongoing OD program. A study could be designed around changing composition in some OD lab groups while leaving composition in others unchanged. In the present study, group composition was altered for research purposes in order to control for the history of prior OD lab group experience. What is suggested here is that changing group composition periodically may be a productive element of OD technology.

Positive attitudes toward interaction during the experimental period were clearly maintained. While there were no statistically significant changes, a trend toward change in a positive direction was indicated by the quadrant determinant shifts on the HIM. The trend in terms of quadrant scores indicated a decreased preference for the content areas of topic and group in the speculative and confrontive modes of interaction, and a corresponding increased preference for the content areas of personal and relationship in conventional and assertive modes. In terms of row determinants the assertive mode of interaction showed the greatest increase from pretest to posttest, and the speculative mode showed the greatest decrease. In terms of column determinants, the relationship content area showed the greatest increase from pretest to posttest and the group content area showed the greatest decrease, although all decreases were very small.

The sample, although heterogeneous in terms of occupation,

yielded percentage score patterns for the HIM determinants that are similar to those reported by Hill (1966) for probation officers and group therapists (see Figure 4 and Appendix V). This suggests that some of the typical goals of laboratory training such as improving the quality of membership and participation in human affairs may have been achieved in the present study.

Subject responses to the group meetings utilizing written maintenance materials in the present study were positive. Based on evaluations of meetings, a higher rate of group development was demonstrated during the experimental period than during the ten-week period immediately preceding it. In the Friedlander (1967) study referred to in Chapter I, a semantic differential was used to measure generalized feelings about the meetings of one's group as good, strong, and valuable. There was no significant improvement in the general evaluations of group meetings. Apparently greater team effectiveness was achieved as a function of laboratory training without concomitant increases in evaluation of group meetings in the Friedlander study. In the present study improved evaluations of meetings were consistent with a trend toward more positive attitudes toward interaction.

Serendipitous results were predominantly found in the area of functional group differences among subjects in this study. There was greater positive change from pretest to posttest on the self-satisfaction index among para-professionals than among members of other functional

work groups. The para-professionals in the present study had participated in lab groups along with all other subjects during the nine-month period immediately preceding the experimental period. Before the beginning of the OD program, however, this group probably had less opportunity than any other work group to interact with other staff members in the organization. Stock's (1958) study of changes in self percepts of members of a training group may be relevant here. She found that the least changed group members displayed more clearly defined self-concepts; the most changed members appeared to be more diverse and less sure of themselves. Perhaps the para-professionals in this study were less sure of themselves than were members of other functional groups.

The possible anticipatory effect in regard to new group composition was more evident among managerial and para-professional groups than among nonsupervisory professional and clerical groups.

Of the functional group members, nonsupervisory professionals held the lowest attitudes toward lab groups at all three times. They also had the lowest self-satisfaction scores. These data suggest several plausible hypotheses for further study. Perhaps in a participative OD system a traditional upward mobility orientation is more threatened in nonsupervisory professionals than in other categories of employees. With less emphasis and value being placed on status distinctions within the system, the old "getting ahead" games played by accurately reading the boss were less functional than previously in getting promotions and

raises. The reward system may have been unclear to members of the organization. It was undoubtedly incongruent with the new values of the more participatory system. An alternative explanation might be that the nonsupervisory professionals, who were generally young with college backgrounds, simply viewed themselves as temporary in the organization and were generally less committed to the agency's successful functioning.

Again in the case of attitudes toward interaction, the data indicated unanticipated functional group differences. Para-professionals showed the greatest increase in HIM-A total acceptance scores from pretest to posttest among members of the four functional groups. This was consistent with their changes on other measures. The lower absolute scores, both pre- and posttest among the clerical group require further examination. The HIM determinant patterns among this group were similar to those of the other functional groups, indicating generally positive attitude patterns. The absolute score differences are curious in that this investigator's observational data did not indicate less readiness or participation on the part of members of the clerical group in the actual interaction situation. A follow-up study utilizing interviews in an attempt to determine response set and frame of reference used with test items seems indicated in the case of the clerical group.

The research design of the present study proved effective in its major components as a tool for assessing the impact of the experimental conditions on the subjects. There were limitations to be sure, and at

least one important shortcoming, but there were significant advantages as well.

The main limitation of this study is that prior experience in the heterogeneous OD lab groups was a factor. Leaderless groups were found to be effective in maintaining gains assumed to have been made as a result of prior intervention activity. The prior intervention entailed the introduction of laboratory groups and concomitant changes in other aspects of organization functioning. The use of written maintenance materials and leaderless groups is not suggested without a preliminary period of OD diagnosis and active intervention. The time required for such prior intervention suggested by the present study is approximately nine months, although this may vary from one organization to another.

In connection with the factor of prior experience in lab groups, it should be reiterated that the researcher was the same person who had previously functioned as a trainer and group facilitator in the OD program. Any effects of this potential limitation were not measured in the present study, but the possibility of such effects should be acknowledged. Additionally, changed group membership assignments immediately following the collection of pretest data may have functioned as a limitation, but were considered necessary to control for the history of prior group experience. Also, it should be repeated that conclusive evidence of attitude measurements before the OD program were not available; it was necessary to assume positive attitudes at the beginning of the experimental period based on informal survey and observational data obtained before and during the

nine-month active period of the OD program.

The limitations above suggest several implications for the design of further research. The evidence from the present study demonstrated the desirability of additional research that might profitably include three stage testing, control groups, and further emphasis on multiple instrumentation. That is, it would be valuable to administer attitude scales before the active period of the OD program as well as before and after the experimental period during which group leaders are removed from active participation. If at all practical control groups should be used. It would also be desirable to consider additional ways to enhance the design through systematic triangulation of methods. Consideration might be given, for example, to collecting some kind of productivity measures or perhaps even more useful would be measurements of perceptions of the organization by clients of the agency over time.

The question as to experimenter bias is certainly appropriate. Two rather compelling conditions in the present study tend to minimize the problem in this author's view. The pattern evidenced by results in the case of multiple instrumentation used was quite consistent. Maintenance of attitudes was achieved in the case of all instruments. Moreover, the trend indicating more positive attitudes toward interaction was consistent with the higher rate of group development as found in this study.

The second condition has to do with the organic nature of the research design and the history of this study, and represents the greatest strength of the research design. That is, subjects were involved in the

process of deciding whether the research should be done, and in identifying areas of research interest that if understood might enhance the organization's continued growth and development. The laboratory groups, in accord with the goals of the OD program, had themselves adopted certain guidelines for interaction. These guidelines, which applied to all relationships in the groups as well as to relationships between consultants and subjects, stressed honesty, openness, and expression of feelings. All subjects knew that feedback would be provided. Previous experience with data feedback from the consultants indicated that the subjects placed great value on accuracy of feedback data. According to Argyris (1970), "Subjects participating in organic research relationships may be the first to realize that research cannot provide a valid basis for help unless the data are minimally distorted" (p. 107).

The thrust of an organic research program, in Argyris' (1970) terms is:

. . . to minimize, as much as possible, dependent and submissive relationships. The intention is to involve the clients in the introduction, design, execution, feedback, and evaluation of any and all aspects of the program and to provide for them many opportunities for psychological success, feelings of essentiality, development of confidence and trust in others, and effective group relations. These attitudes, in turn, increase the probability that the participants will provide valid information, will make informed choices, and will develop internal commitment (pp. 105-106).

Certainly there is no way to guarantee a complete lack of experimenter bias. It is relative. In the present study the subjects had reason to trust the investigator based on prior experience. If any distortion of

data occurred it would likely have been to please the investigator. However, it would have been difficult for subjects to determine what particular test item responses would in fact please the investigator. In this author's view an organic research approach tends to minimize data distortion. An interesting study could be designed specifically around the issue. The same variables could be examined using two comparable samples. Only the process variables used with the two samples would be manipulated so that one sample would be involved in an organic research process and the other would be part of a more traditional research process.

An organic research process typically has a characteristic which was absent in the present research design. Data in organic research are typically provided as feedback to the organization as soon as possible after the results are analyzed. Among organization interventionists a commonly held criterion for effective feedback is that it be timely. The data are used to diagnose organizational behavior and to guide the changing that is taking place in the organization. Since the data are an integral part of a changing process, they may be invalid for organizational diagnosis if they are delayed for very long. The present research design specified that data feedback would be made available to the organization only after completion of the formal research report. While the longer time factor may have been an impediment in terms of immediate data for use by the organization, it was perhaps of value in terms of the more

thorough and careful analysis of the data that was possible in the present study. It may be a "six-of-one" and "half-dozen" argument, but it is certainly a point to be considered in designing such research. The best of both worlds might have been better served had the present design called for preliminary organization data feedback immediately following the experimental period, rather than after completion of the formal research report. This aspect of the research design was perhaps its greatest shortcoming, but it is a simple matter to account for in future studies.

In conclusion, this study suggested a number of possibilities for future research. It further confirmed the potential capacity of leaderless groups to fulfill the needs of their members. It presented for further study indications of functional group differences in response to the instrumentation. It is hoped that the study provides useful feedback to the organization involved, and useful information for OD practitioners. Perhaps most importantly, it may suggest to other public agencies possibilities of introducing organizational change efforts that would be within range of their funding capabilities.

CHAPTER V

SUMMARY

The purpose of this study was to determine whether gains that had been made in a group-oriented organization development (OD) program in the natural work environment of a small public agency could be maintained under conditions of changed group composition, written suggested group activities, and leaderless groups. Subject attitudes and group process variables were examined.

A review of the literature relevant to small groups and more particularly to the small group experience in organizational change was summarized. It was noted that very little research on small groups in the natural work environment was available. The subjects in this study were all 32 staff members of a Model Cities agency, who comprised three heterogeneous laboratory groups. These groups met weekly without external group leaders during a ten-week experimental period and were provided written suggested activities for use during their meetings. Responses to the meetings during the experimental period were obtained from group recorder forms for each group and from post-meeting reaction

sheets completed by group members. Post-meeting reaction sheets were summarized and compared with those for a ten-week period immediately preceding the research period during which external group leaders were present for one half of the weekly meetings.

Pre- and posttest attitude measures were obtained for all subjects. Attitudes toward self, group--as composed both during and prior to the experimental period, and toward interaction were measured. Semantic differential instrumentation, employing most- and least-preferred other measures, was used to measure attitudes toward self and group. A Hill Interaction Matrix test, the HIM-A, was used to measure attitudes toward interaction. When all data had been collected and scored they were key punched, programed, and computer analyzed. Tests of statistical significance were performed where appropriate to the hypotheses.

Based on an assumption of positive attitudes among the subjects, it was hypothesized that these attitudes would be maintained when the professional group leaders were withdrawn from the lab group meetings. This hypothesis was supported. There was no statistically significant change from pretest to posttest measures. The hypothesis predicting a positive attitude change from old group to new group at time 1 lacked statistical support. However, movement in a positive direction was indicated. The hypothesis predicting positive change from old group to new group at time 2 also lacked support. The small positive movement in

this case was not statistically significant. The hypothesis concerning attitudes toward interaction was supported. While there were no statistically significant changes from pretest to posttest, trends indicated by internal movements within the HIM framework suggested that there was change in a positive direction.

The hypothesis predicting a higher rate of group development during the experimental period, as measured by post-meeting reaction sheets, was supported. Ratings on all items were significantly higher during the experimental period than during the equivalent preceding period. The hypothesis predicting that the groups would remain essentially leaderless during the experimental period was generally supported.

The implications of the findings were discussed in terms of practical considerations, and in terms of suggestions for further study.

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APPENDIXES

APPENDIX I

GENERAL INFORMATION SHEET

-To Be Used for Research Analysis Purposes Only-

The following type of information will be requested only once, and will be held in strict confidentiality by the researchers. It will be used only for data analysis. It will be reported as group data only, and then only if significant trends are shown by such comparisons.

Name: _____ Age: _____ Race: _____ Sex: _____

Social Security No. : _____ Marital Status: _____

Current Job Title: _____

EDUCATION

1. Please circle the last year of formal education you completed.

8	9	10	11	12	1	2	3	4	5	6	7	8
Secondary School					College				Graduate Work			

2. Are you currently working on a formal education program?

Yes _____; No _____. If yes, indicate what type of program, and where enrolled. _____.

EMPLOYMENT

1. When did you first go to work for the Model Cities Department?

_____. (Show month and year).

2. Very briefly, please describe your job function in Model Cities.

GENERAL INFORMATION SHEET

3. What is your current monthly salary before taxes? _____
4. Have you received a promotion or salary increase since you started working for Model Cities? Yes _____; No _____. If yes, please explain the type of increase (i. e., promotion to new position, periodic step increase, cost-of-living increase, etc.)
Mention each instance, if more than one. _____

PREVIOUS EMPLOYMENT

1. Have you previously worked for another public agency, or governmental unit?

Yes _____; No _____. If yes, what type agency, and for how long?

2. How would you compare the management style of the Model Cities Department with that of your previous employer?

Very Similar	Somewhat Similar	Both Similar And Different	Somewhat Different	Very Different
-----------------	---------------------	-------------------------------	-----------------------	-------------------

RESIDENCE

1. Have you ever lived in one of the Model Neighborhood Areas?

Yes _____; No _____.

2. Do you now live in one of the Model Neighborhood Areas?

Yes _____; No _____.

FUTURE PLANS

1. Do you expect to be living in this city five years from now?

Yes _____; No _____.

2. Do you expect to be working five years from now? Yes _____; No _____. If no, please indicate reason (i. e., retirement, to become full-time housewife, etc.) _____

GENERAL INFORMATION SHEET

3. If employed, what type of work do you expect to be doing five years from now? _____
4. What do you think will be the most important thing to happen in your life during the next five years? _____

PLEASE CHECK HERE IF YOUR JOB WITH MODEL CITIES IS
YOUR FIRST FULL-TIME JOB _____

APPENDIX II

RESEARCH INSTRUMENT REACTION SHEET

Date: _____

Research Instrument or Test: _____

Your Name: _____

INSTRUCTIONS Please answer each of the following items by placing an "X" above the word or phrase that is closest to your own point of view about the research instrument or test you just completed.

1. In general, this test held my interest while I was completing it.

<u>Strongly</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly</u>
Agree				Disagree

2. It seems to me that a summary of the results of this test will tell us something important about our organization and/or the people in it.

<u>Strongly</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly</u>
Agree				Disagree

3. I found this test to be confusing and difficult to complete.

<u>Strongly</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly</u>
Agree				Disagree

4. I believe this test will provide an adequate reflection of my own real feelings and attitudes.

<u>Strongly</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly</u>
Agree				Disagree

COMMENTS:

APPENDIX III

ORGANIZATIONAL DEVELOPMENT MAINTENANCE PROGRAM PACKET

General Information for All Groups

10-Week Organizational Development Maintenance

This ten-week program should be seen as a phase in the total organizational development program. As has been mentioned before, organizational development is an ongoing activity and will continue beyond the ten-week period. The ten weeks should be considered as the period during which certain research data will be collected, and the consultants will have less direct involvement with the groups.

For each meeting during the ten weeks, the groups will receive written suggested activities. These are not to be considered mandatory, but any departures from the suggestions should be noted.

During the ten-week period, one person should act as a "recorder" for each group. A "group recorder form" has been designed for use by the recorders. This information will be used as part of the research, and will supplement the pencil-paper tests.

For each meeting it is suggested that group leader(s) be selected. Group leaders may rotate each meeting.

All group members should complete Post-Meeting Reaction sheets at the conclusion of each meeting. Completed Recorder Forms and Post-Meeting Reaction Sheets should be mailed to the researchers after each meeting.

POST-MEETING REACTION SHEET

(PMRS)

Date: _____

Group No. _____

Meeting Number _____

Instructions: Mark an X on the line above your response.
Complete each statement.

1. I felt that the group meeting today was:

Excellent	Good	Average	Not So Good	Bad
-----------	------	---------	-------------	-----

2. I felt that my participation in the group was:

Very Good	Good	Average	Not Very Good	Bad
-----------	------	---------	---------------	-----

3. My feelings during the meeting were mainly:

Very Enjoyable	Pleasant	So-So	Unpleasant	Quite Unpleasant
-------------------	----------	-------	------------	---------------------

4. I felt that I learned from the discussion

Very Much	Quite A Bit	Some	Little	Not At All
-----------	----------------	------	--------	------------

5. What percentage of the time during the meeting were people talking?

100%	90%	80%	70%	60%	50%	40%	Less Than 40%
------	-----	-----	-----	-----	-----	-----	------------------

6. How much "heated" discussion took place during the meeting?

Very Much	Quite A Bit	Some	Little	Not At All
-----------	----------------	------	--------	------------

Remarks:

R E C O R D E R F O R M

GROUP NO: _____

MEETING DATE: _____

TIME MTG. BEGAN: _____

TIME MTG. ENDED: _____

NAMES OF MEMBERS ABSENT:

KEY ACTIVITIES ACCOMPLISHED BY GROUP TODAY: (Comment on
any points specifically requested in suggested group activities)

SUMMARIZE ANY DEPARTURES FROM CONSULTANTS' SUGGESTED
GROUP ACTIVITIES AND REASONS FOR DEPARTURES:

WHO FUNCTIONED AS GROUP LEADER(S), AND HOW SELECTED?

Suggested Group Activities
Meeting No. 1

1. Decide whether you would like to designate group leader or co-leaders from among group members for this meeting. Comment on this process of decision making in Post-Meeting Reaction Sheets (PMRS). If group leader is selected, he should continue the meeting using this activity sheet as a guide.
2. Old group guidelines should be taken down and destroyed. Then group should break up into pairs for Contract Dyads.

Contract Dyads should be verbal; responses should be written in note fashion only. The notes should be kept by the groups, for evaluation of "contract performance" later. *

3. After brief verbal sharing of contracts, group should determine what guidelines it wishes to use for meetings, and in what order of priority. These should be posted for future group meetings.

Once guidelines are determined, group should determine specifically how group will ensure that guidelines are adhered to, and how the group should handle any departures from the guidelines.

4. Discuss the group's responsibility for, and ways in which it will introduce new group members into the organizational development program. (New members would generally also be new to the Model Cities agency).
5. A group member or members should be allowed five minutes to summarize the meeting as he, or she, perceived it.
6. Select a spokesman for brief report to other groups on guidelines adopted.
7. Complete Post-Meeting Reaction Sheet.

*Questions for paired interviews on Contract Dyads:

1. What do you wish to be called during group sessions?
2. What would be the best possible outcome of the new group's O-D meetings for you?
3. What would be the worst possible outcome of the new group's O-D meetings for you?

4. What can the group do to promote the best, and prevent the worst possible outcomes?
5. What can you do to promote the best, and prevent the worst possible outcomes?

Suggested Group Activities
Meeting No. 2

1. Select a group leader, or leaders, for today's meeting. Everyone should comment on the selection process on the Post-Meeting Reaction Sheet.
2. Group should briefly orient any new staff members to organizational development, in general.
3. Share group guidelines adopted at Meeting No. 1, with those members who were absent last time, and reach consensus. Include discussion of ways to handle departures from the guidelines.
4. Get contracts (based on questions from Meeting No. 1). See that group records include brief written contracts for each member. (Handwritten notes are okay.)
5. Each group member should identify by name all other group members with whom he or she has regular work relationships. Then those relationships should be described in a very general way; i. e., "I have a work relationship with Mary; she is a co-worker; or, she is my secretary, or she is my boss, etc. "
6. All members complete Post-Meeting Reaction Sheet, including "comment" section.
7. Recorder complete Recorder Form for group. Note that you are asked to list absent members.

Suggested Group Activities
Meeting No. 3

1. Select a group leader, or leaders, for today's meeting, if the group wants a leader. Please have all group members comment on the selection process on the Post-Meeting Reaction Sheet.
2. Briefly orient any new staff to organizational development; review guidelines and get contracts from any members attending new group for the first time.
3. Do the "six-inch puzzle" exercise according to instructions enclosed. Group recorder should note the time required by the group to complete the exercise. Discuss briefly what was learned by the exercise.
4. Group members should break into pairs--each person with another person in the group that he or she has some kind of work relationship with. (Refer to last week's activity where you identified work relationships with other group members.) Working in pairs, each member should interview another member with whom he has a work relationship, using the interview form enclosed.
5. Share what was learned in the interviews with the rest of the group.
6. All members complete Post-Meeting Reaction Sheet including "comment" section.
7. Recorder complete Recorder Form for group. Note that you are asked to list absent members.

INTERVIEWEE _____

INTERVIEWER _____

DIRECTIONS:

1. When you have selected a partner, decide who will be the first to be interviewed.
2. Conduct a five to ten minute interview, focusing on the questions below. The interviewer should take notes and feed back to the interviewee a paraphrase after each question. The goals are openness and accurate listening.
3. After ten minutes repeat the process by switching roles.
4. Take a few minutes to talk about the interviewing experience with your partner.
5. In the group, each person should give a brief report on the person he interviewed.

THESE NOTES SHOULD BE KEPT AS PART OF THE GROUP'S OWN RECORDS FOR POSSIBLE USE IN FUTURE SESSIONS.

INTERVIEW QUESTIONS:

1. In what ways does your being able to do your job well depend on me? (Be as specific as possible).
2. Are there any ways in which I can make your job more difficult or frustrating? (Be as specific as possible). Don't forget that you both count.
3. Can you name one or two specific things that you think I could do in regard to our work relationship that would make things go more smoothly for you?
4. Do you have any personal concerns about our work relationship that you would be willing to share with me and the group right now?

Suggested Group Activities
Meeting No. 4

1. Select a group leader or leaders for today's meeting. Please have all group members comment on the selection process on the Post-Meeting Reaction Sheet.
2. Briefly orient any new staff to organizational development; review guidelines; and get contracts from any new members.
3. Group is on its own to select what it wants to do during this meeting.
4. All members complete Post-Meeting Reaction Sheet.
5. Recorder complete Recorder Form.

Suggested Group Activities
Meeting No. 5

1. Select a group leader, or leaders, for today's meeting, if the group wants a leader.
2. Get contracts from any members attending new group for the first time.
3. Instructions for three activities are enclosed. It is not likely that you will have time to complete all three activities, so the first thing the group should do is to decide which activities it would like to work on during the meeting. The choices include the following:
 - A. Positive Focus Game - In relation to what irritates or annoys you about group meetings, and what especially pleases you about group meetings.
 - B. Group Consensus Activity - In relation to specific things that could be improved upon in the agency; and the ways in which the group(s) could be used to bring about such improvements.
 - C. Volunteers for Feedback - Those individuals who want feedback from other group members may ask for it, using the guidelines enclosed. No-one should be given feedback unless he specifically requests it.
 - D. General Discussion - Current problems, progress, goals, etc.
4. All group members should comment at the bottom of the Post-Meeting Reaction Sheet on the activities selected, and how the group decided what to do.
5. Recorder should complete Recorder Form, listing absent members and indicating group activities.

INSTRUCTIONS

POSITIVE FOCUS

1. Break into smaller groups of four members each. One person in each group of four should be the Focus; and one person should be the Facilitator.
2. The Focus should talk for ten minutes about what irritates or annoys him about group meetings, and what really makes him feel good about group meetings.
3. The Facilitator should keep time, and referee in terms of rules.

RULES:

- A. Focus talks for ten minutes.
- B. Facilitator keeps time.
- C. Others may not "react" to focus, but may help to draw him out if he has difficulty continuing talking that long.
- D. After ten minutes, the other should spend 2-3 minutes giving feedback to the focus (remember the rules for feedback) and everyone may spend a minute or two stating how they felt about the experience and what they learned.
- E. Choose a new Focus and Facilitator, and repeat the process until everyone has had a turn as Focus.

INSTRUCTIONS

GROUP CONSENSUS ACTIVITY

The group should identify five specific areas of desired or needed improvement in the agency's functions. These might be, for example, such things as meeting deadlines, race relations, communication among staff, etc. Do not list broad areas such as evaluation, coordination, etc.

The more specifically you define the areas, the less difficulty you will have in clarifying what can be done to bring about improvements.

The group should reach consensus that improvement is desirable or needed in the five areas you identify.

When you have reached consensus, discuss ways in which your group could have influence in bringing about each of the desired improvements.

NOTE: The Recorder should list the five areas identified by the group on the Recorder Form.

INSTRUCTIONS

VOLUNTEERS FOR FEEDBACK

Any individual who wishes to have personal feedback from other members of the group may use the following questions as a guide. Other questions may be added as they occur to the person asking for feedback.

Group members who do not wish to receive feedback should not be expected to participate in this exercise.

1. How do I come across to you in the group?
2. Do I come across different y in the group than I do in my everyday work experience with you? If so, how?
3. What do you imagine me to be doing five years from now?
4. If I suddenly inherited \$1,000,000, what do you imagine me doing with it, and my life?

Suggested Group Activities
Meeting No. 6

1. Review group progress in following group guidelines. Which guidelines are being followed? Which guidelines, if any, are causing problems for the group? What is being done about any departures from the guidelines? Does everyone share the responsibility for seeing that the group follows the guidelines? Are certain group members especially helpful in keeping the group interaction within the guidelines?

Recorder should indicate on the Recorder Form, the group consensus as to how well the guidelines are being followed.

2. Review O-D contracts. Each person should comment on how well his contract is being fulfilled. That is,
 - A. How closely are the meetings approaching the best possible outcome sought?
 - B. How closely are they approaching the worst possible outcome?
 - C. How well is the group doing to promote the best, and prevent the worst possible outcomes?
 - D. How well is each individual group member doing to promote the best and prevent the worst possible outcomes of his contract?

Recorder should indicate on the Recorder Form, the group consensus as to how well the contracts are being fulfilled.

3. If you have time, select an activity suggested for a previous meeting that you have not yet done.
4. All group members should comment at bottom of Post-Meeting Reaction Sheet as to how they felt about today's meeting.
5. Recorder should complete Recorder Form, listing absent members, and indicating group activities.

Suggested Group Activities
Meeting No. 7

1. Each group is responsible for selecting its own activities for today. The only criterion for this, being group consensus that the activities selected would be constructive for the group, and/or the agency.
2. Recorder should indicate what activities were selected by the group, and the reasons for the group's selection.
3. All group members should comment at bottom of Post-Meeting Reaction Sheet as to how they felt about today's meeting.
4. Recorder should complete Recorder Form, listing absent members, and indicating group activities.

Suggested Group Activities
Meeting No. 8

1. Each group should select an activity suggested for, but not completed during, previous meetings; or discuss anything of current interest agreed upon by consensus of the group.
2. All group members should comment at bottom of the Post-Meeting Reaction Sheet as to how they felt about today's meeting.
3. Recorder should complete Recorder Form, indicating those members absent, and indicating group activities.

Suggested Group Activities
Meeting No. 9
and
Meeting No. 10

The group exercise proposed for this meeting should be started today, and continued next week. In order to complete the exercise, it will be necessary for each group, and all group members, to participate fully. This will be the last activity suggested during the research data collection period.

General Instructions - All Groups

The exercise suggested is one that will result in a group product. In order to successfully develop the product, the groups will need to organize to accomplish the task, assign responsibilities, and use creativity.

Each group will share its product with the other two groups during the last 45 minutes of next week's group meeting time.

Attached are more detailed instructions for the activity which are the same for each group. You should move along with the activity as quickly as you can, since you will have only approximately 45 minutes of group time next week to put the finishing touches on your product and develop your presentation strategy. (The other 45 minutes will be reserved for presentations).

As Usual

At the end of this week's meeting, the Group Recorder should complete the Recorder Form, and all group members should complete the Post-Meeting Reaction Sheets. Same for next week. Comments in the comments section are appreciated.

SPECIFIC INSTRUCTIONS

"Group Product Exercise"

Your regular group guidelines should apply throughout this exercise.

BACKGROUND

During the past several months your agency has been involved in a major activity--preparation of the CDP--and has had contact, negotiations, and relationships with a number of groups within and outside the agency. There were probably many different responses within your group to the various external groups involved (husbands and wives of Model Cities workers, task force representatives, other agency employees, and City government groups). There were undoubtedly some very helpful groups outside the agency during the period of heavy work activity, and some that were not so helpful.

TASK

You should produce one or more cards that creatively express your group's sentiments toward one or more of the groups mentioned above. These cards may be positive or negative (Thank You or Poison Pen). All groups will present their cards to the other groups during the last 45 minutes of next week's meeting.

FUNCTIONAL ASSIGNMENTS

You may find it helpful to assign special jobs to some members of the group in order to most efficiently come up with a group product.

All Groups Will Need:

Group Process Recorder--to keep a running account of what the group did, and how they accomplished the task. This person, using his notes, should report to the other groups next Friday, using the form attached.

Presenter--to display and discuss the importance of the group's product to the other groups next Friday.

Supply people--to obtain necessary supplies to make the product.

GROUP PRODUCT Exercise

Creative people--to write rhymes, or other statements of the group's sentiments; artists and layout people to put the card together.

YOU MAY WANT:

A Coordinator of Necessary Activities--this person would keep track of what is happening and call for group decisions when it seemed to be a good idea.

BEFORE YOU GO INTO PRODUCTION, you should reach the following group decisions:

1. What group or groups would you like to make cards for?
2. What are the general sentiments of the group toward the other groups? Should you be serious or humorous, or both?
3. Assign group members to certain jobs (see above).
4. Decide on type of supplies needed to make a good product.
5. Before the final product is put together the group should approve of the sentiment plan and the artistic plan.
6. Group should plan and agree on presentation strategy.

BEGIN ACTIVITY

NOTE: Whether or not any of the cards are actually used by the agency might be determined by a consensus of the total agency staff.

PROCESS RECORDER FORM

Instructions: Your job is a very important part of the activity. Your learning about your O. D. Group and the people in it will be very valuable to the group in later meetings.

You should simply keep track of the processes(es) your group and the people in it went through to complete the task (i. e. , deciding, organizing, designing, developing, preparing, presenting, etc.). You might begin by focussing on such questions as:

How did the group decide what jobs should go to what people ?

Did people treat each other in a "I count, you count" way ?

Did the group have trouble deciding who they would want to send (hypothetical) cards to? How did they decide ?

How did the group decide to present its' card(s) to the other groups ?

Did everyone in the group participate ?

Where the O. D. Group guidelines followed well ?

Open and honest ?

Here and now ?

Equal status ?

Confidentiality ?

Equal responsibility ?

Talking about your feelings ?

Did your group have fun during the activity ?

Did members of your group work on the activity between O. D.
Group Meetings?

Did your group as a whole seem to feel the activity was meaning-
ful to them?

Did you learn anything new about your group by being a process
recorder?

APPENDIX IV

STANDARD TEST ADMINISTRATION INSTRUCTIONS

HIM-A

This test contains sixty-four items and each one describes a typical or usual situation which arises in groups similar to yours. We would like you to give your reaction to each of these group situations. There are no right or wrong answers and this is not a personality test or a test of intelligence. Your best answer is the one that comes first to mind. Therefore if you answer the questions carefully but quickly you need not take longer than twenty minutes to complete the test.

Do not mark on this Test Booklet. Record your answers on the accompanying Answer Sheet. Also write name on Answer Sheet.

If you do not understand the meaning of an item, then please ask for further explanation from the person administering the test. If you still don't understand then record the letters D. K. (Don't Know) opposite the item on the Answer Sheet.

Now turn to the first item on the test. It says:

1. I talk to people about my background, family, school, work, etc.

1	2	3	4	5	6
Most People	Many People	Some People	Few People	One or Two People	Nobody

In an interaction group would you talk about these things to: 1. Most People who would be in such a group. 2. Many People who would be in such a group. or 3. Some People or 4. A Few People or 5. One or Two People or 6. Nobody?

For example, if your answer is Many People then you black in on the Answer Sheet opposite Item No. 1 the square with the 2 in it as Many People is the number 2 answer in the test.

In other words, for each item you think of yourself as a member of an interaction group and how you would react in terms of the six possible answers; choose the one that best represents your reaction and record the number of that reaction on the Answer Sheet.

You have completed item number one: If there is no question then proceed in the same manner to complete the rest of the test.

Test copyrighted by Wm. Fawcett Hill, Youth Studies Center,
University of Southern California, Los Angeles.

Appendix V

Table 14

Percentage of scores in the HIM determinants (rows and columns) on HIM-A and HIM-B for eleven populations and the mean TAS score and range (plus or minus one)

	HIM-A									TAS	
	I	II	III	IV	B	C	D	E			
	Topic	Group	Person- al	Relation- ship	Conven- tional	Asser- tive	Specu- lative	Con- frntv	Mean	Range	
Calif. Probationers (M)	24	28	21	27	23	23	25	29	55	79-31	
Calif. Probationers (F)	27	27	20	26	24	20	25	31	54	75-34	
Calif. Min. Security (M)	23	60	25	32	21	25	27	27	61	84-38	
HIM-B											
Utah Indus. School (M)	20	25	27	28	24	28	23	25	51	73-28	
Utah State Prison (M)	22	21	29	28	23	24	24	29	52	67-35	
Oreg. State Hospital (M & F)	22	24	27	27	26	26	23	25	57	72-41	
Idaho High School (M & F)	25	23	27	25	32	24	23	21	64	83-45	
Idaho College (M & F)	26	23	27	24	31	22	24	23	69	91-47	
School Counselors (M & F)	23	24	28	25	33	19	24	24	69	89-48	
Calif. Prob. Officers (M & F)	21	25	27	27	30	18	22	30	73	92-55	
Group Therapists	19	25	28	28	27	17	27	29	77	102-51	
Average of Means	22%	24%	27%	27%	28%	22%	24%	26%	62%		

Note. From Supplement to HIM Monograph by Wm. Fawcett Hill (1966).

Appendix VI

QUADRANTS				ROWS	
				Pretest	Posttest
Pretest	(I) 16.20	(III) 16.70		22.30 (B)	22.00
Posttest	15.80	18.80		10.60 (C)	12.60
Pretest	(II) 16.50	(IV) 20.90		18.00 (D)	15.60
Posttest	14.00	20.00		19.40 (E)	18.40

Pretest	16.90	15.80	19.10	18.50
COLUMNS	(I)	(II)	(III)	(IV)
Posttest	15.20	14.60	19.50	19.30

Pretest	70.30	TAS
Posttest	68.60	

Fig. 5. Summary HIM-A Sample Means for Laboratory Group 1 (n=10).

QUADRANTS

Pretest	(I) 15.45	(III) 16.82
Posttest	14.73	17.18
Pretest	(II) 17.27	(IV) 21.64
Posttest	16.73	18.64

ROWS

Pretest	20.82 (B)	Posttest	19.73
	11.82 (C)		12.18
	17.73 (D)		14.82
	21.45 (E)		20.55

Pretest	14.45	18.27	20.27	18.18
COLUMNS	(I)	(II)	(III)	(IV)
Posttest	15.00	16.45	17.73	18.09

Pretest	71.55	TAS
	67.27	
Posttest		

Fig. 6. Summary HIM-A means for Laboratory Group 2 (n=11).

QUADRANTS

ROWS

			Pretest	Posttest
Pretest	(I) 12.55	(III) 16.00	20.00 (B)	18.73
Posttest	13.55	17.82	9.45 (C)	12.73
Pretest	(II) 15.45	(IV) 14.36	14.00 (D)	13.64
Posttest	15.45	17.18	15.82 (E)	19.00

Pretest	14.55	14.36	14.09	16.27
COLUMNS	(I)	(II)	(III)	(IV)
Posttest	13.64	15.36	16.27	18.82

Pretest	59.27	
	64.09	TAS
Posttest		

Fig. 7. Summary HIM-A means for Laboratory Group 3 (n=11).