



HERE & NOW

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Dear Reader...

As we go to press we have received the exciting news that the upcoming ISABS Summer Event in Goa in May is going to be the biggest ever, with a community of almost 250 people! Kudos to all those who have worked hard to make this possible.

Is this a sign that we may indeed be approaching something like a 'take off' stage or 'tipping point' as two contributors to this issue put it? This brings up a further question: 'take off' into what? How do we envision the future of ISABS in the larger society?

In this context it is interesting to look at the history of T-Groups and Encounter Groups in the West. The small group methodology undoubtedly offers a unique learning experience. Carl Rogers considered this methodology to be among the most important social inventions of the 20th century, with the power to bring transformative changes in all areas of social life.

Yet today, T-Groups and Encounter Groups seem to have largely disappeared from the American scene. What seems to have happened is that the 'first wave' of the 1960s and 1970s has melted away, only to enter into the very fabric of American life in two main ways. On one hand, hundreds of thousands of self-help groups and support groups have proliferated to provide help with every conceivable problem in personal life. The range and variety of these groups is astonishing. On the other hand there is the increasing societal emphasis on the humanization of organizational life and relationships in the workplace, in the form of HRD and OD. These two developments together constitute the 'second wave' of the movement.

As far back as 1991, a Gallup survey found that an astounding 40 percent of all Americans above the age of eighteen are involved in "a small group that meets regularly and provides caring and support for those who participate in it". This means that 75 million Americans were involved in approximately 3 million small groups! Furthermore, a majority of the participants attended a group meeting at least once weekly and had been participating for at least 3 years!

These self-help and support groups are the direct descendants of T-Groups and Encounter Groups. The goals of these (leaderless) self-help and support groups, and the interpersonal and group skills they require and presuppose, are an indispensable legacy of their first wave 'parents'.

Our own societal and cultural context is of course quite different. Nevertheless, the western experience offers interesting insights and contrasts as we contemplate our own future.

Rusi Engineer

Letter from the President

First Quarter Report
March 31, 2005

Dear Fellow ISABians

I have previously mentioned my commitment to communicate with all of you regarding the progress of this Board on a quarterly basis. This is the first such report and you can be assured of this at the end of every quarter. My invitation is for you to respond to this and volunteer to participate in the institution building process that is now under way.

The significant milestone in this quarter was the inaugural Board meeting held on January 22-23, 2005. Most of the Board members participated in the meeting held at the SAIL Board room in Delhi. This meeting set the agenda for the next three years and also the road map. The meeting was very meaningful, thoughtful and demonstrated the commitment of this Board to work together wholeheartedly for strengthening our institution. You must have got the minutes of this meeting with details of presentations from various Deans.

Subsequently, a lot of work-in-progress activities have been happening in various dimensions of ISABS institution building:

- The PDP Committee met and has come out with recommendations on revisiting the PDP format to meet with the changing times. This is under debate with the Board members.
- Committees on Social Development, Consulting, and Constitution Review are sharing thoughts over Emails and various perspectives are emerging.
- The first issue of the Here and Now came out and has been received well by the membership. This issue is also available on our web site.
- An interactive web-site and Portal is being conceptualized and your inputs have been sought on the features that we should provide.;
- The Summer event in Goa has been announced and the trend of nominations is very encouraging. We might have the biggest event of ISABS happening this summer.
- A proposal for hiring an Executive Director for ISABS has been formulated and is under consideration of the Board.
- Discussions are happening with NTL for conducting a joint event with them on Appreciative Inquiry in India later next year. A couple of NTL professionals have also expressed their desire to come for our events next year.
- The committee to set up the ISABS Institute has done some preliminary work on the concept. Vasu and self also explored some possible locations near Bangalore.
- We are also looking at starting the institute on a virtual basis by creating two certificate/ diploma programs one in OD and another in Social development in collaboration with a renowned University/ Institute.
- The committees on research and external linkages are still to get their act together and have promised to get going soon.
- The Market research work is awaiting implementation since we are trying to get a couple of more proposals before making a financial decision.
- The Regions are active as usual. Mumbai, Bangalore have already conducted their events and Delhi and Calcutta events are happening soon. Some other Regions like Jaipur, MP, Ahmedabad etc. need to become more active.
- I met with ISABians in Mumbai, Chennai and Bangalore and plan to visit other locations within the next two-three months. I also addressed around 60 people from HRD Network and ISTD at Chennai to spread our message.
- We have appointed a Lawyer in Pune to get hold of our original trust registration from the Registrar's office that will help in opening new bank accounts etc.

Many things are in motion. These are fluid times with lots of activity in some areas and very little in others. I hope to see us reaching the "critical" state in the next six months where many things will start falling in place.

I have been receiving numerous mails from our members, Interns, PDP candidates and also participants of our labs offering support in making ISABS happen in a more intense way for all of us. Yet, at other times, I'm pained by the lack of response, indifference that I experience from a few quarters. I do swing in these moods and sometimes my fellow Board members help me to stay on course.

ISABS is at the tipping point. The contours of change are visible to us. The change will bring exciting times to all of us in ISABS. What we need is a gentle push at the right place.

As Malcolm Gladwell puts it in his book "The Tipping point", we need the Mavens, the Connectors and the Salespeople. We need to create and pass the message that "sticks" and we need to change the context. Then, change is inevitable.

I hope my message sticks to you!

Regards

Sankar

We are at the Tipping Point! Which side you want to be?

Please contact me at

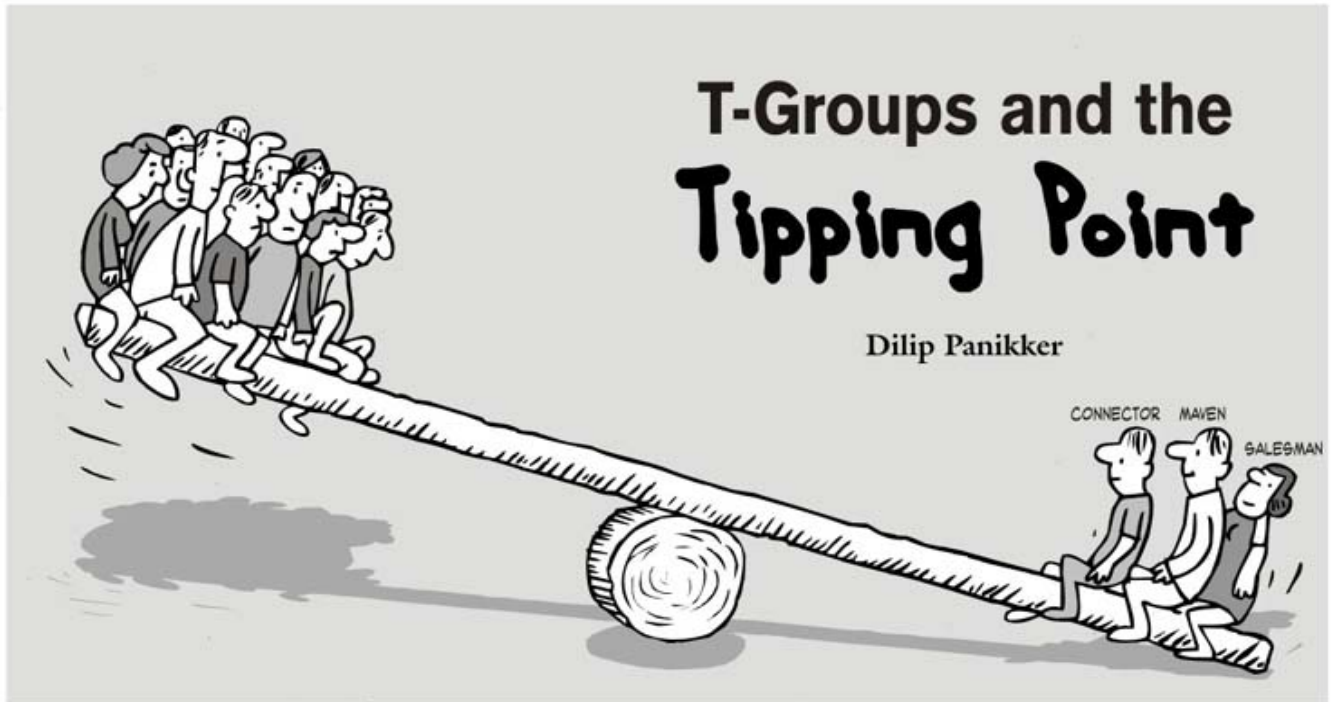
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T-Groups and the Tipping Point

Dilip Panikker



In the last week, two events happened that set me thinking about what happens in t-groups. The first was a presentation made by Sankar at the monthly ISABS meeting in Mumbai. He spoke about change within the paradigm of the ideas set forth by Malcolm Gladwell in his book *The Tipping Point* (Back Bay Books, 2001). The second was, of course, my actually buying the book and reading it.

The Tipping Point



In his book, Gladwell speaks about “social epidemics” and what causes them. In other words, what makes an idea suddenly spread through large social groups rapidly until it achieves epidemic proportions. Gladwell illustrates his ideas using examples from television, crime rates, historical incidents, and business.

Essentially, he avers that there are three factors that cause such social epidemics. The first is what he calls the *Law of the Few*. Here, he believes that for an idea to spread it does not require large changes to occur; rather, it is the work of a few people that causes the idea to spread. He identifies three types of people: *Connectors*, *Mavens*, and *Salesmen* (perhaps “salesperson” would have been a better word in these times of political correctness).

Connectors are people who make relationships with others very quickly. While these relationships may not necessarily be deep and intimate, they are able to maintain these relationships over long periods of time. Connectors are able to

enjoy the relationships in the here and now without being concerned about where they might lead (if at all they might lead anywhere). Maven is a word from the Yiddish and means one who accumulates information. While Connectors are people who, in a sense, collect people, Mavens are adept at collecting information. They pay a great deal of attention to all the tidbits of information that they come across, squirreling it away for future reference and use. They don't just do this for themselves but are quite willing to share this information with others so that they are able to make informed choices. The third type of person the salesman is the one who persuades people to pick up on an idea or thought. Salesmen are the people who spend the time and energy convincing others who are doubtful about an idea. Unlike the common stereotype of salesmen, these individuals put in the effort because they truly believe in the idea and not merely for personal profit or gain. While the connectors have all the people and the mavens all the information, the salesman has the skill to persuade people regarding the message. This type of person is as critical as the connector or the maven when it comes to the tipping point of social epidemics.

The second factor Gladwell speaks of is the *stickiness factor*. This is the characteristic of a message that makes it “stick”. While we are constantly bombarded with exhortations to buy various products, only a few of these remain in our memory. Advertisements on television and in the print media seek to create messages that will have sufficient ‘stickiness’ that will make a brand (or message) memorable. Gladwell argues that usually, it is small (and often counterintuitive) changes to the message that cause it to stick.

The stickiness of a message is determined by factors such as novelty, repetition, and the manner of presentation. In his book Gladwell illustrates this through the examples of two children's television serials *Sesame Street* and *Blue's Clues*. The success of *Sesame Street* was linked to their introduction of muppets with real people. In *Blue's Clues*, the same episode of the programme was run every evening in a week. These changes in the programmes helped their messages to "stick" for the audience of preschoolers they were addressing.

Finally, he speaks of the *Power of Context*. Changes in the context are critical to the creation of a social epidemic. Essentially, context is the physical situation that we find ourselves in (and its implications). For example, one would not think twice about simply throwing a sweet wrapper in an already littered street; but obviously, this would not hold true in the sparkling clean lobby of a five star hotel. Again it is often not large changes in context that are required; even small changes make a critical difference in the manner social epidemics spread across entire populations. For example in the early '90s, the crime rate in New York's subways had reached huge proportions. The new police chief in charge of changing this began by focusing on removing graffiti from the trains rather than looking at more serious crimes like armed assault and murder. The persistence with which he pursued this small change in the subways resulted in a changed context for commuters. That is, there was a clear message that things were shaping up and that even small deviations would not be tolerated.

T-Groups



My experience of T-Groups has been that for the first couple of days, the group struggles with the purpose of the group. This struggle continues despite the interventions made by the facilitator. Indeed, the group frequently ignores completely the comments made by the facilitator. Then suddenly, almost as if by magic, the group "tips". The norms of T-Groups get accepted. The group moves away from the there and then into the here and now; spontaneity and authenticity become the currency of the group. The group begins to exhibit an intolerance for interactions that do not follow the norm. The facilitator is included in the group and some real exploration of issues begins to happen. What is even more interesting is that this happens almost simultaneously in other groups in the community as well. In some ways, the community during the event reaches a "tipping point".

What causes this? In our review sessions at the end of the day, we often speak of the "power of the group". Commonly, we remind each other to "trust the process". Still the entire transformation is treated as something mysterious, something so fragile that a business-like analysis of it will cause it to disintegrate. Also, there is hardly any deliberation on what

role the facilitator plays in causing the group to tip. While we believe that all members of the group are equal, I believe that in actuality, there is equipotentiality rather than equal effect. All members do not have an equal effect within the group. The facilitator tends to have a greater effect on the group due to the inherent power carried by the role.

Sometimes (even at the end of the five days) we leave with the regret that "the group didn't form". This phenomenon is attributed to the nature of the group itself rather than to the characteristics of the facilitator and his/her interventions. To that extent, what are the characteristics of facilitators, and what is the nature of their interventions, that causes the group to adopt (or fail to adopt) the values of the T-Group method?

T-Groups and the Tipping Point



Using the paradigm of the tipping point developed by Gladwell, interesting hypotheses may be drawn regarding the impact of the facilitator on the group. While the following ideas focus only on the facilitator and the characteristics of his/her interventions, it must be noted that in no way is it implied that the facilitator is solely responsible for the changes that occur within the group during the lab.

The Law of the Few and T-Groups

In a sense, the facilitator needs to be all the three types of people suggested by Gladwell in his book. The facilitator has to be a *connector* in that he/she is able to quickly establish a relationship with each member of the group. It need not be an intense bond at all; simply being able to express a genuine interest in what the group member is saying is enough. The facilitator also needs to be able to quickly shift this interest towards other members of the group as the process moves from one member to the next. Being unable to do this is, I hypothesize, what we call as getting "hooked".

The facilitator also needs to be a *maven* to the extent that he/she collects information about other members of the group. From the beginning of the lab (and sometimes even before, during the opening community session) the facilitator begins to collect information. Speech and physical mannerisms, the timings of remarks, the content of remarks, are all collected and stored for use at some point of time. This forms the "data" that we speak of in labs. Again, this data is not collected for the sake of collection. It is collected to be presented back to the group so that they can better understand the workings of the group.

Importantly as well, the facilitator needs to be a *salesperson*. The interventions that she/he makes need to be persuasive enough so that the group will take into consideration the content, intent, and purpose of the comment. In a sense, the facilitator needs to be able to "sell" the new ideas of the here and now,

authenticity, and spontaneity. The facilitator's relationship with the other group members and the information presented to the group may not be enough the idea has to be sold by the facilitator, and bought by the group.

When I look at my colleagues (in hindsight) I see that they fit into one or more of these categories. There are some of us who are able to form immediate connections with the other group members, others are more "data driven", and still others are adept at selling the T-Group values. If we are usually at least one of these types, my hunch is that we are more effective within the group for like in society, we find the other types within the group who help in getting the message across. Since I am mostly a *maven*, I need to find other members in the group who are *connectors* and *salespersons*. If all three exist in the group, there is a greater chance that the group will tip.

"Stickiness" and T-Groups

The second criterion presented by Gladwell is the factor of stickiness. Typically in the early stages of the lab, despite the facilitator's best efforts to get the group to look at the here and now and express feelings authentically (amongst other things), the message doesn't seem to stick. However, this changes and the group adopts these norms. Of interest is what causes this message to suddenly stick? Gladwell suggests several factors that enhance the stickiness of a communication. For example, messages that have personal relevance, are catchy, and are repetitive seem more likely to stick.

In the T-Group, what are the facilitator behaviours that cause this stickiness? In my experience, making group level observations early in the life of a T-Group is usually not very useful. These observations, though valid, have little personal relevance to the individual members, as the group has not yet formed. For me, the stickiness of what I am saying seems to come when I am fully present in the group. When I am able to express my being fully when I am able to express my sadness, my humour, my disgust, and my joy. Several times I have found myself saying something humorous and catchy that seems to "tip" the group.

What prevents this from happening earlier? I have seen that in the initial stages of the group, though I have hypotheses about what is happening in the group I do not share these. Though I definitely have an opinion about what is going on, I may not express it. That is while I am aware, I do not authentically express myself. This usually stems from some distorted idea of what I "should" be doing in the group; ideas of what would be the "right" thing to do (as a facilitator!). However, when I allow myself my freedom and intervene with my full *person*, it immediately acquires relevance (and stickiness) to others that is to other *persons*.

T-Groups and the Power of Context

The third criterion that contributes to the tipping point is the context. In his book, Gladwell reports research that supports

the importance of context on behaviour. When the group shifts its context from the "there and then" to the "here and now", it begins to perform. The role of "policing" the group for "there and then" infiltrations (hitherto ascribed to the facilitator) is taken on by the group itself. Fairly quickly, the group develops a high intolerance of deviations from this norm.

Another contextual change that occurs is that from viewing themselves as individuals, group members begin to see themselves as being part of a larger system, interdependent for their learning. A third contextual shift is the ability to freely express feeling. From the intellectual discussion that marks the beginning of the group, there is a shift to spontaneous affective responses. When the group adjusts its cognitively oriented paradigm to make space for feeling as well, the group gets into facilitating each other's learning. Together, these three contextual shifts cause the group to tip.



The Tipping Point and the Community

While all this is happening in the relatively small group of individuals that are in a single lab, similar changes begin to happen in the entire ISABS community attending the event. Within the community, the connectors, mavens, and salespersons are at work spreading the message. I hypothesize that somewhere in the community, a sticky message is generated that is spread by these few influential members of the community. The jargon that floats around the community gradually begins to be taken seriously as its meaning is more fully understood creating the same contextual changes that occur in the small group. Taken together, these factors serve to "tip" the community

Conclusion

This article, using the paradigm of the tipping point, attempted to explain the working of the T-Group. I believe that it provides a ready conceptual framework to help group members (including facilitators) understand what it is that makes the group function or falter. This model also helps explain why simultaneous shifts are observed through the larger ISABS community during the lab. ■

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Trainer Behavior Rating Scales

Philip G. Hanson

We are grateful to NTL Institute and the author for permission to reproduce this document. It provides a list of desirable and undesirable trainer behaviours that can be used by lab participants to rate their facilitators; it can be used by two facilitators working together for giving meaningful feedback to each other; and it can also serve as a useful tool for self-assessment.

— Editor.

Items A - X: Trainers' T-Group Behavior

(Use answer sheets for your responses)



A. Trainer(s) listens to and hears each group member out, and checks frequently enough to demonstrate understanding of what is being said.

- 1- Trainer's responses are not related to what group members say. Trainer does not make clear how much he/she understands what members say nor makes any effort for clarification. Frequently interrupts group members when he/she has something to say.
- 2
- 3
- 4- Trainer's responses often related to what group members say, but sometimes not. Trainer sometimes, but not often, does not make clear how much he/she understands what members say.
- 5
- 6
- 7- Trainer's responses are consistently related to what group members say. Trainer almost always makes clear how much he/she understands what members say or seeks clarification when he/she doesn't. Does not interrupt any ongoing transactions and hears person out before making a statement, e.g., "Let me understand what you said. Are you saying.... (Trainer repeats or paraphrases what member said).

NA_____



B. Trainer(s) gives feedback to group members about their behavior (observation behavior-based vs. interpretation).

- 1- Trainer's feedback to group members is not specific to their behaviors and appears to stem from his/her personal theory of behavior. When he or she gives feedback, it is highly interpretive, e.g., "It appears to me that you feel inferior to Joan."
- 2
- 3
- 4- Trainer gives feedback some of which is tied specifically to group member's behaviors, and some are interpretations of their behaviors.
- 5
- 6
- 7- Trainer gives clear, empathic feedback about members' behavior. Feedback is behavior-based with a minimum of interpretive statements, e.g., "Every time Joan makes a point, you change your own point of view and accept her's".

NA_____



C. Trainer(s) facilitates interactions between or among group members.

- 1- Trainer consistently misses opportunities to facilitate members talking with one another rather than solely to trainer. His/her responses may even encourage (unwittingly) exclusive group member to trainer interactions.
- 2
- 3
- 4- Trainer makes fairly frequent efforts to get members to interact with one another; clear opportunities are occasionally missed.
- 5
- 6
- 7- Trainer consistently utilized opportunities to have members interact with one another. When appropriate will address the issue of those members who talk only to him/her rather than to the group, e.g., "I feel uncomfortable when you address all your comments to me. I wonder how other group members feel about that."

NA_____



D. Trainer(s) is sensitive to group members' level of participation.

- 1- Trainer rarely attempts to bring in silent members (either directly or by encouraging group members to address issue). May allow one or two members to dominate group using up available "air" time.
- 2
- 3
- 3- Trainer makes efforts to bring in silent members (either directly or indirectly), but not consistently. Trainer occasionally allows one or two members to dominate the group without managing the level of participations.
- 6
- 7- Trainer consistently encourages silent group members to participate, and skillfully balances members' participation; e.g., "Jim, you've been talking for some time now. I wonder if we need to hear from some of the others."

NA_____



E. Trainer(s) facilitates supportive group atmosphere.

- 1- Trainer rarely makes caring or supportive statements to group members; e.g., "I appreciate how difficult it was to express those feelings."
- 2
- 3
- 4- Trainer makes caring and supportive statements, though timing or phrasing is occasionally off. Occasionally misses clear opportunities for giving empathic support
- 5
- 6
- 7- Trainer makes well-timed, and well-phrased empathic statements, acknowledging the group member's feelings and what he or she said. Trainer provides an excellent model for interacting with others in a supportive manner, e.g., "Your feedback to me was very helpful, thank you."

NA_____



F. If more than one trainer; trainers work well as a team

- 1- Trainers perform in a disjointed manner which markedly impairs group process. Disagreements are usually treated as win/lose struggles which take priority over group members' needs.
- 2
- 3
- 4- Trainers work in harmony much of the time with only minor impairments in the group process. Most disagreements are not treated as win/lose struggles, but they are rarely used to help the group gain insight.
- 5
- 6
- 7- Trainers appear to complement each other very well and work harmoniously nearly all the time. Disagreements are always handled openly and are treated as opportunities to illuminate the topic or to model constructive interpersonal behavior, e.g., "Mary (co-trainer) and I will sometimes have different

perceptions about what is going on in the group. I hope these differences will be seen as adding variety rather than in competition with each other.”

NA _____



G. Trainer(s) demonstrate an awareness and understanding of group process.

- 1- Trainer rarely makes group-level observations, even when there are obvious opportunities to do so; e.g., “The group is having difficulty staying in the “here and now”.
- 2
- 3
- 4- Trainer makes group-level observations. Occasionally misses obvious opportunities to do so, or frequently misses more subtle opportunities, or makes occasional off-target group-level observations
- 5
- 6
- 7- Trainer makes frequent relevant group-level observations or acts as a catalyst for group members to illuminate the dynamics of their group; e.g., “I think we are avoiding some issues that concern this group. Does anyone else get that impression? If so, can you identify any of those issues?”

NA _____



H. Trainer(s) focuses on “here and now” interpersonal dynamics within the group.

- 1- Trainer nearly always focuses on “there and then” events outside the group. Obvious interactions within the group which may reflect members' interpersonal style or group transactions are consistently overlooked.
- 2
- 3
- 4- Trainer makes observations about “here and now” interactions within the group, but does not always use them to illuminate ongoing interpersonal styles of the particular members on focus.
- 5
- 6

- 7- Trainer makes frequent, accurate observations about “here and now” interactions in the group, both subtle and obvious, and nearly always uses the interactions to help group members identify their “typical” interpersonal style within the group by citing behaviors; e.g., “It seems like every time someone asks you how you feel, you either say what you think, or jump topic.”

NA _____



I. Trainer(s) attends to nonverbal cues.

- 1- Trainer makes no reference to gestures, body postures, etc., even when these nonverbal cues are very obvious and communicate important information not otherwise available to the group.
- 2
- 3
- 4- Trainer makes observations about gestures, body postures, etc., though usually about the more obvious ones. Occasionally overlooks the more subtle non-verbal cues.
- 5
- 6
- 7- Trainer describes relevant observations about gestures, facial expressions, body postures, etc., both subtle and obvious and relates them to group members' accompanying verbal statements or just notes them when they occur in isolation, e.g., “When you make a declarative statement you point your finger at group members.” “You frequently sit so that you face part of the group while your back is to the rest of the group.”

NA _____



J. Trainer(s) works with group members' feelings.

- 1- Trainer rarely makes reference to how group members are feeling, or makes very infrequent superficial or “canned” references with little or no follow through.
- 2
- 3

- 4- Trainer makes reference to how others are feeling, but with limited exploration. Trainer uses most of the obvious opportunities for such references but sometimes misses more subtle ones.

5

6

- 7- Trainer attends to and/or facilitates the expression of group members' feelings, in a way that does not violate their sensitivities. Trainer uses almost all opportunities, both subtle and obvious, for surfacing, identifying and/or exploring members' feelings. At the same time, the trainer acknowledges thinking type or conceptual statements when they clarify or illuminate on-going events, e.g., "I think your observation is helpful. How do you feel about what just happened?"

NA _____



K. Trainer(s) demonstrates sensitivity and support to group members who are being pressured by other group members to violate their own values or reveal "personal" information that they are not ready to reveal.

- 1- Appears indifferent to plight of group members under pressure to conform to the "demands" of the group. Makes no supportive statements or highlights the group issue.

2

3

- 4- Trainer does address issue of the "tyranny of the group" with some regularity, but also misses frequent opportunities to do so.

5

6

- 7- Makes direct supportive statements to participants under pressure from group members to disclose something personal or points out to group the dynamic of what is occurring, e.g., "Several of you are pushing Joan to share something that appears very personal to her in her private life. Is that the type of disclosure critical for membership in this group?"

NA _____



L. Trainer(s) shows awareness of personal boundaries of group members and the need to support/protect the integrity of those boundaries.

- 1- Does not appear to be cognizant of when group members are having difficulty differentiating and/or maintaining their personal identity from the group identity. Does not address statements like, "I'll do anything the group wants to do."

2

3

- 4- Trainer does make some interventions concerning individual vs. group boundaries.

5

6

- 7- Supports individuality of group members as well as group identity. Promotes cohesiveness of group but not at the expense of individual group members' personal boundaries, e.g., "I know you think it is important to be a part of this group. It is also important to be yourself in here."

NA _____



M. Trainer(s) demonstrates ability to relate to and accept different types of people (diversity), e.g., gender, race, ethnic, age, alternate life style, etc.

- 1- Talks and relates to one type of group member much more frequently than to other types. Uses language that is not sensitive to differences. Does not address diversity issues when they emerge.

2

3

- 4- Trainer does address these issues frequently, but not in depth. Misses opportunities to examine stereotypic language and behavior.

5

6

- 7- Trainer's interactions show no differential quality or quantity regardless of to whom he or she is talking; he/she acknowledges different types of diversity and makes use of opportunities to address these issues to illuminate or surface attitudes behind them. "Ann you

frequently make references to your age and sometimes question the value of your contributions. Would you like to check that out with other group members?"
 "John, it appears to me that when Bob and Maria are addressing an issue, you respond only to Bob."

NA _____



N. Trainer(s) is open and receptive to receiving feedback from group members. Provides good model.

- 1- Frequently explains or defends his or her behavior rather than making certain he/she is clear on what was communicated.
- 2
- 3
- 4- Trainer sometimes responds defensively without being clear on what group member actually said, but not too frequently.
- 5
- 6
- 7- Seeks clarification to be certain he or she understands the feedback. Restates what he/she has heard and asks for the perceptions of other group members. Responds to what was said not to what trainer thinks group member means, e.g., "I (group member) notice that you (trainer) frequently clear your throat before making a comment about what you see going on." (Trainer) "Mmm, that's an interesting observation, I wasn't aware of that. I need to check out how I'm feeling when I do that."

NA _____



O. Trainer(s) observations, comments, suggestions and actions reflect the issues upon which the group is working at its particular stage of development.

- 1- Interventions appear off-target appearing to relate more to trainer's rather than group's issues. Operates more out of an internal frame of reference. Difficult to see relevance of trainer's responses.
- 2
- 3

4- Trainer is frequently on-target but sometimes misses the point. Focused somewhat more externally than internally.

5

6

7- Trainer on-target and to the point. His/her interventions relate more to group issues and not to trainer's issues, personal theory, bias or percept of where the group is or "should" be, e.g., personally held value or theoretical set vs. where the group actually is, e.g., "Why don't we each share our perceptions of the issues that the group is working on at this point in time."

NA _____



P. Trainer(s) recognizes authority* issues when they occur between the trainer and group members or among group members themselves and respond appropriately.

- 1- Trainer addresses group members' dependency needs by giving advice, solutions, affection, or by reacting with anger or withholding reactions when it might be more appropriate to respond. Often arouses anger of group members when they perceive him/her as talking down to them, e.g., "What are we suppose to be doing (to the trainer)? How are we to know if you don't tell us?"
- 2
- 3
- 4- Trainer does address the issue fairly regularly, when it arises, of group members acting out excessive dependency or counter-dependency needs on trainer or others. Sometimes misses clear opportunities to surface these issues.
- 5
- 6
- 7- Trainer clarifies what kinds of questions/issues he or she will repond to. Surfaces authority/dependency issues or conflicts when they occur between him/herself and others and among group members themselves, e.g., "I feel uncomfortable when you consistently look to me to evaluate your progress or to point out the direction

* Related to the concepts of transference (when group members relate to trainer, or other, usually older, group members as if they were a parent) and counter transference (when trainer relates to group members as if he/she were in the parental role).

toward which you should be moving? If I respond to these questions, how responsible will you be then for this group's development?"

NA _____



Q. Trainer(s) expresses him/herself clearly (minimum of jargon and tangential talk), is easily understood.*

- 1- Makes lengthy and complex verbal interventions. Speaks in general terms, frequently resorting to repetition and technical jargon. Who and what the trainer is referring to is frequently not apparent.

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- 4- Trainer's verbal interventions are sometimes confusing and too indirect. It is not always clear as to whom or what is being addressed. He/she occasionally has to repeat, paraphrase, or explain what was said or intended (e.g., defining the "technical" terminology).

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- 7- Trainer's verbal comments are clear and concise. Almost no jargon or repetitiveness is evident in his or her interventions. It is always clear as to what or whom the referent is.

NA _____



R. Trainer(s) manages conflict/ disagreement between trainer and group members or among group members in a way that allows expression of negative feelings without escalating issue to crisis proportions.

- 1- Stays out of conflict, or smoothes over conflict. Does not intervene to prevent escalation, to get antagonists

* One clue to how to rate this item is the frequency with which group members ask for repetition or clarification. Although this clue refers to group members' behavior rather than trainer's behavior, the effectiveness of an intervention is frequently indicated by its consequences.

to process their interaction or to look at their personal goals (unexpressed intention) concerning the conflict, e.g., to win, to put the other down.

2

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- 4- Trainer responds to some conflicts by asking questions designed to elicit feelings about the interaction. Misses other potentially tension-producing interactions.

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- 7- Asks questions that get at the feelings behind the "name calling", "judgmental statements", etc. Focuses on the process and goals of the interaction rather than the content. Facilitates either by dealing directly with the conflict openly or by allowing the group members involved to just sit with the conflict and their feelings, e.g., "Jim, can you tell us what you would like to see Betty do or say, or not do or say, instead of making judgments about her. It is difficult to listen to someone who is judging you." "You two appear to be at an impasse. It might be useful to back off now to give you time to sort out your thoughts and feelings. We can come back to the issue when you think you are ready."

NA _____



S. Trainer(s) demonstrates the ability to engage group members, to establish good contact in a personal but not intrusive way.

- 1- Appears distant, out of contact and impersonal. Talks about rather than to group members. Referents are general rather than specific to self or group member, e.g., "this is your group, so you're going to have to decide how you want to operate."

2

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- 4- Trainer actively attentive and engaging, but sometimes appears aloof and not involved.

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- 7- Attends closely to group members, establishing good contact. Responds directly and personally to group members with whom he/she is interacting, e.g.,

"I know some of you are irritated with the way I am "not leading" this group, and I want to hear about that. I trust this process and my role, however, and I know you have the resources to make this group work."

NA _____



T. Trainer's behavior facilitates the expression on "non-sexual" intimacy among group members in a manner, and at times, which are appropriate, e.g., sitting in empathic silence, touching, moving in closer physical proximity.

1- Trainer does not initiate any physical contact with group members even when it might facilitate significant "human" contact. Does not model any touching behavior or close physical proximity. When contact does occur trainer appears stiff and awkward. Participants are widely distributed around the room, suggesting interpersonal distance.

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4- Trainer models touching behavior or other expressions of intimacy but often misses obvious opportunities to do so. Some touching behavior is evident among participants but frequently appears tentative and uncertain.

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7- Trainer provides a good model for the development of intimacy in the group. Does not avoid physical contact, touching, or other expressions of intimacy nor does he or she "push" for such contact. During contact trainer's demeanor appears relaxed and flexible. Touching behavior among participants is evident and appears natural. Seating arrangements are more closely situated in the room, reflecting an atmosphere of closeness.

NA _____



U. Trainer is aware of group member roles and explores their impact on group process.

1- Trainer does not indicate awareness of participant

group roles. When it is apparent that some participants consistently indicate concern for the expression and exploration of feelings while others focus primarily on organizing the group to accomplish some task, the trainer does not ask them about or point out the contrasting roles.

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4- Trainer will often address differences in group member roles, but also misses frequent opportunities to do so. There is some exploration of the impact of these roles on the group's operations.

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7- The trainer alerts group members to the different membership roles being played out, especially when these roles are not identified by group members. Will ask participants to assess the effects of these roles (e.g., task vs. maintenance) on the group's interactions and progress. Frequent statements about the value of diversity in participants' basic orientations enable them to respect and utilize these differences productively, e.g., "I notice that some of you push the group to set an agenda or select topics for discussion; others are more interested in how group members are feelings and interpersonal issues. How can we integrate these two approaches without ignoring the needs of some group members?"

NA _____



V. Trainer(s) is aware of and addresses paradoxes when they occur in-group; that is, dealing with both sides of conflicting feelings, thoughts and motives.

1- Trainer does not express awareness of, or sensitizes the group to, the internal conflicts that occur at the individual or group level; e.g., wanting to trust the group and take risks vs. fear of over-exposing themselves and getting hurt. Trainer does little or no supportive facilitation of this process nor does he/she provide a model for the participants.

2

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4- Trainer does comment on some conflicting motives when they become obvious but misses more subtle

ones. He/she will sometimes help group members to express and sort out their mixed feelings about their own progress and that of the group.

5

6

- 7- Trainer addresses the conflicting motives when they become apparent, by encouraging participants to surface and express their desires to move forward and their fears of doing so, or by providing some clarification of what is transpiring. For example, finding out how group members perceive one another vs. fear that members will get angry and attack each other, e.g., "You seem to be caught between wanting to know how you are perceived by other group members and, at the same time, afraid to ask."

NA _____



W. The trainer(s) works with the group's agenda, not his/her own. He/she assists the group to assume responsibility for its own direction and movement, intervening, when appropriate, to facilitate this process.

- 1- The trainer intervenes very frequently, sometimes at the expense of group members' participation. The trainer frequently breaks silences, rescues group when it is at an impasse, and indicates direction he/she wants the group to move. He/she appears to be operating from an internal frame of reference concerning own needs and concerns. Responsibility for group appears to be more a function of the trainer than group members

2

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- 4- Trainers interventions are fairly frequent but do not always cut short or interrupt group members. Responsibility for group activities and direction appears to fluctuate between the trainer and group members.

5

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- 7- Trainer intervenes primarily to assist group members to look at its own process; e.g., to bring the group's attention back to itself (here & now), to set personal and group goals, to examine their interactions and the impact they have on each other, to help group members surface unexpressed feelings and to give and accept

feedback more effectively. He/she feels free to express own feelings and perceptions about what is going on. Interventions are timely and to the point and are focused mainly upon the group and group members, not internally on trainer's needs and concerns. The movement and direction of the group is clearly the responsibility of group members and not of the trainer.

NA _____



X. Trainer(s) gives feedback to group members about their behavior (frequency).

- 1- Trainer feedback to group members about their behavior is absent or extremely rare. Many opportunities to do so are not responded to or are passed over. Trainer may intervene but not in terms of feedback statements to group members.

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- 4- Trainer gives feedback, but sometimes misses good opportunities to do so.

5

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- 7- Trainer is active in giving feedback to the group and to group members; either his/her observations or personal reactions. The trainer's higher level of activity in this process, however, is not at the expense of group members' opportunities to exchange feedback. He/she gives feedback and facilitates the feedback process among group members.

NA _____

