Theoretical Concepts of a Working Therapeutic Group

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I. Statement of the Goals I am Attempting to Achieve.

As I near the completion of my formal education, I would certainly be a fool if I did not arrive at a theoretical basis from which I can put into practice what my education has helped me learn. This principle applies to all areas of counseling which I intend to practice (and have, to some extent, already begun to experience as a working reality.) For purposes of this paper, I can reasonably approach only one area of counseling.

I have chosen the group process as my area of concentration. I must add that, by so selecting, I am not claiming, now would I want to claim, that group interaction is the only form of counseling which is of value. Certainly such areas as individual, family, child, and marriage counseling are of equal importance. Furthermore, in many instances, group counseling can be effectively combined with any of the above mentioned areas, as is often the case.

In attempting to arrive at some basic theoretical concepts about the workings of a group, I plan to utilize various resources. Reading can be of tremendous help, and I feel that such a rich resource must not be over-looked, although I do not intend to attempt to summarize in any great detail such an immense wealth of literature, especially since it is readily available to anyone interested. Therefore, I would prefer to
draw some basic conclusions which I have arrived at during the course of my reading. This is also a useful approach since literature on groups is constantly expanding, and any summary I could formulate now would quickly become out-dated. In addition, I must honestly say that my reading on the subject has just begun, and will be continued as long as I am involved in the counseling process. Just as the doctor who has failed to keep up with current literature in his field has limited his practice and knowledge of medicine, so too would the counselor who failed to take advantage of new information as it becomes available. I don't wish to place myself in this stagnated category.

One source I will make extensive use of is my personal experiences with groups. This resource seems to offer a richness which I can use very effectively, for personal involvement is a strong learning device. My conclusions regarding groups, therefore, will be conclusions arrived at, not only on an intellectual level, but on an emotional one as well. Perhaps some doubt as to my objectivity will be aroused by this personal approach, but I don't feel this should constitute a hinderance. After all, it is my own theoretical framework I am attempting to arrive at, which would seem to be automatically biased.

Therefore, in the course of this paper, I will attempt to arrive at some basic theoretical concepts about groups. My approach will be largely experientially based, although I am certain that the reading I have done on groups is bound to have colored the nature of my experiences themselves. Now that I
have presented the goals I hope to realize, and the framework in which I will be working, it is time to begin.

II. What A Group Is.

Groups are called various names by various therapists, and just as the names given vary, so do the methods employed, as well as the philosophies involved. Probably the first official name given to groups is the T-group, for it was the earliest type of formal group approach found in therapy. The use of groups actually has a much more extensive history in this country, as can be seen in the meetings held by Quakers, town leaders, and other members of society who came together, as a group, for various reasons. However, it is only fairly recently that the group movement has spread to the counseling situation. In light of this it is amazing to note how rapidly it has grown and varied in its methods, philosophies, purposes, and techniques.

Groups today are called by a variety of names. They are called encounter groups, sensitivity training groups, Gestalt groups, couple's groups, rehabilitation groups, and just plain groups. In many instances the aims of the groups seem to be the same, although the methods employed may vary a great deal. In other cases, the goals of the groups seem to vary as widely as do the methods used.

There are, however, some basic factors which all groups share. For one, all groups must consist of more than
two individuals. While groups vary in size from 5-6 members to hundreds, there must be more than two individuals present in order for us to refer to such a meeting as a group.

While some groups are structured very loosely and may appear to be without any specific goal in mind, there does seem to be an expected factor which all groups wish to contain. This expectation is for some form of communication to take place between different members of the group. For some groups, communication and interaction between group members is of primary importance, but even if other goals are set, communication between participating members is required.

Another factor which seems to be a goal of all groups is that individual members will be given the freedom to be real, or authentic, and accordingly, to freely express their own personal feelings. When I say that it is hoped that group members will be real or authentic, I mean that they will feel comfortable enough to get in touch with what they are really experiencing on an emotional, gut level. Groups are not meant to be social gatherings like a cocktail party, and most often such things as masks, fascades, and superficiality are not tolerated for a very long period of time in the history of any one particular group, anymore than they are tolerated in an individual counseling relationship.

As I have already stated, the goals of any given group may vary tremendously. Some groups are problem solving groups, some are "here and now" oriented, some are "there and
then oriented, some are designed to help change what is considered to be deviant behavior, some deal with the marital relationship, some with the interactions between members of a family unit, some give comfort and support while attempting to elevate guilt arising from an abortion, and some groups are left to determine their own goals. These are just some of the group goals that exist today, and the list given is far from exhaustive. It seems that the elements of human contact and communication are never lacking, and could not be for a group to be a truly working therapeutic group.

Group structure varies as much as group goals do, and depends on several factors. One factor is the age of the group members. It seems that adolescents and teen-agers demand more structure in the group situation, or the leader will soon feel that he has lost control and consequently, the group has lost direction. The setting will also influence structure, as will the goal the group has adopted for itself, and the list goes on. One very important factor is determined by the group leader, his values, perspectives and training. Some group leaders are very directive in their techniques, others less directive, and some (such as Carl Rogers) claim to be non-directive. Since the leader of the group can control the structure to such a great extent, it becomes very important for each counselor to become aware of his own preferences and values.

All groups seem to undergo changes during the course of the group meetings. The expected changes may vary, and in
the unsuccessful group may not come about at all, but change is a desirable general expectation in all therapeutic groups.

Self-disclosure is another general group expectation which may or may not be realized in any given situation. Self-disclosure occurs when group members begin to share themselves. It can be seen when group members look at themselves as the authority for their own feelings, which can be seen when sentences begin to be "I" statements.

To summarize, I must first say that no two groups seem to be alike. However, there do seem to be some common factors involved in all groups, as well as common expectations. One is that the group must consist of more than two individuals. Another is that communication and interaction is expected, and desired. Another is that individuals will be given the freedom to come into contact with their own emotions, and will feel free to share these feelings with other members of the group. Another very important factor is that the group leader has a direct structuring effect on the group, even in the case of the non-directive leader (for his non-directiveness in itself will structure the group, and whether such a leader is willing to admit it or not, he gives the group some type of direction.)

Before leaving the concept of what a group is there is one more important point which I feel must be made. Since groups differ so greatly, and are therefore sometimes difficult to analyze and describe, many authors attempt to devise methods which can be used universally for this purpose. Thus, Carl
Rogers, and others, describe stages through which groups move. Other authors attempt to describe different levels on which groups tend to function. As I will be analyzing several groups in which I have been personally involved, it is necessary for me to make use of a tool which can be used for purposes of description, analysis, and comparison. Therefore, I have chosen to use the Johari Window, which is a graphic Model of Awareness in Interpersonal Relations. I have chosen this model for several reasons. First, it seems to be universal in the sense that any group can be described in such terms. Second, it is not too complex as to cause confusion in terms of describing the model, or later, describing actual group situations.

There are four easily visualized quadrants of the Johari window model. The model can be seen as follows:

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<table>
<thead>
<tr>
<th>Known to Self</th>
<th>Not Known to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to Others</td>
<td></td>
</tr>
<tr>
<td>Open 1</td>
<td>Blind 2</td>
</tr>
<tr>
<td>Not Known to Others</td>
<td></td>
</tr>
<tr>
<td>Hidden 3</td>
<td>Unknown 4</td>
</tr>
</tbody>
</table>
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Thus we see the four quadrants as:

**Quadrant 1**, the area of free activity, or open area, refers to behavior and motivation known to self and known to others.

**Quadrant 2**, the blind area is where others can see
things in ourselves of which we are unaware.

Quadrant 3, the avoided or hidden area, represents things we know but do not reveal to others (e.g., a hidden agenda or matters about which we have sensitive feelings.)

Quadrant 4, the area of unknown activity, points to the area where neither the individual nor others are aware of certain behavior or motives. Yet we can assume their existence because eventually some of these things become known, and we then realize that these unknown behaviors and motives were influencing relationships all along. (2:12)

Before concluding in regard to the Johari Window, I would like to present Luft's principles of Change.

1. A change in any one quadrant will affect all other quadrants.

2. It takes energy to hide, deny, or be blind to behavior which is involved in interaction.

3. Threat tends to decrease awareness; mutual trust tends to increase awareness.

4. Forced awareness (exposure) is undesirable and usually ineffective.

5. Interpersonal learning means a change has taken place so that quadrant 1 is larger and one or more of the other quadrants has grown smaller.

6. Working with others is facilitated by a large enough area of free activity. An increased quadrant 1 means more of the resources and skills in the membership can be applied to a task.

7. The smaller the first quadrant, the poorer the communication.

8. There is universal curiosity about the unknown area, but this is held in check by custom, social training, and diverse fears.
9. Sensitivity means appreciating the covert aspects of behavior, in quadrants 2, 3, and 4, and respecting the desire of others to keep them so.

10. Learning about group processes as they are being experienced helps to increase awareness (enlarge quadrant 1) for the group as a whole as well as for individual members.

11. The value system of a group and its membership may be noted in the way unknowns in the life of the group are confronted.

12. A centipede may be perfectly happy without awareness, but after all, he restricts himself to crawling under rocks. (3:15)

III. A General Review of the Literature:

Any person interested in reading current reports on groups will quickly discover that there is an overwhelming amount of books and articles on the subject. It soon becomes evident that there is a wide range of techniques and approaches which can be utilized, and that each psychological school of thought has its own concepts regarding group counseling practices. It will also become apparent that research in this area lags behind the widespread use of groups now in operation, in this country alone. It is my belief that any prospective group leader should read as much of the current literature as possible in an attempt to incorporate any practices and ideas which he feels will be effective and comfortable for him to use. It seems that what is important is that which will yield results, and not the particular psychological school of thought a particular counselor has become emotionally attracted to. I have attempted to do as much
reading on the subject as time would permit.

Because of the vast amount of the literature available, I will be highly selective in this section. Therefore, I will concentrate on a brief review of popular schools of thought.

First, I would like to discuss the Gestalt group. Gestalt therapy is the term applied to a unique kind of psychotherapy as formulated by Frederich S. Perls and his followers. A capsule comment describing Gestalt Therapy might be Perls', "I and Thou, Here and Now!" (with a bow to the late Professor Martin Buber.) In Gestalt Therapy the emphasis is on the present, ongoing situation. According to the theory underlying Gestalt Therapy, man is a vital organism functioning as a whole, rather than an entity split into dichotomies such as mind and body. Gestalt Therapy attempts to unite the phenomenological approach with existential theory. It emphasizes organismic self-regulation. The therapist is frequently "active" in attempting to have the client once again learn to use his sensory-motor equipment.

In Gestalt Therapy, the question of "why" is taboo, and in its place we find the questions of "What" and "How." Body language is also very important to Gestalt Therapy, and much more emphasis is placed on it than on the mere content of words used. Gestalt therapists are convinced that the only possibility for changing behavior is through an awareness of what we are doing -- using our sensory and motor equipment as well as our intellectual equipment, and how we are doing whatever it
is we are engaged in. Thus, a common question often posed by Gestalt therapists (and others, although it originated with Gestalt) is "What are you aware of now?"

Dr. Perls believed that a person can only learn by being fully aware of what he is experiencing, otherwise he is split into the two aspects of himself referred to as the "top-dog" and the "under-dog" who are constantly carrying on an internal dialogue. Perls claims that the under-dog self, (the promiser) usually wins. It defeats the top-dog through unkept promises, sabotage, etc. This, then, is a general statement of the philosophy behind Gestalt Therapy.

Gestalt Therapy as practiced in groups differs from many other therapies in another observable way. In Gestalt groups, the leader will usually work with only one subject at a time, with the rest of the group serving as an audience which can later give feedback to the participating member. Furthermore, Gestalt Therapy has acquired a large number of techniques. One common technique is the use of the empty chair, into which a person may project one part of himself, a dead relative with whom he has unfinished business, or any other person, thing or place. The "thing" in the chair is then given the opportunity to speak back to the projecting aspect of that person, and a dialogue may occur. Another technique which is often used in conjunction with the empty chair technique, is that of working with a dream and role playing all the characters and objects of that dream (as Perls believed they were all aspects and creations
of our own self.) For a further look at Gestalt techniques (which can be used with other methods of group counseling as well) I refer you to the books Joy, by William Schultz, and Gestalt Therapy Verbatim by Frederick S. Perls.

Carl Rogers is another individual who is very influential in the group movement today. His basic philosophy is also based on existentialism, but differs from Gestalt largely in the approach. Where Gestalt Therapy relies heavily on the use of various techniques, Rogers' approach is basically technique free. Rogers is interested in individual growth, and believes that all persons, given the proper climate, have the potential to become self-actualized individuals, and he places emphasis for such growth on the participating group member. He views the role of the group leader as a facilitator.

His approach to groups also differs from the Gestalt approach in the way in which his groups operate. In his groups, all members are encouraged to actively participate, as opposed to one individual being the focus of attention. This is because interaction between the group members is considered to be very involved in aiding the members to grow. He also believes that an atmosphere of trust is necessary for a group to function in a meaningful way. Included in this goal is the assumption that the group facilitator must reveal his humanness, thus helping to establish this free climate.

Rogers does not wish, at least at present, to build a 'high-level abstract theory nor to make profound interpretations
Instead, he presents what he has found to be observable events and the way in which he feels these events tend to cluster. He says, "The interaction is best thought of, I believe, as a rich and varied tapestry, differing from group to group, yet with certain kinds of trends evident in most of these intensive encounters and with certain patterns tending to precede and others to follow." (2:15)

The following is a list (accompanied by brief explanations) of the patterns which Rogers has found. First comes "milling around" which results when the group facilitator makes it clear that freedom will be allowed and honored, and that he will not take directional responsibility. This seems to arouse feelings of confusion, "awkward silence, polite surface interaction, cocktail-party talk, frustration, and great lack of continuity." (2:16) The group members come to realize that the only structure present will be the structure they themselves wish to provide. The next stage is seen as resistance to personal expression or exploration. Rogers says, "it is the public self that members tend to show each other, and only gradually, fearfully, and ambivalently do they take steps to reveal something of the private self." (2:16) The third stage is a stage in which members engage in a description of past feelings. The fourth is an expression of negative feelings. Next comes an expression and exploration of personally meaningful material. Next comes self acceptance and the beginning of change, following
which comes the cracking of facades. The tenth stage is that in which the individual receives feed back from the group. Confrontation is another common trend in groups. It is similar to feedback, but is much stronger. "Such confrontations can be positive, but frequently they are decidedly negative." (2:31)

The 12th observable cluster is that of the helping relationship outside the group sessions, and the 13th trend is the basic encounter. This is where the individuals come into much closer and more direct contact with one another, and it is Rogers' belief that this "appears to be one of the most central, intense, and change-producing aspects of group experience." (2:33). The last two trends are first, the expression of positive feelings and closeness, and last, behavior changes in the group. While not all groups will demonstrate all of these trends, or be successful in promoting change and growth, these are the desirable patterns which Rogers and his followers wish to develop in the group situation. Whereas Gestalt Therapy places much of the burden on the group leader, it is Rogers' belief that the group will naturally tend toward these occurrences given the climate of freedom, and a good, but non-directive group facilitator. This then is the basic Rogerian concept of a functioning therapeutic group.

Another trend prevalent in groups today is the use of Transactional Analysis as formulated by Eric Berne and his followers. Eric Berne very carefully formulated theories of the mind and used colloquial terms to express these theories.
As many volumes have been written on Transactional Analysis (TA will now be used in place of Transactional Analysis) and all of its aspects, I will attempt to give an over-view. One important concept unique to TA is the use of a contract, which is a working arrangement between the therapist, and the group members. At the end, or beginning (but, usually after some exchange has taken place) of a session, the therapist will ask the clients what they want to work on, and the therapist will either accept, reject, or modify this statement, thus arriving at a contract. Contracts are a very important element to the Transactional Analyst because it is their belief that break downs in therapy result because of an inadequate contract, or no contract at all.

The term "transaction" is the measure of success and is seen in terms of stimulus and response, always involving at least two individuals. Thus, if I meet person A on the street and I say "Hello," this is the stimulus. If person A says "Hello", this is the response. According to TA, there are three kinds of transactions which are possible. They are, parallel transactions in which communication may proceed indefinitely, crossed transactions in which communication will break down, and ulterior transactions. Ulterior transactions are of two kinds. The first kind is an angular one, which is not a straight answer to a question, and involves an ulterior motive on the part of only one participant. Duplex transactions are those involving two different levels of messages being exchanged (the social level and the psychological level.) In this case, ulterior
motives are found to be present in all participating members. All games are a series of ulterior messages.

Structural Analysis, referring to the structure of personality, is another important aspect of TA. Berne arrived at a three part construct of personality. Each part is viewed as separate and distinct, but together they make up our personality. Furthermore, each is a conscious state which we can become aware of in ourselves and others. One such part is the Parent, which comes from our own parents, teachers, and other authority figures. Even though parent data is up-dated all of the time, we formulate the bulk of our parent state by the age of five. There are two parts to the parent state which are the critical parent, and the nurturing parent.

The next state is called the adult state. The Adult state is the thinking, decision making part of us, which has a tremendous memory tank which we can draw from. The third state is that of the Child. This is the very emotional part of us which feels things intensely. It is the state where sexual drive is located, as well as where creativity lies. The creative spark has to be channeled thru the Adult, but begins in the Child. The Child is also divided into two parts, namely, the free Child and the Adapted Child. The Adapted Child may be adapted in a positive or a negative way.

Another aspect of TA is that of Script Analysis. Berne believed that each individual, at a very early age, chooses a script which he will follow the rest of his life (if
not interrupted) and which, in a sense, controls his life style, success or failure, and even his type of death. The scripts followed are very similar to those seen in Greek myths and Children's fairy tales.

Still another aspect of TA is that of Game Analysis. Games are both a way of structuring time, and of following life scripts. They always involve an ulterior motive, and can be very destructive, although they do not have to be. Game Analysis is very complicated, and the book *Games People Play* by Eric Berne should be consulted for a better understanding of the subject.

There are several other concepts which are important to TA. One is that of stroking. It is the firm belief of transactional Analysts that all people need to be stroked from infancy on. There are different kinds of strokes. There are physical strokes, verbal strokes, recognition strokes, and presence strokes. Strokes can be positive or negative in nature. Positions is another central concept in TA. There are four positions possible, which an individual takes at an early age. They are; 1) I'm okay - you're okay (which is the desirable position), 2) I'm not okay - you're okay (the most commonly held position), 3) I'm not okay - you're not okay, and 4) I'm okay - you're not okay (which is a common position taken by the battered child and the sociopath.) We do not usually stay in one position, but tend to bounce around from one to another, although there is usually one position which is more characteristic of a
particular individual. There are two more concepts which must be mentioned. The first is that of Stamps. This concept is similar to the familiar concept of trading stamps (such as blue chip stamps) only it involves saving or holding in emotions such as anger, hurtness, guilt, and fear. People collect stamps and trade them in for prizes. Prizes are small, medium, and large. An example of small prizes is a free mad or anger. An example of medium prizes is a free attempted suicide, and an example of a large prize is a free murder, suicide or psychosis. The pay off, or prize is a justification for something the individual would not ordinarily get in a straight way.

The structuring of time is the last concept to be mentioned. Berne believes each person has six options for structuring time. First, one can withdraw. Second, one can engage in rituals. Third are pastimes. Fourth are activities. Fifth are games, and finally, people have the option of intimacy.

In the TA group, the leader will take on the role of teacher. He will explain in careful, clear detail, all of the concepts presented above. The idea or aim of the group is to have the individual get in touch with all these different aspects of himself, so that he can change his attitudes and behavior. Thus, the TA group leader has a very directive role, and the group will have very specific aims and goals.

Because TA tends to be very intellectual, there is a new trend emerging which can be seen in the book *Born to Win*, by James and Jongeward. These authors are attempting to merge
the practices and concepts of TA and Gestalt Therapy.

There are many other types of groups in operation today. There are the traditionally oriented psychoanalysis groups, for example, which can be thought of as "there and then" oriented groups as compared to the "here and now" types of groups. There are also many untraditional types of groups, such as groups held in the nude. Also, there are new ideas emerging in terms of group time. Thus, we have the use of week-end workshops, marathon groups, etc. As I have already stated, research in the area of the effectiveness of different approaches is badly needed. As this is not yet available, it seems advisable for the group leader to use those techniques and philosophies which he feels comfortable with and which he feels will result in success. Furthermore, there is a noticeable trend for many group leaders to be eclectic in their approach, and it is not uncommon to find, within one group, almost all of the above mentioned approaches being used to some degree.

IV. Analysis of My Personal Group Experiences as a Participating Group Member.

A. My First Group Experience.

Although I had heard about groups, and known counselors who were running groups, I had never had a formal group experience of my own until I began studying counseling as a graduate student. Perhaps it would be a beneficial addition to any graduate program in the area of counseling, to require participation in a group beginning the first semester of graduate
study. I believe this would be valuable (although it does have its limitations) for two reasons. First, I have found that the more experience a prospective group leader has had (and it seems that a counselor must also head groups these days), the more likely confidence and comfort will be developed. Second, I have discovered that many of my fellow graduate students related feelings of fear and anxiety in connection with groups. I, myself discovered quickly in the free flowing discussions in the classrooms in which I was a member, that I had a definite fear of being a member of even this type of informal group experience. Knowing that this fear must be worked out, I enrolled in a group at the student counseling center during my first semester of attendance. This was a very valuable experience, as I hope will become evident.

The group consisted of seven members, not including the group leader himself, and met for two hours every week the semester was in progress, excluding the first three or four weeks. There were five male members, and two female. I entered the group at the second meeting along with one other new member, and remained a member until the group terminated. The ages of the members ranged from 18 to somewhere around 45, but if I do not go into a general summary of each member, this is distorting.

The youngest member of the group, whom I will refer to as John, was a freshman who was living in the dorm but this was the first time he had ever lived away from his parents and he managed to go home every week-end. John expressed a number
of problems during the course of the group, almost entirely on a superficial level. By this I mean that a gut, emotional level was never reached, at least openly. Except for a few isolated moments, no members reached this level. In terms of the Johari window, Q1 was slightly increased, causing a decrease in Q3. The other two quadrants appeared to remain untouched. As Q1 was not increased to any large extent, it would seem that very little growth occurred for John during this group experience.

One problem which John had in common with all members of the group was his feelings of shyness and an inability to assert himself in a way he considered effective. Near the termination of the group, very few of John's expressed problems had been solved, and he very rarely spoke.

The second youngest member of the group was somewhere around 19 or 20 years of age. He often made comments in an effort to support or help another member but he never once expressed his reasons for being in the group, or very much of his own personal feelings about himself, unless he could do so under the guise of advice giving. He was often very quiet, and towards the end of the group he expressed his belief that he had nothing in common with the rest of us. After he drew this conclusion, his conversation consisted mostly of his relating his experiences as a private piano teacher, or the skiing trip he was about to take. Other than these interests and the general feeling of warmth that seemed to surround him, I came to know very little about him as a person. In terms of the Johari
window, Q1 was somewhat expanded, but no more so than might be expected to occur after being at a cocktail party together.

Joe was a full time undergraduate student who lived with his family within walking distance from school. He appeared to be very nervous throughout the group sessions which could be seen both in terms of body language and verbal expression. He was, in a sense, the most verbal member of the group when it came to expressing his feelings of ambivalence and depression, and much of the group time was spent in attempting to deal with his problems. After talking about such problems as the difficulty of finding a job, he eventually was repeatedly stating that he views himself as an almost complete failure in life, and predicted that, because he feels he is such an ineffective person, he will remain a failure. Advice was freely given from the other members, but as is almost always the case, nothing was suggested which had not already occurred to him. Finally, the group leader as well as several group members, confronted him with the then obvious fact that he had gotten himself into a rut, and in some way seemed to be receiving satisfaction from the situation. This was probably the most helpful work done, although by the termination of the group, he seemed to show no progress, and his self-image remained the same, in spite of some rather positive support he had received.

In terms of the Johari window, Joe showed the most expansion of Q1. In his case, both Q3 and Q2 were decreased in size. Joe was the only member who received feed-back that
related to Q3, and was the only member whom Q4 was even considered.

Pete entered the group at the same time as I did. We were asked to tell the group our names and reasons for joining. Pete said that he knew very little about groups, that it had been suggested by the therapist he was currently seeing that he join, and that, he felt, this had been suggested because he considered himself very shy. A few sessions later he joined us in the conversation, but never was heard from very much, and his attendance became erratic. In terms of the Johari window, I do not feel that Q1 was increased to any significant extent.

I told the group that by being in the group I hoped to overcome my fear of groups. I was asked by the group leader if any members in particular frightened me, to which I answered no. When asked if any member seemed less threatening, I felt on the spot to pick someone out, and did so, but could give no clear reasons regarding my choice except to say that he seemed warm, had a nice smile, and had the same first name as my husband. I was then asked what it was I was afraid of, to which I answered that I have a strong need to be liked, and the thought of rejection really frightened me. I had opened up enough at this first meeting to feel rather elated, but as the group progressed I became increasingly dissatisfied. In terms of the Johari window, I feel that I increased Q1 more at this first meeting than at any later time.

The next member of the group was a man returning to school and civilian life after receiving severe head injuries.
while in Viet Nam. He was having a difficult time adjusting, didn't feel at all his "normal" self, and complained that the medication he was taking constantly made him drowsy so that he appeared to wander away from the conversations taking place around him. Other than to ask if he couldn't be taken off the medication, and listen to how he felt, we did very little else. We could have asked him to explain how he used to be, or to discuss his experiences of being confined to a hospital bed, but we did not. Thus, other than a recognition of his present feelings, we learned no more. His IQ had been enlarged more than many of the other members but not enough to be of any great help to him.

The last member of the group was a middle-aged, divorced woman who was majoring in art. She was extremely overweight, which was undoubtedly bothering her, but was never discussed. She was very quick to fall into a mother role and to give advice, but she never discussed her own life, except on the superficial level of financial worries. Thus, her IQ was not expanded to any significant extent.

Next, I would like to summarize the characteristics which we all had in common. First, we were all students. Second, and most important, we were all basically shy. As a matter of fact, the group was referred to by the administration as a self assertion training group. Being shy, we all seemed to be looking for a good deal of direction from the leader, and seemed unable to move without such direction. Since school
itself did not seem to be a major problem to any group member, and since I was the only married member, and very few of us had common interests, our non-aggressiveness seems to have been a very important common bond, as well as, in almost all cases, our reason for being in the group in the first place. In this respect, the group was becoming more obviously a failure, for no meaningful interaction and sharing occurred.

Perhaps this judgement of failure is too hard, for I have no access to follow-up studies, and, the group did produce two very important effects in me. For one, I found that, at least in such a setting, I was not the shy individual I had thought myself to be. Second, as it became apparent that the group was heading in the wrong direction on the success continuum, I found it to be a very useful experience from a prospective counselor's point of view. I quickly began to observe the group leader, for I was forced to the conclusion that a group comprised almost exclusively of defensive, shy individuals must have a leader who is able to bring out and activate the group members.

Our group leader was a middle-aged family man with extensive training, as well as recognition of ability. Therefore, I am not concluding or inferring that Dr. X was not a potentially effective psychologist, nor that he was not running an effective group simultaneously with our group meetings, for it is very possible that he was. What I can conclude is that certain aspects of both his personality and his methodology made him a very ineffective group leader when the group members are all shy.
It does seem that a group so composed does have the potential, given the right type of leader, of being a very rewarding group. If a group leader could be directive enough, and personally open enough, coupled with a fairly aggressive personality (although not too much so, and the degree of aggressiveness is critical), he could probably help members to be more open. What beginning piano student, for example, would deliberately volunteer to play for a group of professionals? Some would be brave, but those who fear rejection (as seems to be common to all shy people) never. If a group consisted of mostly aggressive individuals and a few shy ones, the group experience could be very painful, and perhaps even harmful to the shy individuals. Thus, the climate of prevalently shy people would seem much safer grounds on which a beginner (in the sense of verbalizing effectively) could practice. Eventually, of course, such a person should move into a group which is more representative of the "real" world, but when it is that very world in which the individual is already not succeeding, he should be given the opportunity to succeed and build up confidence first.

However, Dr. X was not the best leader for this group. He struck me as a kind, sympathetic man, but that wasn't enough. He was almost totally non-directive. As it became apparent that the group was not advancing, he attempted to be a little more assertive during one of our long silent periods by asking me what some of my interests are and then going into a
long discussion about cats which caught no one's attention and quickly faded into the silence. Even in this effort he was not very directive. While he was trying to indicate that he wished the group members would get to know each other better, he did not come right out and say so. It probably would have been far better if he had said something like "I think we all would like to get to know each other better, or at least I know that I would like to get to know you. Why don't we begin by having someone tell us a little about their life?" To facilitate this, it probably would have been a good idea for Dr. X to have related something personal about himself. This would be effective because he would be showing the group what he wants, and at the same time, testing this water. If all the above had failed, he then could have related his frustration about the group, which may have worked as a catalyst, and would certainly be more honest and open than his final statement, in which he said that he is himself, a rather retiring, quiet person, and that it is difficult for him to be more directive.

Conclusion:

There are certain conclusions which I can draw from this group experience. One is that group members should be carefully selected. Another is that, in a shy group, the leader must take on a directive role. He must establish a free atmosphere that is not superficial, be encouraging, and also supportive. Furthermore, a fairly retiring, quiet counselor should stay away from leading a group of equally retiring individuals.
B. Experiences of a Group Nature in the Classroom Setting.

Many, if not most of my graduate classes have included group activities. These experiences have been helpful to me as a person and a student, and have also allowed me to draw some general conclusions regarding groups.

For one thing, I have discovered that the size of a group has a tremendous effect on what the group can accomplish. Many of my classes were composed of approximately 40 members, while others were relatively smaller with about 15 members (none of whom were all present at every meeting, making the actual number around 12). This factor is very important to the functioning of a group.

In larger classes, the group process was limited. We found that the seating element became very important. Since the group experience entails the concept that people communicate with each other, communication would be greatly hampered if we were to remain in the traditional classroom seating arrangement. This seems to be a problem found in many churches as well as other large gatherings. The problem is that, it is very difficult to communicate with others when all you can see is the back of someone's head. The seating arrangement must be such that eye to eye contact is easily possible. Even in a large group of 40 members, communication is greatly increased when the members are seated in a circular, or semi-circular fashion. There is some controversy about whether or not the circle should be used, for some studies indicate that some individuals feel trapped and
in a circular setting. If this is true, perhaps the semicircle is better, but in any case, the group members must be able to establish eye to eye contact with each other.

In larger groups I have found that meaningful expression and communication can, and often do, occur. However, there are certain limitations attached to groups of this size. For one, the talkative members will tend to, in a sense, take over, and the quieter members often feel little pressure to verbalize their thoughts and feelings. Perhaps this problem could be greatly reduced if there were more than one group leader who could focus more attention on the quieter individuals.

The introduction of the group process also had beneficial effects. For one thing, it made the classes more meaningful because participation was strongly encouraged. Thus, the learning process became more relevant, and it is probably safe to conclude that the students will remember more of what they learned. Another beneficial effect of this group formation was that many individuals (once given the opportunity) really did open up and share themselves. This was meaningful because we did get to know each other far more than in classes where this freedom is not encouraged or facilitated.

In most of the larger classes we broke up into smaller groups consisting of about 6 members on the average, for the purpose of learning specific information which was then communicated to the class as a whole. This was both a useful tool for learning information thoroughly and creatively, and for
learning more about how groups operate. I very quickly learned that, for our panel groups to function we had to be a united team, and that to do so we must find (or there must emerge) certain individuals who are willing to take on the responsibility of management. I also learned how groups relate to each other in an effort to work out differences and to achieve a common end. These were important learning experiences about the group process itself. Furthermore, it seems that closer bonds between individuals were established in these smaller groups than in the class as a whole, since Q1 was much larger in these smaller groups.

Therefore, I can conclude that, while larger groups can be working groups, smaller groups operate on a more personal and revealing basis. Thus, while larger groups held in the classroom are creative, expressive learning devices, smaller groups are more often likely to be intimate and trusting.

Next I will discuss some of the group experiences in one of my smaller classes. In one particular class, much emphasis was placed on group interaction, and on individual counseling techniques, so role playing was frequently used. This was a very profitable experience.

In this smaller class, members gradually began to be self-disclosing. Furthermore, the group seemed to progress in stages. The first stage was one in which members tested each other to see how much of themselves it would be safe to reveal. For most members of this group, trust was experienced, at least near the end of the semester. Some members seemed to
be more attracted to certain other members, thus developing smaller units within the group structure. These smaller groups did not seem to interfere with the workings of the group as a whole and I found them to be enjoyable experiences in which positive feelings developed. It is now about 5 months later, and I am still developing relationships with several of these people. Perhaps these sub-groups as under currents which develop and flow through a group, and are present in all groups to a greater or lesser degree.

The second stage was one in which some degree of trust was established, with the accompanying behavior being that individuals shared their feelings more openly and fully. It seems that this stage must be reached for a group to work at all, and is a very important factor in the success of any given group. It is interesting to note that this element of trust can be felt even in a group where there are certain individuals who are openly hostile to one another, as was the case in this particular class group. The hostility had at first been subtly expressed, eventually becoming more openly visible. It is this element of openness which is the key factor in such a case, for it allows trust because the members have a good idea of where each other member stands. Thus, the individual can be prepared to defend himself if necessary, and is given the opportunity to discover that he can do so. Intense confrontation, however, should be watched carefully by the leader, and checked when necessary, or a weaker member may be injured.
Once some degree of trust had been established, and quadrant 1 had become enlarged in most members, the climate seemed to encourage members to be open and self-disclosing. During the second half of the semester, much openness did occur, and it seems certain that some growth took place in at least some of the members. I know that I grew in the course of our group meetings in several ways. First, I learned that it is really okay for me to be me and share me, and most of my previous apprehensions about groups went away. I also learned that I can defend myself, and connected with this discovery, that it really doesn't hurt as much as I thought it would to not be liked by certain group members.

Once I had reached this point in my growth process I was very happy to have the opportunity to use the tool of role play. Our role plays would begin with two people seated in chairs in the middle of the circle, one assuming the role of counselor, and the other the role of counselee. In almost all cases (I believe there was one exception) the counselee would present a real problem which was bothering him or her at the time, so in a sense it was only a one-sided role play. This was a helpful learning device from the counselor's point of view, but it was also helpful to the counselee. After a period of time other members of the group would enter in the role of counselor and even more of the presented problem was dealt with.

I also found it to be growth producing when we would pretend to be different individuals involved in the problem. I will use my own case as an example. I was in the seat of the
counselee discussing a very real problem I was having with my
in-laws (my mother-in-law in particular). After I had discus-
sed what was bothering me, a group member came forward to role
play my mother-in-law which gave me the opportunity to express
what I would have liked to way to her, but felt unable to. In
later weeks I found it much easier to be myself with her, and
to handle our relationship. Furthermore, I was then given the
opportunity to play my mother-in-law, and I found this led to
tremendous insights into how I perceive her, which then gave me
something to do some reality testing on. The technique of role
play seemed to be a helpful one for other class members as well.
It does seem that, for role play to be used as an effective group
tool, it must be taken seriously by all so that an atmosphere of
honesty can prevail. In this way the feeling of artificiality
which can sometimes accompany role playing seems to be eliminated.

In conclusion, I feel I can summarize some of the
things I was able to learn about groups from this particular
experience. For one thing, groups do definitely go through
stages. The first is a sort of feeling out stage where the
members test each other. If this stage is successful, the next
stage will be reached in which a feeling of trust will be estab-
lished. Once this has been accomplished the next stage can be
reached in which there is a greater degree of openness and honesty
of expression. This is the stage where it becomes apparent that
QI has been significantly enlarged. I have also found that it is
more likely that this last stage, which is a truely working one,
will be far more readily reached in the smaller group setting. Also, I have found that tension existing between some members (if not allowed to get out of hand) can be a beneficial group factor. Finally, I have learned that the use of the role play technique can be helpful in two ways. First, it tends to draw members closer together because it becomes a spontaneous, sharing experience. Second, it can bring about some degree of growth.

C. A Six Week Summer Session Group.

This group met during the first summer session of 1972 and consisted of twelve group members and one facilitator, with six members of each sex. I found this size group to be highly effective and workable. The size, as well as other contributing factors which will be elaborated on in a moment, seemed to allow the group members to enlarge quite quickly, this establishing a feeling of trust and openness. This is to say that the group very quickly became a truly working group which was beneficial to most of the participating individuals. A factor which may have contributed to the rapid establishment of trust was the six week length the group was to be in progress.

I would like to point out the merits of frequent group meetings. Because we met two times a week, the group became a part of each of our lives which could not be ignored. We could not easily go home and forget about the group, but rather, carried it around with us in our daily lives. Furthermore, the length of each session seems to have contributed to the growth process. After a certain amount of time we all found
ourselves becoming somewhat tired, which had the effect of reducing our defenses, or, in some cases, making them more plainly visible. This was a very therapeutic experience, and helped us get to know each other on an intimate level rather quickly.

Our group facilitator also contributed greatly to the success of this group. She was, generally speaking, non-directive in her approach, although at times she was directive, but only in the most subtle of ways. At the outset of the group she announced that she would like to become a part of the group, as opposed to being the leader. Perhaps the fact that almost all of the group members were professionally interested in counseling contributed to the success of this approach, coupled with the fact that there were enough verbal group members to help the group keep moving.

Our group facilitator was able to set-up the essential conditions for an effective working group in other ways as well. First, she removed the anxiety aroused by the fact that we were each to receive a grade in the class by separating the grading procedure from the active group experience, which had a very freeing effect. Also, she, herself, within the first few sessions, shared her feelings quite openly. Her father was about to undergo open heart surgery, and by relating this worry to the group, two very important things resulted. First, she was able to cry and express much of her fears which was undoubtedly a valuable experience for her. Second, she helped to establish a feeling of trust in us because she choose to trust
us first. If this had not occurred, it may have taken longer for the group to arrive at this stage.

Another important factor, in terms of setting the mood, was the personality of the group leader. She immediately showed herself to be a warm, supportive individual who genuinely cared about each of us. This warm, supportive atmosphere was maintained throughout the group sessions. Thus, while the facilitator was non-directive in her general approach, she definitely had a strong influence on the success of the group.

Within this setting of trust two separate stages occurred. The first consisted of group members sharing their individual problems and fears they were experiencing in their everyday lives. This was a stage in which Ql was consciously expanded. Sometimes our communication during this stage turned into advice giving, which I found to be a very interesting experience. I personally presented a problem and, in turn, received advice. I must say that I did not follow any of the advice given, but it did help me see more clearly how other people perceived a problem that I was so close to at the time that my own perception was very limited. This was helpful to me in terms of restructuring my evaluation of the given situation. Looking at the effect of this advice giving stage on the group as a unit, it had a different effect. At first it was tolerated (probably because we were still testing the water), and finally, the group decided that advice should be given only when asked for. It does seem true that generally any advice given will be something
not totally new to the receiver, and probably does have limited value in most situations.

Themes, or common sources of frustration soon became noticeable. For example, a large majority of the group had difficulty expressing anger. Another common theme concerned our relationships with members of the opposite sex. There were several other such common themes which frequently emerged. Although we were usually talking on a perspective generally general level, I feel that most members felt some growth emerge as a result of these discussions.

I experienced a rather amazing feeling of growth that seems to be a direct result of our discussion of anger, in spite of the fact that I did not directly present my personal problems in this area. Perhaps I had never given the emotion of anger sufficient thought, but as a result of hearing other people discuss their difficulties with it, I suddenly realized that I had been internalizing a great deal of anger, which seemed to me, suddenly, to be directly connected with the stomach problems I had been experiencing for several years. I decided to get in touch with my anger as much as possible. As a result of this concentrated effort I have found that, one, I was repressing anger, and two, that once I became aware of it, I was able to overtly express it (and thus unload it at the source.) By the end of the last group meeting, my stomach trouble was much improved, and within the next week, I was no longer an antacid addict. Since that time I have only experienced what I consider
to be the average amount of such trouble. As I have been on the verge of an ulcer for several years, the sudden control of the problem almost seems like a miracle. Thus, I feel our discussion on anger was tremendously important to me, and other members of the group, in terms of individual growth.

The last stage our group reached was interesting, and one in which many individuals probably experienced growth. This last stage was very much in the here and now dimension in which the last few sessions were devoted to direct communication between members of the group, in the form of feedback. Each member gave their feelings about and impressions of each other member, on a voluntary basis. It was a rather scary but exciting experience, and it seemed that many people received helpful feedback that was food for serious thought.

I learned an important factor about my own personality from this experience; something I should be aware of as a counselor. I learned that I tend to see people in positive ways, making it difficult for me to give positive feedback (in the sense that it is helpful) that is not of a positive nature. This is something I must be on my guard about when I am counseling, for negative feedback can be valuable. I also learned that it is equally as difficult for others to give me negative feedback. I received such warm, positive comments that I found myself asking the group if there wasn't one negative comment they could make, because I found it difficult to believe that not one person had ever been angry, or annoyed with me during our
sessions. No negative feed back followed, and one member suggested that, because I see people the way I do, they see me that way too. I hope this is the case for it can work to my advantage in my personal life, and in my ability to establish rapport with a counselee.

Thus, feed-back should be given freely by group members, but only on a voluntary basis. If feed back is not asked for, it seems that the individual is not prepared to receive it and use it in his growth process. In our group every member except one did ask. The one member who did not had probably already received more feed back than any other member, so that asking at the end would have led to repetition. If a group can reach this stage, it is a very helpful experience in the growth process of the individual members.

In conclusion I can say that this was a very successful group. Some of the elements which contributed to its success were the following: (1) The leader shared herself early in the group process, (2) The leader was warm, supportive, and genuinely concerned, (3) the group members had many things in common, (4) trust was established, thus enabling members to be self-disclosing, (5) feed back was asked for by almost all members, centering attention on the relationships in the present within the group, (6) in terms of the Johari model, everyone's Q1 was greatly enlarged, often decreasing Q2 and Q3. It was a group experience that I personally will never forget.
D. A group Now in Progress:

In October I began attendance at a training program in Marriage and Family counseling offered by the American Institute of Family Relations. Each week all trainees attend a group which begins at 4:00 p.m. and ends at 6:00 p.m. The classes begin at 9:00 a.m. and continue until the time of the group meeting. This time element has proven to be significant for several reasons. After attending classes all day long, we are all very tired, which seems to contribute to the intensity of our meetings. Furthermore, we have been together all day long, sharing the same experiences, which seems to be helpful in establishing a bond between the group members.

Our group is composed of twelve members, four of whom are female. Once again I have come to believe that this is a good size for a group to be. If it were any larger, we would probably require two teachers, but one is adequate in this case. Furthermore, if there were fewer members, there would be less variety and excitement. It does seem that the group size should also be determined by the type of problems which are concerning the members. If the members are experiencing rather complex and difficult problems, it would probably be better to have a smaller group, granting more individual attention where and when it is needed. In our group, however, the problems each member are experiencing are not terribly involved, and a smaller group could easily result in boredom.

Our group is rather heterogeneous in its composition.
I am the youngest member of the group, with the ages of the mem­bers ranging from twenty-five to around forty-five. There are five ministers in our group, two of whom are army chaplains. One common element is that we are all married, although some members have children while others, such as myself, do not. While we are all planning to be professional counselors, we come from a variety of backgrounds, and locations. As I had never really known any ministers, I have found it to be very expanding to be in such close contact with the ministers in our group. Any stereotype I had before very quickly dissolved as I discovered that ministers are people in every respect.

Because the group is held in conjunction with a training program, certain difficulties arose which had to be dealt with. First, our leader is closely connected with the administration, which created anxiety. Thus, our leader, in the first and second session had to make his position clear. We were clearly informed that what goes on in group will be kept completely confidential, and that no discussion would occur about any aspect of our group between Alan (our leader) and the administration. Another difficulty was discovered in connection with the fact that we are each required, as part of our training, to attend these group sessions. This seemed to cause some resentment among us, which seems to have disappeared after it was honestly expressed and discussed. This problem of forced attendance was easily alleviated in our situation because, as counselors, we all recognize the merit of group participation, but it may become
a serious hinderance to the group process in other situations. It seems that, for a group to be meaningful to a given member, he must feel that he is ready to commit himself to the group process. Although it is not always possible, it seems that voluntary participation is the ideal. The probation department, as well as other court connected officers, do have forced membership, as well as forced individual counseling, and I believe that this element of force (or removal of free choice) is a very difficult problem they are faced with.

Our group leader is an interesting person. He is often extremely quiet, sometimes making only one or two comments during a session. This does not seem to have an adverse effect, however, perhaps because it is made up for in other ways. For example, by the second session, he knew each one of our names, which indicated that he is interested. Also, when Allan does speak, he is not shy about it, but speaks right up. Furthermore, he is willing to be self-disclosing, and his timing always seems very good. Furthermore, he works very much on an intuitive level, and his intuitive insights are rather amazing at times. Also, he will be forceful when he perceives that it is necessary for him to do so, and he is not afraid of confrontation. So, even though he is often quiet, his presence is felt, and his concern is known. Since I have discovered that I am a rather quiet group leader, it is an encouraging experience to observe Allan's leadership. Also, we, as members, because of Allan's attitude, feel very much responsible for what occurs in OUR group.
Our first meeting was very informal. We each introduced ourselves (in whatever way we individually choose), and at Allan's suggestion, some of us stated what we want and hope to receive from the group. Thus, in the first meeting we assumed responsibility for what was to follow. Everyone who spoke on this subject expressed interest in personal growth, and everyone expressed a desire for us all to become intimately close. Even in this casual framework, interaction and feedback occurred, with some members expressing their first impressions and feelings for the other members. Because this was our first meeting and no real trust had been established, we did not present personal problems, but in our discussion of the training program, we were able to get to know each other somewhat.

In our second meeting the group seemed to be getting more underway. We decided not to waste group time discussing technical aspects of the courses and program. We also, formally, discussed a group goal. First Allan was asked if he had a goal in mind, and when he answered that he did not, we once again were forced to assume responsibility. As a group we decided that it would probably be better not to have a structured goal because it would allow each of us more freedom. Some people felt that, if a goal were established, some members might not be authentic, but might find themselves doing what was expected of them. Although no formal goal was set, we each stated some things we hoped to gain from the group experience, such as; (1) to get to know each other better and feel close, (2) to grow personally,
(3) to learn more about group structure and dynamics so that we can learn to be more effective group leaders. Eventually in the course of time, we seem to have decided that number three should be a personal learning experience not mentioned in group, as it seems to interfere with other important group occurrences.

After discussing the group goals, we spent the rest of the time engaging in direct communication. We each responded verbally when something someone said either pleased or displeased us. We also discussed anger and how we each handle it. I experienced a general feeling of warmth and closeness which made me feel more relaxed, and less anxious about the group. Allan also shared a number of personal experiences with the group, which added to my feeling of security. In the first few sessions he took a much more active role in helping to establish an atmosphere which he felt would lead to growth producing events. It was only after feelings of trust had obviously been established that he became more quiet.

In the third session, we began to establish a group pattern. One of the ministers revealed to us the uncomfortable situation he is in. He is seriously considering leaving the ministry, and fears that he will be rejected by other members of the ministry as a result. The entire two hours of group time was spent in dealing with this problem. The next week one of the women shared with the group her grief over losing a son. Thus, the pattern was established, the pattern being that the entire two hours be spent in dealing with one situation. At first,
this was a helpful technique bringing us closer together as we learned more about one another, and worked as a unit. It is now becoming tiring, which I expressed last week. Others agreed that we should no longer center on one presenting problem because we end up feeling that we have milked the sharing member dry, so to speak. Hopefully, this pattern will be broken when the group meets again.

We have employed various techniques with some success. On several occasions we have used the Gestalt Empty Chair technique. Thus, the woman who had lost her son was able to ventilate many blocked-in emotions by speaking to the empty chair as if it were her son. The technique was used in other situations as well, and those who experienced it claimed that it had been very helpful. We also used a technique where the member talked about anything they wanted to discuss for about ten uninterrupted minutes. I, myself, used this technique, but it was just a week ago, and therefore difficult to evaluate. Free association has also been used effectively, in the sense that it increased Q1 while decreasing Q3.

I should mention that our group also went through a stage which differs from any of those mentioned previously. About three weeks ago we found that we were all being terribly nice to each other, almost sickeningly so. This was causing us to repress any negative or dissatisfying feelings any of us were experiencing. It seemed that many of us would have allowed this completely supportive, but unauthentic stage to continue forever, but finally
one member came out and attacked the situation itself, expressing his anger and pent-up feelings. This had the effect of dissolving the stage, because we were all forced to recognize it as a reality.

In this group, as well as in the others, it seems that quadrants 2 and 4 are expanded in very specific ways, since they are not known to the self. Confrontation is one way in which unknowns in either of these areas can be revealed. Interpretation is another way. Thus, it is the other group members who actively help decrease these quadrants, while the individual himself can consciously decrease quadrant three by being self-disclosing.

Conclusion:

Because this group is still in the process of growing and expanding, it is difficult to draw many solid conclusions. There are some summary points which I would like to make, however. First, the motivation of the group members has had an influential effect on the rapid progress of this group. Second, the group leader, as usual, was and is still (although to a lesser degree as the group assumes more responsibility) very important in helping to structure the group activities. Third, interaction among group members is essential. Fourth, it has been useful for us to not set rigid goals, thus giving us responsibility for the direction we are taking at any given time. Finally, having members come from differing backgrounds and styles of life is very helpful in terms of expanding one's understanding and
and tolerance of other life styles and situations. So far this group seems very effective, and it will be interesting to note what directions it will eventually follow.

V. An Analysis of Groups in Which I Have Had Some Leadership.

A. A Parent group at outreach in Glendale.

I was connected with this particular group for about six of the group meetings, which were held once a week for an average of two and one half hours. I served in the capacity of a volunteer co-leader. There were two members of the Outreach staff who were also present in the capacity of leaders.

Before going any further, it is important that I discuss the clinic and its program. This will clarify where the group members come from, and why they were coming. Outreach is a non-profit organization funded both by the State, and the Y.M.C.A. All of its counseling services are offered free of charge. Outreach's services include individual counseling, the operation of rap rooms at several schools in the community, groups, a hotline (which is very small at the present time but offers help 24 hours a day), and a residential program which serves as a foster home for troubled boys. The clinic is largely concerned with the treatment of drug abuse, which means that a large percentage of the young people who come in for help are now having, or have had, a problem with drugs. The clients usually come in of their own free will, but the probation department and other similar agencies do make referrals.
The parent group is run on a completely voluntary basis, and is an open group in the sense that new members are always welcome, and old members have made no long term commitment and are therefore free to quit the group at any time. Thus, in the six weeks I was involved in the group I saw a great turnover in the group membership. The parents who attend all have one thing in common (besides being parents), and this is that they are all having trouble with their adolescent children. Usually, although not exclusively, the problem is manifested in the form of involvement in the abuse of drugs. Most of their children are involved in the drug abuse programs at Outreach, although an occasional couple would come with the hopes of getting their youth interested in the program. Sometimes the parents come together, sometimes only the father or the mother will come. In some cases this is because the parents are divorced, in others it is because only one of the parents are willing to become involved in the group experience.

Parents were not the only members of the group. Young people involved in the Outreach program are also encouraged to attend, and there were usually at least one or two "children" present, although it was unusual for parents and their own children to attend together. The presence of young people had a beneficial effect on the group. This was because they were able to express their own feelings and experiences very openly (which was encouraged by the group leaders) and the atmosphere was such that the parents, in turn, were asked to listen carefully to what
the younger members were relating. In turn, the younger members of the group were encouraged to actively listen to the feelings and experiences being related by the parents. This technique of mutual active listening seemed to give parents and youth alike, some additional insights into themselves, and the effect their own behavior was having on others. It also helped diminish any parent, child stereotypes held by either party, thus enabling both parents and children to see each other as equally worthwhile human beings.

Many parents entered the group with the hope of finding answers to the problems they were encountering, but they quickly learned that this was not the goal of aim of the group. When a new parent entered the group with such an attitude, they were immediately informed that, in a sense, there are not pat answers to their questions. Rather, they were informed, attention would be focused on them as individuals, with the hope that they would experience personal growth. Thus, it was recognized by the group leaders that the parents themselves have problems which should be dealt with for two specific reasons. One is that their problems are causing them to hurt. Another is that their problems are having an effect on their child's behavior as well as their own emotional state of mind. Thus, with these ground rules set down, the group could begin to work.

The most vocal and directive of the three group leaders was a middle aged counselor who is a parent himself. This seemed to be an important factor for he could be supportive,
and yet, by sharing his personal experiences he could be very helpful. Myself and the other group leader (also a female) are about the same age (25), which seemed to determine our roles, and also was helpful in facilitating the group process. Because neither of us is a parent, we could not relate on that level, which forced us into two helpful categories. Either we could be human beings picking up on the feelings of others (thus directing the parents back to themselves if they wandered), and we could relate our experiences as children, dealing with our relationships with our own parents in the past and the present. This added an important broadening dimension.

I was unable to continue co-leading this group because of other demands on my time, but I have remained in touch with the other co-leaders, and I do know that the group has been determined to be a success by the Outreach staff and is still an ongoing group, although, as I have already stated, the membership changes. During the six times that I did attend, I felt the group to be successful, and a valuable contribution to the community with the ability to open channels of communication that vitally need to be opened, but are often ignored.

Now I will turn attention to two important issues. First, I should determine in what ways the group was successful. Second, I should determine why this success did manifest itself.

One measure of group success can be seen in the reactions of the group members. The large majority of parents and young people who attended this parent group continued to come
back each week. Furthermore, during the group sessions they related ways in which they felt the group was personally helpful. Also, many of the youth whose parents were attending found the growth in their parents to be helpful to their own growth and the handling of their own problems. For example, they found it much easier to communicate, in a way they found to be meaningful, with their parents. Thus, parent-child relationships which were badly in need of improvement were indeed improved. Furthermore, I myself witnessed change in group members. Of course, the group did not being about change or growth in all members, but it seemed to do so in the majority of cases. These, then, are the reasons for determining the group to be a success, and for continuing the group as a part of the program at Outreach.

Now I want to show why the group was so successful. First, the voluntary nature of the group was significant in that it indicated the motivational element present. Second, the group members had many problems in common. Third, we, as leaders, focused the attention on the parents and youth as people, rather than as parents and youth. Fourth, the group was supportive, and gave individuals the freedom to be open by encouraging them to share themselves with the group, and thus enlarge their first quadrant. Encouragement was given in two ways. First, by the group leaders themselves being self-disclosing, and second, by the leaders and members alike being supportive of such open sharing. When I say the group was supportive I do not mean that members were at no time confronting, for confrontation did occur.
but was of a constructive nature. Furthermore, genuine communication was encouraged by the leaders encouraging the members to actively listen to each other, not just on an intellectual level, but on a gut level as well.

It also must be stated that the group worked in a large part because the members needed it to work and wanted it to work. It also was important that the group leaders were of different sexes and age groups. It was very helpful to the parents that one leader was himself a parent, and it was equally as important that there be a younger leader present, so that all sides of the issue were represented. It gave the parents insight into their own children, and it made the atmosphere less threatening for the young people who attended.

Thus, once again I have shown some fundamental factors present in all working groups. The group leader or leaders play an important part in determining the success of the group. Also, the group members should have some common problems. Furthermore, genuine communication must be established and allowed to flourish among group members.

B. Raproom "groups"

The raproom is a relatively new concept being introduced in education today. A rap room, briefly, is a room located on the junior high or high school campus where any student may drop in and "rap" with the staff about anything the student wishes, with the confidentiality of the student entirely respected. The staff members are educated in the field of counseling,
but are, hopefully, not directly connected with the school, and therefore pose little threat to the students. Furthermore, the staff members are usually fairly young, and it has been found to be helpful for them to dress as the students dress. These factors help to develop trust among the student body.

The rap room I worked at for one semester was located on the campus of La Canada High School, which included grades 9 through 12. There were always at least two staff members present, which was necessary because too many students dropped in for one person to be very effective alone. Because a study of this new concept of rap rooms could itself be a major project, I will attempt to summarize just enough for the reader to get a taste of the flavor of the atmosphere and what goes on in such a setting.

At La Canada High School there were three general categories of students who utilized the rap room. One category was comprised of students who had a current immediate problem regarding which they were seeking advice or information. These students usually were looking for information involving such problems as unwanted pregnancies, or knowledge about where to acquire birth control pills without their parents' knowledge. Once these students received the information they were seeking, they usually did not return to the rap room. The second category of students were those who would drop in from time to time, but were not regulars, although the staff did become familiar with them. These students were either killing time, or checking the
staff and atmosphere for safety. If they found the water comfortable, they often became a part of the third, and largest category of involved students. These students came to the rap room on a regular basis, usually at least once a day, and often more frequently. The problems these students brought often involved difficulties they were having with their parents, their grades, and often their relationships with other students. These students, in a sense, found a home away from home, and began to build up needed friendships with other equally lonely students. For many of these students it became helpful to hold a group once a week after school. This, then, is a brief picture of the rap room at La Canada High School.

Several times during the course of the semester, often at lunch or nutrition when there were many students present, a unified group would emerge, as opposed to the usual occurrence of everyone breaking up into separate groups. During this time, the two staff members would serve as co-leaders. At the end of the semester we discussed these occasional group happenings with the students who had been involved, and discovered that they felt they had profited from such gatherings.

Those groups were usually rather large, involving approximately 20 students, and as they were not scheduled, but, in a sense just occurred as a group experience, they were to a large extent limited in terms of subject matter, and trust, so that no noticeable stages were perceptible, and expansion of QL occurred to only a limited degree. Perhaps a better way to put it
is to say that, because the students were almost all regular attenders, a certain amount of trust had already been established, but because the groups that emerged were not part of an ongoing, structured set-up, there was little room for group growth. Therefore, the subject matter usually remained "safe".

The most common aspect of these groups was that they more closely resembled discussion groups than personal involvement groups. School itself was a common topic. Another topic was that of sharing difficulties they were having with parents, teachers, and other authority figures. Occasionally a particular student would bring up a personal problem, such as difficulty in relating to others, and feedback as well as encouragement were given by the other students. It was our job as co-leaders to facilitate such discussions, and to guard the participating student from any harm that might occur from comments made by more hostile students.

If one looks at these rap room groups in terms of the Johari awareness model, one will discover that most of the involvement remained on the first and third window levels. That is, most of the time the participating students remained involved in a safe exchange involving things about themselves which were known to themselves, and pretty much known to the other members of the group. Feedback usually involved revealing to the student certain aspects of his personality which were known to the group or members of the group, but which were not immediately known to the student presenting the problem. In this
way, the groups were able to somewhat enlarge Q1, while somewhat decreasing the size of areas 2 and 3. As has already been stated, many of the students found this to be very helpful, and in many cases, as a result, they later became involved in regular group meetings held at Outreach (the society responsible for introducing the rap room to this particular school.) Occasionally a group member (especially if he were really feeling anxious and tense about a particular problem) would discuss it, and this enlarged area 3 of the Johari Awareness model by discussing something which he knew about himself, but which others were unaware of. Area four was never touched upon.

I learned several important things from these group experiences. First, I learned that the group method can be used in a helpful way, even if not held on a continuous basis, although it is limited in its range of effectiveness. Second, I learned that, in general, when a group does have weekly meetings, the group has a much better chance of enlarging Q1 by decreasing areas 2, 3, and 4. Thus, while sporadic group assemblies can be useful, they are not nearly as potent as an ongoing group has the potential to be.

C. An Ongoing Group at the American Institute of Family Relations.

During the month of November, 1972, I had been one of three co-leaders in an ongoing group held two hours, one evening per week. Because my involvement in this group has been limited due to the time element, this section will be brief. I
feel it should be included, however, as I have found it to be a valuable learning experience.

The group has been in progress for a year and a half, although the membership has not remained constant. At present there are six members, four male and two female. The other co-leaders have been involved in the group since its beginning, and therefore have clearly defined roles. All of the group members are experiencing some type of marital difficulties, which constitute their reasons for participating. The youngest member of the group, other than myself, is in her late twenties, the other members ranging from their early 30's to around 55. Basically, all of the members can be classified as immature types, which is an important factor, as will be stressed further in a moment.

When I first entered the group I was not properly introduced, which created a problem. That is, I was not introduced as a co-leader, which left my role undefined. The next session this error in introduction had to be corrected, for the members seemed as uncomfortable with me (since I had not presented a problem which they felt any new member should do) as I felt with the situation. Once my role had been defined this confusion disappeared.

Because the members were of the immature type, the leaders felt it their duty to be highly directive in their approach. Thus, one of them would open the session, one would break all the silences, and the sessions were always brought to a close by one of the leaders. Furthermore, they see their role as that of interpreter. Since each of the two leaders had already assumed such
definite roles, it became difficult for me to find mine. Furthermore, I immediately felt uncomfortable with the almost total directiveness of their leadership. For this reason, and others, I resigned from the group, but it is my reasons for resigning which I feel are very important to my own framework of the group concept.

Therefore, without going into further detail about the nature of this particular group, I would like to summarize my conclusions. First I would like to say that I became convinced that a small group does not need, nor is it desirable, to have three leaders. This seems true for several reasons. First, I feel the leaders in such a situation have a tendency to utilize too much of the group time, eliminating much of the interaction between the members. Second, it is difficult (or at least it was for me) for a leader to find his proper place in such a setting. Third, I find it difficult to see any reasons for having so many leaders with so few members. I am happy to add that I am not the only one who came to this conclusion, and shortly after I resigned, so did one of the other leaders. I feel, as does he, that this group will be much more successfully run with only one leader.

Second, I felt very uncomfortable with the amount of direction offered by the leaders for several reasons. First, I am not at all convinced that the immature individual will profit from so much direction. Perhaps this is important in the beginning stages of a group so comprised, but it seems that there must come
a time when the members are made to share in the responsibility of the group process. Otherwise the dependent feelings they are already experiencing will only become enhanced. Furthermore, such strong direction seems to turn the group experience into more of an individual counseling session, with the presence of an audience. Thus, many of the benefits of the group process seem to be eliminated. Perhaps this is just a reflection of my personal bias, but it has helped me realize that I do not believe in being so directive in my approach, which was a valuable thing for me to learn and become aware of.

VI. Conclusion

I would now like to tie together all of the loose ends so that my own theoretical framework will be more clearly visible. First, I can conclude that the group leader plays a very important role in any given group. Sometimes, as I have pointed out, the leader can be directly influential in the failure of a group, and I believe, can be equally as influential in its success.

There are many important elements which determine what will be a good leader. First, it is very important for a leader to be aware of what is operating within himself. That is, a leader must determine what approach he will feel most comfortable with, within the framework of his own values and personality structure. If the leader is not comfortable, it follows that the group members will not be comfortable either. Also, once a group
leader has become aware of his own limitations he should very carefully avoid situations which he, for whatever reason, cannot adequately handle. For example the reserved leader should not lead a group of reserved individuals, as his success will be greatly limited. I have come to realize that no leader can be successful in every setting, and the wise leader will therefore take responsibility for his own limitations, thus increasing his likelihood of succeeding.

The leader must also decide whether he is most comfortable with a directive approach, non-directive approach, or something in between. Once again, the leader's choice of approach will be determined to a large extent by his own values and personality structure. I personally have learned that I am very uncomfortable when I am expected to perform in a directive manner. Since honesty, integrity, and sincerity are very important factors in producing growth, the leader must come to understand himself well enough to be aware of which approach will most easily allow him to demonstrate these qualities. The approach chosen is also determined by the composition of the group members. I have found that, when dealing with younger persons, for example, a more directive approach is required. This is also true when a group is composed of shy, non-assertive members. With groups made up of younger individuals, if the leaders are not fairly directive, chaos may result, or very little progress may take place. With shy individuals, I have pointed out if the leader is not somewhat directive in his approach, very little change may
occur among the group membership, and the group may never, in a
sense, really get underway. Direction also seems to be an impor-
tant element in larger groups, in which it is important for the
leader to give the less assertive members the opportunity to
become an active member, involved in the group experience. It
may also be necessary for a group leader to be more directive
when working with a group of largely immature individuals, but
as I have pointed out in the preceding section, this may have
its faults as well as its merits. It seems that there must come
a time when group members can become responsible for their own
behavior and interaction, or they will never really experience
independence. Therefore, when deciding on which approach to use,
in terms of directiveness, a leader must first appraise his own
values and personality, and then must determine which approach
will best facilitate growth in any given group membership.

The number of leaders present in a given group is
also important. Too many leaders can occupy too much time in the
sessions, thus taking time for involvement away from some or all
of the members. Therefore, it seems to be advisable for a smaller
group of up to seven members to have only one leader. In larger
groups with 12 members or more, it seems advisable for two leaders
to be present, preferably one of each sex. This is not always
necessary, and will depend on the type of leadership, as well as
the type of members. As we have seen, groups of 12 can function
very effectively with only one leader, as can even larger groups.
There are certain advantages present in co-leadership, however,
especially when the group is comprised of 20 or more members.
For one thing, it becomes easier for all members of the group to be observed. Also, when co-leaders are of different sexes, the members are given the opportunity to relate to a member of their own sex, and are assured of the opportunity of checking out their own reactions to a member of the opposite sex. This seems to add a richness which can be very important, although not essential.

As became visible in the discussion of the parent group, the ages of the leaders can also be important. When a group is made up of two factions at two age poles, it does seem to be helpful in terms of facilitating communication among all members, for the co-leaders to be representative of the ages of the membership. Thus, the younger group leader will have a tendency, in such a setting, to aid the younger members in being self-disclosing, just as the older leader will affect the older group members. Also, if the leaders are respected by members of both age groups this will be helpful in breaking down the barriers so often referred to as the generation gap. This is not to claim, however, that a younger leader cannot effectively facilitate growth in a group comprised of members who are older than is the leader, or vice versa. Once again, the age factor seems to be determined largely by the nature of the particular group, making any generalization inaccurate.

The extent to which a leader becomes involved in the group in an active way is largely determined by the personality and needs of the group leader. In terms of time given in participating, leaders who participate less allow members to do most of the participating, which can be good or bad, depending on the
readiness of the group to assume this responsibility. In terms of self-disclosure, this will depend upon the personality of the group leader in question. However, if one goal of the group is for self-disclosure to occur, the group leader can be useful in facilitating self-disclosure by revealing more of himself, thus, in a sense, showing that it can be done, and will be permitted as well as encouraged. The motivation of the leader would seem to be the key factor in determining how much self-disclosure should be involved. That is to say, the group leader has a definite role, and it seems unadvisable for him to use the group specifically for the purpose of his own growth. Leaders, of course, may experience growth as a result of their work, but they should also be keenly interested in producing growth in the membership of their group. This should probably be the first objective.

Thus, I can conclude that the group leader is very important in determining the success or failure of the group process. The group leader should, therefore, carefully assess his own make-up, as well as the needs of his group members. It seems that the same leader will not operate in the exact same way in every group, and if he finds himself doing so, he would be well advised to carefully analyze his over-all effectiveness.

The selection of group members is also very important, as well as controversial. Eric Berne says, "Selection of patients is not good; in fact, it may be deleterious to the progress of treatment. The best policy is to pick patients at random or in order of application, or in some other fashion which is likely
to increase the heterogeneity of the group." (3:10). He basis this opinion on experience, as well as on the very real fact that the world at large is heterogeneously comprised. He does take exception to certain types of psychotic behavior, such as the paranoid schizophrenic, but these are his only exceptions. Others do not agree with Berne however, as can be seen in several of the groups previously analyzed in this paper, and in practice in many college counseling centers and other institutions.

The problem in deciding whether the selection of members should be based on the value of the heterogeneous or the homogeneous group seems to be that both approaches have positive value. Certainly Berne has a valid point in claiming that the world at large, in which the individual must be able to function, is not homogeneously composed. However, it does seem to be effective for a group to share something in common, besides their humanity. The shy person may feel as unable to assert himself in a heterogeneous group as he feels in the world at large, for example, and it does not seem advisable to place extremely shy individuals in a heterogeneous group at the beginning of their group involvement, for example. It also seems valuable for a person experiencing marital difficulties to be involved in a group with other married members so that adequate attention can be focused on the problems which frequently arise in marriages. Also, as seen in the parent group already discussed, it was helpful for the members (whether parents or children) to be experiencing problems resulting from the parent-child relationship. Perhaps ideally, toward
the end of group therapy it would be advantageous for members to become involved in a heterogeneous group experience, but there may be necessary homogeneous steps along the way.

The number of group members is also important. As I have pointed out larger groups are somewhat limited in terms of what can be accomplished. I also have shown that very small groups may have a tendency to become boring. It seems that the size of the group should be determined largely by what the group, or group leader hopes to accomplish, or what size is feasible. In most cases, however, in terms of the criteria I have used in viewing groups as a working therapeutic process, it seems that membership of approximately 12 individuals will more readily lead to growth (especially if there is to be only one leader present). This seems to be a number which one leader can effectively handle. It also is large enough to offer variety so that boredom will not become a problem. Furthermore, it allows each member enough space and time for participation and involvement to occur. Once again, this is not intended to be taken as a rigid rule and, as is the case with many of the factors being discussed, perhaps future research will shed more informative light on which number will lead to the effectiveness.

Before leaving the subject of the selection of members, there is one more point I would like to make. I have found that a voluntary approach will be more effective than will compulsory attendance. It seems that individuals always have a choice regarding whether they will or will not grow, or change
their behavior. That is, I do not believe that an individual can be forced to be different, but must first decide, on some level, that he wishes to change. Therefore, I believe that it is very infrequent that a group will have much chance for success unless the members have voluntarily become involved in group activities. Perhaps research will one day prove me wrong, but this is my belief in light of my own experiences.

The group setting is another factor of importance. The chairs should be comfortable so that they do not become a prominent source of thought or conversation. The room should not be too large or small. If it is too large it may cause feelings of insecurity in certain members. If it is very small, it may cause feelings of fear, for everyone seems to feel safest when given enough space for themselves, without being forced to make physical contact with another member. It is also very important that the chairs be arranged in such a way (by forming either a circle or a semi-circle) that members can freely establish eye contact with one another. Furthermore, it seems important that the leader sit in such a way that he is able to observe all the members of the group, so that he does not ignore nor lose contact inadvertently with any member. Finally, the surroundings should be attractive, but not too much so as to stimulate wandering, pulling attention away from the group process.

The length of the group sessions is also an important factor to be considered, although there is no set rule which seems advisable to follow. Under ordinary circumstances, it seems
that the sessions will not be effective if they are too short. Therefore, a minimum of an hour and a half would seem to be required. Otherwise the opportunity for each member to become a participant will be greatly reduced. While sessions can definitely be too short for the members to become adequately involved, it would seem that they cannot be too long. Marathon sessions may be valuable, if the members of the group are willing to participate, as defenses will become more obvious as everyone becomes tired. It does not seem advisable for a group to hold one marathon session after another, however, as some of the membership will probably drop out. In any event, regardless of the length decided upon, it is probably a good idea to terminate each session (with perhaps an occasional exception) at the pre-set time, just as it is advisable in an individual counseling session. This will tend to encourage any member who has business with the group to become involved during the allowed time of the session, and will not perpetuate last minute involvement. Furthermore, it is a good idea for the sessions to begin on time, helping to establish some order which each member will be aware of.

Next I would like to comment on five elements of meaning which I have found in relationship to the group process itself. The first is the idea of trust. It is very important to the group process that members first of all come to trust their own feelings, and second, that they grow to trust the other group members. As we have seen in the previous sections, a group will really begin to get underway after some degree of trust has been
established, and if no real trust occurs, the group will usually not function very well. It is also important for the leader to become aware of which members open trust up, and which members close it off, so that the leader can better facilitate the trust element which must be established for a group to truly be a working therapeutic process.

Another important element is that of openness. Once again, at least in the beginning stages of the group, the leader can greatly encourage openness by sharing himself openly with the group. This will encourage, and give permission to other members to be open as well. If relatively little openness occurs, the group will not progress. Thus, in whatever ways possible, it should be encouraged to occur.

Self-determination is another important element in the group process. By self-determination I am referring to everyone's capacity to discover what they are really like. This concept includes getting feedback from other members which, as I have shown can be a growth-producing experience. It also involves allowing one's self to be open to the feelings and perceptions of the other group members.

The fourth element of importance to group process is that of interdependence, which means working, living and functioning with those around you. It involves being open to the here and now interaction occurring in the group, as well as respecting the rights of the individual. Thus, members should be given the choice of whether they wish to be involved or not,
once again emphasizing the voluntary nature I have come to feel is so very important to maintain.

Finally, it is important to be aware of interdependent experiences as they emerge. As the group develops some feeling of rapport, trust and cohesiveness pull the group together and help to develop a purpose. It seems to be important for a group to develop a goal or a purpose, even if it is a very loose one. As feelings of trust, etc. are developing (usually in the initial stages of the group) so do feelings of interdependence. It seems that, for one member to feel secure enough to put himself honestly forward, it is really necessary for him to trust at least one other member. Thus, the smaller groups which form within the larger group are important, and the leader should become aware of their existence as they may be useful in facilitating self-disclosure, trust, and group unity.

Next I would like to discuss four levels of group interaction which I have observed. In the initial stage of any small group of people who get together for the first time one finds the topic state, in which one experiences a topic level of discussion. At this stage most, if not all members of the group are relatively uninvolved, and the topic under discussion usually is about something outside of the immediate group experience. This is a level which will hopefully be cut off fairly quickly. Next is a level I will call the group state, which is related to the group process itself. It is a stage in which the group may discuss such questions as, 1) what is our goal?, 2) when is the
group going to meet next?, ect. This is a level at which there is still very little emotional involvement.

The third level is that in which group members begin to share themselves, and is called the self-disclosure state. It is at this level that members begin to make "I" statements and look at themselves as the authority for their own feelings. This is also the level in which members begin to shift the tide into a more involvement oriented posture. Finally, (hopefully) a group arrives at the interaction level of involvement, which is basically where I want the group to be. It usually involves the here and now time dimension, and is the level where two people are relating how they feel about each other. This is a level at which group members receive feedback from each other, are experiencing involvement and self-disclosure, and can truly be called a working therapeutic group. It is a level at which many quadrants (in terms of the Johari Awareness model) have a good chance of being examined, and where Q1 will most likely become enlarged, indicating the occurrence of growth in the individual.

Finally, I would like to mention some therapeutic forces within the group process. The first force I will discuss is that of commitment, in which members believe that they will recognize some kind of behavioral reward as a result of involvement in the group. That is, a member must have hurt enough so that he gets to the point where he finds himself committed to seeking change or modification. Also, admitting that he needs
outside help is a good indication that he is beginning to surrender some of his psychological defenses, making it easier for change to occur. This is why I believe in making group experience of a voluntary nature, as commitment does seem to be very important if any growth is to occur.

Expectation is another therapeutic force at work. Each individual has certain expectations regarding how the other members of the group will feel and respond to him. Each member will also have certain expectations about the leader, as will the leader about the group members. Recognizing expectation to be a common force, the leader may wish to ask each member "what do you expect from the group?" Second, "What do you expect from yourself?"

Responsibility is another important force to be generated. There is the members responsibility to himself which must be considered. There should also be a feeling of responsibility to be involved in the group process. This means responsibility for sharing himself, giving feedback, etc. I have found that often the group itself will not trust the passive individual and will often exclude him. The leader should not run the show. Responsibility should be placed in the hands of the group members so that it becomes their group, with their goals, with the leader facilitating this process.

Acceptance is another important force. Rogers' refers to acceptance as unconditional positive regard. It is important throughout the group process, but is particularly important in the beginning stages of the group. Each member should
be accepted just because they are present as a human being and a group member.

The attractiveness of the group is another important force. In considering attractiveness such questions as, "is membership in this group attractive to the member?" and "what has drawn each of the members to the group and how does the leader help it be attractive to them?" should be considered. It is also a good idea for a group to be evaluated by its leader every week.

A sense of belonging is also important to nurture. It is important for each member to be helped to feel that he is an indespensible part of what is occurring around him. If individuals do not have a sense of belonging it will probably lead to loneliness, which will lead to withdrawal, which can easily lead to the internalizing of problems, which is the opposite of any group ideal. Thus, the group will function well only if most of the members have internalized a feeling of belonging to the group, which can be facilitated by the leader, an individual member, or the group situation itself. When a feeling of belonging is established it can help reduce the walls which many individuals build around others.

Security as concerns the members position in the group is also very important, because when an individual feels secure, he will be more likely to share of himself. Security will also make it easier for the individual to accept attacks and confrontation which is directed at him. It would also seem
to enable the individual to be more able to analyze, criticize and perhaps attack another group member.

In conclusion, I have found groups to be highly rewarding when successful, and therefore very important to the field of counseling. The group process adds a dimension of interaction which is not as readily available in a one to one relationship, and in many ways, is more like a microcosm of the world at large in which the individual who seeks professional help is experiencing difficulties. Therefore, while the group process is extremely complex, and while research in this field is badly needed, it is an area which should not be ignored.
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