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AN ANALYSIS OF A HUMAN RELATIONS LABORATORY
EXPERIENCE BY THE FOCAL CONFLICT
METHOD

by
Denis E. Quinlan

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

June

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Denis E. Quinlan

June 1970

CHAPTER I

A. Statement of the problem and Goals of the Research

The primary purpose of this research was to study a small group experience which is representative of one type of human relations laboratory. The particular human relations laboratory used in this study was the group-on-group or "fishbowl" situation consisting of two groups which alternately interacted, gave feedback, and observed each other. The purpose has been to develop some insight, based on such an analysis, regarding a) the nature of the interactional process characterizing each group, and b) the mutual influence, or relationship between, the two group processes in this group-on-group situation. For example, this study has attempted to develop hypotheses as to how, in a group-on-group situation, an interaction session is influenced when it follows immediately after the interaction session of the other group. Because of the order of the interaction sessions, for half the time Group B's interaction sessions followed immediately after Group A's; while for the other half of the time Group A's sessions followed immediately after Group B's. The groups met for a total of eight weekly sessions. The question was how the second interactional position

in a continuing "fishbowl" situation would influence the nature and resolution of the focal conflicts of the group.

This was a process type research as differentiated from an outcome type research. Further, this research was essentially exploratory and hypothesis-generating in nature, in that the selected research design was not such as to yield validating evidence based on statistical or mathematical measurement (Rychlak, 1968). This research attempts a systematic study of the interaction process of a group-on-group situation using the Whitaker-Lieberman Focal Conflict model for analyzing group interactions.

B. Review of the Literature

Dr. Thomas French (1952) of the University of Chicago first suggested the "focal conflict" as a means of conceptualizing the interplay between anxiety-provoking issues and covert needs and motivations in the functioning of small groups. Whitaker* and Lieberman (1964) extended and developed the approach originally inspired by French. This theoretical orientation together with the experience and insight gained from

* The names Whitaker and Stock which are referred to repeatedly in this section are one and the same person, Dorothy Stock Whitaker.

research at the Veterans Administration Research Hospital in Chicago and the Department of Psychiatry at the University of Chicago through the years 1955 to 1964 has been summarized in their book Psychotherapy Through the Group Process. Their work yielded the "focal conflict" model for the study of small group processes that is used in this research.

According to Whitaker and Lieberman one of the elements characteristic of the life of small groups is a conflict between attempts to fulfill a need or wish shared in common by the group members and a certain anxiety that this may arouse within the group. This need or wish is referred to as the "disturbing motive." The anxiety that it produces is called the "reactive motive." The group will characteristically struggle to resolve the conflict represented by the disturbing and reactive motives. This usually involves some sort of compromise between the two conflicting forces. When such a successful resolution is arrived at it is referred to as an enabling solution for the needs expressed in the disturbing motive are basically fulfilled and the fears which constitute the reactive motive are minimized. A focal conflict unit consists in the expression of a disturbing and reactive motive and the arrival at a solution. A particular focal conflict unit may extend over the period of many sessions and may be concurrent with others during that time.

Two general trends have emerged from the many attempts being made to conceptualize group processes. Some studies have emphasized the application of psychoanalytic theory to the group situation while other research has focused on concepts of group dynamics such as cohesion, role differentiation, confrontation and the like. Obviously an integration of these two approaches is needed in order to formulate a coherent theory of group processes and an effective method of studying what happens in small groups and understanding the reasons why. The focal conflict model embodies both approaches for while it identifies covert forces in the life of the group it also focuses on here-and-now aspects of the interaction between the group members.

Redl (1942) and Bion (1948) made early attempts to describe the social system of therapeutic groups by applying psychoanalytic concepts of individual behavior to the group situation. They ascribed meaning to events in terms of latent forces rather than manifest characteristics of behavior. Cecil Gibb (1947) provided research which gave rise to a series of hypotheses concerning the principles and traits of leadership in groups. The design of his study emphasized concepts of group dynamics without, at the same time, neglecting the importance of analytic approaches to the group process. Jerome D. Frank (1957) made a further contribution to the

integration of psychoanalytic theory and concepts of group dynamics in his study of the determinants of cohesiveness in groups, the ability of a group to function effectively as a unit in the performance of tasks or in meeting the needs of the members. More recently Whitaker and Lieberman (1969) have written of the continuing need to integrate the basic principles of psychoanalytic thinking with constructs of group dynamics.

For purposes of an orderly presentation of the current literature on small groups, a distinction should be made at this point between process research and outcome research. The former seeks to explain a process and draw hypotheses from it, while the latter is designed to assess effects through statistical and mathematical measurement. The present study is an example of process research.

A wealth of research featuring both outcome and process designs has resulted from studies of group sessions conducted by the National Training Laboratories. This "laboratory approach" is associated with the National Educational Association which held its first laboratory session at Bethel, Maine, in 1947. Since that time the National Training Laboratories, the name used since 1951, has conducted many training laboratories at Bethel and elsewhere. These

laboratory experiences are often given the general heading of a "T-Group" (T for training) or "sensitivity group." These names alone, however, do not always explain the nature of the group. Many laboratory experiences have little in common and must, therefore, be described in terms of their unique goals and design. A human relations laboratory geared toward increasing interpersonal skills is not a communications laboratory, nor is it the same as a laboratory designed to increase efficiency in the cooperative performing of tasks.

Dorothy Stock (1958) presented an outcome study reporting the changes in the self-percepts of 29 members of a training group in order to gain some further understanding into the factors which determine the impact of a T-Group experience upon the participants. Her design included administering a series of questionnaires in which the members were asked to rate themselves in terms of feelings and behaviors involving aggression, withdrawal, warmth, dependency and counterdependency. Comparisons were then made between self-percepts recorded before and after the group experience. It was found that the "most change" members were the ones most motivated to use the T-Group as an opportunity for resolving personal conflicts.

Another outcome study was presented by Heanne Watson

(1954) on the relationship between basic personality organization and social behavior. Using the framework of psychoanalytic theory she tested group participants on the basis of orientation to the world and orientation to the self. Assessments of personality type were made from projective tests and social behavior was assessed by trainers and other group members through the use of interaction rating questionnaires. The data from this study showed that relationship between personality type and social behavior can be demonstrated consistently and with reliability. Bennis and Peabody (1962) conducted research on the relationship between dependency and "personalness" in sociometric choice. It was demonstrated that these two orientations (toward authority and intimacy) exist as major issues in all groups and exert a major influence on subgroup formation, loyalties, and communication. Chapter III (Conclusions and Results) of this research will discuss how the authority issue was particularly relevant to the group in the present study.

Among those contributing to process research on small groups is Roy Whitman (1960) who collaborated with Lieberman and Stock in a study that demonstrated the relationship between focal conflicts on the individual and the group level. In an

earlier study Robert F. Bales (1950) formulated a series of hypotheses concerning change as a source of strain in social systems. These hypotheses were then applied to small groups and provided valuable insight into the sources of strain and conflict in groups attempting to adapt to and integrate the changes produced by the group situation itself.

Horwitz and Cartwright (1953) studied five T-Groups at the Bethel laboratory and were able to demonstrate a direct relationship between group productivity (the ability of a group to efficiently carry out the tasks assigned to it) and group cohesiveness. The publication of these findings stimulated many large corporations to send their management personnel to human relations laboratories.

In a study conducted by Warren Bennis (1956), the hypothesis was formulated and tested that groups move through two phases: a general concern with the authority problem (of which the trainer frequently becomes a symbol) and a general concern with the intimacy problem.

Lieberman (1958) studied the way in which members of different T-Groups described their groups and their roles. In spite of some considerable diversity, there was a tendency for everyone to describe himself as warm and work-oriented. This

suggested that there are certain stereotyped impressions about the characteristics of the "good group member" and that these stereotyped impressions influenced the way members saw themselves in the group situation. Chapter III (Results and Conclusions) of this paper will show how sections of the present study further substantiate these findings.

Jack R. Gibb (1960) conducted a series of related laboratory studies which investigated the effects of feedback on individual behavior and the group process. This study demonstrated that groups which received feedback differed from those which did not in that members felt more favorable toward the group, displayed a higher level of aspiration for their group, and expressed more negative feelings. He considered it likely that this increased freedom made the group a less frustrating experience and led to increased positive feelings. The present study which also involved groups giving feedback and receiving it from one another confirms his conclusions.

An examination of the Psychological Abstracts and the Dissertation Abstracts did not reveal any investigation similar to the design of the present study employing the focal conflict method of analysis so extensively.

CHAPTER II

A. Procedure

This research consists of a focal conflict analysis of a series of group interaction sessions for each of two groups functioning together in a group-on-group or "fishbowl" situation. In this group-on-group situation, each of the two groups (Group A and Group B) alternately interacted while being observed by the other. The groups functioned as part of Psychology 478, which is a graduate seminar-laboratory in the theory and methods of small group interactions, during the Fall Semester, 1969, at Loyola University, Chicago. The course registration had been limited to twenty students in order that two equal groups of ten each might be formed. A certain attrition of students over the first week of the course, and before the group sessions began, caused a slight numerical imbalance in the groups so that Group A had eight members and Group B had seven. The composition of the two groups was arranged otherwise in such a manner as to yield two similar groups on the basis of age, sex, and religious vocation. The names assigned in the summaries, group focal conflict analyses, and typescript copy of the interaction

sessions are fictitious in order that the confidentiality of those who participated in this group experience might be guaranteed.

There were eight weekly meetings each consisting of two interaction sessions of approximately 55 minutes followed by a feedback session of approximately 10 minutes. Group A interacted while Group B observed. At the end of this period, Group B initiated a feedback in which both groups participated. A ten minute break then followed. On reconvening for the second part of the first meeting, Group B interacted while Group A observed. At the end of this period Group A then initiated a feedback session in which both groups participated. A week later the same procedure was followed except that Group B was the first to have its interaction and Group A was the second. This procedure of alternating the first group to interact at any weekly session was used in order to equalize for the two groups any effects which may be related to the first or second position for interaction each week.

The Trainer for these two groups was a student doing his internship in Human Relations Laboratory training under the supervision of the course instructor. The instructor's assistant, who is a graduate student in psychology, and the author were also observers of the interaction sessions and occasionally

contributed to the feedback.

This procedure yielded 16 interaction sessions, eight for each of the two groups. These sessions were tape recorded and transcribed into typescript. Each session was then analyzed according to the Focal Conflict Method. This then produced two focal conflict analysis series: a series of eight for Group A, and a series of eight for Group B. Next, the focal conflict analysis series for each group was scrutinized for its significant characteristics in terms of processes involving

- a) disturbing motives
- b) reactive motives, and
- c) solutions.

These focal conflict analysis sequences viewed separately differentiated the overall experience, process-wise, of each of the two groups as a functional unit.

In studying how a group's being second in interactional position influenced its interaction process, the disturbing motives, reactive motives and solutions which evolved for the second group in each of the eight group laboratory sessions were compared with those of the first group.

Further, based on all of the above, some indications as to support or rejection of Proposition 13 of Whitaker and

Lieberman regarding small group processes have been made. Then, finally, a series of hypotheses for further research investigation have been formulated.

B. Summaries and Focal Conflict Analyses
of the Group Interaction Sessions

The following summaries are presented as a brief review of the more significant aspects of the group interaction at each given session. The assigned names of the person or persons who initiated or most strongly influenced this aspect of the group's interaction are underlined. The prevailing moods or themes in the groups are indicated throughout.

The summaries and analyses are coded as follows: 1-A-1 is the code for Group A's first interaction which took place in the first period of the first session. The code 1-B-2 is for Group B's first interaction which was during the second period of the first session. Likewise, 2-B-1 indicates Group B's second interaction which took place during the first period of the second session; etc.

In listing the group focal conflict analyses the disturbing motives have been placed in the column on the left side of the page while reactive motives have been placed in the center of the page beneath the focal conflicts to which they apply. Unless labeled as restrictive, the solutions offered are considered to be enabling solutions.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 1-A-1

DISTURBING MOTIVES

-Need to function as a group.

SOLUTION: -Acquiesce to one member's
leadership. (restrictive)

-Need for greater mutuality of
initiative.

SOLUTION: -Challenge member's leadership;
confront him with implications
of his behavior: need to lead.

-Need for mutual trust and
acceptance.

SOLUTIONS: -Explore together anxiety about
hostility and try to devise
ways of minimizing hurt in the
group.

-Try to anticipate future threats
about interacting and try to

REACTIVE MOTIVES

-Anxiety over assuming
initiative.

-Anxiety regarding the
implications of passivity.
-Anxiety about possible
dominance by single member.

-Anxiety over hurting or
being hurt as consequence
of hostility or criticism.

work through these anxieties.

(T, at this point, pushes the group; suggests they are intellectualizing; shows that his expectations of them are high.)

SUMMARY OF GROUP INTERACTION SESSION 1-A-1

Trainer - gives considerable structure. Took names and suggested the use of first names.

Bill (priest) - relates personal problem and experience at length. Says he is hurting because he feels he may have hurt another.

Group - dwells on Bill's problem.

Ron - brings attention to here and now. Points out Bill's need to take the initiative. Another member supports this interpretation.

Group - realizes Bill "took them off the hook." They become critical of Bill's assuming initiative. This generates anxiety about hostility and criticism. There is some discussion and working through of this.

T - pushes group, suggests they are intellectualizing, and in so doing he criticizes the group and reveals that his expectations of them are rather high at this point.

Sue - points out group members do not yet sufficiently trust

each other. She confronts Mark regarding how genuinely he cares about what goes on in the group.

T's genuine acceptance and permissiveness of the group member's behavior is challenged.

T - becomes defensive and says he did not see himself as being "that directive."

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 1-A-1

DISTURBING MOTIVES

-Need to please T.
-Need to defend themselves
against T's criticism.

REACTIVE MOTIVES

-Anxiety about T's rejection.

SOLUTIONS: -Question level of T's
acceptance and permissiveness.

-Put T on the defensive.

SUMMARY OF GROUP INTERACTION SESSION 1-B-2

Trainer - gives structure. Took names and suggested the use of first names.

Fred - suggests that group members get to know each other by talking about their background and interests in order

to avoid tension and conflicts of the previous group.

Steve - criticizes Pete (a priest) for wearing clerical garb which he regards as a facade; others agree. There follows a long discussion indicating some religious prejudice on his part. Wally confronts him on this point.

Wally - says he is reluctant to reveal anything important about himself because of a past negative group experience; expresses discomfort at the presence of observers.

Don - expresses anger at Steve for pressuring him into more active participation.

Pete - asks Fred if he will continue to be involved with the group even if there are strong expressions of feeling. Fred promises that he will.

Ray - asks T if he felt rejected by the group. T replies that he did and then confronts the group with remaining on a shallow level of interaction; Wally and Don support him.

Don - expresses considerable anger: at some in the other group, at Steve, at psychology students (some present) for having textbook approach to people.

T - ends the session by saying that this group situation is

different from real life because here you can say directly what you feel.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 1-B-2

DISTURBING MOTIVES

-Need to function as a group.

REACTIVE MOTIVES

-Fear that tension and conflict of previous group will be repeated here.

SOLUTION: -Engage in non-threatening conversation about background and interests. (restrictive)

-Need to succeed in competition with Group A and at graduate level.

-Anxiety over competing for acceptance.

SOLUTION: -Agree that everyone is valuable regardless of status.

-Need for everyone to relate in the group as equals.

-Anxiety that members may hide behind status symbols.

SOLUTION: -Agree to relate without special status.

-Anxiety related to
prejudice.

SOLUTIONS: -Exchange background information.

-Pressure members to define
themselves as persons.

-Need to feel secure in the
group situation.

-Anxiety over conflicts
between members.

-Fear that some members
may refuse to get involved.

SOLUTION: -Ask for commitments to remain
involved even if there are
strong expressions of feeling.

-Need to please T.

-Anxiety produced by T's
urgings to interact on a
more intimate level.

SOLUTION: -Agree with T's criticism.

-Need for genuine encounter
with strong expressions of
feelings.

-Anxiety generated by
expressions of strong
negative feelings.

SOLUTION: -Condemn defensive behavior
such as intellectualizing and
rationalizing.

SUMMARY OF GROUP INTERACTION SESSION 2-B-1

Fred - recalls that the last session ended on a note of hostility.

Ray - attempts to move group away from hostility to self-revelation by stating that his father has been mentally ill for many years but then denies that this is significant self-disclosure for him because he has gotten used to it.

Don - focuses on the here and now by expressing anger at observer who participated in feedback at the previous session; several others agree with his feelings. There follows a long dialogue in which Steve attempts to lecture Wally for holding back and not telling the group more about himself.

Wally - reacts angrily; accuses Steve of covert aggressive behavior and criticizes him for refusing to respond to hostile feelings openly. Don supports Wally; Ray sides with Steve.

Session ends on a note of hostility and exasperation as Don confronts Ray for not seeming to mean what he says.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 2-B-1

DISTURBING MOTIVES

-Need to resolve conflicts
between members of the group.

SOLUTIONS: -Talk about issues not directly
concerning the group. (restrictive)
-Express anger openly.

-Need for constructive
group experience.

SOLUTION: -Urge others to talk about
themselves. (restrictive)

-Need to feel secure within
the group.

SOLUTIONS: -Refuse to admit having
negative feelings. (restrictive)
-Discourage hostile and ambivalent
behavior.

REACTIVE MOTIVES

-Fear of increasing
hostility within the group.

-Anxiety over significant
self-disclosure.

-Anxiety over hostile and
ambivalent behavior by
some group members.

SUMMARY OF GROUP INTERACTION SESSION 2-A-2

Mark - begins the session by referring to competition between the two groups and states that the group which is more personal and hostile will be the winner. Chuck and Mike agree.

Ron - makes angry but vague accusations of ungenuine behavior on the part of some in both groups who are trying to make a good impression in the group. Others agree and criticize sensitivity stereotypes.

Jim and Albert - accuse Ron of initiating this discussion because of his own need to exercise initiative and also to cover up his anxiety by breaking the silence. Ron agrees that this may be true.

T - confronts the group with being overly cautious in refusing to work out the conflicts of the previous week's session. Bill replies that his problem of a week before was resolved. Jim insists that he no longer has any conflict with T.

(Period of tense silence)

Mark and Sue - strongly denounce Albert for relating to the group as counselor/observer rather than as participant. Albert weakly tries to defend himself.

- Chuck - states that the group is being very cautious and withdrawn. Albert agrees and attributes this to anxiety over hostile interaction in the other group.
- Sue - says that she is willing to take a risk and asks for personal feedback from the entire group. Mark and Mike express vague positive feelings. Jim says that he thinks she is looking for reassurance. Sue angrily defends herself.
- Mark - criticizes T for minimizing Sue's involvement in the group.

FOCAL CONFLICT ANALYSES OF GROUP INTERACTION SESSION 2-A-2

DISTURBING MOTIVES

- Need for group to establish its own identity.

REACTIVE MOTIVES

- Fear of having to copy the other group in order to compete successfully.

SOLUTION: -Disavow competition between the two groups.

- Need to initiate meaningful interaction.

- Anxiety over personal involvement.
- Angry reaction to sensitivity stereotypes.

SOLUTIONS: -Be silent. (restrictive)

-Condemn stereotype behavior.

-Need to please T.

-Anxiety generated by T's
critical remarks.

SOLUTION: -Deny any conflict with T.

-Need to exercise initiative
in the group.

-Fear of having to engage
in significant self-
disclosure.

SOLUTIONAL CONFLICT:

-Request personal feedback
from others in the group.
(versus)

-Refusal to cooperate.

SUMMARY OF GROUP INTERACTION SESSION 3-A-1

T - begins by asking the group if it is being overly cautious. Jim agrees that it is but considers this to be a genuine sharing of feeling (fear) and therefore valuable. Mary strongly disagrees with Jim and says she feels angry and frustrated.

T - then focuses on the present moment and gently chides the group for "playing it safe" by continuing the

cautious behavior of the previous session. Others reply by admitting feelings of fear, anger, and frustration.

Albert - says that a group lacks a feeling of togetherness. Sue agrees and adds that the group is regressing due to lack of trust. Jim disagrees and insists that progress is being made because group members can talk about their fears; criticizes Sue for blaming the group.

Ron - says he is afraid he has inhibited the group by condemning sensitivity stereotypes in the previous session; sympathizes with Sue's anger and frustration.

Mark - leads others in angry criticism of Albert for remaining aloof from the group and assuming therapist role.

Sue - begins angry dialogue with Jim for "cutting her off" in the previous session.

Chuck - calls attention to the uniqueness of this group situation, "we are all expected to get gutsy." T then confronts group with talking about sharing feelings but not actually doing so.

Sue and Mark - lead others in again criticizing Albert for not being part of the group. Session ends on note of hostility.

FOCAL CONFLICT ANALYSIS OF INTERACTION SESSION 3-A-1

DISTURBING MOTIVES

-Need to have meaningful group experience.

SOLUTION: -Be silent and regard this as meaningful. (restrictive)

-Need to experience progress.

SOLUTIONS: -Blame others for being defensive. (restrictive)
-Engage in some expressions of sympathy and trust.

-Need to relate securely as equals in the group.

SOLUTION: -Discourage critical statements and special role for any member.

REACTIVE MOTIVES

-Fear over consequences of personal involvement.

-Anxiety and frustration over slow progress.

-Fear that others will be judgemental.

-Anxiety over critical statements of T.

-Anxiety over deviant member.

SUMMARY OF GROUP INTERACTION SESSION 3-B-2

Don, Pete and Fred - describe thoughts and feelings experienced just prior to the start of the session concerning their problems in interpersonal relating and talk of need to rid themselves of inhibiting defense mechanisms.

Fred - expresses pessimism regarding his ability to change significantly within the course of the eight weekly sessions.

Steve - encourages Fred to make positive use of the group experience.

T - urges greater self-acceptance, empathizes with feelings of helplessness, and urges members not to be discouraged by the time limit on group sessions. There follows a long discussion in which Pete admits his difficulties in expressing deep feelings; says he was inhibited by his priestly training and clergy associates. Jean, Wally and Don sympathize and give support.

Don (a priest) - talks about difficulties in being honest in the church; fears alienation from religious community.

Wally - states that the ultimate challenge is in relating to a husband or a wife. Jean agrees and both praise understanding, companionship and support as benefits of

marriage.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 3-B-2

DISTURBING MOTIVES

-Need to relate without
inhibiting effect of defense
mechanisms.

SOLUTION: -Support one another in
discarding defense mechanisms.

-Need to benefit from present
group experience.

SOLUTION: -Encourage one another to
make best use of present
group experience.

-Need to free oneself from
learned restrictions and
express feelings openly.

SOLUTION: -Agree that it is good to
share feelings openly.

REACTIVE MOTIVES

-Fear of setting aside
accostumed defenses.
-Fear that past failures
in relating will recur
in present group situation.

-Anxiety over time limit
put on group sessions.

-Fear of rejection by
associates.

-Need to be honest with
associates.

-Fear of alienation.

SOLUTIONS: -Compensate for alienation by
intimate relationships.
-Seek support from spouse.

SUMMARY OF GROUP INTERACTION SESSION 4-B-1

Steve (middle aged) - criticizes young people for being more
concerned with their own wants than what is good for
society in general. Fred disagrees.

T - focuses on here and now by criticizing previous
discussion as being theoretical and impersonal.

Pete - confronts Steve with walling himself off from warm and
personal interaction with the group. Steve expresses
some dissatisfaction with himself.

Don - warmly congratulates Fred for earlier disavowal of
role-playing and for his emotional request for
incorporation into the group. At the same time he
criticizes Pete for playing clergyman role. Pete
in turn, criticizes Don for lack of personal
involvement in the group.

T - thanks Ray for mentioning his relationship with his

parents as a model for warm and understanding relationships.

Wally - calls attention to new atmosphere of honesty and positive regard emerging in the group.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 4-B-1

DISTURBING MOTIVES

-Need to work through conflicts associated with differences in age and values.

REACTIVE MOTIVES

-Fear of detracting from group experience by theoretical and impersonal discussion.

SOLUTIONS: -Condemn theoretical discussion as inappropriate to present group situation.

-Agree to relate as persons and prescind from age differences.

-Need for all members to be included in total group experience.

-Anxiety over difficult communication.

-Anxiety over role playing.

SOLUTIONS: -Disapprove of aloof behavior.

-Support and encourage warm and personal interaction.

SUMMARY OF GROUP INTERACTION SESSION 4-A-2

- Chuck - reveals feeling of competition with the other group and senses that somehow the present group is losing.
- Mark - congratulates the other group. He then expresses concern over his inability to recognize and accept his limitations.
- Jim - expresses concern that he may be manipulative with groups and with individuals.
- Mike - says that he is worried that he might be phony in his interaction with the group.
- Ron - asks Albert if like Mark he is worried about being super-adjusted and indicates that if he isn't he ought to be.
- Mark - again expresses apprehension over his lack of appropriate emotional response during the illness of his infant son. T expresses warm feelings for Mark while others in the group try to reassure him that he has no problem in sharing feelings.
- Ron - confronts the group with missing the point by failing to respond to Mark's fears.
- Bill - empathizes with Mark and regrets his own inability to cry at his mother's funeral.

(period of silence)

- T - asks Jim to explain his earlier statement about manipulating people. Jim says that he is afraid that because of this habit his relationships may lack honesty and genuineness.
- Others - analyze and interpret Jim's statement. T comments that the discussion has become too intellectual. Jim says he feels hurt and rejected by T's comment. Ron and Albert support T.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 4-A-2

DISTURBING MOTIVES

-Need to compete successfully with the other group.

SOLUTION: -Attempt to imitate the other group's interaction.

-Need for satisfactory self-image.

SOLUTION: -Reveal and disavow inhibiting defense mechanisms.

-Need to share feelings openly.

REACTIVE MOTIVES

-Fear of losing in the competition.

-Anxiety over discovery of inhibiting defenses.

-Anxiety over inability to share feelings at

appropriate times.

SOLUTIONS: -Reassure troubled members that
they have no real problem.

(restrictive)

-Empathize with their fears.

-Need to control others.

-Fear of being manipulative
and dishonest.

SOLUTIONS: -Analyze need to manipulate.

(restrictive)

-Agree that manipulative behavior
is normal. (restrictive)

-Admit and disavow manipulative
behavior.

SUMMARY OF GROUP INTERACTION SESSION 5-A-1

(Session begins with period of tense silence)

Sue - expresses great discomfort over periods of silence.

T - raises the question as to why there are silences in the
group. Mark responds that it is because they are
expected to say something personal all the time.
After another silence Sue states that she feels
threatened by possible judgemental response to whatever

she might say. Mark, Jim and Bill express confidence, on the basis of their experience, that the group would be understanding and accepting.

Sue - then begins long and angry attack on Jim for cutting her off in a former session and says that she couldn't trust him or get close to him because he admittedly manipulates people to have things his own way; asks if he is comfortable doing this.

Jim - replies that he is uncomfortable because what he does may be dishonest. Other's seek to analyze and interpret Jim's manipulative behavior.

T - focuses on the present moment by asking Sue how she feels Jim is responding to her right now. Sue replies that he seems to be defensive and asks him to give her feedback on how he feels about her. He replies that he regards her as a manipulative woman.

Jim - then expresses discomfort over unending conflict with Sue and asks group to help them move on to something else. Mark suggests that the issue could be resolved by Jim apologizing for hurting Sue. Jim insists that no apology is due and says that he feels better toward Sue for having expressed his feelings.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 5-A-1

DISTURBING MOTIVES

-Need to assert oneself in the group.

SOLUTIONS: -Be silent. (restrictive)

-Urge others to be assertive.

(restrictive)

-Talk about anxieties.

-Need to be spared periods of tense silence.

SOLUTIONS: -Regard silence as valuable.

(restrictive)

-Call attention to examples of acceptance and support within the group.

-Need to exercise control in the group situation.

-Fear that manipulating others may be dishonest and phony.

SOLUTION: -Disapprove of manipulative

behavior in self and in others.

-Need to resolve conflicts within the group.

-Anxiety over continuing hostility between two

members.

SOLUTIONAL CONFLICT:

-Apologize for hurting or
offensive statements.

(versus)

-Refusal to admit that any
apology is due.

SUMMARY OF GROUP INTERACTION SESSION 5-B-2

- Jean - calls attention to the fact that she is the only woman in the group and says that she wants to relate with the men independently of sexual differences but fears that they may not understand how she feels.
- Don - refers to the conflict between aggressive female and passive male members of the other group. This leads to discussion and disapproval of preconceived expectations of what is typical male or female behavior; i.e., assigned roles.
- T - suggests that Jean may be asking for special treatment from the group because she is the only woman. She denies this but says that she does feel better now that the air has been cleared concerning sexual differences

in the group.

Wally - expresses anxiety over the possibility of loss or separation from his wife upon whom he has become very dependent. Fred supports Wally and says that he has the same fear. Jean comments that marriage has been a growth experience for her resulting in greater independence.

Steve - lectures on need to be independent and not to be shattered by death of spouse.

Don (a priest) - says that the important point in the discussion is not fear of death but rather love; thanks others for open discussion of their marriages. There follows a discussion of celibacy and the loneliness associated with it; all agree that it is a problem.

Wally - mentions jealousy and over-dependence as painful aspects of marriage. Fred agrees. Steve tries but fails to be consoling; says not just one but many women could make a good wife. Wally thanks him but disagrees.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 5-B-2

DISTURBING MOTIVES

-Need to be able to prescind
from sexual differences in the
group situation.

REACTIVE MOTIVES

-Fear that male members in
the group may not under-
stand woman's feelings.

SOLUTIONS: -Disavow separate male/female
roles when preconceived.

-Work through problem by open
and frank discussion in the group.

-Need for total security in
relationships with significant
others.

-Anxiety over possible
separation from significant
others.

SOLUTIONS: -Resolve to be less dependent.

-Support one another in accepting
risks inherent in loving
relationships.

SUMMARY OF GROUP INTERACTION SESSION 6-B-1

Fred - expresses need to establish freer communication in order
to resolve difficulties in relating to older people;
says he finds it hard to relate to his father person-to-
person.

- Steve (older member) - denies validity of generation gap and praises his relationships with his own children as examples of concern and honesty; discusses trials of family life especially sickness.
- Jean - says it is especially hard for her to become independent of her possessive mother who is ill and who is always offering unwanted presents.
- Ray - says he is the youngest and his mother doesn't want him to go either.
- Pete (a priest) - relates that it took nine years for him to build up a free and independent relationship with his mother.
- Don (a priest) - begins long and painful discussions of his problems and frustrations trying to communicate with his religious superior and expresses fear of growing alienation from his religious community.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 6-B-1

DISTURBING MOTIVES

-Need to establish freer relationship with authorities.

REACTIVE MOTIVES

-Anxiety generated by frustrations in relating with difficult authorities.

SOLUTION: -Seek advice from older member

of the group.

-Need for constructive
relationship with authority
figures.

-Anxiety over difficulties
in relating with superiors.
-Fear of alienation from
community.

SOLUTION: -Ask for support and understanding
from the present group.

SUMMARY OF GROUP INTERACTION SESSION 6-A-2

(After several minutes of tense silence, Bill asks Sue
if being the only woman in the group has made her
uncomfortable.)

Sue - replies in the negative and then goes on to criticize
the group for its passivity and refusal to cooperate
with her request for feedback.

Chuck - says he is aware of reacting differently to Sue because
she is a woman. He then confronts her with be
provocative in her continuing demand for feedback and
also for her seductive manner of dressing.

Sue - doesn't react to this confrontation but returns to a
discussion of the silences; says that she would be more
comfortable in silence with a group of women.

Mike - suggests that the silences may be a passive-aggressive response directed against Sue by the men in the group.

Mark - weakly confronts Sue with being aggressive during this session but hastens to explain that he doesn't mean to be derogatory.

Again Sue does not react directly to this confrontation but admits to having a negative self-image.

Sue - makes a renewed request for feedback from Jim; she suggests that he may have some strong negative feelings toward her and wants him to say so.

Jim - accuses her of being a manipulating woman (again) and refuses to say more.

Ron - remarks that Sue's insistence on feedback is appropriate to the group situation after all and everyone should be willing to give and receive it. Bill agrees and blames the whole group with failing to provide feedback.

Sue - makes one final request for a feeling response from Jim but he denies that he has any to give.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 6-A-2

DISTURBING MOTIVES

-Need to deal with female aggression in the group.

REACTIVE MOTIVES

-Anxiety over domineering and aggressive behavior of lone female member in the group.

SOLUTIONS: -Oppose her by being silent.

(restrictive)

-Disapprove of her attempts to dominate the group.

-Need for constructive group interaction.

-Anxiety over prolonged antagonism.

-Anxiety over inability to use feedback effectively.

SOLUTIONS: -None at this time.

SUMMARY OF GROUP INTERACTION SESSION 7-A-1

T - announces time for the start of the session and
Several members - remark that now it will be harder to talk to each other. Mike says that they can rely on Mark to get things moving as soon as he comes.

- T - remarks that the conflict between Jim and Sue from the previous session has remained unresolved. Mike, Ron and Jim express frustration at this.
- Sue - says she is satisfied because everything was worked out between her and Jim after the last session; says she is reluctant to irritate the others by further discussion.
- Albert - criticizes the group lack of trust. Sue and Mark agree. Bill asks if this is true of all such groups. Chuck says that from his experience it is.
- Sue - praises the other group for being more natural; criticizes present group. Chuck, Mark and Ron apologize for cutting her off at the last session.
- Sue - asks Jim why he accused her of seducing him at the last session. He nervously replies that it was because she was trying to be the center of attention in the group. Bill, Mark and Ron disagree with Jim.
- Mike - says it is impossible to compare the two groups. Jim and Mark agree and react against comparisons with the other group.
- Albert - remarks (with some embarrassment) that Sue is wearing slacks instead of a dress. Mark says that the men can wear skirts and she can wear the pants.

Mark - ends the session by expressing gratitude that this group experience has helped him realize his deficiencies in interpersonal relating.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 7-A-1

DISTURBING MOTIVES

-Need for productive dialogue
in the group.

SOLUTIONS: -Be silent. (restrictive)

-Rely on others to lead
dialogue. (restrictive)

-Need to resolve continuing
conflict between two members.

SOLUTION: -Assert that the conflict was
already resolved outside the
group.

-Need to be satisfied with the
group experience.

REACTIVE MOTIVES

-Anxiety over consequences
of initiating dialogue.

-Fear that it cannot be
resolved and frustration
over failure of past
attempts.

-Anxiety over lack of trust
within the group.

-Anxiety generated by
unfavorable comparison

with the other group.

SOLUTIONS: -Praise other group and criticize
present group. (restrictive)

-Regard the two groups as different
and refuse to compare them.

-Regard the present group experience
as valuable in some respects.

-Need to resolve male-female
conflicts within the group.

-Anxiety over aggressive
behavior by female member
of the group.

-Fear of being controlled
or seduced by her.

SOLUTION: -Condemn aggressive and
seductive behavior.

SUMMARY OF GROUP INTERACTION SESSION 7-B-2

Fred - expresses feelings of depression because the sessions
are about to terminate.

Several members - praise Fred for significant self-disclosure in
a previous session that paved the way for more personal
interaction in the group.

Wally - praises Steve for warm and intimate discussion about his

family in the previous session and apologizes for not responding at the time.

Don - expresses regret that T was left out of the group interaction. Fred and Jean agree. T responds by beginning to talk about himself; says that he is a cleric; admits that he would have preferred to participate as an active member of the group.

Wally, Steve, Jean and Ray - give T their impressions of him for which he thanks them.

Ray - states that he would like to stress the positive aspects of the group experience and comments on how difficult it is for people to accept praise.

Fred - thanks Ray for being warm and supportive; he squirms, tries to focus the attention back on Fred and several members comment on this.

Session ends with Ray expressing new and more positive self-image.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 7-B-2

DISTURBING MOTIVES

-Need to continue meaningful group interaction.

SOLUTION: -Review progress of group and praise those who have contributed to it.

-Need to please T.

SOLUTION: -Invite T to relate as group member.

-Need to give deserved positive regard.

SOLUTIONS: -Disapprove of attempts to avoid praise.

-Admit personal growth in self and others as a result of the group experience.

REACTIVE MOTIVES

-Anxiety over impending termination of group sessions.

-Anxiety over having excluded him from the group.

-Anxiety over accepting praise.

SUMMARY OF GROUP INTERACTION SESSION 8-B-1

(Session opens on a relaxed note. Steve recites a religious quote praising fellowship. Fred refers to term paper that is due. Ray talks about tense experience at school and says that he has used the group as a cathartic.)

Fred - focuses on the here and now by remarking that the group is terminating today and expresses hope that everyone will remain involved right up to the end of the session.

Pete - sets the mood for positive regard by warm statement of his need for people and thanks the group for responding to his needs.

There follows a long discussion, initiated by Steve, sympathizing with the difficulties that the priests in the group are having because of celibacy. Several members of the group share some anxiety over whether their own choice of vocation was the right one for them.

Ray and Fred - interrupt this discussion saying that the session is ending and some members may still have some important things that they want to say.

Wally - leads several members in praising the group experience

for having given them a rare opportunity to say what they really think.

There follows a long discussion on the value of introspection versus interpersonal feedback.

(Session ends as several members express mixed feelings of happiness and unhappiness over their use of the group experience and express their hope for having similar experiences in the future.)

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 8-B-1

DISTURBING MOTIVES

-Need to share outside concerns with the present group.

REACTIVE MOTIVES

-Anxiety that some may not have the chance to share more serious concerns.

SOLUTIONS: -Agree to remain seriously involved for the entire session.

-Respond positively to expressed needs of individual members.

-Need to air differences on confusing issue of celibacy.

-Fear of misunderstanding the values of others.

-Anxiety over helplessness.

SOLUTION: -Be sympathetic and supportive.

-Need for security in one's life
situation.

-Anxiety over uncertainties
associated with making a
vocational choice.

SOLUTION: -Agree that flexibility is a
good thing.

-Need for others in order to
experience growthful
interaction.

-Fear of over-dependence.
-Anxiety over impending
termination of the group
experience.

SOLUTIONS: -Praise introspection as also
being conducive to growth.
-Resolve to continue attempts
at interpersonal growth.

SUMMARY OF GROUP INTERACTION SESSION 8-A-2

Albert - expresses regret that T was not accepted into the group
and initiates a long discussion concerning T's role.
T expresses regret himself that he did not model
behavior for the group by being a more active
participant; agrees to do so for the remainder of the
session.

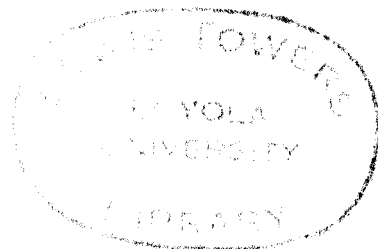
Jim - admits anxiety over the ambiguity of T's participant/observer role. Mike and Mark agree. Bill criticizes T for not breaking the tense silences.

T - then focuses on Sue who is obviously tense and distraught. She nervously apologizes for her aggressive behavior in previous sessions; wishes Jim had been more helpful in breaking tense silences.

Mark and Mike - express pain over their failure to be more understanding of people and join Chuck in regretting missed opportunities for growthful interaction during the group sessions.

T - invites Sue to tell the group what is bothering her if the time remaining is sufficient. She begins to cry and talks about her college student brother who has been unjustly arrested and jailed. Group is very supportive and compassionate.

Mike and T - encourage Ron who is remorseful over failure to benefit more from the group experience. Session ends on a note of warmth and optimism.



FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 8-A-2

DISTURBING MOTIVES

-Need for constructive relationship with T.

REACTIVE MOTIVES

-Anxiety over failure to accept T into the group.
-Anxiety generated by ambiguity of T's role.

SOLUTIONS: -Criticize T for failing to define his role.

-Invite T to interact with the group for the remainder of the session.

-Need to be helpful to troubled member. (Sue)

-Anxiety over short time remaining.

SOLUTION: -Give Sue the option of revealing or not revealing what is troubling her.

-Need to end session in a positive manner.

-Anxiety generated by feelings of guilt and remorse for not deriving greater benefit from the group experience.

SOLUTION: -Focus on positive aspects of the
group experience and be mutually
supportive and encouraging.

CHAPTER III

A. Discussion of Findings

Characteristics of the Interactional Processes for Group A.

The interactional processes of disturbing motives and reactive motives which characterized the interaction of Group A revealed a series of attempts, not entirely successful, to achieve group cohesiveness. Cohesiveness is used here in the sense defined by Frank:

A cohesive group with proper standards protects and enhances the self-esteem of its members, fortifies their ability to consolidate and maintain beneficial changes in behavior or attitudes, helps them to resolve conflicts, and facilitates constructive release of feelings. (1)

The difficulties of Group A in resolving conflicts, an essential element of group cohesiveness, is illustrated by the fact that the disturbing motive, a need to experience meaningful group interaction, reappeared consistently with slight variation throughout most of the eight interaction sessions. It was not until the seventh session that an enabling solution to the conflict between this need and the anxieties that appeared as

- (1) J.D. Frank, "Some Determinants, Manifestations, and Effects of Cohesiveness in Therapy Groups," International Journal of Group Psychotherapy, 7 (1957), 60-61.

reactive motives to block its fulfillment was finally reached. A further illustration of Group A's inability to resolve conflicts centered around a recurring conflict between two members. The group's need to resolve this conflict appeared as a disturbing motive in the fifth, sixth, and seventh interaction sessions. The statement that the conflict had indeed been resolved, but outside the group interaction sessions, was finally offered as a restrictive solution. A still further example of Group A's difficulty in achieving cohesiveness was its inability to enhance, significantly, the self-esteem of its members. Scrutiny of the reactive motives of each of the eight interaction sessions revealed anxieties associated with chronic negative self-images and a persistent fear of engaging in significant self-disclosure. The existence of these reactive fears and the failure to alleviate them by enhancing the self-esteem of its members inhibited attempts within Group A to exercise initiative and engage in significant interaction throughout the course of the eight interaction sessions.

All of this is not to say, however, that Group A's interactional experience was without growth or movement or that its failure to achieve cohesiveness was total. Enabling solutions arrived at in the third, fourth, fifth, seventh, and

eight interaction sessions showed a definite progression from restrictive solutions to more enabling ones. Group A's ability to successfully resolve certain focal conflicts (e.g., competition with the other group and the ambivalent role of T) did improve, although certain others were left unresolved; an example of this being the conflict between Sue and Jim which persisted throughout the eight interaction sessions despite the efforts of the group to resolve it. Moreover, the enabling solutions arrived at during the above-mentioned interactions were such as to facilitate a constructive release of feelings and bring about understanding and supportive behavior within the group.

Characteristics of the Interactional Processes for Group B.

The interactional processes in terms of disturbing motives, reactive motives, and solutions which characterized Group B's interaction sessions showed considerable progression and movement throughout the eight sessions. The disturbing motives of the first two sessions reflected a need to achieve group cohesiveness, that is, a need to feel sufficiently free and secure in the group situation that personal feelings could be aired and problems solved. By the third session, the desire for intimacy in interpersonal relating and the wish to be freed of inhibiting defense mechanisms appeared as disturbing motives. An examination

of the disturbing motives in the fourth through eighth sessions showed a considerable ability to express very personal needs and wishes before the group. A few examples of these were a need for greater security in intimate relationships, need to resolve painful conflicts with authority figures, and a wish to express warm positive regard to disturbing members of the group.

A scrutiny of the reactive motives which appeared in Group B's interaction sessions revealed great willingness by the members of this group to air anxieties and attempt to work through them together. Here, too, growth and progression were characteristic of the life of this group for the same fears and anxieties rarely appeared again once they had been aired and attempts had been made to resolve them. Anxiety over competing with others in the group, fear of conflict and hostility, and a reactive fear over how to use the group experience constructively were themes which appeared in the reactive motives of the first three sessions. The reactive motives from the fourth session all the way through the eighth, on the other hand, showed a movement toward sharing reactive fears of an increasingly personal nature in the lives of the group members. These in turn became matter for concern and interaction within the group situation itself. By way of illustration, some of the anxieties which

appeared as reactive motives in the fourth through eighth sessions centered around fears of loss or separation from the most significant person in one's life, anxiety over inability to relate constructively with authority figures, and the fear of loneliness.

From the standpoint of the solutions, or attempts to resolve the focal conflicts, which were part of the interaction in Group B, by far the greater number were enabling as opposed to disabling or restrictive solutions. In fact, the ability to arrive at enabling solutions with a certain ease and effectiveness was characteristic of Group B's interaction. A scrutiny of the attempts that were made by Group B to resolve focal conflicts showed that frank confrontation, supportive dialogue, and an open sharing of feelings were frequently chosen by the group as enabling solutions to its conflicts. Examples of this can be seen in Wally's confrontation of Steve in the second session, the support given to Fred in the fourth session for his emotional request for incorporation into the group, and the warm expressions of positive regard given to Ray in the seventh session.

Comparison of the Interactional Processes Characterizing Group A and Group B.

Comparisons of the interactional processes characterizing

Group A and Group B revealed a number of significant differences between the two groups. From the standpoint of disturbing motives, Group B showed considerably more movement and progression than Group A. The need to function constructively as a group appeared, in one variation or another, throughout most of the eight sessions of Group A's interaction. The continuing reappearance of this need indicated the difficulties which this group faced in attempting to resolve the conflict between the disturbing impulse and the reactive fears which blocked its fulfillment. In Group B, however, the need to function constructively as a group had been adequately met so that it did not reappear as a disturbing motive in subsequent interaction sessions. Greater movement on the part of Group B from one anxiety-provoking issue to another can also be seen in the reactive motives which distinguished the interaction of Group B from that which was characteristic of Group A.

Another difference between Group A and Group B, which can be seen by a scrutiny of the disturbing and reactive motives characterizing the two groups' interaction, is that the members of Group B were more able to bring highly personal needs and anxieties from their private lives before the group for support, discussion, and enlightenment. Illustrations of this can be seen

in Fred's need to abandon behavior patterns which distanced him from people and his warm request for acceptance by the group in the fourth interaction session. A further example which occurred in the fifth interaction session was Wally's anxiety over loss or separation from his wife upon whom he admitted greatly depending.

A scrutiny of the solutions offered to the focal conflicts which characterized the interaction of the two groups showed a greater proportion of enabling to restrictive or disabling solutions on the part of Group B than on the part of Group A. That is to say that the incidence of restrictive solutions was higher in Group A's interaction than in Group B's. Group B then was more successful than Group A in resolving focal conflicts between disturbing impulses and reactive fears.

A partial explanation for the differences in the interactions of Group A and Group B is to be attributed to the differences in the personalities of the members of the two groups. A particular difference existed in the personalities of the two women who were the lone female members in each group. Sue, in Group A, was characteristically aggressive, hostile, and manipulative. Jean, in Group B, on the other hand, was consistently gentle and made no attempt to dominate her group. Another difference is that Group B experienced fewer clashes

between individual members than did Group A and was better able to resolve those which did occur.

Discussion of the Relationship Between Group A and Group B.

An examination of the disturbing motives, reactive motives, and solutions, the interactional processes that characterized the two groups, showed that interactional position was a factor that influenced the nature of the interaction itself. An example of this can be seen from the fact that the need to compete successfully, and a related anxiety over possible failure in competitive situations, appeared as disturbing and reactive motives in both Group A and Group B, but only when they occupied the second interactional position. This would lead to the hypothesis that in a group-on-group situation, the observing group tends to compare itself with the group being observed and that this influences the processes of its own interaction session.

A further example of the influence exerted through interactional position can be seen in a study of the anxieties which appeared as reactive motives in the two groups. Of the eight interaction sessions, the seventh was the only one in which relationship could not be seen between certain of the reactive motives of the group in the first interactional position and those in the second interactional position. In other words,

there was a strong tendency for the anxieties of the first group on a particular day to be taken up and become part of the anxieties of the interaction characterizing the group that followed.

A study of restrictive solutions as distinguished from enabling solutions showed that most of the former, almost twice as many, were found when the respective groups occupied the first interactional position than when they were in the second position. In other words, there was an observed relationship between being in the first interactional position and a lessening of the group's ability to arrive at enabling solutions. Being in the second interactional position, on the other hand, was a factor that enhanced the ability of both groups to arrive at enabling solutions.

A restrictive solution is one that is directed primarily to alleviating fears even at the expense of satisfying or expressing the disturbing motive. Since, in the present study, the majority of such solutions occurred in the first interactional position, we can hypothesize that either the anxieties of the group are more intense in the first position than they are in the second, or that the group's resources for alleviating anxieties are less developed in the first than they would be in the second

interactional position. Support for this hypothesis can be gathered from the fact that, according to the design of the present study, the only significant factor distinguishing the experience of the group in the first interactional position from that in the second position was the differing intervals of time between interaction sessions. The group in the first position began its interaction after the significant time lapse of one week since its last interaction. This time lapse seems to have resulted in a certain inertia that resisted the natural movement of the group toward the alleviation of anxieties and the arrival at enabling solutions to focal conflicts. The group in the second interactional position, however, by observing the first group and giving it feedback had already begun to interact even before the start of its own interaction session and was able to begin that session after an interval of only ten minutes. The shortness of this time lapse allowed the second group to begin its interaction session free of the inertia which burdened the first group thus enhancing its ability to arrive at enabling solutions to focal conflicts. Consequently, interactional position is seen from this study as being a determining factor in the interactional processes of groups in a group-on-group situation.

Some Indications as to Support or Rejection of Proposition 13
of Whitaker and Lieberman Regarding Small Group Processes.

Proposition 13 of Whitaker and Lieberman reads as follows:

The equilibrium of group forces at the close of a session heavily influences the events of the next session.

(1) If the equilibrium at the close of a session is marked by emphasis on the disturbing motive, the patients are likely to mobilize defenses against the disturbing impulse during the interval. The beginning of the next session will be marked by the establishment of more restrictive solutions and/or greater emphasis on reactive fears.

(2) If the equilibrium at the close of a session is marked by emphasis on the reactive motive, the patients are likely to mobilize defenses against their fears during the interval. The next session will be marked by a reduced anxiety level and the establishment of solutions which cope successfully with reactive fears. (1)

This proposition pertains to the question of continuity between group sessions and makes suggestions as to the nature of the carry-over from one group session to the next. The design of the present study in which complete focal conflict analyses were worked out for two separate groups meeting over an eight-week period offered an excellent opportunity to explore this proposition. In order to do so, a close scrutiny was made of the

- (1) Dorothy Stock Whitaker and Morton A. Lieberman, Psychotherapy Through the Group Process (New York: Atherton Press, 1964), p. 91.

disturbing motives, reactive motives, and the types of solutions offered, i.e., enabling versus restrictive, throughout the eight interaction sessions of both Group A and Group B. Then a comparison was made between the focal conflict units which ended each group's interaction and those at the beginning of the next session to determine in each case whether the emphasis remained on the disturbing impulse or reactive fear, as the case may have been, or whether it shifted after the interval of one week. Finally, the solutions of each interaction session were scrutinized to determine what influence, if any, the reactive motives at the close of the previous session may have had upon them.

The present study showed individual instances in which the interactional processes lent support to the first part of Proposition 13 but they did not support it consistently throughout the eight interaction sessions. The second part of Proposition 13, however, is supported consistently throughout the present study. For Group A, the emphasis at the conclusion of the first six sessions remained on the disturbing impulses which were consistently blocked by reactive fears. The solutions in each succeeding session were characteristically restrictive rather than enabling. It was not until the seventh session that this

trend was broken. The equilibrium at the close of that session was marked by an emphasis on the reactive motive and the following session was characterized by enabling solutions. The interactional processes of Group B were even more explicit in the support lent to Proposition 13. The third through the seventh interaction sessions closed with an emphasis on reactive fears. The succeeding sessions, in accordance with part two of Proposition 13, were marked by reduced anxiety levels and the establishment of enabling solutions which permitted the group to cope successfully with reactive fears.

B. Conclusions

Based on the present study the following hypotheses have been formulated for further research investigation:

- 1) In a group-on-group situation, each group tends to make comparative evaluations of itself with reference to the other, or observed group.
- 2) These comparative evaluations influence each group's interactional process.
- 3) In a group-on-group situation, the first interactional position is characterized by a greater incidence of restrictive solutions than is the second position.
- 4) In a continuing series of single group interaction sessions, there is a positive relationship between the time interval between interaction sessions and the incidence of restrictive solutions.
- 5) The group-on-group laboratory situation is more effective in promoting the resolution of focal conflicts through the development of enabling solutions because the members are exposed to both an "actual" as well as a "vicarious learning experience."

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Appendix

**The complete transcript of the fifth interaction
session of both Group A and Group B**

Group-on-Group Human Relations Laboratory Series (5-A-1)

Group A: 5th Interaction, 1st Period, November 17, 1969

The opening remarks were difficult to understand.

Sue A cloud is still hanging over us.
I think he's coming (referring to Mark). I saw
him earlier this morning.

(Pause and then expressions of relief at Mark's
arrival.)

Mark . . . just in time. I found a beautiful place to
park.

Chuck Well, it looks like everybody's here now. We won't
have anything to . . . (slightly nervous laughter)

(pause of several minutes)

Sue I don't know if anybody else feels like this but
for me it's very painful, this silence. Maybe
others are not experiencing it as such but I feel
very uncomfortable.

Mark I'm glad I was late. I missed the twenty or thirty
seconds of it before.

Mike You can always read something into silence. We
talked about this before. In some cases, you can
be silent and be comfortable but in here this is
supposed to be such a dynamic type thing that
silence . . . you said it makes you feel bad. It
makes me feel bad too, but I think maybe we read
more into it than is actually there.

Albert I was thinking that this group . . . if we met a
couple of times in the cafeteria, it is a different

atmosphere. We aren't so restricted as it were . . . like over a cup of coffee.

Sue I think maybe that's why I experience long periods of silence because by my very nature I'm not a shy person. In social interaction with people I'm not withdrawn or quiet. I'm usually just not seated there as an observer . . . and so coming into a group like this where we just sit for long periods . . . I find it uncomfortable because it's just not my nature just to sit among friends or people that I know or even people that I have come to know over a period of a few weeks. So I think this for me . . . is why I come to a group and I think I can call you my friends now . . . and then just to come and look at each other without some kind of interaction. . .

T Yet those first couple of minutes you hesitated to intervene too, didn't you?

Sue Well, I think I probably got to a point where . . . like I say there is a certain period where it may not become uncomfortable but then when nothing is said there's a point where I reach . . . it's a very strained . . . so I suppose . . . that's why I broke the silence.

T I wonder if you would bear that much uncomfortableness in a more casual situation?

Sue What do you mean more casual?

T Well, ah . . .

Sue Outside the group?

T Yes, outside the group too. I just wonder if you'd bring up less significant things to talk about.

Sue You mean would I not talk about things not pertinent to the group, not in the here and now?

T Well, anything that would break the silence.

Albert That's what I said. If all of us just met outside for a cup of coffee or something we'd be just talking.

T I'm curious about what's the difference here.

Albert Here they find . . . I find myself. I'm careful what I talk. I don't see the same thing . . . I don't apply it outside. I'm just careful I'm speaking only for myself.

Mark By the nature of the group we expect ourselves to say something significant at all times, something personal. It doesn't come out at all times. We can over a cup of coffee when we're not expected to say something significant, say it more easily.

Albert Exactly, that's what I wanted to say.

Chuck Or you could spend the whole time over a cup of coffee talking about how crummy the Bears were. I think there's something about this expectation. We could have launched into a long elaborate discussion about how hard it is to find parking places around here and impossible to find a good one, but somehow or another I didn't think that was appropriate . . . sorting out maybe well that's not the appropriate thing to bring up and searching around for what is . . .

Mark In a casual conversation, you can move from something like a discussion of parking facilities to a deep discussion. It's much more comfortable. The fact that we have desks here and we're in a classroom also makes the thing . . . the conversation seems somewhat constricted. I would much prefer sitting in a lounge type area myself. It wouldn't have the environment of a classroom and I think it would be a little more easy that way.

 (pause - uncomfortable silence of several minutes)

Ron I had this experience when we first started . . . I feel silly just . . . here we are you know and we're all thinking pretty much the same thing. I

just feel silly.

Sue

I think I probably feel very threatened by the group because if I say something, someone will say "that's not right." I think we're thinking about what's the right thing to say. Is this going to be appropriate or is this going to be fitting or . . . maybe if we're all thinking is this going to be appropriate instead of just being ourselves and being open too, but I think we're all . . . is this going to be right or are they going to think it's superficial. This kind of stifles me . . . I think just the last three or four minutes . . . If we're always going to be thinking, is this going to be appropriate, we're not really going to be ourselves. I mean if we're sitting thinking what I say is this going to be alright, is it going to be accepted or not accepted, I get the feeling that whatever you say is going to be out apart.

Albert

This feeling . . . these last Mondays . . . I see the difference between last week and today.

Mark

Why didn't you say something then that would ease our feelings? I know I can if I wanted to say something . . . I was accepted very warmly and I don't have any regrets for saying what I did and ah, I certainly feel that if anyone else has anything they want to say that they should make an attempt towards it because the strong odds are that it would be accepted.

Jim

I share that feeling with you, Mark. I was accepted and I found the silence very peaceful . . . and I was actually hoping that it would have gone on a little bit longer because I felt very comfortable with the group and I think it's the result of the acceptance that I felt last week so it was no strain at all.

Bill

I feel accepted by the group along with Jim very much but I am not as comfortable as you would be with the silence.

Jim

I think what it did to me was that it opened up my trust in the group and my feeling is that nobody's saying anything but there's a lot . . . I don't know

what to call it, there's a lot of ability here and a lot of initiative and that sort of thing around and the group will kind of take care of . . . so I didn't feel any need to come in and patch things up. I think that's why I feel comfortable in silence without bringing too many things out because I gained trust in the group last week.

Bill

Getting back to last week, several times I thought about Mark and what he said last week and perhaps, the way he said it. It just seemed to come out so nicely and I was taken up by the empathy in the group in listening to him. I figured this wasn't present in earlier sessions but last week it was rally around the flag and I thought this was great.

Albert

But the same thing had happened in the previous group last week. I mean the other group had . . .

Bill

Right.

Albert

. . . the same empathetic feeling so I detect the same thing in our own group and we felt togetherness immediately because of it . . . today, I find us not together.

Mike

It's kind of interesting the last time we had a slow start and felt uncomfortable after seeing somebody else interact or . . .

Mark

This probably is a good reason for . . . like last week we weren't first and were able to express ourselves in a certain way. . . . came across wasn't rejected but was accepted. I personally felt more comfortable in that situation and was able to express my feelings because I assumed that my group also would not reject me based on the knowledge I had at the time. If the same situation would happen again to me, I certainly would say it and not hesitate because my feelings were reinforced by the actual happenings last week that I was accepted and I just . . . right now, I can't see any reason why a person would hesitate to say something that the group might help him with.

(pause)

T Well, I wonder if we can do anything about Sue's uncomfortableness. That seems to be a very genuine feeling that she has.

Chuck I share Sue's uncomfortableness. It's kind of a reaction to what has gone on it the past too, I don't know, but I kind of thought you were referring to things that happened weeks ago . . . talking about somebody boiling it down to chit chat and ah, I guess maybe that's the feeling I have too. I don't trust enough to put forth chit chat, you know. I just don't . . . I don't think I have a block buster like Mark had last week.

Sue And I think even if you did have something . . . a deep feeling, ah, that you wanted to share with the group . . . well, I don't feel that today, at least right now, you know . . . when you come in and there's this long pause . . . I wouldn't feel comfortable saying how Mark started last week but again I think it was maybe because the other group went first and there was more feeling of, I can say, this to the group. I just wouldn't feel that if I wanted to say something of a very deep nature now that I could, that I have a closeness or a warmth to the group at this particular time. And I think this is important. You have to have a certain feeling of confidence and trust in the group. In the course of the last week, I have been thinking about this particular thing, um, I think last week we ended on this and it was in regard to you, Jim. You mentioned something about yourself being a manipulator or seducing. I was wondering, are you comfortable in this feeling of being a manipulator? And the reason I say that is because I was looking over the course of these sessions, and you said it yourself, and I thought, he does seem to have a very manipulating way, you know, cutting down some of the things that I have said. You come back and . . . I just wonder if you feel comfortable in manipulating people?

Jim I don't know about comfort . . . that doesn't seem to say too much.

Sue It says a lot to me. If you're comfortable . . . //

talking to Bill more when going for a cup of coffee //

Sue Well, out of this class I've gotten to know . . .

Albert So I thought she seems to know him better //

Sue Well, even say Ron, who I don't really know, I feel closer I think . . .

(Sue and Albert talk over each other)

Albert . . . the previous acquaintance . . . in here . . .

Sue Here and now in the context of this group.

Albert That's what I was trying to clarify because you must have had previous . . . like I was with you for six courses so I know . . .

Sue I'm thinking more of here and now situations, in the context of this group.

T Sue, I was very distracted by something else . . . I may be mistaken about what was going on. I sensed a considerable tension in you and nervousness when you were talking about these things . . . to the point where I almost didn't hear what you were saying to him. I may be wrong. I haven't sat right next to you before so maybe I didn't notice previously.

Sue Well, I think //

T Maybe there's stronger feelings going on here that you expressed in this way rather than a more explicit fashion.

Sue Explicit?

T Well, talking about them.

Sue Well, I think in the earlier sessions, I even told Jim I was very hostile toward him and some of the things that I was . . . say on one particular Monday I put out several things and he kept coming in and, you know, at least I sensed almost like that's not

Jim I was just trying to . . . my reaction to that . . . your word comfort. What means more to me is honesty or dishonesty. I would have to say I feel somewhat dishonest. I guess that does make me somewhat uncomfortable although I think it's so . . . I'm so used to it that I don't really feel that uncomfortable.

Sue I sense there's just something . . . I don't think . . . and you said that you trust the group so maybe I can say this. I don't feel that I could trust you to really get very close to you. There's something that . . . compared to Bill or some of the other people in the group . . . maybe this is your reaction to me. Maybe, it's a one-to-one thing, that there's something that I don't feel comfortable in your presence like even on a one-to-one. I think we've interacted in the hall sometime, but it seems like I could never feel comfortable like I could with Bill. I don't know why it is, ah . . .

Albert You must have had some classes previously with Bill, no? You were together with him in some courses, with Bill.

Sue Yeah, but we never interacted that much, really.

Albert Whereas with Jim . . . //

Sue Well, I had seen you (Jim) and I think I knew you before. I'm just saying here and now in these groups, whether it's outside or inside . . . I'm thinking right here. And when I say interacting I mean here in the group, outside the circle but in the context of this class. I mean I have this feeling. . .

Jim Well, I think you're saying there's something about me that creates distance between you and I. There's something with me, maybe it's my own discomfort with being a manipulator that comes through to other people. I'm kind of interested in what Albert was leading up to with your . . . remark.

Albert Yes, because I thought I was connecting it with, you know, that Bill would have been . . . I see her

appropriate here or another time when I tried to open myself to the group and I prefaced it by risk "how do I come across to you" and then he'd say like he just wanted nice stuff, that wasn't my point at all, you know, we think you're very nice or we like you. And then, so last Monday when it ended on him and he was saying manipulator, seduce people, in the course of the week I was thinking maybe this is what he was trying with me. Everything I would say would . . . like trying to manipulate the group, ah, and I just wondered if he felt comfortable. Some people maybe do, maybe he does. I think that's why I was very hostile, maybe that's why I said it with certain tension and feeling when I said it.

T You used one word that really caught my ear there, Sue, when you were talking about Jim manipulating, you said "cut off." I generally don't think of a manipulator as someone who cuts people off, that sort of gives me the opposite feeling.

Sue Well, manipulating a group, in other words, if someone says something and he doesn't want it he can either say inappropriate or . . . in manipulating and take it from there. This is what the context that I was using "cut off" or "manipulating," manipulating another.

Jim Your reference to me being uncomfortable doing that manipulating or whatever, it is that I'm doing . . . the reason that doesn't ring a bell for me, that is the word discomfort, at least not very strongly or very loudly, is because it's something that I don't know when I'm doing it. I think last time for the first time I got a very clear picture of it. Perhaps then I became somewhat uncomfortable with it. So I'm not . . . I don't think it was a conscious thing. I think it was probably . . . I wasn't consciously trying to manipulate and I think that makes it all the more serious . . . since I wasn't aware of it, there was no conscious discomfort then. I don't know if that says anything to you or not, dishonesty is the word that has meaning for me in what you're saying.

Sue I don't understand, dishonesty in what?

Jim Well, I see manipulation as basically dishonest, a dishonest way of relating with people and when I see myself doing this, and as I say I got hints of it last week. It somewhat frightens me because I become frightened of myself that I am this dishonest and maybe there may be some discomfort resulting from that but that's not the most important thing to me.

Mark You haven't struck me as being manipulative in any way but . . . struck me as being defensive.

Ron I was going to say manipulative too. As I remember, you applied it to yourself and I haven't been able to really sense it but you were talking about it as if it were a foregone conclusion or something.

Jim I would accept the word defensive in reference to myself but I would think when thinking it over from last week, I would see that as a form of manipulation. I mean I manipulate people by keeping them away and this is obviously what I do to Sue at least she senses it and understood it. She feels a distance which is . . .

Mike I see it different though. You manipulate somebody to keep them from getting too close or you manipulate them because you don't like them and they say you reacted before I thought you were touchy and someone who is touchy manipulates people to keep them away, you know, I'm kind of sensitive, don't get too close and that to me is a more realistic way of manipulating than to manipulate somebody to hurt them or to control them and I never sensed you as a controlling manipulator, maybe a touchy manipulator.

Jim I think that says it better, yeah, I would accept that. I'm not trying to be a martyr but I think that's right and makes good sense.

Chuck Sue, do you get that feeling of Jim manipulating and avoiding the attack . . . I felt very much that you were attacking Jim here and I haven't felt any response at all except some kind of question of semantics.

Jim

I felt manipulated a little by Sue and maybe this is a little more of my defensiveness but I was kind of determined not to be the spotlight today of the group and when Sue started coming through I thought, Oh, God . . . (general laughter) so I felt somewhat manipulated. I did feel that I could drag you back out of it.

Albert

Last week you know Sue put you on the spot again . . . brought out.

Jim

I was forced out. Well, I felt strongly then that I was flushed out into the open and at first I didn't particularly care to come out.

Bill

I was surprised last week when you said you thought yourself a manipulator. I never looked upon you that way nor did I look upon you as being defensive. I just thought, you know, if you weren't that close to people, it was a shyness rather than a conscious manipulation or defensiveness that "I don't want you to be close to me." I just looked upon it that Jim's kind of shy, that's all. I never carried it any further.

Jim

In my mind though, it all comes down to the same thing, shyness, defensiveness, manipulation, the way that you (Mike) were describing it. As was said, the shyness would be, as I see it in myself, tied up with the defensiveness.

Bill

I can't . . . see them as synonymous.

Mark

Let me give you an example. I had a situation a week ago Friday which is similar. A bunch of friends and myself were playing tackle football and there was one fellow who was very wary of getting injured and he was the quarterback and everytime he was about to be tackled he would instinctively bring up his knee or his elbow and he put three people on the sidelines through defense. Really, he kneed a person very badly in the groin and it wasn't . . . you know it was a pure defensive maneuver to prevent that person from getting to him, obviously illegal, and even though he didn't mean this, he put the person on the

sideline and hurt him good. Jim comes across to me in the same way. Whatever manipulation he feels in himself is a form of preventing himself from getting hurt and it's not meant to hurt anyone else. I don't think he meant to hurt you in that remark he made, Sue, at the second session with that risk business which I remember quite well, but it was an attempt to keep that wall in front of him perhaps so that he wouldn't be hurt. It wasn't meant to be an attack on you. It was just saying keep away from me because I don't want to get into something right now and by making that remark he put you on the sidelines. I don't think it was a conscious effort to . . . //

Sue

I think I was already on the sideline several times prior to that by Jim but when this third one came up . . . and as I recall there was a long period of silence, long period, and Ron had said something about the first session or about me trying to be a good sensitivity member or something so ah, this was towards the end and so, after a long period of silence, I thought maybe others feel this way towards me so that's why I feel after a third attempt I put it out again before the group. I felt he threw me on the sidelines a third time. The third time I really felt hostility towards him because I had said something two other times trying to get something going and that third time I really . . . that's when my hostility, that's when I really felt he thought I was just trying to get a lot of flattering remarks or something.

Mark

But couldn't you accept it a little bit easier? You felt and I know Jim . . . it was not meant to cut you out.

Sue

After about the third time you kind of feel like. . . he says he likes the long silences so it was probably like "be quiet we don't want any kind of feeling or openness" and I got . . . I really was, I felt very angry about this, after the third time. The first or second time I thought O.K. so we're quiet for about seven or eight minutes or so the third time I did I had some strong feeling.

Jim I'm beginning to wonder though, Sue, how much of your fright is with me now.

Mike You know I kind of have the feeling that you're mad at the whole group for not coming to your rescue or something.

Sue Pardon me.

Mike I kinda got when you were talking just then sort of a sense that you were mad at the whole group for not coming to your rescue. Were you?

Sue Well, no one . . . probably, no one made any attempt to, you know, it was just cut off with what he said, nothing else, I don't think there were any other feelers out. It was just you shouldn't have used the word risk before, in other words, you were just looking for a lot of nice talk. And no, no one did like "I don't think she meant that, or did you mean that Sue"? I think I did later on say that I certainly didn't mean it in this respect so maybe that's why my feelings may be towards the group as well as Jim possibly.

Jim Well, were your feelings hurt by my . . .? //

Sue Yes, I was very angry. I really was. I think that's when I really . . . and then last week when you used that word manipulator, I thought well, he does try to turn things off when he doesn't want something. Ah, in other words, I was just trying to get some interaction or feelings and I felt that very strongly. And when you say you were hurt, I suppose I was, yes in answer to your question.

T How does Jim seem to be responding to you today, Sue? Has he strengthened your hostility in not seeing it or what?

Sue Maybe a little defensive . . . coming back to questions about how do you feel, well I think it's pretty evident how I felt. I think I mentioned that in sessions prior to this so he asked me how do you feel, were you hurt, well of course I was. I think I've

said that before it not directly, "I was hurt" but in the things . . .

Jim I feel again somewhat manipulated by you though, Sue, because I don't know what else I can say that I haven't said. That's the reason why I said I wonder how much of your fright is with me or with yourself.

Sue O.K. may I ask you, I think I more or less told you how I feel. How do I come across to you?

Jim Right now?

Sue Uh huh, or in the group as such.

Jim Well, I'll just speak for myself. You come through to me now as a very manipulating woman.

Sue And prior to our particular interaction of what I said to you?

Jim You're referring to previous groups now?

Sue Right.

Jim You didn't come through as manipulating. I thought you were uncomfortable in some situations. The silence . . . you did what you could to relieve your own discomfort.

Mark So did we all. We all felt discomfort to a degree with the silence. Albert, I think said . . . we all admitted to some degree of discomfort with the silence and giving the person who broke the silence a checkmark for doing the thing that we couldn't do ourselves . . . you were the only one, Jim, who seemed to want the silence to extend over any period of time. You seemed more comfortable in silence than in a conversation that we might have here.

Jim That's right and my feeling is that Sue never did quite accept that as a genuine feeling, but I was actually comfortable. When I said it the first time a couple of sessions ago, I think you believed it . . . //

Sue

Well, I don't know now that you mention it even today when you said I'm comfortable. Now this may be just one little hang up or mannerism of yours, but I thought your foot, as I was staring at the floor, I just noticed your right foot kind of . . . So before you even came out and said that you were comfortable I was just wondering, well, I wonder if he really . . . you know you always say you're comfortable, and I saw your foot going back and forth so I thought maybe he's not too comfortable today. Now again maybe it's just one of your mannerisms, but, uh, sometimes I have the question within myself how really comfortable you can be and I think that one time you even expressed it as a genuine experience and to me long periods of just sitting, if we were to just sit for fifteen minutes of no one saying anything . . . I can't say that would be a genuine interaction for me. Now I may be wrong, you know, when you say it was a genuine experience I just never . . . really how I was feeling to have it really be genuine because again maybe that's where the two of us differ and maybe you from something I may say you may want to, you know, stop don't go on you like it this way and for me it's painful and maybe this is our . . .

Jim

Hang up.

Sue

The two, right.

Jim

Maybe this is saying the same thing but I keep getting the feeling that you're hostile toward me because I don't feel the same way that you do about things.

Sue

No, I don't think that it necessarily has to be that . . . oh, maybe in terms of silence . . .

Jim

It seems that you are kind of insisting that I be uncomfortable.

Sue

No, I thought maybe you were because I saw your foot going back and forth and the thought came to me that maybe for the first time he is uncomfortable because other periods you've always had a feeling of being

comfortable.

Jim

I feel that we're hung up on this thing. Can someone come in and break us loose. I don't think we're getting anywhere. I don't know where the bind is . . .

Chuck

I get the feeling that Sue is saying one time you squelched me good and you've got all these characteristics like this one and this one and this one and this one and it all goes back to when you squelched her, you know, all of which is sort of tacked on to Jim. It's kind of incorporated onto what you don't want.

Ron

One of the things that seemed to be going on was, ah, you (Jim) talked about yourself, self-depreciative, manipulating, and so forth. This is what you have been doing with Sue though, you see her as manipulative so this is what you see in yourself that you don't like, manipulative and . . . a little battle going on who is manipulating whom.

Jim

I would agree with that I think. I never felt manipulated by Sue until the last few minutes. I don't feel that way now but for a while I was extremely tense about it.

Chuck

I get the feeling I don't know if I'm misreading completely. Sue would like it better . . . you didn't mean it and you're sorry it happened or something like that and you're damned if you'll say anything like that, you know, it seems a real impasse.

Jim

You mean apologize for what I did? Is that what . . . ?

Chuck

I don't know. I get the feeling that's what's kinda going on.

Mark

Kinda late now anyway. Other feelings have built up which are just added on to that.

Mike

I almost asked you (Sue) before if you'd like Jim

better if he said he was uncomfortable. That seemed to be kind of the big thing that somebody could be in this lousy situation and not admit to being uncomfortable.

Sue Well, I think he said, he's expressed it at times when he has been uncomfortable.

Jim I just got through saying that for a while there I was extremely tense. But no, I think an apology . . . to me that would be very empty. I might have said some stupid things and did some stupid things but I don't see any need to apologize for that I . . .

Mark When you've hurt someone's feelings you don't see any need to apologize?

Jim If I deliberately did I see that there's certainly a place for apology . . .

Mark When you indeliberately hurt someone's feelings there's probably more place for apology. When you say you're sorry it's a means of sorrow, you mean I'm sorry I hurt your feelings.

Jim I think Mark that I did apologize in many ways, in more profound ways than simply saying I'm sorry. Now maybe it didn't come through . . . I think in just describing how I see myself it seems to be an apology and since I talked about the fact that it wasn't . . . that I was not conscious of being a manipulator or a seducer . . .

Sue Well, I'm not asking for an apology but in the context of what you're saying this is in a way how Father comes across to me, as not someone too sensitive who would really, you know, have that feeling of "I'm sorry" so maybe he would feel very uncomfortable in saying "I'm sorry" and going on from there. I don't think you would . . . and I certainly wouldn't want, and I'm not asking for it any way if it isn't, you know, this is how you really felt and I don't think Jim would be this kind who could sincerely say that, say in the context of . . .

that he was sorry. Maybe Chuck for you, you were the one who brought this up, for you maybe you could come across and say well look . . . and let it go on from that, but I could see how maybe Jim would not be comfortable and really sincerely mean it, so I wouldn't expect, . . . and I wasn't expecting an apology prior to this when you mentioned and I can almost see from the context of the two of you that for you it might be something that you could come out and say but I don't think that Jim would, not necessarily just here but in an outside . . .

Ron I don't know . . . necessarily an apology but some kind of closure that was . . .

Chuck That's just kind of putting it in terms of . . . Ron you mentioned that there seemed to be manipulating going on on both sides. Manipulation to me would kind of boil down to that kind of problem where ah, you know between an adult and a child in child therapy situation call it an issue of control or something.

Bill I think . . . at least I feel that if I were in Jim's position I would be on the horns of a dilemma, to apologize in any shape or form would implicitly imply that he wasn't genuine in what he was originally saying "look I am comfortable" but I see Sue's point. I don't think Sue's question to Jim was genuine. I think Sue's point now is that despite the fact that he was genuine he showed a lack of sensitivity to her discomfort with the silence.

Jim That would be the point at which the apology would come in then is that what . . . ?

Bill No, I don't think she wanted an apology. I think she was "gosh, Jim, I wish you were more sensitive to my discomfort," not "Sue, I'm sorry I answered the way I did."

Mark He doesn't have to say I'm sorry I answered the way I did. Why couldn't he simply say I'm sorry I just hurt you? Now if the situation were to come up again Jim, I'd say the same thing again. I'd be sorry also

if it would cause discomfort but that's the way I really feel and I got that response many times. People bug me and say, well, I'm sorry I get on your nerves but if the situation comes up again I'd get on your nerves again and I've accepted it as a very sincere type of apology, not like an eight year old saying I'm sorry but a very sincere type of thing, a very realistic type of thing and I think if I were in Jim's position at the time I would try to respond in a way like that "I'm really sorry I caused you hurt feelings, Sue, but those are my feelings and I can't just give up what I feel.

Jim The thing about it Mark, is if you can't give up what you feel why do you have to apologize for it?

Mark You don't apologize for it. You're apologizing for hurting her.

Mike It's like saying at the time I acted on my own feelings rather than somebody else's. Like in here a couple of times, you know, we're supposed to give our own feeling so I've given my own feelings not having any idea what it was going to do to anybody else. If I had stepped on somebody's foot, I would have been regretful but I wasn't thinking about that at the time. I was just trying to get my own feeling out and I think that's what you've done.

Jim That's what I thought. But then Mark is saying that if somebody is hurt as a result of that then I should apologize for hurting them but then I'd forever be apologizing for hurting them . . .

Mark I'm not saying you apologize for hurting the person, I'm saying just the opposite that in a situation that person has to be hurt again and you're sorry that that person has to be hurt by that. You're not giving away your position in any way you can still hold steadfast to that position but you could still feel sorry if someone's hurt by your position.

Jim It's like saying I'm sorry but this is the way it is.

Sue This is the way it was, at that time, how I felt.

And I think that you related it very well that this is a time of expressing your feelings. I may come across to you and say some hurting things but this is the way I feel and then to say I'm sorry I hurt you but this is the way I'm experiencing it at this particular time.

Mike

I think the hard part is for me to accept the negative feelings and still like you or accept you.

(pause)

Jim

I feel that opened something up between you and I, I don't know if the feeling is mutual or not, that is . . . I'm not sure how open it is but I'm sure there's more openness than there was.

Sue

I feel better for expressing how I felt. Maybe there's . . . between the two of us.

END OF THE SESSION

Group-on-Group Human Relations Laboratory Series (5-B-2)

Group B: 5th Interaction, 2nd Period, November 17, 1969

Jean

I don't want to put the words in anybody else's mouth so I'm going to preface what I'm saying by "this is my reaction to what happened in the previous group" and I'm not putting this off as any reaction that Sue had but I really felt very strongly about what Dr. Morgan said about female roles because we're a whole thing. For the first time, I'm beginning to wonder what the relationship of a woman was to the whole group and at times it's hard to distinguish. You just want to be a person. You don't want to be the sex you just want to relate to somebody as an individual and yet, well maybe this is a lot more difficult than you make it out to be, and I was feeling at points that what Sue was saying was the automatic emotional response of a female and here's a bunch of guys sitting around and they don't understand too well. That isn't altogether rational I suppose but . . . it really hit me. For the first time in this group I wonder where I stand, you know. (laughter)

Pete

You want a vote of confidence . . . ?

Jean

Well, I don't think it's possible to have a vote of confidence. It's something that's so elusive as I was just telling Pete and Don before the group started there are times when . . . you're talking with another man you don't particularly think of it as I'm talking to a man as I'm talking with Joe Smith, an individual. And other times you distinctly feel that this other person is male sexually and you begin to wonder particularly since I'm married just exactly what kind of relation . . . where does this put me? What do I do next? I don't want to be forward, I just want to relate to him as another individual but I don't know what to do.

Fred I thought before it really must take guts for you to be in here. I guess I don't understand too much but . . .

Jean It never occurred to me that it took guts before but when Sue started talking I realized to open up that I had no one else in the group that I could say "I'm sure he's going to understand," kind of thing. Even with Sue every time I opened my mouth it wouldn't necessarily imply that she would understand but somehow it's different and I don't think it ought to be. I think you ought to be able to relate without...

T Do you recall sometimes when Sue was talking that you felt she was all alone?

Jean Yeah. Somebody made the remark, Sue, you're looking . . . aren't you looking for feedback, uh, feedback or apology and I thought well, no, it isn't exactly an apology. Mark caught it. It's just I want to know that you understand that I'm feeling something. And to me it was almost . . . it really was a typically male reaction . . .

Steve Well, how do you feel about this group? Do you feel accepted?

Jean I always did before.

Steve And now you're wondering.

Jean Yeah. Now it kinda got to me and I don't know what to do.

Steve We recognize that you're a woman but we don't . . . speaking for myself, we're not going to make any exceptions in terms of how we deal with you in here.

Ray Well, I keep thinking about some of my . . . I work in a girl's high school and it's an all female faculty and I'm the only guy in the place except for this janitor who is about sixty. Once in a while I say, gee, how're ya doing, Stuart? (laughter) I mean, if there's one thing that really screws me up it's girls and I sit there and it seems like . . .

well, maybe it's just because last year I was in an all men faculty. I was going to school, all men faculty, all men students, I was in the seminary out in the country and the only women around were a bunch of old nuns, you know, who have been there longer than the place. I can't even put . . . I can't . . . I just think about it sometimes but I don't know, haven't analyzed . . .

Jean Don't you think it's difficult because they're young girls, I don't know the ages . . . that means they have a particular set of hang ups . . .

Ray It's hard for me to make general statements. That's what I'll try . . . I mean general statements about my situation. I can see a lot of times in certain situations I can pick up what they see my role to be or how they feel towards me because I'm a man or even from the faculty some kind of dependency. Mostly I just don't know about the whole situation.

Don What are you trying to say?

Steve He's trying to say he's uncomfortable with a bunch of women around but there's only one here.

Ray Yeah, I don't know it's not discomfort either. It's just sometimes it's this . . . maybe it's the same feeling that she has when she's here. Maybe this is the same feeling that she had when she walked into the group that . . . I don't feel everyday, I don't feel uncomfortable in fact I sorta like it. I like it a lot but I get . . . when things are tough I say God is it because they're all women and I don't understand what's coming off or . . . Mostly I was just expressing my feelings . . . because I have a lot of trouble coming to a conclusion about it anyhow yet. Also, this is what I thought about this male and female and like you want to deal with people and people come as men and women . . . You should see me when I'm coaching. I coach the basketball team, I mean it's funny I have to watch what I say three minutes before I get it out of my mouth because they'll giggle about anything.

Jean . . . excepting the fact that women usually are more emotional on the surface and can be more irrational and I think when Wally made the remark that his wife can get very upset about things and if I get upset about somebody I'll fly off the handle . . . in that respect I developed a lot of empathy with Wally from what he said, O.K., you understand, you've been through that sort of thing but . . .

Wally You know, ah, before I was married I had a hell of a time relating to a pretty girl as a female type sexual object and since I've been married it's been better but every once and a while I run into a girl who, in addition to everything else, just turns me on and then I don't know what to do. I still don't know what to do but what I end up doing is really being cold to them usually and they wonder what the hell they did to make me do that to them but they didn't do anything outside the fact that they turn me on. But that business of how you relate . . . I can relate to you much more as a person than I ever could have before and see you as an individual who, you know, like me, has feelings and everything else.

Jean Well, I feel better.

Don Had you felt uncomfortable in that matter?

Jean No, no, I really don't, but by the same token I never tried to say too much and Dr. Morgan pointed out Sue really took up the crux of what was going on here and she took up the banner on one side of the fence . . . gee, I don't know if I ever . . .

Steve You did, you launched right in there.

Jean It's a little different though. They were very much involved mostly non-verbal . . .

Don The thing I found interesting in that to go back to Sue again was why she always took the responsibility in other words kind of like a reverse role . . . you expect a man to be more aggressive and try to get something out on the floor and she was trying so hard

the last two sessions the males were very passive . . . to a certain extent it seemed like nothing was picked up.

Jean

To me it was more like passive resistance. Perhaps in a sense someone says, "You're being a very manipulating woman." I don't say I thought at all that Sue was being a manipulating woman but because she did try to step in and do something and everybody else ignored it. And this I never mentioned because I didn't feel this was a true reaction of the group. Perhaps it was more my hang up and something I would feel rather than something that the other members of the group . . .

Pete

You know I was wondering when you were talking . . . is it easier for people . . . it appears to me anyhow that it's easier for people who have feelings to communicate with people who have feelings. I mean if I have feelings and reflecting on people I do come in contact with and even in the group here because there is feelings and people can respond to them it's easier to speak forth the problems that one has and ideas. It's much easier than when you have a cold person or one that may just stare, couldn't get any response. And on a one-to-one basis or a group basis maybe all will not have feelings but the majority . . . at least it seems to me anyhow the way I look at it it's much easier to come out with things because you're going to get support, support pro or support con. I mean you're going to get some reaction and not just have it fly against the wall and bounce back into your lap. So I suppose whether it's male or female it's (interrupted by Jean) of course, I'm on a different wave length because I'm the male and I suppose my relationship to the female . . . I prefer those who would respond to talk to as well as a male who responds rather than be very cold and logistic if you want to use the term. It's much easier for me to communicate . . .

Jean

Well, perhaps . . . as long as you get a response from an individual but I was saying some people I can talk to and not even think whether they're male or female. I just think about them as an individual but when I

don't get a response then it falls back on is there some male-female role playing that we're doing and I don't know what to do next. I guess because if it were a female that was being cold I'd tell her one way or another perhaps more politely to go to hell but I don't know if I'd do it with a guy. And I'm sure you feel the same way.

Pete Yes.

Fred I don't know if this has any bearing on what you're talking about but one of the things that probably operates in depth male-female rather than male-male or female-female relationships ambivalence . . . I, for instance, I both expect a lot more warmth and also fear a lot more rejection . . .

Jean What are you thinking about? (to T)

T What am I thinking about? Oh, I'm just wondering if there's some element of role playing in the picture here, something that interferes with the person-to-person and whether this is just the way it is. You (Jean) expressed a certain lack of freedom in the situation that you mentioned. If you encountered a certain woman that was cold or a certain man that was cold you would behave differently.

Jean I don't feel that way. The people here are not particularly . . .

T I'm just wondering are we assigned to this position, assigned to this role of either man or woman and that's it.

Jean I should hope not.

Wally Other people assign you to it. That's the problem. In my wife's family ultra male types, I walk in there, man it's like an invader from outer space. I dared to do dishes one evening because I thought the girls had had a rough day. Oh gees "guys don't do dishes around here. What's the matter with you, you know" so it got to the point where they had made sort of a family joke out of this about there's something the

matter with me because I did dishes and I cook at home on occasion and my sister-in-law once introduced me to a friend of her's who I never met before by "here's my queer brother-in-law." I could have killed her. I could have really killed her. I felt like decking her right there I was so mad about it.

Steve Did she say anything else?

Wally No, this is my queer . . . I'd like you to meet my queer brother-in-law (laughter) and these people didn't know me from Adam and they really gave me some fishy stares, you know. So I got her in private and I did lower the boom and told her not to pull that again but this business - they are the men. They got all the trappings, they hunt and they're interested in cars and engines are interesting. I'm not interested in any of that crap, it just doesn't appeal to me looking inside of a carburator or whatever you look inside of but you gotta have the trappings and if you don't fit into that mold you're in trouble.

Jean The men in our family work in reverse.

Wally What, the girls get trouble if they act aggressive or what?

Jean No, what I mean by that - my mother is very ultra aggressive and I think that female role problems for me probably stem from trying not to be the same way. I consider myself very lucky that I did marry a man who did help me to do the dishes and did help me to do a lot of things around the house and if he hadn't my parents would give him trouble. "What kind of a lion do you think you are sitting around the house?"

Pete When you said roles, assigned to roles, it was what society holds that a man can do and a female can do. As assigned roles do you break that bond . . . looked upon as . . .

Jean Well, I don't think I react that way.

Pete I don't react this way but I was just wondering when

you talked about a role here . . . I don't know, Wally, but did you say you were assigned to roles as males and females? Is this what you meant when you said assigned?

Wally

The only time I . . . is like I say when I get turned on sexually by a woman. I don't buy too much the business that females are this and males are this but every once and a while the chemistry mixes and then I just don't know quite what to do with it because then it really is a male-female thing right then and there, you know. The rest is kind of a false problem I think.

Jean

Is it or isn't it? I kind of get screwed up. I think on the fact that everytime I enter into a situation with a great number of other women I mean with a lot of other women interacting with them, they are basically concerned about staying home and getting involved with other groups and raising kids and taking care of the family, and I'm very concerned with having a family and taking care of my husband and raising kids but there are a lot of other things that concern me as well and I think now it's going to happen - am I about to be ostracized because I don't fall into a particular . . . and I think in this respect that you are assigned to a role but it would be a lot easier to say I can't block city hall and stay home.

Pete

I've seen this in two parishes. The one I'm in now is a lot more flexible where the female is capable of having outside activities, you know, job, teaching, different things, art and not be ostracized. Of course, this again is a community where this is accepted by the females. Like I know some women, their children are grown up and they want to go back to school and become a nurse or something. Others have a degree and are working, no problem. But I have seen in two other parishes where society looked down upon

Jean

Yeah, you're not a good mother or you're unnatural or you don't care . . . But I think we're possibly getting away from . . . get rid of some of these

hang ups and say this is the way I am, take it or leave it.

T Well, I sense that you're asking the other members of the group to be more responsive to you because you are a woman and you have feelings that are separate.

Jean I think what I am trying to do . . . it just bothered me for the first time, it never bothered me before so I figured well, I better say it and maybe I'll get over it and I'm beginning to get to the point where I'm uncomfortable with it like I'm beating a dead horse because I think you did respond and I do feel better and . . .

T That should be the end of it.

Jean I don't feel badly about anything right now . . .

Ray I'll tell you one thing, I feel real tired all of a sudden because of a couple of problems have been bothering me for a while. One of them - I don't think so much of it in male-female terms - but love girls and some . . . I'll probably marry her and that's been quite a thing. And it's, you know, it's like the whole left half of my body, so how can I tell you the whole thing except that when you're talking it comes out that . . . I think of myself in terms of getting married and I'm not married yet. What's it going to be like and what do I want it to be . . . There's a lot of things, lot of considerations and it does make me want to know what to look for in a woman. It seems very important to share something beyond the two of us. I know what really seems to be easy to do, where I don't have so much problems with guys or other women, maybe to be really content and find some security in her alone, not that you shouldn't have some security . . . but like I could run away from other things, use her as some sort of a mother or something like that. I don't know . . . it's like building a team sharing a common life, that sounds real idealistic.

Jean Do you feel you have enough communication with her?

Ray Yeah, we communicate. It's really great but sometimes it's really heavy . . . like one of us can't see the forest for the trees and that's what bugs me sometimes too. We take each other so seriously that we should be giving each other part of the world. It's like . . . I guess it's a whole side of me.

Wally You know there's something Fred said when he was getting married. Something about how it's so damn hard to put everything into one person because you keep thinking in the back of your mind what if I lose them, I've lost everything. It's hard to take the risk of really building one thing because if she ever goes . . . I don't know about you, whether you would collapse, I might. I know, Fred, you had some of the same fears.

Fred I saw my dad lose . . . well, my mother died last summer shortly before I got married, and it just . . . he was just broken in half although he seemed to hang on but I think . . . I don't think he'll live long because it does . . . I really saw very clearly . . .

Pete In other words, this is a fear. I'm trying to reflect and see, is it a fear before marriage of giving totally because the marriage might break up and go some other way or is it once you are married that you feel it is most difficult to give because of losing . . .

Wally I think it's an on-going fear. Fred brought it up before he was married but I don't think it's too healthy if you want to know the truth. I think it only comes if you're too dependent on a person, if you have a real strong dependency need yourself. I don't know if it's healthy or not. At times, I do and at times I don't.

Fred I think partly you have to . . . if you're going to get deeply involved with another person, this is a realistic fear. I don't think it's just being dependent but that if you really love someone deeply then you have, by definition, exposed yourself to

losing someone in a terribly painful way. Even though you are not overly dependent . . . //

Wally The only thing is I feel myself that my wife is my entire world and the whole rest of the world can go away and I wouldn't care, everybody can go away.

Fred But in a way, in you, I think that's healthy. If she were gone, you would somehow get along but it would be terribly . . .

Wally What you're saying is a good thing but maybe what I'm saying isn't a good thing.

Jean . . . because I didn't really experience it that way. It was more . . . simply by living with someone everyday you learn to trust them more and depend on them more but it's a give and take. I know that my husband depends on me and that I depend on him but yet as we live together longer we find out how we can stand on our own feet. Because of him, I can be more independent and I don't know how to explain it. If I didn't know that I were going home to him tonight I couldn't be as independent and that's enough in that when he's away from home I don't need it. I don't need to worry about . . . because I've been able to develop some side things.

Wally That sounds healthier.

Jean But do you think that it's something that grows and that you will develop?

Pete Does it depend on how much a person needs someone, I suppose. Some people may have a greater need in this than another person in dealing with people.

Ray I get the impression that you know that you need your wife but you feel that there may be something wrong if you are over-dependent. . .

Wally Look, how would you like to worry every time she steps out the door about her stepping out the door? I do, you know, it's not good. I worry about anytime she takes a trip, I worry about who is driving, are they

a careful driver, all this kind of thing, you know.

Jean My husband worries and I'm happy. (general laughter)

Wally . . . the guy that puts her on the plane and doesn't think about her for two months, that sort of thing.

Steve I read an article once entitled "Teach Your Wife How to be a Widow." You know, it's not really a courtesy to a woman to make her so dependent on you that she can't live without you, so it's kind of a family joke around our place when something comes up or something goes wrong with the furnace, I take her down and show her "now this is what you do, this is what you look for." In case I konk over tomorrow she can carry on. She doesn't like it but I'm being realistic about it. Who knows who is going to be alive tomorrow. I think that's what we're talking about here, ultimate fear of death and we ought not get so dependent on one person that we'd be shattered by it.

Wally That's what you ought but what you do . . . (laughter) There's a big difference between ought and is on certain occasions.

Steve You stand together but you don't lean on each other so much that if one goes you fall over.

Wally I know that's all by the book but the book don't hold too often.

Steve I recognize the problem and this is what you got to work toward.

Fred Steve, you're going to (warning Steve against lecturing Wally too much) you're really stepping on his toes (general laughter).

Wally No, he's not because I know Steve by now (more laughter), you sound like the rule book (more laughter) page 84, rule number 8.

Don I don't think they're talking about death so much as I think they are talking about love and I think it's very beautiful. I really appreciate having you being

this open and unrestrained in this kind of relationship. Unaccustomed as I am . . . I may have ambitions but . . . (general laughter). You know, just to talk this openly about your sexual feelings . . . you know every once and a while you run a string of Mondays like this and mother said there would be days like this but not this many. You like to come home to something except the dog . . .

Wally

A priest told me once after I come home after a rough day of talking to people I feel like going to the roof and screaming at the whole city "now you bastards, I've listened to you the whole day. Who's going to listen to me?" but he said nobody would listen, you know, that's the way he felt coming home every night.

Pete

That's the way it is.

Steve

Yeah, I was wondering who does a priest talk to anyway?

Pete

This week I spent sixteen hours talking to groups breaking up at 1:00 o'clock and who do you have to sit there and talk to, yourself. . . . at least you have somebody at home to love. You can hardly love yourself. I suppose the only love that you have is going out to people. I mean it's . . . as you say that priest went screaming who's going to listen to me now. You have to be all so understanding . . . maybe something that you can help others with when they come in for marriage instruction, dependency and over-dependency, I think it's tremendous. At least it gives me a different view of things because I never really looked at . . . I've seen a woman being overly dependent on a man, her husband, but I've never seen the husband . . . in your case, you seem to be over-dependent yet it's terrific, the relationship that you have as husband and wife . . .

Fred

There's only one thing that bothers me and maybe I'm out of line saying this but I don't get the impression that you're (Wally) being an overly dependent husband . . . //

Wally Ask my wife, that's why she married me.

Fred My impression is that you have a good relationship going . . .

Wally It's an ambivalence. She's got the same ambivalence. I told her that. You (his wife) have the same ambivalence, that dependency-independency thing. You can look good on the surface and be something else underneath too.

Fred Can you really expect not to have some . . . Like I can remember that at times when I'm feeling under pressure that if my wife isn't available to me I find that there's anger at her under the surface, and I feel guilty about the anger. But I feel it's part of being that deeply involved with someone.

Wally Well, I feel that too, you know, but when the chips are down, that's when . . . You know when we were going together, she started going with another guy for a while. I didn't eat for three days, I got so depressed. I couldn't eat. I couldn't sleep. I couldn't do anything and it was simply because I thought I was going to lose her and I already invested all my chips right there and I knew it and at the time she didn't know it, didn't know it fully anyway. I like to think for myself that I'm independent, you know, great fallacy.

Jean I think one of the things that hurt me more than anything was that last summer I had to spend five weeks in Peoria because I was taking a practicum and the hours were gastly, from eight in the morning until ten at night, and I couldn't commute for sixty miles and my husband was all worried about jobs, about changing jobs and what he was going to do and everything and he said to me just last week that there were times even though we talked on the phone every night, you know we couldn't talk forever. We didn't have that much money so we couldn't carry on about everything and he knew that I had problems and he tried not to tell me about all his problems and he thought that I cared more about school than I did about him. Which is the same thing you were talking

about when your wife isn't available and something is bothering you but it was terrible and it killed me to think that I wasn't available when he needed me and I don't think that kind of . . . Maybe you didn't eat for three days but next week and the week after . . . that happened to me and I found out that I could take it and I just said "look, this is ridiculous, we're not getting any place . . . two years with each other and nothing's happened" but it did abate and I did find out that I was going to live thru it . . . and it's not something that you can tell anybody else because when you try it sounds like it's coming out of a rule book but I think for myself . . .

Ray

I get the impression that you (Wally) had a lot of like college relationships because . . . I was conscious of the time that I was talking about this celebacy thing too, because I was in (the seminary) long enough too to think a hell of a lot about that, and . . . The way you put your chips has a lot to do with both questions you know, both with the celebacy of the priest and in marriage. That's the thing that's going on in my head now where you put your chips. I don't want to put too much where they shouldn't be. I like to spread them around and you think that with celebacy you get to love the whole world, that's true . . . (laughter) on the other hand, you may be looking into somebody's face all the time and blinding yourself to the whole world and, boy, coming out with some kind of a balance is really tough . . .

Wally

That's it exactly.

Pete

In other words, there could be drawbacks on either side.

Wally

There's drawbacks to living no matter how you take it. (pause) When I was in the seminary I felt I had nothing to lose. I had no allegiance to anyone, you know, I really felt that I was in sort of a safe position. For me, the investment had to be in something like marriage and I knew it, that's the only time that I could really invest, all the rest

of the time I was really safe. (pause) And alone. .

Fred Wally, are you down about that specifically or are you just kind of feeling down?

Wally I'm kind of down about that. We had a wedding over the weekend that we went to. I'm also jealous and the double issue of the jealousy came up.

Fred That's really kind of a painful thing to go through.

Wally Particularly when Ann didn't know anything about it. I didn't show it. I just felt it and that also prompted my remarks to you about relating to women, you know, because I kind of felt myself doing that there. I kind of felt myself holding back on occasion, you know, difficult situation . . .

Jean Wally, from what you say . . . it's taken me a year and a half to understand what Bill says when he doesn't say anything because I'll say it and he won't and you've got to be able to understand that a lot of times men just don't talk and I can sit there and pummel him but it doesn't do any good.

Wally At least you don't make the mistake of saying they don't have any feelings if they don't say anything or they don't feel the same thing. Something you said T about having subtler feelings or something . . . To me that's just way off. I don't think men talk them out as much as women do, but I think that the feelings are there. They're just as subtle or just as deep.

Jean You had to learn not to say them because there's too many instances when you're expected to be the rock.

Wally Or like I say you can misconstrue. People think it's a feminine thing to have empathy, that sort of thing.

Jean What finally hit me over the head was that it was just the other way around . . . but it finally occurred to me that if we got married he was going to come home one day and open his arms with a big smile on his face and expect me to come running to

him as usual and I was going to hit him in the head with a frying pan and say you son of a bitch why don't you ever come running up to me? (general laughter) "What did I do?" he'd say. He wouldn't understand.

Pete You verbalized for all women.

Don I'm jealous of Bill.

Fred Before I got married . . . something happened at a party that, ah, where I thought Kathy was expressing . . . and I remember . . . well I went to see Camelot. I don't know if you're familiar with the plot, the way King Arthur . . . that movie killed me. I just felt so far down with the fear of losing her and it was kind of a nightmare. I think that I talked to her for a while about it and I think it sort of strengthened my relationship with her. All I can say is that I understand a little bit how . . . you just feel like you're on the bottom and have fallen out of life. It was almost as if I was going to go to her and say . . . give her away rather than see her drift away. It made me aware of one of the things that love is and how terrible it is to feel that this may be lost and I think it put the clincher in my mind that I'm truly in love.

Steve I get the impression from you young men that you think that marriages are made in heaven and that there is only one in this whole world . . . //

Fred Stop, stop! (general loud laughter) Steve, actually there's about ten thousand that would be as good a wife as the one you have but don't tell her that, because if you never met her you would probably have married somebody else.

Fred It doesn't mean anything except that I think you're trying to be supportive.

Wally Steve, there's at least a million people that I could have married probably but the fact is that I did marry this one and that's where everything is right now. That's what I'm saying. She wasn't vested in

heaven for me forever and ever, as far as I'm concerned anyway. We met and I decided that she was the one. I decided and I knew at the time I was deciding and it took me three months to convince her that she should decide that I'm the one. (laughter) But that still was a decision . . . But that still doesn't make any difference now, she is the one, that's all I was saying.

END OF THE SESSION

APPROVAL SHEET

The thesis submitted by Denis E. Quinlan has been read and approved by members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

May 26, 1970
Date

Kathleen A. Pugh
Signature of Advisor