

## METHOD

# 1.

## **End-of-Meeting Comments and Suggestions**

IT HAS ALREADY BEEN INDICATED (Chapter 11) that end-of-meeting evaluation is one of the simplest methods of structured evaluation involving the total group. Groups often resent and resist evaluation when they are not educated to it or accustomed to it. End-of-meeting devices are often the most effective means of introducing evaluation.

This type of evaluation can be very simple or of increasing complexity. From the general standpoint it may be pointed out that this method is only of value to the degree to which the various comments are summarized, reported upon, and discussed.

Questions are formulated and written on end-of-meeting slips to seek the reactions from all group members about selected aspects of group leadership, process, and productivity. By writing their reactions to these questions group members have the opportunity to analyze more formally

what is happening in their group. Group members need not sign their slips. Once the slips are collected, it is usually a good procedure to involve some competent members in summarizing them and reporting to the group. Success with end-of-meeting evaluation is largely dependent on the discussion of the summary.

It may be more feasible for the leaders to summarize and analyze the group's comments, especially in the introductory stages of evaluation. They can then make changes in line with commonly agreed upon criticisms or recommendations. In this case the fact that the end-of-meeting evaluations are being used should certainly be communicated to the group. Nothing will kill evaluation faster than to have group members feel their comments are ignored.

Involve the entire group in evaluation discussion as soon as feasible. This process of filling out, summarizing, reporting back, and discussing should help the group identify the difficulties members feel are limiting group effectiveness and provide opportunity for both individuals and group to take steps toward improvement.

Questions for end-of-meeting slips are often designed to identify strong points as well as weaknesses. This is important for several reasons. A positive approach makes the introduction of evaluation easier and also may give the group confidence. It is important to know the strong points so that these can be maximized and not forgotten in planning for future activities. It is also important because it is possible for much learning to take place while analyzing strong points. Many times it is realized that certain things seem to work for a group but only an analysis will tell why.

It is important that the group budget time to fill out end-of-meeting slips, summarize them, report back the summary, and discuss the report. Most groups have found that while evaluation may take time in the short run, much time is saved in the long run by the increasing effectiveness of the group. In some cases the nature of the group and its activities may dictate the completion of all these steps

at a given meeting. In other cases, such as a group that meets on a continuing basis or in workshops and conferences, the slips may be collected at the end of one meeting and reported back and discussed at subsequent sessions.

Five end-of-meeting forms are reproduced on the following pages. Some deal with different areas of evaluation, and they are of increasing complexity. They stop short of requiring extensive knowledge of group process or excessive amounts of time. Remember, these are only suggestions. Any thoughtful group member can prepare effective forms to meet the specific needs of his group. If they are to be in fact end-of-meeting forms they must not be too long or too complicated.

## FORM 1

### END-OF-MEETING SUGGESTION SLIP

1. How did you feel about this meeting? (Check)  
No good\_\_\_Mediocre\_\_\_All right\_\_\_Good\_\_\_Excellent\_\_\_
2. What were the strong points?
3. What were the weaknesses?
4. What improvements would you suggest for future meetings?

F1

(You need not sign your name)

## FORM 2

### END-OF-MEETING SUGGESTION SLIP

1. How did you feel about this meeting? (Check)  
No good\_\_\_Mediocre\_\_\_All right\_\_\_Good\_\_\_Excellent\_\_\_
2. The amount of planning for this meeting was  
About right\_\_\_Too little\_\_\_Too much\_\_\_
3. The total program depends on group members  
Too much\_\_\_About right\_\_\_Too little\_\_\_
4. What were the most important ideas you gained from this session?
5. What improvements would you suggest to make the next meeting more effective?

F2

(You need not sign your name)

### FORM 3

#### END-OF-MEETING REACTION SHEET

##### Long Form

Your help by supplying this information will contribute to the improvement and evaluation of our group meetings.

1. How did you feel this meeting was today? (Please check)  
No good      Mediocre      All right      Good      Excellent
2. Did you find yourself wanting to say things during the meeting that you didn't actually say?  
Never      A few times      Fairly often      Frequently       
Very frequently
3. Were there any particular reasons why you did not contribute?  
Yes      No       
If yes, Please list.
4. What do you think this group was trying to accomplish today?
5. To what extent were the things you personally hoped to get out of the meeting different from what the group was trying to accomplish?  
Completely      Somewhat      Unrelated but      Fairly      Identical       
different      different not incompatible      similar
6. How completely do you think the members were in accord with what the group was trying to accomplish today?  
Small minority      Large minority      About half      Good majority       
in accord      in accord      in accord      in accord       
Group completely       
in accord

F3

(You need not sign your name)

**FORM 4**

## END-OF-MEETING SUGGESTION SLIP

What is your over-all rating of today's meeting for each of the items? Please circle appropriate number.

	Very Low	Low	Av	High	Very High
1. Physical arrangement and comfort	1	2	3	4	5
2. Orientation	1	2	3	4	5
3. Group atmosphere	1	2	3	4	5
4. Interest and motivation	1	2	3	4	5
5. Participation	1	2	3	4	5
6. Productiveness	1	2	3	4	5
7. Choice of methods	1	2	3	4	5

Please answer the following questions:

1. How would you rate this meeting? (Check)

No good \_\_\_ Mediocre \_\_\_ All right \_\_\_ Good \_\_\_ Excellent \_\_\_

2. What were the strong points?

3. What were the weak points?

4. What improvements would you suggest?

F4

(You need not sign your name)

# FORM 5

## END-OF-MEETING EVALUATION

1. Were you interested in this meeting?
 

Very much _____	Quite a bit _____	Some, but not much _____	Very little _____
-----------------	-------------------	--------------------------	-------------------
2. Did you feel that the group was interested in this meeting?
 

Very much _____	Quite a bit _____	Some, but not much _____	Very little _____
-----------------	-------------------	--------------------------	-------------------
3. Did you learn any new facts or get any new ideas?
 

Yes, many _____	Quite a few _____	Some, but not very many _____	Very few, if any _____
-----------------	-------------------	-------------------------------	------------------------
4. Did you change any of your previous opinions as a result of this meeting?
 

Yes, many _____	Quite a few _____	Some, but not very many _____	Very few, if any _____
-----------------	-------------------	-------------------------------	------------------------
5. Were your previous opinions confirmed or strengthened?
 

Very much _____	Quite a bit _____	Some, but not much _____	Very little _____
-----------------	-------------------	--------------------------	-------------------
6. Did you think the group accomplished anything as a result of this meeting?
 

It certainly did _____	It probably did _____	I doubt if it did _____	It did not _____
------------------------	-----------------------	-------------------------	------------------
7. Was there enough preparation for the meeting?
 

More than needed _____	All that was needed _____	Should have been more _____	Should have been much more _____
------------------------	---------------------------	-----------------------------	----------------------------------
8. Was there enough opportunity for discussion?
 

Too much _____	All that was needed _____	Should have been more _____	Should have been much more _____
----------------	---------------------------	-----------------------------	----------------------------------
9. Would the meeting have been better if some parts had been left out?
 

Certainly _____	Maybe _____	Probably _____	Definitely not _____
-----------------	-------------	----------------	----------------------
10. Did you find the social atmosphere of the meeting congenial and enjoyable?
 

Excellent _____	Quite good _____	All right _____	Definitely not _____
-----------------	------------------	-----------------	----------------------
11. Do you have suggestions (about techniques, materials, etc.) for improving future meetings? (Use other side of page if necessary.)

5 (You need not sign your name.)

## METHOD

# 2.

## **More Basic Group Evaluation**

AS END-OF-MEETING EVALUATION moves from the simple to the complex, there comes a point when groups desire to evaluate in greater depth and move more into the area of evaluating group process and individual member performance. To do this, different evaluation tools must be developed, and more time must be allowed to fill out forms and for group discussion. A major portion or all of several meetings may be devoted to evaluation.

More sophisticated and meaningful devices for evaluation can be developed and applied only as the group begins to see and understand the value to be derived from evaluation and overcome their fears of the evaluation process. The development of better methods, of which there are many, again calls for a re-examination of the basic elements of group process.



# FORM 6

HOW WELL HAVE THE INTERNAL DYNAMICS OF THE GROUP BEEN UTILIZED

(check appropriate column)

Internal dynamics	Very good job has been done	Good job has been done	Acceptable job has been done	Needs additional work	Needs much additional work
A. Ends (goals & objectives)					
B. Means (programs & activities)					
C. Atmosphere or climate					
D. Communications					
E. Participation					
F. Heterogeneity					
G. Human relations skills					
H. Standards of operation					
I. Social control					
J. Definition of roles					
K. Roles for group productivity					
L. Identity (we-feeling)					
M. Leadership (pattern)					
N. Group size					
O. Group evaluation					

Please add your comments on how we might improve the use of these dynamics to help increase group productivity.

## FORM 7

### HOW MATURE IS OUR GROUP?

In broad general terms a mature democratic group can be described as one that, within the framework of democratic values, makes progress toward its goals with a maximum of efficiency and a minimum of wasted effort and time.

(Rate our group by checking appropriate column for each item)

Criteria	Very good job	Good job	Acceptable job	Weak, needs work	Very weak, needs much work
1. Recognizes values and limitations of democratic procedures.					
2. Provides atmosphere of psychological freedom for expression of all feelings and viewpoints.					
3. Has achieved high degree of effective intercommunication.					
4. Has clear understanding of its purposes and short- and long-time goals.					
5. Is able to initiate and carry on effective logical problem solving which results in action.					
6. Recognizes that means must be consistent with ends.					
7. Faces reality and works on basis of fact rather than fantasy.					
8. Provides for diffusion of and sharing of leadership responsibilities.					
9. Makes intelligent use of differing abilities of its members and recognizes need for and utilizes outside resources.					

How Mature is Our Group? (Cont.)

2.

Criteria	Very good job has been done	Good job has been done	Accept- able job has been done	Weak, needs additional work	Very weak, needs much additional work
10. Strikes appropriate balance between group productivity (socio-group functions) and the satisfaction of ego needs (psyche) group functions.					
11. Provides for satisfactory integration of member values, needs and goals with common group values, needs, and goals.					
12. Is objective about own functioning; collects and uses appropriate processes information about itself; can face procedural-emotional problems and intelligently make needed modifications.					
13. Has ability to detect and control rhythms of group metabolism, fatigue, tension, tempo, place, emotional atmosphere, etc.					
14. Achieves an appropriate balance between content and process orientation.					
15. Has achieved appropriate balance between established ways of working to-					

# How Mature is Our Group? (Cont.)

3.

Criteria	Very good job has been done	Good job has been done	Accept- able job has been done	Weak, needs additional work	Very weak, needs much additional work
gether and readiness to change its proce- dural patterns in existing or new sit- uations.					
16. Has high degree of cohesiveness or sol- idarity but not to point of exclusive- ness in terms of ideas, persons, or stifling of individ- uality.					
17. Has achieved healthy balance be- tween cooperative and competitive be- havior on the part of its members.					

Please add your comments on how we might improve our group  
maturity to help our group to become more productive.  
(Adapted from F. S. Hairman by George Beal and Neil Raudabaugh)

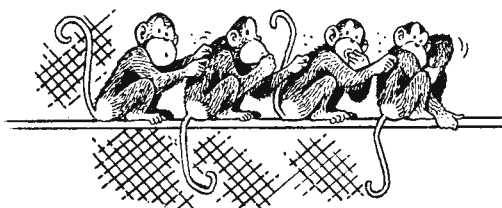
F7

Evaluation tools to meet the specific needs must be developed. The same type of forms suggested for end-of-meeting evaluation can be elaborated, made more precise, or designed to probe more in depth into the group's processes.

Tools can also be developed that embody more of the specific concepts used in this book. Form 6 uses the internal dynamics of groups as its framework for evaluation. Form 7 uses the general concepts of group maturity as the basis for evaluation. In the above cases the use of these

forms and subsequent discussion performs two functions. The essential understanding of group process in these two areas — internal dynamics and the concept of maturity — cannot fail to be sharpened by this kind of evaluation. Furthermore, they should contribute to group productivity by highlighting successful and less successful aspects.

Different tools must be developed to evaluate group process and individual member performance.



## METHOD

# 3.

## **Evaluation of Content and Objectives**

PROPERLY STATED, realistic goals and objectives provide a basis for systematic evaluation of progress made by the group toward the accomplishment of these goals. Evaluation tools are needed that will enable the group to measure progress toward its goals and objectives. Form 8 illustrates such a tool. This example was used to evaluate progress toward the accomplishment of objectives agreed upon at the beginning of a work conference dealing with selected areas of content discussed in this book: individual needs and motivations, internal dynamics, human relation skills, selected techniques, group goals, and the responsibility of group members.

The elements evaluated on this form were obviously designed for a specific workshop. However, the general outline can be adapted to fit the needs of any group. Also, there is great room for individual or group inventiveness in

## FORM 8

### EVALUATION OF ACCOMPLISHMENT OF CONFERENCE OBJECTIVES

(Please rate progress toward achieving objectives by checking appropriate blank.)

1. Increased understanding of basic individual needs and motivations.

Progress	Very		Accept-	Needs	Needs much
beyond	good	Good	able	additional	additional
expectation	__progress__	__progress__	__progress__	work	work

2. Increased understanding of the internal dynamics of groups.

Progress	Very		Accept-	Needs	Needs much
beyond	good	Good	able	additional	additional
expectation	__progress__	__progress__	__progress__	work	work

3. Increased understanding of the human relation skills involved in group processes.

Progress	Very		Accept-	Needs	Needs much
beyond	good	Good	able	additional	additional
expectation	__progress__	__progress__	__progress__	work	work

4. Increased understanding of the selection of techniques which are in keeping with the goals and the dynamics of the groups.

Progress	Very		Accept-	Needs	Needs much
beyond	good	Good	able	additional	additional
expectation	__progress__	__progress__	__progress__	work	work

5. Increased understanding of the importance of group goals and how to establish, state, and evaluate them.

Progress	Very		Accept-	Needs	Needs much
beyond	good	Good	able	additional	additional
expectation	__progress__	__progress__	__progress__	work	work

6. Increased understanding of the responsibilities of group members and leaders.

Progress	Very		Accept-	Needs	Needs much
beyond	good	Good	able	additional	additional
expectation	__progress__	__progress__	__progress__	work	work

What suggestions do you have for improving our progress toward achieving our objectives?

setting up quantitative or qualitative measures of progress. The continuum of "very good progress made" to "need much additional work" is only one such example.

The methods of handling evaluations such as the three mentioned directly above (internal dynamics, group maturity, and content objective analysis) can be varied. The same general procedure of filling out the forms, summarization, and discussion will be used, but alternative ways to handle this can be set up.



# 4.

## **Evaluation of Individual Contributions**

AS A DEPARTURE from methods wherein the group working together analyzes the process of the group as a whole, a method whereby the actions of individual members can be evaluated is of obvious value. When the unit-act role concept (as discussed in Chapter 5) is introduced into a group, it usually creates great interest among the members. It may be used as a basis for individual evaluation.

Remember that anything which may be interpreted as criticism invades a sensitive area, more so when it concerns the individual than when it concerns the group. For that reason this type of evaluation may best be begun by having each member evaluate himself. This may be done by using a check list such as Form 9. The member checks off the roles which he thinks he fills, those he would like to fill, those in which he thinks he is successful, and those he feels he should practice.

# FORM 9

## SELF-ANALYSIS CHECKLIST OF UNIT ACT ROLES

(Analyze your own participation in the group and check each of the 24 unit act roles in the appropriate column.)

Group Roles	Roles I fill most often	Roles I'd like most to fill	Roles I fill least well	Roles I'd like to practice
1. Initiator				
2. Opinion Seeker				
3. Opinion Giver				
4. Information Seeker				
5. Information Giver				
6. Elaborator				
7. Evaluation Critic				
8. Summarizer				
9. Recorder				
10. Integrator				
11. Orienter				
12. Procedural Technician				
13. Encourager				
14. Harmonizer				
15. Standard Setter				
16. Energizer				
17. Follower				
18. Evaluator				
19. Dominator				
20. Blocker				
21. Anecdoter				
22. Play Boy				
23. Special Interest Pleader				
24. Recognition Seeker				

Task Roles

Group Building Roles

Personally Centered Roles

Though at first the member may prefer to use this information privately as a basis for self-improvement, he may soon want to compare his opinion of himself with that of the group. Or he may desire help in improving his performance in the roles which he thinks will contribute to the group. With growing maturity it is often possible and useful to involve the whole group in this type of evaluation.

Is interaction cultivated  
and developed or is  
it discouraged?



## METHOD

# 5.

## Group Observer Devices

A NEW ORIENTATION toward evaluation is provided by the use of a group observer or an observation team. The primary advantage of this technique is that it enables a member, or a small group of members, to disassociate themselves from the give and take of any session and to analyze the behavior of the group as a whole from a relatively objective standpoint. It is a step toward more sophisticated evaluation, not only for this reason, but also because it can be delegated to the member most likely to be an effective evaluator.

The technique may remain quite simple, or it can be expanded to almost any degree of complexity. It could be as simple as merely requesting one member to pay attention and comment at the end of a meeting. Usually more structured methods will be more effective, provided that the observer(s) shows the necessary knowledge and skill and provided the group has been educated to a degree which makes it amenable to constructive evaluation.

Just as it was pointed out that group self-evaluation was only as good as the summary and discussion which followed, so observer techniques are dependent upon similar use being made of the observations. Several of the more simple methods will be illustrated by typical observer report forms which will be self-explanatory.

As the methods grow in complexity it becomes more and more necessary that the observers have a knowledge of the basic structure of group process. A group observer functions by collecting notes — mental or written — on the way the group operates and on its progress. While observing, he detaches himself from actual participation in the group. Upon request he reports, or “feeds back,” his observations to the group, along with appropriate interpretations. These reports serve as the basis for the group’s evaluation of its own process and progress. The following seven points are descriptive of a good observer and his function.

1. He is accepted freely and easily by the group.
2. He is perceptive in noting aspects of group operation which might be improved, and he is both sensitive and objective in these observations.
3. He is capable of verbalizing his observations in a general and simple manner which does not give offense.
4. He is a person who understands the temper and atmosphere of the group in order that he may feed back his report at an appropriate and useful level; for example:
  - a. Descriptive level — “We reached one decision today; all but two persons participated in the discussion.”
  - b. Low level interpretation — by hypothesizing — “We reached only one decision today; was it due to lack of summarization and integration of ideas?”
  - c. High level interpretation — “Everyone seemed interested in getting their personal ideas before the group and in getting credit for them. No one seemed interested in integrating the various ideas into something resembling consensus. Are we more interested in getting credit or in group action and progress?”

5. He stimulates the group to evaluate rather than setting himself up as a personal evaluator.
6. He works closely with all leaders and group members.
7. He tries to pass on to the group the desire and ability to evaluate, thus gradually broadening the base of evaluation.

Group observations can be categorized into two main types, anecdotal and verbal interaction patterns. The anecdotal observer concentrates on the group as a whole. He observes it as it functions, and through his report focusses attention on specific aspects of its functioning. The first section, on observer devices, will confine itself principally to anecdotal methods, their summarization and interpretation. Attention to verbal interaction processes will be given in the next section.

#### **GROUP OBSERVER ANECDOTAL EVALUATION**

Various forms and devices which may prove useful in anecdotal observation are available or can be developed. For instance a starting place for anecdotal observation may be the relatively simple Form 5 suggested for use in the end-of-meeting section. A slightly different approach to anecdotal observation is suggested in Form 10, which deals both with content of discussion as well as process at a general level. Form 11 is a more detailed one and deals with group productivity and process at a general level. It will be apparent that Form 12 makes extensive use of the framework suggested under "internal dynamics" in Chapter 6, and is in reality a check list. Such a list cannot be all inclusive, so for any individual situation it would be highly profitable for the observer to make his own list adapted to his own group's problems.

It should also be recognized that the observer would not comment on all items in the suggested lists. They are meant to be suggestive of the points that might be considered for

evaluation. With the list before him, the observer should be able to select the items he believes to be most important for him to bring before the group for discussion in order to facilitate its process.

**FORM 10**

## CONTENT OBSERVER'S REACTION SHEET

Group \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_

Objective of the Meeting \_\_\_\_\_

Major problem area (s)	Major issues	Points made in discussion	Solutions, agreements, discussion, recommendation

To what extent did the group have a common and a consistent orientation toward an objective?

Always on the beam \_\_\_\_\_ On and off \_\_\_\_\_ Mostly off the beam \_\_\_\_\_

How fully were the members in accord with what the group was trying to accomplish today?

Completely in accord \_\_\_\_\_ About half in accord \_\_\_\_\_ Small minority \_\_\_\_\_  
in accord

**FORM 11****ANECDOTAL OBSERVATIONS ON MEETING PRODUCTIVITY****Notes****A. Orientation**

1. How far did we get?
2. To what extent did we understand what we are trying to do?
3. To what extent did we understand how we are trying to do it?
4. To what extent were we stymied by lack of information?

**B. Motivation and Unity**

1. Were all of us equally interested in what we are trying to do?
2. Was interest maintained or did it lag?
3. To what extent did the group feel united by a common purpose?
4. To what extent were we able to subordinate individual interests to the common goal?

**C. Atmosphere**

Was the general atmosphere of the group:

1. Informal or formal?
2. Permissive or inhibited?
3. Cooperative or competitive?
4. Friendly or hostile?
5. Other comments.



Anecdotal Observations on Meeting Productivity (Cont.)

Notes

D. Contributions of Members

1. Was participation general or lopsided?
2. Were contributions on the beam or off at a tangent?
3. Did contributions indicate that those who made them were listening carefully to what others in the group had to say?
4. Were contributions factual and problem-centered or were the contributors unable to rise above their preconceived notions and emotionally-held points of view?

E. Contributions of Special Members of the Group

1. How well did the leader serve the group?
2. The recorder?
3. The resource persons?
4. Those in other special roles?

F11

# FORM 12

## OBSERVER'S CHECK LIST ON INTERNAL DYNAMICS OF GROUPS

	Notes
<p>A. Ends (Goals and Objectives)</p> <ol style="list-style-type: none"> <li>1. Are the ends clearly defined or is there a lack of definition?</li> <li>2. Were ends determined cooperatively or were they arbitrarily set?</li> <li>3. Is there a definite recognition of present position in relation to goals or is there a lack of such recognition?</li> <li>4. Are people trying to decide upon a course of action without first agreeing on the end which its course of action is designed to achieve?</li> </ol>	
<p>B. Means (Programs and Activities)</p> <ol style="list-style-type: none"> <li>1. Do means or activities contribute to the ends agreed on, or are the means becoming ends in themselves?</li> <li>2. Are new approaches to achieve ends tested and tried willingly?</li> </ol>	
<p>C. Atmosphere or Climate</p> <ol style="list-style-type: none"> <li>1. Is there an air of permissiveness and warmth, or is there a "defensive" feeling?</li> <li>2. Is there feeling of inhibition or competitiveness; is the thinking objective or subjective?</li> <li>3. Is the physical setting an environment which contributes to well-being?</li> <li>4. Are there unresolved personal tensions?</li> </ol>	
<p>D. Communications</p> <ol style="list-style-type: none"> <li>1. Are there both formal and informal channels for communications?</li> <li>2. Can the bottom of the organization communicate with the top?</li> <li>3. Do members have enough knowledge to coordinate their activities effectively?</li> <li>4. Is there shared knowledge and teamwork?</li> <li>5. Are there definite methods for sharing knowledge, plans, etc.?</li> <li>6. Have communication weaknesses encouraged clique formation?</li> </ol>	
<p>E. Participation</p> <ol style="list-style-type: none"> <li>1. Do all members contribute to group discussion?</li> </ol>	

Observer's Check List on Internal Dynamics of Groups (Cont.)

2.

Notes

<ol style="list-style-type: none"> <li>2. Is there opportunity for all to participate?</li> <li>3. Is the participation distributed throughout the group, or is it leader centered?</li> <li>4. Are all members assuming responsibilities?</li> </ol>	
<p>F. Heterogeneity</p> <ol style="list-style-type: none"> <li>1. Are background and experience varied?</li> <li>2. Are both progressive and conservative ideas voiced?</li> <li>3. Do differences lead to conflict?</li> </ol>	
<p>G. Human Relations Skills</p> <ol style="list-style-type: none"> <li>1. What is the nature of interaction patterns within the group?</li> <li>2. How are contacts between different ability levels handled?</li> <li>3. Do attitudes of antagonism or friendliness prevail?</li> <li>4. Do interaction patterns erect social barriers?</li> <li>5. Is interaction cultivated and developed or is it discouraged?</li> </ol>	
<p>H. Standards of Operation</p> <ol style="list-style-type: none"> <li>1. Are the levels of aspiration realistic?</li> <li>2. Is there shared responsibility?</li> <li>3. Are positive interpersonal patterns apparent?</li> <li>4. Are some members psychologically isolated?</li> <li>5. Are there hidden agendas?</li> </ol>	
<p>I. Social Control</p> <ol style="list-style-type: none"> <li>1. Do members conform to group expectations?</li> <li>2. Are members given recognition for meeting group standards?</li> <li>3. Are there both formal and informal sanctions or controls which may be invoked?</li> <li>4. Do some members flaunt standards to gain a kind of recognition?</li> </ol>	
<p>J. Role Definition</p> <ol style="list-style-type: none"> <li>1. Are functionary roles clearly defined?</li> </ol>	

Observer's Check List on Internal Dynamics of Groups (Cont.)

3.	Notes
<ol style="list-style-type: none"> <li>2. Is the over-all organization structure well understood and accepted?</li> <li>3. Are roles defined by default?</li> <li>4. Are individuals left on their own to determine the direction and limits of their responsibility?</li> </ol>	
<p>K. Group Productivity Roles</p> <ol style="list-style-type: none"> <li>1. Do the members have an understanding of the nature of productive group member roles?</li> <li>2. Are the members interested in task roles but negligent about group building roles?</li> <li>3. Do members consciously work to expand their ability in creating additional functional roles?</li> </ol>	
<p>L. Identity</p> <ol style="list-style-type: none"> <li>1. Does the group exhibit definite evidence of a "we" feeling?</li> <li>2. Do members feel a common concern with regard to other members and the group as a whole?</li> <li>3. Do the members identify more with each other or with the group as a whole?</li> <li>4. Is the identification with the group based upon its objectives, the group itself, or a combination of these?</li> <li>5. Do members show a genuine willingness to work and sacrifice for group consensus and group goals?</li> </ol>	
<p>M. Leadership</p> <ol style="list-style-type: none"> <li>1. Is the leadership pattern democratic or autocratic?</li> <li>2. Is the pattern rigid or flexible?</li> <li>3. Is there a definite feeling that leadership is present?</li> <li>4. Is authority delegated?</li> <li>5. Are clear-cut decisions made?</li> <li>6. Is decision making shared?</li> <li>7. Is there a clear definition of policy?</li> </ol>	
<p>N. Group Size</p> <ol style="list-style-type: none"> <li>1. Considering its objectives, is the group too large or too small?</li> <li>2. Are techniques being used appropriate for the size of group?</li> </ol>	

Observer's Check List on Internal Dynamics of Groups (Cont.)

4.	Notes
<p>3. Is the group large enough to require special techniques to accomplish communication and other elements of internal dynamics?</p>	
<p>0. Group Evaluation</p> <ol style="list-style-type: none"> <li>1. Will the group accept evaluation?</li> <li>2. Is it objective about its functioning?</li> <li>3. Can it face emotional problems related to its procedure and make intelligent modifications?</li> <li>4. Has a good balance between established methods and readiness to experiment been attained?</li> <li>5. Does the group face reality and work with fact rather than fancy?</li> </ol>	

F12

## METHOD

# 6.

## **Group Observer Evaluation of Individual Participation**

IN THE FOREGOING DISCUSSION of some of the specific techniques of group evaluation the major interest has been on methods aimed at analyzing group process as a whole; to the over-all aspects of group behavior. This is important, but it is difficult to try to evaluate the performance of a group without considering the variable characteristics of the individuals who make up the group, the roles they play in the processes of their group, and their interaction with each other. A number of the techniques suggested provide the raw data for this type of analysis. However, a more detailed discussion should provide additional insights into the importance of evaluation oriented toward group members as individuals.

A group which has been in existence even a short time develops a characteristic pattern of relationships between its members. Some may contribute much, others little; some

are more productive at one stage of a meeting, some at another; some contribute to a friendly atmosphere, others seem to evoke hostility. All the facets of individual human behavior and of interaction behavior are demonstrated in almost any group.

In any complete type of evaluation there must be a study of the impact of the individual upon the group, as well as the influence of the group and of other members upon the individual. In part, this can be studied under three headings: amount, orientation, and kind of participation.

#### **AMOUNT OF PARTICIPATION**

The quantitative contribution of each member to the group discussion is an important factor related to group success. An analysis can answer questions related to the equality of participation, or the domination of participation by one or a few members. Such records provide information to determine the degree to which all members become involved in discussion, and to point out to individual members the degree to which they are dominating discussion.

#### **ORIENTATION OF PARTICIPATION**

A member's contribution is often addressed to another member. It may be addressed to a formal leader, or to other members of the group. Responses likewise may have different orientations and much can be learned about the group from recording and interpreting these interaction patterns. An analysis of these interaction patterns can determine whether the discussion is centered with the leader, whether it becomes a series of intermember exchanges, or whether the emphasis of the meeting interaction is more impersonally directed toward the total group.

#### **KINDS OF PARTICIPATION**

Categories of participation are important clues to the effectiveness of the group process. The unit-act role categories discussed in Chapter 5 are suggested here as valuable

tools to analyze kinds of group participation. Three major categories of roles were suggested: *Task* roles, oriented at solving the task at hand; *Group Building* roles, oriented at building group solidarity or facilitating group discussion; and *Individually Centered* roles, oriented at satisfying individual ego needs, often at the expense of group building and task needs. Within these broad categories a number of unit-act roles were specified. An understanding of these roles, the degree to which needed roles are performed, and the sequence in which they are performed may give important insights into group productivity or failure.

In most effective problem-solving or decision-making groups a general pattern of role performance seems to lead to increased effectiveness. Initiation should be followed by clearly stated definition of the problem. Information giving and information seeking usually follows with clarification and elaboration. As alternative courses of action are suggested there may be need for opinion giving and opinion seeking. There is usually need for summarization and integration of the various points in the discussion. If the group tends to get off the subject, there is need for orientation back to the task.

A member's contribution may be addressed to a formal leader, or to another member of the group.





At various points during the discussion there may be need for such group building roles as encourager, harmonizer, compromiser, or standard setter. In some cases too much emphasis on certain roles may hinder the group from making progress. In other cases groups have difficulty because no one plays the role of elaborating or asking for clarification to make sure everyone understands the points of discussion. Some groups seem to go in circles or off on tangents because no one plays the role of orienting the group back to the task at hand or takes the trouble to summarize and close off areas of discussion once consensus has been reached. Some group members may be playing individually centered roles without realizing it. An analysis of the kind and sequence of participation should give important insights into these problems and suggest steps that might be taken to improve group productivity.

#### **PARTICIPATION ANALYSIS IS VALUABLE**

An analysis of the various types of participation may be of value to groups in the following ways:

1. To show who does and does not participate verbally.
2. To show how many times each individual participates verbally.
3. To show to whom verbal interaction is directed; to the leader, to other group members, or to the group as a whole.
4. To show the pattern of interaction in relation to physical setup and location of members.
5. To show type and range of interaction by individuals and the group as shown by role analysis.
  - a. Lack of certain roles being played may be key to poor group production.
  - b. The playing of too many of certain types of roles may be key to poor production.
  - c. Analysis of roles being played may show why your group is productive.

- d. It may provide the basis for analyzing our individual role behavior to the end that we may improve our individual productivity.
6. To show sequence of roles which may:
  - a. Give insight into productivity or lack of productivity of the group including the process of decision making.
  - b. Show acceptance or rejection of ideas on basis of the individuals contributing them.
7. To give basis to compare the group or members over time, to show change or lack of change in above areas.
8. To give a trained observer and mature members a theoretical framework that he consciously or unconsciously may use to diagnose member participation and roles and assess roles required in given group situations to aid a group in becoming more productive.
9. As one of the best ways to teach concept of unit-act roles.

Techniques and forms can be designed for use by observers in recording the above kinds of observations of participation for purposes of evaluation.

The preceding analyses of participation may be recorded in various ways. The simplest merely records the number of times each member speaks, and is hence a simple quantitative record of participation (Form 13).

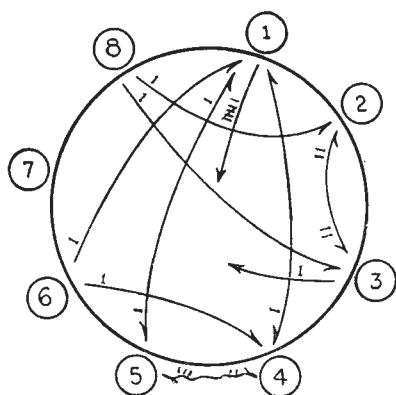
**FORM 13**

## PARTICIPATION RECORD

Member name or number	Number of comments	Total

A more informative, but still quite simple, method of recording information about amount and direction of participation is by use of a diagram, as illustrated by Form 14. Each participant around a table is given a number. Lines between the circles representing members indicate that some interaction has occurred between them. The half arrow at the end of the line indicates the direction, who spoke to whom. The number of times this action was carried out is indicated by tally marks on the line. Communication addressed to the group as a whole is indicated by a whole arrow ending in the center. Often side communication whispered to a neighbor forms an important part of interaction. This may be illustrated by a wavy line between communicants.

FORM 14



Information gathered by this graphic method may be converted to anecdotal form somewhat as follows:

No. 1, the leader, spoke mainly to the group as a whole. He was addressed directly by three members, 4, 5, and 6. He answered two of them directly.

No. 2 was spoken to by No. 8. He addressed No. 3 twice and 3 spoke to him twice.

No. 7 did not speak at all, nor was he addressed.

No. 5 communicated only once with No. 1, but engaged in extensive side communication with No. 4.

Such a diagram is called a sociogram, and the process of preparing it is known as sociometry. A simple sociogram may be very useful in the interpretation of the effect of proximity, seating arrangements, and other physical factors upon the interaction of the group.

#### UNIT-ACT ROLE ANALYSES

Thus far the methods presented have dealt only with the amount and orientation of participation. The unit-act role concept has been found valuable for more precise and penetrating analysis of individual participation and interaction. This is one approach to get at the more *qualitative* aspects of group participation. The use of these evaluation techniques requires a basic understanding of group process and, more specifically, of unit-act roles. It also requires greater sophistication and maturity of the group. However, many groups do use this method and find it to be extremely valuable in increasing individual and group productivity.

A brief review of the general categories (task, group building, and individual) of roles as well as the more specific unit-act roles within each of these categories as discussed in Chapter 5 will be an important starting point for using this type of evaluation. An understanding of the definition of the individual roles will be a necessity. It should be recognized that it is quite possible that more than one unit-act role may be played by an individual in any given discourse or series of uninterrupted statements.

The tools developed for this type of evaluation can range from the relatively simple to the complex. Three examples are presented here. Both from the point of view of the group observer or observer team and the feedback to the group, it may be advisable to begin this evaluation with a relatively simple approach. Simplicity can be introduced in two main

ways: (1) by using only a limited number of unit-act role concepts; and (2) by merely recording the roles played without attempting to determine interaction patterns or role sequence. Form 15 presents such an example. At the top of this form is a limited list of roles selected to keep the observation at a relatively simple level.

Form 16 is an example of a different way of recording unit-act roles performed by group members. In addition, 18 example unit-act roles are used. Detailed descriptions of the 18 roles are given below.

### SUMMARY OF UNIT-ACT ROLES FOR PROCESS OBSERVER'S USE

#### Group Building

1. *Encourager*. Praises, agrees with, and accepts the contribution of others. He indicates warmth and solidarity in his attitude toward other group members, offers commendation and praise and in various ways indicates understanding and acceptance of other points of view, ideas, and suggestions.
2. *Harmonizer*. Mediates the differences between other members, attempts to reconcile disagreements, relieves tension in conflict situations through jesting or pouring oil on the troubled waters, etc.
3. *Compromiser*. Operates from within a conflict in which his ideas or position is involved. He may offer compromise by yielding status, admitting his error, disciplining himself to maintain group harmony, or by "coming halfway" in moving along with the group.
4. *Expediter*. Attempts to keep communication channels open by encouraging or facilitating the participation of others ("we don't yet have the ideas of Mr. X.") or by proposing regulation of the flow of communication ("why don't we limit the length of our contributions so that everyone will have a chance to contribute?").

#### Task

5. *Initiator*. Suggests or proposes to the group new ideas or a changed way of regarding the group problem or goal. The proposal may take the form of suggestions of a new group goal or a new definition of the problem. It may take the form of a suggested solution or some way of handling a difficulty that the group has encountered. Or it

# FORM 15

## GROUP OBSERVER FORM FOR SIMPLE UNIT-ACT ROLE ANALYSIS

Group \_\_\_\_\_ Content \_\_\_\_\_ Meeting \_\_\_\_\_  
 Time \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_

### Condensed List of Roles for Categorization

1. Initiator                      Suggests to the group changed ways of regarding the group problem or goals or new actions that might be taken.
2. Information giver            Offers facts or generalizations which are "authoritative" or relates his own experience pertinently to the group problem or discussion.
3. Information seeker          Asks for additional clarification or factual information pertinent to the problem being discussed.
4. Opinion giver                States his belief or opinion pertinently about subject being discussed. The emphasis is on opinion or feeling rather than fact.
5. Opinion seeker               Asks for the opinions of others.
6. Summarizer-integrator       Summarizes and/or integrates points of discussion.
7. Group builder                Performs group building roles.
8. Individual role               Plays individually centered roles.

Number or name of person	Roles performed*
1	3-3-4-3-5
2	5-4
3	5-7-7-4-7
4	1-2-3-4-2-2-3-4-5-6-1-4-5-6-7
5	4-8-8-4-5-8
6	5
7	3-3-5-4-2-5-2-6-2-5-4-7-4

\* Numbers correspond to roles listed above.

may take the form of a proposed new procedure for the group, a new way of organizing the group for the task ahead.

6. *Information seeker.* Asks for clarification of suggestions made in terms of their factual adequacy, for authoritative information, and facts pertinent to the problem being discussed.
7. *Opinion seeker.* Asks, not primarily for the facts of the case, but for a clarification of the values pertinent to what the group is undertaking or of values involved in a suggestion made or in alternative suggestions.
8. *Information giver.* Offers facts or generalizations which are "authoritative" or relates his own experience pertinently to the group problem.
9. *Opinion giver.* States his belief or opinion pertinently to a suggestion made or to alternative suggestions. The emphasis is on his proposal of what should become the group's view of pertinent values, not primarily upon relevant facts or information.
10. *Elaborator.* Spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions previously made, and tries to deduce how any idea or suggestion would work out if adopted by the group.
11. *Summarizer.* Pulls together ideas, suggestions, and comments of group members and group decisions (decisions of the group) to help determine where the group is in its thinking or action process.
12. *Orienter.* Defines the position of the group with respect to its goals, points to departures from agreed upon directions or goals, or raises questions about the direction which the group discussion is taking.
13. *Disagreer.* Takes a different point of view, argues against, implies error in fact or reasoning. He may disagree with opinions, values, sentiments, decisions, or procedures.
14. *Energizer.* Prods the group to action or decision, attempts to stimulate or arouse the group to "greater" or "higher quality" activity.

#### Individual

15. *Aggressor.* May work in many ways — deflating the status of others, expressing disapproval of the values, acts, or

## FORM 16

OBSERVER'S SUMMARY SHEET FOR RECORDING UNIT-ACT ROLES  
PERFORMED BY EACH PARTICIPANT

Date	Time	Meeting	Group
------	------	---------	-------

Content	Method
---------	--------

## UNIT ACT ROLES

Group Building	Group Task	Individual
1. <u>Group Building</u>		
2. <u>Group Task</u>		
3. <u>Individual</u>		

- |                |                       |                        |
|----------------|-----------------------|------------------------|
| 1. Encourager  | 5. Initiator          | 15. Agressor           |
| 2. Harmonizer  | 6. Information seeker | 16. Blocker            |
| 3. Compromiser | 7. Opinion seeker     | 17. Recognition seeker |
| 4. Expediter   | 8. Information giver  | 18. Dominator          |
|                | 9. Opinion giver      |                        |
|                | 10. Elaborator        |                        |
|                | 11. Summarizer        |                        |
|                | 12. Orienter          |                        |
|                | 13. Disagrecer        |                        |
|                | 14. Energizer         |                        |

Note: The members of the group can be recorded in the left hand column either by name or by number. The unit act roles performed can be checked in the appropriate columns under roles performed.

[illegible]

\*Numbers correspond to roles listed above.



- feelings of others, attacking the group or the problem it is working on, joking aggressively, showing envy toward another's contribution by trying to take credit for it, etc.
16. *Blocker*. Tends to be negativistic and stubbornly resistant, disagreeing and opposing without or beyond reason and attempting to maintain or bring back an issue after the group has rejected or by-passed it.
  17. *Recognition seeker*. Works in various ways to call attention to himself, whether through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent his being placed in an "inferior" position, etc.
  18. *Dominator*. Tries to assert authority or superiority in manipulating the group or certain members of the group. This domination may take the form of flattery, of asserting a superior status or right to attention, giving directions authoritatively, interrupting the contributions of others, etc.

Form 17 is a more complicated device for unit-act role analysis but is by far the most meaningful type of analysis. Many different kinds of information are available from this device. The eighteen example unit-act roles are used. This evaluation tool allows for the recording of the person speaking, to whom the person speaks, and the role(s) performed each time a person speaks. It also provides information showing the sequence in which people spoke and the sequence of the roles performed. A column is provided for a recording of comments as discussion progresses so that the persons speaking and roles can be related to the points under discussion. A more detailed discussion of the filling out of this form can be found in the explanatory note under the form.

Two additional important types of information can be taken from this form. The information can be transferred to a form similar to one suggested in Form 16. This allows for a summary analysis of the roles played by each individual and a summary of the number of times specific roles are played. Since this form includes information about who spoke to whom (including participation directed to the

# FORM 17

## GROUP OBSERVER'S SUMMARY SHEET FOR RECORDING UNIT-ACT ROLES, AMOUNT AND ORIENTATION OF PARTICIPATION

Date \_\_\_\_\_ Time \_\_\_\_\_ Meeting \_\_\_\_\_ Group No. \_\_\_\_\_

Content \_\_\_\_\_ Method \_\_\_\_\_

### UNIT ACT ROLES

Group Building	Group Task		Individual
1. Encourager	5. Initiator	10. Elaborator	15. Aggressor
2. Harmonizer	6. Inform. seeker	11. Summarizer	16. Blocker
3. Compromiser	7. Opinion seeker	12. Orienter	17. Recognition seeker
4. Expediter	8. Inform. giver	13. Disagreeer	18. Dominator
	9. Opinion giver	14. Energizer	

### Member Participation Record

Speaker	Spoken to	Role	Comments	Speaker	Spoken to	Role	Comments
1	0	4	Let's get started	2	3	10	
1	0	12	Purpose 4 minutes	3	2	9	
1	0	5	Let's discuss	8	2-3	2	
4	1	6	asks clarification	1	0	11	Good Summary
1	4	8		1	0	5	Specific solution recommended
6	1-4	10					
5	1	8	Additional clarification				
1	5	8					
1	0	5	Suggested solution				

Explanation: An observer is needed to record these phases of the process of the group as it works on a task or problem. Information has been filled in on the form above to illustrate its use. In the first column a record is made of the person speaking or participating (speaker). In the second column is recorded the person or groups to whom the participant addressed his remarks (spoken to). In the example above, "0" is used to indicate that the person spoke to the total group. In the third column the observer records the unit act role performed by the participant. Space is provided for the observer to record additional comments or explanations that may help him when he reports his observations to the group.

# FORM 18

## OBSERVER'S RECORD OF VERBAL INTERACTION AND ANECDOTAL OBSERVATION

Discussion Group \_\_\_\_\_

Meeting No. \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

### Participation Roles:

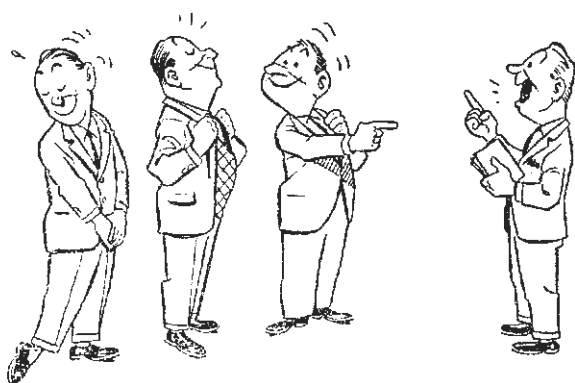
1. Asking for information, clarification, advice.
2. Offering information to the group.
3. Offering opinions and suggestions concerning action or strategy.
4. Clarifying, interpreting, defining an issue or point.
5. Proposing agenda items for conference group discussion or action.
6. Summary of steps of group process.
7. Asking for group or personal participation.
8. Other.

Participation Record		General Meeting Rating Scales		
Name of person or assigned Number	Roles Performed	<u>Group Direction</u>		
		Always on "beam"	Off and on	No goal
		<u>Use of Experts</u>		
		Complete dependence on expert	Expert a tool of group	Expert completely ignored
		<u>Progress in Relation to Expectation</u>		
		Enthusiastic about progress	Indifferent to progress	Impatience expressed
		<u>Action Orientation</u>		
		Detailed, specific action plan	Only general action plans	No action conceived
		<u>Competition-Cooperation</u>		
		Highly cooperative	Individualistic	Highly competitive
		<u>Pattern of Interaction</u>		
		All centered on leader	Leader gets usual share	Leader usually by-passed
		<u>Atmosphere of Group</u>		
		Informal-friendly	Variable	Stiff-cool

group) a group interaction sociogram can be prepared from these data.

In beginning this type of observer evaluation only short segments of a meeting can be handled by the observer or absorbed by the group. Increasing skill and experience can expand the method.

Form 18 illustrates a combination of simple individual participation and anecdotal forms.



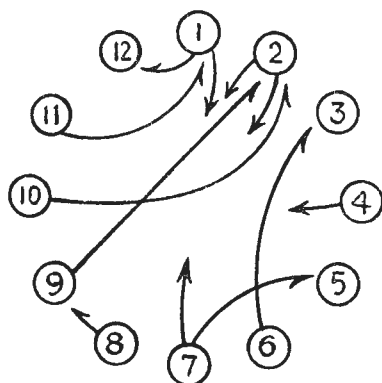
## METHOD

# 7.

## **Sociometry**

IN AN ATTEMPT to present various methods of group evaluation in something resembling a logical fashion, attention has been given to evaluation by the entire group and evaluation by the observer. Also the internal dynamics of the group as a whole have been considered, and finally the contribution of the individual as interpreted through the unit-act roles which he plays. Until now only a minimal attempt has been made to evaluate the directions of action and interaction, or to determine these quantitatively. A further elaboration of this type of analysis can be made with a brief discussion of a technique known as sociometry. The use of sociometric techniques provides a graphic representation of action and interaction. The resulting diagram is known as the sociogram.

The figure below illustrates a simple sociogram, a group observer's record of the orientation of member participation in a segment of a meeting. This shows the direction of individual participation and the number of times each person participated.



This sociogram illustrates the group observer's record of the orientation of group members' participation during a 3 minute period. The full arrows denote participation addressed to the group; the half arrows participation addressed to an individual.

More detailed analysis can be accomplished by not only preparing the sociogram, illustrated above, but by also recording the roles played by each participant using Form 19 or other unit act role forms shown on the previous pages. Of special note is the point that participation sociograms can be prepared from Form 17, page 330.

Sociometry can be used as a means for determining the degree to which individuals are accepted in a group, for discovering the relationships which exist among these individuals, for determining preference or rejection patterns, and for disclosing the structure of the group. It is most useful for those continuing groups in which the individuals know each other.

The sociometric technique is relatively simple to administer and diagram. It consists of asking each individual group member to write down with whom he prefers to as-

# FORM 19

## OBSERVER GROUP INTERACTION SHEET WITH PARTICIPATION RECORD AND INTERACTION CHART

### Group Interaction

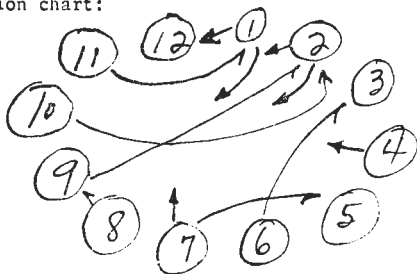
Group # \_\_\_\_\_ Content \_\_\_\_\_ Meeting \_\_\_\_\_  
Time \_\_\_\_\_ Observer \_\_\_\_\_  
Date \_\_\_\_\_

#### Key for Categorizing Roles

#### Participation Record

	Number of persons	Role(s)
1. <u>Initiator-contributor</u> : new items for discussion.	2	1-6
2. <u>Information seeker</u> : asks for clarification, etc.	7	2-7
3. <u>Elaborator</u> : clarifying, interpreting, defining.	8	9
4. <u>Information giver</u> : new facts related to point of discussion at hand.	9	2
5. <u>Summarizer-integrator</u> : summarizes, integrates, orients.	11	2
6. <u>Energizer</u> : prods group to action or decision.	1	4-6
7. <u>Group builder</u> : building of group.	6	2
8. <u>Participation builder</u> : asking for group, personal.	4	7
9. <u>Individually-centered roles</u> : satisfy individual needs.	10	2

#### Interaction chart:



—> Participation directed to a particular group member

—> Participation directed to the group

sociate for specific activities or in particular situations. In mature groups or in groups where group cohesion is not a problem, questions may also be asked concerning those in the group with whom he would least like to associate. The results of these group member choices are then summarized and plotted.

In using the sociometric technique it is important to recognize that it is only a tool that helps visually represent patterns within the group. It does not give "why" answers. The sociogram is of little value without an intimate knowledge of the individuals involved and the interrelation between individuals. While the sociogram may give insights into the present or potential association patterns in a group, it is only a graphic starting point for deeper analysis and understanding of the group, its cohesiveness, its cliques, its organizational potential, and actions that may need to be taken to improve group functioning. Intensive use of the sociometric technique will require additional reading to provide the background needed for intelligent application.

#### **PRACTICAL APPLICATION**

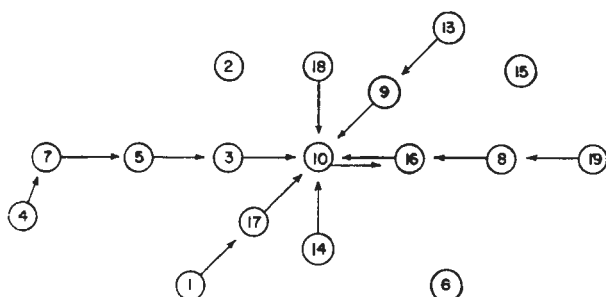
Practical use of sociometry can be effectively illustrated by its use in a specific context, that of choosing group leaders for a special occasion. This may be carried out by asking certain specific questions to the membership of a group and then plotting and analyzing the results. It is important that such questions be kept few in number, simple and objective in their phrasing, and applicable to a stated situation. Three examples of questions asked and the plotted sociograms are given below to illustrate this use of sociometry.

##### **Use of a Sociometric Method in an Informal Group Situation**

*Question:* Suppose this group were to be organized on a permanent basis. Whom would you prefer for chairman?



*Result:*

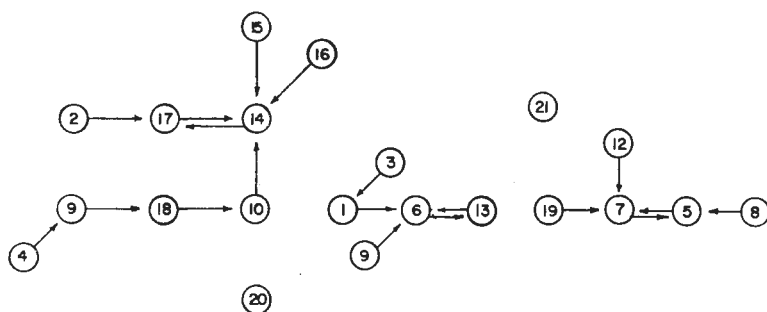


*Interpretation:* The clustering of the arrows around No. 10 strongly suggests that he is the man for the chairmanship. 4, 5, and 7 were indirectly related to the main cluster because 3 selected 10. 2, 6, and 15 were not present and hence could not make a choice. Also note they were not chosen.

At the next meeting another question was asked.

*Question:* Whom would you prefer as chairman to organize a group party?

*Result:*



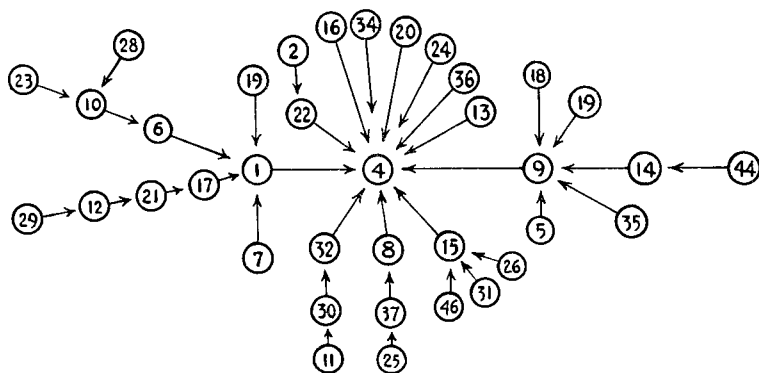
*Interpretation:* A marked reorientation of the group occurs to meet a specific situation. As presented the choices would indicate three potential leaders,

each with a following. In this case the plotting of the second choices disclosed: (1) a fusing of the choices of the individuals choosing 6 and 7, (2) 6 chose 10, (3) 14 was chosen directly by 7, 9, and 18. Thus on the basis of these second choices, and additional knowledge about the group, it appeared that 14 would be the most acceptable chairman.

#### Use of sociometry in a church group

*Question:* Whom would you prefer for a leader of this group?

*Result:*



*Interpretation:* This appears to be a fairly well integrated group with leaders and sub-leaders clearly indicated.

#### HOW TO USE THE SOCIOMETRIC TECHNIQUE

This technique is especially useful to:

1. Find strong and weak points in a group.
2. Find both leaders and isolated nonparticipants.

3. Locate committee chairmen and to allocate persons to committees who will work together.
4. Suggest when and how groups might be reorganized.
5. Indicate factions within a group so that a committee, for example, may be set up to include all factions identified.

**This technique should be used in:**

1. A friendly and casual situation without hostility, doubt, or mystery.
2. Situations when there is a permissive atmosphere and not when an emotional issue is at stake.
3. Groups who will feel free to make any choice and who have been made aware that the results will be used.
4. Solving problems that can be objectively stated in a very few questions, usually not over three to five.

**Use these steps when making any sociogram:**

1. The group must be fully informed about the technique, its purpose, nature, and the ultimate use planned.
2. The questions must be carefully stated both as to content and wording so as to obtain information on the specific relationships desired.
3. Results must be recorded on the test summary sheet (see Form 20).
4. Make the sociogram by locating all individuals on the chart and retaining these locations for all questions, each of which requires a separate chart.
5. In drawing the sociogram leaders should be located near the center, isolates on the periphery.
6. Analyze the results by looking for: (1) mutual choices — 2 chooses 3 and 3 chooses 2; (2) chains — 3 chooses 5, 5 chooses 7, 7 chooses 2, etc.; (3) islands — pairs or small groups not chosen; (4) triangles — 1 chooses 5, 5 chooses 8, 8 chooses 1; (5) isolates — not chosen by anyone; (6) leaders — chosen by many.

**When reading the sociogram:**

1. Information may be gained by following one person throughout.
2. The over-all pattern should be traced and examined.
3. Long chains may indicate that the group works as a unit.
4. Confused lines without ascertainable pattern suggest lack of group unity or absence of outstanding leadership.
5. Small groups with no communicating lines to other members or subgroups suggest clique formation.
6. Individuals with the most choices have promise of being the best leaders in the particular situation.

**Questions which may help clarify the sociogram:**

1. What appears that was expected to appear?
2. What appears that was not expected to appear?
3. What seems to account for certain members being rejected?
4. What seems to account for certain individuals being chosen by many others?
5. What might account for mutual choices? Rejections?
6. Is there any evidence of cleavage in the sociogram? For example: personal antagonisms; racial, national, or religious differences; social, economic, or status separation.
7. What do those chosen by a number of group members have in common? The rejected?
8. Are there any evidences that special knowledge, understandings, or skills are present and recognized by the group?
9. Is there evidence as to the converse of 8?

**Cautions:**

1. Sociometric techniques are only tools to illustrate patterns of communication within a group. The interpreter must supply the "why" answers.



## METHOD

# 8.

## Using Evaluation

GROUPS SHOULD DEVELOP and use their own evaluation devices according to their particular needs. The suggestions made as to specific forms and devices are only examples. Any attempt to fit the group's problem to a standard form can only limit creativity and originality, thus downgrading the quality of the evaluation.

Evaluation seems particularly prone to slip away from the main stream of group process. With some it begins to be an end in itself rather than a means to an end. To others it turns into a pleasant little parlor game which always amuses but never arouses the membership. Improperly done, evaluation can be a real destructive force, destroying group unity and undermining useful traditions of all kinds. Evaluation calls for the highest skill, both in its use and in its interpretation.

What specific good may be expected of evaluation? First it should call attention to group weaknesses as well as strengths. It should then allow group leadership to concentrate on the improvement of their groups. Of much more interest, however, is the high quality of evaluation as an educational force. There is no better way to learn group process than by seeing the elements actually applied in evaluation.

Assume that a group has adopted evaluation, has chosen a technique, and has collected the vital information. How can this information be made useful to the leadership and the membership of the group?

The information which any group has assembled as a result of any evaluation process does not constitute evaluation. It is only the raw material for evaluation. It must be summarized and reported to the group as a whole. The group as a whole must make the interpretations and decide upon proper action to take as a result. Obviously, this requires the allocation of group time for these evaluative functions.

It is important that the members of a group fully understand why evaluation was undertaken and how the information was obtained. All must clearly understand the summary. It is in this area, the educational, that evaluation confers one of its chief benefits. The maturity and objectivity with which a group now can begin to interpret their information is a measure of their understanding of the group process as a whole. The application of lessons learned from evaluation requires even further group maturity and worth.

Evaluation need not be difficult, complicated, or complex. Quite often the simplest form is the most applicable to a given situation. Evaluation cannot be imposed upon a group which does not wish it, but some form of structured evaluation is invaluable to the process and productivity of almost all groups. Selling, explaining, and teaching evalua-

tion is a function of leadership, but the practice and interpretation of evaluation belongs to the whole group. An understanding of group process derived from systematic evaluation is one of the most potent developers of leadership within the group, and hence of approaching one of our ideals in group function.



Proper use of evaluation should  
increase group productivity  
in the long run.



## **Suggested Readings**

