

UNIT 3: BEHAVIOR DESCRIPTION

Leader Information

Step	Time	Instructions	Materials	Rationale	Objective
1.	2 minutes	Present on newsprint brief schedule of steps.			
2.	2 minutes	Ask large group to divide into their two small groups, with one group observing the other group. Members of Group A are paired with members of Group B for observation. The observer will sit opposite the group member he is observing but outside the group. The observer is to write observations he makes down on paper and be prepared to describe the other person's behavior later. The topic of discussion for Group A is: "What are the important qualities for a person in a helping profession to have?"	Paper and pencils	Forces the observer to describe behavior before having information on how to do it. Later they can see how much they need to learn.	An opportunity to observe behavior and attempt to begin describing it. Opportunity to share and explore ideas about what a helper is.
3.	10 minutes	Group A discuss topic while being observed by Group B.			
4.	5 minutes	After 10 minutes interrupt and ask pairs to meet and observer share the observations of his partner's behavior he has written down.		Allows group members opportunity to describe another person's behavior to that person directly.	Introduces idea of describing another person's behavior to him. Introduces idea of giving feedback to another person.

Step	Time	Instructions	Material	Rationale	Objective
5.	5 minutes	Distribute Handout 1; Behavior Description. Ask participants to read and to check their descriptions using the criteria in the handout.	Handout 1 Behavior Description	Participants can compare their own behavior descriptions with criteria for behavior description in Handout 1.	person on his behavior. To provide cognitive information on what comprises behavior description.
6.	10 minutes	Ask Group B to take the inner circle and discuss the topic: "How I could become a better helper to those with whom I am involved?" Group A is to observe Group B, and write down the behaviors they observe in their partners. Interrupt after 10 minutes and ask pairs to meet. Observer share his observations with his partner.	Paper and pencils		Gives all group members the opportunity to observe and describe behavior, opportunity to discuss their role as a helper.
7.	3 minutes				
8.	15 minutes	Ask pairs to join with another pair to form a group of 4. In this group they will share their behavior descriptions and critique the results using the criteria in Handout 1.		Opportunity to realize that practice in behavior description is needed. Shows participants the difficulties in	To compare results with others, applying criteria. Opportunity to review criteria for the communication skill

Step	Time	Instructions	Material	Rationale	Objective
		Ask members to identify difficulties in behavior description.		describing behavior and provides self-generated criteria for increasing skill of critiquing accuracy of behavior description.	of behavior description.
9.	2 minutes	Interrupt and ask participants to look at Handout 1; Behavior Description. Review aloud for them that behavior description means describing observable actions, without placing a value on them as right or wrong, bad or good. Descriptions do not include inferences, accusations, or generalizations about the other person's motives, attitudes or personality traits.	Handout 1	Provides idea that there is real here-and-now material for behavior identification and description.	Introduces idea of applying criteria within the group.
10.	2 minutes	Ask participants to join their original small group. Ask group members to think about the behavior of their small group members during the previous discussion. Announce that during the next small group meeting each person is to describe briefly the behavior of the other group members as seen in the previous discussion.		Provides opportunity for try out of skill of behavior description and receive reactions as to the correct application of criteria.	To practice describing in a "real" setting

Step	Time	Instructions	Material	Rationale	Objective
11.	10 minutes	Ask small group members to share their behavior descriptions. Encourage participants to apply criteria for behavior description.			
12.	2 minutes	Distribute Handout 2; Defensive Communication Explain that they can read it on their own outside the group session and will find it helpful.	Handout 2	Facilitates understanding of communication skills.	To provide additional cognitive information.

Total Time - 68 minutes.

Unit 3
Handout 1Behavior DescriptionA Basic Communication Skill for Improving
Interpersonal Relationships

The problem: If you and another person are to improve the way you get along together, you must be able to convey what each does that affects the other. This is not easy. Most of us do not describe behavior clearly enough for others to know what actions we have in mind. Instead, we usually state what we infer about his motivations, attitudes and personality traits; often we are not even aware we are inferring rather than describing. Because we are so used to inferring we may not ever know what the other did that led us to our inferences.

The skill of behavior description, then, depends upon accurate observation which, in turn, depends upon being aware of when you are describing and of when you are inferring.

The skill: A statement must pass two tests to be a behavior description.

1. A behavior description reports specific, observable actions rather than inferences or generalization about the person's motives, feelings, attitudes or personality traits. It states what was observed. It does not infer about why.

Behavior Descriptions

Fran walked out of the meeting 30 minutes before it was finished.

Bob's eyes filled with tears.

Becky did not say anything when Bill asked her a question.

Inferences

Fran was annoyed.
Fran had an appointment elsewhere.

Bob had a cold.
Bob felt sorry for himself.

Becky did not hear Bill.
Becky resented Bill's question.
Becky was embarrassed.

2. A behavior description is non-evaluative: It does not say or imply what happened was good or bad, right or wrong. Evaluative statements (such as name-calling, accusations, judgements) usually express what the speaker is feeling and convey little about what behavior is observed.

Behavior Descriptions

Jim talked more than others on this topic. Several times he cut others off before they finished.

"Bob, you've taken the opposite of most statements Harry has made today."

Fran walked out of the meeting 30 minutes before it was finished.

"Sam, you cut in before I finished."

Evaluative Statements

Jim is rude.

Jim wants to hog the center of attention.

"Bob, you're just trying to show Harry up."
Bob, you're being stubborn."

Fran is irresponsible.
Fran doesn't care about others.

"Sam, you deliberately didn't let me finish."

The word "deliberately" implies that Sam knowingly and intentionally cut you off. All anybody can observe is that he did cut in before you had finished.

As an example of the difference a behavior description may make, let's suppose you tell me I am rude (a generalized trait) or that I don't care about your feelings (an inference about my motivation). Because I am not trying to be rude and because I feel I do care about your feelings, I don't know what the basis is for your negative evaluation of me. We certainly have not moved closer to a shared understanding. However, if you point out that several times in the past few minutes I have interrupted you and have overridden you before you could finish what you were saying, I get a clearer picture of what actions of mine were affecting you.

Several members of his group have told Ben that he was too arrogant. Ben was confused and puzzled by this judgment. He was confused because he didn't know what to do about it; he didn't know what it referred to. He was puzzled because he didn't feel arrogant or scornful of the others. In fact, he admitted he really felt nervous and unsure of himself. Finally, Joe said that Ben often laughed explosively after Ben made a comment that seemed to have no humorous aspects. Others immediately agreed this was the behavior that led them to perceive Ben as looking down on them and, therefore, arrogant. Ben said he had not been aware of this.

The pattern, thus, was as follows. When he made a statement of which he was somewhat unsure, Ben felt insecure. ... Ben's feelings of insecurity expressed themselves in an explosive laugh after he made the statement. ... the other person perceived Ben as laughing at him. ... the other person felt put down and humiliated. ... the

other's feeling of humiliation was expressed in the accusation that Ben was arrogant. Note that Ben had no awareness of his own behavior (the laugh) which was being misread until Joe accurately described what Ben was doing. Ben could then see that this laugh was a way of attempting to cope with his own feelings of insecurity.

To develop skill in describing behavior you must sharpen your observation of what actually did occur. You must force yourself to pay attention to what is observable and to hold inferences in abeyance. As you practice this you may find that many of your conclusions about others are based less on observable evidence than on your own feelings of affection, insecurity, irritation, jealousy, or fear. For example, accusations that attribute undesirable motives to another are usually expressions of the speaker's negative feelings toward the other.

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DEFENSIVE COMMUNICATION¹Unit 3
Handout 2

One way to understand communication is to view it as a people process rather than as a language process. If one is to make fundamental improvements in communication, he must make changes in interpersonal relationships. One possible type of alteration--and the one with which this paper is concerned--is that of reducing the degree of defensiveness.

Defensive behavior is defined as that behavior which occurs when an individual perceives threat or anticipates threat in the group. The person who behaves defensively, even though he also gives some attention to the common task, devotes an appreciable portion of his energy to defending himself. Besides talking about the topic, he thinks about how he appears to others, how he may be seen more favorably, how he may win, dominate, impress, or escape punishment, and/or how he may avoid or mitigate a perceived or an anticipated attack.

Such inner feelings and outward acts tend to create similarly defensive postures in others; and, if unchecked, the ensuing circular response becomes increasingly destructive. Defensive behavior, in short, engenders defensive listening, and this in turn produces postural, facial, and verbal cues which raise the defense level of the original communicator.

¹Jack R. Gibb. "Defensive Communication." *The Journal of Communication* 11:141-148; September 1961.

Defense arousal prevents the listener from concentrating upon the message. Not only do defensive communicators send off multiple value, motive, and affect cues, but also defensive recipients distort what they receive. As a person becomes more and more defensive, he becomes less and less able to perceive accurately the motives, the values, and the emotions of the sender. My analyses of tape recorded discussions revealed that increases in defensive behavior were correlated positively with losses in efficiency in communication.² Specifically, distortions became greater when defensive states existed in the groups.

The converse, moreover, also is true. The more "supportive" or defense reductive the climate, the less the receiver reads into the communication distorted loadings which arise from projections of his own anxieties, motives, and concerns. As defenses are reduced, the receivers become better able to concentrate upon the structure, the content, and the cognitive meanings of the message.

In working over an eight-year period with recordings of discussions occurring in varied settings, I developed the six pairs of defensive and supportive categories presented in Table I. Behavior which a listener perceives as possessing any of the characteristics listed in the left-hand column arouses defensiveness, whereas that which he interprets as having any of the qualities designated as supportive reduces defensive feelings. The degree of which these

²Jack R. Gibb. "Defense Level and Influence Potential in Small Groups." *Leadership and Interpersonal Behavior*. Edited by L. Petrullo and B.M. Bass. New York: Holt, Reinhart and Winston, 1961, pps. 66-81.

reactions occur depends upon the personal level of defensiveness and upon the general climate in the group at the time.³

Speech or other behavior which appears evaluative increases defensiveness. If by expression, manner of speech, tone of voice, or verbal content the sender seems to be evaluating or judging the listener, then the receiver goes on guard. Of course, other factors may inhibit the reaction. If the listener thought that the speaker regarded him

TABLE I

CATEGORIES OF BEHAVIOR CHARACTERISTIC OF SUPPORTIVE
AND DEFENSIVE CLIMATES IN SMALL GROUPS

DEFENSIVE CLIMATES

1. Evaluation
2. Control
3. Strategy
4. Neutrality
5. Superiority
6. Certainty

SUPPORTIVE CLIMATES

1. Description
2. Problem Orientation
3. Spontaneity
4. Empathy
5. Equality
6. Provisionalism

as an equal and was being open and spontaneous, for example, the evaluativeness in a message would be neutralized and perhaps not even perceived. This same principle applies equally to the other five categories of potentially defense-producing climates. The six sets are interactive.

Because our attitudes toward other persons are frequently, and often necessarily, evaluative, expressions which the defensive person will regard as nonjudgmental are hard to frame. Even the simplest question usually conveys

³Jack R. Gibb. "Sociopsychological Processes of Group Instruction." *The Dynamics of Instructional Groups*. Edited by N.B. Henry. Fifty-ninth Yearbook, Part II, National Society for the Study of Education, 1960. pps. 115-135

the answer that the sender wishes or implies the response that would fit into his value system. A mother, for example, immediately following an earth tremor that shook the house, sought for her small son with the question: "Bobby, where are you?" The timid and plaintive "Mommy, I didn't do it." indicated how Bobby's chronic mild defensiveness predisposed him to react with a projection of his own guilt and in the context of his chronic assumption that questions are full of accusation.

Anyone who has attempted to train professionals to use information-seeking speech with neutral affect appreciates how difficult it is to teach a person to say even the simple "Who did that?" without being seen as accusing. Speech is so frequently judgemental that there is a reality base for the defensive interpretations which are so common.

When insecure, group members are particularly likely to place blame, to see others as fitting into categories of good or bad, to make more judgements of their colleagues, and to question the value, motive and affect loadings of the speech which they hear. Since value loadings imply a judgement of others, a belief that the standards of the speaker differ from his own, causes the listener to become defensive.

Descriptive speech, in contrast to that which is evaluative, tends to arouse a minimum of uneasiness. Speech acts which the listener perceives as genuine requests for information or as material with neutral loadings is descriptive. Specifically, presentations of feelings, events,

perceptions or processes which do not ask or imply that the receiver change behavior or attitude are minimally defense producing. The difficulty in avoiding overtone is illustrated by the problems of news reporters in writing stories about unions, communists, Negroes and religious activities without tipping off the "party" line of the newspaper. One can often tell from the opening words in a news article which side the newspaper's editorial policy favors.

Speech which is used to control the listener evokes resistance. In most of our social intercourse someone is trying to do something to someone else--to change an attitude, to influence behavior or to restrict the field of activity. The degree to which attempts to control produce defensiveness depends upon the openness of the effort; for a suspicion that hidden motives exist heightens resistance. For this reason, attempts of nondirective therapists and progressive educators to refrain from imposing a set of values, a point of view or a problem solution upon the receivers meet with many barriers. Since the norm is control, noncontrollers must earn the perceptions that their efforts have no hidden motives. A bombardment of persuasiveness "messages" in the fields of politics, education, special causes, advertising, religion, medicine, industrial relations and guidance has bred cynical and paranoid responses in listeners.

Implicit in all attempts to alter another person is the assumption by the change agent that the person to be altered

is inadequate. That the speaker secretly views the listener as ignorant, unable to make his own decisions, uninformed, immature, unwise or possessed of wrong or inadequate attitudes is a subconscious perception which gives the latter a valid base for defensive reactions.

Methods of control are many and varied. Legalistic insistence on detail, restrictive regulations and policies, conformity norms and all laws are among the methods. Gestures, facial expressions, and other forms of nonverbal communication, and even such simple acts as holding a door open in a particular manner are means of imposing one's will upon another and hence are potential sources of resistance.

Problem orientation, on the other hand, is the antithesis of persuasion. When the sender communicates a desire to collaborate in defining a mutual problem and in seeking its solution, he tends to create the same problem orientation in the listener; and, of greater importance, he implies that he has no predetermined solution, attitude or method to impose. Such behavior is permissive in that it allows the receiver to set his own goals, make his own decisions and evaluate his own progress--or to share with the sender in doing so. The exact method of attaining permissiveness are not known; but they must involve a constellation of cues and they certainly go beyond mere verbal assurances that the communicator has no hidden desires to exercise control.

When the sender is perceived as engaged in a stratagem involving ambiguous and multiple motivations, the receiver

becomes defensive. No one wishes to be a guinea pig, a role player or an impressed actor, and no one likes to be the victim of some hidden motivation. That which is concealed, also, may appear larger than it really is with the degree of defensiveness of the listener determining the perceived size of the suppressed element. The intense reaction of the reading audience to the material in the *Hidden Persuaders* indicates the prevalence of defensive reactions to multiple motivations behind strategy. Group members who are seen as "taking a role," as feigning emotion, as toying with their colleagues, as withholding information or as having special sources of data are especially resented. One participant once complained that another was "using a listening technique" on him!

A large part of the adverse reaction to much of the so-called human relations training is a feeling against what are perceived as gimmicks and tricks to fool or to "involve" people, to make a person think he is making his own decision or to make the listener feel that the sender is genuinely interested in him as a person. Particularly violent reactions occur when it appears that someone is trying to make a stratagem appear spontaneous. One person has reported a boss who incurred resentment by habitually using the gimmick of "spontaneously" looking at his watch and saying, "My gosh, look at the time--I must run to an appointment." The belief was that the boss would create less irritation by honestly asking to be excused.

Similarly, the deliberate assumption of guilelessness and natural simplicity is especially resented. Monitoring the tapes of feedback and evaluation sessions in training groups indicates the surprising extent to which members perceive the strategies of their colleagues. This perceptual clarity may be quite shocking to the strategist, who usually feels that he has cleverly hidden the motivational aura around the "gimmick."

This aversion to deceit may account for one's resistance to politicians who are suspected of behind-the-scenes planning to get his vote, to psychologists whose listening apparently is motivated by more than the manifest or content-level interest in his behavior, or to the sophisticated, smooth or clever person whose "neupmanship" is marked with guile. In training groups the role-flexible person frequently is resented because his changes in behavior are perceived as strategic maneuvers.

In contrast, behavior which appears to be spontaneous and free of deception is defense reductive. If the communicator is seen as having a clean id, as having non-complicated motivation, as being straightforward and honest and as behaving spontaneously in response to the situation, he is likely to arouse minimal defense.

When neutrality in speech appears to the listener to indicate a lack of concern for his welfare, he becomes defensive. Group members usually desire to be perceived as valued persons, as individuals of special worth and as objects of concern and affection. The clinical, detached,

objects of concern and affection. The clinical, detached, person-is-an-object-of-study attitude on the part of many psychologist-trainers is resented by group members. Speech with low affect that communicates little warmth or caring is in such contrast with the affect-laden speech in social situations that it sometimes communicates rejection.

Communication that conveys empathy for the feelings and respect for the worth of the listener, however, is particularly supportive and defense reductive. Reassurance results when a message indicates that the speaker identifies himself with the listener's problems, shares his feelings and accepts his emotional reactions at face value. Abortive efforts to deny the legitimacy of the receiver's emotions by assuring the receiver that he need not feel bad, that he should not feel rejected, or that he is overly anxious, though often intended as support giving, may impress the listener as lack of acceptance. The combination of understanding and empathizing with the other person's emotions with no accompanying effort to change him apparently is supportive at a high level.

The importance of gestural behavioral cues in communicating empathy should be mentioned. Apparently spontaneous facial and bodily evidences of concern are often interpreted as especially valid evidence of deep-level acceptance.

When a person communicates to another that he feels superior in position, power, wealth, intellectual ability,

physical characteristics or other ways, he arouses defensiveness. Here, as with the other sources of disturbance, whatever arouses feelings of inadequacy causes the listener to center upon the affect loading of the statement rather than upon the cognitive elements. The receiver then reacts by not hearing the message, by forgetting it, by competing with the sender, or by becoming jealous of him.

The person who is perceived as feeling superior communicates that he is not willing to enter into a shared problem-solving relationship, that he probably does not desire feedback, that he does not require help, and/or that he will be likely to try to reduce the power, the status, or the worth of the receiver.

Many ways exist for creating the atmosphere that the sender feels himself equal to the listener. Defenses are reduced when one perceives the sender as being willing to enter into participative planning with mutual trust and respect. Differences in talent, ability, worth, appearance, status and power often exist, but the low defense communicator seems to attach little importance to these distinctions.

The effects of dogmatism in producing defensiveness are well known. Those who seem to know the answers, to require no additional data and to regard themselves as teachers rather than as co-workers tend to put others on guard. Moreover, in my experiment, listeners often perceived manifest expressions of certainty as connoting inward feelings of inferiority. They saw the dogmatic individual as needing to

be right, as wanting to win an argument rather than solve a problem, and as seeing his ideas as truths to be defended. This kind of behavior often was associated with acts which others regarded as attempts to exercise control. People who were "right" seemed to have low tolerance for members who were "wrong"--that is, those who did not agree with the sender.

One reduce the defensiveness of the listener when he communicates that he is willing to experiment with his own behavior, attitudes and ideas. The person who appears to be taking provisional attitudes, to be investigating issues rather than taking sides on them, to be problem solving rather than debating, and to be willing to experiment and explore tends to communicate that the listener may have some control over the shared quest or the investigation of the ideas. If a person is genuinely searching for information and data, he does not resent help or company along the way.

Conclusion

The implications of the above material for the parent, the teacher, the manager, the administrator or the therapist are fairly obvious. Arousing defensiveness interferes with communication and thus makes it difficult--and sometimes impossible--for anyone to convey ideas clearly and to move effectively toward the solution of therapeutic, educational, and managerial problems.

UNIT 4: DESCRIBING FEELINGS

Leader Information

Objective: To develop the skill of identifying and accurately communicating feelings or emotional states to another person in words

Step	Time	Schedule	Handouts	Material
1.	2 minutes	Brief schedule of steps.		
2.	5 minutes	Distribute Handout 1 and ask participants to do exercise.	Handout 1	Pencils
3.	10 minutes	Distribute Handout 2. Ask participants to read Handout.	Handout 2	
4.	10 minutes	Share responses to Handout 1 in trios and apply criteria in Handout 2.		
5.	33 minutes	Distribute Handout 3. In 2 small groups ask participants to do Exercise in Handout 3. Read instructions to group.	Handout 3	
6.	10 minutes	Reassemble total group and (1) identify difficulties (2) identify situations when skill might be used.		

Total Time - 70 minutes.

UNIT 4: DESCRIBING FEELINGS

Leader Information

Step	Time	Instructions	Material	Rationale	Objective
1.	2 minutes	Present on newsprint brief schedule of steps	Handout 1.		
2.	5 minutes	Distribute Handout 1; Exercise on Describing Feelings. Ask participants to do the exercise on their own. Encourage them to become involved in the fantasy.	Handout 1. Pencils	To help participants become aware of their own feelings.	To provide experience describing feelings before cognitive material is presented on the skill.
3.	10 minutes	Distribute Handout 2; Description of Feelings. Ask participants to read handout.	Handout 2.	Provides cognitive material.	To enable participants to differentiate between expressing and describing.
4.	10 minutes	Ask participants to form their trios and compare their responses in the exercise. After sharing responses ask participants to critique the responses given in the exercise using the criteria in Handout 1.		Provides a supportive climate for describing feelings to others. Participants can compare their own descriptions of feelings with the criteria in the handout.	To list several feelings for each situation. To facilitate learning what comprises a description of feeling.

Step	Time	Instructions	Material	Rationale	Objective
5.	3 minutes	Ask participants to join their two small groups Distribute Handout 3; Exercise in Communication of Feelings by Words. Explain to participants that this exercise will be done in the small group. Read instructions to the group. Reinforce doing one item at a time.	Handout 3	It is not easy to describe feelings and this exercise points out how expressed feelings can be confused with feelings.	To provide practice with the skill of describing feelings.
6.	30 minutes	Small groups carry out exercise in Handout 3.			To provide immediate feedback about the correctness of their answers.
7.	10 minutes	Ask total group to come together and (1) identify the difficulties they have in attempting to describe feelings (2) identify situations when it might be appropriate to use the skill.		Provide a larger group with more information and individual opinions for discussion. Time to discuss reactions to the skill and its application is needed if the participants are likely to utilize this skill.	To identify when, where, how, the skill of describing feelings can be used appropriately.

Total Time - 70 minutes.

Exercise on Describing Feelings

Unit 4
Handout 1Instructions:

Close your eyes and imagine yourself in the following situations. Attempt to block out all other awareness and concentrate on what is happening to your body. What feelings are you aware of at this time? When you are aware of the feelings write them down. Then write down what you would like to do when you experience these feelings.

Situations:

1. You are walking down the street. It is a beautiful day and you are feeling particularly good today. You see your best friend approaching and you are preparing to stop and talk with him/her. Your friend looks directly at you, then averts his/her eyes, and passes without a word.

(a) I feel

(b) When I feel this way I

You have just completed a particularly difficult task. You have spent a great deal of time and energy on this task and feel very pleased with the product. You are anxious to receive someone else's opinion on the completed product. You ask another person whom you respect very highly for his opinion. He tells you that you have done an excellent job and he is very impressed with your work.

(a) I feel

(b) When I feel this way I

You have bought a new outfit. You think it looks great on you. You come out to model it for a very special person. His/her reaction is: "What on earth made you think you looked good in that? It looks terrible on you! The color is too bright for you; it makes you look sick. I'm not going anywhere with you in that get-up!"

(a) I feel

(b) When I feel this way I

Description of FeelingsUnit 4
Handout 2A Basic Communication Skill for
Improving Interpersonal Relationships

The problem: To communicate your own feelings accurately or to understand those of others is difficult.

First, expressions of emotion take many different forms. Feelings can express themselves in bodily changes, in action, and in words. (See attached diagram.)

Second, any specific expression of feeling may come from very different feelings. A blush, for example, may indicate that the person is feeling pleased, but it may also indicate that he feels annoyed, or embarrassed, or uneasy.

Likewise, a specific feeling does not always get expressed in the same way. For example, a child's feeling of affection for his teacher may lead him to blush when she stands near his desk, to touch her as he passes her, to watch her as she walks around the room, to tell her "You're nice," to bring his pet turtle to show her, etc., --different forms of expression for the child's feeling of affection.

Communication of feelings, thus, is often inaccurate or even misleading. What looks like an expression of anger, for example, often turns out to result from hurt feelings or from fear.

A further obstacle to the accurate communication of feelings is that your perception of what another is feeling is based on so many different kinds of information. When somebody speaks, you notice more than just the words he says. You note his gestures, voice tone, posture, facial expression, etc. In addition, you are aware of the immediate present situation--the context in which the interaction is occurring. You are aware of whether somebody is watching, for example. And so you make assumptions about how the situation influences what the other is feeling. Beyond all of this you also have expectations based on your past experiences with the other.

You make inferences from all of this information--his words, nonverbal cues, the situational context, your expectations of the other. These inferences are influenced by your own current emotional state. What you perceive the other to be feeling, then, often depends more upon what you are feeling (e.g., to be afraid of or wishing for) than upon the other person's actions or words. For example, if you are feeling guilty about something, you may perceive others as angry with you. If you are feeling depressed and discouraged about yourself, others may seem to be expressing disapproval of you.

And so--communicating your own and understanding the feelings of others is an extremely difficult task. And yet, if you wish others to respond to you as a person, you must help them understand how you feel. Likewise, if you are concerned about the other as a person and about your relationship with him, you must try to understand his emotional reactions.

The skill: Although we usually try to describe our ideas clearly and accurately, we often do not try to describe our feelings clearly. Feelings get expressed in many different ways, but we do not usually attempt to identify the feeling itself.

One way to describe a feeling is to identify or name it. "I feel angry." "I feel embarrassed." "I feel comfortable with you." However, we do not have enough names or labels to encompass the broad range of human emotions, and so we invent other ways to describe our feelings, such as the use of similes. "I feel like a tiny frog in a huge pond." A girl, whose friendly overture had just been rebuffed, said, "I feel like I have just had an arm amputated."

A third way to describe a feeling is to report what kind of action the feeling urges you to do. "I feel like hugging and hugging you." "I'd like to slap you." "I wish I could walk off and leave you."

In addition, many figures of speech serve as descriptions of feelings. "I just swallowed a bushel of spring sunshine."

Describing your own feelings: You try to make clear what feelings you are experiencing by identifying them. The statement must (1) refer to "I", "me", or "my", and (2) specify some kind of feeling by name, simile, action urge, or other figure of speech.

The following examples show the relation between the two kinds of expressions of feeling, (1) those that describe what the speaker is feeling, and (2) those that do not. Notice that expressions of feeling which describe the speaker's emotional state are more precise, less capable of misinterpretation, and, thus, convey more accurately what feelings are affecting the speaker.

Expressing feeling by describing
your emotional state

"I feel embarrassed."
"I feel pleased."
"I feel annoyed."

Expressing feeling without
describing your emotional
state

Blushing and saying
nothing.

"I feel angry!"
 "I'm worried about this."
 "I feel hurt by what you said."

Suddenly becoming silent
 in the midst of a
 conversation.

"I enjoy her sense of humor."
 "I respect her abilities and
 competence."
 "I love her but I feel I
 shouldn't say so."

"She's a wonderful person."

"I hurt too much to hear any
 more."

"Shut up!!!"

"I feel angry at myself."
 "I'm angry with you."

Because emotional states express themselves simultaneously in words, in actions, and in physiological changes, a person may convey contradictory messages about what he is feeling. For example, his actions (a smile or laugh) may contradict his words (that he is angry). The clearest emotional communication occurs when the speaker's description of what he is feeling matches and, thus, amplifies what is being conveyed by his actions and other nonverbal expressions of feeling.

The aim in describing your own feelings is to start a dialogue that will improve your relationship with the other. After all, others need to know how you feel if they are to take your feelings into account. Negative feelings are indicator signals that something may be going wrong in a relationship with another person. To ignore negative feelings is like ignoring a warning light that indicates that an electrical circuit is overloaded. Negative feelings are a signal that the two of you need to check for misunderstanding and faulty communication.

After discussing how each of you sees the situation or your relationship, you may discover that your feelings resulted from false perceptions of the situation and of his motives. In this case, your feelings would probably change. However, the other may discover that his actions are arousing feelings in you that he wasn't aware of--feelings that others beside you might experience in response to his behavior--and he may change.

In short, describing your feelings should not be an effort to coerce the other into changing so that you won't feel as you do. Rather you report your inner state as just one more piece of information that is necessary if the two of you are to understand and improve your relationship.

Perception check: You describe what you perceive to be the other's inner state in order to check whether you do understand what he feels. That is, you test to see whether you

"I feel angry!"	Suddenly becoming silent
"I'm worried about this."	in the midst of a
"I feel hurt by what you said."	conversation.
"I enjoy her sense of humor."	"She's a wonderful person."
I respect her abilities and competence."	
"I love her but I feel I shouldn't say so."	
"I hurt too much to hear any more."	"Shut up!!!"
"I feel angry at myself."	
"I'm angry with you."	

Because emotional states express themselves simultaneously in words, in actions, and in physiological changes, a person may convey contradictory messages about what he is feeling. For example, his actions (a smile or laugh) may contradict his words (that he is angry). The clearest emotional communication occurs when the speaker's description of what he is feeling matches and, thus, amplifies what is being conveyed by his actions and other nonverbal expressions of feeling.

The aim in describing your own feelings is to start a dialogue that will improve your relationship with the other. After all, others need to know how you feel if they are to take your feelings into account. Negative feelings are indicator signals that something may be going wrong in a relationship with another person. To ignore negative feelings is like ignoring a warning light that indicates that an electrical circuit is overloaded. Negative feelings are a signal that the two of you need to check for misunderstanding and faulty communication.

After discussing how each of you sees the situation or your relationship, you may discover that your feelings resulted from false perceptions of the situation and of his motives. In this case, your feelings would probably change. However, the other may discover that his actions are arousing feelings in you that he wasn't aware of--feelings that others beside you might experience in response to his behavior--and he may change.

In short, describing your feelings should not be an effort to coerce the other into changing so that you won't feel as you do. Rather you report your inner state as just one more piece of information that is necessary if the two of you are to understand and improve your relationship.

Perception check: You describe what you perceive to be the other's inner state in order to check whether you do understand what he feels. That is, you test to see whether you

have decoded his expressions of feeling accurately. You transform his expressions of feeling into a tentative description of his feeling. A good perception check conveys this message, "I want to understand your feelings - is this (making a description of his feelings) the way you feel?"

Examples:

"I get the impression you are angry with me. Are you?"
(NOT: "Why are you so angry with me?" This is mind reading, not perception checking.)

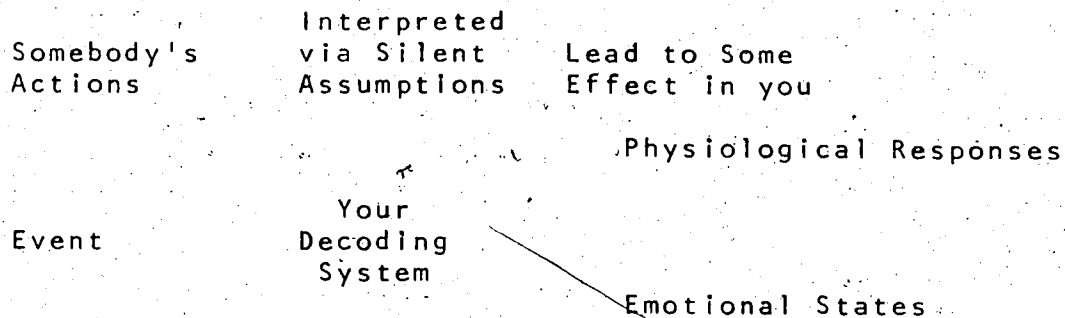
"Am I right that you feel disappointed that nobody commented on your suggestion?"

"I'm not sure whether your expression means that my comment hurt your feelings, irritated you, or confused you."

Note that a perception check (1) describes the other's feelings, and (2) does not express disapproval or approval. It merely conveys, "This is how I understand your feelings. Am I accurate?"

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HOW EMOTIONAL STATES EXPRESS THEMSELVES



Even when you are unaware of your feelings, your emotional state may express itself in these ways.

Physiological Expression: heart rate, breathing, blushing, sweating, weeping, trembling...

Expression in Actions: hugging, smiling, hitting, looking at or away, slouching, biting lips...

Expression in Words:

COMMANDS: "Shut up!"

QUESTIONS: "Is it safe to drive this fast?"

ACCUSATIONS: "You don't care about me."

NAME-CALLING: "You're rude."

SARCASM: "You certainly make a person feel appreciated!"

JUDGMENTS:

Approval: "You're wonderful!"

Disapproval: "You talk too much."

DESCRIPTIONS OF FEELING:

"I hurt too much to hear any more."

"I'm afraid of going this fast."

"It hurt my feelings when you forgot my birthday."

"I felt put down when you ignored my comment."

"I resent it that you don't seem to appreciate what I did for you."

"I really enjoy your sense of humor."

"I'm getting bored and beginning to tune out."

You can describe your feelings only when you are aware of what they are.

John L. Wallen

An Exercise in Communication of Feelings by WordsProcedure

This exercise is designed to help you learn as you go through it. It is not a test. For this reason do not mark all items before you discuss them. Do one item at a time as the following steps show.

- 1st - Read the introductory paragraphs following the procedure to yourself.
- 2nd - Mark your responses for item 1 only.
- 3rd - Compare your responses to item 1 with those of the other members of your quartet. If you did not all answer alike, discuss the reasons for this.
- 4th - One member of your quartet should now read aloud the paragraph which discusses the responses to item 1. (See "Discussion of Responses to Exercise F-1") Discuss this until you all believe you understand the point of it.
- 5th - Repeat steps 2, 3, and 4 for item 2. Then continue this process in turn for each item until you have completed all ten items.

Introduction

Any spoken statement can convey feelings. Even the factual report, "It's three o'clock" can be said so that it expresses anger or disappointment. However, the words do not convey the feelings; the speaker's voice tone, emphasis, gestures, facial expression carry the message of anger or disappointment.

The content of some sentences, however, expresses feelings even when you cannot see or hear the speaker himself. The kind of sentence itself reveals that feelings are present in the speaker.

In each set below, all the sentences convey feeling, i.e., any of them could have been spoken by the same person in the same situation. Each sentence, however, may be either of two different ways of communicating feelings by words.

1. The sentence conveys feeling by describing what the speaker is feeling.
(Examples: "I am disappointed." "I enjoy you.")
The emotional state of the speaker is the content of the sentence. The speaker's feeling is described by a word or phrase such as "disappointed" or "left-out."

2. The sentence conveys feeling but does not describe

what the speaker feels.

(Examples: "Oh, Heck!" "I thought you'd never get here." "Get out!") Strong feeling obviously is behind each of the examples, but the statement does not describe the feeling itself.

* * * * *

Put a D before each sentence below that conveys feeling by describing the speaker's feeling.

Put a No before each sentence that conveys feeling but does not describe what it is.

- Item 1. () a. Shut up! Not another word out of you!
() b. I'm really annoyed by what you just said.
- Item 2. () a. Can't you see I'm busy? Don't you have eyes?
() b. I'm beginning to resent your frequent interruptions.
() c. You have no consideration for anybody else's feelings. You're completely selfish.
- Item 3. () a. I feel discouraged because of some things that happened today.
() b. This has been an awful day.
- Item 4. () a. You're a wonderful person.
() b. I really like you.
- Item 5. () a. I feel comfortable and free to be myself when I'm around you.
() b. We all feel you're a wonderful person.
() c. Everybody likes you.
- Item 6. () a. If things don't improve around here, I'll look for a new job.
() b. Did you ever hear of a place to work as lousy as this is?
() c. I'm afraid to admit that I need help with my work.
- Item 7. () a. This is a very poor exercise.
() b. I feel this is a very poor exercise.
- Item 8. () a. I feel inadequate when teaching that particular subject.
() b. I am inadequate in teaching that particular subject.
- Item 9. () a. I am a failure--I'll never amount to anything.
() b. That teacher is awful. He didn't teach me anything.

() c. I'm depressed because I did so poorly on that test.

- Item 10. (☒) a. I feel lonely and isolated in my group.
() b. For all the attention anybody pays to what I say I might as well not be in my group!
() c. I feel that nobody in my group cares whether I'm there or not.

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Discussion of Responses to Exercise F - 1

The item numbers have been scrambled so that you will not accidentally look at the responses for the following item.

- Item 1: a ... No. Commands such as these convey strong emotion without describing what kind of feeling underlies the commands.
- b ... D. The speaker describes himself as feeling annoyed.

- Item 7: a ... No. A negative value-judgment. It conveys that the speaker has negative feelings but does not say what kind they are.

b ... No. Although the speaker begins by saying, "I feel ..." he does not then tell what he is feeling. Instead he passes a negative value-judgment on the exercise. Note that merely tacking the words "I feel" on the front of a sentence does not make a description of feeling. People often say "I feel" when they mean "I think" or "I believe," for example, "I feel the Yankees will win." or "I feel it will rain tomorrow."

The speaker could have said that he felt confused or frustrated or annoyed. He would then have been describing his feelings without evaluating the exercise itself.

Although we can disagree with the value-judgment expressed by another, we should not deny that he feels whatever he feels. For example, if Joe says the exercise is poor and Jill says it is good, they may argue about which it "really" is. However, if Joe says he was frustrated by the exercise and Jill says she was pleased and stimulated by it, no argument should follow. Each person's reaction is what it is. Of course, discussing what led each to feel as he does may provide helpful information about each person and about the exercise itself.

Many persons who say they are unaware of what they feel, habitually state value-judgments about others without recognizing that this is the way their positive or negative feelings get expressed.

- Item 10: a ... D. Conveys feelings by describing the speaker as feeling lonely and isolated.

b ... No. Conveys negative feelings without telling whether the speaker feels angry, lonely, disappointed, hurt, or what.

c ... No. Instead of "I feel" the speaker should have said "I believe." The last part of the sentence really tells what the speaker believes the others feel about him and not what he feels.

Expressions c and a relate to each other as follows: "Because I believe that nobody in my group cares whether I am there or not, I feel lonely and isolated."

Item 4: a ... No. A value-judgment that expresses positive feelings about the other without describing what they are. Does the speaker like the other, respect him, enjoy him, admire him, love him, or what? He does not say.

b ... D. The speaker's positive feeling is described as liking.

Item 2: a ... No. The questions convey strong feeling but do not describe what it is.

b ... D. The speaker's feeling is described as resentment.

c ... No. The speaker's accusations about the other certainly convey strong negative feelings. However, because the feelings are not named we do not know whether the accusations stem from anger, disappointment, hurt, or what.

Item 6: a ... No. Conveys negative feelings by talking about the condition of things in this organization instead of about the speaker's inner state.

b ... No. A question that expresses a negative value-judgment about the organization but does not describe what the speaker is feeling.

c ... D. A clear description of how the speaker feels in relation to his job. He feels afraid.

Expressions a and b are criticisms of the organization that could come from the kind of fear described in c. Notice that expressions that express anger may result from fear. Many expressions of anger are the result of fear, hurt feelings, disappointment, or loneliness.

Item 9: a ... No. The speaker has passed judgment on himself and labeled himself a failure. The statement does not describe what he is feeling.

b ... No. Instead of taking it out on himself, the speaker blames the teacher. This is another value-judgment but not a description of feelings.

c ... D. Conveys feeling by describing the speaker's emotional state - he feels depressed.

Expressions a and c illustrate the important differences between passing judgment on oneself and describing one's feelings. Feelings can and do change. To say that I am depressed does not imply that I will or must always feel the same. However, if I label myself as a failure--if I truly think of myself as a failure--I increase the probability that I will act like a failure. One woman stated this important insight for herself this way, "I always thought I was a shy person. Now I have discovered that I am not shy although at times I feel shy." No longer did she keep herself from trying new things she wanted to be able to do by reminding herself that she was too shy for them.

- Item 5: a ... D. A clear description of how the speaker feels when with the other.
 b ... No. "You're a wonderful person" is a value-judgment and not a description of feeling. Secondly, the speaker does not speak for himself but hides behind the phrase "we feel."
 c ... No. It is true that a feeling is named in the statement, but the speaker refers to everybody and does not make clear that the feeling is in him. A description of feeling must contain "I", "me", "my", or "mine" to make clear that the feelings are the speaker's own--are in him.

Does it seem more affectionate to you for a person to tell you "I like you." or "Everybody likes you."? Do you find it more difficult to tell another "I like you" or "Everybody likes you,"?

- Item 8: a ... D. Describes himself as feeling inadequate.
 b ... No. Carefull. This sounds much the same as a. However, it says that the person actually is inadequate--not just feels this way. The speaker has passed a negative judgment on himself and labeled himself as inadequate.

This subtle difference was introduced because many people confuse feeling inadequate with being inadequate. A person may feel inadequate when teaching a certain subject and yet do an excellent job of it. Likewise, he may feel adequate and competent in a subject and yet perform poorly.

One sign of emotional maturity may be that a person can perform adequately even when he feels inadequate to the task. He does not let his feelings keep him from doing the best he can because he knows the difference between feelings and performance and that the two do not always match.

Expressions a and c illustrate the importance of differences between passing judgment on oneself and describing one's feelings. Feelings can and do change. To say that I am depressed does not imply that I will or must always feel the same. However, if I label myself as a failure--if I truly think of myself as a failure--I increase the probability that I will act like a failure. One woman stated this important insight for herself this way: "I always thought I was a shy person. Now I have discovered that I am not shy although at times I feel shy." No longer did she keep herself from trying new things she wanted to be able to do by reminding herself that she was too shy for them.

- Item 5: a ... D. A clear description of how the speaker feels when with the other.
 b ... No. "You're a wonderful person" is a value-judgment and not a description of feeling. Secondly, the speaker does not speak for himself but hides behind the phrase "we feel."
 c ... No. It is true that a feeling is named in the statement, but the speaker refers to everybody and does not make clear that the feeling is in him. A description of feeling must contain "I", "me", "my", or "mine" to make clear that the feelings are the speaker's own--are in him.

Does it seem more affectionate to you for a person to tell you "I like you." or "Everybody likes you."? Do you find it more difficult to tell another "I like you" or "Everybody likes you."?

- Item 8: a ... D. Describes himself as feeling inadequate.
 b ... No. Careful! This sounds much the same as a. However, it says that the person actually is inadequate--not just feels this way. The speaker has passed a negative judgment on himself and labeled himself as inadequate.

This subtle difference was introduced because many people confuse feeling inadequate with being inadequate. A person may feel inadequate when teaching a certain subject and yet do an excellent job of it. Likewise, he may feel adequate and competent in a subject and yet perform poorly.

One sign of emotional maturity may be that a person can perform adequately even when he feels inadequate to the task. He does not let his feelings keep him from doing the best he can because he knows the difference between feelings and performance and that the two do not always match.

- Item 3: a ... D. The speaker describes himself as feeling discouraged.
b ... No. Conveys negative feelings without describing what they are. The statement appears to tell what kind of day it was when, in fact, it is an expression of the way the speaker is feeling. We cannot tell from an expression like this whether the speaker feels depressed, annoyed, lonely, humiliated, rejected, or what.

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UNIT 5: OVERVIEW OF UNITS 6 to 8

Leader Information

Objective: To introduce and describe to the participants in detail the Carkhuff model.
To familiarize the participants with the goals and method of the second part of the training program.

Step	Time	Schedule	Handouts	Materials
1.	15 minutes	Explain Carkhuff's basic model		
2.	5 minutes	Read Handout 1	Handout 1	
3.	5 minutes	Questions		
4.	3 minutes	Read Handout 2	Handout 2	
5.	5 minutes	Read Handout 3	Handout 3	

Total Time - 33 minutes.

Step	Time	Instructions	Material	Rationale	Objective
1.	15 minutes	Introduce the second part of the training program to the participants. In a didactic presentation acquaint participants with the Basic model presented in Handout 1. Be very thorough in explaining the model.		Orients participants to the basic model of helping relationships developed by Carkhuff.	To familiarize participants with Carkhuff's model. To give a global picture of the model.
2.	5 minutes	Distribute Handout 1; Explanation of the Basic Model. Ask participants to read handout.	Handout 1		
3.	5 minutes	Question period		To prevent confusion and misunderstanding.	To clarify any misunderstandings.
4.	3 minutes	Distribute Handout 2; Description of Units 6 to 8. Ask participants to read Handout 2.	Handout 2	Provides an explanation of the goals and method of the units to follow.	To clarify the goals and method of the remaining units.
5.	5 minutes	Distribute Handout 3; Carkhuff Counsellor Training Scales	Handout 3	To provide a global picture of the scales.	

Total Time - 33 minutes.

Overview of Units 6 through 8Unit 5
Handout 1Instruction and Practice in the Communication of Accurate
Empathy, Facilitative Genuineness, and Personally Relevant
ConcretenessA. Explanation of the Basic Model

The basic model that we will be working from in the next four units is that of Robert Carkhuff. Carkhuff has written several books in helping and human relations in which he discusses the importance of certain helper offered conditions to the outcome of the helping process. The basic model is that the effects of helping may be for better or for worse and these effects may be accounted for by the level of functioning of the helpers in different helping situations. Carkhuff has found that helpers who are offering high levels of both the responsive and the initiative dimensions (described in Handout 3) achieve significant constructive effects with their clients, patients, students, and children.

Carkhuff's basic developmental model in very global terms is this: mother prepares the child for mother and father. This means that mother, who is nurturant and nourishing and protective, prepares the child for a father who is directional and action-oriented. The effective helper is both mother and father. He has incorporated both the responsive components of the mother and the assertive or action-oriented components of the father. He can understand his internal and external physical, emotional, and

Intellectual world with sensitivity and can act upon these worlds with responsibility.

Thus, the effective helping process is broken down into the two components of understanding and action. The facilitative dimensions of empathy, respect, genuineness, and concreteness are those offered in response to the expressions of the person being helped while the action-oriented dimensions of self-disclosure, confrontation, and immediacy are initiated by the helper. There is significant overlap of the dimensions with some dimensions being both facilitative and action-oriented, e.g., genuineness and concreteness.

To understand the helping process it is possible to divide the activities of the helper and the helpee and divide the phases of the helping process. In Figure 1 the top row represents the activities of the helper and the bottom row represents the activities of the helpee.

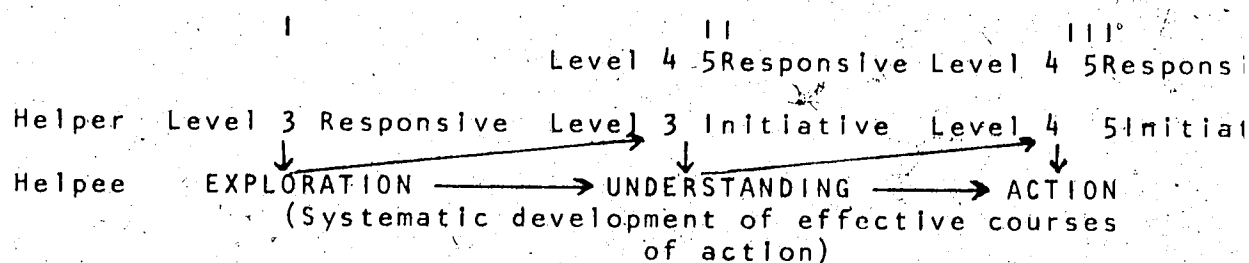


Figure 1. Schematic representation of helper and helpee activities in exploratory, understanding and action phases of helping.

Phase 1 of Helping: Helpee Self-Exploration

In the first phase the necessary goal of the helping process is self-exploration by the helpee of himself, his

feelings, his experiences, his problem areas. The most effective way to get to self-exploration is to be responsive to the feelings and experiences of the helpee. Thus, during this period of self-exploration the helper is most effective when he responds to the helpee in terms of the feelings and experiences he is expressing and does not go beyond them.

In other words, the helper does not go into moderate interpretations or depth reflections initially but tries to respond to the helpee at the level he is expressing himself.

At level 3, on scales from 1 to 5, the helper is interchangeable in his understanding that he is communicating to the helpee. He is unconditional in the kind of positive regard that he is communicating. Operationally, this means that the helper is suspending his own feelings, his values, and his judgments that might have a potentially deleterious effect on the client. Thus, our initial goal in training is to achieve level 3 of the responsive dimensions. We will begin by focussing on one dimension, empathic understanding, and our goal is to achieve level 3 of empathy.

Phase 2 of Helping: Helpee Understanding

The purpose of self-exploration is to help the individual locate the important pieces necessary for better self-understanding. When he self-explores, he gets a piece here, a piece there, and a piece there. He cannot put the pieces together. At the point that the helpee gives the helper cues that he is ready for the helper to do something with the pieces; it is the helper's responsibility to go to

higher levels of empathic understanding, to go to levels 4 and 5. At the same time that the helper goes beyond the material that an individual is giving, he is also initiating. At this point the helper automatically starts to introduce the initiative dimensions (see Figure 1). It is important to stress that helpers who confront at the highest levels are also those who are most empathic, warm, genuine and concrete. Helpers who are most empathic are also most confronting. The dimensions go together at the highest levels.

Your goal or purpose is to move toward additive levels of empathy, respect, genuineness, and concreteness. We will try to do this here with this group. At the same time that you move toward additive levels, you are automatically going beyond the material that the helpee has given you and therefore you automatically are starting to initiate from your own experiences. The purpose in all this is to help the individual understand himself more fully, so that he can put the pieces together. The goal, then of the second phase of helping is understanding, helpee understanding (see Figure 1).

Phase 3 of Helping: Helpee Action

Understanding has no purpose in and of itself if it is not translated into action or into behavior. Thus, the helper must initiate himself more fully, because his initiating on the basis of his own experience provides a model for action. We are talking in this final stage about a helper who is functioning at both levels 4 and 5 on both

initiative dimensions and responsive dimensions (see Figure 1). The function of the helper is to get the helpee to act on his understanding of the problem that he explores. One goes through three phases here:

1. the helper responds at minimal levels so that the helpee will explore himself and thus the helper will be able to put the pieces together, because that is his expertise;
2. so that the helpee will be able to understand himself more deeply in order that the helper can start to initiate in terms of his own experience; and
3. thus enable the helpee to act upon his new understanding of himself.

This is an ongoing process because once the helpee acts he opens new areas of exploration, learns new things about himself, and increases the effectiveness and accuracy of his actions on the next action. Thus, an ongoing or lifelong kind of learning process has been initiated.

B. Description of Units 6 through 8Unit 5
Handout 2

Units 6 through 8 are designed along the same lines as previous units. However, in this part of the training you will be concentrating on the specific facilitative dimensions of accurate empathy, facilitative genuineness, and personally relevant concreteness. Your goal is to move toward high levels of empathy, respect, genuineness, and concreteness. This goal will be reached by combining 3 sources of learning:

1. Modelling - the leader will communicate facilitative levels of empathy, genuineness, and concreteness upon which you can model your own communications.

2. Direct teaching - the leader will focus on specific didactic teaching of the dimensions and use the Carkhuff scales for shaping your responses toward high levels of empathy, genuineness, and concreteness.

3. Experiential learning - you will be given actual practice in the helping role in which you attempt to communicate high levels of empathy, genuineness, and concreteness.

Handout 3 provides a brief outline of the 7 Carkhuff scales. You will receive specific training in 3 of the scales: Accurate Empathy, Genuineness, and Concreteness, in the remaining units. We will begin with Accurate Empathy which research has shown to be the most important facilitative dimension.

CARKHUFF COUNSELLOR TRAINING SCALES

Unit 5
Handout 3

Counsellor Characteristics	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<u>Accurate Empathy</u>	ignores, even detracts	responds but sub-tracts affect, dis-torts meaning	usually accurate; almost literal duplication	accurate and adds deeper meaning than was expressed	accurate to all deeper feelings, "tuned in"
<u>Respect, Warmth Regard</u>	total lack of respect for feelings, experience and potentials.	displays little warmth, mechanical or passive or ignores	communicates a positive respect and that the helpee matters to counsellor	a very deep caring for the helpee	deepest respect for helpee as a person
<u>Genuineness, Congruence</u>	discrepancy between inner experience and potentials	professional (role) manner that sounds rehearsed or genuine negative responses	sincere but not really involved; no negative cues between feelings and words but no positive cues either	genuine responses (positive or negative) in a non-destructive manner	freely and deeply himself; constructive even if responses "hurtful"
<u>Self-Disclosure</u>	actively attempts to remain ambiguous or unknown	briefest and vague self-disclosures	gives personal ideas, feelings but does not disclose his uniqueness	gives personal attitudes, ideas, and experience in accordance with helpee's concerns	reveals self and discloses at most intimate level in keeping with helpee's needs
<u>Concreteness, Specificity</u>	leads or allows helpee to deal only with vague generalities	leads or allows helpee to deal with even personally relevant material in a vague manner	sometimes guides personally relevant and concrete instances but not fully developed	guides discussion to specifics in almost all instances	always involves helpee in specific feelings and events regardless of emotional content
<u>Confrontation</u>	ignores all discrepancies in helpee's behavior	though not explicitly accepting discrepancies remains silent re most of them	raises questions but does not point out diverging directions	confronts directly and explicitly	confronts all discrepancies sensitively and perceptively
<u>Immediacy</u>	ignores all helpee communications that deal with the relationship	disregards most talk about the relationship	makes literal response - open to interpretation of immediacy but not explicit	relates helpee's responses to himself in a tentative way	relates helpee's expressions directly and specifically to himself

UNIT 6: THE COMMUNICATION OF EMPATHIC UNDERSTANDING

Leader Information

Objective: To provide a highly specific training sequence which will enlarge repertoires of the participants to include responses that are high in empathic understanding.

Step	Time	Schedule	Handouts	Materials
1.	2 minutes	Present brief schedule of steps.		Tape-recorder V.T.R. if available.
2.	4 minutes	Distribute and explain Handout 1.	Handout 1	
3.	2 minutes	Distribute Handout 2.	Handout 2	
4.	10 minutes	Introduce first stage of empathy training. Play Tape (Rogers). Participants pair and role-play helper-helper interaction. Group rates instruction on <u>interchangeability</u> .		
5.	25 minutes	Interrupt and ask participants to formulate additional interchangeable responses in addition to rating interaction. Interrupt after 10 minutes and encourage brief responses that capture the feeling. Continue until all participants have role-played the helper role.		

Step	Time	Schedule	Handouts	Materials
6.	32 minutes	<p>Introduce second stage of empathy training. Ask participants to adopt a helper-helper-helpee response sequence in the role-plays and continue aiming for an interchangeable response.</p> <p>Group will rate and formulate their own responses to which helpee responds. Use tape-recorder if necessary. When response is additive or subtractive ask group to state specific level.</p>		
7.		<p>Introduce third stage. When interchangeable base is established move on to extended interactions. Participants rate <u>modal level of empathy</u>. Suggest that role-play could center on real feelings in the group setting.</p>		
8.		<p>Play Truax training tape. Introduce fourth stage when all participants have role-played helper. Ask participants to establish interchangeable base in an extended interaction, then give an additive response. Use paradigm like: "What I really hear you saying is..." or "What this all adds</p>		

Step	Time	Schedule	Handouts	Materials
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up to me is this."
 Participants rate helper
 on (1) Interchangeable base
 (2) Additive response.

9. Interrupt after several
 role-plays. Ask helper to
 indicate when he is going to
 give additive response.
 Participants rate and
 formulate their own
 additive response to which
 helpee will respond.
 Continue role-plays until
 all participants have given
 an additive.

Total Time - Minutes.

UNIT 6: THE COMMUNICATION OF EMPATHIC UNDERSTANDING

Leader Information

Step	Time	Instructions	Handouts	Rationale	Objective
1.	2 minutes	Present brief schedule of steps.			To provide an overview of the unit.
2.	2 minutes	Distribute Handout 1; Empathy Scale. Explain that in this unit one dimension will be dealt with - empathy. The immediate goal for the initial training in empathy is for the helper to make an interchangeable response with that of the helpee. The response will be interchangeable not in terms of the content that the helpee is expressing but in terms of the feeling. The participants can utilize the content and integrate it with the feeling, but the feeling is what will be talked about.	Handout 1	Provides cognitive material.	To provide cognitive material.
3.	2 minutes	Explain Handout 1 to participants by demonstrating scale on board. Distribute Handout 2; Guidelines for Communication of Empathy.	Handout 2		

Step	Time	Instructions	Handouts	Rationale	Objective
4.	2 minutes	<p>Play 15 minutes of Roger's Tape (The Case of Mike). Ask participants to pair off and have helper-helpee roles. Initially the participants will <u>role-play</u> problems (some kind of problem that someone may have brought to them). Later the participants will deal with a <u>personally relevant</u> problem, maybe something that transpired in the group. However, each individual can be the guide of this and stop it at any point. The task is as follows: first the helpee is going to role-play a problem and the helper is going to make a response, and then the group is going to make a rating as to whether or not the response was interchangeable.</p> <p>The task is to lay the responses side by side in terms of feeling and meaning and ask the question: "Could the helpee have said what the helper said and vice versa?" If the answer is yes we call them interchangeable and rate at level 3. Each participant</p>		<p>Provides a basis for the discussion of empathy.</p> <p>Provides feedback to the participants.</p> <p>Allows leader to keep abreast of the learning that is going on.</p> <p>Provides participant with opportunity to experience themselves as helpers and helpees.</p>	<p>To enable participants to understand what empathy is.</p> <p>To introduce a shaping process that incorporates evaluations of self and others.</p> <p>To correct any misconceptions as soon as they arise.</p>

Step	Time	Instructions	Handouts	Rationale	Objective
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will have the opportunity to experience himself in the role of a helper and helpee.

5. 10 minutes

Begin role-playing in pairs by asking one pair to begin. One member will be the helpee and give a response and the helper will give a response. Then each member of the group will make a rating as to whether it was interchangeable. Then have the pair switch roles. It is not necessary to change the problem each time. The pair could carry on with the same problem. The helpee rates each response as well.

6. 10 minutes

After several role-plays interrupt and add another dimension. In addition to rating ask participants to formulate additional interchangeable responses to the helpee communication. Allow time for participants to give these after the role-play and rating. Continue role-plays incorporating the new dimension. The tape-recorder can be used to replay the helpee expression.

Provides the opportunity to hear a series of other responses.

To enlarge the response repertoire of the participants.

Step	Time	Instructions	Handouts	Rationale	Objective
7.	15 minutes	After several role-plays interrupt again and emphasize the importance of giving brief responses so they don't entangle themselves. If they have captured the feeling leave it at that. Also tell them to avoid stating responses as question. Continue until everyone has had an opportunity to role-play.			To provide additional information and direction.
8.	2 minutes	Interrupt and introduce the next stage. In order to make a decision about whether the helper's response would have allowed the helpee to go on it is necessary to get another response from the helpee. Thus ask participants to give a helpee-helper-helpee response sequence in the role-plays. Following the sequence, the group will rate and formulate their own responses. Helpers are to continue shooting for a 3 and establish an interchangeable base. If leader does not agree		Provides another way to measure the quality of the helper's response.	To determine whether helper response was additive or subtractive
					To reinforce establishing the interchangeable base.

Step	Time	Instructions	Handouts	Rationale	Objective
		<p>with the ratings say so; be honest. Sometimes the group will be solicitous and give 3 automatically to leave room for themselves.</p> <p>Leader can play it back on tape-recorder if group is doing this and getting off base.</p>			
9.	30 minutes	<p>Role=plays using helper-helper response sequence.</p> <p>Participants rate and give their own responses. Helper responses to other responses if helpful. Aim at 3 (interchangeable base) and when stating that response is subtractive or additive ask participants to give specific level (e.g., 1,2, 2,5,4).</p> <p>Continue with role-plays until all group members have established the interchangeable base and can give level 3 responses.</p>			<p>Provides sufficient practice to establish interchangeable base before moving on to additive levels.</p>
10.	2 minutes	<p>As soon as interchangeable base is established move on to extended helper-helper interactions. Ask participants to rate the</p>		<p>Provides practice maintaining an</p>	<p>To allow participants to</p>

Step	Time	Instructions	Handouts	Rationale	Objective
11.		<p>modal level of empathy that the helper is communicating; i.e., level at which helper is most frequently in several exchanges.</p> <p>Have participants engage in extended role plays and rate modal level of empathy. Give all participants opportunity to engage in extended interactions. Suggest that role-play could center around the real feelings of participants in the group setting.</p>		interchangeable base.	attempt to maintain an interchangeable base over extended interchanges.
12.		<p>lay Truax tape--Selected Counseling Excerpts. Introduce the next stage. Ask participants to attempt to reach an additive level. First establish an interchangeable base giving as many responses as are needed. When the pieces are falling into place, make an additive response.</p> <p>For the additive response use a paradigm like, "What I really hear you saying is..." or "What this all adds up to me is this." Participants have</p>		The broader the interchangeable base communication established, the higher the probability of an additive response when one is attempted.	To make an additive response.

Step	Time	Instructions	Handouts	Rationale	Objective
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responsibility of rating helper at two levels:
(1) Did he lay the inter-changeable base? (2) Did he make the additive response?

13. Interrupt after several role-plays. Ask helper to indicate when he is going to give an additive response.

Ask participants to rate on whether the base is laid, whether the response is additive, and also to formulate their own additive responses.

Continue role-plays and have participants give their own additive responses to which the helpee will respond quickly.

Continue role-plays until all participants have experimented with an additive response.

Provides the opportunity to hear a series of other responses.
To enlarge the response repertoire of the participants.

Total Time - minutes.

SENTENCE STEMS FOR ROLE-PLAYS

- | | |
|----------------------------|------------------------------|
| 1. I like ... | 19. I suffer ... |
| 2. The happiest time ... | 20. I failed ... |
| 3. I want to know ... | 21. My mind ... |
| 4. Back home ... | 22. The future ... |
| 5. I regret ... | 23. I need ... |
| 6. At bedtime ... | 24. I am best when ... |
| 7. Men ... | 25. Sometimes ... |
| 8. The best ... | 26. What pains me ... |
| 9. What annoys me ... | 27. I hate ... |
| 10. People ... | 28. This place ... |
| 11. A mother ... | 29. I am very ... |
| 12. I feel ... | 30. The only trouble ... |
| 13. My greatest fear ... | 31. I wish ... |
| 14. In school ... | 32. I secretly ... |
| 15. I can't ... | 33. I ... |
| 16. When I was a child ... | 34. Dancing ... |
| 17. My nerves ... | 35. My greatest worry is ... |
| 18. Other people ... | 36. Most women ... |

Empathy: How well have I listened?

Having listened, was I accurate on my interpretation of what he was feeling?

- did I change it slightly?

- did I drain it off?

Was I listening with a "preconceived" frame of reference?

Did I add anything? i.e., deeper meaning.

Respect: Did I "put him down"?

How much advice did I dish out?

Was his confidence to deal with things built up?

Did I take away from the uniqueness of his responses?

Does the patient feel free to say anything he chooses, irregardless of the content, of his past experiences or feelings?

Did I protect him? Who did the most work in group?

Genuineness: Was I defensive? Why? How to handle the difference?

Did I sound professional or rehearsed?

How many times did the group turn to me for "words of wisdom"?

Is the patient able to ask me personal questions and am I able to share?

Was I honest about the way I felt? If so, was this expressed in a constructive manner?

Am I open to criticism from the patient? - or
anger, or fear and is any of this happening?
If there is none of this, then how genuine is the
relationship?

Unit 6
Handout 1

EMPATHY SCALE

The first goal in empathy training is to make responses that are interchangeable. If responses are not interchangeable, the helper is somehow subtractive of, or additive to the expressions of the helpee. He is subtracting from the feelings and the experiences that the helpee is expressing and in some way preventing the helpee from going on to explore this material more fully. And if the helper goes beyond what the helpee says, then it is in some way additive (see Figure 2). If the helper goes beyond the material, then he enables the helpee to go to deeper levels of exploration and deeper levels of understanding. These are additive dimensions.

<u>Levels of Functioning</u>	5	+	+	(plus-plus))	Additive to helpee's expressions
	4	+		(plus))	
	3			<u>Interchangeable in terms of feeling and meaning expressed by the helpee</u>		
	2	-		(minus))	Subtractive of helpee's expressions
	1	-	-	(minus-minus)))	

Figure 2. Operationalization of levels of empathy.

Example:

If the individual expresses something about his sadness the helper might say, "You feel sad." This would be an interchangeable response. If you want to compliment that feeling with meaning you might say, "You feel sad because

she was the most important person in the world to you and now she's gone." In this way you have utilized the content of his message to complement the feeling with the personal meaning that it had for him. This again is an interchangeable response and you might notice the similarity between this communication and the skill we called Paraphrase in Unit 2.

SCALE 1

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT.

Level 1

The verbal and behavioral expressions of the first person either *do not attend to* or *detract significantly* from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

Example: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or uninterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding, or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

Level 2

While the first person responds to the expressed feelings of the second person(s), he does so in such a way that he *subtracts noticeable affect from the communications* of the second person.

Example: The first person may communicate some awareness of obvious surface feelings of the second person, but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

Level 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially *interchangeable* with those of the second person in that they express essentially the same affect and meaning.

Example: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

Example: The facilitator communicates his understanding of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feelings he was unable to express previously.

In summary, the facilitator's responses add deeper feeling and meaning to the expressions of the second person.

Level 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of on going deep self-exploration on the second person's part, to be fully with him in his deepest moments.

Example: The facilitator responds with accuracy to all the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his deepest feeling.

The Communication of Empathy

Guidelines:

1. The helper will find that he is most effective in communicating an empathic understanding when he concentrates with intensity upon the helpee's expressions, both verbal and non-verbal.
2. The helper will find that initially he is most effective in communicating empathic understanding when he concentrates upon responses that are interchangeable with those of the helpee.
3. The helper will find that he is most effective in communicating empathic understanding when he formulates his responses in language that is most attuned to the helpee.
4. The helper will find that he is most effective in communicating empathic understanding when he responds in a feeling tone similar to that communicated by the helpee.
5. The helper will find that he is most effective in communicating empathic understanding when he is most responsive.
6. The helper will find that he is most effective in communicating empathic understanding when, having established an interchangeable base of communication, he moves tentatively toward expanding the helpee's experience at higher levels.
7. The helper will find that he is most effective in communicating empathic understanding when he concentrates upon what is NOT being expressed by the HELPEE.
8. The helpee's behavior is the best guideline to assess the effectiveness of the helper's responses.

SCALE 2

THE COMMUNICATION OF RESPECT IN INTERPERSONAL PROCESSES:
A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the first person communicate a clear lack of respect (or negative regard) for the second person(s).

Example: The first person communicates to the second person that the second person's feelings and experiences are not worthy of consideration or that the second person is not capable of acting constructively. The first person may become the sole focus of evaluation.

In summary, in many ways the first person communicates a total lack of respect for the feelings, experiences, and potentials of the second person.

Level 2

The first person responds to the second person in such a way as to communicate little respect for the feelings, experiences, and potentials of the second person.

Example: The first person may respond mechanically or passively or ignore many of the feelings of the second person.

In summary, in many ways the first person displays a lack of respect or concern for the second person's feelings, experiences, and potentials.

Level 3

The first person communicates a positive respect and concern for the second person's feelings, experiences, and potentials.

Example: The first person communicates respect and concern for the second person's ability to express himself and to deal constructively with his life situation.

In summary, in many ways the first person communicates

that who the second person is and what he does matter to the first person. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator clearly communicates a very deep respect and concern for the second person.

Example: The facilitator's responses enables the second person to feel free to be himself and to experience being valued as an individual.

In summary, the facilitator communicates a very deep caring for the feelings, experiences, and potentials of the second person.

Level 5

The facilitator communicates the very deepest respect for the second person's worth as a person and his potentials as a free individual.

Example: The facilitator cares very deeply for the human potentials of the second person.

In summary, the facilitator is committed to the value of the other person as a human being.

UNIT 7: THE COMMUNICATION OF FACILITATIVE GENUINENESS

Leader Information (Units on Description of Feelings and Behavior Description are relevant and could be helpful here)

Objective: To provide a training sequence which will enlarge repertoires of participants to include responses that are high in facilitative genuineness.

Step	Time	Instructions	Handouts	Rationale	Objective
1.	2 minutes	Brief schedule of steps			To provide an overview.
2.	5 minutes	Distribute Handout 1. facilitative Genuineness in Helping Relationships. Explain facilitative genuineness to participants. Ask participants to read handout.	Handout 1	Provides cognitive material.	To provide cognitive material.
3.	5 minutes	Distribute Handout 2; Scale 3: Facilitative Genuineness and Handout 3; Guidelines for the communication of Facilitative Genuineness.	Handout 2 Handout 3		
4.	10 minutes	Discussion of facilitative genuineness and what it is.		Opportunity to ask questions and clarify understanding.	To clarify understanding of cognitive material.
5.	3 minutes	Explain that in learning to communicate facilitative genuineness, it is essential that the helper be aware of his own feelings and		Opportunity for participants to state genuine responses he has towards another	To allow participants to experience themselves being genuine

Step	Time	Instructions	Handouts	Rationale	Objective
		<p>experiences as he interacts with another person. The group participants have spent enough time together by now to have some feelings and responses toward one another, which they could share.</p> <p>Ask participants to form a pair with someone who they have genuine feelings toward-the feelings could be both negative and positive. The purpose of the exercise will be to share those genuine responses and explore them more fully with the other person. Each member of the pair will have an opportunity to share his genuine responses with the other. Instruct the person receiving the feelings and responses to become aware of his own feelings and inner experience. He is to try to respond in a non-defensive manner and share his own genuine feelings in response to the other person's feelings, e.g., if you feel embarrassed by what your partner is saying, tell him; if you are pleased, say so; if hurt, say so.</p>		<p>person and to receive genuine responses.</p>	<p>with another so they can become more genuine as helpers.</p>

Step	Time	Instructions	Handouts	Rationale	Objective
6.	10 minutes	<p>Ask participants to form pairs. In doing exercise a) ask one member to share his feelings and responses toward the other first. The receiver will respond to this with his genuine feelings; b) the receiver will then share his feelings and responses to which his partner will respond. Use stems like: "When I'm with you I feel, sometimes I feel..."</p>			
7.	5 minutes	<p>Following the exercise interrupt and ask pairs to let each other know about any behaviors that did not fit with what the partner said he was feeling at the moment, e.g., he may have looked confused and hurt, but said he felt good about what his partner was saying.</p>		<p>Opportunity to receive feedback on body cues that conflict with what is said.</p> <p>To become aware of genuine responses.</p>	
8.	3 minutes	<p>Ask participants to join large group. State that in the next stage of training the participants will form new pairs and share one genuine feeling, or response to their partner in the group. The person sharing can use such stems</p>		<p>Opportunity to share and respond to genuine responses in a large group.</p> <p>To begin defining the difference between genuine and ingenuine responses. To begin discussing and understanding the</p>	51

Step	Time	Instructions	Handouts	Rationale	Objective
		<p>as: "When I'm with you I feel...; I feel..." The person receiving will respond non-defensively to the other person. He will attempt to become aware of his own feelings in relation to the other person; but in responding will be guided by what would be helpful to the other person and to the relationship. He will give one response. The other members of the group will rate the receiver on his genuineness, and point out any ingenuine responses to him. Each member of the group will have an opportunity to share a genuine feeling or response.</p> <p>In assigning ratings ask group members to use the following criteria:</p> <p>a) was the receiver genuine? b) was he ingenuine (phony)? c) how was he ingenuine? d) how could he have been more genuine (specific responses)? e) ask receiver if he thought he was being genuine and if not, why not?</p>			<p>importance of trust in genuineness. To find out how to be more genuine-specific responses that would be appropriate. To communicate genuine responses to a friend at level 3.</p>

Step	Time	Instructions	Handouts	Rationale	Objective
9.	20 minutes	<p>Ask a specific pair to begin:</p> <p>1) one member share a feeling or response (positive or negative) 2) his partner will respond as he would in Stage 1 of helping by trying to communicate understanding of the feeling in an honest way in one response.</p> <p>The group will rate the receiver on genuineness using the criteria outlined. Give all participants the opportunity to respond at level 3-stage 1 of helping.</p>			
10.	10 minutes	<p>Following the exercise allow time for discussion of the experience if needed. Discuss specifically:</p> <p>1) trust in genuineness.</p> <p>2) the difference between our communication of genuineness in close relationships and new relationships.</p> <p>3) risks involved in being genuine</p>			<p>To clarify misunderstanding.</p> <p>To begin to understand the difference between a helping relationship and a friendship.</p>
11.	2 minutes	<p>Explain to participants that in next stage of helping they will be looking at the helping relationship. Helper-helpee role plays will be used. The helper will respond to the</p>		<p>Opportunity to communicate level 3 responses to a helpee.</p>	<p>To learn how to communicate level 3 responses.</p>

Step	Time	Instructions	Handouts	Rationale	Objective
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helped as he would in Stage 1 of helping. The helper will:

- 1) convey his understanding of the help's feelings in an honest way.
- 2) avoid being defensive, phony, intellectual.
- 3) be helpful and meet needs of help; his own needs come second.

The group will give ratings on the response stating whether it was at level 3, above or below. The leader will demonstrate first with a helper.

12. 10 minutes

Leader demonstration.
a) Give one of the participants a role on a piece of paper. Ask helper to play role. Leader respond in role-play below level 3.
b) give another participant a role and respond at level 3.
Do not tell participants what levels you are demonstrating until they have rated.
Discuss differences between two role-plays.

Opportunity to observe the difference between level 3 and lower levels. To observe the effect on the helper and the relationship of low level responses, and level 3 responses.

To learn the difference between level 3 and lower levels. To observe the effect on the helper and the relationship of low level responses, and level 3 responses.

Step	Time	Instructions	Handouts	Rationale	Objective
13.	2 minutes	<p>Explain to participants that now you would like them to adopt helper-helper roles. Ask the group to form two small groups. Explain that you will provide each member with a role on a slip of paper. Each member will play the helper role and each will play the helper role. Helper give level 3 responses. Those that are not involved in a role-play will rate following the role-plays and suggest other responses. The leader should spend half the time with each group in order to help with the rating.</p>			<p>To practice communicating level 3 genuineness to a helpee. Through rating to learn to discriminate level 3.</p>
14.	30 minutes	<p>Let small groups begin role-plays. Ask members to limit role-plays to 4 or 5 helper responses.</p>			<p>To be sure level 3 responses, or those above or below, are being rated accurately.</p>
15.		<p>Interrupt after 10 minutes and ask participants to respond at level 3 for 4 or 5 responses, then attempt to give several higher level responses in role-plays. In a higher level response they will begin to share more of their</p>			<p>To practice genuineness at higher levels</p>

Step	Time	Instructions	Handouts	Rationale	Objective
		own genuine feelings in addition to communicating understanding of the helpee's feelings. Thus throughout the role-plays they must concentrate on their own feelings and experience in the relationship.			
16.	10 minutes	Return to larger group and discuss the role-plays and the dimension of genuineness.			To further clarify genuineness in helping relationships.

Total Time - 115 minutes.

Helpee Roles - to be presented to each member of the small groups. Prepare two copies of each role.

1. Helpee says: "Often when I'm talking to you I get the impression that you are not telling me something. You seem to say one thing but I think you are hiding something from me. I wish you would tell me whatever it is."
2. "You really know how to help me say what I mean. I have a lot of trouble expressing myself to people. You are one of the first people I have talked to who really seems to understand me. I'm glad I met you and I hope I can keep seeing you."
3. "How come you told him what I said yesterday? It was private between you and me. You had no right to tell him that. I thought I could trust you to keep your mouth shut about it. Now everyone will know."
4. "I have really been feeling low the last few days. I don't want to do anything or see anybody. I don't even want to eat. You are the only one I could turn to. You helped me once before when I felt this way. You're my last hope and if you can't help, nobody can."
5. "Today I really feel like celebrating."

Things have been going so well lately. I want to dance around the room with you and share my happiness."

"I wish you would quit asking questions. You're always asking me about this and that and the other thing.- When is it my turn? There are lots of things I would like to know about you. But everytime I try to ask you something you change the topic back to me."

Facilitative Genuineness - Leader Demonstration

Helpee roles:

Role 1. The helpee will say: "I don't want to go back home when I leave here. It isn't a happy place to be. Everybody fights and argues all the time. Do you think I'm right in this decision? Oh, I wish you would tell me what to do. I'm so confused."

Examples of Responses:

Level 3:

1. You are really wanting me to make this decision for you because you are so confused and uncertain you don't think you can make it yourself and live with it.
2. It would be much easier for you to go ahead and do what you want if I would make the decision for you.
3. You are having difficulty making this decision and want me to tell you what to do.
4. You don't feel comfortable with your wish not to return home and want me to tell you what to do.

Below Level 3:

1. It's normal to feel this way after being away from home for awhile.
2. You seem to have a lot of trouble making these decisions on your own.
3. Have you discussed this problem with your family?

Role 2. The helper will say: "I'm sick and tired of being told what to do all the time. Everybody is always telling me what to do and I never get a chance to just have some peace and quiet and do what I want. You are as bad as all the rest."

Level 3:

1. You feel pushed around a lot of the time and now you see me doing the same thing when we're together.
2. You would like to decide for yourself how to live your life and you see me interfering with your freedom to do that.

Facilitative Genuineness In Helping Relationships

Genuineness in relationships with others means being yourself with another person. In order to be yourself with another person you must first be aware of what you are feeling toward the other person. It is not always helpful to the other person or to the relationship to blurt out what you are feeling about him, especially if the only statement you could make would be negative. Therefore, it is very important to communicate all responses in a constructive way to find out more about yourself, the other person, and your relationship. This is important in social relationships with a friend, a teacher, a parent, as well as in a helping relationship with a child, a patient, a client. It is often possible in your closest relationships to share almost all feelings and thoughts with the other person in an open direct way, because trust and understanding exist between you and the other person. But if you think about when you first knew your closest friends, it was not always possible or appropriate to be open and direct with them. It took time to build the trust and understanding that now allows you to be yourself with close friends.

In helping relationships it takes time for this trust and understanding to build, as well. However, in helping relationships most of the responsibility for building trust and understanding is up to the helper. At all times the helper must be guided by what would be helpful and

meaningful to the other person. This is particularly important in the early stages of a helping relationship. In the early phases the helper tries to deal with the helpee's concerns honestly by communicating his understanding of the helpee's feelings. He does not state his own feelings but concentrates on the helpee's feelings.

For example, a helpee you are involved with may question you about your honesty with him. At the lowest levels the helper might respond in the following manner: "In order that I can be helpful to you, it is important that we both communicate honestly with each other." In this response the helper does not communicate his understanding of the helpee's feelings. The helper has put distance between himself and the helpee by responding defensively with an intellectual response. A response that would be helpful in the early stages of a relationship might be: "You really want to know whether I have been completely honest with you." With this response, the helper lets the other person know in an honest way that he understands the helpee's feelings and leaves the relationship open to real genuine responses when they are appropriate. In the later stages of helping, the helper can respond at higher levels by both acknowledging the helpee's feelings as well as expressing his own feelings: "I hear the urgency of your question and am hurt by it - wondering if there is any more I can offer - wondering on the other hand, if you're trying to put me in that position." This

is an example of how the helper uses his own feelings in a constructive way to find out more about himself, the helpee and their relationship.

In being genuine with another person it is very important to be aware of your own feelings because genuineness or the lack of it is communicated in other ways besides the words you say. Genuineness is also communicated by the tone of your voice, the expression on your face, hand movements, and other body movements. If these body cues do not fit with what you are saying the helpee will become confused by the differences. For example, if you are feeling very concerned about the helpee at a particular time, the helpee will see this concern in your face and when you respond to him in the following manner: "Don't worry, everything will be alright in a day or two," he will be confused by your statement.

Facilitative Genuineness Scale

- | | |
|-----------------|---|
| 5++ (plus-plus) | Helper moves toward higher levels of genuineness-communicates an understanding of the helpee's feelings as well as expressing his own feelings in a constructive way. |
| 4+ (plus) | |

Levels of Functioning

- | | |
|-------------------|---|
| 3 | The helper communicates an understanding of the helpee's feelings in an honest way. Avoids presenting ingenuine (phony) responses |
| 2- (minus) | Helper is ingenuine (phony, intellectual) in his responses to the helpee. |
| 2-- (minus-minus) | His only genuine responses are negative to the helpee. |
-

Figure 4. Levels of Facilitative Genuineness

The communication of facilitative genuineness in a helping relationship changes depending upon the level of the helpee and the stage of the helping relationship. The helper is guided by what is helpful and meaningful to the helpee at a particular moment in time.

Stage 1 of Facilitative Genuineness

This stage of genuineness takes place at the beginning of a relationship with a helpee and is the first phase of helping. The helper attempts to concentrate on the helpee's feelings and communicate his understanding of the helpee in an honest way. The helper's responses match his other behaviour so that he is not ingenuine with the helpee but he does not communicate his genuine feelings at this time. The helper avoids being phony, defensive, intellectual with the helpee. With his responses, the helper lets the helpee know that he understands and can be more genuine when it is appropriate and helpful.

Stage 2 of Facilitative Genuineness

While in stage 1 the helper concentrates on responding to the helpee's feelings, in stage 2 he becomes more active in the expression of his own feelings as well. Movement to this stage takes time because the helpee must feel he can trust the helper and know the helper understands him. When the helper does share his own feelings in the relationship it is important that he do so in a constructive way. This is important for two reasons: first, in order

that the helper can be helpful to the helpee; and second, so that the helpee can learn how to express his own feelings in a constructive way that allows him to find out more about himself. In this way the helper becomes a model to the helpee of someone who can be genuine in a relationship.

One way to view the stages of facilitative genuineness is to see yourself in the first stage concentrating on meeting the needs of the helpee and placing your own needs second to this. In the second stage you would concentrate on meeting the helpee's needs and begin to deal with your own needs. In the relationship, expressing your own feelings.

In learning how to communicate facilitative genuineness to another person it is important that you become aware of your own feelings and experiences as you interact with another person. It is also essential that you begin expressing these feelings to the other person and find out what the other person's response is. This relates very closely to the material discussed in the unit on Description of Feelings.

In this unit the first part of training deals with becoming aware of and communicating your genuine feelings and experiences. The second part of training will deal more specifically with the communication of genuine responses in helping relationships.

SCALE 3

FACILITATIVE GENUINENESS IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT

Level 1

The first person's verbalizations are clearly unrelated to what he is feeling at the moment, or his only genuine responses are negative in regard to the second person(s) and appear to have a totally destructive effect upon the second person.

Example: The first person may be defensive in his interaction with the second person(s) and this defensiveness may be demonstrated in the content of his words or his voice quality. Where he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the inner experiencing of the first person(s) and his current verbalizations. Where there is no discrepancy, the first person's reactions are employed solely in a destructive fashion.

Level 2

The first person's verbalizations are slightly unrelated to what he is feeling at the moment, or when his responses are genuine they are negative in regard to the second person; the first person does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

Example: The first person may respond to the second person(s) in a "professional" manner that has a rehearsed quality or a quality concerning the way a helper "should" respond in that situation.

In summary, the first person is usually responding according to his prescribed role rather than expressing what he personally feels or means. When he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry.

Level 3

The first person provides no "negative" cues between what he says and what he feels, but he provides no positive cues to indicate a really genuine response to the second person(s).

Example: The first person may listen and follow the second person(s) but commits nothing more of himself.

In summary, the first person appears to make appropriate responses that do not seem insincere but that do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator presents some positive cues indicating a genuine response (whether positive or negative) in a nondestructive manner to the second person(s).

Example: The facilitator's expressions are congruent with his feelings, although he may be somewhat hesitant about expressing them fully.

In summary, the facilitator responds with many of his own feelings, and there is no doubt as to whether he really means what he says. He is able to employ his responses, whatever their emotional content, as a basis for further inquiry into the relationship.

Level 5

The facilitator is freely and deeply himself in a non-exploitative relationship with the second person(s).

Example: The facilitator is completely spontaneous in his interaction and open to experiences of all types, both pleasant and hurtful. In the event of hurtful responses the facilitator's comments are employed constructively to open a further area of inquiry for both the facilitator and the second person.

In summary, the facilitator is clearly being himself and yet employing his own genuine responses constructively.

Guidelines for Communication of Genuineness

The helper will find that he is most effective in communicating genuineness when:

1. he attempts to minimize the effects of his role, professional or otherwise, so that he does not appear phony and allows for involvement on the part of both the helper and the helpee.
2. he communicates no ingenuine responses while he demonstrates a willingness to communicate genuine responses.
3. he increasingly attempts to be as open and free within the helping relationship as is possible - while helper openness and freedom are not always possible or appropriate, the communication of the potential for these dimensions is essential.
4. he can share experiences with the helpee as fully as possible - spontaneous sharing on the part of both parties is the essence of a genuine relationship. Here helper sharing of personally relevant material may be important when appropriate; however, the moment-to-moment sharing of ongoing experiences is even more essential to the communication of genuineness.
5. he can learn to make open-ended inquiries into the most difficult areas of his experience with the helpee.
6. he relies upon his experience in the relationship as the best guideline. Whereas in empathy formulations

the helper relies primarily upon his experience of the helpee, in the communication of genuineness he relies and acts primarily upon his experience of himself.

UNIT 8: THE COMMUNICATION OF CONCRETENESS OR SPECIFICITY OF EXPRESSION

Leader Information:

Objective:

Step	Time	Instructions	Handouts	Rationale	Objective
1.	2 minutes	Brief schedule of steps			To provide an overview of the unit.
2.	10 minutes	Distribute Handout 1; Concreteness in Helping Relationships. Explain concreteness to participants. Ask participants to read handout.	Handout 1		To provide cognitive material.
3.	5 minutes	Distribute Handout 2; A Scale for Measurement, and Handout 3; Guidelines for Communication of Concreteness.	Handout 2 Handout 3		
4.	2 minutes	Explain that in the initial stages of training the participants will try to reach minimally facilitative levels of concreteness (level 3) by guiding the discussion into consideration of the specific feelings the helpee has about his areas of concern.		Opportunity to observe the communication of concreteness.	To demonstrate concreteness to participants.
					To begin rating on this dimension.

Step	Time	Instruction	Handouts	Rationale	Objective
		First the leader will demonstrate with one of the participants. Ask one member of the group to think about a particular concern he has about his experience in the group so far. The leader will demonstrate concreteness by attempting to lead the discussion into specific feelings associated with this concern. Ask the group to rate the leader on whether or not he is achieving a minimal level of concreteness.			
5.	5 minutes	Begin demonstration with a participant. Ask participants for ratings.			
6.	5 minutes	Discussion of the demonstration and what concreteness means to the participants. Can they see how concreteness complements empathy?		Opportunity to ask questions and state own ideas.	To clarify understanding of concreteness.
7.	5 minutes	Ask another group member to become helpee and express a concern about his experience in the group. Another member will be the helper and help him to develop in specific			To be sure the participants have understood the dimension of concreteness.

Step	Time	Instructions	Handouts	Rationale	Objective
		and concrete terms the feelings associated with this concern. The group will rate the helper on whether he was minimally facilitative in developing the area of concern in concrete terms. The helper may clarify by asking questions but will primarily reflect (level 3) to elicit further exploration. He can also begin to lead the helpee into discussing specific situations and events.			
8.	20 minutes	<p>Break into small groups of 5 in which a helper-helpee interaction will take place. The two observers will rate on level of concreteness. Each member will have an opportunity to be a helper. The helpees can use the following sentence stems: (each take one)</p> <ol style="list-style-type: none"> 1) What annoys me ... 2) The happiest time ... 3) My greatest worry is ... 4) The only trouble ... and finish it as it relates personally to experience in the group. In the inter-actions ask helper to develop one feeling or experience in 		<p>Opportunity to communicate concreteness.</p>	<p>To practice concreteness in a helper-helpee situation using personally relevant material.</p> <p>To achieve level 3 in the communication of concreteness.</p>

Step	Time	Instructions	Handouts	Rationale	Objective
		specific terms first before he goes on to another. In addition to ratings, ask observers to also come up with a response which would lead the helpee to explore his own feelings and experience specifically. They can give this response after rating. Leader spend 10 minutes in each group to help with the rating.		Opportunity to hear other responses.	To expose participants to a number of different responses.
9.	10 minutes	Discussions of the previous interactions. 1) How did the discussion of specific feelings and experiences encourage self exploration? 2) Did the helpee find the helper's concreteness helpful to him? 3) Did the helpee understand his feelings and experiences?			To discuss the consequences of concreteness.
10.	2 minutes	Ask participants to return to large group. Explain to participants that you would like them to combine the dimensions in the next role-plays. They will attempt to communicate empathy, respect, genuineness, and concreteness to		Opportunity to communicate all dimensions at once.	To review the dimensions. To practice communicating all dimensions.

Step	Time	Instructions	Handouts	Rationale	Objective
		<p>the helpee.</p> <p>Ask participants to attempt to communicate at level 3 first. The group will rate on the four dimensions at the same time.</p> <p>In the role-plays ask helpees to use one of the sentence stems and finish it.</p> <p>I regret ...</p> <p>I am best when ...</p> <p>I am very ...</p> <p>I secretly ...</p> <p>I ...</p> <p>What pains me ...</p> <p>Other people ...</p> <p>I want to know ...</p> <p>I feel ...</p> <p>I cannot ...</p>			
11.	10 minutes	<p>Begin role-plays.</p> <p>Interrupt after two role-plays and ask the observers to formulate their own responses which they can give after rating.</p>			To hear other responses.
12.	30 minutes	<p>Interrupt again and ask helper to attempt to respond at level 3 (establish an interchangeable base) then attempt an additive response.</p> <p>Continue role-plays until all participants have had an</p>			To attempt a higher level response.

Step	Time	Instructions	Handouts	Rationale	Objective
13.	15 minutes	<p>opportunity to communicate all dimensions at once.</p> <p>Review all dimensions in a discussion.</p>			To answer any questions and clarify misunderstanding.

Total Time - 120 minutes.

CONCRETENESS IN HELPING RELATIONSHIPS

Concreteness or "specificity of expression" involves the direct and complete expression of specific feelings and experiences, regardless of their emotional content. Concreteness includes the specific feelings and experiences of the helpee in situations outside the helping situation as well as the feelings and experiences that exist between the helper and the helpee. The helper enables the helpee to discuss his personal feelings and experiences in specific and concrete terms. Concreteness increases the understanding of both the helper and the helpee of the specific feelings and experiences associated with the helpee's concerns.

The helper's way of responding to the helpee when he mentions a particular experience or feeling can enable the helpee to discuss the experience or feeling more fully. Concreteness in the early stages of helping, goes hand in hand with empathy by concentrating on the full development in specific terms of all instances of concern. Concreteness is expressed by the helper in many ways. The helper might ask specific questions to clarify an instance of concern. Questions, however, are usually followed by a number of empathic responses interchangeable with the helpee's expressions of feeling. This makes possible full exploration of the helpee's problem area. The helper guides the discussion in a way that enables the helpee to discuss his specific feelings and experiences fully and directly.

At low levels of concreteness the helper leads or allows almost all conversation with the helpee to be in vague and abstract terms. The helper may talk with the helpee about his feelings and experiences on an intellectual level. This approach does not enable the helpee to explore and eventually understand his own feelings and experiences.

At higher levels, the helper enables the helpee to discuss specific feelings, situations, and events directly and completely, regardless of their emotional content.

High and Low Levels of Functioning: Illustrations

The following helper-helpee discussions illustrate examples of different levels of functioning by the helper. The first excerpt presents a somewhat depressed helpee in her first meeting with a helper.

Helpee: Sometimes I just get so depressed I just don't know what to do.

Helper: Sometimes you feel like you're never going to get up again.

Helpee: Right. I just don't know what to do with myself. What am I going to do?

Helper: I guess in some ways that - that I've had - I've had the same kind of experience already ... I guess there have been points where I found life hopeless - but I have found that being able to talk with somebody about this and to talk about some of the specifics involved has been very helpful to me.

Helpee: But how is that going to solve my problems? My father hates me - and he punishes me - and he doesn't trust me and he won't let me marry the fellow I want to marry. He says he's no good ...

This brief excerpt of a helping relationship would be rated at minimally helpful level 3 or above. As can be seen,

the helper not only attempts to communicate understanding and respect in a genuine fashion, but also attempts to lead the helpee into a more specific discussion of her difficulties, which she does.

Helpee: Sometimes I get so depressed I just don't know what to do with myself.

Helper: Everyone feels that way once in a while.

Helpee: Yes, but-but-this time I'm really-really as low as I think I can ever get.

Helper: You know you don't have to stay this way all the time.

Helpee: Yes, but - somehow I get the feeling that you don't really want to hear about what's bothering me.

Helper: Sure I do, but everyone has his ups and downs - maybe you can tell me about your ups and downs - what experiences you've had ...

Helpee: (pause) Well, I guess it's true that-that-sometimes I feel better than at other times-uh-but sometimes I'm say up, then sometimes I hit bottom.

The helper generalizes about the helpee's experience leaving the helpee and her feelings out of the picture. The helper does not communicate empathy and respect for the helpee and her experience. In response, the helpee appears confused over whether to continue or not. Finally, she does, but in doing so, explores herself very cautiously in an abstract fashion.

In the following excerpt the helpee is presenting a different feeling to the helper.

Helpee: I get so mad at my supervisor ... everytime I try ... I try to come up with some new ideas he knocks me down. He's a bunch of sour grapes.

Helper: Well, he sounds like a real bastard.

Helpee: That's it ... that's what we call him. Oh, ... sometimes I could ... I just don't know what I would do.

Helper: Boy, you could really let him have it ... You could just cut loose.

Helpee: Yeah ... sometimes I dream about what I would do to him ... but I can't ... doggone it, he's got the power of life and death over me.

Helper: And he'd use it, huh?

Helpee: Yeah, I guess he would.

Helper: I guess I've been hit like that myself and maybe in different ways. Maybe you can let me know about your situation ... what's happened here.

Helpee: Well, for instance, the other day at work I came up with an idea that everyone thought was great ... it could have saved hundred, maybe thousands of hours of work and he cut me to ribbons in front of everybody ... He-he just - can't stand to have anyone better than he. He made me feel like a nothing ... just dirt ...

Helper is right "with" the helpee. He quickly

where she is and sees the world through her

Helper is able to add to his responses, making

possible for her to get her full feelings out. His

communications lead the helpee easily into a meaningful and specific discussion of specific situations and feelings.

Helpee: Oh ... I get so mad at my supervisor - everytime I come up with a creative idea, he cuts me to ribbons. He's just a bunch of old sour grapes.

Helper: I guess you get angry at a lot of people.

Helpee: Well-no, not really - just at irrational authority.

Helper: But, don't you find irrational authority everywhere?

Helpee: No-No, I don't think so. I came in here angry, and I think I had a right to be angry ... But you - you don't seem to understand it.

Helper: Well, that's all I'm trying to do ... simply trying to understand you here. Lots of people define "angry" differently ... how do you define it?

The helper is very inaccurate in his understanding of the helpee's world. Instead of tuning in on and responding to the helpee's experience, he seems to be talking about his own distorted experience. In addition to a lack of empathic understanding, the helper communicates negative regard for the helpee and is ingenuine in a negative fashion. He does not lead the helpee into specific discussion of personally meaningful feelings and experiences.

It is easy to see from the illustrations given that, depending upon the helper's early responses, the helping process may move in different directions. The helping process can move deeply into the helpee's experience or it can move away from the helpee's experience. At minimally helpful levels of responding, the helper's responses are interchangeable with the expressions of the helpee. At higher levels, the helper's responses add to the helpee's statements and help him to explore himself at deeper levels. At lower levels the helper does not have anything to offer the helpee while he sometimes gets part of the helpee's message, he distorts it by thinking about his own experience, and subtracts from the helpee's statement when he responds. As a result, the helpee often feels misunderstood and is not encouraged to discuss his own experience and feelings fully.

Levels of Functioning:

5++ (plus plus)	The helper becomes more and more helpful in leading the discussion so that the helpee can discuss fully, and directly specific feelings and experiences associated with all instances of concern.
4+ (plus)	
3	Helper enables the helpee to talk about the specific feelings, events and experiences associated with most instances of concern, regardless of the emotions.
2- (minus)	The helpee's areas of concern are talked about vaguely and intellectually without talking about specific feelings and experiences.
1-- (minus minus)	

Figure 5. Levels of Concreteness

Similar to empathy, respect and genuineness, the helper may view concreteness in stages. Concreteness is emphasized during the early and late phases of helping.

Initially in a helping relationship concreteness is complementary to attempts to achieve a full understanding of the helpee's area of concern. Thus concreteness is very closely tied to empathy and is expressed with empathic responses which explore feelings and experiences. However, concreteness also involves the helper asking specific questions and leading the discussion very directly into the feelings and experiences which are related to an area of concern. When the helper guides the discussion into talking about the helpee's own feelings and experiences directly and completely (concreteness) three functions are served:

1. It makes sure that the helper's responses are similar in emotional content to the helpee's own feelings and

experiences. In this way the helper will not get too far away from the helpee as he did in two of the illustrations.

2. It encourages the helper to become more accurate in his understanding of the helpee, and any misunderstanding can be straightened out when the feelings and experiences are stated in specific terms.
3. It encourages the helpee to look more closely at his problem areas and emotional conflicts.

Concreteness is de-emphasized in the middle phase of helping when the helper encourages the helpee to explore himself in less specific ways in order to gain a new perspective on the area of concern. The new perspective is often helpful in determining a course of action in the last stage.

During the final stage, the helper becomes much more active in communicating concreteness and leads the helpee to consider alternative courses of action in dealing with his area of concern. The advantages and disadvantages of different alternatives are considered. Concreteness is mainly expressed by questions and answers on the part of both the helper and the helpee.

In summary, initially in helping concreteness encourages and leads the helpee to explore the specific feelings and experiences associated with an area of concern so that both the helper and helpee can gain understanding. In the final stage of helping through concreteness the helper encourages

and leads the helpee to consider and choose different ways of dealing with an area of concern.

SCALE 5

PERSONALLY RELEVANT CONCRETENESS OR SPECIFICITY OF
EXPRESSION IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT

Level 1

The first person leads or allows all discussion with the second person(s) to deal only with vague and anonymous generalities.

Example: The first person and the second person discuss everything on strictly an abstract and highly intellectual level.

In summary, the first person makes no attempt to lead the discussion into the realm of personally relevant specific situations and feelings.

Level 2

The first person frequently leads or allows even discussions of material personally relevant to the second person(s) to be dealt with on a vague and abstract level.

Example: The first person and the second person may discuss that the "real" feelings but they do so at an abstract, intellectualized level.

In summary, the first person does not elicit discussion of most personally relevant feelings and experiences in specific and concrete terms.

Level 3

The first person at times enables the second person(s) to discuss personally relevant material in specific and concrete terminology.

Example: The first person will make it possible for the discussion with the second person(s) to center directly around most things that are personally important to the second person(s), although there will continue to be areas not dealt with concretely and areas in which the second person does not develop fully in specificity.

In summary, the first person sometimes guides the discussions into consideration of personally relevant, specific and concrete instances, but these are not always fully developed. Level 3 constitutes the minimal level of facilitative functioning.

Level 4.

The facilitator is frequently helpful in enabling the second person(s) to fully develop in concrete and specific terms almost all instances of concern.

Example: The facilitator is able on many occasions to guide the discussion to specific feelings and experiences of personally meaningful material.

In summary, the facilitator is very helpful in enabling the discussion to center around specific and concrete instances of most important and personally relevant feelings and experiences.

Level 5

The facilitator is always helpful in guiding the discussion; so that the second person(s) may discuss fluently, directly, and completely specific feelings and experiences.

Example: The first person involves the second person in discussion of specific feelings, situations, and events, regardless of their emotional content.

In summary, the facilitator facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.

GUIDELINES FOR THE COMMUNICATION OF CONCRETENESS

Initially concreteness goes hand-in-hand with the communication of empathy, enabling the helpee both in the helping relationship and ultimately outside of helping to deal specifically with all areas of concern. This is necessary for effective problem solving by the helpee.

1. In order to enable the helpee to develop specific and concrete communications the helper must make concrete his own responses to the helpee. Even in response to vague helpee communications the helper may attempt to respond in a more specific manner. In this way the helper sharpens the helpee's experiences and brings him closer to his own feelings and experiences.
2. The helper must limit the helpee's discussion to concerns that are meaningful to him to avoid the frequent "storytelling" the helpee may do.
3. The helper can develop more concrete communications by asking for specific details and instances. The questions of who, what, why, when, where and how in regard to specific feelings, experiences, and events are appropriate but only as an entry into specific feelings and experiences in an area of concern. One effective question paves the way for follow up by many interchangeable and additive responses.
4. The helper must rely upon his own experience for determining whether concreteness is appropriate at

certain stages of helping. It is critical during the early stages of problem exploration to determine accurately the problems involved and again in the later stages of helping during problem solving and the trying of new behaviour.