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ABSTRACT
              This report describes the rationale and training
procedure employed in two summer inservice workshops sponsored by
Auburn University's Title IV Center, and conducted by staff in their
Counselor Education Department. The general goals were: (1) improved
skill in communication, and (2) ability to engender helpful
interpersonal relations. The critical role of verbal and non-verbal
communication were emphasized in relation to public school
educational goals. (Author/DM)

Interpersonal Facilitative Communications Training
With Team Teachers in Newly Integrated Schools*

ABSTRACT

Interpersonal Facilitative Communication Training With Team Teachers in
Newly Integrated Schools

Training in facilitative communication was provided Black and White
teachers who were preparing for team teaching assignments. Exercises
designed to improve ability to respond with empathy, positive regard, and
concreteness of expression were used. Attention was given to: (1) the
critical role of verbal behavior in learning and (2) communication problems
arising from cultural differences. Participants gave positive evaluations
cf the training via questionnaire.

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1

Interpersonal Facilitative Communications Training
With Team Teachers in Newly Integrated Schools

This report describes the rationale and training procedure employed in

two summer in-service workshops sponsored by Auburn University's Title IV

Center. These programs were planned and conducted by staff in the Counselor

Education Department. The participants included teachers, administrators,

and counselors from Alabama public schools. Black and white personnel were

equally represented. Many of them were preparing to teach on a Black-White

team basis.

Improved skill in communication and ability to engender helpful inter-

personal relations were the general workshop goals. The critical role of

verbal and non-verbal communication in learning was emphasized in relation

to the educational goals fostered by our public schools. Attention was

given to: (1) the teacher or administrator in terms of his ability to

facilitate the growth of others through his interpersonal behavioral tech-

niques and (2) communication problems as a function of differences in

cultural backgrounds.

RATIONALE AND MODEL FOR FACILITATIVE INTERPERSONAL COMMUNICATION

Communication and Learning

Educators have long recognized the central role of verbal communication

in teaching and learning. For example, Flanders wrote, "The chances are

better than sixty percent that you will hear someone talking if you are in

an elementary or secondary classroom." It is easily noted that teaching

behavior is primarily verbal. A committee of the American Educational Re-

search Association defines teaching as, "a form of interpersonal influence

aimed at changing behavioral potential of another person.

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With this in mind, interpersonal communication is considered in terms
of its potential to facilitate growth in others as a function of teachers,
administrators, and various roles common to professional education.

Helpful Versus Nonhelpful Relationships

Carl Rogers has defined a helping relationship as, "a relationship in
which at least one of the parties has the intent of promoting growth, de-
velopment, maturity, improved functioning, improved coping with life of the
other--a relationship in which one of the participants intends that there
should come about in one or both parties, more appreciation, more expres-
sion of, more functional use of the latent inter-resources of the individ-
ual." He emphasized that such a relationship potentially includes that
between parent and child, physician and patient, teacher and student, as
well as counselor and client relationships. Moreover, he emphasized the
role of verbal and non-verbal communication in all helping relationships.

The Facilitative Person

Robert Carkhuff has defined a facilitator as one whose behavior has
constructive effects on others. "The facilitator is a person who is living
effectively himself and who discloses himself in a genuine and constructive
fashion in response to others. He communicates an accurate empathic and
understanding and a respect for all of the feelings of other persons and
guides discussions with those persons into specific feelings and experiences.
He communicates confidence in what he is doing and is spontaneous and in-
tense. In addition, while he is open and flexible in his relationship with
others, in his commitment to the welfare of the other person, he is quite
capable of active, assertive and even confronting behavior when it is ap-
propriate." (Carkhuff).

In relation to this concept, there is current research evidence in-
dicating that significant interpersonal relations may have constructive or

deteriorative effects. Also suggested is that the positive or negative
consequences of interpersonal interaction can be accounted for by a core of
facilitative conditions (Carkhuff). Hence, in the educational social con-
text, this means that teachers who offer high levels of these conditions
have constructive effects on students, while those offering low levels have
deteriorative effects.

Core Conditions

The central thesis in this "facilitative model" is that it is the core
conditions, created by each of us by what and how we communicate, that are
primarily responsible for our helpfulness to others (Carkhuff). As teachers
and administrators we provide various degrees of help as we respond to
others. These core conditions are described in two categories and form the
framework for communications training.

I. Facilitative Conditions: (These are the conditions that stimulate
the other person to explore himself to self understanding).

A. Empathy or Understanding: The ability to see the world through
the other person's eyes.

B. Respect or Caring for Someone: The ability to respond to the
other person in such a way as to let him know that you care for him; that
you believe in his ability to do something constructive relative to his
problem and his life.

C. Concreteness or Being Specific: The ability to enable the
other person to be specific about the feelings and experiences he is ex-
pressing.

II. Action Conditions: (These conditions involve action on the
helper's part that stimulate the other person to initiate his own ideas as
to what is happening and to act upon these ideas).

A. Genuineness: The ability to be real in a relationship with another person.

B. Confrontation: The art of being real is to tell the other person just like it is.

C. Immediacy: This refers to what is going on between the helper and other person. It is the helper's ability to understand different feelings and experiences that are going on between him and the other person.

D. Facilitative Self Disclosure: This refers to the extent that the helper shares his own feelings and experiences with the other person.

Assessment of the Core Conditions

Training and related research in interpersonal relations has resulted in a rating scale used to assess the degree of core conditions present in interaction processes (Carkhuff). All of the assessments are based on a five point scale. Level 1 is the lowest level of functioning and level 5 is the highest. Level 3 is defined as the minimally facilitative level of functioning. Level 3 is the minimal level of conditions in which an effective communication process can transpire. Moreover, level 3 is an interchangeable point insofar as the helper is giving back to the other person at least as much as is given to him.

For the purposes of the interpersonal communications training provided workshop personnel attention was given to training on the three facilitative conditions; empathy, respect, and concreteness. While this was dictated in part by practical considerations--training on all seven conditions would have required more time than was available; it was evident that these conditions were most crucial to facilitative communication. It was also recognized that professional educators are generally action-oriented. Hence, it was felt that training in the three facilitative dimensions was most important.

Training Procedures

The training process was initiated by showing a film, The Task of the
Listener, based upon the work of Hayakawa. The film graphically illustrates
three basic aspects of communication:

1. Communication deadlock occurs when one communicates to another in
a way that threatens the self-concept.

2. Communication is enhanced when one listens non-evaluatively to
another.

3. The goal of communication is the enrichment of those who are
communicating.

After a large-group discussion of the film, the rationale of the
training approach was presented, focusing on those points outlined above.
Participants were then presented a series of video-taped helpee statements
followed by a response from a helper. Participants were asked to make a
gross estimate of the level of interpersonal communication offered by the
helper. These estimates were in terms of high or low, helpful or non-
helpful. This procedure was continued until the group reached the point
where there was unanimity with respect to discrimination between helpful and
non-helpful responser.

The large group was then divided into five smaller groups of 8-10 with
a leader in each group. After a period of activity designed to acquaint
members of the group to each other, the group leader presented more helpee-
helper responses by audio tape. When he was satisfied with the group's
ability to discriminate between helpful and non-helpful responses, the
leader moved to a more advanced training activity.

Carhuff's rating scale was again described and the core dimension of
empathic understanding was discussed. Group members were then presented a

6

series of ten helpee stimuli. As each stimulus was presented, group members
responded anonymously by writing a response on a 3x5 card. The cards were
passed to the group leader who led the group in estimating the level (on a
scale ranging from 1-5) of empathic understanding communicated in each
helper response. Each participant was, thus, provided feedback concerning
his level of communication. The protection of remaining anonymous created
a less threatening situation, making it more likely that feedback would be
accepted.

The objective was to increase the ability to discriminate between
helpful and non-helpful responses and to train group members in responding
interchangeably (Carkhuff's level 3) on the dimension of empathic under-
standing. Such a response neither subtracts nor adds to the expression of
the helpee. It leads the helpee to further self-exploration and is con-
sidered helpful. The writing of responses continued until group members
were able to reach substantial agreement in rating reponses on the Carkhuff
scale (difference between highest and lowest estimates became small) and
until group members responded at or near the interchangeable level.

The next step in the training process involved role playing. Group
members practiced playing the role of helper and helpee. The holpee pre-
sented a personally relevant statement and the helper attempted to respond
at a level that communicated empathic understanding at an interchangeable
level. Each helper response was rated on the Carkhuff scale. Group mem-
bers gave reasons for their estimates, again providing direct feedback to
the helper.

In the next activity group members continued to practice playing the
role of helper, responding to personally relevant material of a more ex-
tended nature supplied by a group member in the helpee role. However, in

7

this activity the helper was instructed to practice the additional dimensions
of respect (caring) and concreteness (specificity). In each case, a rating
of the helper's response on the combined dimensions was provided by the
group members.

In the final training activity, group members were instructed to give
close attention to non-verbal communication, including posture, facial
expressions, eye movement, etc. It may be seen that the training model
provides for both increasing amounts of involvement on the part of par-
ticipants and more feedback from the other group members concerning one's
level of facilitative communication.

A discussion of how the participants might utilize the training in
subsequent team-teaching workshop activity concluded the interpersonal com-
munications training experiences.

Throughout the workshop activity, an attempt was made to focus on events
where it appeared that cultural differences made an impact on communication.
In these instances, each group attempted to use the group training process
to deal with the problem.

Evaluation

A total of 74 workshop participants (two workshop groups) completed a
questionnaire evaluating their experience. Virtually all felt that they had
learned more about how they behaved in interpersonal communication (70) and
that they had learned more about other people (72).

Each participant listed at least one way in which he felt he would be-
have differently in his interpersonal communication as a result of the work-
shop. Typical behavioral changes projected included listening more to the

8

other person, giving fuller attention to others and being more thoughtful
before responding.

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9