

DOCUMENT RESUME

ED 103 404

SP 009 011

AUTHOR Fransson, Dale
TITLE [Group Dynamics.]
NOTE 43p.

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS *Classroom Communication; *Communication Problems;
Communication Skills; *Group Dynamics; Group
Experience; Interaction Process Analysis; *Student
Behavior; Student Teacher Relationship; *T Groups;
Training Laboratories; Verbal Communication

ABSTRACT

This module is designed to facilitate communication among students and between students and teachers by conducting selected classroom exercises which will increase pupils' understanding of communication processes and improve their communication with each other. The module consists of a pretest, posttest, and four exercises entitled: Introductions, Getting Acquainted, Listening, and Problem Solving. The author includes an appendix of suggestions for group productivity and explanations of members and leaders. A bibliography, References on T Groups and Laboratory Method is included. (JS)

BEST COPY AVAILABLE

ED103404

[GROUP DYNAMICS]

BY

DALE FRANSSON

WESTERN WASHINGTON STATE COLLEGE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

11.0 6 0015

TABLE OF CONTENTS

Pretest	1
Evaluation of Pretest	2
Rationale	3
Exercise One: Introductions	4
Exercise Two: Getting Acquainted	5
Exercise Three: Listening	6
Sample "Topics for Discussion" Sheet	8
Sample "Questions for Discussion" Sheet	9
Exercise Four: Problem Solving	10
Conclusion	17
Posttest	17

APPENDIX

Suggestions for Group Members	19
Factors Contributing to a Productive Group	20
Problem Solving in the Small Group	21
Roles of Committee Leaders	23
Committees	26
Roles of Committee Members	26
When You Lead a Committee Meeting	27
References on T Groups and Laboratory Method	28
General Bibliography	30
Bibliography	40

TABLE OF TASKS

Task A (Preliminary)	7
Task B (Preliminary)	15
Task C (Major)	16

MAJOR OBJECTIVE: To be able to conduct selected classroom exercises which will increase pupil's understanding of communication processes and improve their communication with each other.

Pretest

1. Have you ever planned or conducted exercises in group dynamics for the classroom?
2. State the goals and the process for each of the following exercises:
 - (A) Introductions
 - (B) Getting Acquainted
 - (C) Listening
 - (D) Problem solving

Note: It's doubtful that very many people are aware of these specific names for particular exercises. Individuals may be more aware of the exercises themselves.

3. List four specific reasons how communication may be impaired between two people.
4. List four specific roles that may be assumed in a problem solving situation.

BEST COPY AVAILABLE

Evaluation of Pretest

1. If you have not planned or even considered the use of group dynamics in the classroom, then there is a good possibility that you will profit from this module.
2. The goals and process for each of the exercises are discussed in the package. This is the "meat of the module." The question should be answered to your own satisfaction.
3.
 - (1) attitudes on the part of the speaker or listener
 - (2) cultural or social values
 - (3) anticipation--of what is to be said
 - (4) non-verbal communication
4.
 - (1) the initiator
 - (2) the summarizer
 - (3) the fact seeker
 - (4) the monopolizer
 - (5) others are listed in the appendix

If you can not list more than two answers for questions three and four, then there is a good possibility that you will find the module worthwhile.

Rationale

The following learning package contains four group dynamics exercises. They are designed to facilitate communication among students and between students and teachers. With today's considerable discussion of communication gaps, generation gaps, student-teacher gaps, and racial gaps, there seems little doubt of the need for better understanding and communication among individuals. These exercises are designed to increase awareness of the process of communication: what can improve it and what can impede it. The teacher should try to understand the purpose of each of the exercises before trying to use them; several appropriate questions in this regard are

- (1) what will the students learn from the exercise?
- (2) how will the students feel about the exercise when it is completed?

Facilitators usually find best results when several exercises are combined to accomplish a specific purpose.

Understanding the process of communication requires some sophistication of the learner. The teachers of elementary and perhaps even junior high/middle school students may wish to adapt the exercises for their level if the exercises appear too complex to achieve learning.

The teacher must make a judgment about the value of the exercises; depending upon the teacher's purpose they may be of great value or of no value at all. If the teacher wishes to explore additional information regarding such exercises, he could begin by consulting the bibliography that is attached. Information may be available from the local education representative in the district.

Exercise One: Introductions

To become acquainted with everyone in a new group often requires considerable time. This exercise introduces each member of a new group to the others: the teacher will know "names and faces" at the end of this 30-minute exercise. After the people are seated in a circle (the teacher sits anywhere in the circle), the process begins with the individual to the right of the teacher: that person states his name. The instructor repeats the student's name. Next, the person to the right of the first person then states his name, the name of the first person, and the name of the instructor. Then, the instructor repeats the second person's name and the first person's name. The person to the right of the second person states his name, the name of the second person, the name of the first person and the name of the instructor. The instructor then repeats the names of the third, second and first persons. The process continues until each has stated his or her name and the names of all those who have been previously stated; the instructor eventually states the names of all in the group. If the group is large (above twenty), a special procedure may be used. After the tenth person (or the person approximately in the middle of the group) has completed the process, the people who have not taken part in the exercise trade places with those who have. The process then begins again at the instructor's right.

Alternate Exercise

If the teacher feels that the process of repeating all of the names is too involved, he may choose to have each student repeat only the last two individuals' names.

To evaluate either of these exercises, the teacher should note (1) people interacting more quickly and to a greater degree with others whom they have not known, (2) a greater willingness for individuals to become involved in group activities (discussions, projects, etc.), and (3) whether he, as teacher, becomes acquainted with members of the group more quickly than he usually does.

BEST COPY AVAILABLE

Exercise Two: Getting Acquainted

In newly formed groups, or even in established groups in which there is little interaction among members, it is often desirable for individuals to "get to know others" in the group. The following exercise helps to do this.

Groups of three are formed (commonly these are called triads); the only criterion for membership is that the individuals can not know each other. Individuals then name themselves A, B, and C, and proceed as follows: First, each member takes about 3 minutes to tell the other two as much about himself as he feels comfortable. (Total time: about 9 minutes). Second, two members of the group take about two minutes to tell the third what he has said about himself and what they might infer from what he has not said. Each member receives this feedback from the remaining two members. (Total time: about 6 minutes).

After these two phases have been completed, the group can decide to (1) repeat the process to become better acquainted, (2) join another triad to get to know more individuals, or (3) proceed to the group project if one has been designed. It should be noted that it is advisable for groups to complete some learning activity as a group after this exercise.

To look for success of this exercise, the teacher should note (1) whether the new groups tend to stay together or to drift apart, (2) whether the group activity is completed--and how well it is completed as a group, and (3) whether there is anyone using this process to get to know other people.

Finally, "getting acquainted" is the first step in trusting--a relationship that is developed slowly; it takes time to know another person. The exercise may be repeated whenever there is a need for people to "get acquainted."

Exercise Three: Listening

This exercise is designed to demonstrate the need to listen for comprehension of content rather than to hear words. A number of factors that can affect understanding will be discussed when the exercise is tried.

To begin, triads are formed and members name themselves A, B, and C. For the first phase A will be speaker, B will be the listener, and C will be the referee. The exercise involves 3 phases so that each member can adopt the 3 roles.

For each phase, the speaker selects his own topic from a list provided (a sample is included on a following page; the instructor should feel free to add or delete topics as he feels necessary). After the speaker has discussed his topic for about 7 minutes, the listener must summarize in his own words and without notes what the speaker has said. If the summary is thought incorrect, either the speaker or the referee may clarify misunderstandings.

As mentioned, the roles are exchanged and the process repeated.

After the 3 members have assumed each of the roles, the instructor (facilitator) distributes a sheet of questions and conducts a discussion based on those questions--again a sample is provided on a following page.

It is difficult to evaluate whether students are "listening better" (a good deal of intuition helps!), but the teacher can look for students (1) reacting to content of conversation and not just to words, (2) clarifying vague or ambiguous conversation, and (3) eliminating non-verbal communication that inhibits verbal communication. If students are not succeeding in these ways, the exercise may be repeated with emphasis on a particular area; e.g., non-verbal communication.

BEST COPY AVAILABLE

Task A (Preliminary)

1. From your own experience, identify and list 3 factors which have impeded understanding with respect to either written or verbal communication.
2. Similarly list 3 factors which have improved communication.

BEST COPY AVAILABLE

Sample "Topics for Discussion" Sheet

1. Interracial and interfaith marriages--good or bad? Why?
2. Premarital sex relations--acceptable or not? Why?
3. Should college students be eligible for the draft?
4. Is the U.S. right in Vietnam?
5. Should the number of required credits for graduation be reduced?
6. Black Power--good or bad for Blacks?
7. Are student activists justified in taking over college buildings?
8. Cats and dogs should be allowed in school.
9. Arithmetic should be eliminated.
10. There should be more free time to do as we wish.
11. The teacher always has a "Teacher's pet."
12. Any issue may be substituted at the appropriate level.

Sample "Questions for Discussion" Sheet

1. How do our attitudes and feelings (either within ourselves or toward the speaker) affect what we hear?
2. How does anticipating what the speaker will say affect what we hear?
3. Are there cultural values which may cause us to screen out some of what is said?
4. How does non-verbal communication (facial expression, attention paid to the group activity, etc.) affect what we hear?
5. Does repeating words verbatim necessarily promote increased understanding?
6. What happens when there is complete silence?
7. What were some causes that made listening more difficult? Or easier?

EXERCISE FOUR; PROBLEM SOLVING

The following exercise is designed to examine information-sharing in a problem-oriented group, to study the emergence of leadership behavior in group problem solving, and to observe cooperation in group problem solving. Groups may contain from 6 to 12 members; several groups can work in the same room; the following materials will be needed:

- (1) Task instructions
- (2) Problem information
- (3) Reaction forms
- (4) Pencils or pens

Samples of (1), (2), and (3) are provided on following pages.

After the groups are seated in circles, the facilitator distributes the task instruction sheets. When group members have read the instructions, the facilitator distributes the problem information (on cards) at random within the group. As closely as possible, each person should have the same number of cards.

When the cards have been distributed, the facilitator announces that 20 minutes will be allowed to solve the problem and that the time has begun. After the 20 minutes (sooner, if the groups finish early), the facilitator interrupts and distributes the reaction forms, which are to be completed independently. When the reaction forms have been completed, the facilitator leads a discussion of the activity, focusing on the sharing of leadership in task situations. Group members are encouraged to share data from their reaction forms. (The solution to the problem is 23/30 wors.)

This exercise is based on a problem by Rimildi, Training in Problem-Solving, publication No. 21, Loyola University, Psychometrics Laboratory.

To evaluate this exercise the teacher should look for (1) group problems being solved in a more organized fashion; i.e., there is less hesitation to work in groups, there are group-identified goals and objectives stated, and a process to reach goals and objectives is agreed upon; (2) students more willing to share information to solve group problems, (3) a group identity created that facilitates the solving of problems, and (4) different roles and leadership pattern identified.

Discussion of the various roles that may be assumed can often be illuminating. See the appendix for a more complete description of these roles.

BEST COPY AVAILABLE

Problem-solving Task Instructions

Pretend that lutts and mippis represent a new way of measuring distance, and the dars, wors, and mirs represent a new way of measuring time. A man drives from Town A through town B and Town C, to Town D. The task of your group is to determine how many wors the entire trip took. You have twenty minutes for this task. Do not choose a formal leader.

You will be given cards containing information related to the task of the group. You may share this information orally, but you must keep the cards in your hands throughout the entire exercise.

Information for Individual Group Members

Each of the following questions and answers is typed on a 3 X 5 index card (26 cards). These are then randomly and equally distributed among the group members.

How far is it from A to B?

It is 4 lutts from A to B.

How far is it from B to C?

It is 8 lutts from B to C.

How far is it from C to D?

It is 10 lutts from C to D.

What is a lutt?

A lutt is 10 mipps.

What is a mipp?

A mipp is a way of measuring distance.

How many mipps are there in a mile?

There are 3 mipps in a mile.

What is a dar?

A dar is 10 wors.

What is a wor?

A wor is 5 mirs.

What is a mir?

A mir is a way of measuring time.

How many mirs are there in an hour?

There are two mirs in an hour.

How fast does the man drive from A to B?

The man drives from A to B at the rate of 24 lutts per wor.

How fast does the man drive from B to C?

The man drives from B to C at the rate of 30 lutts per wor.

How fast does the man drive from C to D?

The man drives from C to D at the rate of 30 lutts per wor.

BEST COPY AVAILABLE

Problem Solving Task Reaction Form

1. Whose participation was most helpful in the group's accomplishment of the task? _____

What did he/she do that was helpful?

2. Whose participation seemed to hinder the group's assigned task? _____

What did he/she do that seemed to hinder?

3. What reactions did you experience during the problem-solving exercise? If possible, what behavior evoked a response on your part?

4. What role(s) did you play in the group as it worked the task?

Task B (Preliminary)

Design and assign a problem that requires group cooperation. The problem may be like the one listed and take only a short time to solve or it may be more extensive and require days or weeks to solve.

Task C: Module Major Objective

The teacher will plan and conduct several of these exercises in some classroom. It is exceptionally important for the instructor to be aware of his purposes for using these exercises; they are tools to promote human interaction and understanding--different teachers may use them to accomplish different objectives.

After completing the exercises, the teacher should look for examples of transfer of learning that was to be gained. Some appropriate questions in this regard are:

Are students solving problems in a more cooperative and organized fashion? Is there less hesitation to work together, are there group-identified goals and objectives, are solutions indicative of group effort, is there increased ability to share information with group members?,

Are students "listening better?" Do students seek to clarify when meaning is not clear? Do students paraphrase? Are students willing simply to state, "I didn't understand; what do you mean?"?

Are students more aware of the complexities of the communication process?

It should definitely be noted that human interaction skills--to be relevant--must be incorporated into day-to-day activities. For this reason, learning activities are valuable in combination with these exercises.

It should be noted as well that there is no guarantee that the exercises "will work." Human interaction is individualized, complex, and not easily studied. Often results take some time to become obvious--if they ever do. Too, the teacher should be prepared if "nothing happens" during an exercise: what does that say about the individuals involved? the setting? the focused interaction? and what can be learned from such a situation?

Conclusion and Posttest

I have found these and other exercises helpful in building a classroom community; I hope that others will as well.

The posttest will be the same as the pretest. The teacher should answer the questions to his own satisfaction.

APPENDIX

Included in this appendix are notes from a Western Washington State College Residence Hall Workshop. Dr. Larry Bramer was consultant for the weekend retreat; Mr. Tim Douglas was Director of Residence Hall Programs.

BEST COPY AVAILABLE
SUGGESTIONS FOR GROUP MEMBERS

1. Responsibility for the group is shared by all members of the group. Identify with the group and its goals--if the group fails, it is your fault, not the group's fault.
2. Decisions should always be made by the group. They are not made by the leader, any individual, nor any clique--all important policies should be decided by the group. The group should set its own goals--and decide on the techniques that it should use to accomplish them.
3. Be informal. It is helpful to use first names, wear informal clothing, arrange chairs in an informal way (circles, not rows, etc.), encourage spontaneous discussion with few rules.
4. Use methods which will allow as many as possible of the group to participate. Let group discuss frequently in sub-groups--bring out minority and individual opinions by asking frequent questions of group members.
5. Be flexible. Be flexible in rules, agenda, and in all procedures in the group. You should establish an agenda for your meeting but you should always modify it when you find that the group wishes to modify it. The constitution or your procedural rules should change progressively as the needs and interests of the group change.
6. The group should cut down the threat to individual members. Get the group acquainted with each other as persons--use informal seating--minimize rules--separate the members of cliques or friendship circles--discuss the problem of status--use sub-groupings to get members used to talking in the group.
7. The group should continually evaluate its progress. This may be done by evaluation sheets, process reports, sub-group discussions, suggestion boxes, etc. The important point is that it should be done often, briefly, and well.
8. Group members should be conscious of the importance of the roles they play in the group. Study the different roles of members, analyze the role you play, consciously suggest roles that are helpful to group progress.
9. Sit so that if possible all members of grouping can see easily faces of all the other group members. Sit in a circle or double circle--do not have leader sit or stand apart from the group--do not sit too close nor too far apart--be comfortable.
10. Let the group be active. Let group members move around frequently--encourage an informal atmosphere--consciously provide for movement and verbal participation of all members.

FACTORS CONTRIBUTING TO A PRODUCTIVE GROUP

1. "A preponderance of favorable attitudes on the part of each member of the organization toward all the other members, toward superiors, toward the work, toward the organization--toward all aspects of the job."
2. This set of favorable attitudes "... is achieved by harnessing effectively all the major motivational forces which can exercise significant influence in an organizational setting ..." They include:
 - A. "The ego motives" or "... the desire for new experiences "
 - B. "The security motives."
 - C. "Curiosity, creativity, and the desire for new experiences."
3. "The organization consists of a tightly-knit, effectively-functioning social system." The group is characterized by a high degree of loyalty and sensitivity for others.
4. The qualities of the leader:
 - A. "He is supportive, friendly, and helpful rather than hostile."
 - B. "He shows confidence in the integrity, ability, and motivations of subordinates ..."
 - C. "His confidence in subordinates leads him to have high expectations as to their level of performance."
 - D. "He sees that subordinates are well-trained for their particular jobs."
 - E. "He coaches and assists employees whose performance is below standard."
5. Likert's "Principle of Supportive Relationships":

"The leadership and other processes of the organization must be such as to insure a maximum probability that in all interactions and all relationships with the organization each member will, in the light of his background values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance."

Material taken from Likert, Rensis, New Patterns of Management, McGraw-Hill Book Company, Inc., New York, 1961, pp 97-103.

BEST COPY AVAILABLE

PROBLEM SOLVING IN THE SMALL GROUP

OBJECTIVE: To look at the small group as a problem-solving unit.

Content: The small group may be looked at from one point of view as a task-accomplishing, problem-solving mechanism. Each of the activities of the members may be analyzed or interpreted in terms of the contribution of the activity toward the solution of the problem(s) confronting the group.

For the purpose of the analysis, the problem-solving process may be broken into five steps, or stages:

1. Defining the problem: Defining the problem so that it may be effectively worked on; internalizing the various aspects of the problem by verbal exploration.
2. Producing ideas: Creating various alternative solutions to the problems; getting ideas.
3. Testing the ideas: Examining the ideas or alternatives; collecting data and interpreting their relevance to the ideas; examining feelings and/or perceptions when relevant; reality testing.
4. Choosing among the ideas: Reaching a decision on alternative solutions to the problem as defined; choosing.
5. Planning for action: Examining implications of choice for action-taking; making detailed plans for action; reality testing and re-planning, which may involve returning to earlier stages.

It is suggested that a profitable way of analyzing group problem-solving, particularly if one has the intent of improving or engineering the process, is to break the process into steps: (1) Make an analysis of the blocks to the accomplishment of each step; (2) Analyze the roles that will remove the blocks; and (3) Devise methods that will help groups to overcome blocks.

BLOCKS: The following are sample suggestions:

1. Blocks to problem definition: Assumption that the problem is clear; over-abstraction of the problem; assumption that the problem is unimportant and hence does not need definition; premature testing or choosing; overgeneralization of the problem.
2. Blocks to producing ideas: Mixing of idea-getting and idea-testing, and thus producing threat; polarization; lack of information; overgeneralization of original problem; member threat; group size, dichotomization; process problems; lack of experience, formality.
3. Blocks to testing ideas: Lack of data; lack of appropriate method of testing; premature voting; polarization; "sweetness-and-light atmosphere"; process problems; over-protection of ideas by members.

4. Blocks to deciding: Inadequate testing; lack of problem clarity; premature voting; polarization; voting rather than working toward consensus; identification of ideas with individuals.
5. Blocks to planning action: Failure to get consensus; failure to adequately test action implications; assignment of planning functions to a sub-committee; failure to pin down responsibility for carrying out plan.

MEMBER ROLES: The member roles which are engaged in during these stages can be analyzed in terms of their contributory function to the process of the problem solving.

1. Problem definition: Initiator; clarifier; compromiser.
2. Getting ideas: Information giver; idea giver; summarizer.
3. Testing ideas: Expresser of group feelings; initiator; clarifier.
4. Choosing among ideas: Consensus taker; clarifier; summarizer; expresser of group feelings.
5. Planning action: Initiator, compromiser, clarifier.

METHODS: Helpful methods for various steps: If methods are appropriate to the needs during a particular step in the problem solving, they will be helpful. Some methods are suited only to certain stages of problem solving.

1. Problem definition: Problem census; buzz grouping; general discussion.
2. Getting ideas: Brainstorming; buzz groups; silent periods; individual work.
3. Testing ideas: Role playing; case method; general discussion; gathering data.
4. Deciding: Deep freeze agenda; exploration of feelings; segmentation of problem.
5. Planning action: Sub-grouping; reality testing; role playing.

ROLES OF COMMITTEE LEADERS

On the matter of roles there are several types that are necessary for a successful group. A good leader should analyze the roles that are present in his group and he should move to supplement weak or missing roles, either by finding another person to join the group or by taking this role upon himself. Some of the constructive group roles are following.

The Initiator: This is the person who brings up the new problem, suggests any activity or a new plan for the group to discuss. He must not only have the ability and imagination to perceive problems but he must also be able to define, clarify, and state them so that they present a challenge to the other members.

The Orienter: He helps focus the thinking and the talking of the group on the problem at hand and serves to keep them on the right track.

The Facilitator: He is the one who badgers members for a concise statement, a commitment, or an idea. "Would you explain that?", or, "I didn't get exactly what you were driving at in that statement; would you repeat it and make it a little clearer?"

The Encourager: He is the one who stimulates others to greater activity by showing approval, giving encouragement, etc.

The Harmonizer: He is the smoother-outer. He is the really mature person, who, realizing that progress is based on differences of opinion, and that differences of opinion and arguments must occur in any spirited discussion, makes a rational attempt to have all sides of the question considered.

The above roles are parts that the leader must take responsibility for and thus must be prepared to play if they do not evidence themselves in his group. The following roles are ones which it is best to encourage others in the group to take responsibility for, and, while these roles are not generally within the province of the leader, you may find that you might have to take some of these responsibilities, too!

The Recorder: He keeps a written record of the actions and decisions of the group itself, and reports to the group or to the public.

The Evaluator: He tries to determine the progress which the group is making towards its objectives or objective. He may analyze the way in which the group is cooperating or failing to cooperate in working toward an effectiveness of the leader in directing and guiding the group.

The Summarizer: He is the person who brings together ideas which have been contributed by other members, points out their relationship to one another, and suggests a course of action.

The Expeditor: He is concerned primarily with the comfort of the individual members, the physical setting, and the materials of the meeting. "He is the one who distributes paper and pencils when there is writing to be done; he finds a chair for the late-comer, opens a window, and adjusts the shades if the room is too warm or the sun shines in someone's eyes."

The Fact-Seeker: He is the one who calls attention to the importance of being aware of the realities of the situation and helps in that way to arrive at a sound decision.

The Compromiser: He is much like the harmonizer. He is the one who is willing to give ground, to admit that there may be two sides to the argument and who relinquishes his stand in order that progress might be made.

These are the more important desirable roles in the group process. These are primarily democratic roles--normal reactions of persons working together for a common objective. In contrast to these, there are certain autocratic and domineering roles which are primarily selfish. Watch for these when you become acquainted with your committee. These are the persons who will cause you trouble as a leader and at least a measure of annoyance to the working members of your group.

The first of these antagonistic roles we will call The Playboy. He is the one who is busy at something totally unrelated to the topic at hand in the midst of a discussion. He ridicules everything, writes notes or draws sketches which he passes to his neighbors. He tries to draw attention to himself and shows his lack of interest in the group's objective by boisterousness or cynicism. He refuses to do his part and tries to prevent others from doing theirs.

The Aggressor: He attempts to rule through fear. He ridicules, questions, and attacks the status of others in the group.

The Monopolizer: Can be counted on to speak up on every occasion, even interrupting others to do it, and to ramble on and on *ad infinitum*. He makes ten words do the work of one. He is a close relative to

The Recognition Seeker: Mr. Know-It-All, who knows all the answers and all the important people who know all the answers he doesn't; he has done everything and done it well. He expects and demands special consideration for all of his statements and positions, and shows it by the manner in which he makes his pronouncements.

BEST COPY AVAILABLE

The Blocker: Is the one who is against everything. He usually has no good reason other than his negative attitude.

The Woolgatherer: Is the person who is constantly unable to keep his mind on the subject at hand. When everyone else is enthusiastically talking about one topic, he will pop up with a question on something impossibly remote.

The Whisperer: His specialty is starting a hushed discussion with his immediate neighbors to the confusion of the leader and the discomfort of the rest of the group. Rarely, if ever, does he contribute to the group as a whole.

Then, there is

Mr. Zipper-Mouth: He just won't talk. He listens, doesn't disturb any one, but doesn't contribute. Probably shy--certainly inarticulate.*

* from: *When You Preside*, by Sidney S. Southerland

COMMITTEES

A committee develops group ideas. You will find that group ideas are often better than those of an individual. Everyone in your committee will have different skills, ideas, and abilities and these must be blended together in the committee. A committee is composed of individuals so one must examine the individual personality before organizing the committee.

The most important aspect of committee work is communication. When the members can understand one another's ideas, feelings, opinions and attitudes, true consensus in decisions is more likely to be made. It is helpful to "think out loud" at committee meetings; others can group your ideas and develop them. In this process, other ideas can be added and modified until a solution is reached.

Effective committees provide for their members the basic human satisfactions which come when work is well done. Each one of us who voluntarily leads or works in committee groups must receive satisfaction from doing so. Committees which get things done develop a sense of pride in their members. Pride of accomplishment is a sustaining force and crucial factor in all voluntary activity.

The members of effective committees do their work according to mutually agreed upon rules. They function as a team: they work together.

ROLES OF COMMITTEE MEMBERS

There are several roles that the members of the committee will fill during a meeting. One or perhaps several of these you will find suited to you. One of these is Initiating. By this we mean keeping the group going. This involves suggesting action steps; new procedure, conversation topic or action, clarifying problems, issues and goals; offering an idea or suggesting a new alternative. Another role is one of Regulating or influencing the direction of the group. This function includes bringing the group back on the track, calling attention to time or agenda, and summarizing. A third role is Informing. This entails giving information, asking for opinions, giving your opinion, suggesting data collection. A fourth function of the group member is Supporting. In this, we encourage and support ideas of other group members in an attempt to hold the group together in order to accomplish its task. Perhaps a fifth role could be Evaluating. This is an attempt to get the group to evaluate its decisions, goals, or procedures. This might involve calling attention to the processes going on in the group; interpreting existing policy or rules and comparing actions with rules; testing feasibility--saying, "Let's examine how this might work;" attempting to determine what the group thinks of an issue (phrases question for a vote).

WHEN YOU LEAD A COMMITTEE MEETING . . .

The following are some suggestions for your use when you are a discussion group leader:

1. The group should set its own goals. Do not impose your goals. Goals should be decided on by the whole group in discussion. The group should set its own agenda.
2. All decisions should be made by the group. Do not be tempted to make decisions for the group. Do not try to impose your standards on the group, no matter how tempting this is.
3. Be informal. Use first names, informal clothing, arrange chairs in circles, encourage spontaneous discussion with few rules. As far as possible, do away with voting, hand raising, and Roberts' Rules.
4. Be active. Set an atmosphere that encourages all to participate. Do little talking yourself. Ask questions. Accept opinions of all members without criticizing them. Be accepting. Listen to others. Be friendly. The more people talk, the more they like the discussion.
5. Use methods which allow participation and help problem solving. Break group down frequently into small groups, with the clear problems to solve. Groups are often too large for effective discussion without sub-grouping. Use role playing, listening teams, demonstrations, panels, and other methods which encourage participation.
6. Don't lead. Encourage the group to share the leadership. Don't try to pull or push or lead. Encourage any attempt that group members make to help the group along.
7. Evaluate. Continually evaluate. Help the group to evaluate how it is doing, whether it is solving its problems, whether it is accomplishing its goals. Use post-meeting reaction sheets, suggestion boxes, buzz groups on the question: "How can we improve our group discussions?"
8. Sit in a circle. Sit with the group, not in front of the group, or at a separate table or behind a rostrum. Arrange chairs so that a casual observer could not tell who the leader is. Arrange chairs so that people can comfortably see all the others in the group.
9. Give all facts to the group. Have confidence in the group. Do not keep any facts from all of the group. Trust the group to make the right decision.
10. Think and say "WE" not "I" or "YOU": Think in terms of "our group" and what we think, not what I want for the group, nor what you, as a group, will do.

(Materials adapted from *Dynamics of Participative Groups*
by J. R. Gibb, Grace N. Platts,
and Lorraine F. Miller.)

REFERENCES
ON
T GROUPS AND LABORATORY METHOD

- Argyris, C. "T-Groups for Organizational Effectiveness." Reprinted from *Harvard Business Review*, March-April 1964, Washington, D. C.: NTL, NEA. 60¢.
- Bass, Bernard M. "Reactions to '12 Angry Men' as a Measure of Sensitivity Training," *Journal of Applied Psychology*, 1962, 46, 120-24.
- Benne, K.D., Bennis, W.G., & Chin, R. (Eds.). *The Planning of Change*. New York: Holt, Rinehart & Winston, 1961. \$7.50.
- Bennis, W. G., and Peabody, D. "The Conceptualization of Two Personality Orientations and Sociometric Choice," *Journal of Social Psychology*. 1962, 57, 203-215.
- Bennis, W. G., & Schein, E. H. *Interpersonal Dynamics*. Homewood, Illinois: Richard D. Irwin, 1964. \$9.50.
- Blake, R. R., & Mouton, J., & Fructer, B. "A Factor Analysis of Training Group Behavior," *Journal of Social Psychology*, 1962, 58, 121-30.
- Blake, R. R., Shepard, H. A., & Mouton, Jane S. *Intergrup Conflict*. Ann Arbor, Michigan: Foundation for Research in Human Behavior, 1964.
- Blansfield, M.G. "Instrumented Versus Sensitivity Centered Laboratories: A Comparison." *Human Relations Training News*, Spring 1963, 7(1). Washington, D. C.: NTL, NEA. 50¢.
- Bowers, N.D., and Soar, R. S. *Evaluation of Laboratory Human Relations Training for Classroom Teachers. Studies of Human Relations in the Teaching-Learning Process: V. Final Report*. U.S. Office of Education Contract No. 8143. Columbia: University of South Carolina, 1961.
- Brauford, L. P., Gibb, J. R., & Benne, K.D. (Eds.). *T-Group Theory and Laboratory Methods: An Innovation in Re-education*. New York: Wiley, 1964. \$10.95.
- Buchanan, P. C. "Evaluating the Effectiveness of Laboratory Training in Industry." *Explorations in Human Relations Training and Research*, No. 1, 1965. Washington, D.C.: NTL, NEA. \$1.50.
- Burke, R., & Bennis, W. "Changes in Perception of Self and Others During Human Relations Training," *Human Relations*, 1961, II, 165-182.
- Campbell, J.P., and Dunnette, M.D. "Effectiveness of T-Group Experiences in Managerial Training and Development," *Psychological Bulletin*, August, 1968, 70 (2).
- Dyer, W.G. "An Inventory of Trainer Interventions." *Human Relations Training News*, Spring, 1963, 7 (1). Washington, D.C.: NTL, NEA. 50¢.
- Durham, L.E., and Gibb, J.R. "A Bibliography of Research: 1947-60." Part II of *Explorations I & II*, 1967. Washington, D. C.: NTL, NEA. \$2.50.
- Ferguson, C. "Management Development in 'unstructured groups'." *California Management Review*, 1959, 1.
- Fleishman, E. "Leadership Climate, Human Relations Training and Supervisory Behavior," *Personnel Psychology*, 1953, 6, 205-222.
- Gassner, S., Gold, J., & Snadowsky, A. "Changes in the Phenomenal Field as a Result of Human Relations Training," *Journal of Psychology*, 1964, 58, 33-41.
- Goffman, E. *Asylums*, Chicago: Aldine Publishing Company, 1961.
- Harris, E. F., and Fleishman, E. "Human Relations Training and the Stability of Leadership Patterns," *Journal of Applied Psychology*, 1955, 39, 20-25.
- Harrison, R. "The Impact of the Laboratory on Perceptions of Others by the Experimental Group," Chapter 11 in Argyris (Ed.) *Interpersonal Competence and Organizational Effectiveness*, Homewood, Illinois: Irwin Dorsey, 1962.
- Harrison, Roger. "Problems in the Design and Interpretation of Research on Human Relations Training." Part I of *Explorations Nos. 1&2*, 1967. Washington, D. C.: NTL, NEA. \$2.50.
- Hjelholt, G. "Training for Reality." *Human Relations Training News*, Winter 1963-1964, 7 (4). Washington, D.C.: NTL, NEA. 50¢.
- Hjelholt, G., & Miles, M.B. "Extending the Conventional Training Laboratory Design." Reprinted from *Training Directors Journal*, March 1963. Washington, D.C.: NTL, NEA. 25¢.
- Human Relations Training News*. Published quarterly. Washington, D.C.: NTL, NEA. One-year subscription: \$2.00. Three-year subscription: \$5.00.

- Journal of Applied Behavioral Science.* Published quarterly. Washington, D. C.: NTL, NEA. One-year subscription (individual) \$8.00; (organization) \$10.00. Three-year subscription (individual) \$20.00; (organization) \$26.00.
- Klein, H. E. "T-Groups: Talk, Training, or Therapy?" *Science & Technology*, June 1968.
- Knowles, E.S. "A Bibliography of Research: 1960-67." Part II of *Explorations I & II*, 1967. Washington, D.C.: NTL, NEA. \$2.50.
- Lippitt, R. "Training for Participation." *Human Relations Training News*, Winter 1963-1964, 7 (4). Washington, D. C.: NTL, NEA. 50¢.
- Luke, Jr., Robert A. "The Bethel Laboratory Milieu as an Institution." *Human Relations Training News*, Fall, 1966, 10 (3). Washington, D.C.: NTL, NEA. 50¢.
- Luke, Jr., Robert, & Seashore, Charles, "Generalizations on Research Related to Laboratory Training Design," *Human Relations Training News*, Winter, 1965-1966, 9 (4), Washington, D.C.: NTL, NEA. 50¢.
- Malamud, D.I.P., & Machover, Solomon. *Toward Self Understanding: Group Techniques in Self Confidence*. Springfield, Illinois: Charles C. Thomas, 1965.
- Mann, John. *Changing Human Behavior*. New York: Charles Scribner's Sons, 1965. \$5.95.
- Maslow, A. H. "Notes on Unstructured Groups." *Human Relations Training News*, Fall, 1963, 7 (3). Washington, D.C.: NTL, NEA. 50¢.
- Miles, M. B. (Ed.). *Innovation in Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1964. \$8.75.
- Mill, C. R. "A Theory for the Group Dynamics Laboratory Milieu." *Adult Leadership*, 1962, II, (6). National Education Association.
- Nylen, D., Mitchell, J. R., and Stout, A. *Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa*. Washington, D. C.: NTL, NEA. \$4.00.
- Paris, N. M. "T Groups and Training Counselors." *Human Relations Training News*, Fall, 1964, Winter, 1964-1965, 8 (3 & 4). Washington, D. C.: NTL, NEA. 50¢.
- Schein, E. H., & Bennis, W. G. (Eds.). *Personal and Organizational Change Through Group Methods: The Laboratory Approach*. New York: Wiley, 1965.
- Seashore, Charles. "What is Sensitivity Training?" *NTL Institute News and Reports*, Vol. 2, No. 2.
- Shepherd, C. R. *Small Groups: Some Sociological Perspectives*. San Francisco: Chandler, 1964. \$1.75.
- Sherwood, J. "Self-Identity and Referent Others," *Sociometry*, 1965, 28, 66-81.
- Slater, Philip E. *Microcosm: Structural, Psychological and Religious Evolution in Groups*. New York: John Wiley and Sons, Inc., 1966. \$7.95.
- Smith, P. B. "Attitude Changes Associated with Training in Human Relations." *British Journal of Social and Clinical Psychology*, 1964, 3, 104-112.
- South, O. P. "Some Cultural Perspectives on Laboratory Training." *Human Relations Training News*, Fall 1964, Winter 1964-1965, 8 (3 & 4). Washington, D.C.: NTL, NEA. 50¢.
- Tannenbaum, R., & Bugental, J.F.T. "Dyads, Clans, and Tribe: A New Design for Sensitivity Training." *Human Relations Training News*, Spring, 1963, 7 (1). Washington, D.C.: NTL, NEA. 50¢.
- Underwood, William J., "Evaluation of Laboratory-Method Training," *Training Directors Journal*, 1965, 19, 34-40.
- Winn, A. "Training Groups and Therapy Groups." *Human Relations Training News*, Fall 1963, 7 (3). Washington, D. C.: NTL, NEA. 50¢.

BEST COPY AVAILABLE

GENERAL BIBLIOGRAPHY

Key to Coding

Change	C
Community and Social Action	CSA
Conferences, Workshops, Etc.	CW
Conflict Management	CM
Education	E
Individual	I
Leadership and Organizational Behavior	LOB
Skill Training, Participative Cases, Role Playing, Etc.	ST-PC-RP
Small Group	SG
Training and Learning	TL

A

- Abrahamson, Julia. *A Neighborhood Finds Itself*. New York: Harper, 1959. \$5.00. CSA
LOB
- Adams, Loyce. *Managerial Psychology: Human Behavior in Business and Industry*. Boston: Christopher, 1965. \$9.75.
- Adrian, C. R. *Governing Urban America*. New York: McGraw-Hill, 1961. \$7.95. CSA
- Adult Education Association. *Leadership Pamphlets*. Washington, D. C.: AEA.
- "Conducting Workshops and Institutes," 1960. 60¢. CW
- "Taking Action in the Community," 1960. 60¢. CW
- "Conferences That Work," 1959. 60¢. CW
- "Training in Human Relations," 1959. 60¢. TL
- "Planning Better Programs," 1956. 60¢. CW
- "How to Use Role Playing," 1955. 60¢. ST-PC-RP
I-SG
- Albee, Edward, *Who's Afraid of Virginia Woolf?* New York: Pocket Books, Inc., 1962. 75¢ (paperback).
- Alinski, S. *Reveille for Radicals*. Chicago: Chicago Univer. Press. CSA
- Allport, Gordon W. *Personality and Social Encounter*. Boston: Beacon Press, 1960. I
- Anderson, N. *The Urban Community: A World Perspective*. New York: Holt Rinehart & Winston, 1959. \$6.50. CSA
- Argyris, C. *Integrating the Individual and the Organization*. New York: Wiley, 1964. \$5.95. LOB
- Argyris, C. "T-Groups for Organizational Effectiveness." Reprinted from *Harvard Business Review*, March-April 1964. Washington, D.C.: NTL, NEA. 60¢. TL
- Argyris, C. *Interpersonal Competence and Organizational Effectiveness*. Homewood, Ill.: Irwin-Dorsey, 1962. \$6.50. LOB
- Argyris, C. *Understanding Organizational Behavior*. Homewood, Ill.: Dorsey Press, 1960. \$6.50. LOB
- Arnsperger, V. C. *Personality in Social Process*. Chicago: Follett, 1961. \$6.95; \$4.25 (paper). I
- ### B
- Bandura, Albert, & Walters, R. H. *Social Learning and Personality Development*. New York: Holt, Rinehart & Winston, 1963. \$7.50. I
- Bany, Mary, & Johnson, Lois. *Classroom Group Behavior*. New York: Macmillan, 1964. \$5.95. SG
- Barnard, C. I. *Organization and Management*. Cambridge: Harvard Univer. Press, 1948. \$4.50. LOB
- Barnard, C. I. *Functions of the Executive*. Cambridge: Harvard Univ. Press, 1938. \$5.50. LOB
- Bass, B. *Leadership, Psychology, and Organizational Behavior*. New York: Harper, 1960. \$6.50. LOB

- Bass, Bernard M. *Organizational Psychology*. Boston: Allyn and Bacon, 1965. \$8.95. LOB
- Bavelas, A. "Role Playing in Management Training." In *Social Science*: 2 (21), M.I.T., Dept. of Economics and Social Science, 1947. ST-PC-RP
- Beckhard, R. (Ed.). *Conferences for Learning, Planning and Action*. Washington, D. C.: NTL, NEA, 1962. \$2.00. CW
- Beckhard, R. *How to Plan Workshops and Conferences*. New York: Association Press, 1956. \$1.00. CW
- Bellows, R. M. *Creative Leadership*. Englewood Cliffs, N. J.: Prentice-Hall, 1959. \$10.60. LOB
- Benne, K. D., Bennis, W. G., & Chin, R. *The Planning of Change*. New York: Holt, Rinehart & Winston, 1962. \$7.50. C
- Benne, K. D., & Muntyan, B. *Human Relations in Curriculum Change*. Dryden, 1951. \$2.90. C
- Benne, K. D., Bradford, L. P., & Lippitt, R. *Group Development and Social Action*. Freedom Pamphlet, Anti-Defamation League of B'nai B'rith, 1950. CSA
- Bennis, W. G. "A new role for the behavioral sciences: effecting organizational change." *Administrative Science Quarterly*, 1963, 8: 125-165. C-LOB
- Bennis, W. G., & Schein, E. H. *Interpersonal Dynamics*. Homewood, Ill.: Richard D. Irwin, 1964. \$9.50. SG
- Berkowitz, L. *Aggression*. New York: McGraw-Hill, 1962. \$7.95. I
- Bernard, J. S. *American Community Behavior*. New York: Holt, Rinehart & Winston, 1962. \$6.50. CSA
- Berne, E. *Games People Play*. New York: Grove Press, 1964. \$5.00. CSA
- Berrien, K., & Bash, W. *Human Relations: Comments and Cases*. New York: Harper, 1957. \$5.50. TL
- Beshers, J. M. *Urban Social Structure*. New York: Free Press of Glencoe, 1962. \$5.50. CSA
- Beukenkamp, C. F. J. *Fortunate Strangers*. New York: Grove Press, 1958. \$1.95. SG
- Biddle, W., & Biddle, Lourcide. *Community Development Processes*. New York: Holt, Rinehart & Winston, 1965. CSA
- Bion, W. H. *Experiences in Groups*. New York: Basic Books, 1959 (a Tavistock Publication). \$3.75. SG
- Blake, R. R., & Mouton, Jane S. *The Managerial Grid*. Houston: Gulf Pub. Co., 1964. \$8.00. LOB
- Blake, R. R., & Mouton, Jane S. *Group Dynamics: Key to Decision Making*. Houston: Gulf Pub. Co., 1961. \$3.50. LOB
- Blake, R. R., & Mouton, Jane S. "The Experimental Investigation of Interpersonal Influence," in Albert D. Biderman, & Herbert Zimmer (Eds.), *The Manipulation of Human Behavior*. New York: Wiley, 1961. \$7.95. C
- Blake, R. R., & Mouton, Jane S. *Theory and Practice of Human Relations Training*. Austin: Hogg Foundation, Univer. of Texas, 1955. TL
- Blake, R. R., & Ramsay, G. Y. *Perception: An Approach to Personality*. New York: Ronald Press, 1951. \$7.50. I
- Blake, R. R., Shepard, H. A., & Mouton, Jane S. *Intergroup Conflict*. Ann Arbor, Michigan: Foundation for Research in Human Behavior, 1964. CM-TL
- Blansfield, M. G. "Instrumented Versus Sensitivity Centered Laboratories: A Comparison." *Human Relations Training News*, Spring 1963, 7 (1). Washington, D. C.: NTL, NEA. 50¢. TL
- Blau, P. M., & Scott, W. R. *Formal Organizations*. San Francisco: Chandler Pub., 1961. \$6.00. LOB
- Blau, P. M. *The Dynamics of Bureaucracy*. Chicago: Univ. of Chicago Press, 1955. \$5.00. LOB
- Bloom, B. S. *Stability and Change in Human Characteristics*. New York: Wiley, 1964. \$7.00. I
- Bollens, J. C. (Ed.). *Exploring the Metropolitan Community*. Berkeley: Univ. of California Press, 1961. \$7.50. CSA
- Bonner, H. *Group Dynamics: Principles and Applications*. New York: Ronald Press, 1959. \$7.00. SG
- Bonner, Hubert. *On Being Mindful of Man*. Boston: Houghton Mifflin, 1965. \$4.95. I
- Boulding, K. *The Image*. Ann Arbor: The Univer. of Michigan Press, 1956. \$3.75. LOB
- Bradford, L. P., Gibb, J. R., & Benne, K.D. (Eds.). *T-Group Theory and Laboratory Method: Innovation in Re-education*. New York: Wiley, 1964. \$10.95. TL
- Bradford, L. P. (Ed.). *Group Development*. Washington, D. C.: NTL, NEA, 1961. \$2.00. SG
- Bradford, L. P. (Ed.). *Human Forces in Teaching and Learning*. Washington, D. C.: NTL, NEA, 1961. \$2.00. TL

- Bradford, L. P., & Corey, S. M. *Leadership and Participation in Large Meetings*. Washington, D. C.: NTL, NEA, 1951. 50¢. CW
- Bradford, L. P., & Lippitt, R. "Role Playing in Supervisory Training." *Personnel*. 1946. 22 (6). ST-PC-RP
- Brehm, J. W., & Cohen, A. *Explorations in Cognitive Dissonance*. New York: Wiley, 1962. \$7.95. I&TL
- Brim, O. G., Jr., & Wheeler, S. *Socialization After Childhood*. New York: Wiley, 1966. I-E
- Brown, W. *Exploration in Management*. New York: Wiley, 1960. \$6.00. LOB
- Bruner, Jerome S. *On Knowing Essays for the Left Hand*. Cambridge, Massachusetts: Harvard University Press, 1962. I
- Buber, M. *Between Man and Man*. Boston: Beacon, 1961. \$1.25. I
- Buber, M. *I and Thou*. New York: Scribner's, 1958. \$1.75. I
- Buber, Martin. "The William Alanson White Memorial Lectures, Fourth Series." *Psychiatry*, 1957. 20 (2). I-C
- Bugental, J. F. T., & Tannenbaum, R. "Sensitivity Training and Being Motivation." *J. of Humanistic Psychol.*, Spring 1963. TL
- Bugental, James. *The Search for Authenticity*. New York: Holt, Rinehart & Winston. \$7.95. I-C
- Burns, T., & Stalker, G. M. *Management of Innovation*. Chicago: Quadrangle Books, 1962. \$7.00. C
- Buss, A. H. *The Psychology of Aggression*. New York: Wiley, 1961. \$7.95. I
- Buchanan, P. C. "Evaluating the Effectiveness of Laboratory Training in Industry." *Explorations in Human Relations Training and Research*, No. 1, 1965. \$1.50. TL
- C
- Cartwright, D. *Studies in Social Power*. Ann Arbor: The Univer. of Michigan Press, 1959. \$4.50. LOB
- Cartwright, D., & Zander, A. (Eds.). *Group Dynamics*. Evanston, Ill.: Row, Peterson, 1953. \$7.25. SG
- Chapin, F. S., Jr., & Weiss, Shirley F. (Eds.). *Urban Growth Dynamics*. New York: Wiley, 1962. \$8.95. CSA
- Charters, W. W., Jr., & Gage, N. L. (Eds.). *Readings in the Social Psychology of Education*. Boston: Allyn & Bacon, 1963. \$6.95. TL
- Chesler, M., & Fox, R. *Role Playing in the Classroom*. Chicago: Science Research Associates, 1966. RP
- Clark, J. V. *Education for the Use of Behavioral Science*. Los Angeles: UCLA Institute of Industrial Relations, 1963. \$2.25. TL
- Cofer, C. N., & Appler, M. H. *Motivation: Theory and Research*. New York: Wiley, 1964. \$12.50. I
- Cohen, A. R. *Attitude Change and Social Influence*. New York: Basic Books, 1964. \$2.95. CSA
- Coleman, J. S. *The Adolescent Society*. New York: Free Press of Glencoe, 1961. \$7.50. CSA
- Coleman, J. S. *Community Conflict*. Glencoe, Ill.: Free Press, 1959. \$1.50 (paperback). CSA
- Combs, A. W. (Ed.). *Perceiving, Behaving, Becoming*. Washington, D. C.: ASCD-NEA, 1961. \$3.95. TL
- Conant, J. B. *Slaves and Suburbs*. New York: McGraw-Hill, 1961. \$3.95. CSA
- Crowne, D. P., & Marlow, D. *The Approval Motive: Studies in Evaluation Dependence*. New York: Wiley, 1964. \$7.50. I
- Crozier, M. *The Bureaucratic Phenomenon*. Chicago: Univer. of Chicago Press, 1964. \$7.50. LOB
- Culbert, Samuel A. *The Interpersonal Process of Self-Disclosure: It Takes Two to See One*. Washington, D. C.: NTL, NEA, 1968. \$1.75. I
- Cumming, John & Cumming, Elaine. *The Patient and the Mental Hospital*. Glencoe, Illinois: The Free Press, 1957. I-CSA
- Cumming, Margaret, & Cumming, J. *Closed Ranks*. Harvard Univer. Press, 1957. \$3.50. CSA
- D
- Dalton, M. *Men Who Manage*. New York: Wiley, 1959. \$6.75. LOB
- Davis, K. *Human Relations in Business*. New York: McGraw-Hill, 1957. \$7.50. LOB
- Davis, K., & Scott, W. G. (Eds.). *Readings in Human Relations: A New Focus in Executive Training*. New York: McGraw-Hill, 1959. \$6.95. CSA

- Deutsch, Morton, & Krauss, Robert. *Theories of Social Psychology*. New York: Basic Books, Inc., 1965. I
- Dobriner, W. (Ed.). *The Suburban Community*. New York: Putnam's, 1958. \$6.50. CSA
- Durken, Helen E. *The Group in Depth*. New York: International Universities Press Inc., 1964. SG-I
- Dyer, W. C. "An Inventory of Trainer Interventions." *Human Relations Training News*, Spring 1963, 7 (1). Washington, D.C.: NTL, NEA. 50¢. TL
- Dyer, W. (Ed.). *Training Designs for Human Relations Laboratories*. Reader Series, Vol. I. Washington, D. C.: NTL, NEA, 1959. \$1.25. TL
- E**
- Elias, C. E., Jr., Gillics, J., & Riemer, S. *Metropolis: Values in Conflict*. Belmont, Calif.: Wadsworth, 1964. \$3.50 paperback. CSA
- Elkon, Juliette, *Edith Cavell: Heroic Nurse*. New York: Julian Messner, 1964. \$3.25. CSA
- English, O. S., & Pearson, G. H. *Emotional Problems of Living*. New York: W. W. Norton, 1955: \$6.50. I
- Erikson, E. H. *Identity and the Life Cycle*. New York: Inter. Univer. Press, 1959. \$3.00. C
- Erikson, E. *Childhood and Society*. New York: W. W. Norton, 1950. \$5.50. CSA
- Etzioni, A. *Modern Organizations*. Englewood Cliffs, N. J.: Prentice-Hall, 1964. \$3.95; \$1.50 (paperback). LOB
- F**
- Farber, S. M., & Wilson, R. H. *Control of the Mind*. New York: McGraw-Hill, 1961. \$6.00. I
- Fiedler, F. E. *Leader Attitudes and Group Effectiveness*. Champaign: Univer. of Illinois Press, 1958. \$1.75. LOB
- Fisk, George (Ed.). *The Frontiers of Management Psychology*. New York: Harper & Row, 1964. \$6.00. LOB-I
- Form, W. H., & Nosow, S. *Community in Disaster*. New York: Harper, 1958. \$5.00. CSA
- Fox, R., Luszki, M.; & Schmuck, R. *Diagnosing Classroom Learning Environments*. Chicago: Science Research Associates, 1966. E
- Fox, R., Lippitt, R., & Schmuck, R. *Pupil-Teacher Adjustment*. U. S. Office of Education, 1964. SG
- Frank, J. D. *Persuasion and Healing*. Baltimore: Johns Hopkins, 1961. \$5.50. TL
- Franklin, Richard. *Patterns of Community Development*. Washington: Public Affairs Press, D. C. CSA
- Friedman, M. (Ed.). *The Knowledge of Man*. New York: Harper, 1964. I
- Fromm, E. *The Sane Society*. New York: Rinehart, 1955. \$5.00. LOB
- Fulton, R. *Death and Identity*. New York: Wiley, 1965. \$6.95. I
- G**
- Gardner, John W. *Self-Renewal: The Individual and the Innovative Society*. New York: Harper, 1963. \$3.50. I
- Garre, W. J. *Basic Anxiety: A New Psychobiological Concept*. New York: Philosophical Library, 1962. \$5.00. I
- Gertz, B. "Human relations training with mental hospital personnel." Columbia, S. C.: Department of Psychology, South Carolina State Hospital, 1963. CW-ST
- Getzels, J. W., & Jackson, P. W. *Creativity and Intelligence: Explorations with Gifted Students*. New York: Wiley, 1962. \$5.95. I
- Gibb, J. R., & Lippitt, R. (Eds.). "Consulting with Groups and Organizations." *The Journal of Social Issues*, XV (2), 1959. \$1.50. C
- Gibb, J. R., Platts, Grace, & Miller, Lorraine. *Dynamics of Participative Groups*. St. Louis: Swift, 1951. \$2.25. SG
- Ginzberg, E., & Reilley, E. W. *Effecting Change in Large Organizations*. New York: Columbia Univer. Press, 1957. \$3.50. C
- Ginzberg, E. *What Makes an Executive*. New York: Columbia Univer. Press, 1955. \$3.50. LOB
- Ghiselin, B. *The Creative Process*. New York: New Amer. Library, 1955. 60¢ (paper). E
- Glaab, C. N. *The American City: A Documentary History*. Homewood, Ill.: Dorsey Press, 1963. \$9.25. \$6.95 (text ed.). CSA

BEST COPY AVAILABLE

- Goffman, E. *Encounters*. Indianapolis: Bobbs-Merrill, c/o Howard W. Sands & Co., Inc., Publishers, 1961. \$1.95 (paper). I
- Goffman, E. *Presentation of Self in Everyday Life*. Garden City, L. I.: Doubleday, 1959. \$1.25 (paper). ST-PC-RP
- Golembiewski, R. T. *Men, Management, and Morality*. New York: McGraw-Hill, 1965. LOB
- Golembiewski, R. T. *Small Group: An Analysis of Research Concepts and Operations*. Chicago: Univer. of Chicago Press, 1962. \$6.00. SG
- Gordon, T. *Group-Centered Leadership*. New York: Houghton, Mifflin, 1956. \$8.50. LOB
- Greer, S. *The Emerging City: Myth and Reality*. New York: Free Press of Glencoe, 1964. \$5.95. CSA
- Grimshaw, A., & Hennessey, J. W. *Organizational Behavior: Cases and Readings*. New York: McGraw-Hill, 1960. \$7.95. LOB
- Guest, R. *Organization Change*. Homewood, Ill.: Richard D. Irwin, 1961. \$5.00. C
- Gutkind, E. A. *The Twilight of Cities*. New York: Free Press of Glencoe, 1962. \$5.00. CSA
- H
- Hacon, R. J. *Management Training: Aims and Methods*. London: English Universities Press, 1961. \$4.00. TL
- Haiman, F. S. *Group Leadership and Democratic Action*. New York: Houghton, Mifflin, 1951. \$6.50. LOB & SG
- Haire, M. (Ed.). *Modern Organization and Theory*. New York: Wiley, 1959. \$7.75. LOB
- Haire, M. (Ed.). *Organization Theory in Industrial Practice*. New York: Wiley, 1962. \$5.75. LOB
- Haire, M. *Psychology in Management*. New York: McGraw-Hill, 1961. \$5.95. LOB
- Hall, E. T. *Silent Language*. Garden City, L. I.: Doubleday, 1959. \$4.50. Greenwich, Conn.: Fawcett, 1959. 60¢ (paper). TL
- Hare, A. P. *Handbook of Small Group Research*. New York: Free Press of Glencoe, 1962. \$10.00. SG
- Hare, A. P., Borgatta, E. F., & Bales, R. F. (Eds.). *Small Groups: Studies in Social Interaction*. New York: Knopf, 1955. \$6.50. SG
- Harvey, O. J. *Motivation and Social Interaction*. New York: Ronald Press, 1963. \$8.50. TL
- Harvey, O. J., et al. *Conceptual Systems and Personality Organization*. New York: Wiley, 1961. \$7.50. I
- Hawley, A. H. *The Human Ecology*. New York: Ronald Press, 1950. \$7.50. CSA
- Hearn, G. "Leadership and the Spatial Factor in Small Groups." *J. Abnorm. Soc. Psychol.*, Vol. 54, No. 2, 1957. LOB
- Hearn, G. *Theory Building in Social Work*. Toronto: Univer. of Toronto Press, 1959. \$2.00. CSA
- Heider, F. *The Psychology of Interpersonal Relations*. New York: Wiley, 1958. \$6.25. I
- Hendry, C.E., Lippitt, R., & Zander, A. "Reality Practice as an Educational Method." *Psychodrama Monograph*, No. 9. New York: Beacon House, 1944. \$1.50. ST-PC-RP
- Herbst, P. G. *Autonomous Group Functioning*. New York: Humanities 1962 (a Tavistock publication). \$7.00. SG
- Herzberg, F., Mausner, B. & Synderman, Barbara B. *The Motivation to Work*. New York: Wiley, 1959. \$4.50. LOB
- Hollingshead, A., & Reddick, F. *Social Class and Mental Illness*. New York: Wiley, 1958. \$7.50. CSA
- Homans, G. *Human Group*. New York: Harcourt, 1950. \$6.75. CSA
- Homans, G. *Social Behavior*. New York: Harcourt, 1961. \$7.50. CSA
- Hower, R. M., & Orth, C. D. *Managers and Scientists: Some Human Problems in Industrial Research Organizations*. Harvard Business School, 1963. \$5.00. LOB
- Hughes, C., et al. *People of Cove and Woodlot*. New York: Basic Books, 1960. \$10.00. CSA
- Human Development Institute. *General Relationship Improvement Program*. Atlanta: Human Development Institute. \$15.00. I-ST
- Human Development Institute. *Improving Communication in Marriage*. Atlanta: Human Development Institute. \$15.00. I-ST
- Human Development Institute. *Management Improvement Program*. Atlanta: Human Development Institute. \$15.00. I-ST
- Hunt, E. B. *Concept Learning: An Information Processing Problem*. New York: Wiley, 1962. \$7.50. TL

- Hunter, F. *Community Power Structure*. Chapel Hill: Univer. of North Carolina, 1953. \$5.00. CSA
Huxley, Julian. *Man in the Modern World*. New York: New American Library (Mentor), 1944. I-CSA
- J**
- Jahoda, Marie. *Current Concepts of Positive Mental Health*. New York: Basic Books, 1958. \$2.75. I
Jaques, E. *The Changing Culture of a Factory*. New York: Dryden, 1952 (a Tavistock publication). \$4.25. C
- Jenkins, D. H. & Lippitt, R. *Interpersonal Perceptions of Teachers, Students, and Parents*. Washington, D. C.: NEA, Div. of Adult Education Service, 1951. \$1.25 (paper). I
Jensen, G. E. (Ed.). *Dynamics of Instructional Groups*. National Society for the Study of Education. Chicago: Univ. of Chicago Press, 1960. \$4.50. E&TL
Johnson, J. A., Jr. *Group Therapy: A Practical Approach*. New York: McGraw-Hill, 1963. \$10.95. SG
- Joint Commission on Mental Illness and Health. *Action for Mental Health*. New York: Basic Books, 1961. \$6.75. CSA
Jourard, S. M. *The Transparent Self*. Princeton: Van Nostrand, 1964. \$1.95. I
- K**
- Kahn, R. L., & Boulding, Elise (Eds.). *Power and Conflict in Organizations*. New York: Basic Books, 1964. \$4.95. CM & LOB
Katz, R. L. *Empathy*. New York: Free Press of Glencoe, 1963. \$4.95. I
Kennedy, J. F. *Profiles in Courage*. New York: Harper, 1965. \$2.50; 65¢ (paper). I
Klein, A. *Role Playing in Leadership Training and Group Problems*. New York: Association Press, 1956. 60¢. ST-PC-RP
Klein, Josephine. *Study of Groups*. New York: Humanities, 1961. \$5.00. ST-PC-RP
Klein, Josephine. *Working with Groups: The Social Psychology of Discussion and Decision*. New York: Hillary House, 1961. \$3.00. SG
Knowles, M., & Knowles, Hulda. *Introduction to Group Dynamics*. New York: Association Press, 1959. \$2.50. SG
Kornhauser, A. *Mental Health of the Industrial Worker*. New York: Wiley, 1965. \$7.95. I
- L**
- Lawrence, Paul R. "How to Deal with Resistance to Change." *Harvard Business Review*. 1954, 32 (3) 49-57. C
Lawrence, P. R. *The Changing of Organizational Behavior Patterns*. Cambridge: Harvard Univer. Graduate School of Business Administration, Division of Research, 1958. \$4.00. LOB
Lawrence, P. R., et al. *Organizational Behavior and Administration Cases, Concepts, and Research Findings*. Homewood, Ill.: Dorsey Press & Richard D. Irwin, 1961. \$7.95. LOB
Leavitt, H. J. *Managerial Psychology*. Chicago: Univer. of Chicago Press, 1958. \$5.00. LOB
Leighton, A. H. *My Name is Legion*. New York: Basic Books, 1959. \$7.50. CSA
Leighton, A. H. et al. *Psychiatric Disorder Among the Yoruba*. New York: Cornell Univer. Press, 1963. \$8.75. CSA
Lewin, K. *Resolving Social Conflict*. New York: Harper, 1948. \$4.00. CSA
Lewin, K. *Field Theory in Social Science*. New York: Harper, 1951. \$5.00. CSA
Likert, R. *New Patterns of Management*. New York: McGraw-Hill, 1961. \$6.95. LOB
Lindzey, E. Gardner. *Handbook of Social Psychology*. Reading, Massachusetts: Addison-Wesley, 1954. I-SG
- Lippitt, G. L. (Ed.). *Leadership in Action*. Washington, D. C.: NTL, NEA, 1961. \$2.00. LOB
Lippitt, G. L., & Whitfield, Edith. *The Leader Looks at Group Effectiveness*. Washington, D. C.: Leadership Resources, Inc., 1961. \$1.50. LOB
Lippitt, R. *Training in Community Relations*. New York: Harper, 1949. \$3.50. TL
Lippitt, R. "Training for Participation." *Human Relations Training News*, Winter 1963-1964, 7 (4). Washington, D. C.: NTL, NEA. 50¢. TL
Lippitt R., Watson, Jeanne, & Westley, B. *Dynamics of Planned Change*. New York: Harcourt Brace, 1958. \$4.50. C
Lippitt, Rosemary, & Hubbell, Anne. "Role Playing for Personnel and Guidance Workers: Review of Literature with Suggestions for Application." *Group Psychother.* August 1956. 1956. IX (2). ST-PC-RP
Lipton, W. M. *Working with Groups: Group Process and Individual Growth*. New York: Wiley, 1962. \$6.50. SG

- Looking into Leadership Series. Washington, D. C.: Leadership Resources, Inc. \$1.25 each. LOB
 (As listed earlier, plus *Appraisal of Personnel*, M. G. Blansfield; *Authority and Hierarchy*,
 D. S. Brown; *Communication*, L. This; *Consultative Process*, R. Beckhard; *Creativity*,
 I. R. Weschler; *Individual Motivation*, P. C. Buchanan; and *Process of Change*, T. R. Bennett).
- Loomis, C. *Social Systems*. Princeton: Van Nostrand, 1960. \$6.50. CSA
 Loomis, C., & Loomis, Zona K. *Modern Social Theories*. Princeton: Van Nostrand,
 1961. \$9.25. CSA
- Lubin, Bernard, & Lubin, Alice W. *Group Psychotherapy: A Bibliography of the Literature
 from 1956 through 1964*. East Lansing: Michigan State University Press, 1967. SG-I
- Luft, J. *Group Processes: An Introduction to Group Dynamics*. Palo Alto, Calif.:
 National Press, 1963. \$1.95. SG &
 TL
- Lundsted, P. (Ed.). *Mental Health and the Work Environment*. Ann Arbor: Foundation for
 Research on Human Behavior, 1962. \$2.00. LOB
- Lynch, K. *The Image of the City*. Cambridge: The M.I.T. Press and Harvard Univ. Press,
 1960. \$5.95. CSA
- Lynd, Helen. *On Shame and the Search for Identity*. New York: Harcourt, 1958. \$5.75. I
- M
- McCurdy, H. *Personality and Science*. Princeton: Van Nostrand, 1965. \$1.45. I
- McGehee, W., & Thayer, P. W. *Training in Business and Industry*. New York: Wiley, 1961. \$7.50. TL
- McGregor, D. *The Human Side of Enterprise*. New York: McGraw-Hill, 1960. \$4.95. LOB
- McKeachie, W. *Teaching Tips*. Ann Arbor, Mich.: George Wahr, 1960. \$2.50. E
- Maier, N. R. F. *Principles of Human Relations: Application to Management*. New York:
 Wiley, 1952. \$6.00. TL
- Maier, N. R. F. *Problem-Solving Discussions and Conferences: Leadership Methods and Skills*.
 New York: McGraw-Hill, 1963. \$6.95. CW
- Maier, N.R. F. *Problem Solving Conferences and Discussions*. New York: McGraw-Hill,
 1964. \$6.00. CSA
- Maier, N.R. F., & Hayes, J. J. *Creative Management*. New York: Wiley, 1962. \$5.95. LOB
- Maier, N. R. F., Solem, A. R., & Maier, Ayesha F. *Supervisory and Executive Development:
 A Manual for Role Playing*. New York: Wiley, 1957. \$6.50. ST-PC-RP
- Malamud, D. I. P., & Machover, Solomon. *Toward Self Understanding: Group
 Techniques in Self Confidence*. Springfield, Illinois: Charles C. Thomas, 1965. I-SG-TL
- Mann, F. C. "Studying and Creating Change: A Means to Understanding Social Organization,"
 in C. M. Arensberg, et al., *Research in Industrial Human Relations*. New York: Harper, 1957. \$3.50. C
- Mann, F. C., & Hoffman, L. R. *Automation and the Worker: A Study of Social Change in
 Power Plants*. New York: Holt, Rinehart & Winston, 1960. \$4.50. LOB
- Mann, F. C., & Neff, F. W. *Managing Major Change in Organizations*. Ann Arbor:
 Foundation for Research on Human Behavior, 1961. \$3.00. LOB
- March, J. G., & Simon, H. A. *Organizations*. New York: Wiley, 1958. \$6.00. LOB
 TL
- Marrow, A. J. *Behind the Executive Mask*. New York: American Management Association,
 1964. \$6.00. C
- Marrow, A. J. *Changing Patterns of Prejudice*. Philadelphia: Chilton, 1962. \$6.95. LOB
- Marrow, A. J. *Making Management Human*. New York: McGraw-Hill, 1957. \$6.00. LOB
- Maslow, A. H. *Eupsychian Management*. Homewood, Illinois: Richard D. Irwin, 1965. I
- Maslow, A. H. *Religions, Values, and Peak Experiences*. Columbus, Ohio: Ohio State
 University Press, 1964. \$2.50. I
- Maslow, A. H. *Toward a Psychology of Being*. Princeton: Van Nostrand, 1962. \$1.95. I
- Maslow, A. H. *New Knowledge in Human Values*. New York: Harper, 1959. \$4.95. I
- Maslow, A. H. *Motivation and Personality*. New York: Harper, 1954. \$5.00. I
- Maslow, A. H. *Self-Actualizing People: A Study of Psychological Health*. New York:
 Brooklyn College Book Store, 1951. I
- Mayo, E. *The Human Problems of an Industrial Civilization*. New York: Viking, 1960. \$1.25. LOB
- Menninger, W. C., & Leaf, M. *You and Psychiatry*. New York: Scribner's, 1948. \$2.95. I
- Merrifield, C. W. (Ed.). *Leadership in Voluntary Enterprise*. Published for the Council
 of National Organizations for Adult Education. New York: Oceana, 1961. \$3.95. CSA

- Mial, C., & Mial, Dorothy (Eds.). *Forces in Community Development*. Washington, D. C.: NTL, NEA, 1961. \$2.00. CSA
- Mial, C., & Mial, Dorothy. *Our Community*. New York: New York Univer. Press, 1960. \$5.00. CSA
C-E
- Miles, M. B. *Change Processes in the Public Schools*. Eugene, Ore.: Center for the Advanced Study of Educational Administration, 1965. C
- Miles, M. B. (Ed.). *Innovation in Education*. New York: Bureau of Publications, Teachers College, Columbia Univer., 1964. \$8.75. ST-PC-RP
- Miles, M. *Learning to Work in Groups*. New York: Teachers College, Columbia Univer., 1959, \$1.95 (paper). CSA
- Miller, P. A. *Community Health Action*. East Lansing: Michigan State Univer. Press, 1953. \$3.00. I
SG
I
- Mills, C. W. *Images of Man*. New York: George Braziller, 1960. \$7.50. I
SG
I
- Mills, T. *Group Transformation*. Englewood Cliffs: Prentice-Hall, 1965. I
- Moment, D.; & Zalesnik, A. *Role Development and Interpersonal Competence*. Graduate School of Business Administration, Harvard Univer., 1963. \$6.00. ST-PC-RP
- Moreno, J. L. *Psychodrama*, Vol. I. New York: Beacon House, 1946. I
- Moustakas, E. Clark, (Ed.). *Creativity, Conformity, and the Self*. New York: Harper & Row, 1956. I
- Murphy, G. *Human Potentialities*. New York: Basic Books, 1948. \$6.50. N
TL
- National Training Laboratories. *Explorations in Human Relations Training: An Assessment of Experience, 1947-1953*. Washington, D.C.: NTL, NEA, 1953. \$2.00. CSA
- Nelson, L., Ramsey, C. & Verner, C. *Community Structure and Change*. New York: Macmillan, 1960. \$6.50. CSA
- Nisbet, R. A. *The Quest for Community*. New York: Oxford Univer. Press, 1953. \$6.00. ST-PC-RP
- Nylen, D., Mitchell, J. R., and Stout, A. *Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa*. Washington, D.C.: NTL, NEA, 1967. \$4.00. O
SG
- Olmsted, M. *The Small Group*. New York: Random House, 1961. \$1.35. P
TL
- Paris, N. M. "T Groups and Training Counselors." *Human Relations Training News*, Fall-1964-Winter-1964-1965, 8 (3 & 4). Washington, D. C.: NTL, NEA. 50¢. I
LOB
- Paz, Octavio. *The Labyrinth of Solitude*. New York: Grove Press, 1961. \$1.95 (Paperback). I
LOB
- Petrullo, L., & Bass, B. *Leadership and Interpersonal Behavior*. New York: Holt, Rinehart & Winston, 1961. \$6.50. I
- Pinto, De Sola, & Roberto, F. W., (Eds.). *The Collected Poems of D. H. Lawrence*. 2 Volumes. New York: Viking Press, 1964. C, I, &
TL
- Progoff, Ira. *The Symbolic and the Real: A New Psychological Approach to the Fuller Experience of Personal Existence*. New York: Julian Press, 1963. \$6.00. Q
CSA
- Quinn, J. A. *Sociology: A Systematic Analysis*. Philadelphia: Lippincott, 1963. \$6.50. R
CSA
I
TL
- Ray, D. P. *Trends in Social Science*. New York: Philosophical Library, 1961. \$4.75. I
TL
- Rilke, Rainer Maria. *Letters to a Young Poet*. New York: Norton Press. \$1.25 (Paperback). I
TL
- Roethlisberger, F. J. *Training for Human Relations*. Cambridge: Graduate School of Business Administration, Harvard Univer., 1954. \$2.00. I
I
- Rogers, C. R. *On Becoming a Person*. Riverside Press, 1961. \$6.00. I
I
- Rogers, C. R. *A Therapist's View of Personal Goals*. Wallingford, Pa.: Pendle Hill, 1960. 35¢ I
C-LOB
- Rokeach, Milton, *The Open and Closed Mind*. New York: Basic Books, 1960. \$8.50. I
C-LOB
- Ronken, Harriet O., & Lawrence, Paul R. *Administering Changes: A Case Study of Human Relations in a Factory*. Boston: Harvard University Press, 1952. CSA
LOB
- Rosenfels, P. *Psychoanalysis and Civilization*. New York: Libra, 1962. \$3.95. CSA
LOB
- Roy, R. H. *The Administrative Process*. Baltimore: The Johns Hopkins Press, 1958. I
- Royce, J. R. *Encapsulated Man*. Princeton: Van Nostrand, 1964. \$1.95 (paper).

S

- Sanford, N. (Ed.). *The American College*. New York: Wiley, 1962. \$10.00. E
- Sarnoff, I. *Personality Dynamics and Development*. New York: Wiley, 1962. \$7.75. I
- Sayles, L. *Managerial Behavior*. New York: McGraw-Hill, 1964. \$6.95. LOB
- Schein, E. H., & Bennis, W. G. (Eds.). *Personal and Organizational Change Through Group Methods: The Laboratory Approach*. New York: Wiley, 1965. C, TL, LOB & SG
- Schein, E. H., Schneier, Inga, & Barker, C. H. *Coercive Persuasion*. New York: W. W. Norton, 1961. \$6.75. C
- Schindler-Rainman, Eva. *California Youth Authority Quarterly*. Sacramento: The Authority, 1964. Free. CSA
- Schindler-Rainman, Eva. "Community Organization: Selected Aspects of Practice." Ann Arbor: Univer. of Michigan Microfilms, Inc., 1962. CSA
- Schindler-Rainman, Eva. "Leadership Training in Underdeveloped Neighborhoods." *Adult Leadership*. Washington, D. C.: AEA, June 1963. TL
- Schindler-Rainman, Eva. "Telling Is Not Teaching." *Amer. Dietetic Ass. Chicago: The Association*, August 1960. TL
- Schmidt, W. H. *The Leader Looks at the Leadership Dilemma*. Washington, D. C.: Leadership Resources, Inc., 1961. \$1.50. LOB
- Schmidt, W. H., & Beckhard, R. *The Fact-Finding Conference*. Washington, D. C.: AEA, 1956. \$1.00. CW
- Schmuck, R. "Some Aspects of Classroom Social Climate." *Psychology in the Schools*, January 1966, 3 (1), 59-65. E
- Schmuck, R., Chesler, M., & Lippitt, R. *Problem Solving to Improve Classroom Learning*. Chicago: Science Research Associates, 1966. E-ST
- Schutz, W. C. *FIRO: A Three-Dimensional Theory of Interpersonal Behavior*. New York: Holt, Rinehart & Winston, 1958. \$6.50. I
- Shepard, H. *Handbook of Organization*. New York: Rand McNally, 1965. LOB
- Shepherd, C. R. *Small Groups: Some Sociological Perspectives*. San Francisco: Chandler, 1964. \$1.75. SG
- Sherif, M. (Ed.). *Intergroup Relations and Leadership*. New York: Wiley, 1962. \$5.95. LOB
- Sherif, M., et al. *Intergroup Conflict and Cooperation: The Robbers' Cave Experiment*. Norman: The Institute of Group Relations, Univer. of Oklahoma, 1961. \$3.50. ST-PC-RP
- Skinner, B. F. *Walden Two*. New York: Macmillan. \$1.95 (paper). C
- Smelser, N. J., & W. T. *Personality and Social Systems*. New York: Wiley, 1963. \$8.95. I
- Smith, E. A. *American Youth Culture: Group Life in Teen-Age Society*. New York: Free Press of Glencoe, 1962. \$5.95. CSA
- Sorokin, P. *Social and Cultural Mobility*. Glencoe, Ill.: Free Press, 1959. \$7.50. CSA
- South, O. P. "Some Cultural Perspectives on Laboratory Training." *Human Relations Training News*, Fall-1964-Winter-1964-1965, 8 (3 & 4). Washington, D. C.: NTL, NEA. 50¢ TL
- Sower, C., et al. *Community Involvement*. New York: Free Press of Glencoe, 1957. \$5.50. CSA
- Speigel, Hans B. C. (Ed.). *Citizen Participation in Urban Development. Volume I: Concepts and Issues*. Washington, D. C.: NTL, NEA, 1968. \$3.95. CSA
- Spolin, Viola. *Improvisation for the Theatre*. Chicago: Northwestern Univer. Press, 1963. \$8.50; (text ed.) \$6.95. ST-PC-RP
- Srole, L., Langner, T. S., Michael, S. T., Opler, M. K., & Rennie, T. A. C. *Mental Health in the Metropolis: The Midtown Manhattan Study, Vol. I*. New York: McGraw-Hill, 1962. \$9.75. CSA
- Stacey, C. L., & De Martino, M. F. *Understanding Human Motivation*. Cleveland: Howard Allen, 1963. (Revised). I
- Stein, M. I. *Contemporary Psychotherapies*. Glencoe, Ill.: Free Press, 1961. TL
- Stein, M. R. *The Eclipse of Community*. Princeton: Princeton Univer. Press, 1960. \$6.00. CSA
- Stein, Maurice R. *The Eclipse of Community*. New York: Harper & Row. \$1.95 (Paperback). CSA
- Stock, Dorothy & Thelen, H. A. *Emotional Dynamics and Group Culture*. New York: New York Univer. Press (for NTL), 1958. \$6.00. TL
- Stogdill, R. M. *Individual Behavior and Group Achievement*. New York: Oxford Univer. Press, 1959. \$5.00. I & SG

Stoodley, B. H. (Ed.). <i>Society and Self: A Reader in Social Psychology</i> . New York: New York: Free Press of Glencoe, 1962. \$7.50.	I
Strauss, B., & Strauss, Frances. <i>New Ways to Better Meetings</i> . New York: Viking, 1964. \$3.95	CW
<i>Successful Patterns for Executive Action</i> (undated and no editor given). <i>Harvard Business Review</i> Reprints. Includes R. L. Katz, "Skills of an Effective Administrator"; R. Tannenbaum & W. H. Schmidt, "How to Choose a Leadership Pattern"; C. R. Rogers & F. J. Roethlisberger, "Barriers and Gateways to Communication"; etc. Cambridge: <i>Harvard Business Review</i> .	LOB
T	
Tagiuri, Renato, & Petrullo, Luigi. <i>Person Perception and Interpersonal Behavior</i> . Stanford, California: Stanford University Press, 1958.	I
Tannenbaum, R., & Bugental, J. F. T. "Dyads, Clans, and Tribe: A New Design for Sensitivity Training." <i>Human Relations Training News</i> , Spring 1963, 7 (1). Washington, D. C.: NTL, NEA. 50¢.	TL
Tannenbaum, R., & Massarik, F. <i>Leadership: A Frame of Reference</i> . Los Angeles Institute of Industrial Relations, Univer. of California.	LOB
Tannenbaum, R., Weschler, I., & Massarik, F. <i>Leadership and Organization: A Behavioral Science Approach</i> . New York: McGraw-Hill, 1961. \$7.50.	LOB
Taylor, M. L., & Jones, A. R., Jr. <i>Rural Life and Urbanized Society</i> . New York: Oxford Univer. Press, 1964. \$7.50.	CS
Thelen, H. A. <i>Dynamics of Groups at Work</i> . Chicago: Chicago Univer. Press, 1954. \$7.00.	CSA
Thelen, H. A. <i>Education and the Human Quest</i> . New York: Harper, 1960. \$4.75.	TL
Thompson, V. A. <i>Modern Organization</i> . New York: Knopf, 1961. \$3.50.	LOB
Tillich, P. <i>The Courage to Be</i> . New Haven: Yale Univer. Press, 1952. \$3.00.	I
Trecker, H. B., & Trecker, Audrey R. <i>How to Work with Groups</i> . New York: Association Press, 1952. \$3.50.	SG
Trist, E. L., et al. <i>Organizational Choice</i> . New York: Humanities, 1963. \$8.00.	LOB
Tuckman, B. W. "Developmental sequence in small groups." <i>Psych. Bull.</i> , 1963, 6, 384-399.	SG
V	
Vinacke, W. E., et al. <i>Dimensions of Social Psychology</i> . Chicago: Scott, Foresman, 1964. \$4.50.	C
W	
Walker, C. R. <i>Toward the Automatic Factory: A Case Study of Men and Machines</i> . New Haven: Yale University Press, 1957.	LOB
Walker, C. R., Guest, R., & Turner, A. <i>The Foreman on the Assembly Line</i> . Cambridge: Harvard Univer. Press, 1956. \$5.25.	LOB
Walker, C. R., & Guest, R. <i>The Man on the Assembly Line</i> . Cambridge: Harvard Univer. Press, 1952. \$3.25.	LOB
Walker, K. <i>Diagnosis of Man</i> . Baltimore: Pelican Books, 1962. \$1.25.	I
Walton, R. E., & McKersie, R. B. <i>A Behavioral Theory of Labor Negotiations</i> . New York: McGraw-Hill, 1965. \$7.95.	CM
Warner, W. L., & Lunt, P. S. <i>The Social Life of a Modern Community</i> . New Haven: Yale Univer. Press, 1949. \$4.00.	CSA
Warren, R. L. <i>The Community in America</i> . Chicago: Rand McNally, 1963. \$6.00.	CSA
Watson, Goodwin (Ed.). <i>Change in School Systems</i> . Washington, D. C.: NTL, NEA, 1967. \$2.50.	E
Watson, Goodwin (Ed.). <i>Concepts for Social Change</i> . Washington, D. C.: NTL, NEA, 1967. \$2.50.	CSA-E
Watson, G. <i>Some Hypotheses of Social Change</i> . New York: Teachers College, Columbia Univer., 1950.	C
Watson, Goodwin. <i>Social Psychology: Issues and Insights</i> . Philadelphia: Lippincott, 1966.	I-SG
Weitz, H. <i>Behavior Change Through Guidance</i> . New York: Wiley, 1964. \$6.50.	I
Weschler, I. <i>Inside a Sensitivity Training Group</i> . Los Angeles: Institute of Industrial Relations, Univer. of California, 1959.	TL
Weschler, I., & Schein, E. (Eds.). <i>Issues in Human Relations Training</i> . Washington, D. C.: NTL, NEA, 1962. \$2.00.	TL

BIBLIOGRAPHY

Organizational Change Processes: Research, Theory and Practice

- Arensberg, C. M. and Nichoff. *Introducing Change: A Manual for Americans Overseas*. Chicago: Aldine, 1964.
- Bennis, Warren G. *Changing Organizations*. New York: McGraw-Hill Book Company, 1966.
- Bennis, Warren G., Benne, Kenneth D. and Chin, Robert. *The Planning of Change: Readings in the Applied Behavioral Sciences*. New York: Holt, Rinehart & Winston, 1962. \$7.50
- Etzioni, Amitai and Eva. *Social Change*. New York: Basic Books, Inc., 1964.
- Ginzberg, Eli, and Reilly, Ewing W. (with the assistance of Douglas W. Bray and John L. Herma). *Effecting Change in Large Organizations*. New York: Columbia University Press, 1957. \$3.50
- Jacques, Elliott. *The Changing Culture of a Factory*. London: Tavistock Publications, Ltd., 1951. New York: Dryden, 1952. \$4.25
- Lawrence, Paul R. *The Changing of Organizational Behavior Patterns: A Case Study in Decentralization*. Boston: Harvard University, Graduate School of Business Administration, 1958. \$4.00
- Lippitt, Ronald, Watson, Jeanne, and Westley, Bruce. *The Dynamics of Planned Change*. New York: Harcourt, Brace and Company, Inc., 1958. \$4.50
- Mann, Floyd C. and Hoffman, Richard L. *Automation and the Worker: A Study of Social Change in Power Plants*. New York: Holt, Rinehart and Winston, 1960. \$4.50
- Mann, Floyd C. and Neff, Franklin H. *Managing Major Change in Organizations*. Ann Arbor, Michigan: Foundation for Research on Human Behavior, 1961. \$3.00
- Ronken, Harriet and Lawrence, Paul. *Administering Changes*. Norwood: Plimpton, 1952.
- Sofer, Cyril. *The Organization from Within*. London: Tavistock Institute of Human Relations, 1961.