AN EVALUATION OF DETERMINANTS OF INTERPERSONAL TRUST IN TASK GROUPS

NEŞE MİNDEK

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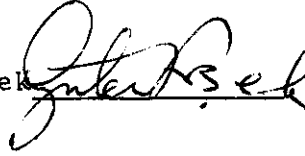Department of Social Sciences, School of Administrative Sciences

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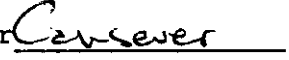of the requirements of the Degree of Master of Arts is
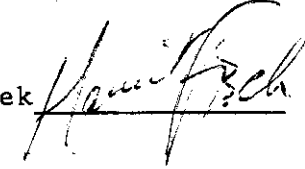approved.

Thesis Advisor   Doç.Dr.Güler Fişek

Committee Member   Dr.Gökçe Cansever

Committee Member   Doç.Dr.Hamit Fişek

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I. ABSTRACT

In the present study the effect of the variables openness and realization on the level of trust, in short term task groups was investigated. The theory which the study was based upon was the TORI theory which was developed by Jack and Lorraine Gibb. Although in the TORI theory, as the name indicates, trust, openness, realization and interdependence were taken as the major aspects of the trust level in groups, in the present study, only two of these variables, namely openness and realization were taken as the independent variables and their relation with the level of trust was investigated.

It was hypothesized that in the groups where openness is present, the trust level will be higher than the groups where closed communication takes place. And the second hypothesis stated that; in the groups where realization is present, the trust level will be higher than the groups where it is absent. Openness was defined as free flow of communication, ideas, feelings and perceptions among the group members, and realization was defined as members of the group being role free.

To test for these hypotheses four conditions were set forward, which were open and role free, open and role bound, closed and role free, and closed and role bound, and for each of these conditions three discussion groups each made up of five people were included in the experiment. Thus total number of 60 subjects (M=28, F=32) participated in the experiment.

The analysis of the findings supported the first hypothesis in the direction that the trust level of the groups where open communication took place was significantly higher than that of the closed groups. However for the second hypothesis no significant difference could be obtained among the role free nad role bound groups. This nonsignificance could be explained by the insufficiencies in the parts of the sample and the experimental manipulation.

II. INTRODUCTION

Man is born into a society and continues his whole life span with other individuals in all kinds of different groups at different stages of his life cycle. The fact that man pursues his whole existence in a group or social context, necessitates that certain concepts be acquired in order to get into relationships with those around him. One and maybe one of the most important of these concepts is that of trust, since it is the starting point for enduring and healthy relationships.

Being such an important concept, it is not surprising that a lot has been written about it, but there is relatively little research which attempts to investigate trust, its components and determinants experimentally. The purpose of this study is to investigate the relationship between trust and two of its possible determinants, namely openness and realization through an experimental procedure done in groups. In the majority of group theories the about concepts of trust, openness and realization are said to be the determinants of trust. This study aims to test for this causal relationship experimentally.

In this chapter, mainly, the literature on the concept
of trust will be reviewed, focusing on both the individual
and the interpersonal perspectives, and in light of this
review, the definition of interpersonal trust will be given.

A. LITERATURE REVIEW OF TRUST

The concept of trust is mostly used and studied in the
sense of interpersonal trust, which develops as a phenomenon
among individuals during their relations with one another.
However it has also been an area of interest in individual
psychology for some time. The most clear and concrete example
of this is found in Erik Erikson's psychosocial theory of
development.

1- ERIKSON'S VIEWS ON TRUST: AN INDIVIDUALISTIC
PERSPECTIVE

Erik Erikson was a neo-Freudian and his theory is one
of the contemporary psychoanalytic theories. Although his
theory is highly in congruence with the basic themes of
Freud's psychosexual theory, his main contributions are, the
addition of the social influence of the environment on the
development of the individual, and the stages of an
individual's life from birth to death. The reason why his
theory was called a psychosocial theory is that he emphasized
that social influences interacting with a physically and
psychologically maturing organism, form the stages of a

person's life from birth to death which is defined by him as the presence of "mutual fit of individual's capacity to relate to an ever expanding life space of people and institutions, on the one hand and on the other the readiness of these people and institutions to make him part of an ongoing cultural concern" (1975, p.102).

According to Erikson, development takes place in eight consecutive stages from birth to death and these stages are not passed through and left behind, but on the contrary, each has its contribution to the formation of the total personality and each stage has its own crisis to be resolved. In his own words, this principle which is called the epigenetic principle is described as "...anything that grows has a ground plan and that out of this ground plan the parts arise, each part having its time of special ascendancy until all parts have arisen to form a functioning whole (1968, p.92)."

With this principle in mind, when it is realized that Erikson has named the first of his developmental stages as "basic trust vs basic mistrust" the importance of the concept in an individual's life can be easily seen. It has been recognized as the very initial, starting point of all the relations among human beings.

According to Erikson, during the oral-sensory stage the infant establishes the earliest basic trust, which is demonstrated by his peaceful sleep or with his comfortable

nourishment. As the infant grows older he begins to get acquanted with sensual experiences, and being familiar with these experiences creates a sense of feeling good in him. He begins to get familiar with situations of comfort and starts identifying those people around him who are responsible for these situations. Due to his familiarity with, and recognition of the maternal person, he develops the sense of trust in that person, which leads to his acceptance of that person being away for a while. That is, after this feeling of trust develops in the baby, that there is someone who would take care of him and satisfy his needs, he does not get into panic every time the maternal person is away. Instead he starts to accept the fact that, that person is away for a while but will be back to take care of him. He starts developing inner certainty and trustfullness that the maternal person will return and this fact is an initial social achievment by the infant.

One of the most important factors in this achievement is the consistency and continuity in the infant's environment, which are responsible for the earliest basis for a sense of psychological identity. This is due to the fact that, through continious experiences with the adults around him, the infant not only learns to rely on them and trust them, but more importantly he learns to trust himself. In the development of a person this is very important, both because it is the very initial stage of psychosocial development and also because

recognition of the infant by the mother certifies the infant
and his mutuality with the mother (Hall and Lindzey, 1978).

Whether the infant develops a sense of trust or
mistrust is a result of the interaction between the kind of
relationship the child has with his mother and with other
adults and the predictability of the child's world and of the
warmth and affection shown to him. As suggested by Erikson,
the resolution of this stage succesfully will affect the
resolution of the other conflicts in the other stages for each
of which he named a bipolar dilemma. Another factor, which
makes this initial stage so important is the fact that, this
primary sense of trust which has developed in the infant will
be carried by him for his later relations with other people.
In the same manner, if the has developed a sense of mistrust,
that too would affect his later relations in the sense that
he would not be trusting, at least not to a great extent of
those people he gets into relations with (Bee, 1978).

2- THE INTERPERSONAL PERSPECTIVE

In the earlier periods of the science of psychology,
when the psychoanalytic school was predominant, the concern
was mainly with the individual and therefore it was mostly
individual trust which was studied. But later as concern
shifted to more interpersonal issues with such theories as
those of group dynamics, systems theories, the issue of inter-
personal trust, as a part of dynamic interpersonal relations,

became more the focus. Especially with an increase in more in depth studies on training groups and group therapy techniques, the therapeutic importance of interpersonal trust became more clear.

At this stage, before going into deeper discussion of the interpersonal trust literature, it will be more meaningful to give the definition of interpersonal trust.

a) DEFINITION OF INTERPERSONAL TRUST

The concept of interpersonal trust has been investigated in many different areas of psychology such as that of group dynamics, group therapy, organizational psychology, with such concepts as acceptance and empathy being enbodied in its definition, it also has a very important place in the process of individual therapy.

Interpersonal trust can be defined in a number of ways. It can mean confidentiality in a group which means that, what goes on inside a group will not be revealed by the members of the group to people outside the group. The other meaning it has is reliability which is defined by Rotter (1971) as the expectation of an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied on. It can refer to consideration in the use of power which refers to the individual's sense that other individual who has power over him will not use it against him. Interpersonal trust can also mean

empathy, which is expressed as mutual acceptance and support and is the prerequisite of trust in a group. In a group where members can view the feelings, ideas and actions of each other from the other person's perspective, or in other words can put themselves in the others' position, then it will be easier to understand each other. It is only possible to trust each other, after understanding that person, therefore empathy becomes a prerequisite of trust in a group (Egan, 1976).

As is seen in these definitions, the level of trust in a group depends upon two interrelated factors; one being the willingness of the members to share themselves, and the other the quality of response they receive from other members when they do share themselves (Egan, 1975).

Thus, the definition of interpersonal trust can be summarized as including the individual's feeling of being accepted, being less defensive, sharing his perceptions and perceiving minimum fear with regard to power, which all together would lead to more self-disclosure in a situation where freedom of communication is present (Egan, 1973).

In light of the definition of interpersonal trust, now the areas in which trust plays an important role will be examined.

b) IMPORTANCE OF INTERPERSONAL TRUST IN INDIVIDUAL
   THERAPY

It may be helpful to make one point clear at this
stage. Although the subject which will be talked about is
about the process of individual therapy, it is still
interpersonal trust that will be emphasized and not in-
dividual trust. Since, the therapist and the client are in
an interpersonal relationship, the trust involved is not one
sided. They both have to trust each other to work well
together. In fact, in this paper, aside from the Eriksonian
individual perspective, trust is seen all the time as
referring to an interpersonal variable.

The therapeutic implication of interpersonal trust is
very strong since the success of the therapy depends upon the
trustful relationship built between the client and the
therapist. If an enduring, and effective relationship, which
will help the client to reveal himself is to be established,
then the client must trust the helper. In this case, trust
means something more than confidentiality. In the first
place, trust means that if the client entrusts himself to the
therapist, the therapist would respond with care and skill to
help him. The therapist would not hurt the client nor would
the therapist let him hurt himself. In order for this kind of
relationship to develop and for the therapist to be perceived
as trustworthy, his own behaviors are the most important
source.

The therapist's trust worthiness can be demonstrated by maintaining confidentiality, showing genuineness, sincerity and openness in certain behavioral ways; demonstrating respect by means of appropriate warmth, interest, availability and hard work with the client (Egan, 1975).

As is mentioned by Kaul and Schmidt (1971), if a person shows respect for the needs and feelings of the other, gives information and opinions for helping the other, and is open and honest about his motives then that person is trusted (Egan, 1975).

Only after such a relationship between the therapist and the client is established, can other processes such as self-disclosure or self-exploration take place, which will lead the whole therapy process to further steps. In other words, good rapport with the client can be established with the help of the two sided functioning of trust.

c) IMPORTANCE OF INTERPERSONAL TRUST FOR GROUPS

The formation of a relationship based on trust, is not only important for individual therapeutic relations, but is equally important for daily relations among people.

Starting from his birth, a human being lives in groups which differ in their structure, size, goals; such as his family, his peer group, his classroom, later his work group and all the time along with these, the society he lives in.

Although they are all different, these groups all have some common features which make each of them a group. There is a continious pattern of interpersonal relations among them and they have common, mutual goals. During the group process, the individual develops a sence of belongigness, that is feels as a part of the group. In order for an individual to stay in these groups and to be productive and effective, he needs this feeling as a motivator. For the development of the sense of belongigness and productivity of groups, one of the most important key concepts is the level of trust in the group he belongs to.

In order for the group to be efficient at a maximum level and for its members to be highly satisfied it needs to get more mature. In a mature group, the members can express their feelings, ideas and concerns freely due to the existence of trust and caring among its members because the existing trust and caring, helps them to be less defensive and accept more easily the other members reactions to each other's behaviors. These reactions he receives enables the individual to see how he is perceived by others and therefore to increase his self-awareness. As their self-awareness and sensitivity to others increase they all would begin to participate, to produce new ideas which in turn would all be used and considered and which as a result would lead to a state in which the group would be more effective (Bradford, 1976).

On the contrary, in an immature group, where there is lack of trust and caring, the members would fear negative reactions from other members and they would not express their ideas, feelings and concerns as frequently and easily. There would be a striving for power and status which would frighten the more passive members. They would hide their true feelings and would not express their hostile feelings openly. As a result, the participation rate would be very low, taking place only among the strong members (Bradford, 1976).

d) RELATIONSHIP BETWEEN TRUST AND TRUSTWORTHINESS

In order for interpersonal trust to develop during the relations among people, there needs to be the presence of certain behavioral elements such as openness in communication or being role free, or on another dimension the person's behaviors signifying trustworthiness.

Although the development of trust in general has its roots in the relationships formed early in life, being a continious process, it becomes part of a general life style of a person. In other words, it becomes a component of one's general philosophy of human nature. If the belief in the trustworthiness of people in general develops in an individual, then he will expect other people to be honest, moral and reliable. Interpersonal trust which can be seen as a concept somewhat similar to trustworhiness is defined by Julian Rotter (1967, 1971) as "a person's generalized expectancy that the

promises of other individuals or of groups with regard to

future behavior can be relied upon" (Horchreich and Rotter,

1970, p.211). This definition, focusing on the more objective

aspects of a situation that may involve trust, is narrower

than that of trustworthiness, since it excludes subjective

elements such as positive or negative attitudes toward human

nature. Rather than referring to morality or honesty it

refers to beliefs about whether promises of a person

to do what he says he will do, can be taken at face value

(Wrightsman, 1977).

As can be easily seen in this definition, the

relationship of trust to trustworthiness is highly interwoven.

In a group, a given member expects the other members to be

trustworthy. By being good at communication skills, a member

makes himself trustworthy as well as trusting other members.

In this case, the trustworthiness of the members does not

arise from their outside roles, such as being a doctor or a

lawyer which are accepted as prestigious job positions, or

from their reputation, but instead from their behaviors

which indicate their trustworthiness. The behaviors become

the most available and important source of a person's

perceived trustworthiness (Egan, 1976).

Since it is claimed that behavior is the best and most

used indicator of trustworthiness in groups, some researchers

such as Hackney and Nye (1973) point out that the "under

participating" group member is perceived as untrustworthy,

because the other members do not know what he is thinking and
see his silence as being judgemental (Egan, 1976).

3- SOME DETERMINANTS OF INTERPERSONAL TRUST

As has been mentioned earlier, interpersonal trust
develops during interpersonal relations as a result of certain
communication patterns or behavioral elements. It does not
develop by itself but instead needs the existence of some other
variables such as openness, realization and interdependence.
Actually it is almost impossible to define the concept, or
describe a situation where it exists without mentioning the
other variables. They are highly interrelated with each other
and to find a causal relationship among them is nearly
impossible. This paper will precede, from here on with
examining some determinants of interpersonal trust, mainly
focusing, in detail, on openness and realization in turn.

a) OPENNESS: A DETERMINANT OF INTERPERSONAL TRUST

Openness, which is usually defined as spontaneity,
basically refers to free flow of communication, ideas,
perceptions and feelings (Pfeiffer and Jones, 1977). Spon-
taneity, in other words openness, is one of the most important
skills and prerequisites of being a high-level communicator,
An open person does not constantly weigh what he says,
although he is careful about what he says due to his respect
for others. He does not put filters between his inner life

and what he expresses to others. In communicating, he reveals himself and responds to others in an assertive manner, but does not become aggressive. He is open and free but not impulsive. He is not bounded by rigid rules in his relations with others (Egan, 1976).

b) REALIZATION: A DETERMINANT OF INTERPERSONAL TRUST

Realization refers to self-determination, being role free, doing what you want to do (Pfeiffer and Jones, 1977). Freedom from role-realization-is used as referring to genuineness. It is claimed that role-free interpersonal communication is the best of all. As suggested by Gibb (1968), in interpersonal relations the role-free person expresses whatever he is experiencing directly, does not distort his messages in communicating, also listens to others' messages without any distortion, is spontaneous, and free in his communications, does not wait for the "right moment" or for the "right response" in responding to others, instead does it immediately, lives and communicates in the here and now, wants to be interdependent in his relationships with others, learns how to be psychologically close, is concrete in his communication and is willing to commit himself to others. This kind of person in short, does not use role masks or facades to protect himself or hide himself from others. Although roles are natural outcome and legitimate function of social interactions, they are often used as defenses, and a genuine

person is defined to be nondefensive. He knows his strengths and weaknesses in interpersonal living and tries to live more effectively. He is open to negative criticisms of others and tries to understand what other people are thinking and feeling. Otherwise it is hanr for a person who is always defending himself, to get involved with others (Egan, 1976).

A genuine person is consistent, he does not reveal discrepancies. He does not think or feel something different from what he says and does. A genuine person, since he is an open person can easily get into deep self-disclosure. He can reveal himself intimately when it is appropriate (Egan, 1976). He is not phony, does not play interpersonal games with others. This attitude of doing or saying things genuinely and sincerely contributes alot to the establishment of a climate of trust in a group (Egan, 1973).

Not hiding behind roles and facades means that others know where he stands and he is himself in his interactions. That is he does not behave differently with different people. He does not need to act in a certain role manner in order to be accepted by others.

In summary, these variables, openness and realization, being highly correlated with trust, have very important places in a group's life. Actually in order for certain group proceses to take place, the presence of these variables is a must.

4- TRUST IN T-GROUPS

Although equally important for organizational or work groups, one example of where their presence is vital and actually where they are acquired can be seen in training groups and therapy groups.

In groups such as t-groups on encounter groups, there is no specific task, members are not trying to solve a specific problem. Instead the main intention of the group is, for the members to be genuine and to "talk straight". The goal is for the members to learn about themselves and their interpersonal relations. Therefore it leads to an increase in a person's self-awareness and enrichment of human relations. In other words a member of a t-group learns how others perceive him, how his behaviors affect other people, how he is affected by other people and all of these are learned by trying things out, by getting in touch with their feelings and by expressing those feelings to other people either verbally or nonverbally. For all of these to take place, an atmosphere of trust and intensive inquiry must be established, which is almost the only job of the group facilitator.

The learning in t-groups takes place through communication. The emphasis of the content is on the "here and now" rather than on past history. It is hypothesized that a person learns more if he lets events happen, reacts to the events openly as he is experiencing them and lets others respond to him as he is rather than as he describes himself. "Openness"

is the key concept in the process of a t-group, But openness,
here does not refer to a detailed self-revelation which would
violate the dignity of an individual's need for privacy. It
simply means communication between two or more people, where
they are spontaneous and not limited by the boundaries of
certain roles. When a member wants to express something or
share something about himself with the other members, he is
helped to learn how to express it directly and openly. When
this norm of openness establishes among the members, each of
them will be able to receive immediate feedback on how he is
perceived by others and how, what he says and does is
interpreted by others. Giving and receiving feedback being
one of the most important aspects of a good communication and
also of group processes, will enable the members to gain
insight about the influence of his behaviors and expressions
on other people. The concept of feedback has values for both
parts since, by giving feedback also people discover things
about themselves and their own needs (Aronson, 1976).

a) OPENNESS AND FREEDOM FROM ROLE CONSTRAINTS IN
   T-GROUPS

Although openness is highly encouraged in T-groups
and also wished for many human relations, it carries the risks
of being hurt and hurting others. This can be solved by being
open but at the same time expressing one's self through
expression of feelings rather than values of judgements,

because openness in this sense means openness in the expression of feelings.

One reason which prevents people from being open in terms of feelings is that it makes people vulnerable.

Mostly people protect themselves by hiding behind certain norms or by wearing suits of behavioral armor, so that others can not hurt them. The result is masking true feelings from others and therefore behaving in a closed way.

The norm being openness in T-groups, leads members toward making themselves vulnerable and not taking advantage of one another's vulnerability.

Being open and role-free, which can be manifested in the groups by self-disclosure, expression of feelings and empathy, is possible only when there is a climate of support. Since a group can not be an intimate community without trust and since the formation of trust can only take place in the presence of support, its existence becomes a must. As a result, all of these processes will lead to personal growth and recognition of new potentials and a high level of trust for the whole group.

A manifestation of openness in groups takes place in the form of concreteness, which means being direct, concrete and specific in interactions. It involves avoiding speaking

about generalities and abstractions and instead speaking about behaviors.

Besides these factors, the rule of having to discuss all group related matters within the group is also a basis for openness. It is claimed to be the best criterion for determining the level of openness and therefore trust in a group. Self-disclusure, revealing one's self about how one feels and what one experiences in the group is very important. On the other hand, if participants feel that there are members who are keeping to themselves then no trust can be established in a group.

In most societies, including our own, self-disclosure is seen as a weakness. Cultural stereotype for a strong person is the one who remains in silence without sharring any of his problems intimately with the significant others around him. Another point which shows a good reason why self-disclosure is rarely done is that; during self-disclosure the person is not only communicating with others but at the same time with himself, and many people try to ignore self-revelation because he is afraid of closer contact with himself.

Other reasons can be named as, fear of intimacy, fear of rejection and escaping from responsibilities and change. Although all of these reasons are highly influencial in keeping people away from self-disclosure or being open, the fact which

can not be ignored is that a person can not reach self-actualization without taking some degree of risk. For growth groups, a necessary component is the concept of risk. But the essential climate for risk taking is that of trust. A person has to have faith that greater openness with other people will increase understanding, respect and love. In order to increase the level of trust in a group, one of the best ways would be for each member to show that he is trustworthy through the way he deals and responds to the others.

If behaviors such as self-disclosure or dealing openly with feelings and emotions are demanded by groups then the atmosphere should actively encourage such behaviors leading to a climate of support and active concern. This is possible through active listening which means viewing the world through the other's eyes and communicating this understanding to him.

In a group basic contributions, to the formation of a supportive climate, are that of the behaviors of a genuine person. A genuine person is openly and fully himself. He is not defensive and he does not hide behind safe roles, he is open to all kinds of experiences and feelings. This openness is expressed verbally and nonverbally. This kind of a person can be trusted since in the interactions with him, dealings are with the person himself and not with a facade. He deals with the others fairly, because he is open both to his own experiences and experiences of others.

As it is true for being open, ability to trust one
another among group members will too, differ at its degree,
from one member to another because their developmental
histories, learning experiences involving trust and mistrust
are different. Their unresolved fealings of fear and distrust
will inhibit the formation of an intimate community to a
great extent. In the presence of distrust their communications
will be distorted.

Some of the signs of distrust in groups are; general
defensiveness, attempts to change the attitudes and beliefs
of others, persistent defense of one's public image,
attempts to make decisions for others, avoidance of feelings,
avoidance of conflict, advice giving behavior that is based
on stratgey rather than sopntaneity, and impersonal talk
(Egan, 1973).

5- TRUST IN ORGANIZATIONAL GROUPS

After talking about T-groups as an example where
openness, realization and trust issues are of great concern,
the place of trust in organizational groups will be
discussed. After talking a little about organizational
psychology and its developmental history, the issue of trust
and its determinants will be examined within this frame of
referrence.

The presence of a climate of trust and its antecedents of openness and realization (being role-free) is not only important for training groups but equally important for any kind of group in which human relations take place. With the development of organizational psychology and an extensive interest in the human part of organizations, these variables gained high importance for managerial or work groups.

"Human relations" means all interactions among two or more people and an "organization" refers to a group of people working to achieve a set of relatively common objectives (Higgins, 1982).

For an organization to be succesful the relationship among the people who are working for that organization is crucial since it is those people who achieve the organizationa objectives. People also have their personal objectives to reach and if they are not able to reach these goals, they will not be especially eager to help the organization to achieve its objectives. Therefore the succesful organization should help its members achieve their personal goals as well as those of the organization, so that everyone can benefit from the improved human relations and positive organizational outcomes it brings along (Higgins, 1982).

Human relations can be differentiated into two categories as positive and negative human relations. Through positive relations a person feels better about others and

also his self image will be improved. As a result of satis-
faction, personal and also organizational productivity will
increase. On the other hand, through negative human relations,
a negative self image and lower esteem for others will be
produced and this will affect the productivity and satis-
faction in a negative way.

With this contemporary belief in the importance of
human relations in both organizational and individual terms,
ways of improving human relations have been actively sought
by many organizations. The emphasis is on making the organiz-
ation productive while at the same time making it contribute
to the employees' satisfaction since these two objectives are
highly related to each other.

Aside from several historical developments affecting
today's organizational human relations programs, the idea
that human relations are important to organizational sucess,
mainly arose from the results of the Hawthorne studies (Higgin
1982). These were a series of studies done on work environment
by Elton Mayo at Western Electric's Hawthorne Plant near
Chicago. These studies led to many unexpected discoveries
referring to various combinations of group and individual
relationships within the organization. One of the discoveries
was that, besides those satisfied by money, workers have many
other needs. These needs, basically social were found to have
powerful effects on productivity. Among the other findings,
an important one referred to the recognition of one's existenc

simply attention. It was found to be a powerful motivating fact (Higgins, 1982).

As an example of an organizational human relations improvement efforts, "team building" programs will be discussed briefly.

Behavioral, attitudinal and perceptual changes take place in human beings as time passes, and all of these changes are reflected on to the social systems they belong to, and as a result the organizations should get into self-renewal processes. The total approach to self-renewal is called organizational development (OD). Among some other training programs, a currently popular way of introducing change into organizations is "team building". It is "the introduction of a systematic, long-range plan for the improvement of interpersonal relationships among those workers who are functionally interdependent. Team building implies the ultimate purpose of increasing the effectiveness and efficiency of a group in its pursuit of personal and organizational objectives" (Solomon, 1977). The team building effort has been underlined by certain value premises which describe an "effective" team as the one in which group members actively listen to each other to show understanding and empathy rather than defense or explanation; speak openly honestly and spontaneously about their interactions fulfilling organizational objectives; deal with specific task-related behaviors and; openly inquire into ways in which they might

improve their work together as a team (Solomon, 1977).

These concepts, mentioned in team building efforts are almost exactly same as the concepts relating to effective groups which were mentioned before, in which open communication and being role free are the primary factors where trust level is high.

a) TRUST AND GROUP PROCESSES IN WORK GROUPS

The reason for trust level to be taken as one of the most important factors in work groups lives' is that, it highly influences the functioning of the very important group processes in either a facilitating or inhibiting way.

The paper will continue with the discussion of some of the examples from work groups' processes and their relation with the trust level in the group.

Behaviors such as information seeking, information giving or opinion giving which are very important especially in groups where a certain task has to be accomplished, will be highly facilitated in a climate of trust. In groups where trust level is low and group cohesion is poor, competitive and aggressive members will suply all the information leaving very little chance to others. This will result in a situation in which some members withdraw from participating with less feeling of being part of the group. Opinions, like information should be freely given in a group. Each member should

have the feeling that his views and ideas are taken into consideration or at least are being listened to (Bradford, 1976).

Trust level becomes a very important factor also for the decision making process of these groups. The results of an investigation by Norman R.F.Maier indicates that, two dimensions are important for the potential effectiveness of a decision. These dimensions are; the objective quality or effectiveness of the decision and the subjective acceptance of the decision by those who must execute it (Boshear and Abrecht, 1977).

The Decision Style Model developed by Rick Roskin which is based on the findings of Maier, claims that the degree of these two factors-quality and acceptance-in the process of decision making, determine the decision style. The four decision styles described by the model are, command; which means the leader making the decisions without referring to the ideas of others, consensus; which means decisions are made by using the shared information of the whole group, which will be accepted by all group members to some degree, consultation; which refers to the leader making the decision after consulting with the individuals alone, not as a group, and convenience; which is the leader chosing the easiest method for the time being, without seeking for the best method.

Aside from these two variables, other variables such as time the capability of subordinates and the level of trust are also very important and must be taken into consideration. For example in groups where trust level is low, it will take a long time to reach a consensus type of decision. Therefore in such groups when there are time constraints, this type can not be used. On the other hand, in groups where trust level is high, consensus decisions can be taken and actually will be very effective and of high quality. Also for groups in which trust level is high, a consultive decision style may be very effective for achieving acceptable and high quality decisions.

b) LEVEL OF TRUST AND LEADERSHIP PROCESS

Closely related with the decision making process of groups is the process of leadership. It has been investigated alot and many views were set forward about how leaders arise in groups.

Leadership has been defined by many writers as "process of influencing the activities of an individual or group in efforts toward accomplishing goals in a given situation" (Hersey and Blanchard, 1972). When trying to influence the activities of others the leader behaves in a certain way and this consistent pattern of behaviors make up his leadership style. This pattern consists of either task behavior or relationship behavior or some combination of

both. Task behavior is characterized by, the leader defining and organizing the roles of individuals explaining how, when and where the task is to be accomplished. On the otherhand if a leader exhibit relationship behaviors that means he engages in personal relationships with members, gives socio-emotional support, engages in interpersonal communications.

Up to more recent years these two styles were viewed as being on a continium ranging from task oriented to relationship oriented. But recently this understanding of either/or leadership styles has changed in the direction that, among leaders, leadership styles varied considerably while some leaders exhibit task oriented behavior others show relationship oriented behavior and there are still others whose styles are characterized by both types of behaviors (Hersey and Blanchard, 1976). This evidence shows that a single leadership style can not be pinpointed, therefore the criteria of success or effectiveness of a leader becomes his ability to adapt his behaviors to demands of his own unique environment (Hersey and Blanchard, 1976).

This interactionist view is explained by Gibb (1969) through role differentiation. He claims that groups are situations where individuals satisfy their needs. As group members interact with each other, they have expectations about the behaviors of others and this results in the emergence of a structure. Certain roles develop as a product of the needs lived in the group, which are influenced by the

task, the size of the group and other variables. Personality

traits, abilities and skills of members influence how each

will be perceived by other members and therefore play a part

in the development of the roles in the group. Then leadership

becomes an aspect of the more general process of role

differentiation. It is the dynamic interaction of personal

attributes and variables in the social system (Nord, 1972).

The Leadership Continium Model which was discussed

by William R.Lassey, Robert Tannenbaum and others in the

applied behavioral sciences, mainly focus on the degree of

authority of the leader. At one end of the continium is the

autocrat, a leader who gives no freedom to the members to make

decisions or engage in activities other than the leader directs

and at the other end there is the abdicrat, a leader who

gives total freedom to his group, without showing any

direction. In between there are varying leadership styles

(Boshear and Albrecht, 1977).

The assumptions which underlie the model are that, a

leader may choose the manner in which he wants to behave,

along this continium. But there are certain factors which

will directly affect his choice and these may be listed as;

the degree of trust or confidence in the group, the leader's

confidence in himself (or his fear of losing power), the

degree of security the leader has in relationship with his

own superiors; the value systems of the leader; the nature of

the task or function of the group and the objectives the

leader wants to accomplish (Boshear and Albrecht, 1977).

If, in a group, the trust or confidence level is low; the leader has the fear of supervisor or peer disapproval; and an authoritarian value system has been established, then the leader of such a group will tend to use greater leadership authority. On the other hand, in the groups in which just the opposite conditions are present then the leader of that group will tend to exhibit less authority on the members (Boshear and Albrecht, 1977).

6- TORI THEORY: AN EXAMPLE OF A THEORY ABOUT INTERPER-
    SONEL TRUST IN GROUPS

The fact that emerges from all of these definitions, examples and studies done on the concept of interpersonal trust, is that it has most generally been studied as a very important aspect of any type of group life. It has been widely accepted as the starting point for all human relations in a group and as a very important component of the positive out- comes of a group work.

Among many other theories which deal with the concept of trust, TORI theory is the one which takes the trust level of any type of a group, as its major variable. It is claimed to be applicable to all kinds of groups, formal or informal, since it is a general, unitary theory. From here on TORI theory and the TORI model which emerges from this theory will be discussed.

.TORI theory which claims, trust level to be the major determiner of the effectiveness and productivity of groups, takes trust, openness, realization and interdependence as the primary aspects of trust (Gibb, 1977). This theory, developed by Jack and Lorraine Gibb, describes group growth in terms, of the process of change toward TORI characteristics. The model is based upon the assumption that an inherent pressure is naturally produced as a result of the interaction between individuals in a group. This movement is toward trusting and being trusted, intimate communication, self realization and self actualization and genuine interdependence (Boshear and Albrecht, 1977).

It is hypothesized that when group members would behave in a more personal, more open, more self-determining and more interdependent manner, then trust level is high, because it is expressed that a trusting person would know himself, his wants and is able to live interdependently with others in productive and effective ways. On the other hand when their behaviors are more impersonal, closed, "ought"-determined, the trust level of the group will be low (Gibb, 1977).

Although, TORI theory is claimed to be applied to all kinds of groups, the main body of research and investigations have been done on organizational groups. As the members of an organizational group begin to behave in more open, role free and interdependent manners, productivity, creativity, personal growth and other system outcomes would also vary due to the

trust level. Since when trust is high, relative to fear, individuals and also systems will not be bounded by certain limits, they will discover some new talents and abilities and therefore they will be more creative and productive. But on the contrary, when fear level is high, relative to trust, the energy would mainly be used for defense against perceived and expected dangers. When energy is mobilized in this way, problem solving and creativity processes would be restricted. Thus organizational and personal processes would be impared as a result the outcomes would be negative (Gibb, cited in Burke, 1978).

In the process of group growth the expected movement is from; distrust and defense to trust and intimacy; formality and distance to openness and directness; persuation and competition to realization and self-determination and dependence and dominance to interdependence in terms of their reaction with the climate, data flow, goal formation and control functions of the groups (Boshear and Albrecht, 1977).

These processes that take place both in the person and in the group can be shown in a chart as follows on Table 1 (Gibb, 1977).

TABLE 1- Processes That Take Place in Group Growth According to TORI Characteristics.

The Basic TORI Processes	Processes in The Person	Movement of Behavioral Growth	Processes in The Group and Other Social Systems
T-Trust	Being who I am	From role and impersonal toward personal	Trust and acceptance of other members
O-Openness	Showing who I am	From closed and strategic toward open	Open feedback system
R-Realization	Doing what I want	From imposed toward self determining	Consensual goal setting and goal directed movement
I-Interdependence	Being with others	From dependent or rebellious toward interdependent	Interdependence of system elements

In a newly formed group, the initial relations among members are indicative of lack of trust. They are defensive and interact with one another from their traditional role positions. As group grows, they begin to relate to each other on a more personal basis. Less formality is imposed and members become more free in expressing their feelings and more intimate relationships begin to take place and as a result the trust level increases.

In terms of data flow; during the early phases of groups, when fear and distrust is present, people withdraw from one another to a polite, formal distance. But as the group process continious, they begin to present themselves more openly and directly which becomes apparent in their

intimacy, confrontation of issues and direct attempts to influence one another, which leads to an increase in the group's trust level.

As for goal formation; in a newly forming group, persuasive-competitive mode is most apparent. As the group matures, increased self-determination and realization of individual potentials that can be applied to problem solving takes the place of teaching, correcting or imposed attitudes.

The movement in the control function of a group is from traditional extremes of a dependency/dominance type of leadership and authority to more fluid leadership styles, which means passing leadership from person to person or is absent altogether. Control issues lose their importance and self-sufficient members relate interdependently as individuals.

The idea of the interdependent relation among these functions and their expected movement arise from the basic premise of the model which states that the growth process is a natural process that only needs to be allowed to take place (Boshear and Albrecht, 1977).

There are certain assumptions underlying the theory which arise from this basic premise and the claim of this theory to be general and unitary. First of all it is emphasized that any social system; being a group, person, community or organization is a living, growing unity with system characteristics, and a system can be best understood

and improved most effectively by focusing upon these system characteristics. What follows this is the assumption that the opposing processes of fear and trust and their correlates are the primary and the basic variables in this organic growth. The movement of growth is from fear towards increasing trust, which is in terms of their correlates, movement from depersonalization and role towards greater personalization, from a closed system towards a more open system, from imposed motivation towards greater self determination and from dependency towards greater interdependence. All of these happen to be summarized in TORI as the name stands for the variables of Trust, Openness, Realization, and Interdependence.

Thus, depersonalization and role living, facade building and covert strategies, impositions and persuations and high control and dependency become the indicators of the fear-defense levels in systems, where as personal, intimate and non-role behavior; open and transparent behavior; self-determining, assertive and actualizing behavior and independent behavior become the indicators of trust and low defense levels.

The conclusion that follows these assumptions is that, in order to optimize growth and trust factors which will lead to such positive group outcomes as creativity, high learning, productivity, and personal growth an efficient and powerful way is to focus upon the environmental forces which act on the participants of the system (Gibb, 1972).

a) RELATIONSHIP BETWEEN TRUST LEVEL AND CLIMATE OF
THE SYSTEM

Studies done by TORI theorists in large systems
show that trust level is directly correlated with environmental
quality which can be referred to as the general climate of the
system. In simple terms climate is a way of measuring people's
perceptions of what it is like to be a participant of a given
environment. Clarity, commitment, standards, responsibility,
recognition and teamwork can be stated as the most important
six dimensions of climate (Litwin, Humphrey, Wilson, cited in
Burke, 1978). Clarity refers to the individual's degree of
understanding the goals and policies of the system and what
is expected of him. Commitment involves the individual's long
lasting strife for achievement of the goal. Responsibility
refers to the personal feelings of responsibility an
individual has for his participation. Recognition means
being recognized and rewarded for doing good work, and
teamwork is the feeling of belonging to a group.

Among the determiners of the climate three effective
forces are the leader, policies, procedures and structures
developed by the system and the norms and values of the work
group (Litwin, Humphrey, Wilson cited in Burke, 1978).

According to the TORI theorists, related to the
evolution of environmental qualities in systems, the evolution
of trust level takes place in ten stages:

EQI-<u>Punitive</u>: In early stages of fear and distrust, punishment becomes the dominant process for control and socialization. Due to management's fear of rebellion and loss of control, punishment methods are still in effect in modern organizational settings such as in some prisons, mental hospitals, even though it creates guilt and hostility in the members.

EQII-<u>Autocratic</u>: To provide order and structure, power and authority is used by the management. Main theme is maintaining power, keeping control and providing obedience. This kind of environment creates passivity and dependency and it establishes linear relationships, a hierarchy of power and responsibility and rational relationships. In the members themselves it creates tight inner controls, supression of feelings and rationalization.

EQIII-<u>Benevolent</u>: Nurturing and caring are the most important characteristics of this "parental" environment and it uses rewards and punishments for control. Although it provides security and affection, at the same time it also creates apathy and emotional dependencies.

EQIV-<u>Advisory</u>: Main theme in this stage is giving consultative help, collecting data, and widening communication at all levels. Source of motivation and decision making moves away from the management group to survey data, training programs used by management as fear and distrust decrease.

EQV-<u>Participative</u>: Participation, mutual decision making and choice becomes more focused by the management as trust level increases. This stage is a significant transitional period, because up to this stage all the others were leader-centered, each narrowing the role of the leader and this is the most advanced stage an organization can reach within the boundaries of leadership forms.

After this stage, in the other five environments, namely, emergent, organic, holistic, transcendent and cosmic, leaderless interactions take place and trust evolves more at each stage (Gibb, cited in Burke, 1978).

b) APPLICATIONS OF TORI THEORY

The TORI model has two different and distinct applications. One is as a technique, second as a conceptual framework for understanding and communicating the group's growth process (Boshear and Albrecht, 1977).

In groups where TORI model is used as a technique, especially in growth groups, the facilitator should move away from his role of a trainer or a facilitator, instead he should be a member of the group who is trying to actualize his own growth towards TORI characteristics. This does not mean that he should be passive or nondirective as an observer but on the contrary he should be assertive, open, active, warm and highly involved in group processes as an active member of the group (Boshear and Albrecht, 1977).

Embedded, in its conceptual framework, TORI theory implies a learning theory which arises from the main theory. It is stated that growth takes place when a person does things that reinforce desired physical responses and behavior patterns. Behavioral change is a result of showing feelings rather than talking about them, doing things rather than observing them. Growth by itself is self-rewarding. "The kind of sustained learning and growth that makes possible living in trust comes from self-sustained and self-directed changes in life style and behavior patterns." (Gibb, 1972).

> Permanent and genuine growth comes from a
> person finding out what he is and what he
> deeply wants to do, getting in touch
> with what his body tells him and then
> doing things that integrate self-body at
> all levels of experience and awareness.
> Deep learning is not a remedial or
> corrective process but an emergence, a
> building upon organic strengths and an
> increasing trust in self (Gibb, 1972).

As more growth and learning takes place in the members they will be more open and role-free which will lead to increase in the trust level of the group. The result would be the maturation of the group. In a mature group both the personal behaviors of the members and the group processes would be directed in a positive way.

Individuals listen to each other actively to their feelings and desires without interrupting. Since the need for hiding their feelings and needs is very low, their communication is nondefensive, their expressions of emotions

and ideas are done overtly. They do not need to find indirect ways of expressing themselves, therefore misperceptions are rarely seen (Gibb, 1972).

c) TORI STYLED LEADERSHIP

As an example of the application of the TORI model, its leadership style will be discussed below.

The major and basic principle which dominates the behaviors and general style of a TORI group leader is that he makes a series of trust assumptions about the world. His pre-inclination is to trust both to himself, his impulses, potentials and motivations and to other people and also to the health-directed processes of group interaction. Therefore he should not be fearful which will cause him to be controlling, closed and impersonal. Because he knows his fears, he is less likely to act them out. As a person becomes more familiar with his fears and their effects and as he recognizes that these will scatter through openness and interaction, fears will become less frightening. For the leader, to be continiously involved in the feedback process of the group interaction, he must be aware of both his own fears and fears of others.

The central concepts in such a style of leadership are freedom from role, taking responsibility for himself and giving responsibility to others, giving freedom to be spon-

taneous, giving importance to interdependence in relations and focusing upon natural flow of interactions rather than role obligations.

TORI is a life style, depending upon a set of general assumptions. It is a way of living and it stresses the point that one can learn to be more trusting. As he becomes more trusting, he becomes more personal, open and with others and at the same time he also becomes less role-bounded, closed and dependent. His choice of being more open and less controlling is self-fulfilling. Such experiences of being more open and role free, his fears are reduced and his trust increases and he begins to find such experiences more satisfying.

When a group leader has developed such a life style, he carries the same style to the groups and acts accordingly. Rather than hiding behind his role of a leader, he is present as a full person in the here and now, responding fully to himself and to others. These behaviors of him has growth-giving effects. With such behaviors while, he himself is receiving warmth, love and humanness, he also by modelling others, helps other people around, to grow, learn and get healthier and become more creative. The main direction of growth is interdependence; openness, self-actualization and role freedom are means of reaching full interdependence (Gibb, 1972).

This type of a leadership style helps any group to be more effective and productive whether being a therapy, training or an organizational group. Its usage is even more important for the organizational groups where mostly traditional leaders hide behind roles defined by conventional theories. This leads them to make series of distrust assumptions about human nature which in the final analysis lead to institution of series of counter-growth and self-defeating programs such as praise and punishment, quality control and arbitrary rules. On the surface the systems seem to be effective but there are actually a latent and cumulative countergrowth forces as depersonalization, fear, dependency and role behavior, flourishing.

The point which has been missed for a long time, for organizational systems, is that, the essence of effectiveness of any social system lies in the movement and growth towards the health and fulfillment of members. Personal growth, openness, realization and interdependence are the variables which are highly correlated with each of the desired organizational outcomes such as increase in productivity, effectiveness and creativity and the most direct and powerful way of reaching these outcomes is to increase the trust level.

7- THE PURPOSE AND HYPOTHESES OF THIS STUDY

In this present study, the effect of the presence of the two of the above mentioned variables; openness and

realization on the level of trust in short term task groups, was investigated. Thus this study was a partial test of TORI theory.

Due to some methodological problems, such as a limitation in the number of subjects, only two of the variables will be used as the independent variables, which are openness and realization. Openness is defined as free flow of communication, information, ideas, perceptions and feelings. Realization is defined as self-determination, being role free, doing what you want to do. The level of trust which is interpersonal confidence and absence of fear, will be the dependent variable. It is defined as the individual's feeling, that he has been accepted by the group, trusting other members of the group for sharing his emotions, ideas and also for sharing feedback from them (Pfeiffer and Jones, 1977).

The hypothesis of the study are;

1- In the groups where openness is present the trust level will be higher than the groups where there is closed communication.

2- In the groups where realization is present, the trust level will be higher than the groups where members are role bounded.

III. METHOD

A. SUBJECTS

A total number of 60 subjects (F = 32, M = 28) whose ages varied between 18-24 participated in this study. They were all volunteers who are students at Boğaziçi University. The subjects were not chosen according to any criterion, instead those who wanted to participate in the experiment signed their names on the ·annoucement list of the experiment.

B. MEASUREMENT INSTRUMENTS

A trust questionnaire was prepared to measure the level of interpersonal trust developed among the members during the group sessions. As a pilot study this questionnaire which consisted of 30 items, was given to 40 B.Ü students in 3 different courses. According to the item analysis results, 14 items of the original questionnaire whose correlation coefficients and discrimination power were high, were included in the final questionnaire (see Appendix A).

A post questionnaire was used to check whether the instructions given at the beginning of the group discussion, were understood accurately. This questionnaire was made up of 8 items and each item measured one of the 4 conditions of the experimental manipulation (See Appendix B).

Another instrument used in the experiment was an observation form which was used by the experimenter (See Appendix C). This form of 16 items was filled out for purposes of observing both general group processes and also to see whether the specific instructions for each condition were followed.

The event which was discussed in the groups was one of those used by Bales for discussion groups. It was translated into Turkish and was divided into five parts to be given to each participant in the form of a summary. Each of these summaries started exactly with the same information but continued with different details, so that every participant had different information about one aspect of the event. (See Appendix D).

C. EXPERIMENTAL DESIGN AND PROCEDURE

The experimental procedure out lined below was followed for obtaining the data of the study;

There were 4 different conditions for the manipulation of the independent variables, namely openness and realization; and for each of these conditions, three groups made up of five

people were used. Each condition was randomly applied to the
groups. The conditions were; open and role free, open and
role bound, closed and role free and closed and role bound.
The design is schematized on Table.

TABLE 2- The Design of the Experiment About the Four Condi-
        tions

OPENNES

	OPEN	CLOSE
ROLE FREE	OPEN + ROLE FREE	CLOSED + ROLE FREE
ROLE BOUND	OPEN + ROLE BOUND	CLOSED + ROLE BOUND

REALIZATION

At the beginning of the session, for every condition,
the instruction given to the subjects asked them to discuss
a problem about human relations (See Appendix E). They were told that th
event they would discuss for 45 minutes, was about a problem
a person faces in the organization where he works; and the
subjects would help him with his decision, as a group working
with him. They were also told that each of them would be
presented with a summary of the event. But since they would
read only their own summary, they would not know about the
summaries of the others. This part of the instruction was the
same for all the groups. The rest of the instructions differed
for each group as follows:

For the open and role free condition, the groups were
asked to share the information each of them had, openly with

the other members during the discussion, and at the end of 45 minutes, they were to reach a mutually shared decision about the problem.

In the open and role bound condition, the subjects were again told to share their information openly with the other group members, but for this condition, they were to have a role distribution among themselves, before their discussion started. In other words they were asked to elect a presedent, a vice presedent, a secretary and two council members, before their discussion started.

As for the closed conditions, both closed and role free, and closed and role bound, the subjects were instructed that, they were the members of a committee working together with the person in the given event and were there to discuss his problem. But in this discussion, as it is most often done in work situations, they were not to share all the information they knew about the situation, but instead evaluate the data they had and share only some of the information which they felt would be necessary for running the discussion. In other words they were asked not to say everything they know in an open way. In the closed and role free condition they were asked to reach a mutually accepted decision and in the closed and role bound condition, they were asked to have a role distribution among themselves first of all, before reaching a decision.

After the appropriate instructions were given to the groups, the summaries were passed out randomly to each of the group members and they read them on their own.

After they finished reading, the summaries were collected back again and the experimenter left the room to observe their discussion behind the one way mirror about which they were informed beforehand.

Every group had 45 minutes for the discussion and the experimenter observed them discussing the event and filled out the observation form.

At the end of 45 minutes, the experimenter came back to the discussion room and took the paper they wrote the decision on. Then the trust questionnaires were given to each group member and they filled them out. After that, they were also given a post questionnaire which had questions concerning whether the instructions were understood accurately, and this ended the experimental procedure. Then they were given a debriefing which explained what the experiment was about and its purposes. (See Appendix F).

IV. RESULTS

The results obtained from the analysis of the data will be presented in this section. Before going into detailed presentation of the results, first the findings about the standardization of the trust questionnaire will be mentioned.

For the analysis of the items in the trust questionnaire, correlation coefficients for the trust scores of the subjects and each item were calculated. The obtained coefficients indicated a strong positive relationship for 11 of the 14 items. Therefore it may be claimed that the questionnaire was really measuring the concept of trust.

As for the hypothesis of the study; the first hypotheses stated that in the groups where openness is present, the trust level will be higher than in the groups where closed communication takes place. The second hypotheses claimed that the trust level of the groups in which realization (being role free) is present, will be higher than the groups where it is absent (being role bound). As it was mentioned in the procedure section, there were four

conditions for the manipulation of the above mentioned
variables. However for the statistical evaluation, these
conditions were first computed into two groups, one being the
open/closed group and the other being the role free/role
bound group. After each subjects' score on the trust question-
naire was calculated (done by dividing the total score for
each subject by 14, i.e. the number of items), the means and
standard deviations were computed for the two open/closed and
two role free/role bound conditions. The results are presented
in Table 3.

TABLE 3- Means and Standard Deviations of the Trust Question-
naire for the Four Conditions

	OPEN	CLOSED
ROLE FREE	$\bar{X}$ = 3.39 sd = .30	$\bar{X}$ = 3.65 sd = .31
ROLE BOUND	$\bar{X}$ = 3.56 sd = .46	$\bar{X}$ = 3.67 sd = .27

These calculations show only a very minor difference
among the groups, however when analysis of variance (ANOVA)
was done, the results indicated a significant difference
among the open and closed groups ($F = 4.491$, $p < .05$). In
other words, according to the obtained results, the trust
level of the groups where there was open communication, was
significantly higher than that of the groups where there was
closed communication. Hence the first hypothesis was
supported by the results.

However for the second hypothesis, the results did not reveal any significant difference. The results obtained from analysis of variance did not show any significant difference among the groups where members were role free and the groups where they were role bound (F = 1.094, p > .05). Table 4 shows the results of the ANOVA done for the trust score by open/closed and role free/role bound groups.

TABLE 4- ANOVA for Trust Score by Open/Closed and Role Bound/ Role Free Groups

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF. OF F
OPEN/CLOSE	.531	1	.531	4.491	.036
ROLE BOUND / ROLE FREE	.129	1	.129	1.094	.301
2. WAY INTERACTION	.093	1	.093	.784	.999
RESIDUAL	6.618	56	.118	-	-
TOTAL	7.370	59	.125	-	-

On the other hand, the results gained from a 2 way ANOVA done for the variables trust score by four conditions and sex, indicate a significant difference among four conditions (F = 2.983, p < .05). And when the effect of sex in each condition was analyzed, although no significant difference could be obtained, the results approached significance (F = 3.008, p < .05). These results are shown in Table 5.

TABLE 5- ANOVA for Trust Score by Four Conditions and Sex

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE OF F
CONDITIONS	.991	3	.330	2.983	.039
SEX	.333	1	.333	3.008	.085
2-WAY INTERACTION	.526	3	.175	1.583	.203
RESIDUAL	5.758	52	.111	-	-
TOTAL	7.370	59	.125	-	-

In the same manner, when sex was introduced as a second dimension for the two way analysis of variance of trust score by open/closed group and sex, a significant difference was obtained between open and closed groups (F = 8.139, p < .05).

But the sole effect of sex on interpersonal trust was found to be nonsignificant (F = .7566, p < .05).

For further analysis, to investigate the relation between the ages of the subjects and their trust scores, Pearson correlation cofficients were calculated. The calculated correlation coefficients were very small and hence did not signify a strong relation among these variables.

Aside from these statistical findings, summary of the data collected from the observation forms and post question-naires for each condition will also be presented. These findings will enable the above given statistical findings to be understood and discussed more meaningfully.

For the open and role free condition, the observation form indicated that, in all of the three groups, the members did share their information with the other members and no natural role distribution took place. Especially as the discussion went on, the instructions were applied more accurately than was done in the beginnings of the discussion. However, the summary of the post questionnaires which the members themselves filled out, showed that although they could and did share their information, some members perceived a role distribution among themselves at some phases of the discussion.

In the open and role bound condition, it was observed that, there was open communication among the members in the sense of sharing their information. For the role manipulation part; they did have role distribution among themselves but these roles were not used during the discussion. Their post questionnaires also indicated that there was open communication and also role distribution among the members.

As for the closed and role free condition, although for most of the groups it was observed that they were not sharing their information with the other members and there was no role distribution, the summary of the post question- naires revealed that, they did share their information for most of the time, and during their discussion, sometimes role distribution took place, in the sense that some members were leading the discussion.

The least accurate usage of the instructions was observed in the closed and role bound condition. Although they were asked not to share their information openly and have role distribution among themselves, for most of the time, they openly communicated their information to each other and also did not behave according to their role manners. Their post questionnaire summary indicated the same facts.

V. DISCUSSION

The issue of interpersonal trust has long been in the interest area of psychology and has been investigated by many theories from different perspectives. Among many other theories, TORI is the one which takes trust level as its major variable. This theory which takes trust, openness, realization and interdependence as the primary aspects of trust, claims trust level to be the major determiner of the effectiveness and productivity of groups (Gibb, 1977).

The present study was designed to test a part of the TORI theory experimentally. Two of the variables, openness and realization were taken as the independent variables, and their relation with interpersonal trust was hypothesized as follows; the trust level of the groups in which members communicate openly, will be higher than that of those groups where communication of the members is in a closed manner. The analysis of the results has supported this hypothesis, stating that there really is a significant difference between the trust levels of open and closed communication groups. That is members of the groups, where they could communicate

openly with each other, where they could share their ideas
and the information at hand with each other openly, trust
each other more than the members of the groups where they
could not share their ideas, where they had to keep what they
knew to themselves. Although being together and discussing
something for 45 minutes seems to be a short period of time
for the development of interpersonal trust, due to the
significant difference indicated by the results, openness may
be claimed to be one of the most important determinants of
interpersonal trust, as is also found in the literature on
trust.

In any kind of group, whether a task or a social group,
if there is free flow of communication, ideas, perceptions
and feelings, then the members do not have to constantly
weigh what they say and put filters between their inner life
and what they express to others. This type of an open attitude
would lead them to feel more comfortable and to feel more as a
part of the group. The members will begin to share more about
both themselves and also about issues concerning the group and
this will lead to the development of interpersonal trust. As
a result of all of this, the outcomes will proceed in a
positive direction. That is effectiveness, creativity and
production will increase.

On the other hand when there is closed communication,
when members are not in a sharing attitude, they will not be
able to develop the sense of trust for each other or at least

the trustlevel will be at a minimum level. They will be bound to discover new information or clues. Since they will not be at ease they will not be fully dealing with the group issues and therefore the effectiveness and productivity of the group would decrease.

During the experimental procedure of the study it was observed that in the closed groups, the members were pushing each other to have more information and they even were getting uncomfortable and began teasing each other. They were curious about others' information and were also themselves careful not to reveal much of their own information. These kinds of attitudes inhibited them in getting involved with the task of the group in depth.

Although a difference was expected among the role free and role bound groups, as it was hypothesized for the trust level to be higher in the role free groups, the results did not indicate a significant difference in the direction of supporting this hypothesis. There are several reasons which may explain this nonsignificance. First of all the sample used in this study was not an ideal one for testing such a topic. The subjects were all volunteers, who know each other before hand. Most of them, as they themselves stated, were close friends, among whom a certain -most probably high-level of trust had already been developed. Therefore the fact which influenced them while filling out the trust question-naire was dependent upon their own personal relations with·

each other rather than the relation they had during a 45 minute discussion. This problem with the sampling is a general one which applies to all of the results and it will be discussed more, later.

More specifically, for the role bound condition one problem arose from the manipulation. In the instructions the subjects were told to have role distribution among themselves before starting their discussion. As it turned out, the instructions needed to be more clear and more detailed in informing them that they should have the role distribution and behave accordingly. In other words they should be told that, they were to behave in the manners that their roles necessitated. In all of the role bound groups, the roles were either randomly distributed by one of the members or were chosen according to the place they were sitting in line. Once the distribution was over, they forgot about their roles. The roles remained only as tittles, they did not behave according to the content of the roles and therefore due to these misunderstandings, the manipulation could not be applied properly.

On the other hand, when the summary data of the post questionnaires for the role free groups is analyzed, one point that is striking is that, although there were no assigned roles, some members naturally emerged with some roles, especially as a task oriented leader. On their post questionnaires, most of them informed that there was a role

distribution in their groups and that some members were
leading the discussion. This natural deviation from what the
manipulation aimed for, may explain some portion of the
nonsignificance among the role free and role bound groups.

In Turkish society, for most of the groups including
some social groups and especially organizational groups,
roles and certain behaviors and attitudes that are brought
about by those roles are highly legitimized. It is true that
roles are legitimate functions of the social interactions,
but in this society they are over valued. Especially in most
organizations there exists a hierarchial order of positions.
As a person gets into higher positions on this hierarchy, for
those in the lower positions he becomes more respectworthy
and more trustworthy. Hence his role facade becomes a sign of
trustworthiness, which contradicts with what the theory says
about hiding behind role facades lowering interpersonal trust.
This kind of a cultural phenomenon may account for the un-
expected result among the role free and role bound groups, to
a certain extent.

When the data was analyzed among four conditions to
search for the interactive effect of openness and realization,
the results did not indicate a significant difference among
them. This nonsignificance may partly be interpreted by the
help of the above discussion of the variables openness and
realization and by the inadequacy of the sample.

The insufficiency of the sample can be recognized also
when the results about the variable sex are analyzed. When
the effect of sex on trust level is investigated by itself,
it is seen that its sole effect is nonsignificant. But when
it is analyzed according to four conditions, its effect
approaches significance. This may mean that, the subjects were
not randomly distributed among the groups. In some groups
there was a cluster of males and in others a cluster of
females. The subjects were included in the experiment as
groups of five people and they themselves formed the groups
and volunteered for the experiment. Therefore, there was no
control on either sex or age. Due to this, the correlation
between age and trust was also found to be very weak. Actually
an age effect was not expected since the range of the subjects'
ages was about six years. The difference between the ages is
small and after all they are all from the same university
environment. So age might not have been a major influence.

Keeping all of these facts in mind, for further
research on the same issue, it will be worthwhile to suggest
a few points. First of all, knowing the handicaps, a
convinience sample creates it will be more reliable to use a
different sampling technique. The point should be forming
the groups with subjects who do not know each other before-
hand, to control for the effects of an already established
trust. Trusting people in general, especially those that a
person has relations with is a highly socially desirable

issue. Therefore it affects the way a subject fills out the
trust questionnaire anyway, although he may not exactly feel
as he behaves. This may be true even if he does not know the
other members of the group and if he knows them beforehand
it becomes even more influencial.

The second point is related with the experimental
manipulation. In the present study, the manipulations of
closeness and role boundness, to a large extent could not
reach its aim. The problems faced in the role bound groups
were discussed earlier. As for the closed groups, in some of
them, as can be understood by the analysis of the summary
data of observation forms and post questionnaires, the in-
structions were not followed properly. Although the subjects
were told not to share all the information they had, in some
groups they either themselves told everything they know or
were forced by the other members to tell their information
and all of these influenced the results in a negative way.

After all, with all of these constraints and in-
adequecies, one of the main hypotheses of the study, strongly
upholds the fact that openness is an important determinant for
the formation of interpersonal trust. Keeping in mind that,
an important aspect of increasing effectiveness and produc-
tivity of groups is having the trust level high, creating an
atmosphere where members could openly communicate their ideas,
feelings and perceptions becomes much more crucial.

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VII. APPENDICES

APPENDIX A - TRUST QUESTIONNAIRE

YÖNERGE: Biraz önce katılmış olduğunuz grubu düşünerek, aşağıdaki ifade-
lerden her birisine ne ölçüde katıldığınızı, seçeneklerden biri-
sini X ile işaretleyerek belirtin.

ÖRNEK : Bir konuda grupça alınan karar, bireysel olarak alınan karardan
daha doğru olur.

			X	
Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
katılmıyorum				katılıyorum

İFADELER:

1- Ne yaparsam yapayım bu grubun beni anlayıp, kabul edeceğini düşünüyo-
rum.

Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
katılmıyorum				katılıyorum

2- Grup içindeki davranışlarıma dikkat etmem gerekiyordu.

Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
katılmıyorum				katılıyorum

3- Grup üyeleri, bana bir hareketimden dolayı kızdıkları zaman bunu açık-
ça belli edebilirler.

Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
katılmıyorum				katılıyorum

4- Grup içinde içimden geldiği gibi davranabildim.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

5- Grup üyeleriyle kişisel bir sırrımı paylaşamam.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

6- Herhangi bir konuda yardıma ihtiyacım olduğunda, grup üyelerinin bana yardımcı olacaklarına inanıyorum.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

7- Bu gruptan ayrıldığımda, diğer üyeler beni çok az arayacaklardır.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

8- Bu grup içinde kendi kişiliğinden, çalışmalarımdan çok memnunum.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

9- Grup içindeki ilişkilerimiz çok yüzeysel.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

10- Grup içinde çoğu zaman kendimi savunma ihtiyacını duydum.

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

11- Grup üyelerinden biriyle buluşacak olsam, randevuya zamanında geleceğime inanıyorum.

| Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |

12- Grup üyelerine söylediğim özel bir sırrımı başkalarına söylemeyeceklerine inanıyorum.

| Kesinlikle katılıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |

13- Savundukları fikirlerin hayali olmayıp gerçeklere dayandığına inanmıyorum.

| Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılmıyorum |

14- İlerisi için yaptığım planlarımı grup üyeleriyle paylaşabilirim.

| Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılmıyorum |

APPENDIX B - POST QUESTIONNAIRE

1- Tartışmanız sırasında herkes fikirlerini rahatçı savunabildi mi?

Hiçbir	Çok	Fikrim	Çoğu	Her
zaman	az	yok	zaman	zaman

2- Tartışmanız sırasında, size önceden verilmiş olan özetlerdeki bilgileri ne ölçüde kullanabildiniz?

Hiç	Çok	Fikrim	Çoğu	Her
	az	yok	zaman	zaman

3- Grubunuzda tartışmaya katılım nasıldı?

Hiç	Çok	Fikrim	Çok	Herkes
kimse	az kimse	yok	kimse	katıldı
katılmadı	katıldı	.	katıldı	

4- Tartışmanız sırasında, grubunuzda iş bölümü oldu mu?

Hiçbir	Bazen	Fikrim	Çoğu	Her
zaman		yok	zaman	zaman

5- Tartışmanız sırasında, fikirlerinizi ya da bilgilerinizi açıkça söylemede bir sakınca gördünüz mü?

Hiçbir	Bazen	Fikrim	Çoğu	Her
zaman		yok	zaman	zaman

6- Grubunuzda tartışma sadece belirli birkaç üye arasında geçti mi?

Hiçbir	Bazen	Fikrim	Çoğu	Her
zaman		yok	zaman	zaman

7- Tartışmanız sırasında, tartışmayı yönlendiren üyeler var mıydı?

Hiçbir zaman	Bazen	Fikrim yok	Çoğu zaman	Her zaman

8- Çalışmanız sırasında belirli bir plan, tartışma düzeni takip ettiniz mi?

Hiçbir zaman	Bazen	Fikrim yok	Çoğu zaman	Her zaman

APPENDIX C - OBSERVATION FORM OF THE EXPERIMENTER

1- Grupta herkes tartışmaya katılıyor mu?

I. 15 DAKİKA	II. 15 DAKİKA	III. 15 DAKİKA
( ) EVET	( ) EVET	( ) EVET
( ) HAYIR	( ) HAYIR	( ) HAYIR

2- Tartışma kaç üye arasında geçiyor?

I. 15 DAKİKA	II. 15 DAKİKA	III. 15 DAKİKA
1-	1-	1-
2-	2-	2-
3-	3-	3-
4-	4-	4-
5-	5-	5-

3- Tartışmayı ilk başlatan ya da tek başına idare eden var mı?

I. 15 DAKİKA	II. 15 DAKİKA	III. 15 DAKİKA
( ) EVET	( ) EVET	( ) EVET
( ) HAYIR	( ) HAYIR	( ) HAYIR

4- Sonuca oylayarak mı ulaşıyorlar?

( ) EVET   ( ) HAYIR

5- Sonuca ulaştıran fikirler getiren var mı?

I. 15 DAKİKA	II. 15 DAKİKA	III. 15 DAKİKA
( ) EVET	( ) EVET	( ) EVET
( ) HAYIR	( ) HAYIR	( ) HAYIR

6- Espri yapan üye var mı?

I. 15 DAKİKA	II. 15 DAKİKA	III. 15 DAKİKA
( ) EVET	( ) EVET	( ) EVET
( ) HAYIR	( ) HAYIR	( ) HAYIR

7- Birbirlerini iyi dinliyorlar mı?

I. 15 DAKİKA | II. 15 DAKİKA | III. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

8- Herkes aynı anda konuşuyor mu?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

9- Aynaya ya da deneyin başka bir bölümüne yorum getiren oldu mu?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

10- Hatalı yönlendirme var mı?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

11- Zamana ilişkin plan var mı?

I. 10 DAKİKA
( ) EVET
( ) HAYIR

II. 10 DAKİKA
( ) EVET
( ) HAYIR

III. 10 DAKİKA
( ) EVET
( ) HAYIR

SON 15 DAKİKA
( ) EVET
( ) HAYIR

12- Zamanı hatırlatan var mı?

I. 10 DAKİKA
( ) EVET
( ) HAYIR

II. 10 DAKİKA
( ) EVET
( ) HAYIR

III. 10 DAKİKA
( ) EVET
( ) HAYIR

SON 15 DAKİKA
( ) EVET
( ) HAYIR

13- Ellerindeki bilgileri diğer üyelerle paylaşıyorlar mı?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

14- Tartışmayı ellerindeki kişisel bilgileri açıkça sunmadan yürütebildi-
ler mi?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

15- Tartışma sırasında istenmeden rol dağılımı oldu mu?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

16- Rol dağılımından rahatsız oldular mı?

I. 15 DAKİKA
( ) EVET
( ) HAYIR

II. 15 DAKİKA
( ) EVET
( ) HAYIR

III. 15 DAKİKA
( ) EVET
( ) HAYIR

APPENDIX D - SUMMARIES OF THE GIVEN EVENT

OLAY 1

Ormancı Ahmet Bey, 1982 Aralığında, halen bulunduğu bölgenin daha doğusunda bulunan bir başka bölgeye, o bölgede kendisinden önce bulunan görevlinin yürütemediği işleri düzeltmek için tayin edilmiştir. Tayin edildiği bölge daha küçük olmasına rağmen, gerek iş için gerekli olan araçlar, gerekse oturacağı ev gibi sosyal şartlar açısından yetersizdir. Ahmet Bey'in buradaki amacı, orman yangınlarını azami ölçüde engelleyip, amiri Mehmet Bey üzerinde olumlu etki yapmaktır.

Ahmet Bey ekipte çalıştırmak üzere fazla insan bulmada güçlük çekmiştir. Sonunda üç elemanı önceden eski orman görevlisinin yanında çalışmış fakat fazla deneyimi olmayan yerli halk arasından seçmiştir.

Bu arada, Nisan ayında, eski bölgesinde kendisiyle beraber çalışan Ali'den, yazın tekrar kendisinin yanında çalışmak istediğine ait bir başvuru mektubu almış ve buna karşılık Ahmet Bey de onu beklediğini bildiren bir cevap yazmıştır. Yazın Ali Ahmet Bey'in bulunduğu bölgeye gelmiş ve ekip şefi olarak çalışmaya başlamıştır.

Yazın ekibe bir de Murat adlı, üniversite talebesi ve sadece yaz ayları için ormanda çalışmak üzere bir başkası daha katılmıştır.

Yaz, Ahmet Bey'in korktuğu gibi kurak geçmiş ve yaz başında ormanda bir-iki ufak yangın çıkmış, fakat bunlar hemen önlenmiştir. Ancak sonradan çıkan bir büyük yangını söndürmek hayli güç olmuş ve Ahmet Bey'in amiri Mehmet Bey de problemin ne olduğunu anlamak için olay yerine gelmiştir.

Olayı daha detaylı araştıran Ahmet Bey, ekip şefi Ali ile daha genç fakat daha yetenekli ve bilgili olan Murat arasında sürtüşme olduğunu öğrenmiştir. Murat ile yaptığı konuşmada, yangının söndürülememesinde Alinin hatalarının payı olduğunu ve Murat'ı ekip şefi yapmadığı takdirde, Murat'ın işten ayrılacağını öğrenmiştir.

Her ikisine de değişik açılardan ihtiyacı olduğunu bilen Ahmet Bey yazın geri kalan kısmı için ekip hakkında bir karar verme durumunda olduğunu anlamıştır ve yapabileceği en iyi şeyin ne olabileceği konusunda kararsız kalmıştır.

Yaz Ahmet Bey'in korktuğu gibi kurak geçmiştir ve çıkan ufak yangınlar Ahmet Bey'in adamları tarafından söndürülmüştür. Bu yangınların hiçbirisi diğer bölgelerden yardım isteyecek kadar ciddi boyutlara erişmemiştir. Kuvvetli bir fırtınadan, aşağı yukarı üç hafta sonra ormanda yıldırım düşmesinin neden olduğu ve gizli gizli başlayıp aniden artan bir yangın çıkmıştır ve yangın noktasına ulaşmak çok zordur. Yaklaşık 30 adam yardıma çağrılmış ve yangın iyice kontrol altına alındıktan sonra Ali ve adamları dışındakiler geri dönmüşlerdir. Fakat o gece yangın yeniden

alev.lenmiş ve adamlar geri çağrılmışlardır. Bu sefer Ahmet Bey'in amiri Mehmet Bey de problemin ne olduğunu anlamak için olay yerine gelmiştir ve Ahmet Bey de bu durumdan çok utanmıştır. Ahmet Bey amirine yangının kontrol edilemeyecek kadar büyük olduğunu belirtmiş fakat bir taraftan da kendi kendine adamlarının, özellikle sorumlu kişi olan Ali'nin tecrübesizliklerinin bununla bir ilgisi olup olmadığını da düşünmüştür.

OLAY 2

Ormancı Ahmet Bey, 1982 Aralığında, halen bulunduğu bölgenin daha doğusunda bulunan bir başka bölgeye, o bölgede kendisinden önce bulunan görevlinin yürütemediği işleri düzeltmek için tayin edilmiştir. Tayin edildiği bölge daha küçük olmasına rağmen, gerek iş için gerekli olan araçlar, gerekse oturacağı ev gibi sosyal şartlar açısından yetersizdir. Ahmet Bey'in buradaki amacı, orman yangınlarını azami ölçüde engelleyip amiri Mehmet Bey üzerinde olumlu etki yapmaktır.

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Bu arada, Nisan ayında, eski bölgesinde kendisiyle beraber çalışan Ali'den yazın tekrar kendisinin yanında çalışmak istediğine ait bir başvuru mektubu almış ve buna karşılık Ahmet Bey de onu beklediğini bildiren bir cevap yazmıştır. Yazın Ali, Ahmet Bey'in bulunduğu bölgeye gelmiş ve ekip şefi olarak çalışmaya başlamıştır.

Yazın ekibe bir de Murat adlı üniversite talebesi ve sadece yaz ayları için ormanda çalışmak üzere bir başkası daha katılmıştır.

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Olayı daha detaylı araştıran Ahmet Bey, ekip şefi Ali ile daha genç fakat daha yetenekli ve bilgili olan Murat arasında sürtüşme olduğunu öğrenmiştir. Murat ile yaptığı konuşmada, yangının söndürülememesinde Ali'nin hatalarının payı olduğunu ve Murat'ı ekip şefi yapmadığı takdirde, Murat'ın işten ayrılacağını öğrenmiştir.

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Ahmet Bey, Nisan ayında eski bölgesinde kendisiyle birlikte çalışan Ali'den yazın onunla beraber çalışmak istediğini bildiren bir başvuru mektubu almıştır. 25 yaşındaki Ali, halen Orman Fakültesi ikinci sınıf öğrencisi olup, Orman hizmetlerinde çalışmak istemektedir. Üniversiteye girmeden önce 5 sene polis olarak çalışmış ve görev sırasında yaralanmıştır. Evli ve bir çocuk babasıdır. Polislikten ayrıldığı zaman Ahmet Bey'e yeterince uzun zaman kaybettiğini ve artık ormancılık mesleğinde başarılı olmak istediğini söylemiştir. Ahmet Bey de Ali'yi insan olarak sevmekte ve Orman hizmetlerindeki işinde başarıya ulaşmasını istemektedir. Ayrıca onun işi başarıyla sonuçlandırmak için hırslı olduğunu bilmektedir.

Bir önceki yıl Ali, Ahmet Bey'in yanında çalışmıştır ve Ahmet Bey

onun çabuk öğrendiğini ve iyi iş çıkardığını bilmektedir. Ali gerek ormandaki, gerekse Ahmet Bey'in yanındaki çalışmalarından ormancılık hakkında bilgi edinmiş olmasına rağmen, ormanda sürekli kalıp bu işle uğraşmamıştır. Ahmet Bey bu yıl Ali'yi ofisten çıkartıp, ormana uygulamaya götürmenin daha iyi olacağını düşünmektedir. Ali'nin işinde başarılı olmak istediğini ve böyle bir deneyimin onun için faydalı olacağını düşünerek onu ormandaki görevlilerin ekip şefi olarak atamak üzere öneride bulunmaya karar verir.

OLAY 3

Ormancı Ahmet Bey, 1982 Aralığında, halen bulunduğu bölgenin daha doğusunda bulunan bir başka bölgeye, o bölgede kendisinden önce bulunan görevlinin yürütemediği işleri düzeltmek için tayin edilmiştir. Tayin edildiği bölge daha küçük olmasına rağmen gerek iş için gerekli olan araçlar, gerekse oturacağı ev gibi sosyal şartlar açısından yetersizdir. Ahmet Bey'in buradaki amacı, orman yangınlarını azami ölçüde engelleyip, amiri Mehmet Bey üzerinde olumlu etki yapmaktır.

Ahmet Bey ekipte çalıştırmak üzere fazla insan bulmada güçlük çekmiştir. Sonunda üç elemanı, önceden eski orman görevlisinin yanında çalışmış fakat fazla deneyimi olmayan yerli halk arasından seçmiştir.

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Olayı daha detaylı araştıran Ahmet Bey, ekip şefi Ali ile daha genç fakat daha yetenekli ve bilgili olan Murat arasında sürtüşme olduğunu öğrenmiştir. Murat ile yaptığı konuşmada, yangının söndürülememesinde Ali'nin hatalarının payı olduğunu ve Murat'ı ekip şefi yapmadığı takdirde, Murat'ın işten ayrılacağını öğrenmiştir.

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Yangının devam ettiği bir gece Murat, Ahmet Bey'e gelip birşeyler yapmadığı sürece işi bırakacağını belirtmiştir. Daha önceden ekip şefi olarak çalıştığı bir görevde, şimdi vasıfsız bir işçi olarak, özellikle Ali gibi işi çok az bilen birinin altında çalışmasının haksızlık olduğunu söylemiştir. Ayrıca paraya çok ihtiyacı olduğunu, vasıfsız bir işçiyle bir ekip şefinin aldıkları para arasındaki farkın kendisi için önemli olduğunu da vurgulamıştır. Bunlardan başka çalışanların Ali'den çok kendisini lider olarak gördüklerini, çünkü işi yönetenin esasında kendisi olduğunu da eklemiştir.

Ahmet Bey'in Murat'a yangının neden yeniden başladığı hakkındaki sorusuna aldığı yanıt, eğer Ali, Murat'ın ve diğer adamlarının tavsiyelerini dinleyip, Murat ve diğerlerinin temizlemiş oldukları bölgede ve yangının kendiliğinden hafiflemiş olduğu sırada çalışsaydı, yangının yeniden başlamayacağı şeklinde olmuştur. Eğer kendisi ekip şefi olsaydı böyle davranacağını söylemiştir.

OLAY 4

Ormancı Ahmet Bey, 1982 Aralığında, halen bulunduğu bölgenin daha doğusunda bulunan bir başka bölgeye, o bölgede kendisinden önce bulunan görevlinin yürütemediği işleri düzeltmek için tayin edilmiştir. Tayin edildiği bölge daha küçük olmasına rağmen gerek iş için gerekli olan araçlar, gerek oturacağı ev gibi sosyal şartlar açısından yetersizdir. Ahmet Bey'in buradaki amacı, orman yangınlarını azami ölçüde engelleyip, amiri Mehmet Bey üzerinde olumlu etki yapmaktır.

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Ahmet Bey ekipte çalıştırmak üzere diğer üç elemanı yerli halk arasından seçmiştir. Bunlardan bir tanesi Levent adında, şehirdeki parti temsilcilerinden birinin oğlu olan sağır bir çocuktur. Çok kuvvetli ve hevesli olmasına karşın biraz bağımlı ve çocuksu davranışları vardır. Diğeri Osman adında, 40 yaşlarında, ufak tefek, fakat güvenilir ve hayatının çoğunu çiftliklerde çalışarak geçirmiş bir kimsedir. Üçüncü eleman Mustafa da değirmenlerde ve diğer işlerde çalışmış bir kişi ve eski orman bekçisinin kayınbiraderidir.

OLAY 5

Ormancı Ahmet Bey, 1982 Aralığında, halen bulunduğu bölgenin daha doğusunda bulunan bir başka bölgeye, o bölgede kendisinden önce bulunan görevlinin yüretemidği işleri düzeltmek için tayin edilmiştir. Tayin edildiği bölge daha küçük olmasına rağmen, gerek iş için gerekli olan araçlar, gerekse oturacağı ev gibi sosyal şartlar açısından yetersizdir. Ahmet Bey'in buradaki amacı, orman yangınlarını azami ölçüde engelleyip, amiri Mehmet Bey üzerinde olumlu etki yapmaktır.

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Yazın ekipte çalışmak üzere bir başka başvuru da Murat adlı bir üniversite öğrencisinden gelmiştir. Murat'ın başvuru formundan, Ahmet Bey onun üniversite dördüncü sınıf öğrencisi olduğunu, 19 yaşında olduğunu, eğitimine kimya yüksek lisansı yaparak devam etmek istediğini ve bu yaz işini de para kazanmak için istediğini öğrenir. Murat önceki üç yaz boyunca da, Ahmet Bey'den evvelki orman görevlisinin yanında çalışmıştır. İlk iki yaz bekçi, üç yaz da bakım ekibinde yangın söndürücüsü olarak çalışmıştır. Ayrıca yazın sonuna doğru ekip şefi işi bırakınca, okulu açılıncaya kadar da üç hafta bu işi yürütmüştür.

Murat'ın başvurusuna, Ahmet Bey cevap olarak, kendisini bakım ekibinde eskiden de yapmış olduğu işleri yapmak üzere beklediğini ve gelmesine sevineceğini bildirmiştir.

APPENDIX E - INSTRUCTIONS FOR THE EXPERIMENTAL PROCEDURE

Sizden bana bu çalışmada yardımcı olmanızı istiyorum. Sizlere insan ilişkileriyle ilgili bir problem verip, bu problemi tartışmanızı isteyeceğim. Tartışılacak olan vaka gerçek hayattan alınmış olup, kişilerin isimlerinin değiştirilmiş olmasından başka, üzerinde çok az değişiklik yapılmıştır. Vaka çalıştığı iş yerinde bir problemle karşılaşan bir kişi hakkındadır. Grup olarak, kendinizi o kişiyle aynı iş yerinde çalışanların yerine koyarak, kişinin karşılaştığı problemi tartışıp ona, olayla ilgili kişilerin neden böyle davrandığı ve kendisinin bu konuda ne yapması gerektiği hakkında fikir verir.

Bu çalışma gruplarda bireyler arası iletişim, grupça karar alma gibi çeşitli grup süreçlerinin nasıl oluştuğunu incelemek amacıyla hazırlanmıştır. Sizlerin oluşturmuş olduğunuz bu gruptaki, bu tür süreçleri gözleyebilmek için, sizlerin tartışması sırasında, ben yandaki odada bulunacağım ve tartışmanızı bu aynanın arkasından izleyeceğim (aynayı göstererek).

Çalışmanın toplam süresi 2 saat olacaktır. Aranızda herhangi bir sebepten dolayı bu çalışmaya katılmak istemeyen varsa şimdiden çıkabilir. Çıkmak isteyen var mı?

Grup halindeki tartışmanız başlamadan önce, her birinize konuyla ilgili değişik bilgilerin özeti verilecektir. Elinizdeki özetteki bilgilerin konuyla ilgili, ya da konuda önemli olup olmaması hakkında özel bir çalışmada bulunulmamıştır, çünkü amaç o kimseyle aynı iş yerinde çalışan bir kişi olarak sizin bilebileceğiniz şekilde, konuyla ilgili genel bilgi vermektir. Herkes elindeki özetini okuduktan sonra, özetleri toplayıp odadan çıkacağım ve sizin tartışmanız bundan sonra başlayacak.

I. CONDITION - OPEN + ROLE FREE

Tartışmanız sırasında şu noktalara özellikle dikkat etmenizi istiyorum;

- Genellikle tartışmalarda, kişilerin ortaya koydukları bilgiler, kendi kişisel deneyimleri sonucu elde ettikleri bilgilerdir. Kişiler hiçbir zaman, kendi bilgi dağarcıklarının diğerleriyle tamamen aynı olduğundan emin olamazlar. Bu durum şimdi sizin tartışmanız için de geçerlidir. Herbirinize vakayla ilgili bilgi özeti verilecek, fakat hiçbiriniz diğerlerindeki özetleri okumadığınız için diğerlerindeki bilgileri bilmeyeceksiniz. Tartışmanız sırasında, tartışmaya yardımcı olmak amacıyla, size önceden verilmiş olan bilgiyi, diğer grup üyelerine de açıklamanızı özellikle istiyorum.

- Bu gruptan istenilen ve beklenen, konuya ilişkin en iyi, somut ve gerçekçi bir eylem planını tartışıp ortak bir grup kararına varmanızdır. Tartışıp ortak bir karara varmanız için verilen süre 45 dakikadır.

Bu sürenin sonunda aldığınız son ve ortak kararınızı lütfen tutanak olarak şu kağıda yazın. Size verilen olay esasında uzun sürede çözümlenecek bir problem, fakat şimdi kısa, 45 dakikayla sınırlı bir süreniz var ve bu sürede bir karara varmanız gerekiyor. Şimdiden tüm yardımlarınız için teşekkür ederim (özetleri ver, bekle herkes okusun, soru varsa sorulsun, sonra çık).

II. CONDITION - OPEN + ROLE BOUND

Tartışmanız sırasında şu noktalara özellikle dikkat etmenizi istiyorum;

- Genellikle tartışmalarda kişilerin ortaya koydukları bilgiler, kendi kişisel deneyimleri sonucu elde ettikleri bilgilerdir. Kişiler hiçbir zaman, kendi bilgi dağarcıklarının diğerleriyle tamamen aynı olduğundan emin olamazlar. Bu durum şimdi sizin tartışmanız için de geçerlidir. Hepinize vakayla ilgili bilgi özeti verilecek, fakat hiçbiriniz diğerlerindeki özetleri okumadığınız için, diğerlerindeki bilgileri bilmeyeceksiniz. Tartışmanız sırasında, tartışmaya yardımcı olmak amacıyla, size önceden verilmiş olan bilgiyi, diğer grup üyelerine de açıklamanızı özellikle istiyorum.

- Bu gruptan istenilen ve beklenen, konuya ilişkin en iyi, somut ve gerçekçi bir eylem planını tartışıp, ortak bir grup kararına varmanızdır. Bildiğiniz gibi iş yerlerinde, organizasyonlarda, çeşitli kararların alınması için bazı komisyonlar ya da yürütme kurulları vardır. Bu tür komisyonlarda daha doğru ve çabuk kararlar alabilemk için üyeler aralarında iş bölümü yaparak, başkan, başkan yardımcısı ve sekreter seçerler. Sizler de burada bir karara varmak üzere toplanmış olan komisyon üyeleri olarak, bu tartışma için de aranızda iş bölümü yapmanız gerekmekte. Böylece bir kişi başkan, bir kişi başkan yardımcısı, bir kişi de sekreter olurken, diğer 2 kişi de komisyon üyeleri olacaklar. Ben odadan çıktıktan sonra, ilk olarak görev dağılımını yapın ve sekreter olarak seçilen kişi de tutanağın ilk maddesi olarak bu dağılımı yazsın. Bundan sonra tartışmanız başlayacaktır. Tartışıp, ortak bir karara varmanız için verilen süre 45 dakikadır. Bu sürenin sonunda aldığınız son ve ortak kararınızı, tutanak olarak lütfen şu kağıda yazın. Size verilen olay esasında, uzun sürede çözümlenecek bir problem, fakat şimdi kısa, 45 dakikayla sınırlı bir süreniz var ve bu sürede bir karara varmanız gerekiyor. Şimdiden tüm yardımlarınız için teşekkür ederim (Özetleri ver, bekle herkes okusun, soru varsa sorulsun, sonra çık).

III. CONDITION - CLOSED + ROLE FREE

Tartışmanız sırasında şu noktalara özellikle dikkat etmenizi istiyorum;

- Genellikle tartışmalarda, kişilerin ortaya koydukları bilgiler kendi kişisel deneyimleri sonucu elde ettikleribilgilerdir. Kişiler hiç bir zaman, kendi bilgi dağarcıklarının diğerleriyle tamamen aynı olduğun-

dan emin olamazlar. Bu durum şimdi sizin tartışmanız için de geçerlidir. Her birinize vakayla ilgili bilgi özeti verilecek, fakat hiçbiriniz diğerlerindeki özetleri okumadığınız için diğerlerindeki bilgiyi bilmeyeceksiniz. Ayrıca, sizler burada iş kuruluşlarında, organizasyonlarda bulunan yürütme kurulu ya da karar alma komisyonunda bulunan üyeler pozisyonundasınız ve verilen problemle ilgili bir karara varmak için tartışacaksınız. Bildiğiniz gibi, bu tür komisyonlarda, üyeler konuyla ilgili, kendilerinin sahip oldukları, kişisel bilgileri diğer üyelere açıkça söylemeden önce değerlendirirler. Bütün bilgilerini olduğu gibi genel tartışmaya katmamakta yarar görürler. Bunları ve bulunduğunuz pozisyonu göz önünde tutarak, sizlerde genel tartışmanız sırasında elinizdeki bilgileri değerlendirerek uygun gördüğünüz şekilde tartışmaya katın.

- Bu gruptan istenilen ve beklenen, konuya ilişkin en iyi, somut ve gerçekçi bir eylem planını tartışıp ortak bir grup kararına varmanızdır. Tartışıp, ortak bir karara varmanız için verilen süre 45 dakikadır. Bu sürenin sonunda aldığınız son ve ortak kararınızı lütfen tutanak olarak şu kağıda yazın. Size verilen olay esasında, uzun sürede çözümlenecek bir problem, fakat şimdi kısa, 45 dakikayla sınırlı bir süreniz var ve bu sürede bir karara varmanız gerekiyor. Şimdiden tüm yardımlarınız için teşekkür ederim.

IV. CONDITION - ÇLOSED + ROLE BOUND

Tartışmanız sırasında şu noktalara özellikle dikkat etmenizi istiyorum;

- Genellikle tartışmalarda, kişilerin ortaya koydukları bilgiler, kendi kişisel deneyimleri sonucu elde ettikleri bilgilerdir. Kişiler hiç bir zaman, kendi bilgi dağarcıklarının diğerleriyle tamamen aynı olduğundan emin olamazlar. Bu durum şimdi, sizin tartışmanız için de geçerlidir. Herbirinize vakayla ilgili bilgi özeti verilecek, fakat hiçbiriniz diğerlerindeki özetleri okumadığınız için, diğerlerindeki bilgiyi bilmeyeceksiniz. Ayrıca sizler burada iş kuruluşlarında, organizasyonlarda bulunan yürütme kurulu ya da karar alma komisyonunda bulunan üyeler pozisyonundasınız ve verilen problemle ilgili bir karara varmak için tartışacaksınız. Bildiğiniz gibi, bu tür komisyonlarda üyeler, konuyla ilgili, kendilerinin sahip oldukları, kişisel bilgileri, diğer üyelere açıkça söylemeden önce değerlendirirler. Bütün bilgilerini, olduğu gibi genel tartışmaya katmamakta yarar görürler. Bunları ve bulunduğunuz pozisyonu göz önünde tutarak, sizler de genel tartışmanız sırasında elinizdeki bilgileri değerlendirerek uygun gördüğünüz şekilde tartışmaya katın.

- Bu gruptan istenilen ve beklenen, konuya ilişkin en iyi, somut ve gerçekçi bir eylem planını tartışıp ortak bir grup kararına varmanızdır. Bildiğiniz gibi iş yerlerinde, organizasyonlarda, çeşitli kararların yürütme kurulları vardır. Bu tür komisyonlarda daha doğru ve çabuk kararlar alabilmek için üyeler aralarında iş bölümü yaparak başkan, başkan yardımcısı ve sekreter seçerler. Sizler de burada bir karara varmak üzere toplanmış olan komisyon üyeleri olarak bu tartışma için de aranızda iş bölümü yapmanız gerekmekte. Böylece bir kişi başkan, bir kişi başkan yardım-

cısı, bir kişi de sekreter olurken, diğer iki kişi de komisyon üyeleri
olacaklar. Ben odadın çıktıktan sonra ilk olarak görev deağılımını yapın
ve sekreter olarak görev dağılımını yapın ve sekreter olarak seçilen kişi
de tutanağın ilk maddesi olarak bu dağılımı yazsın. Bundan sonra tartışma-
nız başlayacaktır. Tartışıp, ortak bir karara varmanız için verilen süre
45 dakikadır. Bu sürenin sonunda aldığınız son ve ortak kararınızı, tuta-
nak olarak lütfen şu kağıda yazın. Size verilen olay esasında, uzun süre-
de çözümlenecek bir problem fakat şimdi kısa, 45 dakikayla sınırlı bir
süreniz var, ve bu sürede bir karara varmanız gerekiyor. Şimdiden tüm
yardımlarınız için teşekkür ederim.

APPENDIX F - DEBRIEFING

Kàtılmış olduğunuz tartışma ve bu tartışmanın sonunda doldurduğunuz anket, benim Klinik Psikoloji yüksek lisans programında, üzerinde çalışmakta olduğum tezimin, verilerini toplamak amacıyla hazırlanmış olan bir çalışmaydı.

Tezimde, öne sürülen varsayım, kişilerin birbirlerine karşı açık oldukları ve çeşitli rollere göre davranmadıkları gruplarda bireyler arası güven duygusunun daha yüksek olacağıdır. Yani herhangi bir grup içerisinde, kişiler iletişimlerinde, o anki duygu, düşünce ve bilgilerini birbirlerine açıkça söyledikleri takdirde, birbirlerine karşı duydukları güven duygusu da artacaktır. Buna karşılık kapalı şüpheci, paylaşmayan bir tutum içinde oldukları sürece de gruptaki güven duygusu daha düşük olacaktır. Aynı şekilde bazı rol kalıplarını benimseyip, o rollerin gerektirdiği şekilde davranıp, iletişim kurdukları zaman da birbirlerine karşı duydukları güven duygusu azalacaktır. Oysa rol kalıplarından sıyrılıp, oldukları gibi ve grubun o anki ihtiyacı doğrultusunda davranıp, iletişime girdikleri zaman birbirlerine daha çok güveneceklerdir.

Bu çalışma başka gruplarla da yapılacaktır. Meydana gelen gruplar 45 dakika, başta verilen yönerge doğrultusunda, açık ya da kapalı iletişimde bulunarak ve aralarında rol dağılımı yaparak ya da yapmayarak, tartışacaklardır. Örneğin sizin grubunuz, başta verilen yönergeye uyarak .... (hangi grupsa onun örneğini vererek) şeklinde tartıştınız ve bu tartışmayı yönergeye gayet iyi uyarak, istenilen şekilde yürüttünüz.

Tartışma sonunda vermiş olduğum anket ise, katılmış olduğunuz grupta, ne ölçüde güven duygusunun geliştiğini değerlendirebilmek için hazırlanmıştır. Gerek tartışmanız, gerekse doldurduğunuz anket hiçbir şekilde klinik bir test olmayıp, böyle bir değerlendirme için kullanılmak üzere de hazırlanmamıştır. Sadece 45 dakika boyunca katılmış olduğunuz gruba ne ölçüde güvendiğinizi ölçebilmek için hazırlanmıştır.

Biraz önce de söylediğim gibi bu çalışma başka gruplarla da yapılacaktır ve gruplara katılacak olanlar sizlerin sınıf arkadaşlarınız olacaktır. Çalışma sonuçlarının güvenilirliğini kaybetmemeleri ve sonuçların yanıltıcı olmamaları için, katıldığınız bu çalışmayı, 20 gün içinde diğer arkadaşlarınıza anlatmamanızı özellikle rica ediyorum. Bu konuda bana söz veriyorsunuz değil mi?

Aranızda, çalışmanın süreci ya da amacı hakkında soru sormak isteyen varsa lütfen sorsun.

Gerek bu çalışmaya katıldığınız ve sonuna kadar istenilen şekilde yürüttüğünüz, gerekse de çalışmanın içeriğini söz verdiğiniz gibi diğer arkadaşlarınıza söylemeyeceğiniz için çok teşekkür ederim.