Behavioral Observation Guide A — Respect

Date: _____   Participant: _____   Rater: _____

Instructions: There are different degrees to which individuals express respect or positive regard for other persons around them. These behaviors may take many forms ranging from verbal and nonverbal expressions of minimal interest and regard to statements, gestures, and tones that are extremely supportive and demonstrate high regard and respect. Please indicate on a 1 to 5 continuum which pattern of expression was most characteristic during observation.

DESCRIPTION

1. The verbal and nonverbal expressions of the individual suggest a *clear lack of respect and negative regard* for others around him or her. By his or her actions, the individual indicates that the feelings and experiences of others are not worthy of consideration or that others are not capable of acting constructively on their own. Examples include a condescending tone, lack of eye contact, general lack of interest, etc.

2. The individual responds to others in a way that communicates *little respect* for others' feelings, experiences, or potentials. The individual may respond mechanically or passively or may appear to ignore many of the thoughts and feelings of others.

3. The individual indicates some respect for others' situations and *some concern* for their feelings, experiences, and potentials. He or she may indicate some attentiveness to others' efforts to express themselves.

4. The individual indicates a *concern* for the feelings, experiences, and potentials of others. The individual responds to enable others to feel worthy of interaction and provides others a sense of being valued as individuals.

5. The individual indicates a *deep respect* for the worth of others as persons of high potential and worth. He or she indicates (through eye contact, general attentiveness, appropriate tone, and general interest) a clear respect for the thought and feelings of others and seems committed to supporting and encouraging their development.

RATING

1	2	3	4	5

(Place "x" to indicate position on continuum)

Behavioral Observation Guide B — Interaction Posture

Date: _____   Participant: _____   Rater: _____

Instructions: Responses to another person or persons in an interpersonal or group situation range from *descriptive, nonvaluing* to *highly judgmental.* Indicate on a 1 to 4 continuum which interaction pattern was most characteristic during observation.

DESCRIPTION

1. *High Evaluative.* The individual appears to respond to others' verbal and nonverbal contributions in a highly judgmental and evaluative manner. He or she appears to measure the contributions of others in terms of a highly structured, predetermined framework of thoughts, beliefs, attitudes, and values. Responses, therefore, communicate clearly whether the individual believes others to be "right" or "wrong." Reactions are made in declarative, often dogmatic fashion and will closely follow the comments of others, indicating little or no effort to digest what has been said before judging it.

2. *Evaluative.* The individual responds to others verbally and nonverbally in an evaluative and judgmental manner and measures the responses and comments of others in terms of a predetermined framework of thoughts, beliefs attitudes, and values. The framework is not totally rigid but does provide a clear basis for determining whether others' contributions are "right" or "wrong." Reactions to others tend to follow fairly closely on the heels of termination of discussion by other interactants, but there is some break, indicating a minimal attempt to digest and consider others' ideas before responding positively or negatively.

3. *Evaluative-Descriptive.* The individual appears to measure the responses of others in terms of a framework based partly on information, thoughts, attitudes, and feelings gathered from the particular interaction and the individuals involved. He or she offers evaluative responses, but they appear to be less than rigidly held and subject to negotiation and modification. The time lapse between others' comments and the individuals' response suggests an effort to digest and consider input before reacting either positively or negatively.

4. *Descriptive.* The individual responds to others in a manner that draws out information, thoughts, and feelings and provides evaluative responses, but only after gathering sufficient input so that the evaluative framework fits the individual(s) with whom he or she is interacting. He or she asks questions, restates others' ideas, and appears to gather information prior to responding evaluatively.

RATING

1	2	3	4

(Place "x" to indicate position on continuum)

Behavioral Observation Guide C — Orientation to Knowledge

Date: _____   Participant: _____   Rater: _____

Instructions: Different people explain themselves and the world around them in different terms. Some personalize their explanations, knowledge, and understandings, prefacing their statement with phrases such as, "*I* feel" or "*I* think" and might say "I don't like Mexican food." Others tend to generalize their explanations, understandings, and feelings, using statements such as, "It's a fact that," "It's human nature to," etc. This pattern could lead an individual to say, "Mexican food *is* very disagreeable," indicating that the food is the basis of the problem rather than the person's own tastes. For each individual, indicate on a 1 to 4 continuum the pattern of expression that was most characteristic during the period of observation.

DESCRIPTION

1. *Physical Orientation.* The individual treats perceptions, knowledge, feelings, and insights as inherent in the people and objects being perceived and assumes other people will always share the individual's perceptions, attitudes, and feelings if they are mature, knowledgeable, or insightful. Given this, differences with others' perceptions imply that the other persons are "wrong" or lack maturity or knowledge. Such an orientation might lead to a statement such as, "Mexican food is too hot." The individual of this orientation might use phrases such as "We've all experienced," "It's human nature," "That's inevitable," "What else could they have done," etc.

2. *Cultural Orientation.* The individual treats perceptions, knowledge, feelings, and insights as highly generalizable from one individual to another within a culture and assumes that other persons of similar cultural heritage will almost always share the individual's perceptions. This may be shown by a statement such as, "North Americans find Mexican food far too hot for their tastes." He or she may use phrases such as, "In my country," "Canadians are generally," "Africans are a highly intelligent people," "In this culture," etc.

3. *Interpersonal Orientation.* The individual treats perceptions, knowledge, and feelings as personal to some extent, but potentially generalizable to others to some extent, also, and tends to assume that others in an immediate group will share the individual's perceptions, feelings, or thoughts (as with friends, colleagues, family, other members of a group). An individual whose orientation to knowledge is of this sort might say, "No one in my family would like these tacos" or may use phrases such as, "We feel," "My husband and I believe," "Most of you in the group know that," "People in my profession," etc.

4. *Intrapersonal Orientation.* The individual treats perceptions, knowledge, feelings, and insights as personally based, as shown by a statement such as "I don't like Mexican food," which makes clear that the mismatch between the food and the taster is a consequence of the taster's particular tastes, perceptions, likes, etc., and may have nothing necessarily to do with Mexican food. He or she sees that differences in perception between people are not problematical. Examples of phrases that may be characteristic of this orientation are "I feel that," "It is my view that," "I believe," etc.

RATING

1	2	3	4

(Place "x" to indicate position on continuum)

Behavioral Observation Guide D — Empathy

Date: _____   Participant: _____   Rater: _____

Instructions: Individuals in their ability to project an image that suggests they understand things from another person's point of view. Some individuals seem to communicate a fairly complete awareness of another person's thoughts, feelings, and experiences; others seem unable to display any awareness of another's thoughts, feelings, or state of affairs. For each individual, indicate on a 1 to 5 continuum which pattern of behavior was most characteristic during your observations.

DESCRIPTION

1. *Low-Level Empathy.* The individual indicates little or no awareness of even the most obvious, surface feelings and thoughts of others. The individual appears to be bored or disinterested or simply operating from a preconceived frame of reference that totally excludes the other persons around at a particular point in time.

2. *Medium-Low Empathy.* The individual may display some awareness of obvious feelings and thoughts of others. He or she may attempt to respond based on this awareness; often the responses seem only superficially matched to the thoughts and feelings of others involved in the interaction.

3. *Medium Empathy.* The individual predictably responds to others with reasonable accurate understandings of the surface feelings of others around, but may not respond to, or may misinterpret, less obvious feelings and thoughts.

4. *Medium-High Empathy.* The individual displays an understanding of responses of others at a deeper-than-surface level and thus enables others involved in interaction to express thoughts or feelings they may have been unwilling or unable to discuss around less empathic persons.

5. *High Empathy.* The individual appears to respond with great accuracy to apparent and less apparent expressions of feeling and thought by others. He or she projects interest and provides verbal and nonverbal cues that he or she understands the state of affairs of others.

RATING

1	2	3	4	5

(Place "x" to indicate position on continuum)

Behavioral Observation Guide E — Role Behavior

Date: _____   Participant: _____   Rater: _____

Instructions: Indicate how often participants exhibited each pattern of role behavior during the time periods observed.

DESCRIPTION

Task Roles. Individuals differ in the extent to which they engage in behavior that contributes to group problem-solving activities. Activities associated with the completion of task include initiation of ideas, requesting further information or facts, seeking of clarification of group tasks, clarification of task-related issues, evaluation of suggestions of others, or focusing group on task. Indicate with "x" how often participants displayed task behaviors.

1	2	3	4	5
never	seldom	occasionally	frequently	continually

Relational Roles. Individuals differ in the extent to which they devote effort to building or maintaining relationships within a group. Group-development activities, as they are sometimes termed, may consist of verbal and nonverbal displays that provide a supportive climate for the group members and help to solidify the group's feelings of participation. Behaviors that lead to these outcomes include harmonizing and mediating scraps and/or conflicts between group members, comments offered relative to the group's dynamics, indications of a willingness to compromise own position for the sake of group consensus, and displays of interest (nods of agreement, eye contact, general attending behaviors), etc. Indicate with "x" frequency of displayed relational behavior.

1	2	3	4	5
never	seldom	occasionally	frequently	continually

Individualistic Roles. Some individuals operate in groups in a highly individualistic manner and, as a consequence, may serve to block the group's efforts at both problem solving and relationship building. Behaviors of this sort include displays by individuals who are highly resistant to ideas of others; return to issues and points of view previously discussed and acted upon or dismissed by the group; attempt to call attention to him- or herself; attempt to project a highly positive image by noting achievements, qualifications, vocational and professional experience or other factors that are designed to increase the individual's credibility; attempt to manipulate the group by asserting authority through flattery, sarcasm, interrupting, etc.; actively avoid and resist participation, remain insulated from group when individual feels he or she is not getting his or her way, etc. Indicate with an "x" the frequency of individualistic behavior displayed.

1	2	3	4	5
never	seldom	occasionally	frequently	continually

Behavioral Observation Guide F — Interaction Management

Date: _____   Participant: _____   Rater: _____

Instructions: People vary in their skill at "managing" interactions in which they take part. Particularly with regard to taking turns in discussion and *initiating and terminating interaction based upon the needs of others,* some individuals display great skill. For each participant, indicate on the 1 to 5 continuum which pattern was most characteristic during your observation.

DESCRIPTION

1. *Low Management.* Individual is unconcerned with taking turns in discussion. He or she may either dominate or refuse to interact at all; be unresponsive to or unaware of other's needs for involvement and time sharing; initiate and terminate discussion without regard for the wishes of other individuals; continue to talk long after obvious displays of disinterest and boredom by others; or may terminate discussion—or generally withhold information—when there is clear interest expressed by others for further exchange.

2. *Moderately Low Management.* The individual is minimally concerned with taking turns in discussion. He or she often either dominates or is reluctant to interact; is often unresponsive to other's needs for involvement and time sharing; initiates and terminates with minimal regard for the wishes of other individuals; and initiates and/or terminates conversations with minimal regard for other individuals.

3. *Moderate Management.* The individual is somewhat concerned with taking turns in discussion. He or she seldom either dominates or is reluctant to interact with most persons at most times and shows a concern for time sharing and initiating and terminating interaction in a manner that is consistent with the needs of other participants.

4. *Moderately High Management.* The individual is quite concerned with taking turns in discussion. He or she seldom either dominates or is reluctant to interact with most persons at most times and shows a concern for time sharing and initiating and terminating interaction in a manner that is consistent with the needs of other participants.

5. *High Management.* The individual is extremely concerned with providing equal opportunity for all participants to share in contributions to discussion. In the initiation and termination of discussion, he or she always indicates concern for the interests, tolerances, and orientation of others who are party to discussions.

RATING

1	2	3	4	5

(Place "x" to indicate position on continuum)

Behavioral Observation Guide G — Ambiguity Tolerance

Date: _____   Participant: _____   Rater: _____

Instructions: Some persons react to new situations with greater comfort than others. Some individuals are excessively nervous, highly frustrated, and/or hostile toward the new situation and/or the persons who may be present (who may be identified as sources of their problems). Other persons encounter new situations as a challenge; they appear to function best wherever the unexpected or unpredictable may occur and quickly adapt to the demands of changing environments. On the 1 to 5 continuum, indicate the manner in which the individuals observed seemed to respond to new and/or ambiguous situations during observation.

DESCRIPTION

1. *Low Tolerance.* The individual seems quite troubled by new and/or ambiguous situations and exhibits excessive nervousness and frustration. He or she seems slow to adapt to the situation and may express hostility toward those in authority or leadership roles. Negative feelings may also lead to verbal hostility directed toward other individuals present in the environment and especially toward those perceived to be in control of the immediate environment.

2. *Moderately Low Tolerance.* The individual seems somewhat troubled by new and/or ambiguous situations, exhibits nervousness and frustration, is somewhat slow to adapt to the situation, and may express some hostility toward those perceived as in control.

3. *Moderate Tolerance.* The individual reacts with moderate nervousness and frustration to new or ambiguous situations, but adapts to these environments with reasonable speed and resilience. There are no apparent personal, interpersonal, or group consequences as a result of individual's uneasiness. Those perceived as being in leadership or authority positions may be the target of minor verbal barbs—through sarcasm, joking, and mild rebukes—but there are no significant signs of hostility.

4. *Moderately High Tolerance.* The individual reacts with some nervousness and frustration to new or ambiguous situations. He or she adapts to the situation quite rapidly with no personal, interpersonal, or group-directed expressions of hostility. Those in leadership and authority positions are not a target for verbal barbs or sarcasm, nor are other individuals in the environment.

5. *High Tolerance.* The individual reacts with little or no nervousness or frustration to new or ambiguous situations. He or she adapts to the demands of the situation quickly with no noticeable personal, interpersonal, or group consequences and seems to adapt very rapidly and comfortably to new and/or changing environments.

RATING

1	2	3	4	5

(Place "x" to indicate position on continuum)