

## Surveying act hunger and role accessibility in a training group

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### Abstract

The article investigates act hunger and related role accessibility in psychodrama training groups. Roles of high value are identified and a system for tallying the current access to those roles is offered.<sup>1</sup> An experimental sociometric device, the Role Accessibility Perception Survey, is introduced. Ways the data is embodied in action sociograms and paired encounters is described. The value of the survey for training groups of all kinds is that it clarifies the impact of unconscious perceptions, held collectively, on each individual group member at the point of time when choices are being considered. The survey also assists with the identification of subgroups. The Role Accessibility Perception Survey is offered as an alternative to J. L. Moreno's sociometric test. A case example is included.

Key words: Act hunger, interpersonal choice, interpersonal perception, psychodrama training, role access, role accessibility perception survey, sociodynamic test of personal preference, sociometric perception, sociometric test, sociometry.

Each person who is a member of an established group begins to build a perception of their place in the group, *and* they develop perceptions about the status and position occupied by others. This awareness is an aspect of sociometric consciousness.<sup>2</sup> It has both cognitive aspects and sensate aspects. Group members begin to form impressions almost immediately on conscious and unconscious levels as an element of the process of inclusion. Shifts in their perceptions occur depending on the specific role choices under consideration; however, a composite group position for each member begins to form and become entrenched<sup>3</sup>, until events exert sufficient pressure

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<sup>1</sup> Hale, A. and Little, D. (2004) p. 52, "Role taking in a psychodrama group over time." See Appendix I.

<sup>2</sup> Hale, A (2012) p. 3-5; 46-48.

<sup>3</sup> J. L. Moreno (1953,1978, p. 46) referred to the existence of the cultural conserve in situations where the repertoire of the group or the persons chosen for roles becomes fixed.

on the group members to examine and/or revise their estimations, including changing the norms which exist related to the choice process underway.

The vitality of a group is compromised when access to roles is rigidly held within the same or similar configuration of group members. The group's role repertoire may then be described as conserved or stagnant. One of the indicators of this is the presence of *act hunger*, defined by Moreno (1946, p. 47-48) as: "...a syndrome comprised of the elements of total involvement in the striving for an act, total absorption in the role enactment, absence of the observing ego and total involvement in the moment." The person or persons exhibit an "excess of energy, impulsivity, inability to listen to each other or the leaders instructions, resistance to problem solving, and an inability to accurately reverse roles." (Hale, 1985, p. 149) These actions result in situations when people suddenly have access when there had been none; or, when they engage in a range of subversive to blatant efforts to influence the status quo relative to the rigid structures or norms in place.

Group position and the status accorded a particular position are visible in those moments when choices are declared for persons for specific roles. The role repertoire of the group consists of the roles associated with the purpose of the group and the roles which exist to help the group function and maintain itself<sup>4</sup>. In psychodrama training groups these roles involve role clusters related to protagonist, director, therapeutic double, taking roles of absent others, processing of action events, engaging in sociometric explorations, participating in other training methods, and leadership. (See Appendix I, p. 17.) Awareness of who has access to roles or who is more highly chosen is dependent upon observation or the outcome of sociometric explorations undertaken to make this information more explicit. This article and the Role Accessibility Perception Survey is about training perception and increasing the accuracy of those perceptions over time. It is

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<sup>4</sup> Hale, A. (1995, p. 1).

hypothesized that having these methods available will facilitate group members into and out of roles of high value based on their desire for a role rather than pressure to conform to an existing pattern of choice-making.

Practical considerations related to the sociometric test (Moreno) and the  
sociodynamic test of interpersonal preference (Carlson-Sabelli)

The sociometric test, an investigative measure of group members' choices for one another based on a single criterion, was developed by J. L. Moreno (1934, 1953, 1978) and further refined by the author (Hale, 1981, Rev.1985.) The objective sociometric test isolates a moment in time and each group member considers the entire group, identifying on paper, his/her choices for others. A perceptual sociometric test may also be given which elicits from group members their perceptions about who in the group is choosing him or her, not choosing or remaining neutral toward him or her. There is a further extension which asks for their perceptions of choices another group member may be making<sup>5</sup>. In 1989 Linnea Carlson-Sabelli, RN, PhD, TEP developed the sociodynamic test of personal preference which is given prior to the sociometric test situation, asking group members to identify their pull to choose, and not choose the other group members. The importance of this addition is that the choice selection process is extended to include measurement of their ambivalent and conflictual responses.<sup>6</sup> Following this process the group members then identify *whether* to choose, not choose or remain neutral toward group members based on the established criterion. In both these tests group members declare their reasons for making the selections of each group member. Group members meet in a sequence of

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<sup>5</sup>Having this data available makes it possible to gauge whether a person is more accurate in a given moment about choices made by others than choices others make for one self.

<sup>6</sup> Additionally, the combined data of the two tests offers the field of social science a proven measurement of interpersonal perception for research into the viability of role reversal.

pairs sharing their data sheets directly with each other. A bit of time is given for them to decide whether or not they need further exploration of their connection.

When the group begins to examine the results of the tests depicted on the sociomatrix, it is possible to identify accuracy of perception within each pair, and to know the range of choices as distributed across the entire group *specific to one criterion*. Typically choices vary depending on the role being examined, and whether the role is considered a social role (sociotelic, more public repertoire) or a personal role (psychetelic, and more private.)<sup>7</sup> There are many advantages to the sociometric test, including this opportunity to evaluate ones' own perception: (1) The person experiences a microcosm of the choice process; (2) The group focuses attention on the degree of inclusion a person may begin to expect when a similar role is being considered; (3) A benchmark is established for the cultural conserve which exists in the group as it relates to access to a specific role; and (4) Each person benefits from the time spent with each person discussing an aspect of their relationship and the degree of mutuality or incongruity which exists.

One of the problematic aspects of the sociometric test, whether or not given with the sociodynamic test, is the time necessary to introduce the test, identify relevant criteria, choose the criterion, make choices and perceptions, write the reasons, discuss in pairs, have time for a break, quantify and depict the data (even entering the data electronically), conduct an analysis, depict sociograms and engage in action resolutions of any unfinished business which develops from the process. A frequent response is that the entire process is illuminating *and* that the amount of time it requires is enormous, despite some of the tasks shared in small groups. Some group members will have a fast process and others will have a slow process. Allowing sufficient

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<sup>7</sup> Helen Hall Jennings, a co-researcher with J. L. Moreno, identified these two categories of criteria in her paper "Sociometric differentiation of the psychegroup and the sociogroup" in 1947. Over time, after a number of sociometric tests with the perceptual option, a person is able to know which of their perceptions are more accurate, those involving sociotelic criteria or those with psychetelic criteria.

time without rushing people is valuable and also contributes to a time concern.<sup>8</sup> In addition, the sociometric test is only given in those situations where there has been sufficient warm up to the entire process (Hale, 1974; Hale, 1985, p.32-33, 65, 71-72) and consensus to proceed has been reached. Participants will require time and interventions to address their fears and what they may consider the risks to openly revealing their choice process. Ideally the greater the spontaneity state available to each person, the more the data resembles the actual choices of the group members.<sup>9</sup> Until consensus is reached the group must modify their explorations and seek other means for examining access to group roles. The *role accessibility perception survey* engages the group in a process examining their perceptions in an abbreviated format.

#### Developing the Role Accessibility Perception Survey

In the mid-1990s my co-leader and I decided to involve our ongoing training group in a quasi-sociometric test situation using multiple criteria. An issue had developed suggesting the presence of act hunger for the roles of high value in the group: director, double, protagonist, and providing commentary on the group's process. The trainees asked if we would develop a sociometric tool to investigate the confusion they were experiencing related to recent events.

#### Group background

In this case example the psychodrama group is one which met nine months of the year with nine of the fourteen group members living locally. A car of five students rode together taking about an hour and a half each way. On the way home these students invariably discussed the training group experience and processed the recent action. The five made up a third of the group. The processing in the car made for an uneven group warm-up when we began our sessions, as the

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<sup>8</sup> In 2010 the author estimated a minimum of 3-4 eight-hour days to complete the sociometric test the first time it is given in a psychodrama training group. Short cuts are possible in an informed group familiar with the process.

<sup>9</sup> Moreno wrote in *Who Shall Survive*, 1978, p. 95: "The sociometrist has to exert his skill to gain their full collaboration, for at least two reasons: the more spontaneous their collaboration, the more value will be the fruits of his research, and the more helpful will the results become to them."

group of five had already been connecting, had completed their processing and had warmed up to be in action. Their high level of energy was appreciated. One result was the existence of two stages of warm-up. The higher energy level may also have accounted for the group of five being frequently chosen for roles of high value.

During a bitter cold snap the traveling group missed three training sessions in a row. As our training sessions were videotaped and sometimes used for processing, these were made available to be viewed at their convenience. Upon their return their energy level was lower than usual, despite efforts made to include them in processing the session from the week before. When we moved into action the training group chose a director and a protagonist-centered session followed. None of the five was chosen for major roles. On their way home they discussed what might have happened in their absence which excluded them from their former favored positions. They took the tapes and passed them around during the week. One of the five called and asked if we could take a look at the group dynamics during the next session. They had felt an act hunger to be more involved and wondered what was going on. My co-leader and I discussed this and I developed a multiple criterion test which I felt we might use as a tool to investigate role choices in the group. As our group was experienced in sociometric methods I imagined we might reach conclusions by the end of two, three-hour training sessions.

#### The sociometrist's perception and choice for procedure.

My perception of what had occurred was that the group of five missed their comfortable position of ready access to roles. Due to their absence they did not have the information needed to form a basis to understand the choices currently being made by the other nine group members. I surmised that the vacancy in the roles of high value had provided the nine local group members an opportunity to choose differently. And, access to these roles had released the act hunger for certain roles and energized their performance for *three training sessions*. In essence, they had

impressed one another with their ability. This resulted in a shift in how group members chose people for roles based on new data which the traveling five had not experienced in their absence.

What I decided to offer was a role accessibility perception survey, created for this purpose and later modified and refined in 2000. The test I designed focused entirely on perception of access to roles of high value rather than declaring choices for roles. As everyone in the group was familiar with sociometric investigations, I decided to use an experimental form of the sociometric test, eliminate actual choices for other group members and focus entirely on their perceptions of one self in relation to other group members. I also wanted a method for revealing subgroups which may have formed around experience levels. I prepared data sheets similar to those in Figure 1 and Figure 2 and began to identify possible criteria. I focused on key roles, such as: (1) Director of a personal psychodrama; (2) Protagonist in a personal psychodrama; (3) Major auxiliary ego; (4) Therapeutic double; (5) Choice of a back-up director, or coach.

In the proposed survey group members are asked to generate relevant criteria. Next each person identifies who in the group is likely to be more highly chosen than him/her (M), who is likely to be chosen about the same as him/her (S), and who is likely to be chosen less often than him/her (L) for each criterion. (See Figure 1, p. 19) Each group member is placed in one of these categories: an M, an S, or an L. Next, for each criterion group members make perceptual guesses about who may have placed him or her in those categories. (See Figure 2, p. 20 for this data sheet.) At the time the survey is given group members know they will spend time with each group member sharing their data sheets in a sequence of dyads.<sup>10</sup>

### Conducting the survey in the training group: case example

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<sup>10</sup>Eva Swenson, Toronto, Canada, has generated a structure for pairings, called "dance cards" which facilitates simultaneous pairs in a timely manner, with structures for even and uneven group composition.

Our group reviewed possible criteria and decided to examine seven criteria: Who is: (1) chosen to be a major auxiliary; (2) asked to be the director; (3) offers to be the director; (4) chosen to be the protagonist; (5) speaks in the group; (6) expresses tension about group matters; and (7) is likely to be absent. All group members were present for the survey and for the follow-up session. Group members wrote quickly, skimmed in the identification of reasons, gave no reasons at all for the perceptions they had of who placed them in which category, and completed the sharing in pairs. The session ended with a check-in for concerns group members had for any other group member before returning home. The focus of this discussion was on data which was surprising or unexpected. Relief was expressed followed by excitement and eagerness to look at the group-wide data in the next session.

To save time in the subsequent session, group members agreed to work in twos or threes during the week with each small group handling the actual and perceptual data sheets for one of the criteria. The pairs were identified and chose the criterion they would analyze. They agreed not to reveal data to the others until the group had assembled. Each small group sent their data to the two group leaders prior to the next session. The leaders prepared copies of all the sociomatrices for use in analysis of the results.

#### Managing the data using a sociomatrix: a general guideline

A sociomatrix (see Figure 3, p. 21) is used for the data with the group members names ordered in descending order based on highlighting an aspect of the group's demographics of interest to the group. In this example we grouped the names in descending order based on their declared experience level. The same order is repeated horizontally across the top of the sociomatrix. A plus (+) is used for the "more often than me" category of perceptions, and a (-) is used for the "less often than me" category. A blank is left to distinguish the "about the same as me" data. Leaving the "same as" data blank increases the ease of reading the completed sociomatrix. The



selection made by each person is entered *across* the sociomatrix , placing the data under the name of each group member. When all the data has been entered total the number of pluses, blank spaces and minuses the person made and place the totals in the right hand columns of the sociomatrix. When the sociomatrix is read vertically the totals of the number of pluses, minuses and blank spaces each person receives is counted and entered in the rows at the bottom of the sociomatrix. In order to facilitate ease in reading the sociomatrix, a second sociomatrix is generated, re-ordering the names of the persons, from those receiving the highest number of pluses down the list of participants until you enter the name of the person receiving the highest number of minuses. The data is again entered using this re-ordered list. The re-ordering makes it possible to immediately see subgroups falling into the same category, or nearly so. (Figure 4, p. 22, is an example of a re-ordered list.) The re-ordering will make it easier to identify group members who made selections “outside the norm”. In instances where the group examines multiple criteria, each sociomatrix is re-ordered using the order suggested by the data.

#### Charting the group member perceptual data

Once you have re-ordered the sociomatrix for each criterion, refer to page 2 of each group member’s data sheet and data about whom they imagine will place him or her in each of the three categories. Charting each person’s perceptual guesses is accomplished by reading down the sociomatrix under each person’s name. Group member’s guesses are charted below their name, matching the data with the other group member’s name listed vertically in the far left column. The data is entered in the upper right corner of the data square. The following example is given to make the instructions clearer. Refer to Figure 4, p. 22.

- *Look at the first square under a person’s name, and the data provided.* Example: Find Peter’s data. The first square under his name has a + in it, indicating that Richard thought

Peter would be chosen more often than he would be. Did Peter perceive a more often, same as or a less often designation? *Checking data sheet 2 (not provided here)*, I find Richard's name on Peter's data sheet. Peter perceived Richard would state that Peter would be chosen more often than him on the "asked to direct" criterion.

- *In the upper right corner of the data square, place a small m, s, or l to represent their perception.*

Example: Place a small "m" in the upper right hand corner on the first square which has a + in the square. This indicates that Peter's perception of Richard's placement of him is accurate. *Begin to tally accurate and inaccurate perceptions for inclusion of this data at the bottom of the sociomatrix under each person's name.* If there is an + there, and the perception is the person perceived that this person would say he/she would be chosen more often than me, place a small "m" in the upper right-hand corner, and tally one accurate perception. If there is a blank there and the person perceived "same as" place a small "s" in the upper right-hand corner of the square and tally an accurate perception. If there is a - there, and the person perceived this person would state he would be chosen less often than him/her, place a small "l" in the upper right hand corner of the square. This is also an accurate perception. Inaccurate perceptions are when the data does not match.

- *Practice managing the data.* Use Figure 4 to practice reading the survey sociomatrix. Choose one or two group members to check out their perceptions and match their data with that given by other group members.

### Identifying Subgroups

Subgroups will fall into two to five subgroups, unless the overall group is quite large. A minimum of two persons comprise a subgroup with four to six persons being a representative

number. The number of people in each subgroup varies depending on the data, not an effort to form groups of equal size. For the re-ordered role accessibility perception survey the subgroups will be clustered to the left of the diagonal row of black squares, clustered around either side of the diagonal row of black squares and to the further right side of the sociomatrix. The totals on the sociomatrix are examined for a subgroup of persons identified by others as being:

- highly chosen for the role
- moderately highly chosen
- some access but not the most highly chosen
- least highly chosen
- perceived to have no access to the role at all

Case example: For the psychodrama training group under investigation four subgroups were identified (see Figure 4) for data on “Is asked to direct.”:

- perceived as *highly chosen for the role*: Richard, Robert
- perceived as *moderately highly chosen*: Susan, Marie and Janet
- perceived as *having moderate access to being asked to direct*: Peter, Roger, Judith, and Siobhan
- perceived as *less likely to be asked to direct*: Betsy, Bruce, Caroline, Edith and Sandy

### Subgroup Enactments

The groupings assemble and discuss suggested topics:

- (1) Account for the perception people in the group have of you which resulted in your placement in this subgroup?
- (2) Does this data relate in any way to a value or a norm which exists in the group?

- (3) Speak in your subgroup about the degree of satisfaction, or lack of it, you experience with this placement.
- (4) Discuss steps which may be taken to shift from this placement to another.
- (5) Identify any sub-group you wish to join, or any person in another group you want to ask to join your subgroup.
- (6) What will you do personally, in those moments when choices for group members are being made, to enable the changes you want to occur more frequently?

Case example closing summary: (See composite data, Appendix II, p. 18)

The training group discussed the relative accuracy they experienced in the subgroups' composition. Each person discussed what would need to happen within him or herself and in the group to change the perception about their availability for roles sometime in the future. Each group made a presentation to the whole group. The trainers suggested the subgroups identify themselves by using a sound and movement (or song, metaphor, a cheer, or whatever.) This was followed by whole groups reversing roles with another group, and engaging in dialogue, and identifying advantages and disadvantages of their perceived position. Each person made a statement to the group about the roles he/she wants and what the group and co-leaders can do to maximize their training.

There was additional discussion about absences. A system for check-in with a pre-arranged member of the group was established. All group members agreed to openness to increase the access to roles, based on the needs being expressed in the group. Peer practice groups were formed to increase access to roles. Supervision of peer groups was made available.

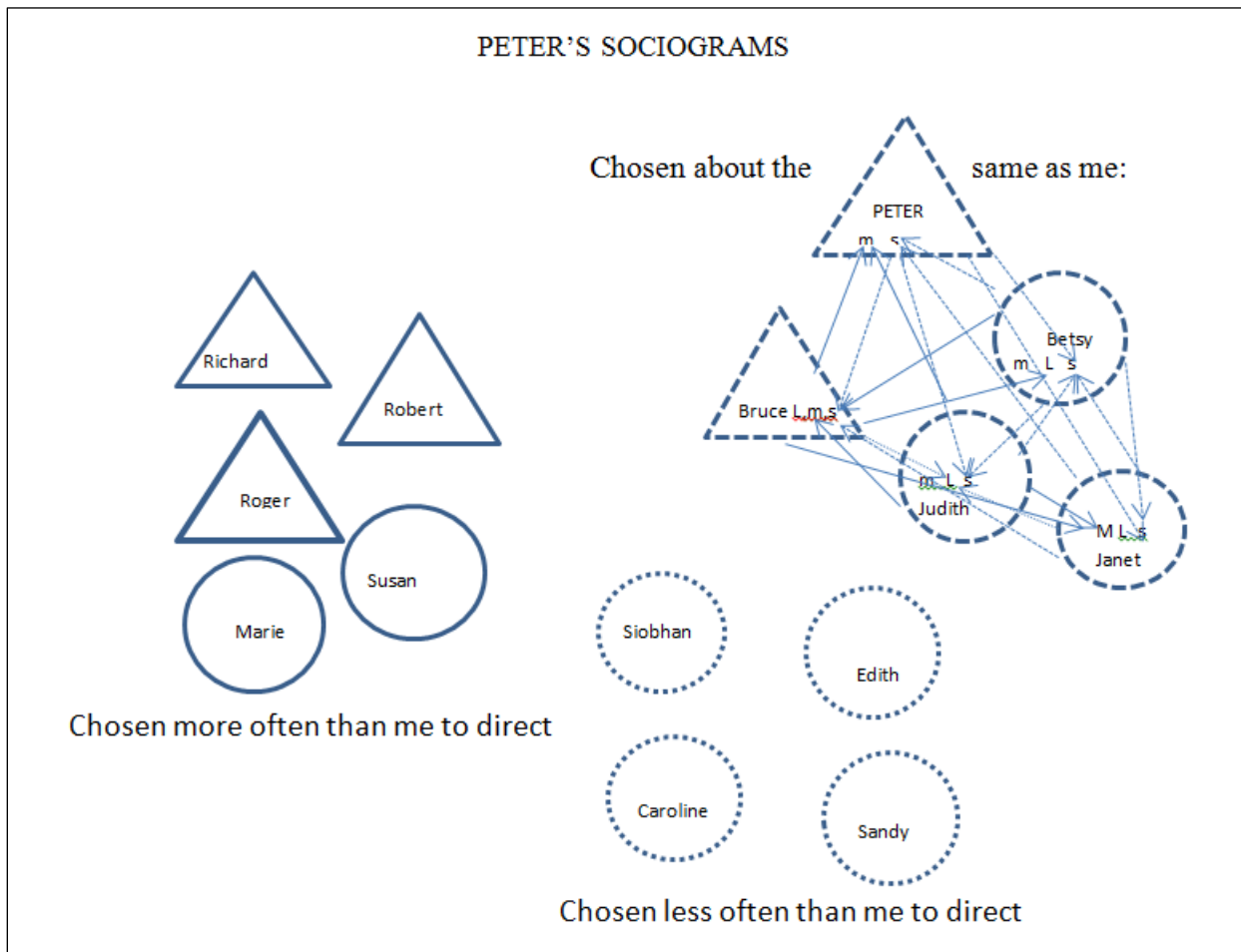
A discussion about act hunger revealed that experience level had been a major factor in choosing related to protagonist-centered work of the group. Group members stated they wanted the protagonist to have “the best available director and auxiliary egos.” The co-leaders promoted the idea that the “connection” between the protagonist and the therapeutic assistance was primary and that skill level needed to be viewed as secondary. Also, the spontaneity state, the kind which surfaces when something new is introduced, is heightened when the training group views the field of available role takers in the moment, rather than relying on the cultural conserve of past sociometric selections. We agreed that processing needed to address identifying our perceptions at the time sociometric selection was being considered.<sup>11</sup>

### Generating Sociograms

A sociogram depicts the data with small circles drawn for the females and small triangles used for male group members. Names are written within the shape. For the role accessibility perception survey begin by having each person draw a sociogram of their data: the persons I perceive will be chosen more often than me (M), the persons who are likely to be chosen about the same as me (S) and the persons I perceive will be chosen less often than me (L). Each person also draws a sociogram of their group based on their perceptual guess, on data sheet 2. Have each subgroup draw the sociogram of their subgroup members.

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<sup>11</sup> In later years processing has also included identifying roles people have wanted and what needs to happen in order to have these sorts of roles more often.



### Paired Encounters

Each person examines the completed sociomatrix and decides whether or not he/she wants to invite another group member to an encounter. These facilitated exchanges assist group members in clarifying the basis of their perceptions. An exchange might begin with playfully enacting their original position: “No, you will be chosen more highly than me.” “No way. *You* will be chosen more highly than me.” Each attempts to convince the other person of their perception, using observations each has made and which they use to substantiate their position. The director follows this by asking group members to come forward and to actually declare their choices by placing a hand on the person he/she is choosing most highly. Until now all the data has been perceptual data. By introducing an opportunity for people to declare their actual choices there is an immediate “correction of perception.” The two persons react and respond to the action

sociometric selections. Each person closes with a statement, tells a brief story related to their perception, or makes a statement to him/herself in the empty chair.

The director may invite another pair to come forward as a form of action sharing; or, lead a sharing session with the pair who just closed their encounter.

### Conclusion

Examining the impact of your perceptions, becoming aware of the collective impact of an entire group's perception on the degree to which a person is considered for a role, provides all members of a group a view of ways their individual choices have power...power to keep the status quo and power to change the group dynamics.<sup>12</sup> Participants in a group are able to alter patterns of role accessibility once they are mindful of the wishes and dreams of the other group members, and are willing to allow others into roles they value. Random events like absences, or saying no to a role do provide access and reduce act hunger; however, to make choices with group-wide consciousness, based on your sociometric awareness, provides access which comes from generosity and flexibility, rather than chance.

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<sup>12</sup> Training groups which keep records of role access and the degree of satisfaction experiences by their students, will be able to use the role accessibility perception survey as a research instrument when conducting pre- and post- testing of role access over the training period.

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**Figure 1. ROLE ACCESSIBILITY PERCEPTION SURVEY (Hale)**  
**Data sheet for a composite perceptual sociogram**

My Name: \_\_\_\_\_ Today's date: \_\_\_\_\_ Group size: \_\_\_\_\_

The data is specific for this criterion \_\_\_\_\_

You are being asked to reveal perceptions and impressions you have about who is likely to be chosen by this group for the role implied by the criterion; and, whether certain group members are likely to be chosen more often than you (M), about the same as you (S), or less often than you (L). By compiling this data from you and other group members you will, as a group, be able to assess the *collective* impact these usually unspoken perceptions have on current and future access to this role in your group. This data can also be compared to the group's actual experience of access in day to day choice-making. A further benefit is having the reasons for the perceptions available for group discussion, especially when the reasons given reveal less obvious conditions leading to or limiting access to this role. It is usually possible on the basis of this data and action sociograms to identify sub-groups of persons having a similar degree of access to this role. Sub-groups are encouraged to meet and discuss the data, the degree to which they value and seek the role implied by the criterion, and identify any sub-group with whom they may wish to role reverse during a sociodramatic exploration of this data.

(M) Who do you perceive is likely to be chosen *more often than you* for this role?

*Their name*

*My reasons:*

(S) Who do you perceive is likely to be chosen *as often as you will be* for this role?

*Their name*

*My reasons:*

(L) Who do you perceive is likely to be chosen *less often than you* for this role?

*Their name:*

*My reasons:*

**Figure 2. ROLE ACCESSIBILITY PERCEPTION SURVEY**  
**Data sheet for perceptual guesses about other group members' placement of me on the survey**

My Name: \_\_\_\_\_ Today's date: \_\_\_\_\_ Group size: \_\_\_\_\_

The data given below is specific for this criterion: \_\_\_\_\_

**My perception of other group members' placement of me on page one of the survey:**

**(M)** I perceive these group members will state that I will be chosen for the role *more often than him or her*:

*Their name*

*Reason for my perception*

**(S)** I perceive these group members will state that I will be chosen for the role *about the same as him or her*:

*Their name*

*Reason for my perception*

**(L)** I perceive these group members will state that I will be chosen for the role *less often than him or her*:

*Their name*

*Reason for my perception*

It is suggested that group members form dyads and share the information on both data sheets with each group member prior to quantifying the data. Typically, these dyadic conversations vary in length therefore we are suggesting that you take \_\_\_\_ minutes for each person. Make a note of any issue which you would like to pursue further with your partner, in a dyad or with facilitation. © Hale, 2000.

**SOCIOMATRIX**

Criterion: \_\_\_\_\_ Date: \_\_\_\_\_

																Total M's given (+)	Total S's given (blank)	Total L's given (-)
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		■																
			■															
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														■				
Total + Recd.																		
Total blanks																		
Total - Recd.																		
Total Accurate Perceptions																		

Figure 3. Sociomatrix for data for the Role Accessibility Perception Survey (Hale)  
 Order names of group members in the same order vertically in the left-hand column and horizontally across the top. Enter data from each person's data sheet 1 across the sociomatrix, and total their data in the last three columns. For ease in reading the sociomatrix, reorder the names on the sociomatrix based on the person receiving the most pluses in descending order to whoever received the most minuses. Re-enter the data. Now list a person's perceptions about each group member's placement of him/her, vertically under their name, referring to the data on sheet 2. Enter an M, S, or an L in the upper right hand corner of the data square. Each time the data in upper right hand corner of the square matches the data in the square it is an accurate perception: +/M; blank/S; -/an L. Total the accurate perceptions in the bottom-most row.

**SOCIOMATRIX**      Criterion: *Is asked to direct*      Date: *2/29/94*

	Richard	Robert	Susan	Marie	Janet	Peter	Roger	Judith	Siobhan	Betsy	Bruce	Caroline	Edith	Sandy	Total M's given (+)	Total S's given (blank)	Total L's given (-)
Richard		S	M	M	M	+M	M	-M	M	-L	-L	-L	-L	-L	1	6	6
Robert	+ <sup>S</sup>		- <sup>B</sup>	M	-M	M	S	-M	-S	-L	-L	-L	-L	-L	1	3	9
Susan	S	+ <sup>M</sup>		+ <sup>M</sup>	+ <sup>S</sup>	M	+ <sup>M</sup>	+ <sup>M</sup>	S	L	-L	-L	L	L	5	6	2
Marie	+ <sup>M</sup>	+ <sup>S</sup>	- <sup>S</sup>		+ <sup>S</sup>	+ <sup>S</sup>	S	M	S	L	-L	-L	S	L	4	6	3
Janet	+ <sup>M</sup>	+ <sup>M</sup>	S	S		S	S	-S	S	S	L	-L	-L	-L	2	7	4
Peter	+ <sup>S</sup>	+ <sup>S</sup>	+ <sup>S</sup>	+ <sup>S</sup>	S		+ <sup>S</sup>	S	-L	S	L	-L	-L	-L	5	4	4
Roger	+ <sup>S</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>S</sup>	+ <sup>S</sup>	S		S	L	S	S	L	L	L	5	8	0
Judith	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>S</sup>	+ <sup>M</sup>		+ <sup>M</sup>	S	+ <sup>S</sup>	+ <sup>S</sup>	L	L	10	3	0
Siobhan	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	S	S	M	S	-		L	-L	-S	S	L	5	4	4
Betsy	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	-	-	S	S	L		L	S	S	S	4	9	0
Bruce	+ <sup>S</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>S</sup>	+ <sup>S</sup>	+ <sup>L</sup>	L	-L		-L	S	L	6	4	3
Caroline	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	M	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>S</sup>	+ <sup>S</sup>	+ <sup>L</sup>	S		S	-S	9	3	1
Edith	+ <sup>M</sup>	+ <sup>M</sup>	M	+ <sup>M</sup>	+ <sup>M</sup>	-	+ <sup>M</sup>	+ <sup>S</sup>	S	L	-S	-L		-S	5	4	4
Sandy	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	+ <sup>M</sup>	M	M	S	+ <sup>M</sup>	S	S	+ <sup>L</sup>	S		7	6	0
Total + Recd.	12 <sup>8</sup>	12 <sup>10</sup>	8 <sup>9</sup>	8 <sup>9</sup>	8 <sup>7</sup>	6 <sup>7</sup>	5 <sup>6</sup>	3 <sup>4</sup>	3 <sup>3</sup>	1 <sup>0</sup>	1 <sup>0</sup>	2 <sup>0</sup>	0 <sup>0</sup>	0 <sup>0</sup>	69	73	40
Total blanks	1 <sup>5</sup>	1 <sup>3</sup>	3 <sup>4</sup>	5 <sup>4</sup>	4 <sup>5</sup>	6 <sup>9</sup>	8 <sup>7</sup>	5 <sup>8</sup>	8 <sup>6</sup>	9 <sup>5</sup>	6 <sup>5</sup>	2 <sup>3</sup>	9 <sup>7</sup>	6 <sup>3</sup>	73		
Total - Recd.	0 <sup>0</sup>	0 <sup>0</sup>	2 <sup>0</sup>	0 <sup>0</sup>	1 <sup>1</sup>	1 <sup>1</sup>	0 <sup>0</sup>	5 <sup>1</sup>	2 <sup>4</sup>	2 <sup>3</sup>	6 <sup>2</sup>	9 <sup>0</sup>	4 <sup>6</sup>	7 <sup>0</sup>	40		
Total Accurate Perceptions	9	11	8	8	5	5	10	6	7	8	8	9	9	6			

Figure 4. Sociomatrix of data for the Role Accessibility Perception Survey with actual data from sheet 1 and all perceptual guesses entered from sheet 2. Training group 2/29/94. The data shows there were 109 accurate perceptions out of a possible 182.