The Warm-up of the Sociometric Test

The Warm-up

Understand the process of participant's interaction and how the sociometric test will be used.

The Sociometric Test

Process the reader is referred to Chapter II, which is devoted to action processing. This describes a warm-up phase, an action phase, and a feedback phase. The warm-up phase is necessary to prepare the class for the sociometric test. This is the technical part of the warm-up phase, in which the writer has chosen to present the class with research and rehabilitation. The writer has chosen the warm-up phase with other research procedures, not only because the sociometric test has been in use since 1934, but also because the sociometric test has been in use since 1934.

For each other as partners for specific activities, the sociometric test is an exploration of the choices group members make. Such experiments help to determine the sociometric test. This describes the sociometric test, which accomplishes its purpose to obtain data. The purpose of a sociometric test is to reveal the primary purpose of a sociometric test, which is about the group and its leader's about the group's involvement in the sociometric test.
A point more than once and retort, he or she may have to repeat instructions and to clarify important task the sociometricist remembers their anxiety, emotions, and reasons. It is the least of their research that grows members’ resistance. This manner in which the introductory phase is handled will greatly influence meeting, if necessary, in an intimate groups, and then in a room. A full and just presentation, these perhaps to the writer has prepared too apprehensive to this chapter which will be useful.

A sociometric test, less what is expected of them, what is going to happen. The first concern the sociometric test first is the group, need to know what.

The warm-up of the group

decision be handed in the group?

How will this W H T I E I take part in the exploration as a participant and share the role?

assist the group in the present stage of development and readiness?

What alternatives to the sociometric test have I in mind which could know, and where can I find an answer to my questions?

Is there any aspect of the procedure I am unsure of? What do I need to

If so, how do I maximize handling this situation?

What could happen when would affect my confidence? Who is likely to be what disadvantages do I foresee to its use? For me? For the group?

What advantages do I foresee to its use? For me? For the group?

Prompted me to consider using the sociometric test?

Can I identify when it was and what was happening in the group which

Some questions which focus the sociometricist on their own warmth-up phase.
The process of the nature of the group member’s readiness to change. Some frequently asked questions about the process of change:

- Can this cause a lot of hard feelings in our group? How can it
- What do I do about the fact that I'm not sure what I want to choose?
- What if I want to choose someone who is not here?
- Where do I put under both choice to and choose not to.
- There is someone I could put under both choice to and choose not to.
- What do I do about the fact that I'm not sure what I want to choose?
- There is someone I could put under both choice to and choose not to.
- What if I want to choose someone who is not here?

Some frequently asked questions about the process of change:

- What do I do about the fact that I'm not sure what I want to choose?
- What if I want to choose someone who is not here?

The process is not able to handle it. It never occurred. Why would we want to generate more conflict if we are open. Look at how we deal with Judy and Carl’s statement. It was.

-I don’t see the usefulness of bringing negative feelings out into the people know where they stand by now?
-I don’t see how doing this can really change anything. Don’t most possibly help someone for them to find out that they have been rejected.

In terms of the group’s structure for only one activity and one part.

Why not just ask us whom we like and dislike?

What doesn’t mean by neutrality?

The following is a listing of some frequently asked questions as they come up in roleplaying the measures in the semistructured test. The sample has been expressed with some frequency by groups.
Resolution. To make use of the group as incapable of facilitating conflict
mediation to reveal negative options in a group if they perceive
solutions for handling interpersonal conflicts. Most group members are
others, to create a more investiture group climate and to test out their
so sociometric ones. In order to develop the collective self-esteem for each
The group need to engage in less-sociometric activities, even guests-

The group can refer to the Sharing Phase (see Appendix I, c) and share

In the next phase of the sociometric test for use in the group,

In this activity to use the information productively and humanely. In this
on task of the tool is that of the sociometric test and the group's
on the structure of the group. The test is to act to the members of the
each group members, to experience the impact of their position
of a member, or member, to participate. The group are times when the
are times when a group may wish to proceed, despite the result.

An objective than the whole of mankind. 9

"I truly the therapeutic procedure cannot have less

Sentence in the Short Survey? (1994) makes this quite clear:
accompany the exposure to which we are subject. Moreover, first
each person in the group should be willing to involve themselves. If a

What if the group decides not to proceed with the sociometric test?

Meetings for the process.

The source of fear and anxiety. People eager to begin the sociometric
on the small groups provided for a release of tension which may have

2. Actual versus Hypothetical Criteria

In those reasons for choice and the different criteria applied, the reasons for choice and the different criteria applied to the data. When General criteria are used it is important to the criterion the more clarity the group has of the meaning of the specific section of the city. The more specific the section of the place you choose to take a walk with a more determined group, the more specific criteria, an answer to the specific question. It is more comfortable to select a criterion that is more specific to a group. There are times when a group wants the procedure that a General criterion.

I. General versus Specific Criteria

Some characteristics of criteria are:

1. Keep referring back to what the group needs to know about their group needs to be addressed at this time in the process. Having more than one criterion to select more than one criterion. The constraints may inhibit the group from selecting the criterion. This criterion on which to base the sociometric test.

Selecting the criterion on which to base the Sociometric Test

Sharing the adjective and perceptual data with each person.

choosing the adjective and perceptual data with each person.

Determining the criterion on which to base choices, evaluating the sociometric test, referring to the processes of the action phase of the sociometric test refers to the processes of
rules as a process of selecting may not be in the service of the group which will be more the needs of one individual or one sub-group. Majority influence in a group may attempt to persuade the group to choose criteria of an action qua-sociological exploration. Persons who have a lot of criteria are cases when the very discussion and vote for criteria becomes

is given to determine with purposes to think exploring the various criteria.

decide upon there and there were make up the group and determine what other the be addressed may be examined by the group and determine what other criteria may refer to. The criteria to which others may refer to. The criteria the reader is referred to append. I.A. The criteria of choice by one of these experiences, where considerable choices others on the criteria. Both the criteria may want to explore via the discussion and consensus-taking. The criteria may imply an activity for which partners engage in the process of selecting a group which wants to be fully involved with the process of selecting criteria.

5. "One-way versus two-way criteria"

6. "Who do you choose to have as your partner in business?"

7. "Personal versus social criteria"

8. "What may restructure the group?"

9. "Action versus diagnostic criteria"
conducted control/alternative. This would be the case when there is a mass
sociometric interview, the group may be rated for a sociometric score which is
in instances where an outside investigator has been hired to study a group
learning about group process and the interaction's choice-making process.
It is used in settings where the sociometric term is used as a tool for
their data sheets for quantity, amount, and directions, and then having in
the group, often sharing with each individual first, and then handing in
the groups need to decide about how the data from the sociometric test is

Reasons to Keep the Data Private and Reasons

Sociometric consciousness is expressed quantitatively, especially quantity, words which identify
the more groups, the more groups are present, words which identify and distinguish the groups that
are present at one moment. This involves determining the words which
criterion on which group members are making choices, from role to role
sociometric consciousness in groups requires the ability to recognize the

1. Questions are future-oriented.
2. Questions imply how the results are to be used (If the
3. Formed as a result.
4. Could choose...
(ex. "If you

5. Word the question to fit the level of understanding of the
the first time,..."
(ex, "Of the people in the group whom you have met for
members of the group.

6. Questions should always state the number of choices allowed.

been extracted from the Handbook of Social Psychology (1954):
attention to the wording of the criterion, the rotator/counterpart have
in order that the activity implied in the criterion is clear, and that

The wording of criteria

To test more in include sociometric tests.
exploration may encourage the more rotator (intermediate) group members
partitioning of a group on a middle intermediate criterion for one

To obtain numerous consensus to include others. Successful, unanimous
and certainty has a negative influence on the majority. The goal is

The results provided.
is psychological or sociological. Some examples are:

If it is based on a face, transference, or identification, and whether the reason
than a more impersonal statement about the person.

The reasons are given as direct feedback to the person, rather
activity. The reasons are given as direct feedback to the other person in the implicit
underlying motivation to interact with the other person in the implicit
in which how these reasons relate to the question (criterion) and their
Participants are asked to give specific reasons for their choices, keeping

Reasons for Choice

person's desire to be lusted from the group.

1. Choose Not to Choose: This category may be either due to a person

E. Negative choice.

contemplating the consequences of action on either the positive or
consequences of action or the negative (positive and negative) of the person has two sets of reasons when
message choices may be due to the fact that a person is receiving or receiving a

D. Ambivalence: Positive and negative responses exist simultaneously.

recalculated and determined there is no response.

different from the interpersonal category in that the person choosing has
unintelligible time to reflect and investigate the range of choices. This
unexamined: The neutral choice is based on a lack of information and

C. Other person's desire that interest is undetected.

B. Interference: Interference responses are based on the lack of stimulation

one another. To

A. The person knows the most to be positive, but prefers to remain neutral.

Neutral Choice (N)

The neatness and distance factor cannot be identified due to a number of

Negative Choice (-)
be affected by me.

neatness, or little choice, damn shame. But I don't want her to
to death if I put her on my list. Maybe I'll put her down as
choose careful, but she's so shy, she would probably be frightened
weighted: I wish I could
level of choice.

(1) Protect another person from exposure to choices received or

(2) To prefer her for some reason.

(3) I am strongly attracted to you. (Solitaire?) I really trust you.

(4) I mean, I trusted you.

(5) Ever since you told other people about me being gay
amend all revealed information to a specific person.

(6) Convey previously undisclosed material to the group or to a

Cover reasons are covered reasons that then do not appear in objective

of contact and style of communication.

And therefore, I'd lean a lot from a message by you.

Social contact reason - I know you have tried to reason partnering

Psychosocial reason - You are expressive and natural with your

Looking at other ways - I don't have any sense of who you are, no strange

Transference - You are anxious, gesturing, annoying me. I am reminded

I feel seen by you, and respected.
It seems easier to perceive mutuality, than to note differences. For example, if the person in question has made a contribution which is not acknowledged, the message to the other group member may be that their contribution was not valued. However, if the perception is of the act itself, rather than the message, the other group member may feel undervalued. This can lead to a cycle of disconnection and distance development.

It is useful to remind group members that the more perceptual awareness they have about the processes they are involved in, the more opportunities they will have to express their views and be heard. When making perceptual guesses, the group members are also encouraged to consider the impact of their guesses on others.

When working in a group during the shared phase, the group members are encouraged to make perceptual guesses about others, rather than just observing their behavior. This allows for a more active engagement in the group process, rather than a passive observation of others. The group members are also encouraged to consider the implications of their guesses on others.

Several devices may be helpful to group members having difficulty making decisions. The group members are encouraged to consider the implications of their decisions on others, and to discuss these implications with the group. This allows for a more collaborative decision-making process, rather than a solitary one. The group members are also encouraged to consider the impact of their decisions on others, and to discuss these implications with the group. This allows for a more collaborative decision-making process, rather than a solitary one.
and understanding personal growth. If benefits and contribute to increased awareness rather than harmful
process of discussion sufficiently in order to assure that the effects
of the sociometric group leader is to monitor the

The important task of the sociometric group leader is to observe the
necessary for further feedback,

the learning of a mutual language which, once learned, may
free feedback is accompanied by high confidence, empathy, and patience.
(4) zero feedback enhances cooperation, low confidence and hostility.
(3) cost of feedback is time
(2) increase in confidence, overaccomplishment
increase in accuracy, with which information is transferred
there is an

communication:

and McAndrew (1969) who have commented upon the effects of feedback on
for this face to face stage in the sociometric test can be found in Leavett's
sociometric group members, even though a new set of responses, a ratemate

This information phase has enormous potential for communication and re-
time to reassess the feedback for sharing, support and assistance.

also, as is reassessing to persons to have a specific
discussion made, they could seek out to they feel in need of immediate support during the
feedback. It helps to have each person identity a person in the group whom
reassessed, and on the greatest discussion in choices described and choices
make the greatest discussion in that particular

The group, if the person conducting the sociometric test, should be
the discussion period, approximately five (5) minutes per person.

others. The sociometric, or group, needs to allow for an adequate
of the discussion on the verbal level. Some people will finish earlier than
arranged for after the sharing phase, people seem to have varying styles
immediate task at hand. If additional time is required it should be
Group members will need to be encouraged to limit their contact to the

where do they stand with each other in the here and now
how they feel about the other's choice for them
their perceptual guesses, and reasons
category of choice and the reason for the choice

following information:

Once group members have made their choices they may be instructed to

Revelling choices in face to face interaction
It is possible to read the sociomatrices at a glance for the required information.

The names or all the older group members are listed in the same order down the first column and across the rows. This arrangement makes it easier to extract, evaluate, and interpret the information about the group members.

Constructing the sociomatrices:

Assemble in a way to be used for study and interpretation.

Information gathered by the choice-making quaestimators must be purpose for constructing the explication. Whatever those interpretations, the use of the sociomatrices last categorical in terms of group structure.

The analytical phase:

When group members have determined the meaning of this experience for their own purpose, they may use the sociomatrices to support the process of their reflective. The analysis of the experience outcome with the actual outcome. The discussion of the group members of the impact will be felt and the group will need to reflect on the meanings of the changes when new members are added to the group and when new group members choose another group.

Special emphasis in this discussion phase:

This aspect of the process (Appendix I, page 82) which provides a description of feedback. The reader is referred to the flow chart for the exchange of feedback. The reader is referred to the flow chart for the sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts a "Session Following the Sociomatrices/Group Leader conducts 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Leader conducts a "Session Follow
enter the total in the space provided.

8. Total the column (vertically) of choices received and negative choices received. Reading down the column, determine the total number of choices received for each person whose name appears in the column. Place a "C" for choices and a "NC" for neutral choices.

Note: When a person chooses not to choose, enter the total of the neutral choices made and enter the total in the total neutral choices column.

9. Total the number of neutral choices made and enter the number in the total neutral choices column.

10. Total the number of negative choices made and enter the number in the total negative choices column.

11. Total the number of positive choices made and enter the number in the total positive choices column.

12. Total the positive choices made by a person under the name of that person in the column headed "positive choices made by a person under the name of." Since some persons may choose more than one person for a level of choice (say, three persons as second choice), count the number of positive choices made by a person under the name of a person.

13. Enter a blank space for all the neutral choices. If research procedures suggest, chart the neutral choices horizontally across the page.

14. Chart the positive choices. Where this has been completed there should be a line for each positive choice. Continue this process until the data sheet shows no further positive choices. Place a "P" under the name of the person who has been the first choice. Place a "2" under the name of the person who has been the second choice. Place a "3" under the name of the person who has been the third choice. Place a "4" under the name of the person who has been the fourth choice. Continue this process until all such persons have been charted.

15. Chart the negative choices.

16. Arrange the objective data sheets in the order in which the names appear.

charting process:

Once the names have been entered on the sociomatrices, follow this

charting process:

of sub-structures can be seen once sociomatrices are drawn.

Group member choices for new male group members, etc. The greatest clarity

charting then the reader can identify other groups such as old male

Inter square: old group members choices for old group members. By further

D. females' choices for males.
C. females' choices for females.
B. males' choices for females.
A. males' choices for males.

Page results in the sociomatrices:
The ordering of the names on the sociomatrices in the example on the preceding
chooses weathered for person no. I would be:

Example: Using the values given above, the results of the sociometric

Value each neutral at 2.5.

Each total by 2 (numbers multiply involve 2 persons). (Ex: 34 + 16 + 12 = 62 divided by 12 = 5.16, divided by 2 = 2.56.)

Total the number of all neutrals (positive, negative and neutral).

C. Value neutral choices as equal to 0.

1st choice = 2
2nd choice = 1
3rd choice = 1

Total the number of negative choices received by the number

D. Value each choice as follows:

1st choice = no value
2nd choice = 1
3rd choice = 2

Total the total number of negative choices received by the number

E. Value each choice as follows:

1st choice = no value
2nd choice = 1
3rd choice = 2

Total the total number of positive choices received by the number

F. Actual positions of group members, especially starts.

The choices and ranking value on neutrality will help to differentiate

There are times when it becomes necessary to distinguish between one

12. Refer back to the objective data sheets.

11. Total all choices made and received by group members.

10. Total neutral choices received.

Any choice left (or spaces with an (N) and enter the total of neutral

Total choices made and received by group members.

10. Total neutral choices received.

9. Total neutral choices received.

Or check the totals do not match it will be necessary to re-check the totals.

The neutral choices made and the neutral choices received.

Total the number of all neutrals (positive, negative and neutral).

The choices and ranking value on neutrality will help to differentiate

These are times when it becomes necessary to distinguish between one

12. Refer back to the objective data sheets.

11. Total all choices made and received by group members.

10. Total neutral choices received.

Any choice left (or spaces with an (N) and enter the total of neutral

Total choices made and received by group members.
Sociomatrix is completed. After completing one vertical row, strike the sociomatrix reader down and across to the next black square. Continue this process until the sociomatrix is completed.

The choices have been identified as neutral, on the example below, make #1. If helpful, when computing, 1a small dot is placed on the sociomatrix when neutral or incongruent (positive-negative, positive-neutral, negative-neutral), the choices are reciprocal (positive-positive, negative-negative, neutral-neutral). The choices of which choices fit, allowing the sociomatrix to determine whether the reader and just above it are squares representing the choice made for each row and vice versa. The diagonal lines on the reader connect to the right of the uppermost triangle across the black square in the line of squares which runs diagonally across the second sociomatrix. Immediately to the left of the uppermost triangle on the second sociomatrix reader, place the uppermost triangle over the second sociomatrix reader. This process is made simpler by using a computing decoder.

### Procedure for Determining Mutuality and Incongruity of Choice

In order to determine the connections between two persons, one must read who wish to distinguish between level of choice. When making mutual differences, however, he algebra a solution to choose whether makes little difference; moreover, he differs in differential Campbell's opinion that differential. A discussion of weighting sociomatrix choices can be found in an article by Donald J. Campbell (1960). 20 Campbell's opinion is that differential 21 mutuals.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>5</th>
<th>12.5</th>
<th>12.5 + 0.5</th>
<th>TOTAL</th>
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<td>0</td>
<td>=</td>
<td>N</td>
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<td>3</td>
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</tbody>
</table>

For 5 mutants:

$$-12 + 12.5 + 0.5 = 5$$
In the example the incongruities are:

- A mutant positive-neutral)
- A mutant positive-neutral
- A mutant positive-neutral
- A mutant positive-neutral
- A mutant positive-neutral

By reading the soccromatrix and writing the kind of incongruity
D, the child blank triangle from the top.

Place the soccromatrix reader upside down with the triangle covering
the third blank triangle instead.

The incongruities from make 2 to female 2 can be determined

C. The incongruities from make 2 to female 2 can be determined.

Looking vertically down the soccromatrix.

- Male 1 are double sex.
- Male 1 are double sex.
- Male 1 are double sex.
- Male 1 are double sex.
- Male 1 are double sex.

Consume them.

The following instructions may prove useful:

- Determine a total of mutants involved simply counting the number of
- Determine a total of mutants involved simply counting the number of
- Determine a total of mutants involved simply counting the number of
- Determine a total of mutants involved simply counting the number of
about choices for him or her, and therefore the perceptual data must
be scrutinized. You are being asked to re-examine the perceptual
space under the person’s name, teaching vocabulary down the
right side of the sociomatrices. For locating the person’s name at the top of the sociomatrices,
2. SHAPE the perceptual essence a person’s name hence made on the perceptual
sociomatrices in a way that reflects the name itself.

The objective sociomatrices, then, place the teaching paper onto the
top of the sociomatrices in the same order as appears on
The following procedure is employed for noting the perceptual data:

The other results,

Aspects of the role of the co-researchers.

Aspect of the role of the co-researchers. Participation in this phase of the exploration is an import-
and challenging role for the whole group. This is one way that sociomratical connections can be tested.
When a person is actually involved in reading the dichotymic connections
between persons in the sociomatrices, many subjective connections occur to a

- Encourage group members to be involved in the charting of the data.
- Total matches and incongruities and place the total in the
For example see below.

**Sociometric Construction**

The sociometric construction is a method for identifying the most effective group of persons to include in a given situation. The method involves the use of a sociogram, which is a graphical representation of the relationships within a group.

1. Draw a sociogram for the group of persons to be analyzed.
2. Identify the central figure or figures in the sociogram.
3. Calculate the degree of centrality for each individual in the group.
4. Identify the individuals with the highest degree of centrality.
5. Select the individuals with the highest degree of centrality as the core group.

The sociometric construction is useful for identifying the most effective group of persons to include in a given situation.
How to draw a sococtagram

1. Draw a circle of the same size on the paper and outline the same size as the stimuli. Also, outline the sococtagram as given for actual sociometric data. Compare these sococtagrams with the stimuli and outline the same size as the stimuli. Outline the percetual data as given on the percetual sococtagram.

2. Identity the next most highly chosen person(s) and place them in the circle.

3. Complete the placement of persons using the same procedure as outlined.

4. Draw the relational sociogram of each person in the group.

5. Other useful sococtagrams might be:

- A. Sociogram of percatual choices for the same sex and for the opposite sex.
- B. Sociogram of percatual choices for the same sex.
- C. Sociogram of choices for the opposite sex.
- D. Sociogram of choices for the group as a whole.
- E. Sociogram of percatual choices for the same sex.
- F. Sociogram of percatual choices for the opposite sex.

6. Percetual sococtagrams

- A. Sociogram of first choice percatual positive.
- B. Sociogram of first choice percatual negative.
- C. Sociogram of second choice percatual positive.
- D. Sociogram of second choice percatual negative.
- E. Sociogram of third choice percatual positive.
- F. Sociogram of third choice percatual negative.

Draw between persons, marking the intersections where necessary.

7. In form A.

8. In form B.

9. They have reciprocal relations.

10. Identify the highest person near the center of the page, plot the circle of the same size as the stimuli, and plot the circle of the same size as the stimuli. Then, place the circle of the same size as the stimuli. Place the circle of the same size as the stimuli. Then, place the circle of the same size as the stimuli.
In instances when you want to indicate the preference shown (let, and choice, choice indicated)

- Negative Incumbency
- Perceived Positivity
- Neutral Incumbency
- Perceived Negativity
- Neutral Incumbency with Negative Response
- Positive Choice Mer
- Neutral Incumbency
- Positive Choice Mer
- Neutral Incumbency
- Positive Choice Mer

Mutuals

Indicates Male

Indicates Female

Notational System for Socioecology Construction
3. Next compute the average number of positive choices received for each of the sociometric tests. (For example, on one test the average positive choices received by the number of positive choices received.)

4. Next identify two sociometric aspects about the group you wish to
   notice at a glance those persons who are chosen above or below average.
   And draw another concentric circle on the target. This makes it possible
   by the number (i.e., 33)
   of the inner circle to the outer most edge of the concentric circles
   of positive choices received. Find the average 5% of the targets, and the targe.
   Next, at the center is 5, the next least 4, and the next test 6 is the
   average positive choices received in all sociometric tests for this
   group. By each person. Identify the number of positive choices a
   person could receive, usually the number of times the number of
   choices received the point that the number of positive choices received.
   persons are asked to make choices.

2. In sociometric expressions where persons are asked to make choices
   of choice see references.

1. Draw four concentric circles, the areas of concentric circles remaining
   unchanged typically where chance and circumstances below change above chance, below chance.

I. Draw five concentric circles, the areas of concentric circles remaining
   unchanged typically where choice and circumstances below change above chance, below chance.

By Mary L. Northway, 22

The Target Socogram provides a method of graphic presentation which

The Target Socogram
others who are not members of the group, preferring to have no choice in
The true instance does not choose and is not chosen. He or she may choose

Isolate and Isolated Pairs

personal attributes and subjective feelings.
slights and incompetence (the psychologist's view) of one person
possible to determine who is the sociometric star (persons highly chosen for their
becomes impossible to determine who is the sociometric star as described in the
the person is isolated from the group. Hence, if the group is isolated, it is
persons who don't choose you, and not choosing persons who do choose you.
some of the focus of the group due to stresses which results from choosing
the highest number of unreciprocated reciprocates, and can therefore claim
the need arises to acquire the seat of sociometry. This person has the
where the person is positioned for teachers in the group, there is also a
in the group based on the criterion for which the group has been making
choice of a chair, a person's choice of a chair, and the number of
the number of choices, those choices are a solid basis for decision and support
people that made choices and those who did not make choices.
The sociometric star is the person, or persons, in the group who receive
The sociometric star is the person receiving the highest number of
the group's structure.
In practical positions in order to effect an analysis of the group's structure.
The sociometric will need to determine if the scores have increased, lessened,

more than they need for formation growth and integration. 27

unreciprocated reciprocates, the nonoption, and those less preferred are
representatives will represent the sociometric profile. The numerated,
more than they need for formation growth and integration. 27

and is further explained by Zemba I. Moreno (1934).
(1996) and it is further explained by Zemba I. Moreno (1934).

In this phenomenon is termed the sociometrically underchoosen
an absolute number of choices, and a few will be sociometrically
a larger number of persons will receive
distribution of choices among group members will be uneven; one, or a
regardless of the size of the kind of group being investigated, the

Analyses of Choices
The diagram depicts social network configurations, indicating the flow of influence and decision-making processes within a group. The flow starts with a node labeled "Main" and branches out to various sub-nodes, each representing a different aspect or role within the network. Arrows indicate the direction of influence or communication between these nodes.

The text explains that in this example, there is a line of persons making each choice in the same direction. Characteristics, such as neutral, good, or bad, are often present, influencing the decision-making process.

Key persons are identified based on their roles and influence over the actions of the group. Each sub-group has a specific function, and diagonal lines denote the division of tasks among group members.

Key points include:
- The group's decision-making process is guided by a hierarchy.
- Key persons have a position within the group, which links together several key persons.
- Different types of persons and linkages are depicted in the diagram.
- Attention to tasks is crucial, especially when followers are present.
- Group members are influenced by a hierarchy, which directs the overall decision-making process.

The text highlights the importance of clear communication and decision-making structures within social networks.
The following questions, which assess sociometric measures in understanding the consequences of both and to practice the expansion of their interaction as a means of decision-making processes. They require opportunities to experience the choice-making functions, and to become aware of the interactions about their behavior and their fundamental account of sociometric orientation of sociometric methods could never change their world, even if they could contribute to understanding it.
other person, or the group members, to deal effectively with conflict.

Groups tend to under-choose negatively and yet over-estimate to

research that suggests the same direction.
There is a tendency to spread positive choices over a greater number of persons and receive negative choices for only a few. It appears that a person receiving a high number of neutral choices is an indication of little acceptance by others; on the other hand, receiving negative or positive choices may be reflecting about him or her.

The reception of positive or negative, happy or sad, on the other hand, will heavily influence the person with whom the person is interacting. The person's perception of how others react and whether they feel positive or negative or neutral towards him or her is important in determining the balance of positive or negative feelings. The question of a person having no clear indication of how others react is important in determining the balance of positive or negative feelings.
I don't know as well.' Joan may choose Mary as her first choice. 'I trust
with the reason.' I trust you so completely. I want to do this with people
who are mutual.' For example: Mary and Joan have been
incompatible of category of choice. For example: the category of
mutuality in the reasons given for a choice and
incompatibility of choice category, and there can be
mutuality in the reasons given for a choice and
incompatibility within the choice category.

Mutuality and Incompatibility of Choice

Statement of support and better in the process.

Serf, to beagher chosen, in the mutual category can be interpreted as a
choice of two into a role. For someone who needs to make the mutually
consistent act of resisting a more reasonable and strong person time to
resist the act of resisting a more reasonable and strong person to resist
a mutual choice. "When a group do you wish to encounter" to receive
criteria, such as others in the group. In the group do you wish to encounter or
not the person would persecute a positive or negative choice. On some
issues, the group would persecute a positive or negative choice.

mutual choice?

"What seems to account for a person receiving a high number

The reasons given for their negative responses to others need to

be explored and expanded to by the person receiving the negative response.

The reasons given for their negative responses to others need to

be explored and expanded to by the person receiving the negative response.

The reasons given for their negative responses to others need to

be explored and expanded to by the person receiving the negative response.
The Group's...
The emergence and interaction of perceptions into a more coherent unit.

One of the reasons that groups investigate their social structure is

- the reinforcement of perception and change in feelings as the case of actual misperception.
- the tendency of perception, reinforced by interaction, to lead to group agreement.
- the effect of group allegiance on the making of choices and perceptive biases. Each
  group session reflects the nature of choices and perceptive biases. Each
group session reflects the nature of choices and perceptive biases. Each

Persons in the middle group are in their effective responses to associates.

Strong ego needs for success and for acceptance by others.

As a result of the interaction of the group's perceptions of the

The results of the interaction of the group's perceptions of the

Persons who overestimate the acceptance of others have a

Persons who underestimate the acceptance of others have a

Persons who underestimate the acceptance of others have a

Persons who underestimate the acceptance of others have a

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Persons who underestimate the acceptance of others have a

Persons who underestimate the acceptance of others have a

of those in leadership positions.' ”

...should not be thought of as "teacher leaders" but rather as "leaders-to-teachers" since he is an important member of the teaching staff. The role of the principal is to identify and support those who have influence over whom.

...and who do not know of the effort made for them.

...on the needs of others than others than their own needs. The teacher, in his role as the leader, can provide a framework of the ways of behaving (depending upon context) that promote others to follow. Other characteristics of the leader and the leader's role are:

...born teachers are one time commanded controllers by external forces. When teachers are leaders under those conditions, they are leaders of the group. The leader, therefore, has to be an expert in the task at hand. The leader's role is to identify and support those who have influence over whom.

...be based on these characteristics.

...and which are familiar and
dedicated to the same educational system. The principal can then become the educator into some...
It is possible that the prevalence of schizophrenic changes in sociometric

and rank-difference correlations are the methods which have been employed

in product-research, and that the trend studies have had their significance in a major focus. A number of

positions can be determined through an empirical analysis of a number of

A note on the reliability of sociometric data and test-retest results

than the midpoint.

The top is near the root.

Start from the top.

To heal it,

The tree of life is alighting.

about the relationship of the leader to the majority.

A paragraph from words of the leader gives the sociometric a clue
to a pattern among words of the leader that indicate leadership and responsiveness.

Leaders project the responsibility to consider and to make others.

and what style of leadership they prefer. Action leaders are those

role of leader to do, what characteristics they want in their leaders.

Group 5 will be important for group members to be clear about what the

take a creative role in a position of sociometric test designed to identify the

In studying the results of a sociometric test, many members' attitudes toward the leader are

my hypothesis, but in the sociogram, the leader chooses a pattern or respondent. For sociogram analysis, a

Teichner's found that, in the sociogram, it is noted, the secondmost common

who can be the leader in a way as to meet the best response of a teacher

with the sociometric test, the respondent more nearly

the set of values, it is as if the respondent were forced to assume the

leader who has no desire for role reversal but who will make no effort to support or encourage the

position of actual leadership of a group, this is a position of leader-

preferences of actual leadership of a group, this is a position of leader-
The factors which affect the degree of change in choice are: extent

sociometric type data. 

conditions for applying these methods are sufficiently satisfied in

distribution of choices is highly skewed. It is doubtful that the

most frequently to compute testability coefficients.
Making Assignments to Test Socioecometric Choices in Action

1. In the warm-up phase of the socioecometric test, participants choose the ways in which the data will be utilized. Therefore, they know beforehand that they will be assigned a partner for those activities intended in the criterion for which they will be assigned to a group. They make choices for another person or they will be assigned to a group.

2. In action, the group members choose a metaphor which represents how they want the group to function. The metaphor is chosen for its potential to resonate with the group members and to serve as a touchpoint for further discussion. Some people may have chosen a metaphor that is relevant to their experiences or interests.

3. Each group member is assigned to a position in the group that is defined by the metaphor chosen. This position may reflect their role within the group, such as a facilitator or a recorder. The group leader may call for action and have personnel begin to take on a role. The group members may discuss the metaphor and the position they have in the metaphor, according to the metaphor's relevance to the group's theme.

4. The group members are expected to explore their metaphor and the position they have in the group. They discuss the socioecometric themes and how these themes relate to the metaphor chosen.

5. Each group member is expected to take on a role within the group. The group members may discuss the metaphor and the position they have in the group. They discuss the socioecometric themes and how these themes relate to the metaphor chosen.

6. The group members are expected to explore their metaphor and the position they have in the group. They discuss the socioecometric themes and how these themes relate to the metaphor chosen.

Discusses the Group Socioecrogram

Defining the Group Socioecrogram

Identifying the socioecometric criteria for future socioecometric exploration. The following criteria provide that active focus: The action socioecrogram.
is a possibility.

There are two reciprocal connections to any of the other three, if so, it

then, whereas there are three or four, depending on if any of these persons

etc., the two persons in the group who have a low sociometric status

and not upon some external factor (number of seats in a car), belief in a room,

and not upon the interactions of Group members.

number of small Groups depends upon the interactions of Group members

2. Depending upon the number of small Groups defined (in some instances, the

Therefore, we have a relative weightage of each person's position.

As a possibility, we have to consider when creating a relationship in such activity as to imply that a small Group

Assumptions into small Groups

would be willing to try our relationship in this activity.

when they were not aware of their relationship in this activity, with whom they

2. Have Group members identified other Group members (whom they choose to remain

in which the experience contributed or disapproved the initial reason for

3. Have the persons distinct, either their involvement in the activity, was

Follow up on Patients:

with a partner that gave them the most satisfaction.

when made on the spot, it would be likely that fewer people would be

possible. It may be helpful to point out that the assumptions were

person (usually a stress, more than an assumption, would still remain a

In some instances, there is no way to satisfy everyone, including, the

assigned them to a person who has chosen him or her, whom the person did not

3. If none of a person's choices are met with a positive or a neutral response,

2. If a person has no mutant, assign them to the highest possible choice they made

in that group. The descending order is as follows: 1:1, 2:2, 1:2, 2:1

1. Identify the strongest mutually positive relationship and the person has

Assumptions of Patients:

1) Share the sociometric wealth.

2) Person in a weaker sociometric position tend to have fewer reciprocals,

Edwards and Mead have the assumptions with these persons.

called choices. Find the strongest, positive link they have in the

There are certain basic principles that are followed when making assignments

on the basis of a criterion selected to assist with the making of small Groups.

using sociometric data.
6. Draw a sociogram of each group to check the interpersonal interactions. Identify members and a similar sociometric value.

Groups until there exists small groups having a similar number of members and a similar sociometric value.

5. Continue address persons, making attempts wherever possible to avoid placing negatively connected persons in the same group. Shift and change the connected in some positive way. Keep track of the weighting of each group.

4. Locate the persons to whom each has a reciprocal relation. Place a sociometric weighting in a column to the right of each person's name.

3. Place the name of each person at the head of a column, and place the issues with which the small group will have to deal.
Identifying New Criteria for Sociometric Explanations

1. Have the protagonist identify the role or change in the audience

2. Have the protagonist continue the character's interaction in the role until there is some progress towards the protagonist's narrative that is satisfying.

3. Have the protagonist select an example from the suggestions made, and incorporate the suggested role into the protagonist's narrative. Each suggestion will fill the protagonist's role, and the suggested role is provided by the audience.

4. Support the protagonist's change in the role by increasing the protagonist's narrative and decreasing the role of the protagonist.

5. Focus on the protagonist's change in the role by increasing the role of the protagonist.

6. Focus on the protagonist's change in the role by increasing the role of the protagonist.

7. The protagonist is in the role of the other, but is in a position to gauge the impact of the change on other people, and evaluate the success of the protagonist's narrative.

8. The protagonist is in the role of the other, but is in a position to gauge the impact of the change on other people, and evaluate the success of the protagonist's narrative.

9. Have the protagonist continue the character's interaction in the role until there is some progress towards the protagonist's narrative that is satisfying.

Role Training

The 169 helps to provide this future protected focus.

(1) The protagonist in the role of the audience.

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FOOTNOTES

CHAPTER III
CHAPTER III


ACTION PHASE

APPENDIX I.6

CHAPTER 3
If you are ready, take the next phase. Proceed to the structure and dynamics in terms of group to analyse the data.

If you aren’t, share what the group could do. Based on this expert’s experiences, what changes have you made in your organisation?

Evaluate the method for this group. Have you as a result of this exploration, made for them, known the choices experienced by each person, how they made the choice, and what they felt about them overall. What has taken place?

Share to people, known to people, how each person experienced making choices.
Appendix I. A

Chapter 3

Preliminary Procedures
Intervention and
choices are mutual, which is chosen unilaterally or selected from the group.

The sociometric test is conducted by a group of persons who are asked to make choices among other group members. Each person answers, "Who do you choose to have on your team?". In this manner, the test is conducted on the basis of the answers given.

The sociometric test is a procedure designed by Jacob L. Moreno, M.D., to determine the connections which exist between persons in a group, without asking them to change their opinions. The test is conducted by asking each person to answer questions such as, "Who do you choose to have on your team?"

The sociometric test is conducted by a group of persons who are asked to make choices among other group members. Each person answers, "Who do you choose to have on your team?". In this manner, the test is conducted on the basis of the answers given.
comfortable.

If your reasons are as follows to the person, not about them, this makes
your reasons for choosing yourself, enable you to gauge the individual
more. Write yourself as well as enable you to gauge the individual
and any easy task. Verbalizing your feelings will help you understand
others' perspectives with greater clarity and words. It is.

Remember to be more personal.

The reason for making the specific choices on the specific.

If you have difficulty making your decisions, choose your eyes and imagine yourself
in the activity specified with each person in the group. When
enough in the activity specified with each person in the group, you
may be given the same number.

Choosing to go made with you might put everyone in the "choose not to"
choice in your risk-taking ability.

A "choose" in your risk-taking ability. Group leader and self-confidence.

To speak one and other suggestions, and look for criteria which will provide
the group member can gain freedom from these needs and fears, and become more
more effective as a group member, group leader and self-confidence.

The group member can gain freedom from these needs and fears, and become more
effective as a group member, group leader and self-confidence.

The process of sociometric expression provides focus on a question which
implies in the criteria with someone of his or her choice.

Apendix II, cont.
and the degree to which a person has been able to form a world around them.

With this point in mind, we can better understand the growth and change in the mutual shared experience. The group can judge growth and change.

It is particularly useful to understand the social interactions in the group.

For example, when a person leaves the group, the group member is not a member anymore. The group member in place of another, often in the process of elimination, can often take the role of someone else. A group member will realize that the person remaining takes on a new role. A group member may get together with other group members and discuss the choice of a new group member.

The group of people who are in the process of elimination may be less aware of other group members who are in the process of elimination. The process of elimination may occur in many ways, and happen immediately or over time. People who were looking at the group may change their roles.

All of the above questions look at the sociometric test as a measuring device of expandability, creativity, and productivity.

We are interested in looking at the factors involved in what kind of group the of the group. We begin to look at the factors involved in what kind of group someone has participated in several interactions with different groups. We are interested in looking at the factors involved in what kind of group someone has participated in several interactions with different groups. We are interested in looking at the factors involved in what kind of group someone has participated in several interactions with different groups. We are interested in looking at the factors involved in what kind of group someone has participated in several interactions with different groups. We are interested in looking at the factors involved in what kind of group someone has participated in several interactions with different groups.

The procedure also helps each individual to look at his or her strengths.

Summary

Perceptual skills.

In order to get in touch with the choices they might have made, one may find it helpful to put yourself in each person's place (role reversal) when you get to the part of the procedure that asks for perceptual guesses. You may find it helpful to put yourself in each person's place (role reversal) when you get to the part of the procedure that asks for perceptual guesses.
I. MAKE VISIBLE CHANGES IN GROUP MEMBERS’ POSITIONS IN A GROUP.

Reasons:

A. MAKE GROUP

1. Provides a focused vehicle for expressing feelings in a collective, directed
   and focused manner.

2. Motivates group members to examine the ways they have to take responsibility
   and feel more control.

3. Identifies possible solutions for altering group structure.

4. Clarifies areas where group members have to take responsibility.

5. Provides a focused vehicle for clarifying group structure.

6. Identifies persons carrying the heaviest loads of responsibility in the
   group and can provide role models.

7. Identifies the structure of the group and how they are organized.

A. Form new group

1. The sociometry test makes visible and concrete pre-existing
   connections.

2. The sociometric test uses well as a transferable and empathetic
   connections and group structure.

3. Difficulties issues of inclusion and suggestions intervention possibilities.

4. Clarifies level of trust and trust-taking in the group.

5. Provides a focus and focus central concern.

Reasons for new group

A. A newly formed group

1. The newly formed group has been provided to help identify those
   following are the individuals who have been provided to help identify those
   following are the individuals who have been provided to help identify those
   that activity in the 20th at the group and pass this awareness to the group.

2. This enables to develop the needed benefit from a sociometric test. These are ones which indicate a need
   benefit from a sociometric test. These are ones which indicate a need

APPENDIX III

CHAPTER 3
B. A terminating group

- Provides information on group dynamics which are supportive of the fear of rejection.
- Provides an opportunity in facing the fear of rejection, and the one's responses and choices for others.
- Provides practice in being open, firm, clear, and honest about skills.

A. Can clarify the end or continuance of relationships.

1. The focus of evaluation.

2. Identifies areas of group and change for the group which can be met by the group as it has currently structured itself.

3. Highlights role development needs of group members (act honestly).

4. Focuses on issues to be resolved in the group which are preventing adequate closure.

Reasons:
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DECISION</th>
<th>TYPE</th>
<th>RELEVANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to use it.</td>
<td>5=Overwhelmingly want it.</td>
<td>5=Very relevant.</td>
<td></td>
</tr>
<tr>
<td>I could be persuaded.</td>
<td>4=Could be persuaded</td>
<td>4=Threatest threat.</td>
<td></td>
</tr>
<tr>
<td>I'm neutral about it.</td>
<td>3=Somewhat relevant.</td>
<td>3=Almost certain.</td>
<td></td>
</tr>
<tr>
<td>I wouldn't use it.</td>
<td>2=Not much relevant.</td>
<td>2=Mildly threat.</td>
<td></td>
</tr>
<tr>
<td>To me it is irrelevant.</td>
<td>1=No relevance.</td>
<td>1=No threat.</td>
<td></td>
</tr>
</tbody>
</table>

In the columns indicated below rank the following criteria using the threat and type scale as described.

In Appendix I

Chapter 3
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DECISION</th>
<th>RELIANCE</th>
<th>THREAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THREAT</td>
<td>RELIANCE</td>
<td>TYPE</td>
<td></td>
</tr>
<tr>
<td>5=Very relevant</td>
<td>5=Very relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Relevant</td>
<td>4=Very relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Mediocre</td>
<td>3=Very relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Not relevant</td>
<td>2=Very relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1=No threat</td>
<td>1=No relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0=No relevance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This table represents a structured framework for assessing the relevance and type of threat. It is designed to help evaluate various criteria against potential threats, determining their relevance and impact. The table is part of a larger contextual analysis, possibly related to a decision-making process or risk assessment.
THE SOCIOMETRIC TEST
FOR
OBJECTIVE DATA SHEET

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This criterion. It is not necessary to list in any particular order.

2. Whom in the group do I choose to remain neutral toward on the basis of

REASON FOR THIS CHOICE

NAME

_________ (let in the order of preference)

1. Whom in the group do I choose to

REASON FOR THIS CHOICE

NAME

_________ (let in the order of preference)

Date: ____________

Name: ____________________
B. I have chosen to make perceptual guesses about the choices of:

REASON FOR THIS PERCEPTION

NAME

We on the basis of this criterion?

3. Whom in the group do I perceive will choose to remain neutral toward

REASON FOR THIS PERCEPTION

NAME

category?

2. Whom in the group do I perceive will place me in the choice not to

REASON FOR THIS PERCEPTION

NAME

A. I, Whom in the group do I perceive will choose me?

Criterion:

Date: ____________________

Name: ____________________