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ABSTRACT

Vocational Exploration Groups (VEG) is a program for aiding both youth and adults in to increasing clarification of their position in the occupational world. It is designed to lead an individual to personally supportive first choice of an occupation or to a reconsideration and a rechoice. The process consists of 27 steps within 5 phases of (1) inclusion, (2) job inventory, (3) job personalization, (4) the expansion of jobs personalized, and (5) the next step. The process is conducted for small groups of 5 people by a trained facilitator of the group process. Leaders use a kit of materials and a leader manual to guide group members through the various steps. In the studies reported, 195 trainees and leaders gave their attitudes and impressions of the effectiveness and functionability of the VEG program. Also, 825 Emplcyment Service applicants experienced a three-hour group session in Vocational Exploration. Randomly assigned control were also used. Experimental groups when compared with control groups obtained twice the number of jobs during the month and showed more movement into training and from work training to jobs. (Author/BW)

Vocational Exploration GROUP

THEORY AND RESEARCH

BY CALVIN J. DAANE

VOCATIONAL EXPLORATION GROUP

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To the COMO PROJECT, Manpower Administration, U. S. Department of Labor (Contract No. 04-1-0426-000) for their encouragement and support. They allow researchers to comment freely, so the viewpoints expressed here may not necessarily represent official position.

To the one hundred ninety-five VEG TRAINERS AND LEADERS listed in this report. They have my admiration and my many thanks for their efforts.

And to PETER who thinks his dad works too much, but also knows the fun of it.

CJD

ABSTRACT

Vocational Exploration Group - Theory and Research

During the months of August through October, 850 Employment Service applicants experienced a three-hour group session in VOCATIONAL EXPLORATION as conducted by counselors, interviewers and coaches. Applicants were sampled from local offices and from work training programs in ten COMO states with randomly assigned groups for control. Both experimental and control groups were observed on orally administered tests for EMPLOYABILITY perceptions, perceptions of social ALIENATION, Rokeach's DOGMATISM, and status concerning JOB immediately following the experience and again one month later.

Experimental groups obtained twice the number of jobs during the month and showed more holding power for work training programs. All experimental groups (156) without exception showed higher mean scores on all 16 test variables for perceptions exceeding the realms of chance. EMPLOYABILITY perceptions lingered during the month without exception and some of the reduction in ALIENATION was also maintained. The one month later response was 85 per cent. Multivariate analysis of treatment and control groups w re observed for leaders within states with positive results for that test of accuracy in randomness.

Leaders were prepared by trainers using a $2\frac{1}{2}$ day sequenced program. Trainers were prepared through a second programmed sequence. The 195 trainers and leaders gave their attitudes and impressions on the effectiveness and functionability of the VEG program. There was 97 per cent response with 85 per cent positive reply.

The Vocational Exploration Group process has 27 steps within five phases of: INCLUSION, JOB INVENTORY, JOB PERSONALIZATION, EXPANSION of Jobs Personalized and NEXT STEP. Groups were conducted for five members at a time with all members taking part in all tasks. Leaders used a kit of materials and a leader manual to guide group members through the various steps. The materials included Job Information Booklets, conceptual charts, work scene pictures and other stimuli for projection and search of self-aspirations. The major focus is an understanding of the man-job relationship as a give and take process between JOB FUNCTION, JOB DEMANDS (Interest-Skills) and JOB SATISFACTIONS for personal needs.

COMO Project - Contract #04-1-0426-000
Project Director: Dr. Calvin J. Daane

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BACKGROUND

The Vocational Exploration Group utilizes group interaction techniques for world of work exploration and the much needed study of man-job relationships. It's a process designed to help applicants make better use of counselors and counseling skills.

Following are two scenes which are not unfamiliar to job counselors and interviewers. One shows a client asking correct but incomplete questions. The second shows a client without the readiness to relate to and work with the counselor's very good and more complete questions. The scenes help to tell the story of what Vocational Exploration Group is all about.

YOU'RE BACK AGAIN

Applicant: I want a job.

Counselor: What kinds are you thinking of?

Applicant: ANYTHING.

Counselor: Here's one. Do you want to seek out an interview?

Applicant: SURE, ANYTHING.

(two weeks pass)

Counselor: You're back again.

Applicant: I want a new job.

Counselor: What kinds are you thinking of?

Applicant: ALMOST ANYTHING.

Counselor: Here's one that's different. Want to try this one?

Applicant: SURE, ALMOST ANYTHING.

NO JOBS CALLED ANYTHING

Applicant: I want a job.

Counselor: What kinds are you thinking of?

Applicant: ANYTHING.

Counselor: There are no jobs called anything. What would you like in a job?

Applicant: Good pay, pension, and vacation days.

Counselor: If a job could bring you additional satisfactions, what are some you would want?

Applicant: HUH?!

Not all applicants are like YOU'RE BACK AGAIN, but many are, and in situations like this clients and counselors can't win for losing. In order to serve the client and safeguard against his rejection, the counselor moves directly to solve the problem presented--"I want a job." He knows this is likely to be the birth of a "repeater" who returns and returns or returns and turns away, with time and ego wasted for everyone concerned. Yet, to move beyond the client's direct question is to risk client rejection. If the client were to extend his requests more completely with: "Anything that will bring me these kinds of satisfactions," rather than just "Anything," the repeater may remain unborn.

In NO JOBS CALLED ANYTHING, the client is unable to understand what the counselor is asking. Indeed, the question brought confusion. It is at this point that counseling must take the longer route to ready the applicant to work with the problem. When the longer term readiness occurs, mature counseling and placement will usually also occur. But, the time element is important and there may be more powerful and efficient ways to gain this readiness which allow for the more efficient use of counseling skills and increased applicant employability.

ALIENATION

Non-workers often see jobs as highly selective and demanding. Man must make application and attempt to please the interest-skill demands of the job. Jobs, in turn, pay only in tokens like money, pension, or days off from work . . . imagine, one of the rewards from work is not having to work!

Man, however, has always been at least as concerned with the deeper, more powerful needs and satisfactions. Work could help him remain and grow more happy as he gropes for the delicate, and individualized, but necessary balance of "comfort-excitement"--The Good Life!

Work must certainly meet the demands of the Gross National Product in order to serve man collectively. Both interest-skills and need-satisfaction are traits and like all traits are found in distribution among man individually. Jobs know what they are and what they need. Man knows less about how he can use work for his needs. Jobs can thus make selections among man, but individuals are more often limited to just agree or disagree.

We have worked long and hard professionally to help make job demands clear. We have high standards for accurate job specifications. But, we have allowed the individual to remain relatively unaided in his ignorance of how he can utilize work for his deeper satisfactions.

Counselors have been either OCCUPATIONOLOGISTS who merely interpret job specs (demands) to individuals or deep-seated THERAPISTS who can't be bothered with surface manifestations such as where, how, and what does one gain from work. We have concerned ourselves with writing worker analysis as well as job analysis. But

these often merely show how the worker may meet job demands rather than his own differential needs. Even monographs and occupational briefs widely used in attempts to explore the man-work relationship too often serve to merely draw relationships between and within job clusters. Work is described, not the man-work relationship.

Man as an individual is asking for more consideration. He is negatively reacting to such a rigid, impersonal work world. He is dropping out, becoming passive, content to be unemployed and often making only token efforts to find jobs. He often feels that jobs are using him. Indeed, society (collective man) is using him when it gives support to the world of work.

Shadows of alienation are abundant, and the world of work is contributing. Work must become more considerate to individual man. We need not withdraw from our standard of living nor our modes for competitive dreams of increased living standards; but, we must better prepare individuals for work choices that will more clearly serve his deeper satisfactions.

Man must become more active in selecting jobs rather than merely agreeing or not agreeing to the selection made by the job. To do this we must help man discover his own needs for work. The professional efforts and skills that allowed us to so clearly define jobs and job specs for the welfare of collective man must be refocused for attention to the individual. The world of work which now contributes to thoughts of social alienation can become a potent vehicle for the reduction of these thoughts and a contribution to man's perpetual search for The Good Life.

The following are descriptions of the VOCATIONAL EXPLORATION GROUP process with discussions of what happened when the process was made available to a large number of applicants in ten different

regions and states. Findings are in terms of: actual EMPLOYMENT, EMPLOYABILITY perceptions, and PERCEPTIONS regarding social ALIENATION.

THE VEG CONCEPT

In selecting jobs one must do more than merely learn job facts. There is a give and take relationship between man and his work, and this relationship needs to be explored.

There are three critical links between man and his work--JOB FUNCTION, JOB DEMANDS, and JOB SATISFACTIONS. The understanding of these links and man's expression of feelings about them will lead to his choices for continued mutual reinforcement and support.

Some of consumer demands upon work can be met by machines, but work needs man for some of them. Some of man's satisfactions can be met during leisure time, but some of man's demands for satisfaction can be met by the job. Man should be the aggressor and make the choices. So, he must know whether he wants to and whether he can meet the particular job demands and whether he has present or latent need for the particular satisfactions delivered from the job.

Attendance is not the only demand, not even the prime demand for many jobs. Neither is adjustment to authority nor money the only job satisfaction. Workers often leave one job of high pay for another which pays less and people often drop out of work because they see only the money and this, to them, is not enough.

The goal for the VOCATIONAL EXPLORATION GROUP is the identification of the man-job relationship. The process is structured small group interaction to a series of sequenced tasks that are relevant to man and job issues. The sequence of tasks are designed to develop insight into what jobs are, what they demand from man, and what they give to man in return. The process of identification with these issues is thought of as JOB PERSONALIZATION.

GOALS

Four basic dynamics occur during the group. Members gain increased levels of self confidence; members share job knowledge and resources; members gain understandings of man-job links and job personalization; and there is expanded perception about jobs and job satisfaction.

LEVELS OF SELF CONFIDENCE become operational in man's self concept and image. The image can change and does, but not too rapidly or drastically without a levelling or compensating influence.

Self concepts hold notions and self impressions about traits--i.e. ability, skill, character, tolerance, etc. When some portion of the image is under attack, it must defend. There are two potent sources of attack: the person important to us, and the larger group of peers. When these sources tell us that in some way they think of us differently than the way we see ourselves, we must defend or hit out, or move away in escape. When we find acceptance, however, and agreement that we may think of ourselves as we do without fear of rejection, the energy we have earlier used to defend may be released for new and creative thoughts.

People who are out of work, or have fears they may not find work to fit the image of self, feel the pressures of lowered self concept. Energy that has been used for creative adaptation must now be used for defense. It is a downward reinforcing cycle since the defensiveness reduces the chances of creative thoughts for adaptation and brings increased unemployability.

The VEG process is highly concerned with acceptance for thoughts about jobs. There are two graduated methods: self disclosure of thoughts about jobs and peer feedback for acknowledgment and acceptance that the thoughts exist. The second is constantly coupled with the first and provides the reinforcing support for deeper, more significant levels of thought.

First, members are asked to talk to a partner so that he may be introduced to the group. The self disclosure is, of course, limited, but the introduction gives feedback of being listened to and understood.

Members are then asked to project upon the fantasy ideal of: "What would you do if you had a million dollars?" For this the leader attempts to point out similarities in aspiration between members. The "pairing" shows that the leader has listened and also develops further support from closer association with another member of the group.

Disclosures are then extended to expressions regarding a simple two-way matrix about the world of work. Members then name jobs and apply them to the matrix and finally disclose the one job most and least liked to the group.

Feedback is then highly structured with an open chair brought into the circle and referred to as the "cool seat." Each member sits in the chair and listens without response to every other member tell

his impressions of the job that would be most and least suitable for the person in the feedback chair.

The usual response to the chair contains, at least in part, those jobs the member himself named. The overall effect of the sequence is the repeated realization that one has in fact been heard, understood and accepted for his thoughts. Since every member must give both "top and bottom" to every other member, the combined effect is safe and close feelings. Members have relased defensive energy for new creative thoughts and there is an atmosphere of sharing.

THE POOLING OF JOB INFORMATION develops a reason to search past activities of success. Most people know a great deal about jobs from the variety of media in newspapers, magazines and TV. There is also the never-ending search for identification and relationship with others where we talk about what we do and what jobs we could like.

The sharing of job information develops a good quantity of job names in most groups. There are four stimulus questions: "What jobs do you know about?" "What jobs have you had?" "What jobs come to mind from these pictures?" and "What jobs from the Job Information book do you wish to add to the list on the board?"

The sharing of job information becomes increasingly self motivating when members observe the recorder who writes the job name on the wall chart and other members who are contributing to the inventory. The information is usually relevant and updated since much of it comes from the personal experience of members. There is intrinsic motivation to learn each other's information and since the leader is also a member of the group the job booklets he brings are also readily learned.

The Job Information booklet describes 150 jobs in terms of preparation level, job function, job demands and job satisfiers. Group members study these jobs and use this as a model for the study of other jobs; jobs that are developed from the group and jobs they will consider later after the sessions. The job personalization process thus becomes a process to model for future use and identification with the world of work.

JOB PERSONALIZATION is knowing jobs and identifying with them. Jobs have functions to perform. They make demands but also give satisfactions. Workers who have the demanded interests-skills are in more demand by the job. When there is identification with the job, the satisfaction drive will tend to enhance interests and skills and thus enhance a worker's demand in the market of jobs. Interest and skills are very hard to fake. There must be intrinsic need to develop them.

EXPANDED PERCEPTION of thoughts and especially the sharing of these thoughts is not something we do as a daily routine. In fact, it's quite hard to do and most of us need the support of an encouraging situation in order to even begin. The easier way is to contract our thoughts rather than expand them and we often jump too quickly to a decision or the erotic conflict of . . . can't decide.

The experiences which tend to reduce these restricted (someone said "shrunken") perceptual traps are those of sharing, pairing and the sensations of inclusion with one another. These are the experiences of the group. They allow members to take more self searching risks and discover new routes for social adaptation. With expanded perception members think more creatively.

THE PROCESS

The group sequence has 27 tasks within 5 phases. Groups begin with INCLUSION ACTIVITIES to reduce the fears of exploration: then look at the world of work through a simple two-fold matrix of prime JOB FUNCTION as Data - People - Things, and prime JOB PREPARATION as attitude for training on the job, ownership of a special skill and preference for college.

In phase two a structure is developed to allow group members to share information they have previously gained about jobs. There are three steps. Members first tell about the jobs they know and have experienced either for pay or as hobbies. Next, members tell what jobs come to mind from a series of projective pictures. Then, members study the Job Information book.

In phase three job demands, job satisfiers and preference for further training are considered. Job demands are presented as interests and skills in working with: NUMBERS, MEMORY, RECORDS, TOOLS-MACHINES, ELEMENTS, DESIGN, FINGER MANIPULATION, DIRECTING OTHER WORKERS, SELLING, PERSONAL SUPPORTIVE RELATIONSHIPS. Job satisfactions are considered as TEAMWORK, CRAFTWORK, MONEY, LEADERSHIP, PRESTIGE, DISTANT or CLOSE SUPERVISION.

Members identify with the INTEREST-SKILLS and SATISFACTION areas through recall of past experiences in work or leisure time. They select those areas most and least important to them and then attempt to attach job names from the inventory which they feel are important in this respect.

Phase four gives attention to the EXPANSION and the relating of one job to several others which are similar in job demands and satisfactions. A FEEDBACK CHAIR or "cool seat" is used as each

member projects his impressions of the jobs he sees for every other member.

In the final phase, group members look at the appropriate NEXT STEP. Members have kept a log on current thinking throughout the various phases of the group. They now record very specifically on the Job Inventory log what they intend to do to forward their goal. Each member, in turn, relates his plan to the group and group members are asked to react with comments and suggestions. At the close of the session, the leader takes one copy of the log for the file and future counseling contact.

THE RESEARCH STUDY

The Vocational Exploration Group was developed about three years ago. There were numerous field testings and editions during this time; modifications have been made in terms of ease of handling for leaders, sequential continuity and timing for the various steps and phases. The major concern for the program was the gradual and sequential use of peer interaction methods for incentive and support in considering self, work, and the man-job personalized relationship.

Leaders began to report that groups were interesting to conduct and the program easy to manage. Modifications continued with this criteria and the emphasis upon group techniques and built-in protections against the misuse or bad timing of the technique. With each new edition and new set of adjustments, there was noticeable reduction in reports of leader problems.

Leader training and briefing on how to use the program was the next concern. Training time was an important consideration, of course, and the aspiration was for efficiency in this regard with considerable reliance upon the power of the program itself. The first leaders were prepared in three weeks of full-time study. Various modifications and field trials increased this efficiency to 15 hours in 5 sequenced three-hour units (see Appendix A).

With leaders reporting interest and comfort with the program and the developing gains in leader training quality and efficiency, attentions turned to the more definitive descriptions of group member gains. Leaders were reporting that members enjoyed the experience and felt it to be personally improving. Several group leaders in the Phoenix

WIN program were asked to compare the written "Next Step" intentions that group members achieved during the final phase of the group with their actual performance one month later. Of the 35 concerned, 28 were observed doing the "Next Step" one month later. It all looked good. Now it was time to seek more definition regarding group member gains from the experience.

A proposal was made to the COMO Project, a national ten state pilot project for Comprehensive Manpower Service, Employment Service, U. S. Department of Labor. The proposal was accepted and supported for training and research with a broad sample and observations of experimental and control subjects post group and again one month later.

OBJECTIVES

There were two objectives for the study: (1) to test for group member gains and their holding effects over a one-month period and (2) to test the efficiency of a pyramid training method for preparing leaders.

Pyramid training often is used in the Department of Labor professional skill training programs. It is highly efficient in terms of the utilization of professional man hours. When it functions well, it means that a professional trainer can transmit idiocyncratic methods as well as information and skill usage through the teaching and modeling of the process to others who each, in turn, teach and model for others. There is an enveloping spread effect of the model and the skill.

The search for group member gains is, of course, always limited to the sensitivity of measurement instruments, the degree of

control one can develop over other powerful variables and the imaginative efforts of the researcher who must hypothesize regarding potential effects.

Hypotheses (questions) were developed in four areas regarding group member gains: (1) employability behaviors, (2) employability perceptions, (3) social-alienation perceptions, and (4) self report dogmatism; and four areas with respect to pyramid training: (1) consistency of the model within states, (2) characteristics of leaders selected, (3) leader efficiency as related to the characteristics, and (4) leader attitudes toward the VEG program.

Control for spurious process variables was attempted through the use of an experimental vs. control repeated measures design with randomed groups and multivariate analysis. Estimates for applicant change were observed from self reports on three measurement instruments and a behavioral questionnaire (see Appendices B, C, D, E).

QUESTIONS: Objective I--Group Member Gains and Holding Effects

Will those who experience the group differ from those who do not and those who experience a 30-minute individual interview only with respect to means or numbers and significance post and/or delayed for:

1. Employment and Work Training
   a. Jobs held, jobs lost, jobs gained
   b. Work training program status of hold, lost, gained
   c. Movements from work training to jobs
2. Employability Perceptions
   a. Increased job personalization

b. Movement toward job personalization

c. Increased recognition of positive potential and aspiration

3. Alienation Perceptions

   a. Decreased social distance

   b. Increased social trust

4. Dogmatism-Flexibility Perceptions

   a. Decreased dogmatism

   b. Increased flexibility

QUESTIONS: Objective II--Efficiency of Pyramid Training for Vocational Exploration Groups

Will group leaders having been selected by standard criteria and trained under the standard model by a single trainer-supervisor:

1. Show significant variance in effectiveness of conducting the group experience
2. Vary in their own personal-situational characteristics
3. Show patterns or relationships between effectiveness and personal-situational characteristics
4. Vary in their reports of adequacy of training
5. Cluster in recommendation for VEG to orientation, or training, or job ready applicants

6. Report favorable reactions with respect to perceiving the Vocational Exploration Group program as:
   a. Helpful in working with applicants
   b. Enjoyable and interesting to conduct with groups
   c. Helpful to applicants in their efforts to explore work
   d. Helpful and manageable for the Employment Service

SAMPLES

One trainer-supervisor from each of the ten COMO regions was trained in Phoenix first as group leader, then trainer, then trainer (research)-supervisor. Each supervisor in turn trained five trainer-assistants in their own region. Each trainer-assistant then trained five leaders and observed them conduct one actual applicant practice group (see Appendices F, G).

Group leaders then selected a population of 20 from a given area such as WALK-IN applicants that day, a TRAINING PROGRAM such as WIN, CEP, NYC, MDTA, a HIGH SCHOOL, or OTHER program such as project transition. From these 20 and using a supplied table of random numbers, five were sorted out to experience the group and five for controls (see Appendix H).

Six states conducted training according to this pattern, two additional states trained five leaders only, one of which conducted 25 experimental-control groups by each leader conducting five sessions bringing focus upon an additional variable of leader experience, and one conducting five groups only.

Thus far eight states have returned all post and one-month delayed data. One additional state conducted training according to the model and is now in process of collecting research data. The tenth state for various reasons was unable to participate in the research, but did proceed with some training and conducting of groups on a variable schedule.

This report includes data from 8 states, 8 trainer-supervisors, 31 trainer-assistants and 156 group leaders (see Appendix I). There were 1649 experimental-control subjects for post, and 1406 subjects reported for the one-month delayed. The hold for subjects between post and delayed was 85 per cent.

DATA REDUCTION

There were 16 test variables and one additional rating for each subject post and delayed, 8 additional employment/work training behavior variables for delayed with 6 personal-situational characteristics, and 6 attitude reaction variables for group leaders giving a total of 65,527 variable items. There were two basic kinds of analyses: (1) comparison of experimental vs. control groups, and (2) totals and proportions for individual leader characteristics and VEG reactions.

EXPERIMENTAL vs. CONTROL groups were compared for total states, for each state individually, for total states using control groups without interview, for total states using controls with interview, for three separate program groups of walk-ins, on training, high school and for two status groups of orientation and job ready. In addition there was effort to determine the degree of leader variance in effectiveness within a given state. A test of significance was conducted for interaction among the 20 leaders drawn at random from within each state.

MANOVA programs were used to establish F values and probability levels for mean score differential for each data subject group and each criteria variable. There were 14 data subject groups: Employment Service walk-ins, on training, each of 8 states represented, totals for states using Control I (no treatment), totals for states using Control II (individual interview), and total for all subjects.

Tests were first scored and entered on a single summary sheet for each subject. Data from these sheets were then transferred to separate IBM cards for each subject and programmed for computer return. The data were then taken from the printouts for presentation on the various tables with the critical levels of confidence selected as .01, .05, and .10. Differences between treatment groups reaching these levels are stated in the body of the report. Mean differences for all variables and all program groups are found in the appendices.

GROUP LEADERS were asked to report on personal-situational characteristics and reactions of attitude toward the VEG program. The attitude statements were hand counted, tabulated and presented for percentage by item, state and total. The personal-situational characteristics were hand tabulated and leaders were placed into groups of 11 categories. Ten leaders were then selected at random for each category and the mean of their experimental group compared against the grand mean of the state for each of the 16 variables. Each leader was assigned a plus or a minus on each variable depending upon whether his group mean appeared above or below the grand mean. Points were then totalled for each category with respect to sign. The score value for that characteristic was then graphed for comparison of patterns and inference with respect to the value of the characteristics for leader effectiveness.

RESEARCH FINDINGS

The major objective for the study was the test for applicant gains and possible holding effects that applicants might achieve from the VOCATIONAL EXPLORATION GROUP experience. The variables selected were: Employment and Work Training, Employability Perceptions, Social Alienation and Dogmatism-Flexibility. Other objectives concerned a descriptive analysis of the pyramid training model employed, the attitudes of leaders toward the VEG program, and the results of a search for potential patterns of relationships between leader effectiveness and selected personal-situational leader characteristics.

In short the study searched for data regarding VEG and RELEVANCY for applicants, FEASIBILITY for application within the Employment Service organizational structure, and degree of ACCEPTABILITY by Employment Service personnel. Findings are reported for employment and work training status, gains in employability perceptions, reduction in social alienation, and movement with regard to dogmatism and flexibility. There are three subject groups labelled walk-ins, on work training, and high school, eight groupings by state and three for totals. Further subgrouping proved either unnecessary because they lacked in significant differences among them or the N's were too small for making definitive statements. All orientation was compared with all job ready, for example, and the interaction between them was not significant (see Appendix N).

EMPLOYMENT AND WORK TRAINING

Post testing occurred immediately following the group experience. Subjects were asked to indicate whether or not they were

employed and whether or not they were enrolled in a work training program. One month later they were asked the same question and the hold, gain, loss in status was tabulated and compared between experimental and control groups.

CONCERNING JOBS. Of the 1406 subjects for whom there were complete reports, 38 were employed at the time of the first observation. One month later 27 were still holding this job, 15 from experimental and 12 from controls.

Of the 38 employed, 11 had lost their job during the month; two of these were from the experimental groups, 9 from the controls. Both experimentals who lost their jobs moved to a work training program. For controls it was three out of nine.

At the time of the first observation, 30 per cent of the sample was considered job ready or to become so during the one month period. They were either unemployed and looking, in final phases of work training, or on a holding pattern. During the month 120 gained new jobs. Of these 80 were from experimental groups and 40 from controls.

JOB	EXP.	CONT.	TOTAL
Hold	15	12	27
Gain	80	40	120
Total	95	52	147

CONCERNING WORK TRAINING. At the time of the first observation 68 per cent of the sample were on work training programs such as WIN, CEP, MDTA, NYC, STEP, etc. with even distribution for experimentals and controls. For both groups the majority continued

on during the month period. There were 44 new entries, 24 experimental and 20 control; 37 moved from training to new jobs. Of these 68 per cent (25) were experimentals and 32 per cent (12) controls.

Applicants who experienced the Vocational Exploration Group exceeded those who did not and those who experienced only the individual interview. They gained twice as many new jobs and exceeded in number for Work Training GAIN and MOVEMENT from Work Training to NEW JOBS.

EMPLOYABILITY PERCEPTIONS

The Employability Perceptions Inventory (EPI) was the instrument used to estimate the degree to which one may be perceiving himself as employable. There were three subscores: JOB PERSONALIZATION, MOVEMENT TOWARD JOB PERSONALIZATION, and SELF RECOGNITION of WORK POTENTIAL and ASPIRATION.

Correlations for the EPI subscores between TEST (Post) and the RETEST (one-month Delayed) were significant at better than the .01 level for the 500 some No Treatment Control subjects. There was also some degree of consistency for the instrument orally administered. One pilot observation of 15 subjects and two administrators brought a reliability (r) of .84. A second observation used a t test which failed to bring significance between several administrators with an N of 38.

JOB PERSONALIZATION (EPI I): High scores suggest greater understanding of man's relationship to work and the critical links of Job Function, Job Demands, and Job Satisfaction. Mean differences between experimental and control groups were found for all subjects at better than .01 level of significance (.0003) (see Appendix J).

MOVEMENT TOWARD JOB PERSONALIZATION (EPI II): Low scores suggest movement in the direction of Job Personalization by indicating less passive "don't know" reactions to a second series of Job Personalization questions. Mean differences between experimental and control groups were found for all subjects at better than the .01 level of significance (.0002) (see Appendix J).

SELF RECOGNITION OF WORK POTENTIAL AND ASPIRATION (EPI III): High scores suggest greater potential and aspiration for work entry. Mean differences between experimental and control groups were found for all subjects at better than the .01 level of significance (.0014) (see Appendix J).

ALIENATION PERCEPTIONS

There were two kinds of observations for alienation: social distance and believability (social trust).

SOCIAL DISTANCE was the measure of perceptual intimacy and feelings of comfort and safety with social others during interaction. Earlier works with this technique have concluded that the degree of distance is related to one's affective predisposition toward the person or referent. The more positive the less distance. Low scores or less distance between self and world of work symbols such as job interview, fellow worker, potential employer, etc. would, therefore, indicate the more positive potential relationship with the symbol associations. In an earlier study the five items used here for SOCIAL DISTANCE gave a test-retest reliability of r=.92 with mean differences between employed teachers and unemployed MDTA enrollees significant at the .05 level for 56 subjects.

There were five scores for each of the 14 subject groups. Mean differences between experimental and control groups were observed

for all scores and all groups with a total of 38 (54 %) reaching a level of significance of .10 or better with 23 at better than .01, 10 better than .05 and 5 at the .10 level (see Appendix K).

BELIEVABILITY was the measure for positive attitudes of social trust toward other persons and the world of work. We tend to believe and trust persons who are close to us personally, and professionally those whom we perceive to occupy a work role defined as responsible. In an earlier study reliability (r) was .77 and between group mean differences for employed teachers and unemployed MDTA enrollees at the .25 level. The N's in each case were 56.

High scores suggest greater trust. There were five scores for each of the 14 subject groups. Mean differences between experimental and control groups were observed for all scores and all groups and a total of 37 (53 %) reached a level of significance of .10 or better with 29 at better than the .01 level, 5 at better than .05 and 3 at the .10 level (see Appendix K).

DOGMATISM AND FLEXIBILITY (Opinion Survey): Low scores suggest open mindedness and the ability to solve cognitive problems and make realistic decisions. High scores suggest dogmatic approaches to problems, more rigid defensiveness and more stereotyped, immature thinking. The scale used here was the D scale as suggested by Rokeach[1] with a vast number of strong validity and reliability studies as developed and reported in the literature over a decade.[2]

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[1]Rokeach, M. The open and closed mind. New York: Basic Books, 1960.

[2]Vacchiano, R., Strauss, P. & Hochman, L. The open and closed mind: A review of dogmatism. Psychological Bulletin, 1969, 71, 261-273.

Mean differences between experimental and control groups were observed for all groups with 7 of the 14 or 50 per cent reaching the .10 level of significance or better; 5 at the .01 level, and 1 each for .05 and .10 (see Appendix L).

GAINS FOR SUBJECT GROUPS

WALK-INS. Mean differences between experimental and control groups for all subjects were observed on all three EMPLOYABILITY perception scores at better than the .01 level of significance. For ALIENATION perceptions two scores reached the .05 level, one in social distance and one in believability.

WORK TRAINING. Mean differences between experimental and control groups for all subjects were observed on all three EMPLOYABILITY perception scores at better than the .01 level of significance. For ALIENATION perceptions there were three at the .05 level for social distance and one at the .05 level in believability.

HIGH SCHOOL. Mean differences between experimental and control groups for all subjects were observed for two EMPLOYABILITY perception scores at better than the .05 level of significance. For ALIENATION perceptions there were four in social distance at better than the .05 level, two with .004.

GAINS FOR STATES

ARIZONA. Mean differences between experimental and control groups for all subjects were observed for two of the three EMPLOYABILITY perception scores, I at the .05 level and III at the .01 level. For ALIENATION perceptions 7 of the 10 scores reached the .10 level of significance with 2 at .10, 1 at .05 and 1 at .01 for

social distance and 3 at the .01 for believability. DOGMATISM was significant at the .01 level.

CONNECTICUT. Mean differences between experimental and control groups for all subjects were observed for all three EMPLOYABILITY perception scores at the .01 level. For ALIENATION perceptions there were three reaching the .01 level in social distance and three at the .01 level for believability. DOGMATISM was significant at the .01 level.

KANSAS. Mean differences between experimental and control groups for all subjects were observed for all three EMPLOYABILITY perception scores at the .01 level of significance. For ALIENATION perceptions there were three scores at the .01 level and one at the .05 level for social distance. For believability all scores were significant at better than the .05 level with four of the five at the .01 level. DOGMATISM was significant at the .01 level.

MARYLAND. Mean differences between experimental and control groups for all subjects were observed for two of the three EMPLOYABILITY perception scores, II at the .05 and III at the .01 levels. For ALIENATION perceptions there were two at the .05 level in social distance and three better than .10 for believability.

NEW YORK. Mean differences between experimental and control groups for all subjects were observed for two of the three EMPLOYABILITY perception scores, I and II, at the .01 level. For ALIENATION perceptions there was one at .01 and one at .05 levels in social distance, and all scores were significant at the .01 level in believability. DOGMATISM was significant at the .10 level.

PENNSYLVANIA. Mean differences between experimental and control groups for all subjects were observed for two of the three EMPLOYABILITY perception scores, I and III, at the .01 level. For

ALIENATION perceptions there were three at the .01 level in social distance and two at the .01 level and one at the .05 level for believability. DOGMATISM was significant at the .01 level.

TEXAS. Mean differences between experimental and control groups for all subjects were observed for two of the three EMPLOYABILITY perception scores, II and III, at the .01 level of significance. For ALIENATION perceptions all scores were significant at the .01 level in social distance and two of five at better than .05 for believability.

WISCONSIN. Mean differences between experimental and control groups for all subjects were observed for all three EMPLOYABILITY perception scores at the .01 level of significance. For ALIENATION perceptions there were three at the .01 level in social distance and four at the .01 level for believability. DOGMATISM was significant at the .01 level.

THE TWO CONTROL GROUPS

Of the eight states involved, six used Control I (no treatment) comparison. Two of the states representing approximately 30 per cent of the sample used Control II, the unstructured 30-minute job interview.

With respect to JOBS gained during the month, Control I fared about as well as Control II. Of the total 120 jobs achieved, VEG subjects gained 80, Control I 32 and Control II 8. With regard to social ALIENATION perceptions the same held true. There were two scores in social distance and two for social trust for each with significant differences at .10 or better. For DOGMATISM-FLEXIBILITY the no treatment controls exceeded those with interviews. Differences between VEG and Control groups were significant for Control II (.05), but not so for No Treatment Controls.

For EMPLOYABILITY perception, however, the individual interviews exceeded No Treatment Controls. VEG and No Treatment Controls were significant at better than the .01 level for all three EPI scores. For Interview Controls this was true for only section III, Self Recognition and Aspiration.

GAINS FOR TOTAL SUBJECTS

Mean differences between experimental and control groups for all subjects were observed for all three EMPLOYABILITY perception scores at better than the .01 level of significance (.003, .002, .001). For ALIENATION perceptions there was one in social distance at .05 and two in believability at the .01 level.

PERCEPTIONS ONE MONTH LATER

There is always the possibility that scores which function as predictors of behavior may actually increase following treatment with a possible implication that treatment effects had repressed data group differences which, in fact, did exist as evidenced by their stronger appearance under no treatment conditions (delayed). The data shows that this did not occur. In no case were mean differences beyond those of the first observation.

For EMPLOYABILITY perceptions there were indications of strong lingering effects. For all subjects the JOB PERSONALIZATION variable lingered from the .0003 level post to the .02 level delayed. MOVEMENT TOWARD JOB PERSONALIZATION dropped from the .0002 level post to the .12 level delayed, and SELF RECOGNITION OF JOB POTENTIAL and ASPIRATION dropped from the .0014 level post to the .15 level delayed. For those on training, however, the level was maintained at .05.

For SOCIAL ALIENATION there was marked reduction of the positive effects realized immediately following treatment. Although mean scores for treatment groups remained elevated over controls, there were no significance levels for the total subjects group to exceed the .25 level. For those on Work Training programs, however, positive effects reappeared at the .10 level in SOCIAL DISTANCE and for HIGH SCHOOL SOCIAL TRUST reappeared at better than the level of .20.

For DOGMATISM-FLEXIBILITY mean score differences maintained positive direction but failed to reach a confident significance level (.65).

PYRAMID TRAINING

The pyramid method did function. There is little doubt of that. Of the 8 states reported here, 6 utilized the pyramid throughout with 147 leaders out of the 150 potential. The yield was 98 per cent. Two states used the pyramid through trainer-assistants only. Here the yield was ten out of ten.

The pyramid method was also functional for selection of subjects and samples. The total was 99 per cent of expected with indication that the randoming process for placing subjects into experimental and control groups was functioning well. The totals for the two are well balanced and the interaction between treatments and leaders, i.e., placement of subjects into various leaders' experimental or control groups, was generally not significant for most leader groups and variables. Of the 16 variables in each of 8 states there was significant variance at the .05 level for 27 only; 27 out of a possible 128 is about 20 per cent (see Appendices M_{1-8}, Totals Lt for each state).

VARIANCE IN LEADER EFFECTIVENESS

When both treatments are combined for a given leader and then compared for level of significance with every other leader in that state, the quantity of variables significant at the .05 level more than doubles to 57 out of 128 or 44 per cent (see Appendices M_{1-8}, totals of L for each state).

There are several reasons why one might find this variance among leader groups: (1) Leaders might have been selected with more variations in personal-situational characteristics or innate leader skill traits; (2) Local office administrative support may have varied in greater or lesser degrees for enhancement or hindrance of a particular leader's skills; (3) Leader reactions toward the VEG program may have greatly varied in attitude, and these may have functioned to enhance or depress that leader's effectiveness, or (4) Leader training may have varied within states with strong training for some and weak training for others. Efforts were made to examine some of these potential indicators.

LEADER CHARACTERISTICS. Six characteristics of the leaders and trainers who participated in the project were summarized according to: (1) highest level of education completed, (2) years in the Employment Service, (3) job title, (4) units of psychology, (5) age, and (6) college or university practicum experience (see Appendix O).

The typical TRAINER had an MA or MS degree (56%), had served from one to five years in the Employment Service and had a title other than coach, interviewer, counselor, counselor-supervisor, or administrator (44%). These titles included training specialist, occupational analyst, staff specialist, administrative trainee, Manpower specialist, counseling consultant, and employment specialist--counseling. The typical trainer had 40 or more units in psychology (50%),

was between 36 and 55 years of age (65%), and had a college or university practicum experience (51%).

The typical group LEADER had a BA or BS degree (46%), had been in the Employment Service for one to five years (72%), had a title of interviewer (35%), and had nine or fewer units in psychology (42%), was between 36 and 55 years of age (51%) and had not had a college or university practicum experience (68%). Leaders may have varied greatly on a number of characteristics, but the inspection of those selected would suggest that this was not the case. Results of this tabulation would show little reason to suggest that leader variance in effectiveness was due to this condition.

LEADER CHARACTERISTICS AND EFFECTIVENESS. Four characteristics were selected for analysis: highest level of education, number of units in psychology, title, and university-type practicum experience (yes-no).

Ten leaders were selected at random from each level of each characteristic. For each leader selected a comparison was made between his effectiveness (the mean of his treatment group) and the mean for treatment group in that state for each of the 16 variables. A plus was entered for each variable on which the leader's mean was above that of the combined state, and a minus for each variable where the leader's mean was below that of other leaders in the state.

Each characteristic was compared by totaling the plus and minus scores for the ten leaders at each level for each characteristic (see Appendix P). Four values were positively related to leader effectiveness: nine or fewer units in psychology (+16), a BA or BS degree (+10), no practicum (+6), and title, counselor (+2). Four values were negative for leader effectiveness: having had a practicum (-32), having 40+ units in psychology (-20), an MA or MS degree (-18), and high school education (-11).

Analysis would suggest that course work in psychology and attainment of a Master's degree are associated with less effective VE group leadership and that formal practicum has strongest negative value. The findings are contrary to the common assumption that the more training in psychology the better the expected performance. The VEG program is behavioral and psychological in focus, but it is also highly structured in task sequences and timing. The leader must "push along," and the program is so designed. In the past much of the inexperienced leader's trouble has occurred when he has had "time on his hands" during group sessions. Inexperience is volatile for unstructured groups.

Experienced therapists may well find VEG too restricting and inhibiting. The goal for VEG is readiness for more effective use of counseling. The more formally trained counselors may be building some formal counseling into it and thereby whatever the benefit, reducing the gains specific to readiness.

EFFECTS OF LEADER EXPERIENCE WITH VEG. In one state five leaders each conducted five separate groups in series and the degree of interaction was observed by considering all variables in multivariate analysis. If the variance in leader effectiveness were to be attributed to the experience factor, significant interaction would be expected. None of the analyses indicated this to be the case: Session I vs. II, $p < .59$; I vs. V, $p < .84$; I through V, $p < .28$. The planned VEG training program model with its brief practicum is apparently as strong as successive experiences with it.

TRAINER AND LEADER REACTIONS TO VEG

One month following training, 190 trainers and leaders from eight states gave their impressions of the Vocational Exploration Group

by reacting to five statements and by writing comments (see Appendix Q).

For the statement "VE Group is helpful to me in working with applicants," 75 per cent responded yes and 18 per cent responded no. Some commented that they responded no because they do not work directly with applicants. For the statement "I enjoy conducting VE groups," 86 per cent responded yes and 11 per cent no. Eighty-seven (87) per cent responded that VE Group is helpful to applicants in their efforts to explore work and 7 per cent responded that it is not. The training was seen as adequate by 94 per cent and inadequate by 4 per cent. To the statement "VE Group is helpful and manageable for the Employment Service," 81 per cent responded yes and 11 per cent no with 7 per cent not responding. Some of those who did not respond commented that they were not in a position to make this kind of decision or did not have sufficient information.

The trainers and leaders were also asked to indicate the level at which VE would be most helpful for applicants. Both trainers and leaders indicated orientation as the group for which it would be most helpful, 76 per cent and 79 per cent respectively. During training was seen as the time most helpful by 12 per cent of both trainers and leaders, and for job ready by 12 per cent of the trainers and 19 per cent of the leaders. Several indicated VE would be helpful at more than one level.

Trainers and leaders were invited to write additional comments (see Appendix R). Approximately half (51%) made one or more comments. The relevant comments were assigned to eight categories. The number of trainers, the number of leaders and the percentage of each making comments in each category were tabulated for the eight comment categories.

Comments (1), (4), and (5) were made most frequently by the TRAINERS. These were: (1) "Didn't answer some questions or answered no because don't work directly with clients, not enough information, or don't make these decisions" (32%); (4) "VE needs modifications--too long or too repetitive" (17%); and (5) "VE is helpful and enjoyable for clients and group leaders" (17%).

Comments (2), (4), and (5) were made most frequently by the LEADERS. They were (2) "Participation in VE should be or is most helpful on basis of individual applicant needs" (25%); (4) VE needs modifications" (15%); and (5) Positive - helpful, enjoyable for clients and group leaders (19%). For comment (4) modifications were seen as needed because it is too sophisticated (4 comments), it is too unsophisticated (2 comments), because it is too long, repetitious (11 comments), and because it is too short to allow for enough discussion and interaction (6 comments).

SUMMARY DISCUSSION

VOCATIONAL EXPLORATION GROUP is a group program designed to develop increased readiness for the more efficient use of counseling and counselor skills.

Trainers and group leaders were prepared through a pyramid type training program which occurred in eight geographically spread regions and states. First, a trainer-supervisor from each state was trained. He, in turn, selected and trained five trainer-assistants from his own region. The assistants, in turn, each prepared five group leaders who made random assignments of applicants into experimental and control groups and collected the research data for his groups. All of the selection, training and research procedures were generated as a pyramid from the modeling and monitoring as it occurred for the first group of trainer-supervisors, one from each state.

Group leaders conducted VEG for one randomly assigned group referred to as EXPERIMENTAL and in six states testing only for the second group called CONTROL I. In two states equivalent leader time was used for individual interviews of their own normal use. These groups were called CONTROL II. Observations for all subjects occurred immediately following the group experience or the same day for the equated group of control, and again one month later. Data for 1649 subjects were returned for the post observations. For the one-month delayed report, 1406 subjects or 85 per cent were returned. Subjects were drawn from several sources. About 68 per cent were from structured work training programs such as WIN, CEP, MDTA, NYC, STEP, etc. and about 25 per cent from Employment Service WALK-INS and placement files. The remaining came from

various programs including HIGH SCHOOL and PROJECT TRANSITION. About 30 per cent were either out of work and looking or in the final phases of work training and expected to be looking some time during the month. These were referred to as JOB READY.

There were two objectives for data analysis: (1) the kind and degree of applicant gains achieved from the VEG program (experimental vs. control), and (2) descriptive analysis for appraisal of the effectiveness for the pyramid training model. Applicant gains were appraised from an analysis of status change in EMPLOYMENT and WORK TRAINING, EMPLOYABILITY perceptions, SOCIAL ALIENATION and DOGMATISM. Pyramid training was appraised through inspection of LEADER VARIANCE in effectiveness within states, LEADER CHARACTERISTICS compared with effectiveness and through tabulation of REACTIONS of attitude toward the VEG program.

FINDINGS

Applicants who experienced the VOCATIONAL EXPLORATION GROUP found significant changes over those who received only job interviews as well as those who received no treatment. The experimental groups achieved twice as many NEW JOBS and were higher in number for both WORK TRAINING ENTRY and in MOVEMENT FROM WORK TRAINING to jobs. They also gained in degree of EMPLOYABILITY perceptions, REDUCTION in SOCIAL ALIENATION perceptions and decreased DOGMATISM. In each case the gains must be considered pronounced with significance levels generally obtained at the .01 level of confidence or better.

The pyramid training model functioned with 98 per cent of the expected yield for trainer-assistants and group leaders across the various states and there is good reason to consider favorable

experimental-control group sampling. The groups were of similar quantity and a multivariate analysis of individual treatment and control groups proved to be significant for only 20 per cent of the cases. There was considerable variance among leaders within a given state; however, when leader groups were compared irrespective of experimental-control placement, the variance proved to be significant for over 40 per cent of the cases. Some leaders were apparently very effective and others much the opposite; a condition highly conducive for more than normal differential service to applicants and a potential source for depressing the stronger comparative research findings as data from both strong and weak leaders are combined.

Reactions from trainers and leaders were highly favorable to VEG. There were five questions asking for opinions with respect to helpfulness in working with applicants, enjoyment from conducting VE groups, adequacy of training, and whether or not it may be helpful and manageable for the Employment Service. There was 97 per cent return and from this 85 per cent favorable response.

DISCUSSION

When selected personal-situational characteristics of leaders were observed for potential relationships to leader efficiency, some rather interesting considerations evolve: A strong formal background in psychology did not accompany leader efficiency in producing the gains VEG offered to members, and neither did the background of university-type counseling practicum or the achievement of the advanced Masters degree. In fact, there was counter indication with the higher degree of effectiveness stemming from the undergraduate degree, only brief introduction to formal psychology and the operating title of community worker or coach.

The analysis for this concern was not extensive and the data very brief from smaller-sized randomed samples and more careful work with larger numbers needs to be done. However, a tendency for a pattern seems clear from this brief look.

VEG appears as a method helpful to community workers as they spread service and contribute to the counseling readiness of applicants. The program is highly structured. The experienced therapist may well find this too confining and restricting. He tends to "swing out" from the program sequence thus losing some potential effect. For the inexperienced leader, however, trouble most often occurs when he has "time on his hands" during group sessions. Whereas he finds it less effective to "free wheel" in the group, he finds the VEG effective by its direction for tasks. One important aspect in this regard is that neither worker group apparently finds VEG overly threatening or overly boring. Trainers and leaders report favorable reactions concerning their own personal use. The program may have utilized the more powerful group techniques and yet succeeded in the necessary built-in cautions against their misuse. This was the intent of VEG.

The VEG program gives certification to trainers and leaders upon their completion of training. Trainers are prepared directly through the initial effects of modeling, and only these trainers have prepared leaders. Findings from this study suggest that an additional layer to the training pyramid may be indicated, that increased "spread" can be introduced in this way without impairment to leader effectiveness. Among the various states, leaders were trained from both pyramid layers and all leaders gained higher experimental means than controls for all variables and this occurred 156 times for each of 16 variables. The consistency of leader effectiveness, however, showed variability between pyramid layers. For leaders prepared directly by the trainer supervisor the consistency was 85 per cent. For leaders

prepared indirectly through trainer assistants, the consistency reduced sharply to 55 per cent.

Consistency among leaders becomes important when one considers equality of service and also for consideration of program potential. If all leaders are doing well and there is still significant variance among them, it must mean that some are doing extremely well and that the potential exists for all leaders to reach up to this potential level.

The program for training leaders is admittedly short and accomplished in two and one-half days. A longer pre-service training, however, may be unnecessary. When some of the leaders conducted five groups instead of one, there was no indication of significant differences. In-service periodic review seminars may be a consideration, however. Review seminars are relatively easily handled and they allow continuing production of applicant service. Where service is of high quality and the issue is only improvement to potential, the in-service review model would seem quite appropriate. Trainers of trainers should meet at regular intervals with trainers and these trainers should schedule regular meetings with leaders for review. It may be that these services should also be programmed using elements similar to the existing VEG leader and trainer schedules. These have, indeed, showed their effectiveness.

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Appendix A

MODEL FOR TRAINING GROUP LEADERS

Leader training is accomplished in groups of five where many of the activities closely resemble the group experience they will later lead. There are four units of study plus the supervised experience of conducting an initial group.

Leaders first experience the group as a member and then hold discussions about the experience and theoretical assumptions involved. Units two and three are practice in tasking and responding techniques. The practice is sequenced and conducted with "circle games." In unit four, trainees role play as group leader. The final unit is accomplished individually with the trainer who observes the trainee as he conducts his first actual group.

Trainers use an especially prepared programmed manual designed to bring maximum practice of skills through the sequencing of 36 practice tasks. Trainees devote two days to the training in a group and one-half day additional for individual supervised practice. Leader certificates are issued to trainees upon completion of the program.

Trainers are prepared by mutual agreement through the practicum of a minimum of two leader training groups. A trainer is selected from the first group for additional instruction and the co-training of a second leader group. Trainers are certified to obtain materials and conduct repeated leader training groups.

THE TRAINING SEQUENCE

The program has five basic units of experience. Each unit takes three to four hours depending upon the group size and to some

degree trainee readiness. The first four units are accomplished as a group. The last unit is supervised experience as a leader and the trainer meets with each trainee individually. Each trainee schedules his own group for supervised practice and must plan on 15 to 20 contact hours for instruction. The trainer spends 12 to 16 hours with the group and 3 to 4 hours additional with each trainee individually.

Training groups are limited in size to five. Group instruction may be scheduled for two full days, four half days, evenings, or even one evening a week for four weeks. The units are self-contained with a goal and sequenced tasks for each unit. The supervised practice is scheduled by agreement between trainee and each trainee who is responsible for scheduling his own practice group. Training for five or six may be completed in one week with group practice scheduled on two days and supervised practice time divided by half days throughout the rest of the week. The program may also be extended over ten weeks one night a week, over five weeks with two nights per week or any number of combinations which will allow a three to four hour period for each unit.

In unit one the trainer leads the Vocational Exploration Group as he would want his trainees to lead it. The group experience is followed by questions and discussion about the theory and technique. In units two and three the leader skills are practiced with "circle games" which allow repetitions and the moving in and out of a circled group for efficient use of the time. First task statements are the focus, then the practice of responses which are designed to support and enhance the tasks. In unit four the trainee presents himself as a leader would as he role plays giving tasks and responses in sequence to another trainee who takes the role of group member. There are three pairs and each trainee may use up to one and one-half hours. The

fourth hour is used for summary and discussion by the group as a whole. Unit five is accomplished by the trainer observing, co-leading, or participating as a member in the practice group. The first three hours are used in the group with the fourth hour in feedback between trainer and trainee. If a second practice group appears necessary, a schedule is made for this. When the trainer feels that the trainee is ready to conduct further and repeated groups without direct supervision, he completes the Completion of Training Affidavit.

Appendix B

Name _____

EMPLOYABILITY PERCEPTIONS INVENTORY

Directions: This is a survey of how people look at the world of work. I am going to read some statements to you and I want you to answer Yes, No, or Don't Know to each statement. This is a sample of what the questions will be like:

	Yes	No	Don't Know
Mechanics work with tools and machines.	___	___	___

Please answer Yes, No, or Don't Know. Do you understand what I want you to do?

I.	1. Jobs demand more skills than interests.	___	X	___
	2. Most people could do three or more jobs and would like them equally well.	X	___	___
	3. There is one right job for a worker.	___	X	___
	4. Gaining friends and teamwork are reasons why people work.	X	___	___
	5. Some jobs give no real satisfaction.	___	X	___
	6. Good pay will make a worker happy.	___	X	___
	7. Except for skills, jobs make similar demands on workers.	___	X	___
II.	8. Nurses work with people; bookkeepers work more with things.	___	X	___
	9. All workers need supervision to be more distant.	___	X	___
	10. Cab drivers and cabinet makers gain craftwork satisfaction.	X	___	___
	11. Plumbers work more with things; airline pilots more with people.	___	X	___
	12. Grocery clerks need interests and skills in numbers; personal relationships are more important for court reporters.	___	X	___
	13. Close supervision is a worker satisfaction.	X	___	___

III. Directions: Following are some statements. Mark the box on each that indicates how true the statement is for you. Mark as follows: 5 - VERY SURE; 4 - SURE; 3 - FAIRLY SURE; 2 - UNCERTAIN; 1 - DON'T KNOW

	Very Sure 5	Sure 4	Fairly Sure 3	Uncertain 2	Don't Know 1
EXAMPLE: I know what job I want.					
Put an X in the box that is the closest to how sure you are that the statement is true for you.					
14. I know what interests and skills are demanded by the jobs I want.					
15. I can name three jobs for which I have interests and skills.					
16. For the job I want, I can name three skills required.					
17. I know three jobs I would want that require more training.					
18. People I know would agree with my choice of a job.					
19. Of the jobs that I want which would require more training, I know which one I would like most and which I would like least.					

SCORES:		No. Correct	Don't Know
	I.		
	II.		
		5 4 3 2 1	
	III.		= TOTAL

Appendix C

Name _____

Age _____ Sex: M F

SERIES I

Directions: Imagine that you are talking with each of the persons described below. While you are talking we want you to record two observations (Imagine the two of you are standing in an empty room):

1. The approximate distance from you that the person is standing.
2. How much you believe of what he is saying.

For No. 1 above: Mark an X along the line at the point which shows how far away the person is standing from you.
For No. 2 above: Circle the number which best represents the amount you believe of what he is saying.

Do this one for practice:

(you)
High 7 6 5 4 3 2 1 Low

BEGIN! Mark each item with an X and a circle. Turn your paper over when you complete the final item.

1. A friend who is telling you about his/her last interview job.

(you)
High 7 6 5 4 3 2 1 Low

2. A former fellow worker who is now employed.

(you)
High 7 6 5 4 3 2 1 Low

3. A potential employer who is interviewing you for a job.

(you)
High 7 6 5 4 3 2 1 Low

4. A close friend talking about your favorite topic.

(you)
High 7 6 5 4 3 2 1 Low

5. Same close friend discussing with you the world of work.

(you)
High 7 6 5 4 3 2 1 Low

Appendix D

OPINION SURVEY

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I AGREE A LITTLE	-1: I DISAGREE A LITTLE
+2: I AGREE ON THE WHOLE	-2: I DISAGREE ON THE WHOLE
+3: I AGREE VERY MUCH	-3: I DISAGREE VERY MUCH

_____ 1. The United States and Russia have just about nothing in common.

_____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

_____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

_____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

_____ 5. Man on his own is a helpless and miserable creature.

_____ 6. Fundamentally, the world we live in is a pretty lonesome place.

_____ 7. Most people just don't give a "damn' for others.

_____ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.

_____ 9. It is only natural for a person to be rather fearful of the future.

_____ 10. There is so much to be done and so little time to do it in.

_____ 11. Once I get wound up in a heated discussion I just can't stop.

_____ 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

_____ 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

_____ 14. It is better to be a dead hero than to be a live coward.

_____ 15. While I don't like to admit this even to myself, my secret ambition

_____ 16. The main thing in life is for a person to want to do something important.

_____ 17. If given the chance I would do something of great benefit to the world.

_____ 18. In the history of mankind there have probably been just a handful of really great thinkers.

_____ 19. There are a number of people I have come to hate because of the things they stand for.

_____ 20. A man who does not believe in some great cause has not really lived.

_____ 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____ 22. Of all the different philosophies which exist in this world there is probably only one which is correct.

_____ 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

_____ 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____ 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

_____ 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

_____ 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

_____ 28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

_____ 29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

_____ 30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

_____ 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

_____ 32. A person who thinks primarily of his own happiness is beneath contempt.

_____ 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

_____ 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

_____ 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

_____ 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

_____ 37. The present is all too often full of unhappiness. It is only the future that counts.

_____ 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

_____ 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

_____ 40. Most people just don't know what's good for them.

NAME _____ Age _____ Sex: M F

Address _____

Appendix E

PERSONAL DATA FORM

NAME _____ Age ____ Sex: M F

Address _____ Phone _____

_____
City State

Are you currently employed? _____ How long? _____

If employed, rate your satisfaction with the job 1 2 3 4 5
Low High

How many jobs have you had in the last month? _____

Number of employers contacted _____

Are you in a training program or going to school? _____

Where? _____ How long? _____

Rate your satisfaction with training 1 2 3 4 5
Low High

Have you been employed or been in training in the last month? _____

Where? _____ When? _____ How long? _____

No. of jobs _____ No. of training programs _____

Where could we reach you in one month? _____

_____

Appendix F

TRAINING FOR TRAINER-SUPERVISORS

July 20-31, 1971

July 20 (Tuesday)	A.M. -	Introductory meeting - Theory discussions, review of procedures and the forming of two groups for skill practice sessions.
	P.M. -	Group I - The Vocational Exploration Group Experience Group II - Study of Research Procedures
	Nite -	Group I - Study of Research Procedures Group II - The Vocational Exploration Group Experience
July 21 (Wednesday)	A.M. -	Group I Group II - Skill Practice TASKS
	P.M. -	Group I Group II - Skill Practice RESPONSES
	Nite -	Group I Group II - Role Play PRACTICE
July 22 (Thursday)	-	Trainers (10) are each assigned to local Phoenix offices in order to conduct a Vocational Exploration Group for five applicants.
July 23-24	-	Five trainer assistants from Phoenix are prepared as leaders while trainers model and observe.
(Friday)	A.M. -	The Vocational Exploration Group Experience
	P.M. -	Skill Practice TASKS
	Nite -	Skill Practice RESPONSES
(Saturday)	A.M. -	Role Play PRACTICE
	P.M. -	Review
July 25 (Sunday)	-	OPEN

July 26-27		-	Preparing Phoenix Leaders Twenty-five (25) Phoenix area leaders are prepared. The leaders are divided into five groups of five each and assigned to two trainer-supervisors and one Phoenix trainer-assistant. Trainer-supervisors co-lead the experience.
(Monday)	A.M.	-	The Vocational Exploration Group Experience
	P.M.	-	Skill Practice TASKS
	Nite	-	Skill Practice RESPONSES
(Tuesday)	A.M.	-	Role Play PRACTICE
	P.M.	-	Practice Supervised Group Each leader conducts a group under supervision.
July 28-29-30		-	Conducting the groups and research study in Phoenix local offices. A Phoenix leader is assigned for each day in each office. During the morning he conducts a group and then administers the verbal tests. During the afternoon he conducts brief individual conferences with the remaining applicants and administers the tests. Trainer-supervisor observes and gives assistance.
July 31 (Saturday)	A.M.	-	Meeting with the ten trainer supervisors for review discussion.
	P.M.	-	Trainer supervisor returns to his cities to implement training.

Appendix G

TRAINING-RESEARCH SCHEDULE

I. Orientation and Selection

A. Orientation Meeting

B. Selection of Cluster sites, trainer-assistants and group leaders

1. Select five cluster areas - i.e., offices. groups of offices or cities within the state (5)

2. Select one trainer-assistant from each of the five clusters (5)

3. Select five group leaders from each cluster to work with the trainer-assistant (25)

II. Training

August 9-13

C. Assemble the five trainer-assistants for training (one week). The training program is one-half day per unit.

Leader Training: Units

MON. -
a) Trainer-supervisor conducts the VE group for the five trainer-assistants who
b) Skill Practice - TASKS

TUES. -
c) Skill Practice - RESPONSES
d) Role Play as Leader

WED. -
e) Practice Groups: Each trainer-assistant leads a group of 5 applicants as assembled in a local office.
f) Review discussion on conducting groups

Trainer Training: (conduct as agroup through roleplaying)

THURS. - g) Teaching the TASKS to leaders
h) Teaching the RESPONSES to leaders

Training in Research Supervision

FRI. - i) Presentation of research procedures and goals
j) Forming experimental and control groups (sampling) and roleplay in giving the tests

August 16-20

D. Each trainer-assistant returns to train his five leaders. Trainer-supervisor consults with trainer-assistants by visit and telephone.

Leader Training: Units

MON. - 1) Trainer-assistant conducts the Vocational Exploration Group for his five leaders.
2) Skill Practice in giving TASKS.

TUES. - 3) Skill practice in giving RESPONSES.
4) Role play as leader in pairs.

WED. - 5) Practice groups: Each leader leads a group of 5 applicants as assembled in a local office.
6) Review discussion on conducting groups.

THURS. - 7) Presentation of research procedures and goals.
8) Discussion on forming experimental and control groups (sampling) and role play in giving the tests.

E. Each leader forms his research sample (FRIDAY).

August 23-September 3

III. Conducting the Research: Posttesting

Leaders:

A.M.: 1) Conduct the Vocational Exploration Group for the 5 applicants scheduled in the experimental group. The three tests are then administered to the group (verbally).

2) Tests are scored using the EPI Key and instructions as supplied.

P.M.: 3) Tests are administered to the applicants scheduled in the control group (verbally).

4) Scores from tests are entered on the summary sheets, the two impression sheets

Trainer-Assistants:

1. Assists leaders and monitors the experimental-control sampling.
2. Receives the data from each leader: one envelope with experimental test booklets, one envelope with control test booklets, and one leader summary packet.
3. Compile test scores from all five leaders and complete the trainer-assistant front cover sheet.
4. Deliver all data to trainer-supervisor: 5 experimental envelopes, 5 control envelopes, 5 leader summary packets, 1 trainer-assistant packet.

Trainer-Supervisors:

1. Assists trainer-assistants and monitors sampling.
2. Receives data from each of his five trainer-assistants: 25 experimental envelopes, 25 control envelopes, 25 leader summary packets, 5 trainer-assistant packets.
3. Compile test scores from the trainer-assistant summary sheets.
4. Mail all data to the Project Office:
   Studies for Urban Man, Inc.
   2121 South Mill Avenue, Suite 220
   Tempe, Arizona 85282

NOTE: Leaders MUST keep records of the 10 applicants whom they test in order to recontact exactly one month later.

IV. Conducting Research: DELAYED TESTING

October 1-8

Leaders recontact experimental group and control group members and administer the three tests (verbally) either in a group or individually. If impossible to schedule in the same office as post testing, they may be administered by phone. Deliver data to trainer-assistant.

Trainer-assistants again assist and monitor contacting and test administration and deliver data to trainer-supervisor.

Trainer-supervisors assist, monitor and mail all data envelopes to the Project Office.

V. October 15-16 - Trainer-supervisor attend evaluation meeting in Phoenix.

Appendix H

INSTRUCTIONS TO LEADERS

The Vocational Exploration Group Training Research Project is designed to further test the process and the positive effects it may have upon Employment Service applicants.

The Project which combines training and experimental research will run for six months. During this period several hundred Employment Service Agency personnel will be prepared as supervisors and leaders of Vocational Exploration Groups and several thousand applicants will gain experience and be asked to record their perceptions and employability behaviors.

Trainer supervisors are prepared as Trainers of Leaders and Research Supervisors during a training program in Phoenix, Arizona. Trainer assistants (five in each city) are prepared by the trainer-supervisor and asked to give assistance, support and supervision to each of 25 leaders as they prepare themselves to lead groups. Five applicants are obtained for a practice group directly following skill training. Ten applicants are then selected at random from the table of random numbers enclosed. Five are assigned to the Vocational Exploration Group and five to a control group. Each applicant is given testing immediately following the experience and again one month later.

PROCEDURES:

1. Randomly select 10 applicants from a total number of at least 20 applicants using the table of random numbers supplied. Then randomly select two groups of five also using the table of random numbers. If using an intact group such as those

in a WIN project, assign numbers to all in the group for selection. Record names, addresses and telephone contacts.

2. Schedule and conduct a Vocational Exploration Group with one group and immediately following administer verbally the Employability Perceptions Inventory, the Opinion Scale, and the Series I.

3. Record impressions in the diary.

4. Administer verbally to the control group the EPI, Series I, Opinion Survey and Personal Data Inventory.

   Note: For Arizona and Maryland, schedule and conduct a 35 minute job interview (vocational conference) with each member of the control group individually prior to test administration.

5. Give post data to trainer-assistant for assembly.

6. Exactly one month following posttest, recontact each of the 10 members and re-administer the EPI, Opinion Scale, and Series I through office visit in a group.

7. Record impressions in the diary.

8. Give delayed data to trainer-assistant.

RANDOM SELECTION:

An integral part of this training project is an evaluation of the Vocational Exploration process. For this evaluation to be meaningful, certain procedures must be followed by all the Vocational Exploration Group leaders. Immediately following your training as a Vocational Exploration Group leader, you will need to randomly select 20 individuals from either:

a) all the applicants seeking level 2 services from a local office during a one-week period, one day period, or

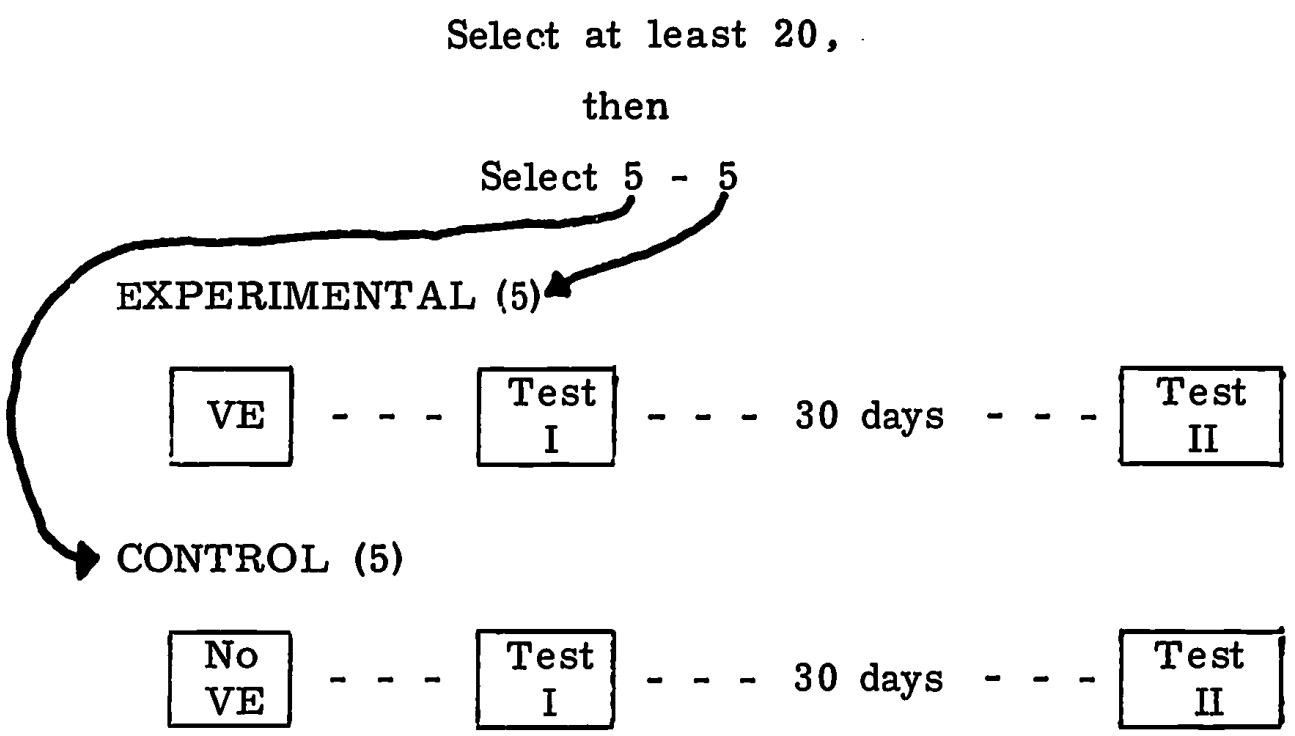
b) all the enrollees of a particular training program, e.g. WIN.

Random selection is done using the following table (from Edwards, Allen - Experimental Design in Psychological Research):

23157	54859	01837
05545	55043	10537
14871	60350	32404
38976	74951	94051
97312	61718	99755
11742	69381	44339
43361	28859	11016
93806	20478	38268
49540	13181	08429
36768	72633	37948
07092	52392	24627

1. Assign a two-digit number from the table to the entire population (i.e., all those asking for service or those enrolled in a training program). For example, if I have a total number of five, I would assign the first individual number 23, the second 05, the third 14, etc. until each individual has a number.

2. Select out ten individuals from the total by placing them in numerical order picking the first ten. Repeat the process and select five from the ten. The first five will be used as a control (they will not participate in the VE groups). The second five will participate in the group with you as the leader. The first group will be known as the control and the second group as the experimental group.



PHASING:

August 16-20:

1) Attend training session as conducted by trainer-assistant.

2) Practice lead a Vocational Exploration Group under trainer-assistant supervision.

August 23-September 3:

3) Assemble names of ten area II type applicants. Using table of random numbers as supplied, divide into two groups of five.

   Where leader is assigned and has available a total office population of a structured group such as in CEP or WIN, all members should be assigned numbers and selection of each group of five made from the total group.

4) Schedule and conduct the Vocational Exploration Group for one group of five--three hours, and conduct a 10-15 minute verbal test with each applicant immediately following the group session.

5) Schedule an individual conference with each member of the second group of five and conduct the verbal test immediately following.

6) Assemble test data for trainer-assistant.

October 1-8:

7) Recontact each applicant of the Vocational Exploration Group five and each applicant tested. Conduct the verbal test once again as conducted earlier. Conduct test as soon as possible in order of preference of: office visit, personal visit to applicant, phone call.

8) Assemble data for trainer-assistant.

Appendix I

LIST OF TRAINERS AND LEADERS

ARIZONA

Trainer Supervisor

Max Allen

Trainer Assistants

Ronald G. Bachman
Mollie Blechner
Mike Bryde
Thomas Greene
David Meyer
Alan Schwartz

Leaders

Esther Bell
Frank Bradley
Winifred Byrd
Gladys Christensen
Pearl Cordova
Wendell Darr
Paul Davie
Shirley Feder
Dave Frazey
Alice Gomez
James Howard
Frances Jefferies
Genetha Johnson
Russ Jordan
Frank B. Kim
Al Linder
Sal Martinez
Kay Pasch
Lavina Quijada
Richard E. Reyes
Janet Sansalone
Karen Smith
Robert Tekala
Jim Trocki
Reuben Wise

CONNECTICUT

Trainer Supervisor

Judith Godbout Harper

Trainer Assistants

Carole Cassidy
Lois Corcoran
Laura Gallashaw
Marguerite Kufta
Edna M. Scott

Leaders

Eugene Austin
Ann Y. Barnett
Audrey C. Bartels
Ruth Burwell
Eleanor P. Davis
Bettye V. Davis
Blanche M. Gaffney
Carolyn W. Harrison
Charlotte C. House
Hilda C. Israel
Robert D. Keenan
Vivian E. Ladabouche
Patricia Lempicki
Hedwig Levine
Walter R. Owens
Frederick A. Pease
Margaret C. Perla
Orban Rawlins
Terrie Revzon
Minnie Richardson
William J. Shea
Eleanor Toth
Dorothy D. Towey
Mary Margaret Wilcox
J. Lois Williams

KANSAS

Trainer Supervisor

Evan J. Griffith

Trainer Assistants

Wanda H. Harper
Jimmie Lee Harris
Fred Lee Meyer
Vernon W. Teasley
Mary Frances Wells

Leaders

Frank W. Brightenburg
Beatrice H. Carland
Carolie K. Carwein
George Ancel Cleaver
Harold J. Colling
Charles Fankhauser
Glenn S. Geiss
Thomas D. Gotchall
Mildred P. Haney
Lyman E. Henley
Harold B. Irving
Alice R. Johnston
James E. Kelly
George Kline
Hugh D. Kizer
Betty L. McKinley
Randolph Northern
Doris Page
Walter R. Revell
Everett D. Suer
Robert L. Turner
John E. Upchurch
B. J. Winchester

MARYLAND

Trainer Supervisor

Morris Damsky

Trainer Assistants

Joan L. Keys
Pamela B. Mitchell
Roy L. Robertson
Laverne Thompkins
Barbara Kay Yates

Leaders

Thomas L. Aydlett
Ewing T. Bonn
Jerome D. Brooks
Jean A. Bullen
Richard N. Carpenter
Shirley Conway
Josephine W. Disney
Mary C. Frederic
Eugene T. Grove, Sr.
Alice E. Hammer
Thomas L. Jones
Wylie Jones
Margaret M. Lee
Carolyn Lloyd
Barbara Miliman
Marvin I. Pazornick
James Privott
Ruth H. Richmond
Michael D. Singer
Lorraine L. Thomas
Carol D. Torre
Julie Townes
Elaine White
John J. White

NEW YORK

Trainer Supervisor

Eugene Rimberg

Leaders

Dorothy M. Everest
Barbara J. Fagan
Murray Kagan
Gerald Luhman
Janet D. White

PENNSYLVANIA

Trainer Supervisor

Mary Kennedy

Trainer Assistants

Katherine Carney
John Devine
Robert Guelcher
Francis Justin
Asher Joseph McCabe

Leaders

Robert V. Belcik
Helene Berger
Philip I. Bouton
Palmyra Caporelli
Jean Collins
Michael Girman
F. Jane Harbison
Jean B. Hodge
Eileen Javers
John Kavanagh
Kathryn L. Keep
Eugene W. Kouch
Joan Lettieri
James V. Meyl
Ada Minkin
Ronald E. Olmstead
Lucien P. Ramsey
Patricia W. Serafine
Allan E. Smith
James E. Stacy
Thomas L. Stevens
Mary A. Strouss
Alice Walsh
Paul R. Williard
Gloria V. Wood

TEXAS

Trainer Supervisor

William D. Grossenbacher

Leaders

Maria L. Cavazos
Louise Downey
Eduardo Flores
C. Francille Lewis
Samuel Lopez

WISCONSIN

Trainer Supervisor

Jack Luderus

Trainer Assistants

Andrew A. Helwig
Shirley Menigo
Gerold W. Reier
Wilfred J. Richard
Robert Williams

Leaders

John C. Ackermann
Manuel Barrera, Jr.
Arlene Christenson
Mark E. Cody
Patricia L. Coogan
Jane H. Drake
Carole Flack
Bernard L. Force
Edward Froiland
Lupe Hernandez
Thomas Jacobi
Pamela Johnson
David J. Keenan
Richard E. Lecher
Celestine Lindsey
Dorothy Listenbee
Margaret J. Nelson
Patricia L. Oldham
Pamela D. Oliver
Jimmy L. Peterson
Dennis J. Roberts
Martin Rosenthal
William Stinson
Leonard L. Vaughn

Appendix J

EMPLOYABILITY: WORK PERCEPTIONS

Means, F or T Values and Levels of Significance for Subject Groups Experimental vs. Control

Subject Group	I				II DK				III			
	Exp.	Cont.	F or T Ratio	p	Exp.	Cont.	F or T Ratio	p	Exp.	Cont.	F or T Ratio	p
PROGRAM												
Walk-Ins	2.726	2.400	6.215	.013	0.542	0.860	10.709	.001	22.689	21.135	11.401	.001
On Training	2.222	2.015	6.602	.010	0.759	0.930	6.961	.008	22.979	22.081	9.568	.002
High School	2.733	1.071	16.948	.001	0.600	1.429	3.625	.068	20.400	18.071	2.440	.130
STATES (Control I)												
Connecticut	2.64	1.94	T 10.00	.01	0.48	0.90	T 8.40	.01	23.14	21.50	T 7.13	.01
Kansas	2.72	2.46	3.71	.01	0.61	0.86	5.00	.01	22.96	22.12	3.65	.01
New York	2.69	2.38	4.43	.01	0.63	0.80	3.40	.01	23.41	23.24	0.74	
Pennsylvania	2.37	2.13	3.43	.01	0.61	0.61	0.00		22.58	21.20	6.00	.01
Texas	2.24	2.11	1.86	.10	0.61	0.89	5.60	.01	23.49	21.76	7.52	.01
Wisconsin	2.27	2.04	3.29	.01	0.76	1.10	6.80	.01	23.43	21.77	7.22	.01
TOTAL (Control I)	2.52	2.18	4.86	.01	0.62	0.87	5.00	.01	23.14	21.96	5.13	.01
STATES (Control II)												
Arizona	2.04	1.88	2.29	.05	1.06	1.12	1.20		22.54	21.40	4.96	.01
Maryland	2.05	2.00	0.71		0.75	0.86	2.20	.05	23.35	22.01	5.83	.01
TOTAL (Control II)	2.05	1.95	1.43		0.89	0.97	1.60		22.98	21.74	5.39	.01
TOTAL (All States)	2.39	2.12	F 15.19	.0003	0.69	0.89	F 16.44	.0002	23.10	21.90	F 10.83	.0014

Appendix K

ALIENATION PERCEPTIONS

Means, F or T Values, and Levels of Significance for Subject Groups Experimental vs. Control

SOCIAL DISTANCE	1-X				2-X				3-X				4-X				5-X			
PROGRAM	E	C	F	P	E	C	F	P	E	C	F	P	E	C	F	P	E	C	F	P
Walk in's	2.599	2.735	0.777	0.378	3.052	3.144	0.343	0.559	3.043	2.851	1.434	0.233	2.375	2.247	0.568	0.452	1.684	2.386	3.530	0.061
On training	2.322	2.537	5.490	0.019	2.833	2.778	0.307	0.580	2.438	2.607	3.107	0.078	1.956	2.135	3.464	0.063	2.331	2.483	2.514	0.113
High School	3.467	1.786	16.206	0.001	3.733	2.571	4.101	0.053	3.400	2.571	1.698	0.203	2.800	1.500	4.866	0.036	3.467	1.643	9.714	2.004
STATES			T	P<			T	P<			T	P<			T	P<			T	P<
Connecticut	2.28	2.80	7.42	.01	2.98	3.12	1.75	.10	2.70	2.96	3.25	.01	2.21	2.23	0.29	NS	2.23	2.45	3.14	.01
Kansas	2.73	2.92	2.71	.01	3.11	3.33	2.15	.61	3.05	2.94	1.38	NS	2.46	2.62	2.29	.05	2.79	2.61	2.57	.01
New York	2.26	2.38	1.71	.10	2.89	2.68	2.63	.01	2.44	2.37	0.88	NS	1.83	1.78	0.71	NS	2.27	2.10	2.43	.05
Pennsylvania	2.50	2.85	5.00	.01	2.75	3.10	4.38	.01	2.84	2.23	1.3u	NS	2.16	2.24	1.14	NS	2.30	2.72	6.00	.01
Texas	2.20	1.93	3.86	.01	3.64	2.80	10.50	.01	2.51	2.18	4/13	.01	1.89	2.27	5.43	.01	2.36	2.69	4.71	.01
Wisconsin	2.85	2.76	1.29	NS	3.09	3.04	0.63	NS	2.91	3.31	5.00	.01	2.22	2.48	3.71	.01	2.78	2.49	4.14	.01
Total of Above Cont.I	2.51	2.71	2.86	.01	3.01	3.04	0.38	NS	2.77	2.85	1.00	NS	2.16	2.28	1.71	.10	2.48	2.48	0.00	NS
Arizona	2.24	2.36	1.71	.10	2.57	2.59	0.25	NS	2.38	2.20	2.25	.05	2.05	1.92	1.96	.10	2.40	2.15	3.57	.01
Maryland	2.51	2.57	0.86	NS	2.97	2.80	2.13	.05	2.74	2.67	0.88	NS	2.15	2.01	2.00	.05	2.59	2.54	0.71	NS
Total of Above Cont.II	2.39	2.48	1.29	NS	2.79	2.71	1.00	NS	2.57	2.46	1.38	NS	2.10	1.97	1.86	.10	2.50	2.37	1.86	.10
			F	P			F	P			F	P			F	P			F	P
Total of All States	2.48	2.65	3.52	.0573	2.95	2.96	0.06	.80	2.72	2.75	.60	.56	2.15	2.20	0.20	.66	2.48	2.45	0.22	.65

BELIEVABILITY	1-0				2-0				3-0				4-0				5-0			
PROGRAM	E	C	F	P	E	C	F	P	E	C	F	P	E	C	F	P	E	C	F	P
Walk in's	5.31	5.14	0.201	0.654	4.759	4.940	1.317	.252	4.962	5.340	5.324	0.022	5.797	5.870	0.241	0.624	5.108	5.158	0.103	0.748
On Training	5.089	5.137	0.253	0.615	4.676	4.745	1.321	0.251	5.172	5.287	.262	0.261	5.633	5.626	0.005	0.946	4.894	5.007	1.178	0.275
High School	5.290	5.286	0.002	0.961	5.067	4.643	0.565	0.459	5.267	5.286	0.001	0.973	5.667	6.071	0.692	0.413	5.067	5.286	0.295	0.591
STATES			T	P<			T	P<			T	P<			T	P<			T	P<
Connecticut	5.57	5.19	5.43	.01	4.77	4.76	0.13	NS	5.17	5.02	1.88	.10	6.02	5.59	6.14	.01	5.26	4.91	4.38	.01
Kansas	4.80	4.97	2.43	.05	4.66	4.91	3.12	.01	4.70	5.04	4.25	.01	5.41	5.64	3.29	.01	4.88	5.19	3.88	.01
New York	5.63	5.40	3.29	.01	4.82	5.33	6.38	.01	5.12	5.50	4.75	.01	5.96	5.66	4.29	.01	5.03	5.30	3.38	.01
Pennsylvania	5.20	5.06	2.00	.05	4.94	4.90	0.50	NS	5.07	5.50	5.2-	.01	5.97	5.89	1.1-	NS	5.03	4.82	2.63	.01
Texas	5.20	4.80	5.71	.01	3.91	5.01	1.25	NS	5.38	5.58	2.50	.05	5.33	5.34	1.-4	NS	3.95	3.89	0.75	NS
Wisconsin	5.08	5.11	0.43	NS	4.42	4.99	7.13	.01	4.88	5.24	4.50	.01	5.44	5.68	3.43	.01	4.73	5.08	4.38	.01
Total of Above Cont.I	5.14	5.13	0.14	NS	4.67	4.98	3.88	.01	5.01	5.27	3.65	.01	5.73	5.67	1.96	NS	4.92	5.01	1.13	NS
Arizona	5.42	4.79	5.29	.01	4.67	4.95	3.56	.01	5.25	5.38	1.--	NS	5.53	5.57	0.57	NS	4.97	5.09	2.75	.01
Maryland	4.98	5.12	2.00	.05	4.81	4.74	1.--	.10	5.03	5.10	.48	NS	5.60	5.82	2.-4	.01	5.15	5.12	0.38	NS
Total of Above Cont.II	5.18	4.97	2.86	.01	4.79	4.82	0.50	NS	5.13	5.22	1.13	NS	5.57	5.71	2.--	.05	5.02	5.11	1.13	NS
			F	P			F	P			F	P			F	P			F	P
Total of All States	5.15	5.09	0.19	0.67	4.70	4.94	9.81	.0023	5.04	5.26	7.97	.0051	5.68	5.63	0.21	.65	4.95	5.04	1.35	.24

Appendix L

DOGMATISM-FLEXIBILITY

Means, F or T Values, and Levels of Significance
for Subject Groups Experimental vs. Control

Subject Group	Exp.	Cont.	F or T Ratio	p
Walk-Ins	1.62	2.86	F 0.186	
On Training	15.50	15.74	0.019	
High School	18.33	10.14	0.59	
States (Control I)				
Connecticut	8.10	13.22	T 3.71	.01
Kansas	5.42	10.35	3.57	.01
New York	15.46	13.15	1.67	.10
Pennsylvania	3.35	9.93	4.79	.01
Texas	7.96	9.05	0.79	
Wisconsin	12.36	6.21	4.46	.01
TOTAL (Control I)	9.08	10.42	0.97	
States (Control II)				
Arizona	10.24	19.94	7.03	.01
Maryland	19.50	17.85	1.20	
TOTAL (Control II)	15.25	18.77	2.56	.05
TOTAL (All States)	10.74	12.60	F 0.33	

Appendix M_1

LEADER VARIANCE: ARIZONA

Means for 16 Variables and 20 Randomed Leader Groups Showing Experimental Group (T1) Variance, Control Group (T2) Variance and the F and p Values for the Totals in That State

Variables	LEADERS																				Total
	L11	12	21	22	31	32	33	34	36	37	38	41	43	51	52	53	61	62	63	64	(WT)
		OPINION																			
T_1	-13.0	9.0	-12.333	-12.0	22.4	4.0	-9.0	24.25	35.667	-3.8	16.8	12.8	4.0	17.2	11.6	12.75	4.2	17.667	15.2	35.2	10.234
T_2	23.5	37.333	12.750	47.5	19.4	-2.0	48.5	25.6	36.2	22.5	12.5	24.2	8.8	22.2	25.75	8.0	19.6	-6.333	12.25	37.333	19.755
WL Total	5.25	21.833	1.307	17.75	20.9	1.572	11.783	24.101	27.917	8.42	15.42	15.5	6.4	19.7	16.42	9.572	11.9	8.667	14.125	37.216	
		EPI-I-C																			
T_1	4.0	2.25	2.333	2.0	1.2	0.8	3.0	2.25	2.333	2.6	2.6	1.6	2.6	2.2	1.4	0.5	2.4	2.333	1.8	1.6	2.035
T_2	2.0	2.0	2.25	0.5	1.2	3.5	1.5	2.8	1.8	2.5	1.75	1.8	2.2	1.6	1.75	1.6	2.0	1.333	0.75	1.33	1.884
WL Total	3.0	2.132	2.297	1.25	1.2	1.992	2.475	2.564	2.019	2.547	2.214	1.7	2.4	1.9	1.547	1.12	2.2	1.833	1.325	1.481	
		EPI-I-DK																			
T_1	0.5	2.25	2.333	0.0	1.4	2.2	0.5	0.5	0.0	0.0	0.8	0.8	0.8	0.6	0.6	1.5	0.8	0.667	1.6	2.6	1.092
T_2	1.5	1.333	0.25	1.5	1.2	0.15	0.5	0.0	1.0	0.25	1.75	1.4	0.2	0.8	0.25	1.6	0.2	2.333	1.250	1.333	0.934
WL Total	1.0	1.846	1.154	0.75	1.5	1.547	0.474	0.231	0.644	0.103	1.214	1.1	0.5	0.7	0.436	1.564	0.5	1.5	1.436	2.106	
		EPI-II-C																			
T_1	3.0	1.25	1.0	3.0	0.4	0.6	2.25	2.25	2.333	2.4	1.0	1.2	3.0	2.2	3.2	0.75	2.6	1.0	0.6	1.2	1.749
T_2	3.5	1.333	2.0	1.0	2.0	0.5	1.5	1.00	1.8	1.75	2.5	1.8	2.0	1.0	2.0	1.0	2.0	2.333	2.0	2.0	1.755
WL Total	3.25	1.286	1.571	2.0	1.2	0.556	2.001	1.555	1.999	2.111	1.667	1.5	2.5	1.6	2.667	0.889	2.3	1.667	1.223	1.501	
		EPI-II-DK																			
T_1	0.0	1.25	2.0	0.0	0.6	2.2	0.5	0.5	0.333	0.2	2.2	0.8	0.4	0.8	0.2	2.25	0.2	1.667	2.4	2.0	1.057
T_2	1.0	2.0	1.0	1.0	0.8	1.5	0.5	1.8	1.4	0.25	1.25	1.2	0.2	1.2	0.25	1.4	0.4	1.667	2.5	1.333	1.122
WL Total	0.5	1.571	1.427	0.5	0.7	1.512	0.511	1.219	0.992	0.226	1.781	1.0	0.3	1.0	0.226	1.774	0.3	1.667	2.448	1.756	
		EPI-III																			
T_1	22.5	12.0	26.333	21.5	22.6	17.2	24.5	26.0	24.0	24.6	23.2	19.8	25.8	21.8	20.0	23.0	27.4	22.333	21.0	23.2	22.534
T_2	23.5	19.333	21.25	20.0	17.4	18.75	21.5	27.0	23.0	22.5	21.5	21.4	23.6	25.4	19.75	22.4	18.6	24.667	17.5	25.333	21.325
WL Total	23.5	16.167	24.131	20.75	20.0	17.825	23.31	26.619	23.515	23.63	22.321	20.6	24.7	23.6	19.875	22.75	23.0	21.5	19.31	24.167	
		1-1-X																			
T_1	2.0	2.25	4.0	3.0	2.2	2.0	2.0	3.0	2.667	1.6	2.4	1.6	3.4	1.2	2.8	3.25	1.6	1.0	1.6	2.8	2.341
T_2	1.5	2.333	3.0	1.0	1.8	1.75	2.0	1.6	1.6	2.5	2.5	3.6	3.4	3.0	2.25	1.2	3.4	2.333	2.0	2.667	2.355
WL Total	1.75	2.286	3.41	2.0	2.0	1.835	2.019	2.516	1.986	2.004	2.451	2.6	3.4	2.1	3.004	2.105	2.5	1.667	1.784	2.764	

TOTALS							
	OPINION			EPI-I-C			
		F	P		F	P	
L	L	1.22	.642	L	1.531	.[illegible]	
LT	LT	0.980	.487	LT	1.504	.[illegible]	
T	T	[illegible]	.623	T	[illegible]	.[illegible]	
	EPI-I-DK			EPI-II-C			
		F	P		F	P	
L	L	2.131	.607	L	1.527	.[illegible]	
LT	LT	1.333	.175	LT	1.334	.142	
T	T	0.581	.463	T	[illegible]	.[illegible]	
	EPI-II-DK			EPI-III			
		F	P		F	P	
L	L	3.933	.001	L	1.915	.[illegible]	
LT	LT	1.775	.538	LT	[illegible]	.[illegible]	
T	T	0.188	.670	T	2.943	.[illegible]	
	1-1-X			1-1-C			
		F	P		F	P	
L	L	1.078	.349	L	2.172	.[illegible]	
LT	LT	1.426	.127	LT	1.862	.623	
T	T	0.185	.672	T	5.763	.627	

Appendix M_1 (Con't) - LEADER VARIANCE: ARIZONA

Variables	LEADERS																					Total	TOTALS					
		1-	1-	0																			1-2-X			1-3-0	
	11	12	21	23	31	32	33	34	36	37	38	41	43	51	52	53	61	62	63	64		WT.		F	P		F	P
T_1	4.0	4.5	4.667	5.0	5.8	4.8	5.75	5.5	5.667	5.0	5.0	6.2	5.2	6.2	5.6	6.25	6.0	6.333	5.2	3.8		5.42	L	1.481	0.104	L	1.559	.672
T_2	5.0	5.333	6.0	7.0	4.4	4.5	6.0	6.2	5.2	4.0	3.0	4.4	4.4	5.6	4.25	6.0	3.4	4.667	3.75	4.667		4.79	LT	1.650	0.411	LT	1.412	.176
WL Total	4.5	4.912	5.474	6.0	5.1	4.633	5.725	5.924	5.454	4.521	4.076	5.3	4.8	5.9	4.965	6.146	4.7	5.5	4.521	4.466			T	0.007	0.932	T	0.912	.552
		1-	2-X																				1-3-X			1-3-0		
T_1	2.0	3.5	3.667	3.0	1.6	3.6	2.25	2.75	3.0	2.2	2.8	1.8	4.0	2.0	2.0	3.0	1.4	3.0	2.4	2.2		2.568		F	P		F	P
T_2	1.0	2.333	2.75	4.0	2.4	3.5	2.0	2.0	3.2	2.0	2.5	4.4	3.6	2.0	2.5	1.8	3.0	1.667	2.0	2.333		2.585	L	1.612	.063	L	1.955	.615
WL Total	1.5	3.091	3.141	3.5	2.0	3.557	2.170	2.332	3.123	2.112	2.668	3.100	3.8	2.0	2.223	2.336	2.2	2.333	2.223	2.252			LT	1.462	.110	LT	1.252	.227
																							T	.467	.502	T	2.269	.6..
		1-	2-0																									
T_1	5.5	3.25	4.667	4.5	4.4	4.2	6.0	5.0	4.0	4.6	4.8	4.0	2.8	5.2	6.0	5.0	5.8	4.333	4.0	5.0		4.667		1-4-X			1-4-0	
T_2	2.5	6.667	6.25	6.5	4.0	4.0	6.0	4.6	4.8	4.0	6.25	3.4	4.4	5.8	5.0	5.4	4.0	5.333	5.0	5.333		4.945		F	P		F	P
WL Total	4.0	4.734	5.552	5.5	4.2	4.127	6.046	4.762	4.465	4.349	5.46	3.7	3.6	5.5	5.571	5.207	4.9	4.833	4.46	5.16			L	0.736	.776	L	1.497	.695
																							LT	2.010	.012	LT	2.014	.012
		1-	3-X																				T	0.175	.681	T	0.811	.916
T_1	2.5	1.5	4.333	3.0	2.4	3.4	2.25	4.0	2.667	1.6	2.6	1.4	2.6	4.0	2.0	3.25	1.6	1.0	1.4	1.2		5.571						
T_2	2.5	1.667	2.75	1.0	3.2	1.5	2.0	2.6	1.6	2.25	2.0	3.6	3.0	2.6	2.75	1.4	2.0	1.667	2.25	1.333		5.195		1-5-X			1-5-0	
WL Total	2.5	1.558	3.442	2.0	2.8	2.545	2.136	3.232	2.023	1.879	2.323	2.5	2.8	3.3	2.323	2.232	1.8	1.333	1.768	1.227			L	1.177		L	1.446	.110
																							LT	1.404		LT	1.452	.115
		1-	3-0																				T	0.897		T	0.550	.468
T_1	4.5	4.0	4.33	3.5	6.2	4.4	6.25	4.0	6.0	4.4	4.6	5.8	5.2	6.8	6.6	5.25	5.8	6.33	4.8	5.0		5.252						
T_2	6.5	5.67	7.00	3.5	5.4	4.75	6.50	4.6	6.6	6.25	4.0	5.6	4.4	6.2	5.5	6.0	3.4	5.33	5.5	6.0		5.375						
WL Total	5.5	4.723	5.845	3.5	5.8	4.563	6.354	4.326	6.36	5.229	4.34	5.7	4.8	6.5	6.118	5.66	4.6	5.833	5.118	5.37								
		1-	4-	X																								
T_1	1.5	2.25	3.67	2.0	1.8	3.0	1.75	4.5	2.0	1.2	2.0	1.2	2.2	1.0	1.4	3.75	1.8	1.0	1.2	1.6		2.05						
T_2	1.5	1.66	2.25	1.0	1.4	1.5	2.0	1.8	2.2	2.25	1.75	2.4	1.4	2.8	3.5	1.4	2.2	2.33	2.25	1.33		1.916						
WL Total	1.5	2.316	2.347	1.5	1.6	2.324	1.811	3.017	2.142	1.659	1.891	1.8	1.8	1.9	2.326	2.452	2.0	1.667	1.659	1.483								
		1-	4-	0																								
T_1	7.0	5.5	3.33	6.0	6.2	4.2	6.0	5.5	5.0	5.2	4.8	4.0	5.8	6.2	6.6	6.25	5.8	7.0	6.0	5.0		5.531						
T_2	6.0	5.0	6.5	4.0	3.6	6.5	7.0	5.4	4.2	5.75	6.0	5.4	6.6	5.8	6.75	6.8	3.6	5.0	4.75	6.33		5.567						
WL Total	6.5	5.22	5.14	5.0	4.9	5.234	6.327	5.142	4.495	5.406	5.335	4.7	6.2	6.0	6.669	6.554	4.8	6.0	5.446	5.45								
		1-	5-	X																								
T_1	2.0	4.25	3.33	3.5	2.2	3.2	2.0	2.25	2.0	1.6	2.6	1.2	3.6	1.0	2.6	4.5	2.0	1.667	2.0	2.2		2.397						
T_2	1.5	2.733	2.5	1.0	1.6	1.25	2.0	2.4	1.4	2.5	2.25	3.0	2.2	2.6	2.75	2.0	2.2	1.667	2.5	1.667		2.141						
WL Total	1.75	3.411	3.446	1.75	1.9	2.319	1.958	2.341	1.656	1.986	2.431	2.1	2.9	1.8	2.653	3.135	2.168	1.667	2.368	1.769								
		1-	5-	0																								
T_1	5.0	3.0	4.0	5.0	5.6	3.6	6.0	3.0	6.333	4.8	4.2	5.4	5.4	6.2	4.6	5.0	5.4	4.667	5.0	4.0		4.867						
T_2	6.0	4.667	5.25	7.0	3.4	4.75	6.5	5.6	4.8	5.75	3.5	4.2	5.2	5.8	5.5	5.6	5.2	5.667	3.5	5.667		5.165						

Appendix M_2

LEADER VARIANCE: CONNECTICUT

Means for 16 Variables and 70 Randomed Leader Groups
Showing Experimental Group (T1) Variance, Control Group (T2) Variance
and the F and p Values for the Totals in That State

Variables	LEADERS																				Total	TOTALS						
		OPINION																					OPINION				EPI-I-C	
	11	12	14	15	21	22	24	25	31	32	33	34	35	41	42	44	45	51	53	55	WT		F	P		F	P
T_1	23.40	13.00	6.2	15.75	14.80	-20.5	-16.75	-21.6	16.8	15.2	2.2	-19.0	26.2	19.4	15.2	24.4	27.4	18.2	8.5	-13.2	8.10	L	5.20	0.001	L	1.[illegible]	.[illegible]
T_2	66.6	25.2	-9.0	11.60	31.20	19.4	-14.2	2.4	21.6	4.6	0.0	16.4	6.0	22.8	-10.0	24.4	11.4	18.6	22.8	-2.4	13.22	LT	1.47	1.095	LT	1.21	.[illegible]25
WL Total	45.10	19.1	-1.4	13.16	23.00	1.38	-15.62	-9.6	20.2	9.9	1.1	-1.3	16.1	21.1	2.6	24.4	18.4	13.4	18.94	-7.8		T	1.35	1.[illegible]	T	10.[illegible]	.0[illegible]
		EPI-I-C																					EPI-I-DK			EPI-I-C	
																							F	P		F	P
T_1	2.8	3.0	3.4	2.5	2.6	3.25	3.25	4.0	2.4	2.6	2.0	3.8	2.0	1.4	2.6	1.8	1.2	2.2	3.25	2.8	2.64	L	1.759	.[illegible]	L	2.[illegible]	.6[illegible]
T_2	1.2	1.4	2.8	3.2	2.0	2.2	2.4	1.8	1.2	1.4	3.0	1.4	2.6	1.0	1.8	1.0	1.8	1.6	1.8	3.2	1.94	LT	0.741	.772	LT	1.[illegible]	.171
WL Total	2.0	2.2	3.1	2.93	2.3	2.71	2.82	2.9	1.8	2.0	2.5	2.6	2.3	1.2	2.2	1.4	1.5	1.9	2.48	3.0		T	0.25	.623	T	.005	.945
		EPI-I-DK																					EPI-II-DK			EPI-II-C	
																							F	P		F	P
T_1	1.0	.80	0.0	0.5	0.0	0.25	0.75	0.6	0.4	1.2	0.8	0.4	0.2	0.6	0.2	0.2	1.2	3.0	3.25	0.0	0.50	L	0.995	.470	L	1.[illegible]	.[illegible]
T_2	1.6	1.2	0.4	0.2	0.2	0.6	0.6	0.0	0.6	0.6	0.0	0.0	0.6	0.6	0.6	0.4	0.8	0.3	0.4	0.11	0.1	LT	1.103	.353	LT	0.[illegible]	.[illegible]
WL Total	1.3	1.0	0.2	0.34	0.1	0.45	0.67	0.3	0.5	0.9	0.4	0.2	0.4	0.6	0.4	0.8	0.3	0.4	0.11	0.1		T	7.988	.011	T	7.[illegible]	.0[illegible]
		EPI-II-C																									
T_1	2.0	1.8	1.4	2.75	2.4	2.5	3.25	2.0	1.2	2.0	2.8	2.8	3.0	0.8	1.6	0.2	1.2	3.0	3.25	2.2	2.09						
T_2	0.8	1.6	1.8	2.2	2.2	2.0	3.2	3.2	1.8	2.8	2.2	3.2	1.6	0.6	2.2	2.0	2.0	2.2	1.8	2.2	2.08		1-1-X			1-1-C	
WL Total	1.4	1.7	1.6	2.45	2.3	2.22	3.22	2.6	1.5	2.4	2.5	3.0	2.3	0.7	1.9	1.1	1.6	2.6	2.45	2.2			F	P		F	P
		EPI-II-DK																				L	0.717	.[illegible]	L	0.[illegible]	.[illegible]
T_1	0.4	0.6	0.2	0.0	0.0	1.25	0.75	0.4	0.4	0.6	0.0	0.6	0.4	1.0	0.8	0.8	0.4	0.4	0.5	0.2	0.48	LT	2.324	.0[illegible]	LT	1.[illegible]	.[illegible]
T_2	1.4	1.2	2.2	1.2	0.2	0.6	0.8	0.6	0.8	0.6	1.2	0.0	1.2	2.0	0.4	0.6	0.6	0.8	1.2	0.4	0.90	T	2.408	.137	T	2.408	.137
WL Total	0.9	0.9	1.2	0.64	0.1	0.89	0.78	0.5	0.6	0.6	0.6	0.3	0.8	1.5	0.6	0.7	0.5	0.6	0.87	0.3							
		EPI-III																									
T_1	22.9	28.0	23.6	20.25	24.4	19.25	22.75	21.4	26.8	23.0	25.6	24.2	24.6	23.0	23.8	19.4	24.0	21.2	23.25	21.6	23.14						
T_2	22.0	24.2	20.2	19.4	23.0	21.0	18.2	21.8	20.6	24.2	22.6	23.2	25.0	24.4	19.0	23.0	21.4	15.8	20.2	22.8	21.5						
WL Total	22.4	26.1	21.9	19.87	23.7	19.76	20.31	21.6	23.7	23.6	24.1	23.2	24.8	23.7	21.4	21.2	22.7	18.5	21.65	22.2							
		1-1-X																									
T_1	2.4	2.6	1.8	1.5	1.2	2.5	2.0	1.6	1.2	2.6	2.0	2.6	2.4	2.6	4.8	2.4	2.4	1.6	2.7	2.6	2.23						

Appendix M_2 (Con't) - LEADER VARIANCE: CONNECTICUT

Variables		LEADERS																				TOTALS						
		1-	1-0																		Tot.		1-2-X				1-	2-0
	11	12	14	15	21	22	24	25	31	32	33	34	35	41	42	44	45	51	53	55	WT		F	P			F	P
T_1	5.4	4.0	6.6	6.0	6.6	5.5	5.5	5.6	5.6	5.2	5.6	5.4	4.0	5.8	6.0	4.8	5.4	5.2	6.25	5.0	5.57	L	1.455	.108		L	1.475	.[illegible]
T_2	5.5	5.2	3.8	4.4	4.2	5.6	5.4	5.8	4.4	4.6	4.6	5.2	4.6	5.4	5.8	6.2	6.0	5.6	5.2	6.0	5.19	LT	1.912	.017		LT	1.9[illegible]	.0[illegible]
WL Total	5.6	5.6	5.2	5.13	5.4	5.58	5.47	5.7	5.0	4.9	5.1	5.3	4.3	5.6	5.9	5.5	5.7	5.4	5.69	5.5		T	0.233	.631		T	0.[illegible]	.9[illegible]
		1-2-X																					1-3-X				1-3-0	
T_1	3.0	2.6	4.2	1.75	1.4	3.5	3.75	2.4	2.0	3.6	2.4	3.2	2.4	3.0	4.4	4.2	2.0	2.8	2.0	3.6	2.98		F	P			F	P
T_2	4.8	2.6	3.8	4.0	5.6	3.4	3.8	2.6	3.4	2.4	2.8	2.6	1.4	3.0	2.4	2.4	2.6	3.4	3.0	2.4	5.12	L	2.071	.068		L	2.07[illegible]	.0[illegible]
WL Total	3.9	2.6	4.0	2.99	4.0	3.44	3.77	2.5	2.7	3.0	2.6	2.9	1.9	3.0	3.4	3.3	2.3	3.1	2.55	3.0		LT	2.972	.001		LT	1.727	.0[illegible]
																						T	0.493	.491		T	.2[illegible]	.[illegible]
		1-2-0																					1-4-X				1-4-0	
T_1	5.6	5.6	5.2	4.25	5.4	3.25	4.0	5.2	5.0	4.0	5.0	5.2	4.0	4.8	5.0	4.0	5.2	4.8	6.25	3.6	4.77		F	P			F	P
T_2	5.2	4.2	4.0	4.6	3.0	4.2	4.8	4.6	4.2	5.4	4.2	5.4	6.2	5.4	4.2	5.8	5.2	4.0	4.4	6.2	4.76	L	2.38	.002		L	1.26	.264
WL Total	5.4	4.4	4.6	4.45	4.2	3.78	4.45	4.9	4.6	4.7	4.6	5.3	5.1	5.1	4.6	4.9	5.2	4.4	5.22	4.9		LT	3.3[illegible]	.001		LT	1.7[illegible]	.627
																						T	2.[illegible]	.958		T	2.0[illegible]	.122
		1-3-X																										
T_1	2.2	2.2	1.8	2.0	1.6	4.75	2.0	3.4	2.0	4.0	1.8	2.6	2.4	2.2	5.2	1.2	2.0	4.0	1.75	4.0	2.78							
T_2	3.6	3.0	3.6	3.2	4.8	3.8	5.4	3.0	4.4	2.6	2.0	2.6	2.4	1.8	2.2	2.2	2.6	2.0	1.6	2.4	2.96		1-5-X				1-5-0	
WL Total	2.9	2.9	2.7	2.65	3.2	4.21	3.87	3.2	3.2	3.3	1.9	2.6	2.4	2.0	3.7	1.7	2.3	3.0	1.65	3.2			F	P			F	P
																						L	2.044	.009		L	1.25[illegible]	.221
		1-3-0																				LT	3.33	.001		LT	1.772	.[illegible]
T_1	4.3	5.2	6.0	5.25	3.6	3.5	6.25	5.0	6.4	4.6	6.0	4.8	6.2	5.0	6.0	4.6	5.0	4.0	6.75	4.6	5.17	T	0.371	.550		T	1.27	.274
T_2	6.6	3.6	4.6	4.6	3.0	4.4	5.0	5.0	2.4	5.8	5.8	5.2	5.0	6.0	6.2	5.8	5.8	4.8	5.3	5.0	5.62							
WL Total	5.7	4.4	5.3	4.90	3.3	4.01	5.56	5.0	4.4	5.2	5.9	5.0	5.6	5.5	6.1	5.2	5.4	4.4	6.23	4.8								
		1-4-X																										
T_1	3.6	2.4	2.0	1.5	1.0	2.75	1.0	2.8	1.2	1.8	1.6	2.0	2.2	1.6	5.0	3.8	2.2	2.0	2.25	2.6	2.21							
T_2	3.4	3.0	2.8	2.2	6.2	1.2	1.8	2.8	1.6	1.6	1.2	2.0	1.2	2.0	2.0	1.6	2.6	1.2	1.4	2.8	2.23							
WL Total	3.0	2.7	2.4	1.89	3.6	1.89	1.44	2.8	1.4	1.7	1.4	2.0	1.7	1.8	3.5	2.7	2.4	1.6	1.78	2.7								
		1-4-0																										
T_1	4.8	6.2	6.4	6.25	6.4	5.25	6.5	6.2	6.4	6.6	6.0	6.6	6.0	6.2	6.2	5.8	5.2	5.2	6.0	6.0	6.02							
T_2	6.0	5.4	4.4	5.0	2.6	6.6	6.6	5.2	5.6	6.2	6.2	5.4	5.8	6.8	5.0	6.2	5.0	6.0	5.6	6.2	5.59							
WL Total	5.4	5.8	5.4	5.58	4.5	6.02	6.58	5.7	6.0	6.4	6.1	6.0	5.9	6.5	5.6	6.0	5.1	5.6	5.80	6.1								
		1-5-X																										
T_1	2.2	2.2	2.2	1.75	1.0	2.75	2.25	2.4	1.2	2.0	1.2	2.2	2.6	1.6	4.8	2.4	2.8	2.2	1.75	3.4	2.27							
T_2	4.0	2.8	2.8	1.6	6.2	2.2	1.8	1.4	2.6	1.8	2.2	2.2	2.6	2.0	1.4	1.8	3.4	1.4	1.4	3.4	2.45							
WL Total	3.1	2.5	2.5	1.66	3.6	2.43	1.99	1.9	1.9	1.9	1.7	2.2	2.6	1.8	3.1	2.1	3.1	1.8	1.54	3.4								
		1-5-0																										
T_1	4.8	5.6	5.2	5.25	7.0	3.5	4.75	5.8	5.8	6.4	6.0	5.4	4.8	4.2	5.4	3.0	5.4	4.8	6.5	5.6	5.26							

Appendix M_3

LEADER VARIANCE: KANSAS

Means for 16 Variables and 20 Randomed Leader Groups Showing Experimental Group (T1) Variance, Control Group (T2) Variance and the F and p Values for the Totals in That State

Variables	LEADERS																				Total	TOTALS					
		Opinion																				OPINION				EPI-I-C	
	11	12	13	14	15	21	22	23	24	25	32	34	35	41	42	43	44	45	51	52	(OT)		F	P		F	P
T_1	-5.25	17.6	-1.6	-2.0	5.4	-1.2	11.2	17.2	-22.6	8.[illegible]	[illegible]	-2.5	32.4	12.8	24.6	7.4	1.4	-8.333	-11.2	-7.8	5.418	L	2.539	.001	L	1.503	.096
T_2	7.6	12.2	7.6	11.2	21.25	14.0	17.0	4.0	-17.8	12.2	1.2	-1.8	36.6	22.4	42.5	28.2	5.2	12.5	-11.6	2.8	10.345	LT	6.359	.994	LT	[illegible]	.595
WL Total	2.[illegible]	[illegible]	1.5	8.516	13.237	-7.6	15.1	10.9	-20.2	22.0	-0.607	2.837	34.5	25.6	34.97	18.6	3.6	-9.507	-11.7	-3.5		T	3.994	.063	T	[illegible]	.[illegible]
		EPI	-I-	C																			EPI-I-C			EPI-II-C	
T_1	4.75	2.6	2.6	2.5	2.8	2.8	2.0	3.2	3.4	1.2	1.75	3.25	3.2	2.0	1.8	3.6	2.8	2.667	2.6	2.0	2.716		F	P		F	P
T_2	3.2	2.2	1.6	1.8	2.0	3.6	2.0	2.2	3.2	2.2	2.0	2.6	3.2	2.4	2.5	2.6	1.8	2.5	2.2	2.4	2.456	L	2.25	.014	L	1.293	.178
WL Total	4.[illegible]	2.4	2.1	2.056	2.42	2.2	2.0	2.7	3.3	1.7	1.903	2.903	3.2	2.7	2.097	3.1	2.3	2.514	2.9	2.7		LT	1.81	.026	LT	1.111	.346
																						T	6.939	.352	T	6.206	.422
		EPI	-I-	DK																							
T_1	0.25	0.4	0.6	0.0	0.0	0.2	1.2	0.0	0.0	0.2	0.25	0.0	0.2	1.2	0.2	0.4	0.6	0.0	0.4	0.0	0.307		EPI-II-DK			EPI-III	
T_2	0.8	0.2	2.0	0.0	1.5	0.2	0.4	0.0	0.2	0.8	0.4	0.0	0.6	0.2	0.0	0.2	0.8	0.5	0.0	0.2	0.438		F	P		F	P
WL Total	[illegible]	[illegible]	1.3	[illegible]	[illegible]	0.2	0.8	0.0	0.1	[illegible]	0.326	[illegible]	0.4	0.7	0.118	0.3	0.7	0.213	0.2	0.1		L	2.291	.023	L	1.077	.350
																						LT	0.929	.549	LT	1.253	.[illegible]
		EPI	-II-	C																		T	2.718	.116	T	1.252	.277
T_1	3.25	1.6	2.0	[illegible]	2.2	1.8	2.2	3.2	3.4	2.2	2.25	2.75	2.6	1.6	2.0	2.0	2.2	2.333	2.6	2.4	2.51						
T_2	2.2	2.0	1.6	2.2	2.0	3.2	1.0	1.6	2.2	1.0	2.6	2.4	2.0	2.2	1.25	2.2	2.0	3.0	2.6	2.0	2.061		1-	1-x		1-	1-0
WL Total	2.692	1.8	1.8	2.282	2.066	2.5	1.6	2.4	2.8	1.6	2.469	2.581	2.3	1.9	1.642	2.1	2.6	2.155	2.6	2.7			F	P		F	P
																						L	1.931	.013	L	2.064	.029
		EPI	- II	-DK																		LT	0.852	.642	LT	2.957	.001
T_1	0.15	1.6	0.3	1.0	0.1	0.2	2.2	0.0	0.0	1.0	0.25	0.0	1.0	1.2	0.4	0.6	0.4	0.333	1.0	0.6	0.614	T	.815	.378	T	0.201	.159
T_2	[illegible]	0.6	2.6	0.0	1.15	0.4	1.8	0.2	0.6	1.6	0.8	0.2	1.0	0.8	0.25	0.2	1.6	1.0	0.6	0.6	0.858						
WL Total	[illegible]	1.6	1.7	0.333	1.014	0.3	2.0	0.1	0.3	1.3	0.542	[illegible]	1.0	1.0	0.347	0.4	1.0	0.624	0.8	0.6							
		EPI	-II																								
T_1	23.0	21.2	22.0	21.5	22.0	25.2	20.2	24.8	27.0	22.4	21.0	22.0	25.8	22.0	20.6	21.8	24.2	22.333	21.6	20.8	22.761						
T_2	16.2	25.4	17.1	23.0	22.25	21.2	23.0	21.0	19.8	22.8	22.8	24.4	23.8	17.6	24.0	20.4	21.0	23.0	24.0	20.0	22.119						
WL Total	[illegible]	22.5	20.7	[illegible]	22.62	[illegible]	21.6	25.7	23.4	22.6	22.047	23.38	24.8	23.8	22.484	22.6	22.6	23.111	22.8	20.4							
			1-9	-X																							
T_1	3.25	2.0	1.2	5.5	2.4	2.2	3.0	3.6	2.0	2.2	2.25	1.5	2.6	2.4	1.8	3.2	2.4	2.0	4.4	2.6	2.726						
T_2	4.0	3.6	4.6	3.6	2.15	2.0	3.4	2.6	2.8	2.2	2.0	1.8	4.4	2.6	2.25	3.2	2.4	1.5	2.2	3.0	2.92						
WL Total	2.656	2.5	4.4	[illegible]	2.011	2.1	3.2	3.1	2.4	2.2	2.1	1.656	3.5	2.5	2.011	3.2	2.9	1.819	3.3	2.8							

Appendix M_3 (Con't) - LEADER VARIANCE: KANSAS

Variables	LEADERS																				Total	TOTALS					
		1-1-[illegible]																					1-2-X			1-2-O	
	11	12	13	14	15	21	22	23	24	25	31	34	35	41	42	43	44	45	51	52	(wT)		F	P		F	P
T	3.25	4.2	4.6	5.0	3.0	3.8	5.0	3.4	4.8	6.2	3.75	5.75	6.2	4.8	5.8	4.4	6.2	5.0	6.2	5.0	4.799	L	2.764	.001	L	1.644	.153
T	4.6	3.4	3.2	5.0	5.0	5.2	4.0	6.6	6.6	4.2	5.8	6.2	3.8	4.4	5.0	5.8	4.2	6.5	5.0	5.2	4.9[illegible]	LT	1.848	.147	LT	0.938	.537
wLTotal	3.546	3.8	3.7	4.964	3.898	4.5	4.5	5.0	5.7	5.5	4.88	5.991	5.0	4.6	5.454	5.1	5.2	5.617	5.6	5.1		T	0.952	.342	T	1.174	.292
		1-2-K																					1-3-X			1-3-O	
T1	4.25	2.0	3.8	5.5	2.8	2.2	4.8	3.6	2.4	1.4	2.0	3.5	3.2	3.2	2.6	1.8	2.6	2.333	3.3	3.8	3.114		F	P		F	P
T2	4.2	2.4	4.8	5.8	3.75	2.6	5.2	2.2	2.2	3.0	1.8	1.4	4.4	3.0	3.25	3.2	1.0	2.5	4.2	3.8	3.329	L	1.865	.021	L	1.31	.135
Total	4.21	2.2	4.3	5.662	3.234	2.4	3.0	2.9	2.8	2.2	1877	2.321	3.8	3.1	2.901	4.0	3.3	2.422	4.0	3.8		LT	0.817	.685	LT	1.505	.691
																						T	0.244	.627	T	1.115	.274
		1-2-O																									
T1	4.25	4.6	4.4	5.0	3.8	4.8	5.6	3.4	4.8	6.4	2.5	5.75	4.4	5.0	4.2	4.8	4.2	4.333	5.6	3.2	4.656		1-4-X			1-4-O	
T2	2.4	3.6	4.6	5.6	6.0	5.2	4.0	5.8	5.4	6.0	5.2	5.6	4.6	4.8	4.75	5.4	4.8	6.5	4.6	3.0	4.914		F	P		F	P
Total	3.763	4.1	4.2	5.313	4.492	5.0	4.8	4.6	5.1	6.2	4.43	5.652	4.7	4.9	4.459	5.1	4.5	5.526	5.1	3.1		L	2.227	.091	L	2.[illegible]	.[illegible]
																						LT	0.774	.755	LT	2.517	.[illegible]
		1-3-X																				T	0.453	.509	T	6.491	.525
T1	3.75	1.2	4.2	1.0	2.4	2.4	3.2	3.4	3.2	3.8	1.5	2.75	2.6	2.6	1.4	1.4	2.4	2.333	3.4	3.2	3.045						
T2	2.4	3.0	1.6	1.0	3.15	1.8	3.6	2.6	2.8	2.6	1.6	2.0	4.4	2.0	2.5	2.0	3.0	2.0	2.6	3.6	2.935		1-5-X			1-5-O	
Total	3.337	2.1	4.4	1.595	3.549	2.1	3.4	3.0	3.0	3.7	2.036	2.337	3.5	2.3	1.883	2.7	2.7	2.781	3.0	3.4			F	P		F	P
																						L	2.225	.104	L	1.217	.175
		1-3-O																				LT	1.218	.251	LT	1.957	.114
T1	4.0	4.6	4.4	5.0	4.4	2.4	5.0	2.2	5.6	4.6	4.5	5.75	5.2	4.8	4.0	5.0	5.0	4.333	5.8	4.6	4.698	T	0.434	.518	T	0.862	.357
T2	4.8	3.0	4.2	5.0	5.75	4.4	3.6	6.4	6.0	4.4	6.0	5.8	5.0	5.0	4.0	6.2	5.2	6.5	5.6	4.4	5.037						
Total	4.426	3.8	4.4	5.09	5.019	3.4	4.3	4.3	5.8	4.5	5.315	5.759	5.1	4.9	5.13	5.6	5.1	5.234	5.7	4.5							
		1-4-X																									
T1	1.5	1.2	5.4	4.5	2.6	2.0	2.2	4.4	2.2	2.4	1.25	.75	1.8	2.2	1.0	1.5	1.6	1.667	3.3	1.8	2.458						
T2	2.2	2.6	4.6	4.4	2.[illegible]	2.6	2.8	2.4	2.6	2.6	1.6	1.4	2.6	3.4	2.5	2.0	2.0	1.0	1.8	2.4	2.62						
Total	2.013	1.6	5.0	1.965	3.176	2.3	2.5	2.4	2.4	2.5	1.435	1.102	2.7	3.3	1.676	1.9	1.8	1.416	2.8	2.1							
		1-4-O																									
T1	1.5	5.6	5.2	1.5	2.6	4.8	1.8	2.0	2.4	5.4	5.5	5.75	6.0	5.4	6.0	5.6	6.2	6.333	4.6	1.4	5.457						
T2	5.6	3.0	2.4	5.6	1.6	5.6	4.6	6.8	6.8	6.0	6.4	6.0	6.0	4.6	6.5	5.6	6.4	7.0	6.0	6.0	5.644						
Total	5.987	4.3	3.9	5.804	1.68	5.2	4.7	4.4	6.6	5.7	5.967	5.987	6.0	5.0	6.225	5.6	6.3	6.624	5.3	6.2							
		1-5-X																									
L1	1.5	1.4	3.4	5.0	3.4	2.0	3.4	5.0	3.4	1.4	1.5	2.35	2.1	2.4	1.2	4.2	2.2	2.667	3.8	2.0	2.757						
L2	1.6	2.6	2.6	4.0	4.0	1.6	3.4	2.6	2.4	3.2	1.2	1.4	4.0	2.1	3.25	2.6	1.4	1.0	1.6	2.4	2.606						
Total	1.564	2.0	3.6	4.324	2.651	1.8	3.4	2.8	2.9	2.3	1.677	1.788	3.2	3.4	2.434	3.4	1.8	1.962	2.7	2.2							
		1-5-O																									
L1	4.0	4.2	5.4	4.5	3.4	4.4	5.0	2.8	5.2	6.2	4.25	5.75	5.6	5.0	5.6	3.8	5.6	4.333	5.4	5.2	4.876						
L2	4.6	2.8	3.6	5.2	5.25	6.2	5.4	6.6	6.0	5.6	5.4	5.4	5.2	4.4	4.5	5.8	5.8	6.5	5.6	4.6	5.188						
Total	5.205	3.5	4.3	4.933	4.24	5.3	5.2	4.7	5.6	5.9	4.872	5.538	5.4	4.7	5.128	4.8	5.7	5.231	5.5	4.9							

Appendix M_4

LEADER VARIANCE: MARYLAND

Means for 16 Variables and 20 Randomed Leader Groups Showing Experimental Group (T1) Variance, Control Group (T2) Variance and the F and p Values for the Totals in That State

Variables	LEADERS																				Total (WT)	TOTALS					
	1 11	Opinion 10	13	14	21	22	24	25	31	32	33	34	35	41	42	45	52	53	54	55			OPINION F	P		EPI-I-C F	P
T_1	17.5	12.0	16.6	1.2	21.6	44.2	34.0	55.5	30.4	21.8	30.2	18.2	35.0	30.4	13.8	8.4	22.2	24.8	24.0	22.4	19.50	L	2.75	.001	L	1.72	.215
T_2	11.0	3.4	6.2	10.2	32.2	7.0	48.4	26.2	15.6	15.67	14.2	23.0	26.8	44.0	6.6	32.8	12.7	15.4	6.6	25.4	17.85	LT	1.175	.355	LT	1.14	.35
WL Total	14.4	4.4	7.2	6.0	21.9	26.4	41.3	41.0	23.0	19.53	22.2	20.6	30.9	32.2	10.2	20.6	24.0	20.1	15.76	22.9		T	0.149	.703	T	1.167	.287
		EPI-I-C																					EPI-I-DK			EPI-I-C	
T_1	2.2	3.2	3.0	2.0	0.8	1.4	2.8	2.6	1.1	2.0	2.0	2.2	1.8	2.6	2.0	1.8	2.0	1.2	1.5	2.2	2.05		F	P		F	P
T_2	2.2	2.2	2.4	3.2	1.0	1.0	1.6	2.2	1.6	2.17	1.4	2.6	2.2	2.4	1.4	1.2	1.8	1.8	1.8	2.2	2.00	L	1.342	.161	L	3.135	.081
WL Total	2.2	2.7	2.7	2.9	0.9	1.2	2.2	2.4	1.3	2.09	1.7	2.4	2.0	2.5	1.7	1.5	1.9	1.5	1.67	2.2		LT	0.559	.930	LT	1.772	.172
																						T	0.003	.956	T	2.347	.126
		EPI-I-DK																									
T_1	0.8	0.0	0.2	1.0	0.2	0.8	1.0	0.8	1.4	1.0	0.6	1.2	0.4	0.6	0.8	1.2	0.6	0.6	1.0	0.2	0.75		EPI-II-DK			EPI-III	
T_2	0.4	0.4	0.8	0.0	0.4	1.0	1.6	0.4	1.6	0.33	1.0	1.2	0.0	0.8	0.6	1.6	0.6	1.2	0.6	0.6	0.75		F	P		F	P
WL Total	0.6	0.2	0.5	0.5	0.6	0.9	1.3	0.6	1.5	0.64	0.8	1.2	0.2	0.7	0.7	1.4	0.6	0.9	0.78	0.4		1	2.334	.003	L	2.416	.001
																						LT	0.51	.955	LT	1.271	.209
		EPI-II-C																				T	1.234	.221	T	3.324	.064
T_1	2.4	2.2	3.6	2.6	1.0	1.8	0.8	1.4	2.0	1.6	1.6	0.4	2.6	1.4	1.6	2.0	1.8	2.8	1.75	1.4	1.87						
T_2	2.4	2.8	2.2	3.0	0.4	1.6	1.0	1.8	1.2	0.83	1.6	1.4	1.8	1.8	1.6	1.6	1.4	1.6	1.0	2.0	1.65		I-I-X			I-II-O	
WL Total	2.4	2.3	2.9	2.8	0.7	1.7	0.9	1.6	1.6	1.17	1.6	0.9	2.2	1.6	1.6	1.8	1.6	2.2	1.35	1.7			F	P		F	P
																						L	2.839	.001	L	1.444	.112
		EPI-II-DK																				LT	2.947	.001	LT	1.235	.222
T_1	0.2	0.2	1.2	0.0	1.4	0.6	1.6	0.0	1.2	1.2	0.4	0.6	0.0	1.4	1.2	1.2	1.2	0.2	0.25	0.8	0.75	T	0.038	.347	T	0.318	.564
T_2	0.4	0.4	1.2	0.0	1.2	1.4	2.2	0.2	0.8	1.0	1.2	1.2	0.8	1.4	0.6	0.8	1.0	0.4	0.8	0.2	0.86						
WL Total	0.3	0.3	1.2	0.0	1.3	1.0	1.9	0.1	1.0	1.09	0.8	0.9	0.4	1.4	0.9	1.0	1.1	0.3	0.55	0.5							
		EPI-III																									
T_1	27.4	23.0	23.6	24.0	23.0	23.8	22.2	24.6	20.4	21.6	18.0	22.0	25.0	22.2	25.0	22.6	23.8	24.4	24.75	24.6	23.35						
T_2	25.6	17.2	21.4	22.4	22.2	14.8	19.6	25.0	17.6	25.33	19.4	17.6	20.2	25.2	25.2	24.4	26.4	21.2	20.4	24.0	22.01						
WL Total	26.50	21.1	22.2	23.2	22.6	19.3	20.9	24.8	20.0	23.70	18.7	19.8	22.6	24.0	25.1	23.5	25.1	22.8	22.41	26.3							
		I-I-X																									
T_1	4.0	3.2	3.6	2.6	2.4	3.2	1.6	3.6	1.2	2.8	3.2	2.4	2.8	2.2	1.2	1.6	1.0	3.4	2.0	2.2	2.51						
T_2	3.4	1.8	1.4	2.2	1.8	2.8	3.0	2.2	3.2	2.67	2.0	2.4	2.0	2.4	2.2	2.4	1.6	3.2	2.0	1.8	2.27						

Appendix M_4 (Con't) - LEADER VARIANCE: MARYLAND

Variables								LEADERS														TOTALS						
		1-1-0																			Total		1-2-X				1-2-0	
	L11	12	13	14	21	22	24	25	31	32	33	34	35	41	43	45	52	53	54	55	(WT)		F	P			F	P
T_1	4.8	5.4	6.3	4.4	6.2	4.0	5.0	3.4	1.6	4.4	4.4	4.4	4.4	6.0	6.4	4.0	3.4	4.6	4.75	4.6	4.95	L	2.234	.004		L	0.737	.532
T_2	4.6	4.2	5.6	5.2	4.6	5.2	4.8	5.4	6.0	5.43	3.8	4.6	5.1	5.4	4.5	5.4	5.2	4.2	6.4	5.0	5.12	LT	1.596	.043		LT	0.674	.644
W L Total	4.7	4.8	5.9	4.8	5.4	4.6	4.9	4.4	6.3	5.18	4.1	4.5	4.7	5.7	5.6	5.7	4.3	4.4	5.66	5.3		T	0.484	.533		T	0.577	.567
		1-2-X																					1-3-X				1-3-0	
T_1	4.2	3.2	3.9	3.6	3.8	3.6	1.8	2.6	2.0	3.6	4.0	4.6	2.0	3.0	1.6	1.8	2.2	2.8	2.0	4.2	2.97		F	P			F	P
T_2	3.4	2.4	2.4	2.8	1.9	2.4	2.8	2.8	1.6	2.33	2.0	2.4	3.6	2.6	2.8	2.4	2.2	3.2	3.0	3.0	2.80	L	2.699	.001		L	2.224	.004
W L Total	3.8	2.8	3.1	2.9	4.9	3.0	2.3	2.7	1.8	2.92	3.0	3.2	2.8	2.8	2.2	2.1	2.2	3.0	2.57	3.6		LT	1.992	.011		LT	1.155	.325
																						T	0.062	.705		T	0.017	.773
		1-2-0																					1-4-X				1-4-0	
T_1	4.4	4.2	5.4	4.6	5.2	4.0	5.0	5.4	6.6	5.8	4.4	4.8	4.2	5.2	4.4	5.0	5.2	5.0	4.5	3.8	4.87		F	P			F	P
T_2	4.2	4.2	5.0	4.6	5.2	3.6	5.4	4.0	4.2	5.17	4.2	4.2	3.2	5.6	3.4	5.2	5.8	4.4	5.2	4.4	4.74							
W L Total	4.6	4.6	5.2	4.6	5.2	4.8	5.2	4.7	5.4	5.46	4.3	4.5	3.7	5.4	3.9	5.1	5.5	4.7	4.90	4.10		L	3.237	.021		L	2.217	.004
																						LT	3.117	.001		LT	1.271	.284
		1-3-X																				T	0.178	.677		T	0.755	.592
T_1	4.0	3.2	3.0	3.2	3.6	3.6	2.0	2.6	2.6	4.4	5.2	1.4	2.6	2.0	2.2	1.6	1.8	3.0	1.5	2.2	2.74							
T_2	3.4	2.6	2.0	2.6	5.0	2.4	2.4	3.8	1.6	2.67	2.6	2.2	2.6	3.4	2.6	2.2	4.0	3.4	1.6	1.0	2.67		1-5-X				1-5-0	
W L Total	3.7	2.9	2.5	2.9	4.0	3.0	2.2	3.2	2.1	3.46	3.9	1.8	2.6	2.7	2.4	1.9	2.9	3.2	1.56	1.6			F	P			F	P
																						L	3.243	.021		L	1.551	.208
		1-3-0																				LT	3.091	.001		LT	1.023	.376
T_1	5.0	4.8	5.4	4.4	6.4	3.8	4.8	3.2	6.2	4.0	2.8	5.4	4.8	5.8	5.8	6.2	5.4	5.0	6.5	5.0	5.03	T	0.222	.883		T	0.116	.902
T_2	4.4	4.6	5.6	5.2	4.2	6.0	4.8	4.6	5.8	4.67	4.6	4.8	3.2	5.0	6.0	6.6	4.6	4.8	6.2	6.2	5.10							
W L Total	4.7	4.7	5.5	4.8	5.3	4.9	4.8	3.9	6.0	4.36	3.7	5.1	4.0	5.4	5.9	6.4	5.0	4.9	6.33	5.6								
		1-4-X																										
T_1	2.6	2.6	1.6	3.0	1.8	4.8	1.6	2.8	1.6	1.2	3.0	1.6	2.4	2.0	1.4	1.2	1.0	2.6	1.25	1.8	2.15							
T_2	2.2	1.4	1.6	1.4	1.2	2.2	2.8	3.4	1.2	1.33	1.4	1.6	1.8	2.0	1.6	2.2	1.2	1.6	2.0	1.0	2.01							
W L Total	2.4	2.5	1.6	2.2	4.0	3.5	2.2	3.1	1.4	1.28	2.2	1.6	2.1	2.0	1.5	1.7	1.1	2.1	1.67	1.4								
		1-4-0																										
T_1	6.4	6.4	6.8	5.4	6.6	3.2	5.6	5.0	6.8	4.4	4.2	4.6	5.2	5.6	6.8	6.4	5.8	5.6	5.5	5.6	5.60							
T_2	6.0	6.0	6.0	6.4	4.2	4.4	4.6	4.6	6.8	6.5	6.0	5.4	5.0	6.4	6.6	5.2	7.0	6.0	6.8	6.4	5.82							
W L Total	6.2	6.2	6.4	5.9	5.4	3.8	5.1	4.8	6.8	5.54	5.1	5.0	5.1	6.0	6.7	5.8	6.4	5.8	6.21	6.0								
		1-5-X																										
T_1	3.0	3.2	2.0	3.2	3.0	1.6	3.1	3.2	1.4	1.8	2.2	2.4	2.0	2.2	1.4	1.6	2.0	2.2	5.75	3.0	3.57							
T_2	2.2	2.2	2.2	1.6	2.6	2.4	1.0	3.0	1.6	2.33	2.0	1.8	2.4	2.2	2.6	2.8	3.0	1.6	2.6	1.0	2.54							
W L Total	2.6	2.7	2.1	2.4	1.8	3.5	3.0	3.1	1.5	2.07	2.1	2.1	2.2	2.5	2.0	2.2	2.5	1.9	4.00	2.0								
		1-5-0																										
T_1	5.6	5.6	5.4	5.2	5.6	4.6	6.0	4.2	7.0	5.2	4.6	5.2	4.2	5.6	5.8	4.4	5.2	5.4	4.0	4.0	5.15							
T_2	5.6	5.2	5.0	5.6	5.2	4.4	3.8	5.0	5.8	6.0	4.0	4.8	3.0	5.6	6.4	4.8	4.4	5.2	6.4	6.2	5.13							

Appendix M_5

LEADER VARIANCE: NEW YORK

Means for 16 Variables and 4 Leader Groups Showing Experimental Group (T1) Variance, Control Group (T2) Variance and the F and p Values for the Totals in That State

LEADERS

Variables	L11	12	13	14	Total (WT)
		OPINION			
T_1	7.417	21.075	16.64	17.65	15.463
T_2	13.347	8.453	7.2	23.32	13.148
W.L. Total	10.235	14.655	11.62	20.652	
		EPI-I-C			
T_1	2.5	2.095	2.52	3.65	2.69
T_2	2.043	2.82	2.84	2.42	2.382
W.L. Total	2.273	2.143	2.67	3.048	
		EPI-I-DK			
T_1	0.667	0.571	0.480	0.304	0.509
T_2	0.565	0.774	0.480	0.92	0.687
W.L. Total	0.619	0.672	0.48	0.621	
		EPI-II-C			
T_1	2.042	1.571	2.240	3.217	2.275
T_2	1.957	2.091	2.0	1.84	1.957
W.L. Total	1.997	1.241	2.12	2.507	
		EPI-II-DK			
T_1	1.0	0.667	0.4	0.435	0.628
T_2	0.913	0.767	0.56	0.8	0.797
W.L. Total	0.959	0.729	0.48	0.621	
		EPI-III			
T_1	23.375	21.762	23.440	25.043	23.418
T_2	23.652	22.091	23.160	24.10.0	23.244
W.L. Total	23.509	21.923	23.3	24.566	
		I-I-X			
T_1	2.797	2.286	2.04	1.913	2.263
T_2	2.478	2.818	2.28	1.96	2.382
W.L. Total	2.64	2.557	2.16	1.935	

TOTALS

	OPINION F	OPINION P	EPI-I-C F	EPI-I-C P	EPI-I-DK F	EPI-I-DK P	EPI-II-C F	EPI-II-C P
L	1.119	.343	4.237	.006	.369	.776	2.051	.108
LT	1.187	.316	2.347	.039	1.362	.256	3.960	.009

	EPI-II-DK F	EPI-II-DK P	EPI-III F	EPI-III P	I-I-X F	I-I-X P	I-I-O F	I-I-O P
L	2.241	.085	2.910	.036	2.069	.106	0.358	.454
LT	0.466	.707	0.220	.883	0.568	.637	0.382	.766

	I-2-X F	I-2-X P	I-2-O F	I-2-O P	I-3-X F	I-3-X P	I-3-O F	I-3-O P
L	1.896	.133	3.136	.027	2.853	.039	0.342	.795
LT	1.138	.335	1.740	.160	0.250	.862	0.126	.945

	I-4-X F	I-4-X P	I-4-O F	I-4-O P	I-5-X F	I-5-X P	I-5-O F	I-5-O P
L	1.397	.245	1.824	.144	0.337	.798	1.743	.160
LT	1.240	.296	1.532	.208	0.614	.607	0.043	.988

	L11	12	13	14	tot WT
			I-I-O		
T_1	5.042	5.233	4.92	4.913	5.027
T_2	5.713	5.455	5.08	5.33	5.398
WL	5.413	5.345	5.0	5.096	
			I-2-X		
T_1	3.0	2.952	2.76	2.826	2.882
T_2	3.043	3.227	2.64	1.84	2.678
WL	3.019	3.695	2.7	2.317	
			I-2-O		
T_1	4.375	4.952	4.52	4.957	4.82
	6.261	5.0	4.68	5.4	5.333

L11	12	13	14	tot WT
		I-3-X		
2.542	2.714	2.64	1.87	2.437
2.342	2.409	2.24	1.88	2.374
2.446	2.559	2.44	1.876	
		I-3-O		
5.125	4.952	5.32	5.027	5.122
5.696	5.417	5.56	5.36	5.563
5.408	5.182	5.44	5.221	
		I-4-X		
1.792	1.71	2.12	1.565	1.833
1.957	2.311	1.52	1.36	1.778

L11	12	13	14	tot WT
		I-4-O		
6.042	4.524	5.64	5.696	5.461
5.21	5.636	5.96	5.16	5.664
5.954	6.073	5.8	5.423	
		I-5-X		
2.375	2.14	2.24	2.261	2.271
1.696	2.455	2.20	1.8	2.094
2.168	2.32	2.22	2.24	
		I-5-O		
5.333	4.35	5.08	4.739	5.026
5.652	5.273	5.4	4.88	5.3

Appendix M_6

LEADER VARIANCE: TEXAS

Means for 16 Variables and 5 Leader Groups Showing Experimental Group (T1) Variance, Control Group (T2) Variance and the F and p Values for the Totals in That State

Variables	LEADERS																											
	Opinion							1-1-0									1-5-X											
	LI	I2	I3	I4	I5	(wT Total)			LI	I2	I3	I4	I5	(wT Total)			LI	I2	I3	I4	I5							
T_1	-2	21.4	17.6	-36.0	23.0	7.959		T_1	7.0	4.8	1.2	6.0	4.5	5.118		T_1	3.6	2.0	2.8	2.0	1.875	2.355						
T_2	12.4	15.0	5.4	-1.333	11.5	9.047		T_2	5.4	4.8	5.6	2.333	5.25	4.795		T_2	3.0	2.4	1.8	2.0	4.5	2.614						
WL Total	5.2	18.2	11.5	-21.667	28.681		[wT] Total		6.2	4.8	4.9	4.4	4.683		WL Total		3.3	2.2	2.3	2.024	2.806							
	EPI-T-C							1-2-X									1-5-0											
T_1	2.6	1.6	2.0	2.25	2.625	2.238		T_1	4.4	2.6	2.0	1.25	4.875	3.644		T_1	3.2	4.2	4.0	4.25	4.0	3.946						
T_2	2.2	1.8	2.2	2.333	2.0	2.11		T_2	2.8	1.8	3.2	2.667	3.25	2.798		T_2	4.4	4.6	4.8	2.333	2.75	2.374						
WL Total	2.4	1.7	2.1	2.317	2.395		Total		3.6	2.2	2.6	3.511	4.192		WL Total		3.8	4.4	4.4	3.425	3.595							
	EPI-I-DK							1-2-0									OPINION			EPI-I-C			EPI-I-DK			EPI-II-C		
T_1	0.8	0.6	0.4	0.5	0.375	0.535		T_1	1.4	4.4	5.0	4.75	3.875	3.914			F	P		F	P		F	P		F	P	
T_2	0.2	0.0	0.6	1.333	1.0	0.576		T_2	5.2	6.0	5.0	4.667	3.75	5.01	L		4.303	.006	L	0.58	.679	L	0.533	.713	L	0.755	.591
WL Total	0.5	0.3	0.5	0.861	0.592		Total		3.3	5.2	5.0	4.773	4.016		LT		1.288	.291	LT	0.245	.911	LT	1.617	.189	LT	1.251	.302
	EPI-II-C							1-3-X									EPI-II-DK			EPI-III			1-1-X			1-1-0		
T_1	1.4	2.0	2.0	2.0	1.625	1.928		T_1	2.4	2.2	2.4	2.0	3.5	2.514			F	P		F	P		F	P		F	P	
T_2	2.2	1.6	1.0	1.333	1.5	1.527		T_2	2.4	1.2	1.6	2.667	3.25	2.175	L		0.413	.798	L	2.073	.103	L	0.582	.820	L	2.37	.069
WL Total	1.8	2.3	1.5	1.681	1.507		Total		2.4	1.7	2.0	2.267	3.36		LT		1.027	.405	LT	0.194	.940	LT	0.927	.458	LT	4.339	.005
	EPI-II-DK							1-3-0									1-2-X			1-2-0			1-3-X			1-3-0		
T_1	0.8	0.2	.80	0.75	0.65	0.611		T_1	5.0	5.0	6.4	6.0	4.375	5.384			F	P		F	P		F	P		F	P	
T_2	0.2	1.0	1.0	1.0	1.5	0.885		T_2	5.0	6.6	6.4	6.0	3.75	5.581	L		2.079	.102	L	2.124	.096	L	1.18	.335	L	3.321	.025
WL Total	0.5	0.6	0.7	0.877	0.962		Total		5.0	5.8	6.4	6.014	4.119		LT		1.101	.370	LT	2.413	.065	LT	0.249	.909	LT	.708	.592
	EPI-III							1-4-X									1-4-X			1-4-0			1-5-X			1-5-0		
T_1	23.8	24.6	22.0	21.25	22.813	23.473		T_1	2.2	1.8	1.4	1.75	2.375	1.804			F	P		F	P		F	P		F	P	
T_2	22.2	23.8	17.8	22.333	20.5	21.164		T_2	2.6	1.2	1.8	2.667	3.25	2.265	L		1.139	.353	L	0.996	.421	L	1.212	.321	L	0.674	.614
WL Total	23.3	24.2	19.9	24.448	21.795		Total		2.4	1.5	1.6	2.169	2.926		LT		0.347	.844	LT	0.589	.673	LT	2.48	.060	LT	1.384	.257
	1-1-X							1-4-0									TOTALS											
T_1	2.0	2.8	2.2	2.0	2.125	2.199		T_1	5.8	5.2	6.0	5.25	4.625	5.334														
T_2	1.4	1.6	1.8	2.333	2.75	1.925		T_2	6.4	5.6	5.0	4.333	5.25	5.342														
WL Total	1.7	2.2	2.0	2.123	2.288		Total		6.1	5.4	5.5	1.258	4.839															

Appendix M_7

LEADER VARIANCE: PENNSYLVANIA

Means for 16 Variables and 20 Randomed Leader Groups
Showing Experimental Group (T1) Variance, Control Group (T2) Variance
and the F and p Values for the Totals in That State

Variables	LEADERS																				WT	TOTALS					
	L11	OPINION 12	13	14	15	22	24	25	31	32	34	41	42	43	44	45	51	52	53	54			Opinion F	P		EPI-II-C F	P
T_1	2.60	1.67	10.66	0.25	-5.50	11.00	-5.50	0.00	6.60	-4.75	-12.60	24.25	-20.00	19.50	18.50	-11.00	0.25	-9.25	18.75	14.75	3.35	L	1.799	[illegible]	L	1.5[illegible]	.675
T_2	2.40	15.00	19.80	-10.75	-24.00	17.60	34.50	35.33	-22.20	0.25	11.40	-23.50	-8.80	52.00	40.67	18.58	-36.4[illegible]	-3.38	13.50	-1.00	9.96	LT	1.035	.427	LT	1.8[illegible]	.[illegible]7
WL Total	2.50	9.17	15.[illegible]	-5.25	-14.75	15.80	16.50	17.67	-8.10	-2.25	-0.60	23.88	-13.83	27.98	31.14	4.14	-5.[illegible]2	-6.44	16.13	8.47		T	2.258	.149	T	1.777	.09
		EPI-I-C																					EPI-I-DK			EPI-II-C	
T_1	3.60	1.67	2.00	3.25	3.50	2.40	0.50	2.33	2.00	1.00	3.60	1.50	3.33	1.50	2.50	3.20	2.25	2.50	1.75	2.00	2.37		F	P		F	P
T_2	2.60	1.60	2.00	2.25	3.50	1.80	3.00	2.33	2.60	1.75	1.80	2.00	2.20	2.00	2.00	2.50	3.00	2.38	2.00	1.67	2.13	L	1.725	.629	L	2.36[illegible]	.[illegible]
WL Total	3.10	1.66	2.00	2.75	3.50	2.10	1.75	2.33	2.30	1.38	2.70	1.75	2.66	1.53	2.22	2.83	2.33	2.46	1.88	1.84		LT	1.737	.775	LT	1.711	.[illegible]2
																						T	2.792	.112	T	1.[illegible]2	.775
		EPI-I-DK																									
T_1	0.00	1.[illegible]	1.40	0.00	0.25	1.80	1.50	0.67	1.00	0.50	0.40	1.00	0.67	0.00	0.00	1.00	0.00	0.25	1.75	0.25	0.68		EPI-II-DK			EPI-II	
T_2	0.00	0.[illegible]	0.00	0.25	0.75	1.20	0.50	0.00	0.60	2.00	0.20	1.00	0.40	0.00	0.33	0.67	0.00	0.13	1.00	0.33	0.45		F	P		F	P
WL Total	0.00	0.40	0.70	0.13	0.50	1.50	1.00	0.33	0.80	1.25	0.30	1.00	0.53	-0.09	0.22	0.83	-0.07	0.21	1.38	0.27		L	1.426	.183	L	1.63[illegible]	.817
																						LT	1.432	.991	LT	[illegible].621	.[illegible]5
		EPI-II-C																				T	6.601	.977	T	4.261	.654
T_1	2.20	2.00	2.00	2.00	2.50	0.60	2.50	2.00	1.60	1.25	2.60	2.25	2.33	1.50	2.00	2.40	2.75	2.75	1.00	0.50	1.91						
T_2	1.80	1.40	1.40	2.30	2.25	1.40	1.00	1.33	1.20	2.25	1.60	2.75	2.60	1.00	1.33	2.50	2.00	3.00	1.25	1.67	1.87		I-I	I-X		I-I	I-O
WL Total	2.00	1.63	1.70	2.25	2.38	1.00	1.75	1.67	1.40	1.75	2.10	2.50	2.51	1.39	1.60	2.46	2.59	2.92	1.13	1.00			F	P		F	P
																						L	1.917	.137	L	1.35[illegible]	.[illegible]
		EPI-II-DK																				LT	1.764	.933	LT	1.547	.413
T_1	0.00	0.33	0.20	0.50	0.50	1.60	0.50	1.67	0.80	1.25	0.40	0.75	0.00	0.00	0.50	0.80	0.25	0.75	0.75	0.75	0.61	T	1.447	.244	T	1.329	.273
T_2	0.20	0.20	0.60	0.25	1.00	0.60	0.50	1.33	1.00	1.50	1.00	0.50	0.60	0.00	0.33	0.83	0.00	0.63	0.50	0.33	0.61						
WL Total	0.10	0.25	0.40	0.38	0.75	1.10	0.50	1.50	0.90	1.38	0.70	0.63	0.38	0.00	0.40	0.82	0.20	0.67	0.63	0.57							
		EPI-III																									
T_1	21.60	24.67	20.80	22.25	22.00	19.60	20.50	25.00	23.00	25.75	19.20	25.50	23.67	30.00	27.50	21.50	23.00	23.75	21.25	19.00	22.35						
T_2	19.20	19.60	20.20	21.00	20.25	21.50	24.50	23.33	21.30	22.00	22.00	22.50	19.40	22.00	24.67	22.08	11.00	19.25	24.03	13.33	21.20						
WL Total	20.70	21.67	20.56	21.13	21.13	20.40	22.50	23.67	22.40	23.88	20.90	24.00	21.17	19.49	25.84	21.88	20.79	20.99	22.63	18.62							
		1-1-X																									
T_1	3.00	2.00	1.40	1.75	2.00	3.00	1.00	2.33	2.40	2.75	1.80	2.75	2.33	5.25	4.00	2.80	3.75	2.25	3.00	1.00	2.50						
T_2	3.40	2.00	3.20	4.25	2.50	1.80	2.50	3.33	3.00	3.00	3.20	3.00	3.80	3.00	1.00	3.00	1.00	2.25	1.75	1.67	2.85						

Appendix M_7 (Con't) - LEADER VARIANCE: PENNSYLVANIA

Variables	LEADERS																					TOTALS					
		1-1-0																				1-2-X			1-2-0		
	11	12	13	14	15	23	24	25	31	32	34	41	42	43	44	45	51	52	53	54			F	P		E	P
T_1	5.20	5.67	5.20	5.75	6.00	4.20	6.00	5.67	5.20	5.25	6.40	3.00	4.67	3.00	6.50	5.40	4.50	6.25	5.25	5.30	5.20	L	1.477	.096	L	1.457	.102
T_2	5.40	5.00	5.20	5.50	5.25	6.20	5.50	4.67	5.20	5.50	5.40	5.00	4.40	4.00	4.00	4.67	7.00	5.75	4.50	6.67	5.06	LT	1.103	.461	LT	1.228	.345
W L Total	5.30	5.27	5.20	5.63	5.63	5.20	5.75	5.17	4.70	5.38	5.90	4.00	4.52	3.16	5.01	5.01	4.96	5.94	4.88	5.99		T	2.285	.147	T	0.623	.536
		1-0-X																				1-3-X			1-3-0		
T_1	3.20	1.67	2.40	2.00	2.75	2.80	2.00	2.00	3.40	2.50	2.00	3.50	2.00	5.25	3.50	2.70	3.50	2.25	2.75	2.75	2.75		E	P		F	P
T_2	4.20	1.80	3.60	5.00	3.25	3.20	1.50	3.33	3.20	2.50	3.40	2.00	3.20	5.00	3.33	2.50	1.00	3.13	2.00	2.67	3.10	L	2.210	.005	L	1.512	.167
W L Total	3.70	1.71	3.00	3.50	3.00	3.00	1.75	2.67	3.30	2.50	2.70	2.75	2.71	5.31	3.36	2.58	3.11	2.77	2.38	2.74		LT	1.534	.054	LT	1.553	.475
																						T	0.177	.675	T	1.969	.102
		1-2-0																				1-4-X			1-4-0		
T_1	4.80	5.67	4.40	5.00	4.75	6.20	6.50	6.33	4.60	4.75	5.80	3.00	6.00	2.50	4.50	5.30	3.00	5.75	5.50	4.75	4.94		F	P		F	P
T_2	4.40	5.40	4.60	4.25	5.00	5.60	6.50	3.67	4.40	5.50	5.40	5.25	5.00	6.00	5.00	5.50	7.04	4.88	4.50	4.67	4.90	L	2.143	.017	L	2.172	.111
W L Total	11.60	5.51	4.50	4.63	4.88	5.90	6.56	5.00	4.50	5.13	5.60	4.13	5.38	3.19	4.80	5.41	3.71	5.17	5.00	4.71		LT	1.915	.018	LT	6.995	.555
																						T	0.575	.756	T	5.161	.033
		1-3-X																									
T_1	2.40	2.33	1.80	2.75	2.00	2.80	2.00	3.00	3.00	4.00	4.80	2.75	2.67	6.00	2.00	2.60	3.00	2.25	2.25	1.00	2.84						
T_2	1.40	2.20	3.60	4.25	3.00	1.80	3.00	3.33	3.00	3.00	3.60	2.75	2.80	1.00	2.33	2.83	1.00	2.63	1.50	1.67	2.73		1-5-X			1-5-0	
W L Total	2.40	2.26	2.70	3.50	2.50	2.30	2.50	3.17	3.00	3.50	4.20	2.75	2.76	4.97	2.21	2.73	2.57	2.52	1.88	1.28			F	P		F	P
																						L	1.686	.046	L	1.544	.226
		1-3-0																				LT	1.730	.039	LT	3.677	.871
T_1	5.00	4.67	4.80	5.25	5.25	6.40	7.00	4.67	5.80	6.50	3.80	2.25	5.67	3.75	3.00	5.80	5.50	5.50	5.50	5.00	5.07	T	2.086	.165	T	1.609	.305
T_2	6.30	6.00	6.40	4.25	5.50	5.20	3.00	4.67	4.40	6.00	4.00	5.25	6.60	5.00	6.33	5.92	7.00	5.88	5.50	7.00	5.50						
W L Total	5.60	5.45	5.60	4.75	5.38	6.10	5.00	4.67	5.10	6.25	3.90	3.25	6.20	4.13	4.96	5.84	5.93	5.68	5.50	5.89							
		1-4-X																									
T_1	2.40	1.33	1.60	1.50	1.25	3.40	1.00	1.00	1.80	1.25	2.60	2.75	1.67	5.60	4.00	2.20	4.00	1.25	2.25	1.00	2.16						
T_2	2.20	1.40	3.60	4.50	2.25	1.20	1.50	3.33	1.60	1.25	2.60	2.25	2.20	2.00	1.33	2.83	1.00	1.75	1.00	1.33	2.24						
W L Total	2.30	1.36	2.30	3.00	1.75	2.30	1.25	2.17	1.70	1.25	2.60	2.50	1.99	4.85	2.39	2.54	3.43	1.57	1.63	1.15							
		1-4-0																									
T_1	5.00	6.67	6.60	6.50	5.75	5.40	7.06	6.67	6.60	5.75	5.80	5.50	6.67	3.00	7.00	5.50	5.00	6.75	5.50	6.50	5.97						
T_2	5.20	5.80	6.00	5.50	6.25	6.40	7.00	5.33	6.20	6.75	5.60	6.00	6.00	6.00	6.33	4.42	7.00	6.50	6.75	6.67	5.91						
W L Total	5.12	6.14	6.23	6.00	6.06	5.90	7.00	6.06	6.40	6.25	5.70	5.75	6.26	3.58	6.61	4.71	5.37	6.61	6.13	6.51							
		1-5-X																									
T_1	2.20	2.33	1.40	2.00	2.25	2.20	2.00	1.67	2.40	1.50	1.20	2.75	1.67	5.25	4.33	2.20	4.00	1.25	2.25	1.25	2.20						
T_2	1.20	2.20	3.80	4.00	2.75	2.00	3.00	3.33	1.20	2.75	2.20	3.25	3.60	3.00	1.67	2.75	1.20	2.20	1.00	1.33	2.22						
W L Total	2.50	1.43	2.60	3.00	2.50	2.10	2.50	2.50	2.10	2.13	2.20	3.00	2.73	4.22	3.00	2.48	3.53	1.75	1.88	1.52							
		1-5-0																									
T_1	4.40	5.67	5.00	4.75	5.75	5.20	5.50	6.00	5.40	5.00	6.40	1.75	5.00	4.00	5.00	5.20	4.75	6.25	6.25	4.75	5.03						
T_2	5.00	5.00	4.60	5.50	5.25	5.20	4.00	4.33	6.00	5.50	5.00	4.75	4.20	4.40	4.33	4.92	7.00	5.63	5.50	4.33	4.82						

Appendix M_8

LEADER VARIANCE: WISCONSIN

Means for 16 Variables and 20 Randomed Leader Groups Showing Experimental Group (T1) Variance, Control Group (T2) Variance and the F and p Values for the Totals in That State

Variables	LEADERS																			(Total)
	11	12	13	15	21	22	23	24	31	32	41	42	43	44	51	52	53	54	55	WT
Opinion																				
T_1	[illegible]	17.1	24.5	16.5	19.4	20.6	-4.2	-4.25	24.5	1.5	19.5	36.667	11.6	27.8	-10.25	-2.75	1.375	-19.556	6.167	12.357
T_2	2.0	11.5	34.0	32.0	13.6	9.8	1.0	-3.5	-5.6	-20.273	23.4	-2.222	14.6	7.4	45.333	-6.25	1.5	-5.8	-9.178	6.207
Total	14.6	17.825	24.215	25.45	16.5	15.2	-3.019	-2.025	10.0	-10.62	22.006	17.167	13.1	17.6	13.132	-4.5	0.063	-12.151	-2.785	
EPI-I-C																				
T_1	2.6	2.2	1.5	2.5	2.2	2.0	2.2	1.5	2.6	2.5	1.75	2.0	2.4	1.4	2.5	2.5	3.375	2.667	3.0	2.266
T_2	1.8	1.625	1.333	1.4	1.6	2.0	2.0	4.0	2.0	3.091	1.0	2.667	1.8	1.8	2.333	1.75	2.625	2.7	2.0	2.013
Total	2.2	1.932	1.422	1.701	1.9	2.0	2.097	2.296	2.3	2.86	1.346	2.333	2.1	1.6	2.413	2.125	3.0	2.69	2.422	
EPI-I-DK																				
T_1	0.2	1.1	0.0	0.75	0.4	0.6	3.0	0.75	0.2	0.75	0.5	1.0	0.4	1.2	0.5	0.0	0.125	0.222	0.167	0.633
T_2	0.6	0.5	0.667	0.0	0.2	0.0	0.667	0.0	0.8	0.818	1.4	0.778	0.4	1.2	1.0	1.5	1.0	1.0	0.178	0.75
Total	0.4	0.84	0.388	0.227	0.3	0.3	2.139	0.519	0.5	0.78	0.994	0.889	0.4	1.2	0.722	0.75	0.562	0.621	0.522	
EPI-II-C																				
T_1	1.8	2.3	2.0	1.75	2.0	1.6	1.4	1.5	2.4	2.5	0.75	1.0	2.2	1.6	1.75	3.25	1.875	2.551	2.5	1.927
T_2	2.0	1.5	1.667	3.4	2.0	2.0	1.667	2.0	1.8	2.182	1.6	2.22	1.0	1.2	1.667	0.75	1.875	2.5	2.222	1.86
Total	1.9	1.941	1.807	2.67	2.0	1.8	1.492	1.655	2.1	2.321	1.226	1.61	1.6	1.4	1.709	2.0	1.875	2.528	2.34	
EPI-II-DK																				
T_1	0.2	0.7	0.0	0.75	0.6	1.4	3.0	0.75	0.6	0.125	1.5	1.444	0.4	1.4	0.25	0.25	0.5	0.667	0.5	0.764
T_2	2.0	1.125	1.0	0.2	0.2	0.4	1.0	0.11	1.0	1.273	1.6	0.889	0.8	0.6	0.667	3.0	1.625	1.4	1.111	1.077
Total	1.4	0.908	0.566	0.426	0.4	0.9	1.667	0.556	0.8	0.763	1.537	1.167	0.6	1.0	0.45	1.625	1.062	1.044	0.833	
EPI-III																				
T_1	[illegible]	23.2	[illegible]	21.5	23.8	24.2	21.2	23.0	24.8	24.575	23.75	22.111	21.4	24.0	25.25	24.0	23.25	21.587	20.833	23.43
T_2	[illegible]	23.275	21.667	23.6	24.4	20.6	20.0	26.5	16.2	21.364	20.6	21.667	23.4	23.8	26.0	20.5	22.0	21.4	18.667	21.767
Total	11.2	[illegible]	[illegible]	[illegible]	24.1	22.4	[illegible]	[illegible]	[illegible]	22.973	22.012	21.667	[illegible]	23.9	25.453	22.25	22.625	21.66	19.671	
1-1-X																				
T_1	3.2	2.5	5.0	1.75	1.8	3.4	2.6	4.25	1.8	1.5	2.5	3.222	1.8	3.8	4.0	3.5	2.5	2.111	2.333	2.847
T_2	2.2	3.0	5.333	2.4	3.6	2.0	2.333	2.0	2.8	2.127	1.8	2.667	2.2	2.6	2.0	2.75	2.75	2.0	2.556	2.755
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

TOTALS

	Opinion			EPI-I-C	
	F	P		F	P
L	2.26	0.004	L	1.11	0.343
LT	1.29	0.232	LT	0.72	0.785
T	1.82	0.194	T	1.80	0.197
	EPI-I-DK			EPI-II-C	
	F	P		F	P
L	1.54	0.081	L	1.19	0.272
LT	1.59	0.065	LT	1.43	0.122
T	0.42	0.524	T	0.12	0.732
	EPI-II-DK			EPI-III	
	F	P		F	P
L	1.03	0.429	L	1.55	0.079
LT	1.63	0.058	LT	1.11	0.347
T	2.70	0.118	T	6.63	0.019
	1-1-X			1-1-O	
	F	P		F	P
L	1.76	0.034	L	1.32	0.177
LT	1.18	0.279	LT	1.59	0.019
T	0.17	0.683	T	0.02	0.902

Appendix M_8 (Con't) - LEADER VARIANCE: WISCONSIN

Variables	LEADERS																			Total
	11	12	13	15	21	22	23	24	31	32	41	42	43	44	51	52	53	54	55	GT
1-1-0																				
T_1	5.0	4.6	4.0	6.75	5.4	3.8	4.0	4.5	5.2	5.5	6.5	3.667	5.4	5.4	5.25	4.75	5.625	5.333	6.167	5.079
T_2	5.0	5.375	5.0	4.0	5.2	4.4	6.0	6.5	2.8	4.909	5.8	5.333	5.0	5.2	6.0	5.5	4.875	5.1	5.556	5.114
WL Total	5.0	5.169	4.596	5.22	5.6	4.1	4.754	5.172	4.0	5.155	6.109	4.5	5.2	5.3	5.574	5.125	5.25	5.21	5.777	
1-2-X																				
T	3.8	3.2	3.5	2.5	2.2	4.4	2.4	3.0	3.2	2.125	2.25	3.556	3.2	3.2	3.0	3.0	2.625	2.571	2.833	3.091
T_2	3.2	2.625	3.667	2.8	2.0	2.8	2.333	3.0	4.0	3.091	2.4	3.333	2.4	3.6	2.667	3.5	3.375	2.6	3.0	3.042
WL Total	3.4	3.273	3.705	2.669	2.6	3.6	2.367	2.992	3.6	2.688	2.336	3.441	2.8	3.4	2.851	3.25	2.5	2.738	2.932	
1-2-0																				
T_1	5.0	4.7	4.5	5.25	4.0	3.6	4.6	3.75	2.0	4.875	5.0	4.333	4.0	3.8	4.75	5.0	4.5	5.0	5.0	4.432
T_2	2.6	5.375	5.333	3.6	5.2	4.6	6.333	5.5	5.6	4.909	5.4	5.0	4.4	5.2	5.667	4.75	5.0	4.7	5.444	4.967
WL Total	4.3	5.031	4.941	4.303	4.9	4.1	5.321	4.157	3.2	4.835	5.191	4.667	4.2	4.5	5.133	4.875	4.75	4.827	5.21	
1-3-X																				
T	4.2	3.9	4.5	4.75	3.0	3.6	3.8	4.75	4.2	4.875	4.25	3.778	3.0	4.2	4.5	4.0	4.0	3.667	3.833	3.905
T_2	4.0	3.0	4.333	3.6	4.4	4.8	4.0	3.0	4.2	3.0	3.8	3.889	4.6	5.2	4.667	4.0	3.875	4.0	4.0	3.909
WL Total	4.1	3.856	4.36	3.755	3.3	4.2	3.3	4.234	4.2	3.944	3.889	3.833	4.8	4.7	4.6	4.0	3.937	3.831	3.933	
1-3-0																				
T	5.2	5.2	5.5	4.25	6.0	5.4	4.6	5.5	4.4	6.375	5.5	4.222	5.2	5.8	4.0	5.5	4.75	4.889	5.833	4.816
T_2	5.0	5.375	5.0	5.4	6.0	5.4	6.333	4.5	5.4	6.091	5.8	5.222	6.0	5.8	5.667	4.25	5.625	4.9	5.667	5.237
WL Total	5.1	5.278	5.264	4.891	6.0	5.4	5.295	5.237	4.9	6.182	5.647	4.722	5.6	5.8	4.74	5.375	5.187	4.895	5.697	
1-4-X																				
T	2.2	3.3	4.0	1.25	1.2	2.4	2.2	2.25	1.8	1.625	1.75	2.667	1.4	2.8	2.5	1.5	2.125	2.444	2.167	2.215
T_2	1.4	4.25	4.333	2.8	4.0	1.4	3.0	2.0	3.4	2.0	1.0	2.889	1.6	3.2	2.333	2.5	1.625	1.4	2.444	2.478
WL Total	1.8	3.137	4.174	2.696	2.6	1.9	2.533	2.21	2.6	1.821	1.319	2.778	1.5	3.0	2.447	2.0	1.875	1.888	2.317	
1-4-0																				
T	5.2	4.5	4.5	6.75	5.8	4.6	4.8	4.0	4.8	5.625	6.75	5.667	5.2	5.6	3.25	6.25	5.625	6.0	6.833	5.444
T_2	6.2	4.375	6.0	6.0	4.6	6.2	6.667	6.5	5.1	6.0	6.2	4.889	5.8	6.0	5.667	6.25	6.25	6.0	5.111	5.677
WL Total	6.0	4.44	5.376	6.22	5.3	5.1	6.201	5.873	5.1	5.824	6.421	5.278	5.5	5.8	4.332	6.25	5.937	5.994	5.776	
1-5-X																				
T_1	3.8	2.0	3.5	1.25	2.2	2.2	2.6	1.5	2.6	2.375	2.0	2.222	1.6	4.0	2.5	1.75	3.625	2.667	3.0	2.777
T_2	1.4	2.25	2.333	2.4	4.0	1.6	2.667	2.0	3.6	2.545	1.8	2.333	2.0	3.0	2.0	1.5	2.125	2.1	2.667	2.485
WL Total	2.8	2.615	3.007	1.905	3.1	1.9	2.582	2.615	3.1	2.477	1.905	2.778	1.8	3.5	2.261	1.625	2.875	2.516	2.821	
1-5-0																				
T	5.4	4.0	4.5	6.75	4.2	3.8	4.0	4.25	2.4	4.75	5.25	4.333	5.0	4.2	4.75	5.75	4.25	4.889	6.5	4.725
T_2	5.2	4.75	5.0	4.4	5.2	5.4	5.667	6.5	4.2	5.091	4.4	4.667	4.8	5.8	5.667	6.25	5.25	4.9	5.111	5.083
WL Total	5.3	4.253	4.764	5.405	4.7	4.6	4.667	5.06	3.8	4.918	4.758	4.5	4.9	5.0	5.145	6.0	4.75	4.895	5.631	

TOTALS						
1-2-X			1-2-0			
	F	P		F	P	
L	1.64	0.418	L	0.73	0.774	
LT	1.45	0.854	LT	1.37	0.149	
T	0.07	0.789	T	5.50	0.037	
1-3-X			1-3-0			
	F	P		F	P	
L	2.20	0.005	L	1.99	0.012	
LT	1.92	0.033	LT	1.68	0.046	
T	3.62	0.071	T	1.76	0.269	
1-4-X			1-4-0			
	F	P		F	P	
L	1.59	0.019	L	1.43	0.123	
LT	0.95	0.526	LT	1.23	0.176	
T	1.38	0.255	T	0.98	0.335	
1-5-X			1-5-0			
	F	P		F	P	
L	1.13	0.323	L	0.92	0.556	
LT	1.89	0.589	LT	1.08	0.376	
T	1.76	0.201	T	2.34	0.144	

Appendix N

ORIENTATION-JOB READY INTERACTION

Means for Experimental and Control Groups With F-Values for Interaction and Levels of Significance on All Variables

	Orientation		Job Ready		Interaction	
	Exp.	Cont.	Exp.	Cont.	F-Ratio	p
Employability Perceptions						
I	2.21	1.96	2.63	2.34	0.07	.79
II DK	0.76	0.94	0.58	0.83	0.51	.52
III	22.47	21.49	22.45	21.65	0.12	.73
Social Distance (X)						
1	2.31	2.48	2.54	2.66	0.10	.75
2	2.83	2.76	2.92	3.03	1.21	.27
3	2.50	2.57	2.74	2.79	0.01	.90
4	1.96	2.09	2.23	2.18	1.12	.29
5	2.31	2.46	2.57	2.35	5.27	.02
Believability (O)						
1	5.08	5.02	5.02	5.15	1.23	.27
2	4.60	4.82	4.67	5.00	0.41	.53
3	5.13	5.21	4.81	5.24	3.73	.05
4	5.56	5.60	5.65	5.69	0.01	.93
5	4.87	4.93	4.93	5.07	0.19	.67
Dogmatism	13.93	15.01	5.55	6.16	0.03	.86

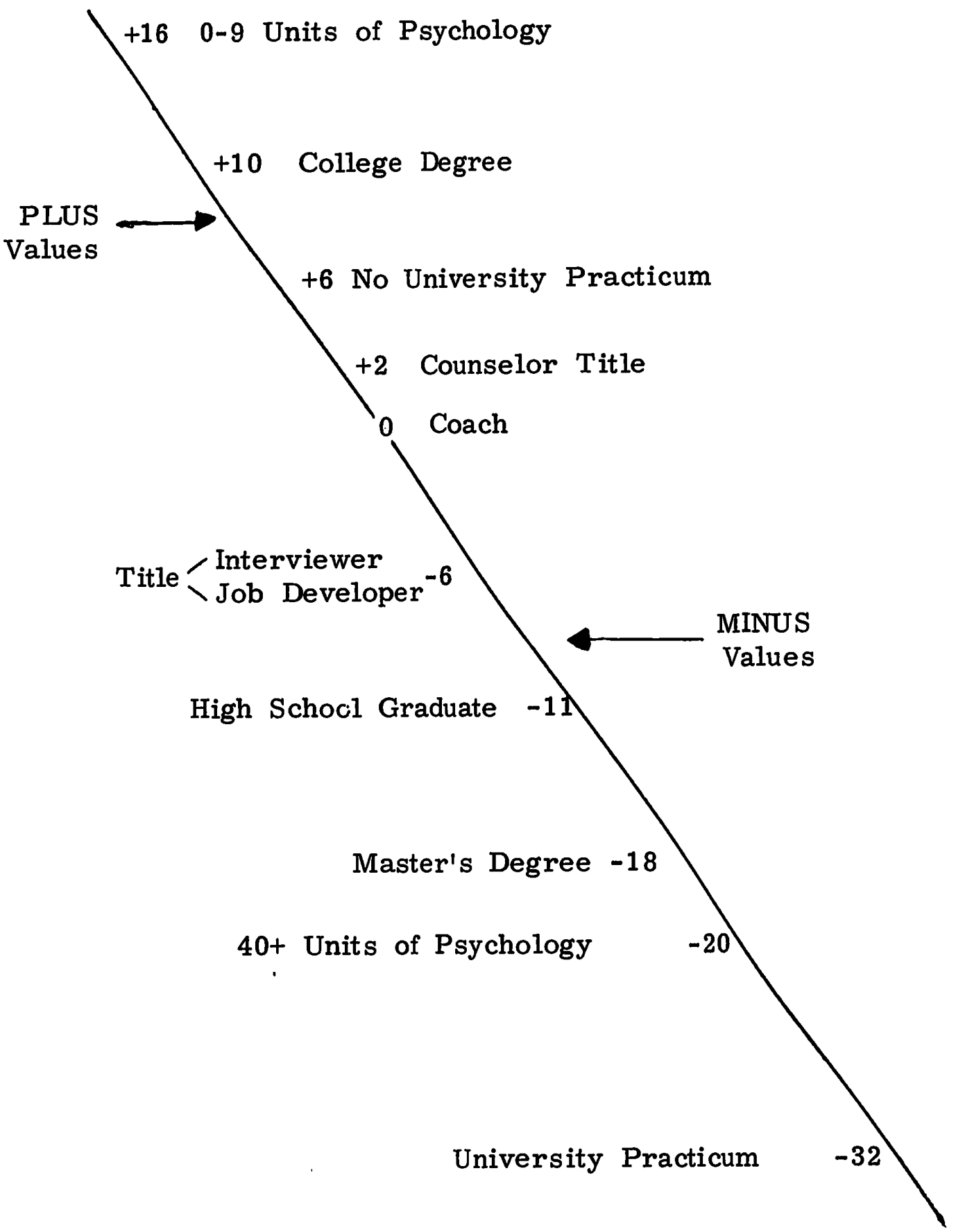
Appendix O

TRAINER AND LEADER CHARACTERISTICS LEVELS BY NUMBER AND PROPORTION

	Trainer		Leader		Total	
	No.	%	No.	%	No.	%
Education						
High School	7	20	60	39	67	36
BA/BS	8	24	70	46	78	42
MA/MS	19	56	22	15	41	22
Years in ES						
1-5	14	41	109	72	123	67
6-10	11	32	22	15	33	18
11-15	6	18	12	8	18	10
16 or more	3	9	6	4	9	5
Title						
Coach	1	3	10	7	11	6
Interviewer	3	9	61	40	64	35
Counselor	7	20	35	23	42	23
Counselor-Supervisor	4	12	10	7	14	8
Administrator	4	12	3	2	7	3
Other title	15	44	32	21	47	25
Units of Psychology						
0-9	9	26	69	46	78	42
10-19	4	12	32	21	36	19
20-29	0	0	14	9	14	8
30-39	4	12	11	7	15	8
40 or more	17	50	25	17	42	23
Age						
21-35	11	32	61	42	72	40
36-55	22	65	70	47	92	51
56 or older	1	3	16	11	17	9
University-type Practicum						
Yes	15	51	43	28	58	32
No	14	49	109	72	123	68

Appendix P

LEADER CHARACTERISTICS AND EFFECTIVENESS



Appendix Q

TRAINER AND LEADER REACTIONS TO THE VOCATIONAL EXPLORATION GROUP SHOWING NUMBER OF YES, NO, NO RESPONSE FOR EACH ITEM BY TOTALS FOR STATE, FOR TOTAL ITEM AND PROPORTION AND FOR TOTAL GROUPS

STATE	VE Group is helpful to me in working with applicants			I enjoy conducting VE Groups			VE Group is helpful to applicants in their efforts to explore work			My training was adequate			VE Group is helpful and manageable for the ES		
	Yes	No	*	Yes	No	*	Yes	No	*	Yes	No	*	Yes	No	*
Pennsylvania (N=30)	22	4	4	24	6	0	28	1	1	28	0	2	26	1	3
Kansas (N=30)	23	5	2	25	3	2	26	0	4	28	1	1	22	3	5
Maryland (N=30)	23	6	1	26	4	0	27	3	0	26	4	0	23	7	0
Arizona (N=30)	24	4	2	27	2	1	25	3	2	29	1	0	26	3	1
Wisconsin (N=28)	20	7	1	24	3	1	23	3	2	27	0	1	22	4	2
Connecticut (N=31)	22	7	2	27	3	1	25	3	3	29	1	1	24	4	3
Texas (N=5)	4	0	1	5	0	0	5	0	0	5	0	0	5	0	0
New York (N=6)	4	1	1	6	0	0	6	0	0	6	0	0	6	0	0
TOTALS (N=190)	142	34	14	164	21	5	165	13	12	178	7	5	154	22	14
Percentage**	75	18	7	86	11	3	87	7	7	94	4	3	81	11	7

* Indicates the number who did not respond to question
**Rounded

	Mailed	Returned	Yes	No	*
Total	196	190	803	97	50
Per Cent	100	97	85	10	5

Appendix R

TRAINER AND LEADER REACTION COMMENTS BY NUMBER AND PROPORTION FOR EACH OF EIGHT CLASSIFICATIONS

COMMENT	Trainers		Leaders	
	No.	%	No.	%
1. Didn't answer some questions or answered no because don't work directly with clients; not enough information; don't make these decisions.	11	32	16	10
2. Participation in VE should be or is most helpful on basis of individual applicant needs.	5	15	39	25
3. VE is useful for clients, but extensive use would require ES changes in assignment of time and duties, more support from administration, better team work of personnel.	1	3	12	8
4. VE needs modifications: a. too sophisticated b. too unsophisticated c. too long, repetitious d. too short	6	17	23	15
5. VE is positive--helpful, enjoyable for clients and group leaders.	6	17	30	19
6. Should have pay incentive for clients' participation in VE or make it mandatory.	1	3	4	3
7. Group leaders should have counseling experience or college.	2	6	0	0
8. Too many man hours for benefits.	3	9	0	0