

Surveying Act Hunger and Role Accessibility in Training Groups

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Managing the choice process for highly valued roles in psychodrama training groups is shared by the trainee, their peers, and the trainers. Access to these roles is essential for those studying to become psychodramatists. This article introduces an experimental sociometric tool designed to examine underlying perceptions held individually that have a *collective* impact on the students' choice-making process. Data from the Role Accessibility Perception Survey¹ reveals to the participants an underlying hierarchy that, over time, may develop into subgroups. The survey results, when discussed, may be used to facilitate role relief for some while suggesting greater access to roles for others less highly chosen in the past. The impact of absences, ride sharing, and less visible norms on an ongoing training group's choice process may also be revealed. The survey is offered as an alternative to J. L. Moreno's sociometric test. A case example is included with participant's names changed.

KEYWORDS: act hunger; interpersonal choice; interpersonal perception; psychodrama training; role access; role accessibility perception survey; sociodynamic test of interpersonal preference; sociometric perception; sociometric test; sociometry.

Each person who is a member of an established group begins to build a perception of his or her place in the group, *and* they develop perceptions about the status and position occupied by others. This awareness is an aspect of sociometric consciousness (Hale, 2012, pp. 3–5, 46–48). It has both cognitive aspects and sensate aspects. Group members begin to form impressions almost immediately on conscious and unconscious levels as an element of the process of inclusion. Shifts in their perceptions occur depending on the specific role choices under consideration; however, a composite group position for each member begins to form and become entrenched until events exert sufficient pressure on the group members to examine or revise their estimations and any related group norms.²

During our case example, Siobhan stated, “I appreciate being so often chosen to play the role of your mothers. But once in a while, I’d really like to be picked for

¹ First reported to colleagues at a conference in Gelnhausen, Germany (Hale, 1995).

² J. L. Moreno (1978) referred to the existence of the cultural conserve in situations where the repertoire of the group or the persons chosen for roles becomes fixed (p. 46).

the other woman, the hot new waitress, the winner of a marathon! Give me a break!”

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

Group position and the status accorded a particular position are visible in those moments when choices are declared. The role repertoire of the group consists of the roles associated with the purpose of the group and the roles that exist to help the group function and maintain itself (Hale, 1995, p. 1).

In psychodrama training groups, these roles involve role clusters related to protagonist, director, therapeutic double, taking roles of absent others, processing of action events, engaging in sociometric explorations, participating in other training methods, and leadership (see Appendix B). Awareness of who has access to roles or who is more highly chosen is dependent upon observation or the outcome of sociometric explorations undertaken to make this information more explicit. This article and the Role Accessibility Perception Survey is about training perception and increasing the accuracy of those perceptions over time. It is hypothesized that having these methods available will facilitate group members into and out of roles of high value, based on their desire for a role rather than pressure to conform to an existing pattern of choice-making.

DEVELOPING THE ROLE ACCESSIBILITY PERCEPTION SURVEY

In the mid-1990s, my co-leader and I decided to involve our ongoing training group in a quasi-sociometric test situation using multiple criteria. An issue had developed suggesting the presence of act hunger for the roles of high value in the group: director, double, protagonist, and providing commentary on the group's process. The trainees asked if we would develop a sociometric tool to investigate the confusion they were experiencing related to recent events. We discussed using classical sociometric tests. An explanation of our choice not to do so is included in Appendix A.

Group Background

In this case example, the psychodrama training group is one that met nine months of the year with 9 of the 14 group members living locally. A car of five students rode together, taking about an hour and a half each way. Two of the trainees lived together locally. On the way home, these students invariably discussed the training group experience and processed the recent action. The

five made up one-third of the group. The processing in the car made for an uneven group warm-up when we began our sessions, as the group of five had already been connecting, had completed their processing, and had warmed up to be in action. Their high level of energy was appreciated. One result was the existence of nine group members operating from a different stage of readiness for action. The higher energy level may have accounted for the group of five being chosen for roles of high value more often.

During a bitter cold snap, the traveling group missed three training sessions in a row. As our training sessions were videotaped and sometimes used for processing, these were made available to be viewed at their convenience. Upon their return, their energy level was lower than usual, despite efforts made to include them in processing the session from the week before. When we moved into action, the training group chose a director, and a protagonist-centered session followed. None of the five were chosen for major roles.

On their way home, they discussed what might have happened in their absence that excluded them from their former favored positions. They viewed the videotapes and passed them around during the week. One of the five called and asked if we could look at the group dynamics during the next session. They had felt an act hunger to be more involved and wondered what was going on. My co-leader and I discussed this, and I developed a multiple criterion test that I felt we might use as a tool to investigate perceptions related to a number of role choices in the group. As our group was experienced in sociometric methods, I imagined we might reach conclusions by the end of two three-hour training sessions.

The Sociometrist's Perception and Choice for Procedure

My perception of what had occurred was that the group of five missed their comfortable position of ready access to roles. Due to their absence, they did not have the information needed to form a basis to understand the choices currently being made by the other nine group members. The vacancy in the roles of high value had provided the nine local group members an opportunity to choose differently. In addition, access to these roles had released their act hunger for certain roles and energized their performance for *three training sessions*. In essence, they had impressed one another with their energy and ability. This resulted in a shift in how the group members chose based on new data that the traveling five had not experienced in their absence.

During one of the three sessions, Bruce said, "I have never directed in the group, but I have been reading about dream psychodramas. I would really like to either direct one, or at least a scene from a dream." The group chose this option, and Bruce directed for the first time.

What I decided to offer was a Role Accessibility Perception Test,³ created for this purpose and later modified as it was introduced to other training settings.

³ The Role Accessibility Perception Test was modified in 2000 and later renamed the Role Accessibility Perception Survey to reduce confusion with the sociometric test.

The test I designed focused entirely on perception of access to roles of high value rather than declaring actual choices for roles. I also focused on a method that would reveal to the group any subgroups that may have formed around experience levels. I prepared data sheets similar to those in Figures 1 and 2. For the criteria, I focused on key roles and suggested:

- Director of a personal psychodrama;
- Protagonist in a personal psychodrama;
- Major auxiliary ego;
- Therapeutic double;
- Choice of a back-up director or coach.

In the proposed survey, group members were asked to generate their own list of relevant criteria.

The students were challenged to identify on their data sheet for a composite perceptual sociogram (Figure 1):

- Who in the group is likely to be more highly chosen (M) than I am for this role?
- Who in the group is likely to be chosen about the same (S) as I am for this role?
- Who in the group is likely to be chosen less often (L) than I am for this role?

Group members also filled out a data sheet for perceptual guesses about other group members' placement of him or herself on the survey (Figure 2):

- I perceive these group members will state that I will be chosen *more often* than is he or she.
- I perceive these group members will state that I will be chosen about *the same* as he or she.
- I perceive these group members will state that I will be chosen for the role *less often* than is he or she.

Every group member was included in one of the three categories. Reasons for these perceptions were requested and written *as if speaking directly to the person*, rather than *about* the person. At the time the survey was given, participants knew that they would spend time with each group member, sharing their data sheets in a sequence of dyads.⁴ The reasons are useful in forming a group-wide description of the role.

Conducting the Survey in the Training Group: Case Example

Our group reviewed possible criteria and decided to examine seven criteria:

- Chosen to be a major auxiliary;
- Chosen to be the director;

⁴ Eva Swenson of Toronto generated an algorithm for pairings, called "dance cards." This facilitates simultaneous pairings designed for even and uneven group composition. This saves time searching for your next dyad.

Data sheet 1: Data for a composite perceptual sociogram

My Name: _____ Today's date: _____ Group size: _____

The data is specific for this criterion _____

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

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

Their name

My reasons:

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

Their name

My reasons:

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

Their name:

My reasons:

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Figure 1. Role Accessibility Perception Survey.

Data Sheet 1: Data for a composite perceptual sociogram, adapted from Hale (1995) "Sociometric perception in terms of role accessibility," Proceedings of the 3rd Internationale Konferenz, Gelnhausen, Germany.

Data sheet 2: Perceptual guesses about other group members’ placement of me on the survey

My Name: _____ Today’s date: _____ Group size: _____

The data given below is specific for this criterion: _____

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

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

<i>Their name</i>	<i>Reason for my perception</i>
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(S) I perceive these group members will state that I will be chosen for the role *about the same as him or her*:

<i>Their name</i>	<i>Reason for my perception</i>
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(L) I perceive these group members will state that I will be chosen for the role *less often than him or her*:

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

Figure 2. Role Accessibility Perception Survey.
Data Sheet 2: Perceptual guesses about other group members’ placement of me on the survey.

- Offers to be the director;
- Chosen to be the protagonist;
- Speaks in the group;
- Expresses tension about group matters;
- Likely to be absent.

All group members were present for the survey and for the follow-up session. Group members wrote quickly, skimmed in the identification of reasons, gave no reasons at all for the perceptions they had of who placed them in which category, and completed the sharing in pairs.⁵ The session ended with a check-in before returning home. Group members expressed concerns for other group members focusing on data that was surprising or unexpected.

Robert had expressed in the group that “emoting” is not likely to be a visible element in his warm-up to be a protagonist. He stated that the test [survey] confirmed for him that his comments about being protagonist had been heard: “Only one person of the 13 other group members thought that I would likely be more highly chosen. I’m okay about this. Just curious about how I could get to be protagonist sometime in the future.”

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

MANAGING THE DATA: SOCIOMATRIX AND SOCIOGRAMS

A sociomatrix is used for the data (see Figure 3).

- Choose an aspect of the group’s demographics to highlight. Examples: experience level, gender, English or non-English as first language, and so forth. Create a listing of names that fits what you have chosen to highlight.
- List the participant’s names in the leftmost column and repeat the same order of names across the top of the sociomatrix. In the case example, we grouped the names in descending order based on their declared experience level (see Figure 4).
- Enter each person’s data on the first data sheet horizontally across the row of squares to the right of their name: A plus (+) is used for the “likely to be chosen more often than I am,” and a minus (−) is used for the “likely to be

⁵ Shortcuts are sometimes taken when there are time constraints. It is important to have some time available for group-centered check-in following the process.

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

	Richard	Robert	Susan	Marie	Janet	Peter	Roger	Judith	Stobhan	Betsy	Bruce	Caroline	Edith	Sandy	Total M's given (+)	Total S's given (blank)	Total L's given (-)
Richard															1	6	6
Robert	+														1	3	9
Susan		+													5	6	2
Marie	+	+													4	6	3
Janet	+	+													2	7	4
Peter	+	+	+	+											5	4	4
Roger	+	+	+	+	+										5	8	0
Judith	+	+	+	+	+	+									10	3	0
Stobhan	+	+	+	+	+	+									5	4	4
Betsy	+	+	+	+	+	+									4	9	0
Bruce	+	+	+	+	+	+									6	4	3
Caroline	+	+	+	+	+	+									9	3	1
Edith	+	+	+	+	+	+									5	4	4
Sandy	+	+	+	+	+	+									7	6	0
Total + Recd.	12	12	8	8	8	6	5	3	3	1	2	0	0	0	69	73	40
Total blanks	1	3	3	5	4	6	8	5	8	9	6	2	9	6	79		
Total - Recd.	0	0	2	0	1	1	0	5	2	2	6	9	4	7	40		
Total Accurate Perceptions	9	11	8	8	5	5	10	6	7	8	8	9	9	6			

Figure 4. Sociomatrix of Data for the Criterion: "Who is Likely To Be Asked To Direct?"

Role Accessibility Perception Survey with actual data from Sheet 1 and all perceptual guesses entered from Sheet 2. Training group February 29, 1994. The data shows there were 109 accurate perceptions out of a possible 182.

chosen less often than I am" category. A blank space represents the "about the same as I am" data.

- When all the data has been entered, total the number of pluses, minuses, and blank spaces the person made. Place the totals in the right-hand columns of the sociomatrix.
- When the sociomatrix is read vertically, the totals of the number of pluses, minuses and blank spaces each person receives is counted and entered in the rows at the bottom of the sociomatrix.⁶

⁶ To facilitate reading the sociomatrix, a second sociomatrix is made, reordering the names of the persons from those receiving the highest number of pluses to the person receiving the highest number of minuses. The data is again entered using this reordered list. A pattern of pluses, minuses, and blank spaces will emerge, highlighting subgroups and perceptions which fall outside the norm.

Charting each person's perceptual guesses about each person's placement of him or her is entered on the same sociomatrix.

- Group member's perceptual guesses are charted vertically below his or her name.
- The space assigned to this data is the upper right-hand corner of the data squares, which already exist below each name and currently contains either a +, left blank, or have a – (minus).
- If a group member perceives that he or she is likely to be more highly chosen by a person a small “m” is entered in the data square associated with the other group member's data. For “same as” data, the member places a small “s,” and for “less likely to be chosen,” a small “l.”
- Once all data from Data Sheet 2 is entered, the accurate and inaccurate perceptions are tallied. The totals are placed at the bottom of the sociomatrix under each person's name.

To gain practice, it would be helpful to examine Figure 4. For example, locate Peter's perceptual data entered below his name. In the first square, the + indicates that Richard perceived that Peter would likely be more highly chosen than would Richard himself. The smaller *m* indicates that Peter accurately perceived that Richard would declare this perception. Choose another group member and check out the accuracy of perceptions, matching + with *m*, blank spaces with an *s*, and a – with an *L*.

Identifying Subgroups

Examine the reordered Role Accessibility Perception Survey. The subgroups will be clustered to the left of the diagonal row of black squares, clustered around either side of the diagonal row of black squares, and to the further right side of the sociomatrix. Subgroups will fall into two to five subgroups, unless the overall group is quite large. A minimum of two persons comprise a subgroup, with four to six persons being a representative number. The number of people in each subgroup varies depending on the data, not an effort to form groups of equal size. The totals on the sociomatrix are examined for a subgroup of persons identified by others as being:

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

Case example: For the psychodrama training group under investigation, four subgroups were identified (see Figure 4):

- perceived as *highly chosen for the role*: Richard, Robert;
- perceived as *moderately highly chosen*: Susan, Marie, and Janet;

- perceived as having moderate access to being asked to direct: Peter, Roger, Judith, and Siobhan;
- perceived as *less likely to be asked to direct*: Betsy, Bruce, Caroline, Edith, and Sandy

Subgroup Discussion and Enactments

The groupings assembled and discussed suggested topics:

- Account for the perception people in the group have of you that resulted in your placement in this subgroup.
- Does this data relate in any way to a value or a norm that exists in the group?
- Speak in your subgroup about the degree of satisfaction, or lack of it, you experienced with this placement. Peter disliked being in a group with “moderate access to directing”:

I think I have been making a pest of myself, always offering to direct. I've got a lot of ideas and things I want to try as director. Twelve people perceived me as likely to offer to direct, but only six perceived that I would more often be asked to direct. Maybe I need to have a feedback session about what I do that prevents me being chosen more often.

- Discuss steps that may be taken to shift from this placement to another.
- Identify any subgroup you wish to join, or any person in another group you want to ask to join your subgroup.
- What will you do personally, in those moments when choices for group members are being made, to enable the changes you want to occur more frequently?

Once the subgroups meet, the facilitators may devote time to an exchange among subgroups, suggesting role reversals among subgroups.

Generating Sociograms

A sociogram depicts the data with small circles drawn for the females and small triangles used for male group members (Moreno, 1978, p. 294; Hale, 1985, pp. 20–21, 45–47). Names are written within the shape. (See Figure 5 for Peter's sociograms.) For the Role Accessibility Perception Survey, begin by having each person draw a sociogram of his or her data:

- The persons I perceive will be chosen more often than I am (M).
- The persons who are likely to be chosen about the same as I am (S).
- The persons I perceive will be chosen less often than I am (L).

Each person also draws a sociogram of the subgroup based on his or her perceptual guesses. The sociograms may be used for action explorations, wherein group members elaborate on reasons influencing their perceptions.

PETER'S SOCIOGRAMS

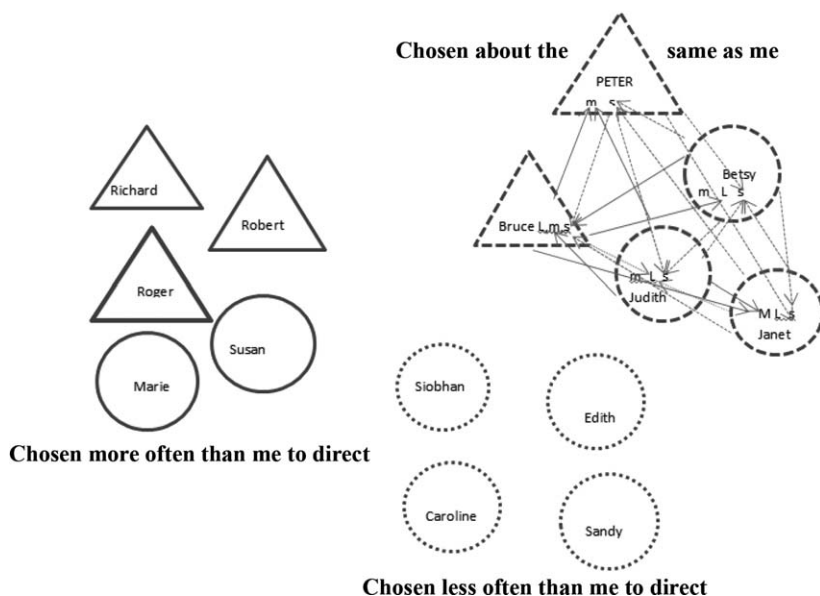


Figure 5. Peter's Sociogram and Sociogram of a Subgroup on the Criterion: "Who is Likely To Be Chosen To Direct?"

For example, Marie said to Sandy, "I perceived you as less likely to express tension in the group because you have often spoken about how much you hate conflict." Roger told Richard, "I guessed you would place me in the 'less likely to be chosen to direct.' The last time I directed, I pushed for an anger release, and everyone thought I avoided the protagonist's sadness."

Having perceptions connected to actual group experiences demystifies perceptions and allows for a perception to be anchored in the group history.

Paired Encounters

Each person examines the completed sociomatrix and decides whether or not he or she wants to invite another group member to an encounter. These facilitated exchanges assist group members in clarifying the basis of their perceptions. An exchange might begin with playfully enacting their original position: "No, you will be chosen more highly than I will." "No way. You will be chosen more highly than I will." Each person attempts to convince the other person of their perception, using observations to substantiate their position. The director follows this by asking all the group members to come forward and declare their actual choices, placing a hand on the person in the group he or she is choosing most highly. The choice-making is open to the entire group and not limited to just the two persons engaged in the encounter.

Until now, all the data has been perceptual data. By introducing an opportunity for people to declare their actual choices, there is an immediate “correction of perception.” The two persons react and respond to the action sociometric selections, noticing where each falls in the overall selection process. The two persons may:

- Engage with the entire group;
- Complete with one another;
- Close with a final statement;
- Tell a brief story related to his or her perception;
- Make a statement to him or herself.

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

Betsy chose to engage with the entire group:

I have always appreciated the support I receive from you when I have issues and ask to be the protagonist. When it comes to being chosen by you to be the director, even when I put myself forward, I am starting to feel that I am penalized for having exposed my unresolved issues. I would like for you to be able to see me as helpful and competent, rather than just helpless.

An exchange on this topic brought Betsy further into visibility as a potential director.

Case Example: Closing Summary

The training group discussed the relative accuracy they experienced in the subgroups’ composition. Each person discussed what would need to happen within him or herself and in the group to change the perception about their availability for roles in the future.

Bruce: “I seem to let everyone else speak in the group. I’d really like Peter to help me find the courage to open up about things that bother me.”

Each subgroup made a presentation to the whole group. The trainers suggested that the subgroups identify themselves by using a sound and movement (or song, metaphor, a cheer, etc.) This was followed by whole subgroups reversing roles with another subgroup, engaging in dialogue, and identifying advantages and disadvantages of their perceived position. Each person made a statement to the group about the roles he or she wants and what the group and co-leaders can do to maximize their training.

A discussion about act hunger revealed that experience level had been a major factor in choosing related to protagonist-centered work of the group. Group members stated they wanted protagonists to have “the best available director and auxiliary egos.”

- The co-leaders promoted the idea that the “connection” between the protagonist and the potential directors was primary and that skill level needed to be viewed as secondary, especially in a training group.
- The trainers identified three primary factors impacting role choices: role readiness, the sociodynamic effect (Hale, 1985, p. 11), and the actual wording of the criterion on which the choice of the director is based (Hale, 2006, p. 1):

To increase access to the role of director, the author suggests limiting the actual pool of available directors by stating the criterion to exclude certain group members. For example, “Of the people who have not directed thus far, who will you allow to practice directing you in a drama focused on _____?”

- The trainers stressed that the spontaneity state—the kind that surfaces when something new is introduced—is heightened when the training group views the field of available role takers in the moment, rather than relying on the cultural conserve of past sociometric selections.
- The trainers agreed that processing needed to address existing act hunger more often. Trainees were encouraged to identify perceptions at the time sociometric selection was being considered, including making notes to oneself about roles for which they had high energy.

There was additional discussion about absences. A system for check-in with a prearranged member of the group was established. Peer practice groups were formed to increase access to roles and to dilute the existing ride-sharing subgroups. The peer groups agreed to develop the role of “coach” to enable novice directors to emerge more often. Supervision of peer groups was made available opening up that role for advanced trainees.

CONCLUSION

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

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Appendix A: Practical Considerations Related to the Sociometric Test

The sociometric test, an investigative measure of group members' choices for one another based on a single criterion, was developed by J. L. Moreno beginning in 1934 (Moreno, 1953, pp. 222, 506–508, 623–639, 653–663). A simplified version for study purposes was refined by the author (Hale, 1985). The *objective sociometric test* isolates a moment in time, and each group member considers the entire group, identifying on paper his or her choices for others. A *perceptual sociometric test* may also be given, which elicits group members' perceptions about positive, negative, or neutral choices made for him or her by the others. The quantified data that results may be enacted or depicted in sociograms for study.

In 1989, Linnea Carlson-Sabelli, RN, PhD, TEP (1989) developed the sociodynamic test of interpersonal preference (pp. 159–161) that may be given prior to the sociometric test situation, asking group members to identify their pull to choose or not choose the other group members. The importance of this addition is that the choice selection process may be extended to include

measurement of their ambivalent and conflicted responses.⁷ Following this process, the group members then identify *whether* to choose, not choose, or remain neutral toward group members based on the established criterion. In both these tests, group members declare their reasons for making their selections.

Group members meet in a sequence of pairs, sharing their data sheets directly with each other. A bit of time is given in the larger group to decide whether or not they need further exploration of their connection.

When the group begins to examine the results of the tests depicted on the sociomatrix, it is possible to identify accuracy of perception within each pair and to know the range of choices as distributed across the entire group *specific to one criterion*. Typically, choices vary depending on the role being examined and whether the role is considered a social role (sociotelic, more public repertoire) or a personal role (psychetelic, more private).⁸

There are many advantages to the sociometric test, including this opportunity to evaluate ones' own perception:

- The person experiences a microcosm of the choice process.
- The group focuses attention on the degree of inclusion a person may begin to expect when a similar role is being considered.
- A benchmark is established for the cultural conserve that exists in the group as it relates to access to a specific role.
- Each person benefits from time spent with each person discussing an aspect of their relationship and the degree of mutuality or incongruity that exists.

One of the problematic aspects of the sociometric test—whether or not given with the sociodynamic test—is the time necessary to introduce the test, identify relevant criteria, choose the criterion, make choices and perceptions, write the reasons, discuss in pairs, have time for a break, quantify and depict the data (even entering the data electronically), conduct an analysis, depict sociograms, and engage in action resolutions of any unfinished business that develops from the process. A frequent response is that the entire process is illuminating *and* that the amount of time it requires is enormous, despite some of the tasks shared in small groups. Some group members will have a fast process, and others will have a slow process. Allowing sufficient time without rushing people is valuable and also contributes to a time concern.⁹

⁷ Additionally, the combined data of the two tests offers the field of social science a proven measurement of interpersonal perception for research into the viability of role reversal.

⁸ Helen Hall Jennings, a co-researcher with J. L. Moreno, identified these two categories of criteria in her paper “Sociometric Differentiation of the Psychegroup and the Sociogroup” in 1947. Over time, after a number of sociometric tests with the perceptual option, a person is able to know which of their perceptions are more accurate: those involving sociotelic criteria or those with psychetelic criteria.

⁹ Hale (2010) estimated a minimum of three to four eight-hour days to complete the sociometric test the first time it is given in a psychodrama training group (p. 2). Shortcuts are possible in an informed group familiar with the process.

The sociometric test is only given in those situations where there has been sufficient warm-up to the entire process (Hale, 1974, 1985, pp. 32–33, 65, 71–72) and consensus to proceed has been reached. Participants will require time and interventions to address their fears and what they may consider the risks to openly revealing their choice process. Ideally, the greater the spontaneity state available to each person, the more the data resemble the actual choices of the group members.¹⁰ Until consensus is reached, the group must modify their explorations and seek other means for examining access to group roles. The Role Accessibility Perception Survey engages the group in a process of examining their perceptions in an abbreviated format.

Appendix B. Cumulative Data Sheet: Role Taking in a Psychodrama Group over Time

(Time period: _____ - _____) (Hale & Little, 2004, p. 52). The number of times each role is taken is entered under the name. This data sheet is for groups up to 20.

Appendix C: Seven Criteria Explored in the Case Example

This table gives composite data from the seven criteria investigated by a psychodrama training group that explored these roles using the Role Accessibility Perception Survey in the case example. The names of all participants have been changed. Key: + = will likely be chosen more often than I will; S = will likely be chosen about the same as I will; – = will likely be chosen less often than I will. The * indicates group members who were traveling together each week.

¹⁰ Moreno (1978) wrote in *Who Shall Survive*: “The sociometrist has to exert his skill to gain their full collaboration, for at least two reasons: The more spontaneous their collaboration, the more value will be the fruits of his research, and the more helpful will the results become to them” (p. 95).

Table C1.

	Chosen as Auxiliary			Asked to Direct			Offers to Direct			Be the Protagonist			Speak in the Group			Express Tension			Be Absent		
	+	S	-	+	S	-	+	S	-	+	S	-	+	S	-	+	S	-	+	S	-
Richard*	5	(7)	1	12	(1)	0	11	(2)	0	4	(5)	4	10	(2)	1	4	(7)	2	11	(1)	1
Robert	5	(8)	0	12	(1)	0	8	(4)	1	1	(7)	5	7	(6)	0	2	(10)	1	5	(5)	3
Peter*	7	(6)	0	6	(5)	2	12	(1)	0	6	(7)	0	11	(2)	0	10	(3)	0	5	(4)	4
Susan	9	(4)	0	8	(3)	2	6	(5)	2	4	(6)	3	8	(3)	2	4	(5)	4	10	(3)	0
Janet*	9	(3)	1	8	(4)	1	7	(4)	2	6	(7)	0	10	(2)	1	11	(2)	0	1	(7)	5
Marie*	6	(6)	1	8	(5)	0	5	(5)	3	4	(7)	2	4	(5)	4	4	(5)	4	7	(2)	4
Roger	5	(7)	1	5	(8)	0	8	(3)	2	5	(8)	0	1	(8)	4	0	(8)	5	3	(6)	4
Judith*	3	(5)	5	3	(5)	5	7	(2)	4	1	(7)	5	2	(6)	5	7	(4)	2	1	(8)	4
Betsy	9	(4)	0	1	(9)	3	1	(6)	6	6	(6)	1	0	(5)	8	0	(10)	3	1	(7)	5
Siobhan	5	(7)	1	3	(8)	2	2	(6)	5	6	(5)	2	0	(6)	7	3	(4)	6	0	(7)	6
Bruce	0	(8)	5	1	(7)	5	3	(7)	3	7	(4)	2	0	(4)	9	0	(2)	11	0	(4)	9
Caroline	1	(6)	6	2	(3)	8	2	(4)	7	3	(5)	5	1	(3)	9	0	(7)	6	6	(6)	1
Edith	2	(9)	2	0	(8)	5	0	(4)	9	3	(5)	5	2	(7)	4	2	(5)	6	6	(4)	3
Sandy	1	(7)	5	0	(6)	7	0	(5)	8	2	(6)	5	1	(4)	8	1	(7)	5	6	(6)	1