Chapter 4
Encounter Group Process and Emotional Intelligence during Initial Phase

The first part of this chapter introduces encounter group process and the stages of group development specifically pre group phase and the initial phase. The focus of this chapter being the initial phase; the discussion is centered on the changes during this phase in the three important aspects in encounter group process namely: experiencing and expressing intense emotions, self disclosure, and feedback followed by conflict resolution and the structural changes. The five structures discussed are: communication structure, role structure, leadership structure, sociometric structure and power structure. The second part focuses on understanding the influence of the changes in the above five aspects on the emotional intelligence of the women survivors in the group. Emotional intelligence is conceptualized having 5 domains namely: self awareness, understanding and managing emotions in self, motivating self, understanding and managing emotions in others and social skills.

Introduction

Mills (1967) defined groups as units composed of two or more persons who come into contact for a purpose and who consider the contact meaningful. Viewing across the disciplines, Kemp (1970) states that all disciplines agree with the fact that, in the group there must be interactions and as a result of these interactions modification occur in the individual at some level. The way members interact and work together to bring these modifications both as individuals and group are termed as group process by Hopkins (in Kemp 1970).

In the existing literature on groups, there are varied opinions regarding what constitutes group process. There is an ongoing debate regarding conceptualization of
different aspects that constitute group process and the distinction between phenomenon and interaction. Fuhriman (1984) considers that though phenomenon and interaction differ by definition, in operation, they are the same. Bednar and Kaul (in Fuhriman, 1984) in their review of group process studies, conceptualized group phenomenon as consisting of group structure, cohesion, self-disclosure and feedback. The literature emphasizes that depending upon the significant aspects like intimacy, depth of interaction, time period, purpose etc. the dynamics of group processes and the experiences differ. Based upon these aspects groups are classified into various types. The Encounter group that is considered for the purpose of this study is one of those groups whose purpose is personal growth (self actualization) of its members.

The purpose of this study is to understand the influence of the encounter group process upon the emotional intelligence of the women survivors of child sexual abuse (CSA). The context of this study is women survivors of CSA whose emotional experience and expression got affected due to the experience of CSA. In other words their ability to manage their emotions i.e., emotional intelligence was affected. The group where the experience and expression of emotions is of central focus during the group process is encounter groups. The ultimate goal of the encounter groups is enabling the individual to encounter with self i.e. encountering oneself, developing a dialogue which clarifies and specifies what one is about. In this process, Stoller (1970) considers that encountering with others represent one of the important mechanisms whereby one develops tools to meet self. This process of developing these tools in a group context to encounter self and the other is aided by group process. Rogers (1970), author of the encounter groups, gives experiencing and expressing intense personal feelings, self disclosure and feedback as characteristic features of the encounter group process. He also emphasizes that the styles of problem solving or conflict resolution are important mechanisms in the encounter group process. As we explore in this section these characteristics of encounter group process we also focus upon the changes in the patterns of relationships in the group across the sessions. These patterns of relationships are considered as group structures (Garvin, 1987). There are five types of group structures namely: communication structure, sociometric structure, power structure, leadership structure and role structure. The changes that happen across the sessions in the group phenomenon denote the group development.
The development of the group across the sessions is not rigidly defined. Corey and Corey (1992) consider the stages of group development as fluid and somewhat overlapping. For the purpose of this study the stages of group development i.e. initial phase, middle phase and termination phase given by Pappell & Rothman (in Rose 1989) is considered. At the same time Roselle (1982, as cited in Toseland & Rivas 1984); Garvin (1987); Corey and Corey (1992) emphasize the importance of pre-group phase. Therefore the next section details the pre-group phase to understand how the women were prepared for the purpose of the group.

4.1 Pre-Group Phase

According to Garvin (1987), the main focus of this phase is conceptualizing the purpose of the group, selecting members accordingly and preparing the selected members for the group. 11 women were selected for the group through an interview as per the inclusion criteria (see chapter II, section on ‘formation of the group’). All these women stated that it was the first experience for them to be members of a growth group and to participate in a research study. Added to the emphasis of the literature on pre group preparation of the members, the context of the selected women (CSA) too demanded a pre preparation for the group.

Literature emphasizes that the members who are prepared for the group experience are more likely to benefit from it and at the same time this gives an opportunity for the facilitator and the group members to understand each other (Garvin, 1987). Added to this purpose, to understand and give basic information about management of emotions and to give needed information regarding the participation in the groups’ pre group sessions was planned. In consultation with the group members, the women in the group along with the facilitator and researcher decided to meet on 12th, 17th, 21st, 25th, of January, and 10th of February, 2009 at 8.30 am. The details of each session are given in the following table 1.
### Table 1: Details of the Five Input Sessions during the Pre Group Phase

<table>
<thead>
<tr>
<th>S. No</th>
<th>Date</th>
<th>Theme of the session</th>
<th>Salient features covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>12.01.08</td>
<td>Rapport building</td>
<td>Purpose of the session:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To build rapport among the members of the group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To build rapport between facilitator and members of the group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To help the members feel comfortable with the presence of the researcher being a non participant observer in the group.</td>
</tr>
<tr>
<td>02</td>
<td>17.01.08</td>
<td>Understanding members awareness about Feelings, Thoughts and Behaviours &amp; to give needed information</td>
<td>After a game the following points were explained to them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Feelings point to the reality of self at that particular moment in that particular situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Feelings are spontaneous responses in the body to a particular situation or reality around us.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In a situation we cannot stop our self not feeling the feeling which is spontaneous. But once we are aware of it we can change it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Different people feel differently in the same situation…. etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>After the explanation of the above the members had a sharing in the smaller groups and reporting of the feelings and thoughts to the bigger group.</td>
</tr>
<tr>
<td>03</td>
<td>21.01.09</td>
<td>Types of Child abuse and its influence on Feelings.</td>
<td>Different types of child abuses were spoken. And the effects of abuse on the psyche of the person also spoken in brief emphasizing the following points.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Child abuse can be physical, emotional and sexual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• They may not be always able to recognize their feelings or tell the difference between them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• They may direct the negative feelings strongly against the self in shame, self-blaming, contempt, brokenness, un-lovability etc. etc…..</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>And they were also given few hints how to understand the unaccepted negative experiences which are having unconscious emotional effect upon self.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Deliberately deciding not to remember some experiences and getting haunted by those experiences how ever self doesn’t want.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Triggering of the memories of the experience with a slight familiar experience. Etc….</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>04</td>
<td>25.01.08</td>
<td>Emotions and their management in day to day life.</td>
<td>During this session the reality of emotions are explained and in the process the following information was given.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Emotional experience and expression.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Various ways of expression of emotions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The consequences of expressions of ones emotions on self.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The interpersonal consequences of expression of emotions.</td>
</tr>
<tr>
<td>5</td>
<td>10.02.08</td>
<td>Information regarding participating in the group</td>
<td>The following points were explained:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Importance of awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ground rules to participate in the group are discussed. The following qualities were emphasized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Openness, Honesty, Willingness, Confidentiality etc.</td>
</tr>
</tbody>
</table>
Table 1 enumerates the themes and information given during the five workshops conducted before beginning the group process. Though the themes of each day were articulated differently, a closer look at them reveals that the main purpose of these short meetings was to build understanding and rapport between the facilitator and the women in the group and among the women. So the focus of the first session was ‘ice breaking’ and familiarizing the members with each other and the facilitator. 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th} sessions were aimed at understanding the current feelings, thoughts and behaviours before the beginning of the group sessions and to give needed information in this regard. The focus of the 5\textsuperscript{th} session was to give information about the group process.

1\textsuperscript{st} session: The purpose of the 1\textsuperscript{st} sessions is given in detail in the above table 1. In line with the above purpose the members were paired up through a game, asked to go in pairs and share about self to the other. Then they were asked to introduce their partners to the bigger group using the information they shared with one another. During this sharing it was noticed that women were shy and inhibited to come forward and to talk in the group. Each one needed to be encouraged to say something about the other. After this game and introducing one another, the group seems to be relaxed and a bit free with each other. Better participation was noticed during rest of the session.

2\textsuperscript{nd} session: Facilitator met the group at 8.30 am. All 12 women were present. Before beginning the input session a game was conducted to warm up (Passing the ball over the head). After the game the members looked more relaxed, free, enthusiastic and energetic. Then the information detailed in table 1 regarding feelings, thoughts and behaviours was given to the group members. After explaining the above, the members were divided in pairs and were asked to share with each other some recent experience. They were given 10 minutes time for this sharing. After they returned back, they were asked to report the feelings, thoughts and behaviours of their partner from the experience they had just shared with each other. As they were sharing facilitator wrote them on the black board as follow:
Table 2: Feelings, Thoughts and Behaviours

<table>
<thead>
<tr>
<th>Name</th>
<th>Feelings</th>
<th>Thoughts</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincy</td>
<td>Feel like not to go to school</td>
<td>How to escape</td>
<td>Sat under the bed</td>
</tr>
<tr>
<td>Ramya</td>
<td>What sister will think</td>
<td>I will study nicely</td>
<td>Studied well</td>
</tr>
<tr>
<td>Ronita</td>
<td>Not to tell a lie</td>
<td>Want to say to sister</td>
<td>Obeyed</td>
</tr>
<tr>
<td>Jiva</td>
<td>Sick</td>
<td>Should not repeat</td>
<td>Did not repeat</td>
</tr>
<tr>
<td>Lohita</td>
<td>Sad</td>
<td>They will not give</td>
<td>Became alright</td>
</tr>
<tr>
<td></td>
<td></td>
<td>permission</td>
<td></td>
</tr>
<tr>
<td>Champa</td>
<td>Sad</td>
<td>People are not</td>
<td>Spoke</td>
</tr>
<tr>
<td></td>
<td></td>
<td>speaking</td>
<td></td>
</tr>
<tr>
<td>Mini</td>
<td>Interest</td>
<td>I want to go home</td>
<td>Did not go</td>
</tr>
<tr>
<td>Lavanya</td>
<td>Sick</td>
<td>Want to be healthy</td>
<td>Did what she is supposed to do</td>
</tr>
<tr>
<td>Sameela</td>
<td>Sad</td>
<td>Why sister told like</td>
<td>Went home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>this</td>
<td></td>
</tr>
<tr>
<td>Aamani</td>
<td>What others will think</td>
<td>Why mother told like</td>
<td>Cried</td>
</tr>
<tr>
<td></td>
<td></td>
<td>this</td>
<td></td>
</tr>
<tr>
<td>Swarna</td>
<td>They are like that only</td>
<td>No use of saying them</td>
<td>Went away</td>
</tr>
<tr>
<td>Roshini</td>
<td>Angry</td>
<td>Beat my head</td>
<td>Cried</td>
</tr>
</tbody>
</table>

A closer look at the Table 4.2 shows the confusion of women between thoughts, feelings and behaviour. Eight of them shared thoughts in the place of feelings. While sharing thoughts, three of them shared what they desire to happen, one of them shared the behaviour and the rest shared the thoughts which were not in line with the feelings. All of them were able to share behaviours clearly. This indicates women’s confusion about feelings and thoughts and their relative unawareness about them.

3rd session: During this session the reasons for intensification of one or two feelings in each person was explained. In this process they were given explanation about the child abuse and related experiences. During the explanation of the childhood experiences, Child sexual abuse was emphasized. The details are given in table 1. Before the session was concluded, the women were asked if they would like to say anything. Some of them said,

*We want to shoot those stupid fellows who try to play around with innocent children... (Said in a strong voice and stern face)*  
(Lincy, age 22 years, B.Sc 1st year dropout)
How much those children might have felt not knowing where to go and whom to tell?... (Voice was very soft and all most in tears) 
(Champa, age 19 years, XII std)

I think it is very wicked to treat children this way... I can not approve even beating children (Said in a strong voice) 
(Ronita, 20 years, XII std)

It is very stupid and nonsense... at the same time these are the things happening around us... (Said angrily) 
(Ramya, 19 years, XII std)

The above statements reveal that women in the group felt angry with the perpetrator and sad for the victim; moved emotionally listening to the information given that day.

4th session: During this session the importance of EI was spoken at length. 5 domains of EI were explained emphasizing their broader perspective. The aspects covered are given in table 1. During this session women’s participation was not that active. They were seen listening silently and it looked like they were finding it difficult to relate with the subject of the session.

5th session: The details spoken during this session are enumerated in table 1. Detailed information regarding the participation in the group was given. Yalom (1975) cautions, during ‘honest interpersonal exploration’ there is a possibility of ‘carryover’ from the working out of relationships outside the group. Hence he emphasizes the need for the group members to be honest and direct with their feelings at that moment. This information too was given to the group members in a simpler and understandable way during this session.

After the sessions of the above said 5 days, the selected 12 members who met the inclusion criteria were explained that they were free to choose to attend the group process. One of them dropped off as her mother passed away and the remaining 11 women decided to continue to participate in the group. From then the group members were left with the facilitator and the researcher remained as an observer collecting the data during the group sessions.
4.2 The Initial Phase

The initial phase is one of the first phases in the group process. Corey and Corey (1992) consider the initial phase of a group as a time for orientation and determining the structure of the group. According to him during this phase the participants test the atmosphere of the group and get acquainted with each other; learn the norms and what is expected of them; learn group functions and how to participate in the group etc. During this phase participant’s ability to take risk is relatively low and their expectations also are tentative. Knowing from the literature the basic characteristics of the initial phase, the following portion focuses in understanding the dynamics that happened during the initial phase among the 11 women survivors in the group.

As the members and facilitator had already met during the pre group phase, certain amount of understanding and rapport already built among them. So when the actual sessions started there was already some amount of familiarity in the group. As members clearly showed the characteristics of initial phase during first 12 sessions they were categorized as initial phase. Those characteristics were: hesitancy, anxiety and ambiguity, resistance and lack of trust etc. during initial interactions. Disappearance of these and intensification of the interactions marked end of the initial phase. The following section describes the changes that happened in the group phenomenon during the initial phase among the group members.

4.2.1 Group Phenomenon

Group phenomenon consists of 5 aspects namely: experiencing and expressing intense emotions, self-disclosure, feedback, dealing with the conflict and group structures. The following section gives in detail each of this phenomenon

i) Experiencing and Expression of Intense Emotions
In the encounter group process, expression of feeling is considered as one of the important contributions for the personal growth. Total human expression i.e. to communicate self fully, both at intellectual and emotional level is considered as central focus of the encounter group process. Egan (1970) believes that the group
serves as a laboratory in which the quality of ones emotional living can be evaluated and hopefully enriched. He emphasizes that during the group process the participants examine their ability to face the emotional realities of their personal and inter personal living and experiment with different aspects of their emotional living. This section discusses the women’s experiences in experiencing and expressing intense emotions during the encounter group process. Table 3 gives the themes evolved in this context.

### Table 3: Experiencing and Expressing Emotions

<table>
<thead>
<tr>
<th>S. No</th>
<th>Phase of group development</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Initial phase</td>
<td>a). Monosyllabic articulation of feelings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b). Reluctance to express self in the group / testing the trust worthiness of the group members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c). Reporting about feelings from the past experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d). Looking for similarities in experiencing feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e). Beginning of experiencing and expressing intense feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f). Realizing differences in the expression of the intense feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g). Interactions that brought shift in experiencing and expressing intense emotions</td>
</tr>
</tbody>
</table>

The themes given in table 3 show that from the initial hesitancy women moved towards experiencing and expressing intense emotions. Identifying similarities in one another’s sharing seem to have paved the path for women to let themselves experience and express intense emotions.

**a) Monosyllabic Articulation of Feelings**

Given the nature of sharing at personal level during the encounter group process; in spite of familiarity built up during the pre group phase, the interactions among the women did not reflect experiencing and expression of intense feelings during the beginning sessions of the initial phase. The following conversation reveals this:

*Facilitator: Did you observe your feelings in different contexts during the day?*  
(Veru veru sandarbhalalo mee manasulu lechina bhavalu meeru gurtincha galigara?)  
*Lincy: When I am angry I felt angry.*  

*Facilitator: Not like that, did you observe what you felt in different situations? If you did, then share. Otherwise you can say that you did not observe.*
Lnicy: (Nodded head symbolizing that she did not observe)
Facilitator: O.K. fine. Any one else?
Ramya: While talking in the group I am not able to look at everyone. If I look at someone, then I feel like continuing to look at that person only.
Facilitator: Which means you were not thinking that there are other people also in the group. O.K then what was your feeling at that time?
Ramya: (Thought for a while) No....I can not get it.
Facilitator: O.K   (Silence)
Ronita: I too realized that I was looking at only one person while talking in the group.
Facilitator: Were you able to feel any difference? What did you feel when you were looking at one person and talking and when you looked at every one in the group and spoke...

The above conversation indicates that though the facilitator was constantly focusing upon the experience and expression of feelings in the here - and - now context, the members felt difficult to focus on their feelings, to be aware and to respond. This difficulty was reflected in their articulations. Added to this, it is seen that the women in the group were speaking more in terms of behaviours than feelings. Slowly they expanded monosyllables into brief hesitant sentences and began to test the trust they could place in others in the group.

b) Reluctance to Expose Self in the Group / Testing the Trustworthiness of the Group Members

Initially the women were not very comfortable to experience and express their intense emotions in the group because of several fears. The following statements are self explanatory in this regard.
Box 1
Testing the Trustworthiness of the Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Year</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lohita</td>
<td>20</td>
<td>B.A</td>
<td>1st drop out, 9th session</td>
</tr>
<tr>
<td>Champa</td>
<td>20</td>
<td>XII std.</td>
<td>11th session</td>
</tr>
<tr>
<td>Sameela</td>
<td>20</td>
<td>B.A.</td>
<td>1st year drop out, 11th session</td>
</tr>
<tr>
<td>Swarna</td>
<td>19</td>
<td>XII std</td>
<td>12th session</td>
</tr>
<tr>
<td>Mini</td>
<td>20</td>
<td>XII std</td>
<td>12th session</td>
</tr>
<tr>
<td>Aamani</td>
<td>20</td>
<td>XII std</td>
<td>13th session</td>
</tr>
</tbody>
</table>

Though the women were apprehensive about experiencing and expressing their feelings in the group, the above statements show that from the 9th session onwards the women were able to articulate their fears about others opinion, which indicates that the women were able to break the initial inhibitions and began to feel free slowly. Listening to these types of statements the women began to encourage one another by assuring confidentiality, understanding etc. For example, the way women responded to the above first statement were,

Don’t worry, you heard us sharing... I don’t think there was something great in what we shared .... It’s O.K come on.....
(Lavanya, 19 years, XII std, 9th session)

Come on don’t worry.... You heard us how and what we shared. I am sure that yours won’t be worse than any one of ours. Come on.........
(Lincy, 22 years, B.Sc 2nd year drop out, 9th session)

These affirming and encouraging responses from the others helped the women in the group to build up trust among one another and to experience and express their feelings spontaneously in the group which lead them to share their past experiences.
c) Reporting about Feelings from the Past Experiences

Slowly the members began to share the past experiences where they experienced intense feelings. Following statements of the women shows this.

- I have stage fear. I want to come out of it ...
  (Lincy, 22 years, B.Sc 2\textsuperscript{nd} year, drop out, 2\textsuperscript{nd} session)

- I am afraid of talking to new people. I want to know how to deal with that.
  (Champa, 20 years, XII std, 3\textsuperscript{rd} session)

- The feeling with which I struggle so much is anger. I thought “these people are testing me” ...I threw the plate and went into another room and began to beat my head against a wall.
  (Sameela, 20 years, B.A. 1\textsuperscript{st} year, drop out 9\textsuperscript{th} session)

- When I think what the other person does is wrong, I get angry and...If they say or do something then I will say or do the opposite....
  (Lincy, 22 years, B.Sc. 2\textsuperscript{nd} year drop out, 11\textsuperscript{th} session)

Initially when asked about what the feeling they want to overcome; almost all of them shared just as a matter of fact the above fears like stage fear, fear of strangers, fear to talk to others etc. There were no indications of experiencing and expression of feelings. But as the sessions proceeded, by the 9\textsuperscript{th} session they began to speak a little more about the experience of CSA and their thoughts. At the same time this sharing too was as a matter of fact.

d) Looking for Similarities in Experiencing Feelings

As the sessions proceeded and the interactions continued, women began to look for similarities in one another’s past experiences shared in the group. The following statements show this reality.

After listening to others sharing in the group one of the members said:

- I used to think that only I have this type of problems. And I used to feel very sad. Now when I hear what the others are saying I understand that everyone has more or less similar problems or weaknesses.... I feel consoled that I am not alone....
  (Champa, 20 years, XII std.)

On listening to others’ sharing of their fears to speak freely in the group, one of the members said:
We all knew each other for sometime.... And we are still frightened to speak freely here in this group......just wondering how much more we can get frightened of new people and new situations...   (Ronita, 20 years, XII std)

As almost everyone in the group said that they were feeling sad not knowing why, one of the members responded saying:

_A question is going on with in me. Why all of us are feeling so sad without any reason. Why is it happening etc._   (Ramya, 19 years, XII std.)

The above statements show that the members began to notice the similarities in the experience of the feelings with which each one struggled, and the way they behave under the influence of the painful feelings. As the members found some similarities with each other they began to feel freer considering that all were more or less struggling with similar problems. They expressed feeling more comfortable the more they recognized the similarities.

e) Beginning of Experiencing and Expression of Feelings while Sharing Personal Issues

As the sessions progressed, the women began to share with each other things that they never shared with anyone. This indicates that they began to feel free and safe in the group. Most of their deeper personal sharing began with the sharing of the abusive experience.

One of the members began to share about her anger and another person came in between and enquired about the here - and - now behaviour which brought a shift in her sharing and the sharing became more personal. The following excerpt from a session reveals this;

_Lincy: ... if you don’t mind shall I ask you one thing? Why were you so silent when Champa was sharing? And after that I saw you wiping your tears also. (Point of shift for Sameela)_
_Sameela: (Silent) Facilitator: If you feel free you can share, otherwise just say that right now you don’t feel free._
_Sameela: No... Actually I want to share. I don’t want to remember this, but this is what I remember more often. From the time ... and ... others shared their experiences my memory is flooded so much with my painful experience... and I am feeling very disturbed. I want to share but I am also frightened._
_Champa: What are you frightened of?_  
_Sameela: What all of you will think of me after listening to my sharing?_
Facilitator: O.k.…..
Sameela: I am frightened that they will think badly of me... I am frightened that you may think badly about me if I tell you one of my experiences.
All: (With one voice) NO………..
Ronita: ... I also had the same fear before I shared...... afterwards it is totally different... so you can share.......... 
Mini: Same with me also.
Jiva: For me too.
...
Sameela: Thank you....I too want to share..... (She began to share her experience of CSA with lot of pain... She was in tears all through and with out bursts of anger and sadness in between)

(Sameela, 20 years, B. A. 1\textsuperscript{st} year, drop out, 10\textsuperscript{th} session)

This conversation shows that by the 10\textsuperscript{th} session the women in the group began to feel comfortable in the group and allowed themselves to experience and express their intense feelings. This deeper sharing began towards the end of the initial phase signalling that the group was moving into the middle phase.

\textbf{f) Realizing Differences in the Expression of Intense Feelings}

Slowly the members began to realize the differences even in their similarities. For example, realizing that different people are expressing anger in different ways one of the members asked the facilitator:

\begin{quote}
Among us some are shouting and expressing their anger... some are walking off silently... some are crying... What is good among all these?
\end{quote}

(Lincy, 22 years, B.Sc 2\textsuperscript{nd} year, drop out, 11\textsuperscript{th} session)

When one person expressed her opinion that everyone shouts at those whom they hate, considering shouting as hating. Then another member said:

\begin{quote}
Not for every one.....may be that is your way of thinking...... some one else might think differently.......... 
\end{quote}

(Champa, 20 years, XII std, 12\textsuperscript{th} session)

The above statements reveal that the members were able to see similarities in experiencing anger but recognised differences in their expressions of anger too. The women understanding the differences in each other began to take responsibility for self and intensified their efforts in helping self. These intensified efforts marked the group moving from the initial to the middle phase.

\textbf{g) Interactions that brought Shift in Experiencing and Expression of Feelings}
There were some activities and interactions that enabled the members to focus upon self and experience and express the here-and-now feelings in the group. Some of those activities were: games, exercises and the small group sharing etc. One of the interactions that helped the women was the invitation from the facilitator to focus on the here-and-now feelings in the group and to share. This invitation was usually in the form of questions like;

*What was happening to you while the other was sharing? Is there something that you are intending to tell us?*  
(Facilitator, 2nd session)

*If you don’t mind, shall I ask you one thing? Why were you so silent while she was sharing? I also noticed you wiping your tears. If it is O.K for you will you please tell us what are you feeling?*  
(Swarna, 19 years, XII std., 10th session)

The above types of interaction led the women to focus on ones feelings in the here-and-now context and to express them. Swarna’s interaction during the 10th session indicates that towards the end of the initial phase women began to invite each other to focus upon the here-and-now feelings and the facilitator took the back seat.

The transformation of women’s experiencing and expression of feelings during the initial phase can be represented in the following way.
Figure 1: Experiencing and Expression of Intense Emotions

The above figure shows that the members were expressing initially in monosyllables i.e. just the feeling words. As the sessions proceeded, they began to test the trustworthiness of one another and slowly started to share about the past experiences where they had gone through intense feelings. Gradually the sharing shifted to deep personal sharing with the experience and expression of intense feelings. In the process the women were able to recognize the similarities in the experience of the intense feelings and the difference in their expressions. During this journey some activities like group games, group exercises, etc that were conducted in the group, invitation from the facilitator to focus on the here and now aspects and the enquiries from the group members played a greater role in bringing this change. As the members were able to break the initial inhibitions and feel free in the group they started to allow themselves to experience and express their intense feelings. This had also brought changes in their sharing about themselves. This sharing about self is called as self
disclosure. The following section gives the details of the changes that happened in self disclosure during the initial phase.

ii) Self Disclosure

Self disclosure is the sharing one does with the other about self. This can contain either past or the present experiences. Egan (1970) considers, when someone shares about self with the experience and expression of the feelings it is considered more personal in nature. When the sharing is done as a matter of fact without much experience and expression of feelings, it is considered as impersonal. Self disclosure is pivotal in the group process because it plays a vital role in many of the growth-related aspects that happen in the group during the group process.

This section describes the changes in the self disclosure of the group members during the initial phase. During this phase, the focus of interactions was to get more and more familiar with each other and to find a space for self in the group. Table 4 gives the themes that show the changes in the self disclosure during the initial phase.
Table 4: Changes in Self Disclosure during Initial Phase

<table>
<thead>
<tr>
<th>S. No</th>
<th>Type of Self Disclosure</th>
<th>Sessions</th>
<th>No. of members (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Hesitant interactions</td>
<td>Silence/no verbal communication</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 - 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monosyllable communication</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hesitant and brief sentences</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brief sentences</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 – 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>b</td>
<td>Spontaneous expressions</td>
<td>Uninvolved sharing of personal matter</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spontaneous expression of opinions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spontaneous expression of disagreement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responding and reacting with feeling during the session</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>c</td>
<td>Personal sharing</td>
<td>Beginning of active interpersonal exploration - by enquiring the other</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beginning of active interpersonal exploration - Deep personal sharing</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spontaneous sharing of one’s areas to improve</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disclosing and accepting one’s mistakes to the members of the group</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

N (total number of the members in the group) =11; the number given in ‘n’ for each session are the numbers members engaged obviously in the said interactions during the session.

Table 4 shows that in the beginning during the initial phase, most of the women were silent and even if they communicated, they did so in hesitant monosyllables or brief sentences or phrases. Gradually they began to speak spontaneously, and then
beginning of sharing of personal issues. The changes in the self disclosure are detailed in this section.

*a) Hesitant Interactions*

Initially most of the members were silent and remained as onlookers. So the initial expression of self disclosure in the group was *silence and no verbal communication.* The table reveals that during the first five sessions three members and during the 6th to 8th sessions one member was sitting silent. Of the three who were silent during the first five sessions, two of them were involved through their attentive listening and one member was self absorbed. For example as the members discussed about the norms for the sessions and deciding upon the number of times to meet in a week and the time etc, two of them looked at those who were talking and nodded their heads indicating their agreement or disagreement. The other member was silent all through looking down and only once in a way made the efforts to look at others. Between the sessions 6 – 8 the same member, who was silent slowly began to look at others when they spoke and started giving nonverbal indication of agreement or disagreement by nodding her head.

From the 1st session to the 7th session *monosyllabic communication* was very obvious. These monosyllabic responses were not directed towards any particular person including the facilitator during the initial five sessions. The following conversation indicates it;

*Facilitator: ...Before we begin this group, today shall we recall what we spoke the other day?*
*Lincy: Openness, Honesty*
*Ramya: Willingness*

*...*

*Facilitator: Yes, what else did we think as important factors to remember while participating in the group?*
*Sameela: Willingness*
*Ramya: Confidentiality*
*(Silence)*
*Facilitator: What is confidentiality? What did we talk about it?*
*Lincy, Jiva, Ramya: Believing*

During the 6th and the 7th sessions though in monosyllables, the members began to communicate to the other women in the group. Thus the women started to interact with one another. The following conversation shows this:
Lohita: What do we need to have to talk freely in this group?

Aamani: Freedom
Champa: Courage

From monosyllables, the communication shifted to brief sentences, which were spoken hesitantly, i.e., hesitant, and brief sentences. As the sessions proceeded from the 1st to the 7th session the number of women speaking hesitantly in monosyllables reduced to 3 and the number of women communicating in brief sentences increased.

During the 5th session when Ramya shared how she expressed anger, the communication went on like this:

Ramya: I get angry
Faci: What do you do then?
Ramya: Become stubborn (Mondi)
Facili: What do you mean by stubbornness?
Ramya: I don’t give response....
Facili: Then what more you do?
Ramya: Don’t like to look at them.....
Facili: Was this behaviour confined to only that particular person or you behaved same with everyone?
Ramya: Every one.....

Another change that happened in self disclosure over the sessions was sharing in brief sentences spontaneously. By the 8th session all the members began to interact in spontaneous brief sentences. The following piece of conversation that happened during the 8th session shows this spontaneity. At this time they were sharing with each other what they want to do and the difficulty they experienced in doing that.

Lincy: Though I want to console others, I don’t know how to do that.

Aamani: O.K. My difficulty is .... I don’t know how to express anger, even when I am sad also I don’t know how to express.

Lavanya: My problem is not expression of anger. I am afraid even to express my opinion.

With this the group moved into various types of spontaneous expressions such as appreciating, explaining, expressing opinion etc. indicating growing familiarity with one another.

b) Spontaneous Expressions
As the group moved ahead the hesitancy reduced and spontaneity began to appear. Along with this they began to share about themselves slowly. But this sharing was a
matter of fact without much involvement. So the type of self disclosure noticed during this time was *uninvolved sharing or impersonal sharing*. The following exchange happened during the 7th session in the context of sharing about their observation of self outside the group sessions indicates this reality.

*When I have to speak with strangers or new people I noticed tension with in me. When I felt comfortable even if others say something I didn’t get that much angry. But if I were in tension, then I got easily angry.*  
(Sameela, 20 years, B.A 1<sup>st</sup> year, drop out)

*When ma’am says with a smile I used to tell myself “madam is not scolding me, she is only correcting me. When she says with anger and force then I considered them as scolding and felt sad.*  
(Aamani, 20 years, XII std)

By the 3<sup>rd</sup> session the members of the group started to express their opinions regarding the issues of discussion. And by the 9<sup>th</sup> session several of them showed certain amount of freedom and spontaneity in expressing their opinions. So the disclosure shifted to the *spontaneous expression of opinions*. The following statements made during the conflict resolution in the 10<sup>th</sup> session notify this reality.

*If Lohita could have given thread, the things have not gone so much.*  
(Champa, 20 years, XII std)

*Though you were angry, you could have thought a little more positively.*  
(Mani, 20 years, XII std)

As the sessions proceeded the members were more free and spontaneous with one another and began to express their opinions even if different from others or disagreeing with others. Hence the self disclosure began to reflect *spontaneous expression of disagreement*. In the 5<sup>th</sup> session during an exercise the members were sharing about their thoughts and feelings in relation to the object they picked up from the garden. The following interaction shows this increasing freedom in disagreeing with what others shared and expressing their opinion even if different from others,

*Sameela, you said everyone brought unattractive flowers (Aakarshana leni poovulu) leaving behind the most beautiful one. We brought what looked beautiful to us. You shouldn’t have said that. Each one’s likes are different.*  
(Ronita, 20 years, XII std, 5<sup>th</sup> session)

*When you said that I too felt sad, you can appreciate yourself, but you should not put down the thoughts and preferences of others.*  
(Lincy, 22 years, B.Sc 2<sup>nd</sup> year, drop out, 5<sup>th</sup> session)
As the women began to express their opinions and disagreements freely with each other, they began to affect and get affected during those interactions. Sometimes these interactions led to deeper sharing with more involvement. This shift in interactions shows that the members began to feel closer and connected to each other and began to respond to one another freely. At this juncture the self disclosure was more personal where the members began to respond and react with feeling during the session. The piece of conversation below shows how others affected Ronita through their expressions; and her sharing about difficulty in expressing herself,

\[ \text{Ronita: I don’t know why….. I find it difficult to share anything about my self....} \]
\[ \text{Champa: Yes I too noticed and thought sometimes you are proud and don’t like} \]
\[ \text{to mix with us.....} \]
\[ \text{Swarna: Yes, I too used to get irritated when you just sit like that without} \]
\[ \text{involving..... Why don’t you trust us and speak freely with us.........} \]
\[ \text{Ronita: (in tears) it doesn’t mean that I don’t trust you........ I have some thing to} \]
\[ \text{share..........} \]

(The conversation went on… and finally she shared her experience of CSA with all pain and sadness… then the members responded in the following way)

\[ \text{Lohita: Thank you for sharing with us......... I also feel sad..... And I promise you} \]
\[ \text{that I won’t share with anyone.} \]
\[ \text{Champa: You don’t think that you are the only one........ (Tears in eyes)} \]
\[ \text{Swarna: Thanks..... I will keep it with me....... (In a soft voice full of concern)} \]
\[ \text{Mani: Now I understand you ........ Thank you for sharing........} \]

(Ronita, 20 years, XII std. 9th session)

Thus Ronita initiated others to share about their experience of CSA.

Another type of self disclosure seen during the sessions was the here – and - now expression of negative feelings that were aroused in the group during the interactions. While waiting for the session to begin, Jiva and Swarna seemed to have exchange of words. The following conversation reveals this.

\[ \text{Swarna: I feel like going away from this place because you are angry with me} \]
\[ \text{and not responding to me..............} \]
\[ \text{Jiva: I too feel sad and angry with you for the way you are talking........} \]
\[ \text{....} \]
\[ \text{Jiva: It is feeling very heavy (manasantha bharanga vundi) because she is not able} \]
\[ \text{to understand what I say} \]

(Jiva, 20 years, XIIstd. 10th session)

The above conversation shows that Swarna and Jiva were able to express to each other how they were affected by others’ behaviours. These expressions show the women’s growing ability to trust and feel free with one another.
As a result of the growing freedom among the group members they began to enquire about others as they were sharing about themselves. These enquiries began to appear during the 3rd session and became very spontaneous and frequent from the 7th session onwards. These kinds of interactions showing one’s interest in the other enabled the other to share more about self. Thus the members began to disclose their interpersonal interest. The following statements reveal this.

<table>
<thead>
<tr>
<th>Box 2</th>
<th>Statements of Enquiry</th>
</tr>
</thead>
</table>
| *Are you silent like this from childhood onwards? Don’t you share with anyone?*  
(Swarna, 20 years, XII std, 9th session) |
| *Champa, Do you think that we too will blame (Nindinchu) you like your sister in law?*  
(Aamani, 20 years, XII std, 9th session) |
| *Lincy, during the last session in some context you said that something happened and you were very moody after that. Are you talking about that?*  
(Jiva, 20 years, XII std, 10th session) |
| *Lohita, how did you avoid the other? What are your behaviours?*  
(Ramya, 19 years, XII std, 11th session) |
| *How are you feeling now in the group? (After sharing the experience of CSA)*  
(Lohita, 20 years, B.A 1st year, drop out, 11th session) |

Box 2 shows different ways the women enquired about one another. They varied from enquiring about the behaviours with a particular feeling to enquiring about the feelings in a particular situation. They were also able to link the sharing in the present session with the sharing in the past session and enquire about it. (Jiva, 20 years, XII std, 10th session). These enquiries enabled the other to think and be aware of the self which led to deeper sharing.

In another context while Ronita was sharing a deep personal experience Swarna noticed that Sameela was very silent, withdrawn and now and then wiping tears. Noticing this she asked the following question which created an opening for Sameela to share her experience;

*Why were you so silent and wiping your tears when the other was sharing her experience?*
This question helped to create an opportunity for her to open up herself in the group and share the pain of the experience of CSA.

c) Personal Sharing

From the 9th session onwards, the members began to share deeper and very personal issues like the experience of CSA etc. Initially there was a lot of hesitation in sharing these experiences, which the members overcame with the support of others in the group. With this there was active interpersonal exploration leading to deep personal sharing. The following conversation shows this;

 Ronita: I want to share something…….. But I don’t know how to share……..
(Began to weep)

The whole group became very attentive and they were looking at her with lots of understanding. Lavanya looked a bit disturbed.

 Facilitator: It’s O.K… Just be the way you feel like…………..
 Lincy: What is happening? You don’t want to share?
 Ronita: No, I want to share, but I am afraid what you people will think of me.
 Jiva: See, you don’t worry, we will understand…. All of us have problems. Yours is one type and others may be of some other type……..
 Champa: I too agree with what she is saying, share and take help, make yourself free….  
 After sometime………..
 Ronita: (Weeping)….. When I was in the 7th std… I used to go to tuition….  
(Began to share her experience of CSA)
 (Ronita, 20 years, XII std, 9th session)

By the 9th session there was enough of freedom and trust built up in the group that the members started to share with one another the emotions and behaviours with which they struggled and began to seek help from one another. Thus the members began to share spontaneously one’s areas to improve. The following articulation shows:

 If someone tells something to me I won’t respond anything. But when I am alone I go on thinking ‘why is it happening like this? What all this is about?’ Etc. Somehow I don’t feel like expressing these thoughts with others. When these things are going on in my mind, I don’t feel like talking with anyone. I don’t have peace also. I don’t know why it is happening like this. Without talking with anyone I can go on for days. Not only with friends, I do not feel like telling parents at home too. I keep everything for myself and I will be going on feeling.  
(Spoke very slowly, with pauses in between, as though she is thinking deeply while talking and formulating the sentences while she spoke)
 (Ronita, session 9)
This sharing of hers led a few others also to share about more or less similar or dissimilar issues with which they struggled.

Towards the end of the initial phase the members began to feel free to accept their mistakes with one another indicating growing freedom and comfort and experience of acceptance from others. Hence the next change noticed in self disclosure was *beginning to disclose and accept one's mistakes to others in the group*. After realizing that she misunderstood what Lincy said, Lohita said the following:

*When they told me I thought that she was talking keeping the past things in her mind. That’s why I got angry..... I am sorry....*  
(Lohita, 20 years, B.A 1st year drop out, 7th session)

In another context another member said:

*Sameela: ...after listening to what you said I was thinking that I could have gone behind her and spoken to her when she went away with anger. Then all this could have not happened.*
*Lohita: I am also thinking when she asked for the thread, I could have given her the thread keeping my anger aside. If I had given the thread all this might have not happened.*

Thus the members were able to accept to one another by acknowledging the way they misunderstood others behaviour. They also accepted to one another that they could have behaved differently in a given situation, so that the other might have not felt hurt. The following figure shows the transformation of the self disclosure of the members across the sessions during the initial phase.
As the members moved from the initial hesitancy to spontaneous interaction, the sharing began to become more personal. As the sessions progressed the interactions reflected growing freedom and trust among the members. They started to express their feelings and to acknowledge that their earlier behaviours needed to change. The interpersonal interest expressed towards one another helped them to reveal more about self and even to accept their mistakes. As the women’s self disclosure deepened across the sessions they also shared with one another their observations about each other. This type of sharing is called feedback. The next section seeks to understand the manner in which members gave feedback across the sessions.

### iii) Giving and Receiving Feedback

Feedback is defined by Ortigas (1997) as verbal, nonverbal or written information given to the other person based on one’s observation of the other’s behaviour. The purpose of the feedback is to allow the other person know how they were affecting others and how they are perceived by others. The goals of feedback are deepening the
self awareness of the other, improvement of relationships and personal growth. In the
encounter group process feedback plays an important role and is considered as one of
the supportive behaviours. Egan (1970) considers the effective feedback as a
reflection of the climate of ‘psychological safety’ in the encounter group. It can be
given in different form as appreciation, affirmation or advice. The themes emerged in
this context are given below.

<table>
<thead>
<tr>
<th>Box .3</th>
<th>Giving and Receiving Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Feedback toned with Negative emotions.</td>
<td></td>
</tr>
<tr>
<td>b) Feeling regret after giving feedback</td>
<td></td>
</tr>
<tr>
<td>c) Appreciating and affirming the other with the suggestion of the facilitator</td>
<td></td>
</tr>
</tbody>
</table>

The above themes in box 4.3 show that during the initial phase women in the group
were not so spontaneous and comfortable in giving and receiving feedback to each
other.

a) Feedback Toned with Negative Emotions

During the initial sessions the members did not give or receive feedback spontaneously. By the 3\textsuperscript{rd} and the 5\textsuperscript{th} session a few of them advised each other. Later it was understood as an expression of anger towards the other rather than saying something with a genuine interest in the other. The following communication reveals this.

\textit{Lohita: No I want to look but I’m frightened}
\textit{Lincy: could have not told that you made effort to look}
\textit{Ramya: I too think that she is giving a lame excuse by saying that she is frightened.}
\textit{Lohita: I feel sad as they are saying all these.}

\textit{Lincy: I think I told her because I was actually angry with her... during the game...}
\textit{Ramya: I too made a mistake.}

\textbf{(Lohita, 20 years, B.A 1\textsuperscript{st} year drop out, 3\textsuperscript{rd} session)}

The above conversation reveals that during the initial sessions the feedback was not
given as information to help others but as an expression of anger.
b) Feeling Regret after Giving Feedback

In the context of giving feedback, another dynamic that was noticed during the initial phase was feeling regret after noticing that the other person was not happy with the feedback. The following conversation reveals this:

Ronita: Sameela, you said everyone brought unattractive flowers leaving behind the most beautiful one. We brought what looked beautiful to us. You shouldn’t have said that. Each one’s likes are different.

... Lincy: Sameela, When you said that I too felt sad. You can appreciate yourself, but you should not put down the thoughts and preferences of others.

... Sameela: Immediately after my sharing I noticed the expressions on their faces and thought for sure that they were going to make me cry. And that is what they did. I honestly shared what I felt. (Told seriously and strongly)

... Ramya: Not only that, three of them said it so forcefully that it looked as though they wanted to hurt her.

... Lohita: When we share something it should be as friendly as possible. We should not hurt others.

... Ronita: I am feeling sad for telling her like that. I think I made a mistake. I should not have done that.

... Ramya: I realize that I said that to Lincy and Roja because I was angry with them.
Lohita: I too think the same. I am sorry.

(Sameela, 20 years, B.A 1st year drop out, 5th session)

The above conversation reveals that when a feedback was given to Sameela regarding the comments she had made, Ramya and Lohita joined those who gave the feedback by supporting them saying “what they said is right.” Later they realized that they supported them since they were angry with Sameela. Ronita was seen feeling regret for having said what she said.

c) Appreciating and Affirming the Other with the Suggestion of the Facilitator

During the initial phase, several times the facilitator invited the group members by saying:

If you like some behaviour or interaction or idea or anything of others, feel free to tell others and appreciate them for that. Similarly if you think it is good for someone not to behave in a certain way then too you can bring it to their notice.

(Facilitator, 4th session)
As the sessions proceeded the members began to give feedback to one another spontaneously.

<table>
<thead>
<tr>
<th>Box 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statements of Feedback</strong></td>
</tr>
</tbody>
</table>

- *I think you are thinking too much negatively about yourself. You need to think positively and take it as a challenge.*
  (Aamani, 20 years, XII std, 10th session)

- *You look as though you are afraid to express yourself freely. (ninnu nuvvu vyakthaparachu kovalante bhayapaduthunnatlu vunnadu) If this is the case, it will be difficult for you to help yourself. Express yourself freely....*
  (Jiva, 20 years, B.A 1st year drop out, 10th session)

- *I noticed when you are angry you will be going several times to that person and shout at that person. I think it is better to be away for a few minutes and be back again.*
  (Ramya, 19 years, XII std, 11th session)

- *You are avoiding to face yourself by going away from there. I think it will be better for you to stay on and to face it.*
  (Ronita, 20 years, XII std, 12th session)

- *Your facial expressions hurt others.*
  (Swarna, 19 years, XII std, 12th session)

- *I noticed you go on grumbling (Gonuguthunnadu) whenever you are angry. I think it doesn’t help.*
  (Ronita, 20 years, XII std, 12th session)

The above quotes show that by the end of the initial phase (12th session) the women were able to tell one another directly the inappropriate behaviours which they observed in others. Most of the times others received the feedback with openness. But sometimes the other person was hurt and these expressions of hurt led to conflict in the session. The following section discusses the reasons for the conflict that were noticed in the initial phase and the process of their resolution.

### iv) Dealing with Conflict

Conflict is an inevitable reality of the group process. As the members interact with one another expressing their opinions conflicts begin to arise. The process and the fruit of resolving the conflict indicates important dynamics in the group. Conflict provides opportunities for the members to understand one another and to come closer. The phenomenon of conflict consists of reasons, reinforcing factors and response of others to the conflict. These aspects are different at different phases adding uniqueness to the dynamics of the phases. Conflicts are seen to arise both at the initial
and the middle phase of the group process. This section elaborates the conflicts that arose during the group process and their resolution at the initial phase. The initial phase of the group process is marked by the members’ and facilitator’s efforts to become familiar with each other, to build rapport, to make efforts to impress others, to understand others etc. The following are the common reasons of conflict arousal noticed during initial phase.

Table 5: Arousal of Conflict during Initial Phase

<table>
<thead>
<tr>
<th>Reasons for the Conflict</th>
<th>Session</th>
<th>N</th>
<th>Reinforcing Factors</th>
<th>N</th>
<th>Response of Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression of opinion different from the target person</td>
<td>3, 5</td>
<td>01</td>
<td>Suggestion to the target person</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Happened out of the session) - Responding angrily to other’s enquiry.</td>
<td>3, 5</td>
<td></td>
<td>Expression of opinion</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10, 1+1</td>
<td>1</td>
<td></td>
<td></td>
<td>Expressing opinion (2)</td>
</tr>
</tbody>
</table>

N (total number of group members) = 11; n = number of members involved in the interaction.

Table 5 shows that during the initial phase the reasons for arousal of conflict reflect member’s discomfort with differences of opinions. The number of group members involved in conflict resolution was only two indicating that the women were not yet feeling free to express their opinions. The following paragraphs discuss in detail the reasons for the conflict arousal during the initial phase.

a) Reasons for Conflict

During the initial phase arousal of conflicts were due to two reasons. The first one was due to the differences in opinions and the second one, an angry response to an emotionally neutral query of the other member. During the initial phase expression of opinion that is different from that of the target person was one of the reasons for the conflict. The conflicts seen during the 3rd session and later during the 5th session notified this. During the 5th session the members were sharing about the object they picked up from the garden for an exercise in the session. In that context Sameela shared:

... Then I thought everyone left the best flower and took the unattractive ones. (Others smiled. Lincy and Swarna looked at each other. Ramya & Jiva mumbled...
Ronita expressed her opinion about this sharing in the following way which led to a conflict.

... you said everyone brought unattractive flowers leaving behind the most beautiful flower. We brought what looked beautiful to us. You shouldn’t have said that. Each one’s likes are different...

Two others also agreed with Ronita’s opinion due to which the conflict was reinforced.

Another reason that was noticed leading to the conflict during the initial phase was responding with anger when others enquired about something. With the angry response of the target person, one who enquired also got angry and that lead to the conflict. The following sharing during the 10th session illustrates it.

I asked “Why are you arranging the session here; did you ask ma’am?” Then she told me angrily “What is your problem? You have nothing to do with it.” When I heard that I was very angry and said to myself “If you throw a stone into the muck, it will splash all over you.”, and went away from there. Since I was very angry, I went into a room cried very bitterly... I even banged my head against the wall...

(Lohita, 20 years, XII std, 10th session)

Actually this incident had taken place while the members were waiting for the session to start. As Lohita was still angry when the session started, she shared it in the group. With that the other person also expressed her feelings.

After understanding the reasons for the conflict during the initial phase, the following portion focuses on the reinforcing factors that aggravated the conflict.

b) Reinforcing Factors of Conflict

Once the conflict was initiated, then the comments or expressions of the other members of the group became sometimes the reinforcing factors for the conflict. These reinforcing factors play a major role in maintaining the conflict. The following are the reinforcing factors noticed during the initial phase.
One of the reinforcing factors noticed during the initial phase was *suggestion to the persons involved in the conflict*. After the differences of opinions are noticed and when the conflict was shaped, the other members who were onlookers sometimes begin to express their opinion either about the target person’s behaviour or other members or on the whole about the issue of conflict. Sometimes these interactions of the uninvolved members reinforced the conflict. For example during the 3rd session, the members were sharing about their level of comfort in looking at others while talking. By then there was already a conflict between Ramya on the one side and, Lohita and Lincy on the other. The following conversation shows how the conflict reinforced with others sharing.

*Lohita: I just looked at everyone, but did not observe any one.*
*Swarna: She could have looked at every body…. or at least a few of us so that I know that she is interested in being listened to……..*
*Lohita: No, I wanted to look at you all but I was frightened.*
*Lincy: Then you shouldn’t say that you made an effort to look at us.*
*Ramya: I too think that she is giving lame excuses by saying that she is frightened.*
*Lohita: I feel sad as they are saying this.*
*Facilitator: Lohita, what are you feeling towards Lincy and Ramya?*
*…*
*…*
*Swarna: Ramya, now you said that you are feeling sad thinking that you shouldn’t have spoken that way. But you spoke for her good. Since you told her she will try to change; if not immediately at least in the future once in a way. Slowly she will help herself.*

As Swarna gave suggestion in the above way, Lohita got more angry and the conflict got reinforced.

*Expression of opinion* was another factor that reinforced the conflict in the session. This happened when the third party (those who were not involved in the conflict) expressed their observation or their opinion about either of the parties involved in the conflict. For example when one of the members shared about the flower she had chosen putting down others’ choices, two of the other members expressed their opinion and objected to what she said. With that there was a conflict in the session. Later when Aamani expressed her opinion, “*I too think that she should not have spoken that way***” about the target person, the target person felt more angry with others.
c) The Process of Conflict Resolution

If conflict arousal is a familiar reality of the group process, then conflict resolution is a vital phenomenon where the members make efforts to understand one another, learn to let go of their opinions etc., which brings the group members closer to one another. The following are the themes noticed during the conflict resolution during the group process.

Table 6: Different Responses during Conflict Resolution

<table>
<thead>
<tr>
<th>Responses of the target person</th>
<th>No ses.</th>
<th>n</th>
<th>Responses of involved</th>
<th>n</th>
<th>Responses of uninvolved</th>
<th>n</th>
<th>End response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Feeling something strong (anger /unaware)</td>
<td>3 5</td>
<td>1</td>
<td>- Feeling sad</td>
<td>3</td>
<td>- Happy that others expressed freely</td>
<td>3</td>
<td>Sharing what one learned (carried over to)</td>
</tr>
<tr>
<td>- Feeling misunderstood</td>
<td>3 1</td>
<td>1</td>
<td>- Feeling misunderstood</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regret for having expressed</td>
<td></td>
<td></td>
<td>3 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Agreeing with what is said (pseudo)</td>
<td>5 10</td>
<td>1</td>
<td>Withdrawing</td>
<td>1</td>
<td>- Expressing observation</td>
<td>1</td>
<td>Sad 8 Happy 3</td>
</tr>
<tr>
<td>Expressing anger and sadness</td>
<td>5 10</td>
<td>1</td>
<td></td>
<td></td>
<td>- Giving suggestion to involved party</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>- blaming the other</td>
<td>5 10</td>
<td>1</td>
<td>Expression of anger and sadness</td>
<td>1</td>
<td>- expressing opinion</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Accepting the mistake</td>
<td>10 1</td>
<td>1</td>
<td>Accepting the mistake</td>
<td>1</td>
<td>Expressing observation and opinion</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

N (total number of group members) = 11; n = number of members involved in the interaction

Conflict resolution results from interactions amongst members. In this process different people who are in the group got involved. They are like the facilitator, the target person whose interaction initiated the conflict, others who are directly involved and still others those who were observing and expressed their opinions. During the initial phase some common interactions were noticed both by the target person and the others whose interaction initiated the conflict. In the section above those themes and sub themes were discussed followed by the interactions specific to each category. The following are the themes and sub themes evolved during the process of conflict resolution in the group.
Initial responses once the conflict took shape: The moment there were differences of opinions and expression of hurt feelings etc. the immediate response of the members whose interaction initiated the conflict was feeling regret for having expressed her opinion that led to misunderstanding. This is seen from the following quote.

\textit{Why at all did I say such a thing? I could have just said sorry that I did not look at her.} \quad \text{(Ramya, 19 years, XII std, session 3)}

During another conflict it was said:

\textit{I feel regret (Tappu chesina bhavam) for having expressed my opinion about her sharing….. I should not have said anything.........} \quad \text{(Ronita, 20 years, XII std, 5\textsuperscript{th} session)}

Withdrawing from interacting in the group was another common response noticed among the members whose interactions initiated the conflict. Sometimes they refused to share further in the session. During the 5\textsuperscript{th} session after Sameela was angered by Ronita’s and Swarna’s response, Champa asked Ronita what she was feeling. Then Ronita said:

\textit{Now I don’t feel like saying anything...... I just want to be myself.}

After they expressed their regret for expressing and reluctance for further expression, slowly they began to express their actual feelings which furthered the process of resolution.

Expression of feeling: The interactions exchanged between the target person and others involved in the conflict play a crucial role in the arousal of the conflict. During the initial phase one of the responses that initiated conflict resolution was the expression of feeling by the target person and the others involved in it. One common response made by the target person and others involved was \textit{expressing their feelings of anger and sadness}. Most of the times once the persons were able to express their anger and sadness they were in a position to listen to what others were saying. For example after the conflict took shape during the 3\textsuperscript{rd} session, then the facilitator asked the persons involved in the conflict what they were feeling. They responded as follows:

\textit{Lohita: I don’t know I am feeling something strong which I don’t know how to name it. (Edo chala gadhanga anipistundi, adi ento ardam kavatam ledu)}

\textit{Lincy: I am feeling sad and don’t feel like saying anything.}

\textit{Ramya: I am feeling why at all did I speak?}
Expression of *Feeling misunderstood* was another common response noticed during the conflict resolution. When Lincy and Ramya (others involved) said “*when she didn’t pay attention to others, she shouldn’t say that she made efforts,*” Lohita, (target person) said:

*I am feeling sad….why she doesn’t understand me?*

During the 10th session when there was conflict between Sameela (target person) and Ramya and Swarna (others involved), Sameela said:

*I feel so sad and misunderstood.......... I just shared my opinion and she is very angry with me........

Added to the expression of feelings, there were some other responses that lead the process further and aided in resolution of the conflict.

*Other responses:* During the resolution process there were some other responses of the involved members which played a vital role in the resolution. One of those is *pseudo agreeing with what is said.* During the conflicts that occurred in the 3rd and the 5th session one of the specific attempts that were noticed made by the target persons were acknowledging their mistake immediately. But later when another person expressed a similar thing, they burst into tears reflecting that their prior agreement was not with conviction, and it was just to pacify the conflictual reality. The following extract from the 5th session reveals this.

*Ramya: ... Sameela, you said everyone brought unattractive flowers leaving behind the most beautiful one. We brought what looked beautiful to us. You shouldn’t have said that. Each one’s likes are different. Sameela (target person): Yes, I agree with what you say. (Face was very serious) ....

Swarna: ... when you said that I too felt sad. You may appreciate yourself, but you shouldn’t put down others’ thoughts and preferences.

Sameela (Target person): O.K... (She was grumbling within and everyone laughed)

Swarna: What are you feeling?

Sameela (Target person): (Began to weep) ... I am feeling angry. O.K.... I brought it upon myself.......*

Thus the real expression of feelings began.

*Blaming the other* was another common response noted during the initial phase. This blaming was directed either towards those who were involved in the conflict or to some one else. For example during the 5th session when others expressed that Sameela
should have not put down others while sharing about the object she chose, Sameela began to weep and said;

(With a shivering voice)... Immediately after my sharing I noticed expressions on their faces and thought for sure that they are going to make me cry. And that is what they did. I honestly shared what I felt. (Told seriously and strongly)....

Finally accepting one’s mistake was another and crucial response in conflict resolution which indicated the positive resolution of the conflict. During the 10\textsuperscript{th} session after the expression of feelings and other responses, and listening to the others sharing then those who were directly involved in the conflict told the following indicating resolution of the conflict:

\begin{quote}
Sameela (involved person): …after listening to what you said I was thinking that I could have gone behind her and spoken to her when she went away with anger. Then all this could have not happened.

…

Lohita (target person): I am also thinking when she asked for the thread, I could have given her the thread keeping my anger aside. If I had given the thread all this might have not happened.
\end{quote}

During this whole process of movement from the initial reluctance to expression and then to resolution, the interactions of those who were not involved directly in the conflict played a greater role.

d) Responses of the Uninvolved in the Conflict

During the initial sessions, specifically during the 3\textsuperscript{rd} and the 5\textsuperscript{th} sessions, the other members were not involved in the process of the conflict resolution. All the interactions happened between the target person, the other whose interaction provided a context for the conflict and the facilitator. Later in the 10\textsuperscript{th} session, the other members began to involve in the process of conflict resolution by sharing their opinions. \textit{Expressing observation and opinion} was one of the important interactions from others that helped in the process of conflict resolution. This response of those who were not involved lead to further understanding of the situation and there by resulted in the positive resolution of the conflict.
During the 10th session observing the interactions taking place between those who were involved in the conflict, the other two members who were observing and listening expressed the following.

*Aamani: ... when she asked you thread, you could have given it to her, and then there would have not been such a big issue. Getting angry for a little thing, you are going on thinking negatively; this might have increased your anger and made a big issue out of a small thing. Sometimes we need to think certain things positively and leave them off.]*

In the same context another person also said;

*Champa: If you had given the thread, it would not have gone to this extent.*

The above expressions made Sameela (target person) to rethink about the situation, which lead to her acceptance of the mistake. With this the conflict was resolved positively.

Expression of **happiness about the resolution** of the conflict was another response of the uninvolved members that made a difference in the group. These expressions encouraged those who were involved in the conflict to listen to others, to think differently and to accept their mistake.

During the initial phase the conflicts arose with the mere expression of opinions about what one shared. The sharing was not based on the here-and-now context. During the process of resolution of the conflict, involvement of others members was noticed only by the 10th session. That too only two members were involved. Since the members were still in the process of becoming familiar and developing freedom, the interactions and expressions were not quite spontaneous. During the 3rd session after the resolution of the first conflict most of the other members who were not involved shared what they had learned when they were asked about the above session. The resolution too was not complete since the indirect comments were made at each other during the 4th session. At the same time after the resolution of the 2nd conflict which happened during the 5th session, 8 members expressed that they were sad and 3 members were happy. Later in other sessions the members began to express that they were happy indicating positive resolution of the conflict.
Figure 3: Conflict Arousal and Resolution during Initial Phase

- Target person
- Initiator
- Reinforcing factors
- Explaining
- Giving suggestions

- Expression of opinion
- Expression of Anger

- Resolutions of uninvolved persons
- Happy about other’s expression
- Expressing one’s observation
- Suggestion

- Resolutions of the persons involved

- Responses of target person
- Sad
- Happy
- - Strong feeling (unaware)
- - Feeling misunderstood
- - Pseudo acceptance
- - Expression of feelings
- - Blaming other
- - Accepting mistake

- Withdrawing
- Feeling sad
- Feeling misunderstood
- Feeling regret for expressing
The arousal and resolution of conflict in the group provides more understanding among the members and brings them closer. If the conflict is resolved positively then the members begin to feel freer with one another knowing that if something goes wrong, it always can be settled. This way they become less cautious and freer and more spontaneous.

In the above discussed phenomenon conflict resolution, feedback, self disclosure and experiencing and expression of intense feelings in the group are important aspects of encounter group process. It was evident from the above discussion that there were changes in these phenomena across the initial phase.

Added to the phenomenon focused above, changes in group structures too reflect changes in the patterns of relationships in the group. Hence the following section seeks to understand the changes in the group structures across the sessions during the initial phase as the phenomena were changing.

v) Group Structures

Group structures reflect patterns of relationships in the group (Garvin, 1987, Hartford 1972; Sheldon, 1977). During the group’s journey towards the goal i.e. enhancing member’s capacity to manage their emotions, along with the phenomena the relationships between members also change across the sessions. These changing patterns of relationships reflect important changes happening in the survivors of CSA. The beliefs developed by the survivors about self and the other after the experience of CSA isolates them socially (Grief & Ephross 1977; Avinger & Jones 2007; Lindon & Nourse 1994; Sanderson, 1995; Hall 1993). This isolation gets reflected in their communication, their relationship with self and the other. As the group comprises survivors of CSA, the changes that happen in the group structures would reflect the changes happening in the impact of CSA. This also indicates the direction of their growth. Hence it is important for this study to focus up on these changes. This section describes the structural changes that occurred in the group during the initial phase of the group process. These structural changes are noticed in terms of communication structure, role structure, leadership structure, sociometric structure and power structure.
a) Communication Structure

Communication structure highlights who speaks to whom and how the direction of communication has changed across the sessions (Garvin, 1987). Change in communication direction denotes a change in the levels of trust and freedom among the group members. During the initial phase the members invest energy in familiarizing with one another and the facilitator and building rapport and testing the trustworthiness of the group members. During this process the patterns in communication changes.

The sharing in the group sessions reveal that the women in the group feel low about self and were not confident in expressing their opinions in front of others. Added to that they were afraid that others might think bad about them if they made any mistake. Due to these reasons they were hesitant in interacting with each other during the beginning sessions of the initial phase and this changed across the sessions. These changes in the interactions of the women were captured using the communication structure. The changed patterns in the communication structure across the sessions during the initial phase are given in table 7.

Table 7: Patterns of Communication Structure

<table>
<thead>
<tr>
<th>S. No</th>
<th>Dominating pattern of communication</th>
<th>Session numbers</th>
<th>No. of members involved (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Looking at none</td>
<td>1 - 4</td>
<td>6, 6, 4, 1</td>
</tr>
<tr>
<td>2</td>
<td>With drawn or silent</td>
<td>1 – 5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 - 11</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Communicating only with facilitator</td>
<td>1 - 4</td>
<td>2, 2, 4, 2</td>
</tr>
<tr>
<td>4</td>
<td>Linear interaction</td>
<td>2 – 5 &amp; 7, 8</td>
<td>4, 4, 4, 6 &amp; 2, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9, 11</td>
<td>6, 4</td>
</tr>
<tr>
<td>5</td>
<td>Interacting in ‘chain’ pattern</td>
<td>2 – 7, 8, 10</td>
<td>3, 3, 5, 6, 6</td>
</tr>
<tr>
<td>6</td>
<td>Interacting in ‘circle’ pattern</td>
<td>7, 8, 11</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>7</td>
<td>Interacting in ‘wheel’ pattern</td>
<td>5, 9, 10, 11</td>
<td>4, 3, 5, 6, 11, 4, 8, 9</td>
</tr>
<tr>
<td>8</td>
<td>Interacting both in ‘comcon’ pattern</td>
<td>10, 12</td>
<td>6, 8</td>
</tr>
</tbody>
</table>

N (total number of the group members) = 11.
Thus, the change in communication and the number of members involved in it is visible in the above table 7. The following key components were noticed during the initial phase.

During the first two sessions 6 members were communicating without looking at anyone in the group. By the 3rd session this number had come down to 4 and by the 4th to one member. It is at this stage there was hesitant and monosyllable communication in the group. During the first five sessions three members were noticed sitting withdrawn and silent. During the 6th to the 11th session the number was reduced to one.

During the first two sessions two members made efforts to communicate looking at the facilitator, in the 3rd session 4 members and in the 4th session it got reduced to two members. During these sessions the women were coming out of their monosyllable communication in the group and began to talk in brief sentences. While talking in brief sentences initially the interactions were hesitant and later on began to be spontaneous.

These were some of the initial changes noticed in the communication pattern reflecting breaking of the initial inhibitions among the women in the group. This pattern can be represented as linear communication.

*Linear communication:* From the second session onwards the women began to communicate with one another one to one. During the initial stage the same women remained as pairs in linear communication. The number of women involved in this linear commutation were: 2, 4, 4, 6 during the 2nd to the 5th session respectively and 2 each during the 7th and the 8th sessions. During the 9th and the 11th sessions also linear communication was noticed. During these sessions the communication was not pair specific. As per the need they began to interact with one another freely. This notifies the growing freedom among different women in the group.

*Figure 4: Linear Communication*
*Chain communication:* When communication flows from one member to the other like a chain, it is called chain communication. This pattern of communication was noticed from the 2\textsuperscript{nd} session onwards. The number of members involved in this form of communication gradually increased till the 7\textsuperscript{th} session and reduced from the 8\textsuperscript{th} session onwards. From the 2\textsuperscript{nd} to the 7\textsuperscript{th} session 3, 3, 5, 6, 6 members were involved respectively and during the 8\textsuperscript{th} and the 10\textsuperscript{th} sessions 3 members each were involved. During this time the members’ interactions also became spontaneous which had reflected in this pattern of communication.

**Figure 5: Chain Communication**

![Chain Communication Diagram]

The above two, linear and chain communications reflect growing freedom in the group. The women’s initial feelings of freedom with others was indicated by observing with whom the women were frequently engaging during these two patterns.

*Circle patterned communication:* In this pattern the members communicate from one to the other in a chain and conclude with the beginner. Slowly the women in the group began to share past experiences. As they were listening to one another they began to look for similarities in their experiences which resulted in the form of enquiries. This reflected in the communication pattern too. This changed pattern of communication was noticed for the first time during the 7\textsuperscript{th} session where 5 women were involved. Later this pattern was noticed during the 8\textsuperscript{th} and the 11\textsuperscript{th} sessions involving 6 and 7 members respectively.

**Figure 6: Circle pattern communication**

![Circle Pattern Communication Diagram]

*Wheel patterned communication:* In this pattern of communication the members communicate aving one person as the focus. During the 5\textsuperscript{th} session this pattern of
communication was noticed for the first time. During this session the wheel pattern of communication was noticed thrice involving 4, 3 and 5 members respectively. Later, this pattern was observed during the 9th session twice with 6 and 11 members; during the 10th session once with 4 members; and in the 11th session twice with 8 and 9 members. Looking at the data it is clear that as the sessions proceeded the members’ involvement increased except during the 9th session where the focus of all the members was on a single person at one point of time.

**Figure 7: Wheel pattern Communication**

Circle, and wheel patterned communications reflected expansion of women’s domains of freedom in the group. These patterns indicated that women were able to enlarge their comfort zone, develop interest in others and their concerns, think about them and show interest in them by expressing their opinions. Given to the self absorbing tendency of CSA survivors (Bass and Davis, 1988, Sanderson, 1995), this was an important indication of growth in them.

*Comcon pattern of communication: Comcon is a pattern of communication where all the members communicate with one another spontaneously. It was noticed during the 10th session for the first time and later at the 12th session involving 6 and 8 members respectively. This pattern denotes more free and spontaneous communication.*

**Figure 8: Comcon pattern Communication**
Comcon pattern of communication reflects major freedom and spontaneity in interaction among the group members. This also indicates the interpersonal interest, freedom and trust among the members. Though this pattern of communication was noticed only twice towards the end of the initial phase, it reflected changes happened in members perceptions and interest in one another.

By the end of the initial phase the members’ communication moved towards spontaneous interactions with one another including most of them in the communication. Initially they were feeling discomfort to look at anyone in the group while talking and slowly they began to speak directly and freely with many others in the group. They have moved from communicating to a specific person (paired) to communicate with many members in the group as per the need.

Towards the end of the initial phase one or the other member was seen sitting silently in the group, but other members pulled that person into conversation either by enquiring what was happening to her or by asking for her opinion. As the patterns of communications were changing the roles women played in the group also began to change.

b) Role Structure

In the group situation as the contexts and issues of discussion changed and with the increase in the trust and freedom among the women in the group, the behaviours of the individuals also changed. Thereby the roles they played too changed. The literature on survivors of CSA (Brand et.al, 2003; Spaccarelli, 1994) emphasizes that due to the impact of the experience of CSA; the survivors fit themselves in fixed roles and fail to respond to the situation taking up different roles as per the demand of the context. Hence it is important to note the changes that are happening in the roles played by the women survivors in the group during the group process. The changes in roles reflect the growing capacity of the women to perceive the demands of the situation and to respond accordingly.
In this section the change in the roles of the individuals across the sessions during the initial phase is discussed. The following were the roles played by different individuals across the sessions.

**Table 8: Changes in Role Structure during Initial Phase**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Dominating pattern of communication</th>
<th>Session Nos</th>
<th>No. of members involved (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Appreciator</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>02</td>
<td>Advisor</td>
<td>9, 10, 11</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>03</td>
<td>Arguer</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>04</td>
<td>Clarifier</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>05</td>
<td>Complainer</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>06</td>
<td>Controller</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>07</td>
<td>Confronter</td>
<td>3, 4, 5, 9, 12</td>
<td>1, 1, 1, 1, 1</td>
</tr>
<tr>
<td>08</td>
<td>Consoled</td>
<td>5, 10, 11</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>09</td>
<td>Distracters</td>
<td>2, 6, 8</td>
<td>5, 3, 1</td>
</tr>
<tr>
<td>10</td>
<td>Encourager</td>
<td>3, 11</td>
<td>1, 4</td>
</tr>
<tr>
<td>11</td>
<td>Enquirer</td>
<td>9, 10, 11</td>
<td>2, 1, 2</td>
</tr>
<tr>
<td>12</td>
<td>Gate keeper</td>
<td>11, 12</td>
<td>3, 1</td>
</tr>
<tr>
<td>13</td>
<td>Information seeker</td>
<td>7, 11</td>
<td>1, 2</td>
</tr>
<tr>
<td>14</td>
<td>Information giver / explainer</td>
<td>3, 4</td>
<td>2, 1</td>
</tr>
<tr>
<td>15</td>
<td>Initiators</td>
<td>1, 2, 3, 5, 7, 8, 10</td>
<td>3, 1, 1, 2, 3, 2, 2, 1</td>
</tr>
<tr>
<td>16</td>
<td>Instructor</td>
<td>4, 5</td>
<td>1, 2</td>
</tr>
<tr>
<td>17</td>
<td>Isolate</td>
<td>9, 10</td>
<td>1, 1</td>
</tr>
<tr>
<td>18</td>
<td>Reminder</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Recommender</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Suggestion giver</td>
<td>1, 3, 4, 7, 9</td>
<td>1, 1, 2, 4, 2</td>
</tr>
<tr>
<td>21</td>
<td>silent listeners</td>
<td>1, 2, 3; 4, 5, 9, 10, 11</td>
<td>5, 4, 5, 3, 1, 3, 3, 1</td>
</tr>
<tr>
<td>22</td>
<td>Scapegoat</td>
<td>3, 10, 11</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>23</td>
<td>Victim</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

N (total number of the group members) = 11

Table 8 shows that there were silent listeners in the group till the end of the initial phase. But as the sessions proceeded, the number reduced from five members during the 1st session to 1 member during the 11th session. Another role that was seen across the sessions was initiator. Almost in all the sessions women were noticed playing this role varying from 3 – 1 member. Suggestion giver, confronter, distracter and advisor were the next major roles played by the group members. The rest of the roles were seen played by few members as explained below.

Several authors like Garvin (1987), Hartford (1972), had given different types of roles. Their focus was mainly on the roles played in social work groups where the
intensity and depth of interactions were lesser compared to growth groups (Kemp, 190). The roles were divided into three types namely: Task roles, relationship roles and individual roles (Benne & Sheats 1948). The different roles seen in this study are categorized into 3 groups namely: Distracting roles, task roles and relational roles depending on the focus of the behaviours. The definitions given for different roles are adopted from Frosyth (1987). The details of these roles are given in this section.

_Distracting roles: _Frosyth defines these roles as the behaviours which takes the focus away from the context or dilutes the focus. Distracting roles noticed in the group were: Arguer, complainer, controller, distracter, isolate, silent listener, scapegoat and victim. During the group process these roles were noticed during different sessions.

*Arguer*: One who continues to hold on to one’s point of view and refuses to change and tries to convince others that her/his views are right is considered as an arguer. Of all the sessions only one person showed this behaviour during the 11th session.

*Complainer*: One who complains about the situations saying how they should have been and how they should have not been is known as complainer. This role appeared for the first time during the 5th session i.e. towards the middle of the initial phase. And later these behaviours were not noticed during the middle phase and at the termination.

*Controller*: One who makes efforts to direct others in the way one wants by verbal saying or non verbal gestures. This behaviour also was noticed only in the 1st session. Later these behaviours were not noticed.

*Distracter*: One who keeps self busy with the activities that take away attention from happenings in the group is considered as a distracter. And this person’s inattentiveness disturbs other’s capacity to pay attention in the group. Distracters appeared for the first time in the 2nd session during the initial phase, followed by the 6th and the 8th session and involved 1 to 5 members.
Isolate: One who separates oneself from the group and is lost in one’s own thoughts. These behaviours were noticed during the 9th and the 10th sessions involving 1 member in each session.

Silent listener: One who remains silent all through and remains as listener in the group. They were noticed during the 1st to 11th (during 8 sessions) session with members ranging from 1 to 5.

Scapegoat: A person on whom the group places its discomfort or ego ideal, the person endowed with all of the group members’ expectations. (Margaret, 1971) This role was noticed during the 3rd, 10th and 11th sessions involving one member in each session. Three times the same member was noticed playing this role.

Victim: One who claims oneself to be suffering because of thoughtlessness of others for no reason from the self. This role was noticed during the 10th session of the initial phase.

The distracter roles like silent listener, isolate and distracter noticed during the initial phase indicate that members had not yet got fully involved in the group interactions. This also reflects the impact of CSA which affects survivor’s ability to be socially active. Reduction in these numbers as the sessions proceeded indicate members growing involvement in the sessions. Some other distracting roles like complainer, controller, arguer, victim, and scapegoat notify members’ efforts to get involved in the sessions.

*Organizing roles:* These roles were defined by Frosyth (1987) as involving the behaviours focused on group goals and needed to maintain the group sessions to go on. Different types of organizing roles noticed during the initial phase were: clarifier, confronter, enquirer, gate keeper, information seeker, information giver, initiator, instructor, reminder, recommender, suggestion giver.

Clarifier: One who comes forward in the session and clarifies concerns or doubts of self is considered as clarifier. This role appeared for the first time during the 10th session i.e. towards the end of the initial phase. And later these behaviours were not noticed during the middle phase and at the termination.
Confronter: One who tells the behaviours that need to be changed in the other by expressing how those behaviours are affecting self negatively. This role appeared for the first time during the third session in the initial phase and continued to 4th, 5th, 9th and the 12th session and one member was involved in each session respectively.

Enquirer: A person who tries to know something more than what is shared by questioning others is considered as enquirer. Enquirers appeared for the first time during the 9th session and then the 10th and the 11th sessions involving 2, 1, 2 members respectively.

Gate keeper: One who tries to include those who are silent and tries to smoothen communication by explaining, encouraging and inviting people to share is considered to be a gate keeper. This role was visible during the 11th session and at the 12th session of the initial phase involving 1 and 3 persons respectively.

Information seeker: Looking for information for specific issues and little more details when others share in the group. These behaviours were seen during the 7th session for the first time and later at the 11th session.

Information giver /explainer: A person who tries to give information to others in the process of making decisions and clarifying things for self is thought to be information giver. These behaviours were seen at the 3rd session and the 4th session during the initial phase involving 2 and 1 persons respectively.

Initiator: A person who begins discussion or reporting or sharing etc initiating anything that happens in the group is regarded as initiator. These behaviours were seen from the 1st session till the 10th session (during 7 sessions) during the initial phase involving 1- 3 members.

Instructor: One who tries to instruct how things need to be done, or what to be done and what not to be done is considered as an instructor. This role was noticed during the 4th and the 5th sessions of the initial phase involving 1 and 2 members.
Reminder: One who reminds to others in the group when something has to be done is considered as reminder. They were first noticed in the 2\textsuperscript{nd} session of the initial phase where one member showed these behaviours.

Recommender: This is a person who speaks in favor of the other. During the 5\textsuperscript{th} session one member showed these behaviours for the first time.

Suggestion giver: One who gives suggestions about what need to be done in the group at that particular time. During the initial phase these behaviours were seen from the 1\textsuperscript{st} to the 9\textsuperscript{th} session (5 sessions) involving 1 to 4 members.

Compared to other roles, the number of organizing roles were more during the initial phase. This indicates an affirming reality that the survivors are able to raise up to the situation and take up the roles to keep the group going. This indicates their growing ability to respond to the situation.

\textit{The relational roles:} These roles are defined as the behaviours where the interpersonal and emotional needs are met. The different relational roles noticed during the initial phase were: appreciator, advisor, consoler and encourager.

Appreciator: An appreciator is a person who appreciates the other for their achievements or contribution in the group etc. This role was noticed for the first time in the initial phase during the fourth session.

Advisor: A person who instructs the other and gives advice is considered as an advisor. This advice may be based on one’s past experience or knowledge. At the initial stage advisors were first noticed during the 9\textsuperscript{th} session and continued till the phase of termination. The number of members who took up this role were very less; 2 in the 9\textsuperscript{th} session, 2 in the 10\textsuperscript{th} session and 3 in the 11\textsuperscript{th} session etc.

Consoler: One who tries to console others by expressing ones understanding about one’s struggle is considered as consoler. This consoling can be done either verbally or nonverbally or by both ways. During the initial phase this role appeared for the first time in the 5\textsuperscript{th} session later on followed by the 10\textsuperscript{th} and the 11\textsuperscript{th} sessions. The number of members involved in these two sessions was one person each.
Encourager: One who tells the other to go ahead with what one is doing or intending to do is thought to be an encourager. The behaviours involved can be verbal or nonverbal or both. Encourager role appeared for the first time during the 3rd session and later on the 11th session, involving 1 and 4 members respectively.

The relational roles were noticed towards the end of the initial phase i.e. from the 9th session onwards. This signifies that as the sessions proceeded women were able to not only rose up to the situation, but they were also able to respond with interpersonal sensitivity. Given to the tendency of the survivors to get self absorbed these roles indicate a major shift happened in them pulling them towards the perception of others needs.

As the sessions proceeded, freedom, and trust among the women in the group kept increasing. As a result of this the by the end of the initial phase members began to share personal issues. These changing interactions were reflected in the role structure too. Women were able to understand the different contexts arising in the situation and were able to change their roles during the group process. Along with these roles one of the roles that underwent major changes was leadership role. This is considered as another pattern of relationship during the group process since it includes several functions to be played.

c) Leadership Structure

Leadership structure is another important structure that is seen changing across the sessions. As more and more members take the roles of a leader it indicates that the members in the group are having empowering experiences. Garvin (1987) refers to Sarri and Galinsky as they pointed that the initial phase is characterized by “leadership roles played by the more assertive and aggressive individuals” (pg. 93). This understanding aligns with the views of Bass and Davis (1988) where they report that the survivors tend to be socially aggressive or submissive due to the impact of CSA. The data from the group members reveals that the women in the group fall under submissive category. Hence activating leadership potentials and expressing them in the group would be a positive change for the women in the group.
According to Garvin (1987), leadership role is notified by the behaviours such as contributing to the group tasks by initiating different types of interactions like reporting, sharing etc. the efforts like enhancing group cohesiveness by trying to explain, giving suggestions etc. in different contexts and securing compliances with formal and informal rules fall under this category. The changes that occurred in leadership structure across the sections are notified in this section.

During the initial phase the behaviours falling under this category that were noticed were; initiating reporting, sharing and discussing. During the first 7 sessions which fall under the initial phase 3 members were noticed taking lead in initiating reporting, sharing and discussing. Later as the interactions became more spontaneous and the members were feeling free with one another, from the 8th session 2 more members began to feel confident to take leadership role in the group. Till the end of the initial phase i.e. 12th session the same 5 members were noticed taking the lead in different situations. During the fifth session appreciating the other and advising the other was noticed for the first time. Two of the above 5 members were involved in this.

This increase in the number of members playing leadership role notifies that the members are becoming confident in taking leading roles. This also signifies that the experiences in the group are empowering and the atmosphere was dominated by freedom and trust.

**d) Sociometric Structure**

Sociometric structure is concerned about understanding the personal attractions and rejections that exist among the group members and thereby their interrelationships. For this purpose sociogram is used. Sociogram is a diagrammatic representation of the attractions and repulsions in the group.

One of the complaints survivors of CSA generally make are problems with their relationships (Griffing et.al, 2005; Liem et.al, 1992; Feiauer & Eddie, 1996; Cosy & Narius, 2005). Changing in the patterns of relationships are the better indicators of changes happening in the survivors.
During the group process after every 5th session the group members were asked to write answers for two questions. These were; during the time of leisure with whom in the group would you like to spend time? And with whom in the group you don’t like to spend your time? Based on the answers they had written, sociograms were drawn. Observing the sociograms the following conclusions were made.

During the initial phase two sociograms were drawn, one after the 5th session and another one after the 10th session. By the 5th session no one was standing out as the most liked person in the group. 2 persons were mostly disliked in the group by 3 members each. 3 pairs were seen to like mutually each other and one pair mutually dislikes each other.

**Figure 9: Pattern of Relationships after 5th Session**

By the 5th session 4 pairs were seen liking each other. They were Ramya, Lohita; Aamani, Lincy; Sameela, Swarna; Lohita and Ramya. Of the 11, Ronita, Mini and Lavanya were seen disliked by 3 members. Champa and Jiva were seen disliking each other. Hence by the end of the fifth session 3 women in the group were seen being disliked by 3 members and no one stood out as most liked.

After 10th session another sociogram was drawn. The patterns of changes happened in the relationship are given below.
By the end of the tenth session, one clique and one triad; and 3 pairs were seen liking each other. One clique was among Ramya, Lohitta, Mini and Aamani; triad was among Sameela, Swarna and Ronita. Three pairs liking each other were Sameela and Lavany; Jiva and Champa; Aamani and lincy. Among these pairs, Aamani and Lincy were seen mutually liking even after 5th session. Where as Jiva and Champa who mutually disliked after 5th session were seen mutually liking after tenth session.

The sociogram shows that at the beginning of the group the members were not feeling close to one another and they were staying apart. The maximum cohesion seen was between two pairs. Later by the 10th session the interactions in the group became more free and spontaneous, and the women began to share personal issues in the group. This growing freedom was reflected in the patterns of relationships too where 4 and 3 women felt free with each other and formed a clique and a triad. Three pairs were noticed liking each other. Given to the impact of CSA, being able to come out of their self absorbed nature and to get connected with others was a major change for the survivors of CSA.
e) Power Structure

Power structure enables us to understand who influences whom in the group and in what manner. As this study looks at the influence of the group process upon the emotional intelligence, the ability to manage one’s emotions gives an individual certain amount of control over the situations and thereby confidence. For this study we look at power structure from the perspective of who influences whom in what way (Garvin, 1987). Efforts were also made to understand the member’s journey towards becoming independent. This journey is seen through the lens of dependence to interdependence passing through independence.

Given to the low self image and negative attitude developed towards self, survivors tend to develop external locus of control. (Bass and Davis, 1988) The changes in the power structure indicate the change in the locus of control. Hence observation of changes in the power structure will give clear indications of women getting empowered. Table 9 gives the details of the type of power the members used and the behaviours they employed in expressing that power, and the sessions when these behaviours were noticed and number of members involved.

| Table 9: Power Structure during Initial Phase |
|---------------------------------------------|--------------------------|-----------------|-----------------|
| Type of power | Behaviours | Session no. | No. of Members |
| Control (D) | Telling the other not to share through non verbal signs | 1, 2, 3, 9 | 1, 2, 1, 1 |
| Confidence (I) | Explaining to those who did not understand | 1 |  |
| | | 4, 10 | 2, 2 |
| | | 9 | 6 |
| Monitoring session (I) | Saying other members the order in which they can share | 2, 11 | 1, 3 |
| Dominating (I) | Trying to over say the other | 1, 2, 3, 9 | 1, 2, 1, 1 |
| | Forcing the other to share | 9 | 1 |
| Blaming (D) | Making something outside self responsible for ones feelings and actions. | 7, 8, 11, 12, 13 | 11, 11, 3, 1 |
| | | | 1 |
| Powerlessness (D) | Sitting silently & withdrawn | 11 | 1 |
| Taking responsibility (I) | Facing fear in self | 9, 10, 12 | 1, 1, 1 |

During the initial phase the type of power noticed was control, dominating, monitoring and blaming. In the 1st, 2nd, 3rd and 9th sessions 1, 2, 1, 1 persons were involved respectively in these behaviours. In the continuum of dependence to
interdependence these behaviours fall under independence. But only 3 persons were seen exerting these behaviours and the rest of the group was silent, withdrawn and following what the other 3 members said. This indicates that the majority of group members were in a dependent stage during the initial phase.

**Summary**

The above narrations show that during the initial phase several important processes were initiated. The women after testing the trustworthiness of the others in the group began to experience and express their intense feelings in the group. They overcame their hesitancy in speaking about self and by the end of the initial phase they began to share personal issues. They learned to speak directly to one another, faced the conflicts and resolved them with the help of the facilitator. They broke the silence and began to communicate with one another freely. The roles the members played during the initial phase varied from distracter to advisor. By the end of the initial phase they were able to move from distracter role to organizing role. The number of women feeling confident to lead the group also increased from initial three to five. By the end of the initial phase three women began to show confidence in facing self. At this stage the women as a group moved into the middle phase.

In the earlier section we discussed about the phenomena of encounter group process and the changes that took place in these phenomena across the 12 sessions in the initial phase. It is evident that these phenomena namely: experiencing and expressing intense emotions, self disclosure, feedback, dealing with the conflict and group structures changed positively across the sessions. After understanding the phenomena of encounter group process and the changes that happened in those phenomena during the initial phase, the second part of this chapter focuses on understanding how these changes are reflected in the emotional intelligence of the women survivors of the child sexual abuse.
4.2.2 Domains of Emotional Intelligence

Emotional intelligence is considered as noncognitive factor of intelligence (Immanuel 2000). It consists of five domains namely self awareness, managing emotions in self, motivating self, understanding and managing emotions in others and social skills. The journey of the group members across the sessions in relation to emotional intelligence can be symbolized as a spiral movement where they moved forward and fell back and moved forward. Always this moving forward after falling back is more expansive than the previous one. This journey forward is visible through certain steps. Second part of this chapter discusses different steps the women passed through in relation to the five domains of the emotional intelligence during the 12 sessions of the initial phase.

i) Self Awareness

Self awareness is one of the five domains of emotional intelligence. Recognizing a feeling as it happens is the core ability in self awareness. To understand the influence of encounter group process on emotional intelligence, it is vital to begin with self awareness which is considered as a keystone of emotional intelligence (Goleman, 1995). For this study self awareness is considered as the ability to name the feeling, thought and corresponding behaviour as is experienced by the women; to be aware and be able to acknowledge one’s abilities and inabilities; to be aware and voice their views even when they are unpopular and risky; and to recognize healthy and unhealthy patterns in self etc. The group members’ journey in this domain is given as stages and sub stages. Table 10 consists of stages and sub stages that notify the members’ journey in the realm of self-awareness.
Table 10: Self-Awareness during Initial Phase

<table>
<thead>
<tr>
<th>Steps / Theme</th>
<th>Sub steps</th>
<th>n</th>
<th>No. of sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Stage of relative unawareness</td>
<td>Unaware of misinterpretations of reality</td>
<td>09</td>
<td>01 – 12</td>
</tr>
<tr>
<td></td>
<td>Lack of correspondence between overt and covert behaviours</td>
<td>07</td>
<td>05 – 09</td>
</tr>
<tr>
<td></td>
<td>Ambiguity in naming the feeling</td>
<td>11</td>
<td>02 – 07</td>
</tr>
<tr>
<td>b) Deepening of awareness of covert and overt behaviours</td>
<td>Aware of experience of feeling in the body</td>
<td>10</td>
<td>02 – 12</td>
</tr>
<tr>
<td></td>
<td>Aware of feeling</td>
<td>11</td>
<td>01 – 12</td>
</tr>
<tr>
<td></td>
<td>Aware of feeling and the thought pattern that intensified feeling</td>
<td>11</td>
<td>02 – 12</td>
</tr>
<tr>
<td></td>
<td>Aware of feeling and its expression</td>
<td>11</td>
<td>04 – 12</td>
</tr>
<tr>
<td></td>
<td>Aware of feeling, the thought and the behavioral expression</td>
<td>11</td>
<td>07 – 12</td>
</tr>
<tr>
<td></td>
<td>Consciousness of aspects underlying the feeling experienced</td>
<td>11</td>
<td>04 – 12</td>
</tr>
<tr>
<td>c) Awareness of one’s abilities</td>
<td>Aware of difficulty in doing what one wants to do</td>
<td>11</td>
<td>02 – 12</td>
</tr>
</tbody>
</table>

N (total number of the group members) = 11; n= number of members articulated that sub theme.

Table 10 shows the three main stages the women had gone through in relation to self awareness and the related sub stages. It is evident that the group members began their journey of self awareness at a stage of relative unawareness about their feelings and the influence of different aspects upon their feelings. By the end of the initial phase the women began to be aware of their covert and overt behaviours and conscious of their abilities and inabilities. The sub stages related to the stage of unawareness are seen only during the initial 9 sessions and later they were noticed very rarely. Almost all the sub stages were present across the sessions during the initial phase.

a) Stage of Unawareness

It is seen that initially the members were relatively unaware about different things that had happened to them. Their lack of awareness is reflected in the lack of correspondence in their articulations between overt and covert behaviours, ambiguity in naming their feelings and being unaware of the misinterpretation of the reality of self and others. This is clear from the group interactions given below.
One of the ways in which the group members’ relative unawareness reflected was in the lack of correspondence between overt and covert behaviours in their articulation. The following are the statements of the women that notify these.

<table>
<thead>
<tr>
<th>Box .5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lack of Correspondence between Covert and Overt Behaviours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy…. (But looking sad and dull) (Lincy, 22 years, B.Sc 2nd year, drop out, 3rd session)</td>
</tr>
<tr>
<td>I am feeling very sad (smiling) (Ronita, 20 years, XII std, 4th session)</td>
</tr>
<tr>
<td>I am feeling very sad (face looks stern, clenched fists and jaws were tight) (Lohita, 20 B.A 1st year drop out, 7th session)</td>
</tr>
<tr>
<td>I am happy thinking that if I tell madam she will be angry with me and scold me. (Ramya, 19 years, XII std, 11th session)</td>
</tr>
<tr>
<td>I thought that you don’t like me and that’s why you did not talk to me... anyway I am happy only... (Looking dull, said with a low voice)(Mini, 20 years, XII std, 11th session)</td>
</tr>
<tr>
<td>I am happy…. (But looking sad and dull) (Lincy, 22 years, B.Sc 2nd year, drop out, 3rd session)</td>
</tr>
<tr>
<td>I am feeling very sad (smiling) (Ronita, 20 years, XII std, 4th session)</td>
</tr>
<tr>
<td>I am feeling very sad (face looks stern, clenched fists and jaws were tight) (Lohita, 20 B.A 1st year drop out, 7th session)</td>
</tr>
<tr>
<td>I am happy thinking that if I tell madam she will be angry with me and scold me. (Ramya, 19 years, XII std, 11th session)</td>
</tr>
<tr>
<td>I thought that you don’t like me and that’s why you did not talk to me... anyway I am happy only... (Looking dull, said with a low voice) (Mini, 20 years, XII std, 11th session)</td>
</tr>
</tbody>
</table>

The above statements reveal that during the conversations and the interactions among the women, their lack of correspondence was noticed at two levels. i.e between verbal and nonverbal behaviours and between thought and the feeling.

*Ambiguity in naming the feeling* was another type of communication that indicated the unawareness of the group members. This ambiguity was seen when thought was expressed in the place of feeling. For example during the 3rd session there were differences of opinions expressed by 3 members which hurt one of them. In that
context expressing her opinion regarding the interactions that happened, Aamani, aged 20 years said:

*I also feel that Lincy and Ramya expressed their opinion and there is no reason for Sameela to feel angry with them...*

Ambiguity is also noticed as the members mentioned behaviour when asked for feeling. For example when asked for feeling one of the members said:

*I am feeling stubborn ...*  
(Jiva, age 20; 7th session)

In the same way while others were sharing their feelings with which they struggle, one of the group members said;

*I find difficult with stubbornness ...*  
(Ronita, age 19; 6th session)

The above two expressions namely, lack of correspondence between overt and covert behaviours and ambiguity in naming feelings were noticed only during the initial phase.

Another way relative unawareness of the group members’ expressed was unawareness of misinterpretations about self and the other. Initially almost all the group members were unaware of the misinterpretations of the reality that was leading to either intense experience of their feelings or misunderstanding of the experiences of others. Expressing her opinion about sharing with others when sad, Champa, aged 20 years said:

*I don’t share with anyone thinking what the use of expressing is; who can do anything for me? It will be a disturbance for others...*  
(10th session)

During the initial phase the misinterpretation of reality was expressed in relation to self. As the sessions preceded, towards the end of the initial phase the expressions indicating misinterpretations of others’ reality began to appear during the interactions of the members. For example, when one of the group members said that she doesn’t feel comfortable in the group, the other one said:

*I know that you don’t like the group.....*  
(Ramya, age 19; 11th session)
Sharing about her perception of other’s anger Aamani, aged 20 years said:

*If anyone says anything with raised voice I consider it as scolding.* (9th session)

During the initial phase these types of expressions were very frequent. At this stage the member’s interactions were hesitant. These hesitant interactions reflected the members’ reluctance to share about themselves which slowly transformed into interactions of testing the trustworthiness of the group members.

**b) Deepening of Awareness of Covert and Overt Behaviours**

From lack of awareness the group began to move slowly into the stage of deepening of awareness of covert and overt behaviours. Six sub stages evolved related to this stage signifying the members’ expressions at different points of time during the initial phase. This process of the journey of deepening of awareness of covert and overt behaviours is narrated with the help of the process Ronita had experienced in the group.

When the group sessions began the group members had difficulty in being aware of their feelings and to speak about them. Later, as the sessions proceeded they began to articulate the difficulty in becoming aware of the feelings. When Ronita, aged 19 years was asked what she felt during the session she replied:

*I am trying to recall (stayed with self and thought for a while)....... No I am not able (when asked what she felt with the thought ‘an elder is looking at me’)*  
(2nd session)

Slowly they began to become aware of their feelings; and felt free to acknowledge their awareness in the group. Their reporting of the awareness began with their sharing of the awareness of the here – and - now feelings. Ronita said the following statement when she was sharing how she felt to talk in the group.

*I am afraid to look at others while talking...... Etc.*  
(3rd session)

As they moved towards the end of the initial phase, the women began to feel more comfortable and confident in experiencing and sharing about their feelings.
During the initial phase another level of awareness that was noticed in women’s sharing was beginning to become aware of the experience of the feeling in the body. While reporting her experience of anger Ronita said:

_When I was tensed I noticed my legs were shivering_..... (8th session)

Added to this awareness of the experience of feeling in the body, another level of awareness that was noticed among the group members was beginning to become aware of the feelings and the thought patterns that are intensifying their feelings. In the 2nd session during an exercise where the members were asked to look into each other’s eyes Ronita shared the following as the other looked away from her during the exercise:

_Ronita: I feel disappointed…
Facilitator: As you feel disappointed what are you thinking?
Ronita: (thought for a while)…. thinking that she lost interest in me.... (2nd session)_

During the 4th session while talking about her feelings of anger, she said,

_Ronita: If I tell something others may get angry
Facilitator: Thinking that way what are you feeling?
Ronita: I am feeling sad_

During the 8th session she said:

_Ronita: I don’t know why I am not able to accept what others say?
Facilitator: As you think that way what are you feeling?
Ronita: I feel very sad... (8th session)_

During the 12th session towards the end of the initial phase she was able to speak about her anger and said

_I am feeling angry with madam…. I always think “she doesn’t understand me.....” (12th session)_

The above statements of Ronita show that during the 2nd session the facilitator had to enquire what she thought as she felt disappointed. And during the 4th and the 8th sessions the enquiry of the facilitator was about her feeling along with the thought. During the initial phase these enquiries helped the women to be aware of their feelings and corresponding thoughts simultaneously. As the sessions proceeded, by the 12th session Ronita was able to share both her feelings and thoughts simultaneously.

Another aspect that came out strongly in the expressions of awareness was the awareness of the feeling and its expression. During the initial stage very rarely the
members were aware of feeling and its expression simultaneously. Yet they were aware of the behavioral expressions of strong feelings. The following statements of Ronita denote this aspect;

*Whenever I feel sad I keep quiet without talking to anyone...* (3rd session)

*If I am afraid of anything I walk off from there...* (7th session)

Members also shared the awareness of the feeling, the thought pattern that intensified the feeling and the behavioral expression. These were visible during the initial phase from the 7th session onwards. During the 9th session; Ronita said:

*I was very sad thinking that she (warden) always scolds only me; may be she doesn’t like me... then I walked off from there and did not feel like talking to anyone else also.*

The women also began to be aware of the different patterns of thoughts that influence a feeling response in them and were able to realize the influence of these thought patterns and the contexts upon the feelings i.e., *consciousness of aspects underlying the feelings experienced.* This awareness was absent at the beginning of the initial phase and began to find expressions towards the end of the initial phase, as expressed by Ronita:

*Whenever I make a mistake or fail to do something I feel ashamed and sad... and it goes on normally for few days.* (4th session)

During the 8th session while talking about the same effect she said:

*I am constantly afraid and ashamed thinking what others will think of me...Most of the times I think about me that I am not good, useless etc. and feel ashamed of myself and frightened of others.* (8th session)

In Ronita’s above sharing during the 4th session she was aware of feeling ashamed. During the 8th session she was able to be aware of the influence of the situation, and the thought pattern upon her feeling and she was able to share about it.

Another pattern the members were aware of and expressed is the influence of one feeling upon the other. The following statements talk about it;

*I noticed myself easily getting angry when tensed..............:* (Lincy, age 22, 5th session)

*I realized that I easily get irritated with everyone if I am angry with someone particularly...* (Aamani, age 20, 5th session)
I understood that I easily get angry when I am sad...
(Sameela, age 20; 8th session)
The above statements show that as the sessions proceeded the women were able to realize how the feelings like tension and sadness influence anger. Deepening of the women’s awareness was reflected in two ways. One is in their awareness of covert and overt behaviours and the other one is in becoming aware of their abilities.

c) Awareness of One’s Abilities

Another type of awareness that was seen in the women’s sharing was deepening of their awareness about their growing abilities. Initially the members began to be aware and to verbalize their desires to do certain things and slowly moved on to realize their inability in doing what they want to do. During the 2nd session Ronita said:

When I see the other person sad, I want to console and at the same time I don’t know how to do that.

As the sessions proceeded the women began to articulate their difficulties or inabilities in managing their feelings and about their behaviours which they would like to change. Ronita expressed:

I feel so angry with others and I want to express it directly. But I don’t know why, whenever I am angry, either I cry or scream or do both. I don’t know how to express my anger properly. (8th session)

The above sharing show that by the end of the initial phase the women were able to be aware of how they would like to be or what they want to do and were also able to recognize if they were able to do it or not and share about it in the group.

Thus it is clear that the group member’s journey of self awareness began with relative unawareness and slowly proceeded to become aware of their feelings, thoughts and expressions of these through behaviours. Their awareness reflected in realizing what they wanted to do; but did not.

As the sessions progressed deepening of awareness started to reflect in women’s understanding about their feelings. They started to understand different influences upon their feelings thereby managing their emotions. The following section focuses upon understanding the influence of group process upon the second domain of emotional intelligence.
ii) Understanding and Managing Emotions in Self

Goleman (1995) considers understanding and managing emotions in self as an ability that builds on self awareness. To understand one’s feelings a person needs to understand the thoughts and the situations that are influencing those feelings, and the behavioral expressions of those thoughts and feelings. To manage one’s feelings one needs to understand different influences on the feelings. Then an individual can develop strategies to shake off the negative influence and the inappropriate behaviours. The following section narrates how this capacity is influenced by the group process along with the deepening awareness of self. This journey is given in table 11 as a process in which there is evolution of 5 stages and the related sub stages.

Table 11: Understanding and Managing Emotions in Self during Initial Phase

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub theme</th>
<th>n</th>
<th>P</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Relatively lesser understanding of one’s feelings</td>
<td>Difficulty in accepting the feeling</td>
<td>8</td>
<td>73</td>
<td>03 - 07</td>
</tr>
<tr>
<td></td>
<td>Shifting responsibility to the other</td>
<td>6</td>
<td>55</td>
<td>05 - 12</td>
</tr>
<tr>
<td>b) Efforts to understand self</td>
<td>Introspective understanding of self</td>
<td>11</td>
<td>100</td>
<td>03 – 12</td>
</tr>
<tr>
<td>c) Understanding one’s feelings</td>
<td>Understanding the influences of different aspects upon self</td>
<td>11</td>
<td>100</td>
<td>02 – 12</td>
</tr>
<tr>
<td></td>
<td>Understanding mood associates</td>
<td>11</td>
<td>100</td>
<td>11 - 12</td>
</tr>
<tr>
<td></td>
<td>Understanding the reasons for one’s covert and overt behaviours</td>
<td>11</td>
<td>100</td>
<td>03 - 12</td>
</tr>
<tr>
<td>d) Managing one’s feelings</td>
<td>Managing one’s feeling through self talk</td>
<td>11</td>
<td>100</td>
<td>03 -12</td>
</tr>
<tr>
<td></td>
<td>Managing one’s feeling through mindful expression</td>
<td>11</td>
<td>100</td>
<td>05 - 12</td>
</tr>
<tr>
<td>e) Acknowledging to the other</td>
<td>Accepting what others said</td>
<td>11</td>
<td>100</td>
<td>09 – 12</td>
</tr>
<tr>
<td></td>
<td>Accepting one’s mistake</td>
<td>11</td>
<td>100</td>
<td>09 - 12</td>
</tr>
</tbody>
</table>

N (total number of the group members) – 11; n is number of members articulated that particular

Of the four stages the first stage i.e., lesser understanding of one’s feelings was present only during the initial phase and faded off by the time the group entered into the middle phase. The other four stages began to appear during the initial phase. The details of each stage through the sub stages are described in the following section.
a) Relatively Lesser Understanding of One’s Feelings

Initially the member’s understanding about what was happening to self in the realm of emotions was lesser. This reality was reflected in different sub steps. One of the ways the members’ lesser understanding reflected was in their difficulty in accepting the feelings. During the initial phase eight members of the group were able to accept at different points of time their difficulty in accepting the feelings like anger etc. The following statements reveal this.

*I somehow feel very difficult to say that I am angry. Even when others point out I find it difficult to accept it….*
(Lohita, 3rd session; Sameela & Ronita, 7th session; Lincy, Aamani, Lohita, 8th session; Lavanya, 10th session)

*I feel ashamed of feeling jealous; and to tell others that I am feeling jealous…*  
(Jiva, Ronita, 7th session)

*I feel very difficult when someone tells me that I am proud. Anything else I can accept but not this comment.*  
(Lincy, 22 years, B.Sc 2nd year drop out, 7th session)

Of the eight members who expressed difficulty to accept their feelings one of them said that she found it difficult in accepting her feeling of jealousy and another person said that she felt very sensitive to accept that she was proud. To make them understand that all the feelings are part of self and the difficulty in accepting all the feelings lies at the level of the individual, the facilitator had to explain at different point of time about the moral neutrality of the feelings. During this explanation the facilitator reminded the women the information given to them on the 2nd and the 3rd day of five workshops conducted at the pregroup phase.

Another common pattern that was noticed related to lesser understanding of one’s feelings was shifting the responsibility to the other regarding one’s own feelings. The statements below reflect the women’s tendency to shift the responsibility:

*I know that they are going to make me cry*  
(Sameela, 20 years, B.A 1st year drop out, 5th session)

*.... Because of you I am angry...*  
(Swarna, 19 years, XII std, 12th session)

*I know that I always make others angry...*  
(Aamani, 20 years, XII std, 10th session)
The above sharing reveals that the women thought others were responsible for their feelings and in the same way they were responsible for others feelings. These types of articulations were present during the initial phase predominantly.

**b) Efforts to Understand Self**

As the members realized that their understanding about their feelings was less, they began to make different types of efforts to understand self. One of the efforts was *introspective understanding of self.* In different contexts and under different circumstances, the women began to introspect to understand their feelings and thoughts. These efforts lead to a deeper understanding of self. The following statements point to that fact.

<table>
<thead>
<tr>
<th>Box 6</th>
<th>Introspective Statements</th>
</tr>
</thead>
</table>
| *To sharpen my awareness, now and then I began to ask myself... what I am feeling....?*  
(Sameela, 20 years, B.A 1st year drop out, 4th session) | |
| *Whenever I notice that I am angry, I ask myself “what makes me angry?”*  
(Swarna, 19 years, XII std, 5th session) | |
| *I found myself getting irritated several times. Then I asked myself “why am I getting irritated like this? Why can’t I change myself” ...*  
(Ronita, 20 years, XII std, 9th session) | |
| *Yah... I too asked myself “Why am I feeling angry now?” You know, this questioning had helped me.*  
(Lincy, 22 years, B.Sc 2nd year drop out, 9th session) | |

The above statements reflect member’s efforts to understand their feelings and thoughts through questioning self. This questioning of self began during the initial phase and got intensified during the further stages.

As the sessions proceeded the members began to question self regarding their feelings, and paid attention to what was happening to the self in the session. This helped them to understand their feelings better and to acknowledge those feelings.
c) Understanding One’s Feelings:

Women’s efforts to understand ones feelings and thoughts led them to understand self in a better way. This denotes the members’ movement from the stage of lesser understanding of self to a better understanding. During the interactions in the group, the articulations of understanding the influences of different aspects upon self began to occur from the 3rd session onwards. The following statements of Sameela and others reveal this:

<table>
<thead>
<tr>
<th>Box 7</th>
<th>Expressions of Understanding Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now I understand that I feel disappointed when others don’t look at me while talking.</td>
<td>(Sameela, 20 years, XII std, 3rd session)</td>
</tr>
<tr>
<td>Now I understand that whenever madam smiles at me I am happy; otherwise I feel sad thinking that she is angry with me.</td>
<td>(Ramya, 19 years, XII std, 5th session)</td>
</tr>
<tr>
<td>Though I was happy and relaxed initially, but after listening to the sharing of others now I am feeling sad.</td>
<td>(Mini and Roja, 20 years, XII std, 8th session)</td>
</tr>
<tr>
<td>Ronita, now I feel courageous after listening to your sharing about the experience of CSA.</td>
<td>(Lincy, 22 years, B.Sc 2nd year drop out, 9th session)</td>
</tr>
<tr>
<td>Now I understand that I just believed what that stupid fellow (abuser) said... he said that no one would believe me. I think believing that I stopped sharing with anyone.</td>
<td>(Lohita, 20 years, B.A 1st year, 12th session)</td>
</tr>
</tbody>
</table>

These articulations brought to light women’s understanding of how they were getting affected by different aspects specially other people around and their own past.

Understand the reasons for one’s covert and overt behaviours was another pattern that came up in relation to understanding of self. These articulations just began towards the middle of the initial phase. At this time their focus was mostly upon understanding how the external events were influencing their covert and overt behaviours. For example during the 7th session while sharing about the reasons for her anger Sameela said:
I understand that I get angry whenever others speak roughly or angrily... I realized that whenever others won’t accept what I say, I get angry with them.

As the members began to understand the mood associates i.e. the different influences upon their covert and overt behaviours etc. they were in a better position to manage their feelings. This helped them to move towards managing their feelings simultaneously.

d) Managing One’s Feelings

As the women began to understand how different aspects of self, others and external events were affecting them; they expressed their confidence in managing their feelings. One of the ways the members helped themselves to manage feelings was through self talk i.e., managing one’s feelings through self talk. This found expression towards the last sessions of the initial phase. The way self talk helped them in managing their feelings is evident in the words of Sameela.

*I helped myself to express my feelings to others by telling to self ‘unless I express myself it is difficult for others to understand me’.*  
(11th session)

Another way the members were able to manage their feelings was by expressing their feelings to the persons concerned with full awareness i.e, managing one’s feelings through mindful expression. These expressions began to occur during the initial phase. The following statements of the women notify this:

<table>
<thead>
<tr>
<th>Box 8</th>
<th>Expression of Feelings</th>
</tr>
</thead>
</table>
| I am feeling angry (said very softly)  
(Sameela, 20 years, B.A 1st year, 5th session) |
| I am feeling free after sharing in the group about my fears...  
(Ramya, 19 years XII std, 8th session) |
| I am afraid that you people may not like me if I share ...  
(Ronita, 20 years, XII std, 9th session) |
| “I am frightened that you may think badly about me if I share one of my experiences”  
(Mini, 20 years, XII std, 11th session) |
| I want to share with you one of my experiences.... but I am afraid that you may think badly about me.........  
(Sameela, 20 years, XII std, 12th session) |
The above statements indicate that the women in the group began to feel comfortable after they expressed their pain regarding some experiences. Some of them felt relieved and free after expression. At the same time it is evident that sharing directly to other people about ones fears helped the women to make themselves free of those fears.

**e) Acknowledging to the Other**

Another way women managed their feelings was by acknowledging to the other what they realized about self or by accepting their mistakes. Acknowledging to the other was an expression of self awareness and once acknowledged, generally the person was in a better position to deal with the same. This acknowledging can be done in different contexts and in different ways. One of the ways it got reflected in the sharing of the group members was by accepting what others said. These articulations appeared from the 9th session onwards. The following statements indicate this,

*What you said is true... I should have not gone off like that...*

(Ronita, 20 years, XII std, 9th session)

*I think what you said is true... If I could have responded to her immediately, there might have not been any problem...*

(Lohita, 20 years, B.A 1st year, 10th session)

*Yes, what you say is true... from one experience I am concluding that all men are bad...*

(Swarna, 19 years, XII std, 11th session)

The above sharing indicates that the women were able to rise above their feelings and accept the truth by acknowledging to self and the other.

Another type of interaction that notified the members’ ability to manage their feelings was, rising above their feelings and accepting one’s mistakes. These interactions also began to appear during the initial phase.
The above statements show that the women in the group were able to realize that they could have behaved differently and were able to accept it to others in the group.

Thus the members moved from lesser understanding about the aspects that affect self to understanding self. By the end of the initial phase they began to make efforts to rise above their feelings and to learn ways of managing their feelings by developing different strategies. These efforts were made possible through the members’ capacity to motivate themselves. Understanding the need to motivate self they began to invest energy to learn and to exercise motivating self as one of the skills in changing ones undesirable behaviours. The following section gives the themes that emerged notifying the members’ journey in this regard.

### iii) Motivating Self

Understanding and managing of one’s emotions helped the group members to realize their behaviours, and the consequences of those behaviours. This understanding led them to motivate self to change the behaviours with which they were not happy and those that had undesirable consequences upon others. Four themes evolved manifesting the members’ efforts in motivating self. Table 12 provides the themes and sub themes that emerged from the data related to motivation to change.
Table 12: Motivating Self during Initial Phase

<table>
<thead>
<tr>
<th>Steps/Themes</th>
<th>Sub theme / sub steps</th>
<th>n</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Efforts to motivate self</td>
<td>Seeking for information</td>
<td>09</td>
<td>3 – 12</td>
</tr>
<tr>
<td></td>
<td>Recognizing useful information</td>
<td>11</td>
<td>3 – 12</td>
</tr>
<tr>
<td>b) Cognitive processing</td>
<td>Setting goals for self</td>
<td>11</td>
<td>11 – 12</td>
</tr>
<tr>
<td></td>
<td>Recognizing the Decisions influenced by hurt feeling</td>
<td>11</td>
<td>3 – 12</td>
</tr>
<tr>
<td></td>
<td>Developing strategies to move towards goals</td>
<td>11</td>
<td>10 - 12</td>
</tr>
<tr>
<td>b) Behavioral expression</td>
<td>Challenging self to face and to go forward</td>
<td>11</td>
<td>10 – 12</td>
</tr>
<tr>
<td></td>
<td>Helping self to change the behaviors through self talk</td>
<td>11</td>
<td>10 - 12</td>
</tr>
</tbody>
</table>

N (total number of group members) = 11; n (Number of members articulated that sub theme)

The above 3 themes reveal women’s efforts to motivate themselves in changing their behaviours. The following portion explains the path taken by them through sub themes in motivating themselves.

**a) Efforts to Motivate Self**

After realizing that sometimes they behave in ways that were not appropriate for them, the women in the group began to make efforts to motivate themselves. These efforts began by *seeking information* regarding the behaviours they want to change. The members’ interest in themselves was expressed in the way they sought for information. This sub theme began its appearance in the middle of the initial phase and continued till the end. The following box gives the statements that represent the member’s interests and the areas they sought for information:
### Box 10
#### Seeking for Information

<table>
<thead>
<tr>
<th>Statement</th>
<th>Name</th>
<th>Age</th>
<th>Class</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to learn how to deal with feelings without showing stronger expressions... it is because of my expressions that I am getting into problems...</td>
<td>Champa, 20 years, XII std, 3rd session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to know how to understand my thoughts...</td>
<td>Ramya, 19 years, XII std, 4th session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do we get angry when others tease? After getting angry then I think I could have taken the situation light...</td>
<td>Sameela, 20 years, B.A 1st year drop out, 10th session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why most of us feel sad most of the times without any reason... one way I feel consoled that I am not alone... but why is it this way...?</td>
<td>Lincy, 22 years, B.Sc 2nd year drop out, 11th session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to know how we can change our ways of expressions of anger... I see that most of us are getting into problems because of our anger...</td>
<td>Jiva, Mini, 20 years, XII std, 12th session</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above statements of the group members show that though women began to seek for information from the 3rd session onwards, there was consistency in their occurrence with increased frequency from the 10th session.

Information was given in the group to all the individuals equally and at the same time, but their ability to change depends upon their ability in recognizing the useful information and to personalize it. This sub theme notifies the members’ ability to recognize, personalize and articulate the information they considered useful for them. These articulations occurred rarely during the initial phase. During the 8th session after listening to the sharing in the group about how each one was affected by the behaviours of others Champa, aged 20, said the following statement.

*Today I understood very clearly that others get affected through my behaviour.....It is very strange....... But at the same time the truth is ....... Now I understand that our behaviours reveal our feelings...*

Once they sought and got the needed information, the members of the group began to process the information which helped them to personalize and to act accordingly.
b) Cognitive Processing

This is the second theme that emerged related to motivating self. In the process of motivating self cognitive processing is very important. One needs to analyze the situations in deciding which types of behaviours are desirable and to move self towards achieving them. The first sub theme that evolved related to this was setting the goals for self. These types of sharing began to occur towards the end of the initial phase. The statements below notify the type of goals the members of the group set for themselves.

I don’t want to waste my energy thinking of the abuser and the abuse... I want to live my life...
(Lincy, 22 years, B.Sc 2nd year drop out, 10th session)

I want to express anger to the concerned person without showing on others... I go on throw my anger on everyone who comes on my way...
(Sameela, 20 years, B.A. 1st year drop out, 11th session)

I want to learn to express anger without keeping silence... I keep silence with everyone...
(Jiva, 20 years, XII std, 12th session)

The above statements indicate that once the women had the needed information then they began to look for the options in expressing themselves and to set goals accordingly. It is also evident that they began to talk in terms of setting goals from the 10th session.

Once the goals were set, then the women began to share with one another about their decisions to move towards the goals. These articulations did not appear just like that. Initially these decisions were expressed with the influence of the feelings of hurt. These slowly transformed into reality based decisions rooted in the awareness of one’s situations, capacities, weaknesses etc. Decisions that are influenced by the hurt feeling were seen very clearly during the whole of the initial phase.

I feel very sad when others don’t reply to me and I usually decide not to talk to that person anymore... I don’t talk also...
(Mini, 20 years, XII std, 3rd session, Lohita, 20 years, B.A 1st year drop out, 11th session)

... Whenever I feel angry with my friend I decide not to talk and I stop talking with her...
(Ronita, Jiva, 20 years, XII std, 12th session)

I realized that I have decided not to marry with the feelings of hatred towards men...
(Jiva, 20 years, XII std, 12th session)
As the interactions proceeded in the group, these decisions slowly transformed into energized and goal oriented ones. Their occurrence began in the initial phase almost during the last session. For example Sameela said:

\[ I \text{ decided to express anger directly to the concerned person. Hereafter I don’t want to show my anger everywhere and on everyone. } \]

(Sameela, 20 years, B.A 1\textsuperscript{st} year, 11\textsuperscript{th} session)

As the group members sorted out their strategies in helping self to change some of their behaviours, and shared with one another, they were able to encourage and remind one another whenever needed. Then, women’s sharing reflected different means through which they were helping self to reach the set goals.

c) Behavioral Expression

The decisions to change began to be transformed into behaviours. One of the efforts the women made to bring change in their behaviours according to their goals and decisions was by challenging self to face and to go forward whenever the situations arrived. These types of expressions began at the end of the initial phase.

The following statements indicate this;

\[ I \text{ am able to understand that as I thought like everyone else madam is considering me a bad girl, I got angry with her... realizing this I told to myself it may not be true...} \]

(Ronita, 20 years, XII std, 10\textsuperscript{th} session)

\[ \text{Usually when I get angry I don’t talk to that person till s/he comes and talks... This time I looked into myself, realized my mistake and talked to my friend...} \]

(Lohita, 20 years, XII std, 12\textsuperscript{th} session)

From the above statements it is evident that women in the group were able to challenge themselves and behave differently by being aware of their reality, understanding what was happening to self and the tendencies of self. Then they challenged themselves to behave as per their decisions.

Another way the members of the group helped themselves in changing their behaviours whenever they were in a challenging situation is through constant self talk i.e., helping self to change the behaviours through self talk. These expressions also occurred almost at the last session of the initial phase.
Usually when I am angry I don’t talk. This time I told myself “Keeping silence will extend the problem” so I went and clarified with her and spoke normally… I am happy about it… (Ramya, 19 years, XII std, 12th session)

I too realized that whenever I was angry and when I avoided the person I was not facing myself… so whenever I was angry I told this to myself and helped myself not to walk off… (Swarna, 19 years, XII std, 12th session)

As the members were able to help themselves in changing their behaviours which they thought were not appropriate, they also began to recognize the difficulties and advantages in it. These experiences helped them to understand other’s pain and efforts. The context of the group helped them to focus on interpersonal interactions and to learn to communicate this understanding.

iv) Understanding and Managing Emotions in Others

Understanding and managing emotions in others is another domain of emotional intelligence that builds upon self awareness (Goleman, 1995). This is considered as fundamental people skill or relational skill. When a person’s intrapersonal factors like self awareness, managing one’s emotions and motivating self gets enhanced, these domains find expression in different ways. One of those ways is through relational skills. Two types of interpersonal skills namely understanding and managing emotions in others and social skills are considered as two domains of emotional intelligence. In this section we focus upon looking into the changes that happened in the members’ ability to understand and manage emotions in others. Table 13 shows the themes and sub themes related to this domain.

Table 13: Understanding and Managing Emotions in Others during Initial Phase

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>n</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Efforts to understand emotions in others</td>
<td>Efforts to understand the other through enquiry</td>
<td>11</td>
<td>09-12</td>
</tr>
<tr>
<td></td>
<td>Sensitive to the emotional cues of the other</td>
<td>11</td>
<td>11–12</td>
</tr>
<tr>
<td>b) Managing emotions in others</td>
<td>Communicating understanding to the other</td>
<td>11</td>
<td>9–12</td>
</tr>
<tr>
<td></td>
<td>Encouraging the other</td>
<td>11</td>
<td>5–12</td>
</tr>
<tr>
<td></td>
<td>Supportive communication to the other (affirmation, consoling, assuring etc)</td>
<td>11</td>
<td>3–12</td>
</tr>
<tr>
<td></td>
<td>Advising the other and the group</td>
<td>11</td>
<td>09-12</td>
</tr>
</tbody>
</table>

N (total number of group members) = 11; n (Number of members articulated that sub theme)
The above two themes that were evolved notifying women’s efforts to learn to understand and manage emotions in others. The following section enumerates in the form of sub themes the ways through which the members made efforts to understand and manage the emotions in others.

### a) Efforts to Understand the Emotions in Others

Women’s efforts to understand others were evident in four sub themes. They began their efforts by trying to understand the other through enquiry i.e., *efforts to understand the other through enquiry*. These enquiries involved the queries about further information about the other in the group or about the context or the issue of discussion etc., These queries began at the end of the initial stage.

*Are you not feeling confident with us?... do you think that we too will go and share outside?*
(Swarana, 19 years, XII std, 9th session)

*Do you think that we too will blame you like your Sister in Law...?*
(Lohita, 20 years, B.A 1st year dropout, 11th session)

*How are you feeling now in the group after sharing?* (After sharing experience of CSA)
(Mini, 20 years, XII std, 11th session)

*What was your feeling when you see him (abuser)?...*
(Lincy, 22 years, B.Sc 2nd year drop out, 12th session)

The above statements indicate that during the initial phase the queries were focused around issues of trust.

Thus members’ enquiries about others have moved from issues of trust where they tested the trustworthiness of others in the group to enquiring about the other with genuine interest. As the members felt comfortable in the group they began being *sensitive to the emotional cues of others*. Women began to pay attention to the emotional cues of the others in the here - and - now group situations to understand what was happening to them at that moment. These articulations began their expression towards the end of the initial phase i.e. during the 11th session. After listening to other person’s experience of CSA as Lincy was sitting silently Swarna asked;

*What is happening to you? Where are you?*
(Swarana, 19 years, XII std, 12th session)
b) Managing Emotions in Others

As the members were growing in understanding the other through different efforts, simultaneously they began to try to help others in managing their emotions. They made efforts to manage others feelings by communicating to the other what they understood about them i.e., communicating understanding about the other. In helping the other to manage their emotions, communication is very important. There were several nonverbal communications like expressions of understanding or support through touch, holding hand; looking deeply etc. The verbal communication of understanding began to appear from the 9th session onwards.

Now I understand why you felt so much afraid in the beginning to share about you in this group....
(Aamani, 20 years, XII std, 9th session)

Now I understand why sharing is so difficult for you (After listening to the experience of CSA)
(Ramya, Swarna, 19 years, XII std, 9th session)
Now I understand that you are not able to share with this fear that others may go and share with everyone else.... So you stopped sharing with others....
(Lohita, 20 years, B.A 1st year dropout, 11th session)

I understand how angry you are, I too had gone through the same
(Ronita, 20 years, XII std, 12th session)

Above statements indicate that the verbal communication of understanding began after the women began to share the experience of CSA. And the content of the communication was directed towards the pain gone through around the experience of CSA.

Another type of interaction that appeared in managing others emotions was encouraging the other. Though these interactions appeared first during the 5th session, the frequency of occurrence increased from the 11th session onwards.

Don’t feel sad… everything will be alright (As the other was sad remembering home & past experiences) (Lohita, 20years, B.A 1st year dropout, 5th session)

I too had similar type of fears before sharing, but after sharing it was totally different so do not worry... share..... (11th session)

This communication too aimed at helping the other to feel comfortable and share some thing personal which turned out to be the experience of CSA.
Supportive communication to the other was another type of interaction that happened in the group during the process of managing others feelings. One of the supportive communications noticed during the initial phase was affirmation. These types of interactions too appeared for the first time during the 3\textsuperscript{rd} session and the frequency of occurrence increased from the 9\textsuperscript{th} session onwards.

\begin{quote}
I promise I will not share with anyone outside of this group…. Feel free and share....
\end{quote}
(Ramya, 19 years, II std, 10\textsuperscript{th} session)

\begin{quote}
I think that it is natural to feel angry in that situation... don’t feel guilty about it... even if I were in that situation I too would feel the same...
\end{quote}
(Champa, 20 years, XII std, 10\textsuperscript{th} session)

Interactions noting advising the other were seen from the 9\textsuperscript{th} session onwards.

\begin{quote}
Freely express yourself and help yourself to come out of this...
\end{quote}
(Ronita, Champa, 20 years, XII std, 10\textsuperscript{th} session)

\begin{quote}
Don’t come to a conclusion based on one experience...
\end{quote}
(Ramya, 19 years, XII std, 11\textsuperscript{th} session)

The above interactions too were centered on the sharing of the experience of CSA. On the whole it can be considered that the expressions notifying understanding and managing emotions in others began their frequent appearance only after the women started to share the experience of CSA. So it can be considered that the sharing of the experience of CSA had a lot of impact in the women’s understanding of self and the other.

As the members began to help others to manage their feeling through different ways of communication, their social skills became evident and they began to refine them by helping each other in the group.

\textbf{v) Social Skills}

The fifth domain of emotional intelligence is social skills. The growth in the 4 domains of the emotional intelligence got reflected and expressed in the way the women relate with the world outside. These ways of relating with the outside world is called as social skills or relational skills. Understanding and managing emotions is one of it. Then the other skills noticed are discussed in this section. The following
skills that were noticed in the interactions of the members show the way group the
process influenced the different aspects of their social skills

Table 14: Social Skills during Initial Phase

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>n</th>
<th>P</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Communicating about self</td>
<td>Direct expression of feeling</td>
<td>11</td>
<td>10</td>
<td>5 – 30</td>
</tr>
<tr>
<td>b) Enhancing relational skills</td>
<td>Sharing observations</td>
<td>11</td>
<td>10</td>
<td>9 – 38</td>
</tr>
</tbody>
</table>

Table 14 shows that member’s social skills began their expression during the initial phase and continued to the middle phase. The skills noticed were communicating about self and enhancing relational skills. The ways these skills were expressed are discussed in this section.

a) Communicating about Self

As the members began to share about self and showed interest in the other through enquiry and by communicating their understanding in different ways to others in and outside the group, they ended up refining one of the important social skills i.e., communicating about self. The following sub themes narrate different ways in which the members communicated themselves in the group.

One of the ways women communicated themselves was through direct expression of feeling. Initially they expressed to one another how different situations and people outside the group were affecting them.

I am frightened that you may think badly about me, if I tell you one of my experiences”
(Sameela, 20 years, B.A 1st year dropout, 11th session)

I feel angry with you for the way you spoke...
(Swarna, 19 years, XII std, 11th session)

The above statements show that women slowly began to tell each other directly how the others in the group were affecting them. These expressions also became obvious from the 11th session onwards.
b) Enhancing Relational Skills

Another theme that came up in relation to social skills was enhancing relational skills. As the members were learning to express their feelings and to communicate self clearly, they began to feel confident in interpersonal interactions. This confidence enabled them to initiate and maintain satisfying relationships within and outside the group.

*Sharing observations* was one of the skills women acquired related to social skills. As the sessions proceeded the women began to observe what was happening around and the behaviours of others, they began to share about it spontaneously whenever needed. These articulations began towards the end of the initial phase.

*My opinion is that the other two expressed their opinion and there is no reason for her to be angry* (when one person in the group was angry at the opinion of others)  
(Aamani, 20 years, XII std, 11th session)

*Most of us walked off from the situation when we felt painful and negative...*  
(Lohita, 20 years, B.A 1st year dropout, 12th session)

By the end of the initial phase women in the group just began to show the behaviours that reflected the enhancement in their relational skills. They started to express their feelings directly to the concerned persons. Added to that, they started to feel confident to share their observation of others’ behaviours in the group.

During the initial phase women in the group were able to begin to become aware of their inability to be aware of their covert and overt behaviours. By the end of the initial phase they began to show awareness of their covert and overt behaviours in the here and now context and their abilities. This awareness of covert and overt behaviours helped them to understand their difficulties in accepting some of their feelings and to help self to accept them. By the end of the initial phase, they just began to show the ability to understand different influences on their feelings and to that extent they started to manage their feelings. Realizing their tendency to decide with hurt feelings, they began to learn to motivate selves to change their behaviours through self talk. In relation to the 4th domain of EI, i.e. understanding and managing emotions in others, women began to understand the consequences of ones behaviours on others. By the end of the initial phase, women started to feel confident about
sharing in the group their observation of others which reflected budding of their social skills.

4.3 Conclusion

The discussions in this chapter show that by the end of the initial phase five aspects of the group phenomenon reflected growing freedom, trust and cohesion in the group resulting in intensification of the interactions. Many steps that denote positive influence of the encounter group process on the emotional intelligence of the women survivors began to occur towards the end of the initial phase. With this understanding about the changes in the emotional intelligence of women during the initial phase of the group process; the next chapter focuses to understand the changes in the five phenomenon of the encounter group process and reflection of these changes upon the emotional intelligence of the women survivors during the middle and the termination phases.