

THE USE OF METAPHOR AS A METHOD TO
INFLUENCE A DILEMMA-SOLVING TASK

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CHAPTER I

INTRODUCTION

Metaphorical language is a form of communication in which some word or phrase ordinarily and primarily used for one thing is applied to another. The effect of metaphors is to potentially to influence or enhance problem resolution. Its use has often been as a teaching tool. Examples of formal metaphorical language may be found in children's fairy tales (Bettelheim, 1977). Examples of more common metaphorical language are often encountered in everyday conversations, particularly when one is attempting to describe something of a complex nature.

The study of metaphor has been undertaken by those interested in philosophy and literature. Some interest in the topic has been demonstrated in the field of psychology. An understanding of metaphor construction and its comprehension are necessary prerequisites to its effective use in a psychotherapeutic context. The communicative functions that metaphors serve are interesting and provocative areas in cognitive psychology, psycholinguistics, and the psychology of learning.

The use of metaphor in psychotherapy has become a popular technique in recent years. The idea behind its

application is that, when the therapist has gathered enough information concerning the client's presenting problems, a metaphor can be constructed to facilitate resolutions. This is achieved by constructing the metaphor story to be isomorphic in most respects to the client's background and presenting concerns. The metaphor, in addition to being isomorphic, also provides some possible resolution to the problems. The metaphor story also frequently includes embedded suggestions, or directives, within the context of its sentence structuring in an effort to influence the client's resolutions.

Due to interest in the area, a number of clinician/authors began to write about and recommend therapeutically-oriented metaphors as a method to facilitate resolution of clients' difficulties. Gordon (1978) stated that the purpose of the therapeutic metaphor is to initiate either conscious or unconscious "transderivational searches" (p. 18). He described this term as the process of searching past memories to assist a person in gaining the personal resources needed to resolve the problem with which he/she is confronted.

Lankton (1980) proposed that, given that clients come to us with unfulfilled desires because of certain limitations in their metaphors of the world, therapists may find it very potent therapeutically to create specific metaphors that expand the range of a client's options and

guide him/her toward fruitful outcomes. Erickson and Rossi (Lankton, 1980) stated that, "when an analogy or metaphor refers to deeply engrained (automatic and therefore unconscious) associations, mental mechanisms and learned patterns of behavior, it tends to activate these internal responses and make them available for problem solving" (p. 156).

Zeig (1982) mentioned that Erickson himself considered the interspersal communication approach, accomplished through the temporal spacing of language, as one of his "major contributions" to the use of suggestion (p. 33). Zeig further describes interspersal communication as the use of verbal inflections such as raising or lowering the voice, pausing before or after words or statements, or the shifting of voice direction to set apart certain words or statements. He frequently used anecdotes, analogies, and metaphors as a means of presenting embedded suggestions. Erickson (1966) indicated that his interspersal technique was a clear example of two-level communication wherein the subject matter of interest to the client is utilized as a general context to fixate conscious attention while interspersed suggestions are received for their effects on the unconscious level.

Rosen (1982) points out that Erickson's case reports often appear to present magical, or sudden and dramatic, cures and some people have reacted by not believing them.

Others feel that they are fictional reports; interestingly written and presented, but fiction nevertheless. He goes on to mention that some therapists believe Erickson effected dramatic changes in clients but that the results were probably obtained because of some special charisma that could not be transmitted to other therapists. Because of the increased popularity of Erickson's techniques and the fact that some of the later therapy styles emphasize Ericksonian methods, there have been attempts to study his communication style in a more analytical manner.

Haley (1973) examined major features of Erickson's techniques such as "encouraging resistance" (p. 24), in which the therapist accepts and even encourages resistance, thereby creating a situation in which attempts to resist are defined as cooperative behavior. Haley also discusses Erickson's technique of "prescribing the symptom" (p. 25), in which the individual is encouraged to actually create the symptom, thereby learning to gain control over the symptom production. Haley also explores Erickson's concept of "seeding ideas" (p. 34) in which he introduced certain ideas during the information-gathering stage of therapy, later building upon those ideas as appropriate. Bandler and Grinder (1975) reduced Erickson's communications into small discrete parts and came to emphasize not only his interspersal communication style but also examined possible

"deep structure" (p. 218) communication patterns, as described by Chomsky (1972), as well.

Zeig (1982) examined the use of anecdotes in Erickson's style of therapy and found that the use of stories seemed to bypass client's resistance to change. He also noted that they create confusion, thereby promoting hypnotic responsiveness.

Definition of Terms

Metaphor. Any story or anecdote presented with the intention of effecting the subject's perception by instructing or advising the listener, or if the listener infers for him/herself such an advisory relationship, then the story becomes for that person a metaphor (Gordon 1978).

Isomorphism. The sharing of form or structure on a one to one correspondence of two otherwise unrelated things, thereby creating a parallel relationship (Zeig, 1982).

Interspersal Communication. The use of verbal inflections such as raising or lowering the voice, pausing before or after words or statements or the shifting of voice direction to set apart certain words or statements. The technique is intended to convey to the listener specific ideas or suggestions outside of the context of the communication topic (Erickson, 1966).

Transderivational Search. The mental process of going back through ones' memories in order to make sense out of

ones' present experience or communication (Bandler & Grinder, 1975).

Embedded Suggestions. A communication sequence which includes a command within its context (Gordon, 1978).

Purpose of the Study

The present study examined the effectiveness of the metaphor technique. The study also examined the possible differences in effectiveness between metaphor as a therapeutic analogy and the use of metaphor as a means of delivering embedded suggestions.

The independent or treatment variables in the study were: three audio cassette tapes of metaphors, each designed to influence the manner in which a previously presented dilemma story was solved. The taped presentations utilized a metaphor story designed to be parallel, or isomorphic, with the presented dilemma story and utilized embedded suggestions using interspersal communication techniques as described by Erickson (1966). These interspersal communication patterns were designed to influence the resolution task in a manner different from the analogy resolution. This was done by giving embedded suggestions within the context of the metaphor, suggesting resolutions or ideas that were distinctly different from the metaphor solutions. The dilemma presentations consisted of three short stories designed to create several

possible outcomes to the conflict presented in each story. The third dilemma story was presented without its corresponding metaphor and functioned as a control variable in the study.

The dilemma response categories in the study consisted of scores (Analog, Embedded Suggestions, and Other) on the dilemma questionnaires. The multiple choice items on the questionnaires were designed to determine to what degree the metaphor presentation influenced the manner in which previously-presented dilemma stories were resolved. The hypnotic response scores in the study were obtained using the Harvard Group Scale of Hypnotic Susceptibility (Shor & Orne, 1962).

Statement of the Problem

From reviewing the literature it seems that the implied assumptions connected with the use of metaphor are that its use speaks to the unconscious, or outside-of-awareness mind, and enhances the clients' abilities to resolve difficulties. Although a number of books and clinical articles have been written on the topic of metaphor, little empirical study has been done to assess the effectiveness of this technique. The specific question asked in this study is: What are the effects of metaphors on dilemma resolution?

Hypotheses

1. Hypnotic susceptibility would be significantly positively correlated with the influence of Embedded Suggestions.
2. Embedded Suggestion scores for those dilemma story groups including metaphors would be significantly higher than Embedded Suggestion scores for dilemma story groups not including metaphors.
3. Embedded Suggestion scores would be significantly higher than either the Analogy or Other response scores.

Limitations

1. All of the subjects in the study were volunteers in college level psychology classes; the results therefore, should not be generalized to any other subject population.
2. The Harvard, being a group administered instrument and utilizing a standard tape recorded induction, may not accurately reflect the subjects' degree of susceptibility to hypnotic states.
3. The dilemma stories are by necessity artificially contrived and do not necessarily reflect a client's attention and concern that most likely would be found in an actual presenting dilemma.
4. Due to the audio taped format of the metaphor stories, it was impossible to tailor the number or wording

of Embedded Suggestions according to individual receptiveness.

5. None of the metaphor stories were of comparable length in relation to metaphors given in a psychotherapeutic context. This shorter length was due to time constraints in the study and is believed to have put serious constraints on building hypnotic responsiveness.

CHAPTER II

REVIEW OF THE LITERATURE

Three fairly distinct areas of information are related to the use, effectiveness, and possible processes involved in the use of metaphors. One body of literature concerns the use of metaphor as a psychotherapeutic technique and provides information on its origin as a therapy technique and details its technical application. Another body of literature concerns the perceptual and psychophysiological aspects of the communication process, and provides a number of possible implications concerning the underlying framework of Erickson's interspersal communication methods. A third body of literature concentrates on the effectiveness of metaphor as a learning technique and examines the nature of metaphor comprehension from an educational and developmental perspective. These differing specialties' findings generally haven't been utilized in the psychotherapy field in an effort to understand the process and effectiveness of metaphor use in therapy situations.

Metaphor as a Psychotherapeutic Technique

As David Gordon (1978) pointed out, metaphors or stories of differing form have been utilized from Platos' allegory of the cave to the present popular writings of Carlos Casteneda, as a means to teach ideas and pass on from generation to generation important cultural, sociological, and moral information. It seems that these stories, or metaphors, universally have the intent of conveying messages or ideas concerning some particular problem. Someone is confronted with some problem which he or she solves in some manner, thereby providing possible solutions for others in a similar situation. Gordon (1978) stated that when any of these story sources are presented with the intent of instructing or advising the listener, or if the listener implies for himself such an advisory relationship, then that story becomes for that person a metaphor.

The utilization of metaphorical processes can take the form of rituals, analogies, or even fairy tales. In Brown's (1982) book describing the sacred rites of the Native American Sioux, he explained that the rituals enacted not only teach and pass on ancient beliefs and knowledge, but also provide a means of utilizing this information in their daily lives through ritual portrayal in the ceremonies.

Shah (1971) illustrated through numerous examples how the sufi sect utilized metaphorical stories to produce insight or awareness in others and indicated that the same metaphor takes on different and richer meanings as the listener moves along the path of awareness. Bettelheim (1977) addressed the richness and usefulness of fairy tales in conveying to children possible resolutions in their difficulties. He stated,

as fairy tales became more and more refined, they came to convey at the same time overt and covert meanings; came to speak simultaneously to all levels of the human personality, communicating in a manner which reaches the uneducated mind of the child as well as that of the sophisticated adult. These stories speak to the budding ego and encourage its development, while at the same time relieving preconscious and unconscious pressures (p. 5).

These ideas are quite similar to those individuals who indicate that metaphor can be a useful technique in the psychotherapy process. Haley (1976) mentioned that, "it is not uncommon for the therapist to offer analogies about life, often in the form of examples of his/her own experience or reports about patient's experiences" (p. 87). He also pointed out that Milton Erickson developed this procedure more fully than most people. Haley related that Erickson frequently told patients stories that were formally parallel to their problems and viewed any therapeutic change as related to the shift in the patients analogies provoked by the analogies they were receiving.

This process of using an analogous metaphor is described in detail by Gordon (1978). He stressed the importance of constructing the therapeutic metaphor so as to maintain isomorphism, or equivalency, between characters and events in the story and the client's real-life situation. He stated that "the relationships and sequencing of the actual situation must be preserved in the story, in order for the client to accept it as a significant representation of his problem" (p. 41). Gordon goes on to state that

a metaphor which satisfies the basic pattern requirement of being structurally equivalent with the problem situation and providing a workable resolution can be not only therapeutically effective, it may also be sufficient (p. 21).

This analogy, or paralleling, process is similar in many respects to the traditional views of metaphor. The body of literature in this review, that looks at metaphor comprehension from an educational and learning perspective entirely focuses on metaphor as an analogy type process. Within the psychotherapy area, several articles addressed the use of metaphor in an analogy manner and indicated that this technique was effective. Silber (1973) described the treatment of speech defects in children using metaphors, fairy tales, folklore, and symbols and indicated good clinical results. It should be noted that he described this process as a type of hypnotherapy, thereby bringing into his treatment the possibility of a significant

confounding factor: hypnosis. Suit and Paradise (1985) examined the effects of counselor-offered metaphors on perceived measures of counselor empathy, regard, expertness, attractiveness, and trustworthiness. Their results indicated that moderately complex metaphors were just as facilitative in producing positive client perceptions as facilitative responses.

Haley (1976) also described the use of metaphors as a type of analogy, but adds a dimension to the process by introducing the technique of giving directives as part of the metaphor process, an idea whose effectiveness had already been scrutinized by Schneck (1970) and Weitzenhoffer (1974). The former researcher suggests that the therapist's directives or goal-oriented suggestions may themselves be producing therapeutic change. He referred to these directive suggestions as pre-hypnotic suggestions and related that perhaps unwittingly this type of effect is present in studies which are attempting to examine the differences between hypnotic and non-hypnotic state performance. This indication of client suggestibility as further examined by Weitzenhoffer (1974) who examined the effects of instruction versus suggestion on subjects taken from a psychology course. His results indicated that not only do intended instructions elicit non-voluntary as well as voluntary behavior, but that the converse was also true: intended suggestions elicit voluntary as well as

non-voluntary behavior in some individuals, "however, intended suggestions are more effective than intended instructions in eliciting non-voluntary responses" (p. 265).

Haley's use of metaphor as a method of giving directives seems to stem from the influence of Milton Erickson's work. Those therapies utilizing Ericksonian methods in the delivery of metaphors have emphasized his ideas of interspersal speech patterns and the giving of embedded commands. Erickson (1966) described how his early work in investigating the speech patterns of schizophrenic patients led him to the idea that they could possibly be communicating by a means of placing coherent statements within the context of their overall disjointed language. Erickson didn't find this avenue of research very fruitful, but began experimenting with the concept and found it effective in producing behavior change in others. Erickson continued to refine this technique and came to refer to it as interspersal speech. Gindhart (1981) described a therapy case in which he successfully used embedded suggestions within the context of metaphor delivery and referred to the technique as Ericksonian in nature. Erickson, Haley, and Weakland (1959) provided a statement by statement account of how a hypnotic session utilizes embedded suggestions by means of interspersal techniques. Erickson (1973b) describes a patient of his whom he

successfully treated using hypnotic therapy techniques that involved the use of metaphoric content incorporating embedded commands.

The importance of using metaphor to bring about client change appears to be of almost secondary importance, from Erickson's perspective. From reviewing his writings, it seems that his use of metaphors or stories provides the context upon which to insert his suggestions. The metaphors or stories major purpose, from his point of view, is to narrow the patient's cognitive field and fixate his/her awareness so that the suggestions will have maximum impact. Erickson (1964) described some of his early work examining the nature of hypnosis. He concluded from working with a number of students that the simpler, permissive, unobtrusive techniques proved to be more effective both therapeutically and experimentally. His methods also achieved as good or better results than the more formal induction methods. Spanos and Barber (1974), in examining the common views of state and non-state hypnotic theories determined that, the subjects' willingness to cooperate in carrying out the aims of suggestions is an important, but not sufficient, condition for high-level hypnotic responsiveness; but that subject's respond overtly and experientially to suggestions when they become involved in imaginings that are consistent with the aims of the hypnotic suggestions. Barber (1975) presented

his own subjective experiences of hypnotic states and presents the analogy that persons in trance states are in many respects similar to persons absorbed in reading an interesting novel or observing an interesting motion picture.

The idea of trance being likened to absorption in some activity is an idea consistent with the Spanos and Barber (1974) conclusions that subjects respond hypnotically when they are involved in imaginings consistent with the suggestions and are strikingly similar to Erickson's naturalistic or utilization approach to induction. Erickson (1958) illustrated how he used the patient's needs or behavior in trance induction and explained that his model adapted the hypnotic techniques to the patient rather than vice-versa. A later (1959) article by Erickson provided a number of differing techniques for trance induction, and stressed that these methods were based on utilization of the patient's own abilities and feelings of the reality situation, rather than some operator-selected set of responses.

Psychotherapeutic Uses: Pre-summary

In reviewing the findings from this body of literature, there is a consensus that the use of metaphor is effective in bringing about client change in the psychotherapy process. But the use of the metaphor itself

can be seen from two differing viewpoints: first, that the metaphor is an analogy and therefore communicates on more than one level of understanding, also that the metaphor story's effectiveness lies in its paralleling the client's present difficulties and providing some solutions.

The second viewpoint would postulate that the metaphor story may be useful in a parallel context, but that more than a simple story, the metaphor telling allows the client to focus his/her attention or awareness on the story's content and perhaps elicits the transderivational search process in order to understand the metaphor. When examined in this manner, the metaphor process becomes a type of trance induction, the nature of which is usually described as being totally absorbed in the story. In this state, the subject is given suggestions in an effort to help resolve his/her difficulties.

It appears then, that the examination of metaphor effectiveness needs to take into account the fact that state and non-state theorists in the field of hypnosis both agree that ritualized trance is not necessary for one to experience hypnotic phenomena; therefore, it can logically be assumed that at some degree the telling of metaphors produces an altered state of awareness. The question now becomes; when the client is in this state of awareness, which of the two previously described metaphor delivery methods is most effective and why? The next set of articles

will examine possible implications of metaphor usage, particularly those using Erickson's communications techniques.

Perceptual and Psychophysiological Data Relevant to Metaphor Processes

The second grouping of articles focus on perceptual and psychophysiological studies that point to some possible explanations concerning the operation/mechanism of metaphor delivery and processing. Glucksburg, Gildea, and Bookin (1982) examined the processing time for comprehending non-literal speech or metaphors. In this study they asked subjects to make rapid decisions about the literal truth of sentences. They found that decisions took significantly longer when metaphoric interpretation of literally false sentences were required and when such sentences were metaphorically false as opposed to sentences that were literally false, but metaphorically true. These results suggest that perhaps people do not have the option to ignore the non-literal meanings of sentences. Instead people seem to process both the literal and non-literal meanings in the same ways and at the same time.

Sternberg (1975) examined the process of memory scanning by examining the recognition of items in memorized lists using reaction time test methods. His examination supported the idea of a high-speed exhaustive scanning

process. The results indicated that the rate was rather invariate across subjects and practice. He postulated some sort of translation effect or coding to speed the process, indicating that the search may be partial or not complete.

Both of these studies indicate in an indirect manner, that some type of out of awareness processing is taking place, and closely resembles what Bandler and Grinder (1975) refer to as a transderivational search process. Bandler and Grinder indicate that when Erickson did trance work,

he used surface structures of english that were not well-formed, the effect of which is typically to overload or jam the normal language processing mechanisms of the client while the unconscious mind extracted the most appropriate meaning for its purposes (p. 218).

They go on to relate that Erickson felt the client would respond best if the relevance of the story were just outside of the client's awareness. Lankton (1980) commented that this mental search process is often operating when hypnotists "send their clients on transderivational searches" (p. 194) in order to make meaning of what the hypnotists have said and the search process is evidenced by the client's pauses in responding.

Jones and Kabanoff (1975) examined auditory signal recognition and found that the sensitivity of tone directionality right or left decreases when a subject keeps his/her eyes fixed (p. <.01); also that sensitivity declines considerably if the subject's eye movements are

away from the tone by either a light source cue or by instructions to the subjects ($p. <.01$). These results indicate that eye movements may be involved in auditory localization and that eye movements may interfere with localization producing neurological noise (p. 241).

Karrer and Davidson (1967) studied auditory direction and head rotation. Auditory judgements were made with the head straight at four, six, and eight feet and observations were made with the head rotated 35 and 70 degrees to the right and left. The results indicated that when the head was rotated with respect to the body, there were shifts in the subjective origin of the sound influenced by head position.

These two studies, indicating that eye movements seem involved in auditory localization and that head rotation seems to strongly influence the subjective origin of sound loci, are both similar in findings to research on hypnotic states. Erickson (1980a) discussed several experiments where he varied the loci of his voice during trance work and achieved consistent reactions from the subject, they re-experienced past episodes of sea sickness, indicating that perhaps sound loci play an important role in memory coding and recall. This led to later research in voice localization properties and was involved in his confusion technique of induction. Erickson (1980a) described an experience during his studies of the schizophrenic's

perceptions, in which he used an auditory confusion technique on a subject in trance. He describes how the subject elicited horizontal nystagmus during the receipt of conflicting auditory stimuli and states that as the confusion state progressed the eye movements became more pronounced until the subject spontaneously awoke complaining of vertigo, nausea, and headache. This similar process is described by Bandler and Grinder (1981) as an overloading induction technique and describe how two different therapists can induce trance states by providing input simultaneously to the subject and by changing the loci of their voices. This idea is similar in concept to analog marking wherein the voice is raised or lowered to set apart particular words or statements.

The next set of articles reviewed examined the nature of auditory processing, and their results seem to lend support for some of the concepts of hypnotic state theories. Shevrin (1975), in an article describing his previous research in subliminal perception, indicated that

despite complete undetectability of the stimuli it is possible to find 1) a discriminating physiological response, and 2) that of a verbal effect related to the perceptual content or meaning of the stimuli (p. 396).

He does not, however, indicate the degree of relationship. He goes on to explain this subliminal processing by the analogy of a computer in which we load information which is complete, but cannot be processed until "programmed"

(p. 398) to do so under differing conditions.

Warren (1970) examined the effects of extraneous sounds on perceived speech. In his study 20 subjects were used to determine if they could perceive a missing speech sound that was replaced by a cough-like sound. During the experiment, nineteen subjects reported hearing all of the speech sounds, while one subject reported a missing sound, but at the wrong place in the sentence. A second group of twenty subjects were tested using the same procedure, with the exception that the cough sound was replaced with a tone, results similar to the first group were obtained with the second group. His results indicated that when an extraneous sound completely replaced a speech sound in a recorded sentence, the listeners believed they heard the speech sound. Also, the restorations are not limited to single phonemes, but may involve deleted clusters of sounds. Examination also indicated that sounds other than coughs and tones may be used to produce the illusion. The study also found that when speech sound was deleted and not replaced with an extraneous sound, that the gap was recognized in its proper locations and the illusory perception of the missing sound did not occur. The author mentions that silent intervals have functions akin to phonemes, requiring their accurate identification and localization for speech comprehension. Golden (1981) contends that the right hemisphere of the brain has

specialized spatial orientation and awareness functions. He also contends that the right hemisphere processes musical sounds including pitch, tone, and rhythm, and that although the right hemisphere can understand some speech, it is primarily receptive and cannot respond in a verbal mode. He goes on to state that the right hemisphere receives auditory input from the left ear.

Perceptual and Psychophysiological

Data: Pre-summary

These studies indicate perceptual processes that are similar in several respects to accepted hypnotic responding and communication styles. The presenting of an auditory stimulus that the subject can't consciously remember or be aware of, yet give indications that the response was heard and processed, is quite similar in operation to the technique of giving post-hypnotic suggestions, particularly of the indirect sort. Immediately preceding trance state, subjects can be questioned on what they remember and report little if nothing of relevance to the post-hypnotic suggestion, yet will carry out the suggested command and be unable to explain the behavior.

Zeig (1982) found that the apparent difference between the post-hypnotic suggestion paradigm and the subliminal study is that apparently a subject re-enters a sort of trance state in order to carry out the post-hypnotic

suggestion. The Warren study (1970), which examined the perception of missing speech sounds, was similar in several respects to commonly used hypnotic techniques. Just as his investigation found that listeners would mentally replace missing or blurred speech sounds, this same principle is used in trance induction work where the therapist states that the client may go into trance by the time he counts to three, then proceeds to tell some conversational story in which the number sequence is given. For example, the numerical order may be stated as: and the two boys went out and played near the threes (instead of trees). Erickson stated that he used his speech handicap to deliberately disguise meanings of words to his listeners. The Warren study also indicated that subjects could correctly identify and localize gaps in speech patterns. This idea is commonly utilized in analog marking an indirect comment or suggestion and is done simply by spacing apart words or expressions within the context of some communication.

Metaphor as Examined from a Learning Perspective

In looking at metaphor from a learning comprehension view, two studies appeared particularly relevant to the questions posed in the present study. Billow (1975) examined the developmental process of metaphor comprehension and found that metaphor comprehension appears

to be a type of classificatory behavior and appears to be related to age and cognitive developmental level ($r = .65$). He found an increase in similarity metaphor comprehension between the ages of seven and thirteen and explained this as due to increasing access to concrete operations. Proportional metaphor comprehension was related to advancement in formal operations development ($r = .51$).

In a similar study by Winner, Rosenstiel, and Gardner (1976). Two tasks were developed to assess the children's abilities to interpret metaphoric statements. The study examined 180 subjects, equally divided according to sex and age, ranging from six to fourteen. The subjects were required to either explain a metaphoric statement or to select one of four possible paraphrases. The study indicated there was a developmental trend toward appropriate comprehension of the metaphors. They indicated several steps in the maturing comprehension process: the six-year-olds had more metonymic responses than seven-year-olds, ($f = 22.26$; $df = 5,78$; $p < .001$) and the latter had the greatest magical responses ($f = 16.23$; $df = 5,78$; $p < .001$). Primitive metaphoric responses reached a maximum in the eight to ten year olds ($f = 9.28$; $df = 5,78$; $p < .001$) and more genuine metaphoric comprehension type responses were given by the twelve year olds than by the ten-year-olds ($f = 46.85$; $df = 5,78$; $p < .001$). Overall the findings suggest that spontaneous responding occurs

initially, and is followed by some comprehension and finally by the ability to rationally explain the metaphor.

Metaphor Examined from a Learning

Perspective: Pre-summary

These studies examined metaphor comprehension viewed as a type of analogy and as such give indication that the use of metaphor in a therapy setting with children may have strong limitations. Even if metaphor construction follows the general guidelines of being isomorphic or parallel to the child's difficulty, he/she may still confuse the meaning, consciously or unconsciously, especially in the younger child.

At the present time when metaphors are referred to in a therapeutic setting, usually no distinction is made about the nature of the design or the method of delivery. This lack of specificity may be a contributing factor to the apparent variability of its effectiveness. Those who utilize metaphor as a hypnotic technique report that it is effective with children (Rossi, 1980) and seems to be in contradiction to the above-mentioned studies. From the hypnosis approach children are seen as ready, eager, possessing good eidetic imagery, and open to opportunities to pretend. He contends that these qualities all serve to enable the child to respond well and competently to the hypnotic suggestions.

Summary

Metaphors probably originated as folk stories or tales and tended to be used as a type of teaching method in various cultures. A common perception of metaphor usage is that it tells a story similar to some life situation, thereby transmitting to the listener some method of resolution for some difficulty or new awareness. It has been believed that metaphorical tales, including sufi and fairy tales, speak to different levels of awareness, suggesting that perhaps there exists some manner of unconscious processing or understanding of the meaning of the metaphor. The examination of metaphor usefulness has been studied primarily by two groups: those in the educational field and those in the psychotherapy field. The articles examining metaphor from an educational viewpoint have found that metaphor comprehension tends to follow cognitive developmental processes, implying that accurate understanding of metaphor doesn't occur until the formal operations stage of development, and that younger children six to seven years, have rather limited ability to comprehend metaphor meaning.

In the psychotherapeutic field, metaphor usage is increasingly being used and several authors have provided guidelines on their construction, stressing isomorphism, or parallelism, of the metaphor story to the client's difficulty. Within the therapeutic metaphor groups there

are a number of therapists who utilize the metaphor model as a part of Ericksonian therapy methods. These practitioners see metaphor as an effective model of psychotherapy in seeming contradiction to developmental findings.

When metaphor delivery is examined from an Ericksonian model of communication, there is some evidence in related literature to indicate that his voice inflection methods of analog marking and word syntax may, in fact, cause the communication to be processed in a manner somewhat similar to his theories. Because of the increasing use of metaphor techniques in the therapy setting and the apparent differing views on its use and effectiveness, the present investigation was designed to assess the effectiveness of metaphor as a method of influencing a dilemma-solving task. It also will seek to assess the effectiveness of using embedded suggestions within the metaphor process as opposed to the use of metaphor as an analogy.

The hypotheses for the present study are:

1. Hypnotic susceptibility would be significantly positively correlated with the influence of Embedded Suggestions.
2. Embedded Suggestion scores for those dilemma story groups including metaphors would be significantly higher

than Embedded Suggestion scores for dilemma story groups not including metaphors.

3. Embedded Suggestion scores would be significantly higher than either the Analogy or Other response scores.

CHAPTER III

METHODOLOGY

Discussed in this chapter are the procedures for selecting the subjects in the study. It will also describe treatment methods, instrumentation used, experimental design, apparatus, procedure, and the statistical analyses used to test the investigation hypotheses.

Subjects

The subjects in this study consisted of 84 college students drawn from two community colleges in the pacific northwest. All of the subjects used in the study were volunteers who have agreed to participate and have signed a consent to participate form (Appendix B). Both males and females were used in the study (Females N= 53, Males N= 31). The age range of the volunteer subjects was from 17 to 55 years, with a mean age of 26 years. The subjects were drawn from undergraduate level psychology classes.

Instrument

Dilemma Resolution Instrument

One test instrument which was used in the current study was the Dilemma Resolution Instrument (DRI). This

instrument was designed by the present researcher and included three short dilemma story vignettes (Appendix C); the first involved a career dilemma, the second a marriage and family dilemma and the third a clinical client care dilemma. For each of the three dilemma stories, a metaphor was designed to be isomorphic, or parallel, with the dilemma situation and included embedded-suggestions (Appendix C). Three DRI response forms were constructed to examine possible resolutions to the audiotaped dilemma stories (Appendix D). The DRI response forms included 10 multiple-choice questions relating to each of the dilemma stories. Each question item had three answer choices, one corresponding to each resolution category. The items were constructed to examine possible influences of resolution influenced by Analogy, and resolution influenced by Embedded-Suggestions through means of interspersal speech patterns. The first form of the DRI response form was administered following the first metaphor presentation, the second following the second metaphor presentation, and the third following the third dilemma presentation. The order of presentation of dilemma stories was rotated with the last presentation given without the metaphor story to serve as a control.

Validity. The content validity of the DRI was ascertained by submitting the dilemma stories, their metaphors, response forms, and metaphor construction

diagrams to three psychotherapists. These therapists utilize Ericksonian methods of hypnosis, as well as metaphor as a suggestion technique. Two of the reviewers were licensed psychologists in private practice who indicated they utilize the concepts examined in the study in their practice. The third reviewer was a psychiatrist who specializes in hypnosis in his practice. He indicated he was trained in Ericksonian methods, and frequently used them in his practice. After examining the instrument, the reviewers commented on several areas of concern. The first comment addressed the fact that none of the metaphors were preceded by preliminary induction methods, particularly of the conversational type. It was also felt the metaphors might be more influential if the Harvard Group Scale of Hypnotic Susceptibility was administered prior to the metaphors. In this way the subject might be in a more receptive frame of mind for the short stories.

Another area of concern centered on the possibility that hearing a metaphor directly following a dilemma story might confound interpretation due to likelihood of pro-active inhibition effects. In this respect, although the metaphors were constructed according to conventional practice, the metaphors may in fact be too isomorphic causing the subjects to answer items most similar to both stories. Due to the lack of an induction type of lead-in, it was felt the instrument may assess the impressionability

of the subjects, as opposed to trance-oriented learning. In this respect, it was believed that Analogy responses would likely be positively related to intelligence, while Embedded-Suggestions would be inversely related to intelligence. There were concerns from the reviewers that the procedures would be too lengthy. Each of the reviewers believed further validity would need to be ascertained from actual data. Two of the reviewers felt the differences between the formal induction methods in the Harvard instrument and those typifying the metaphor approach were possibly too disparate to be studied together.

Although concerns were voiced regarding the use of the DRI without preliminary use of induction techniques, the researcher decided to use the instrument in the present form. The entire experimental procedure duration was approximately two and one-half hours. It was believed that should the procedure duration have been longer, subject attrition would have been unacceptably high. It was also suggested by a reviewer that due to the lack of induction procedure prior to the presentation of the metaphor stories, possibly the Harvard should have been administered first in order to place the subjects in a more receptive state of mind. This suggestion was not implemented, as it was found by the researcher that the majority of the subjects who volunteered for the study were volunteering due to their interest and curiosity about hypnosis. Since

the experiment was time-consuming, it was again felt that attrition would be a problem if the Harvard were administered initially.

Another concern of the reviewers centered on possible differences between traditional induction methods in the Harvard and the induction and suggestion methods utilized in metaphor, or conversational type, induction procedures. This researcher felt that, although there are obvious philosophical differences between the two hypnotic procedures, the constraints of the present experiment were felt to effectively balance out any differences between the two procedures. The use of Erickson's utilization techniques were not possible due to the fact that the subjects were being tested in groups and received identical audiotaped administrations of the instrument.

Reliability. The reliability of the DRI was examined first by obtaining the means, standard deviations, range, and number of subjects for the three scoring categories (AN, ES, and Other) across the three response forms. Equivalent form reliability was investigated through the use of the Pearson r correlational procedure for the three types of scoring categories across all three stories. Appendix E indicates the relationships across the DRI response forms. As the means of each response category across all three forms and their standard deviations suggests some degree of equivalence, the researcher

therefore treated the three DRI response forms as separate and possibly equivalent instruments. The researcher then divided the response form items into two groups, using an even-odd format for categorizing the data.

The Pearson r correlation procedure was then used to determine split-half reliability across the three categories for each of the three forms (Appendix F). The Pearson r formula was used because the frequency distributions appeared normal. The standard error of measurement (Kerlinger, 1973) was then computed for the three scoring categories for each of the three response forms using the split-half Pearson values.

An additional step was implemented to further examine the DRI due to the small item pool that resulted from using the split-half method. The Spearman-Brown r (Lyman, 1978) was calculated to ascertain an estimation of the inter-item consistency, had more items been included in the response forms (Appendix F). The use of the Spearman-Brown formula provides a correlational estimate of a test's internal consistency and represents the average intercorrelation of the test items, assuming they were randomly split an indefinite number of times. This formula allows an estimate of the test instruments' full length reliability.

Harvard Group Scale of Hypnotic Susceptibility, Form A

The second instrument which was used in the study was the Harvard Group Scale of Hypnotic Susceptibility, Form A (Shor, & Orne, 1962). This instrument is an adaptation of the Stanford Hypnotic Susceptibility Scale, Form A (Weltzenhoffer & Hilgard, 1959) for group administration use. This instrument uses self-report type scoring of the original individually administered and objectively scored Stanford Susceptibility Scale. The Harvard Group Scale of Hypnotic Susceptibility is intended to test hypnotic susceptibility, as defined and measured by how often and to what extent a subject acts in a manner similar to a hypnotized person in response to a standard hypnotic induction. This instrument is based upon self-report scoring by each subject at the conclusion of the standardized induction procedure.

Validity. Shor and Orne (1963) describe two types of validity which seem relevant to the Harvard Group Scale of Hypnotic Susceptibility, content validity and the other is predictive validity. In addressing content validity, the items of which the instrument is composed are of a simple kind of motor automatism, catalepsy, amnesia, hallucination, and post-hypnotic suggestion, as these are generally agreed to be the behaviors which define the lower region of hypnotic depth. Predictive validity in the study

was examined by utilizing 61 subjects whose group scale scores were seven or above and were selected for further hypnotic training. During these further training sessions, diagnostic evaluations were made of hypnotic depth utilizing a diagnostic rating system. All of the training and diagnostic evaluation sessions in the study were done by one individual. The group samples' susceptibility scores and the diagnostic depth evaluations for the subjects' first hypnotic training session were correlated. The restricted upper range coefficient of $r = .46$, however, when the entire range of scores was estimated from the restricted upper range, assuming linearity and homoschedasticity, the estimated validity coefficient projected to the entire range of scores becomes $r = .74$. The same kind of analysis using diagnostic depth evaluations for the last training session yielded an estimate for the entire range of scores of $r = .70$, suggesting that predictability of susceptibility does not change significantly with additional hypnotic training.

Reliability. Bentler and Hilgard (1963) did a comparison study of group and individual induction of hypnosis with self-scoring and observer scoring methods. Their study utilized 40 subjects, who were hypnotized in small groups and later hypnotized in individual sessions. In both of the sessions, observer and self-scores were reported for all of the suggestions in the Harvard Scale

and the Stanford Scale. The correlation between objective scores and self-scores was .83 in the group setting and .89 for the individual setting. The study found that the group self-scores were able to predict quite accurately objective hypnotists' scores in the subsequent individual sessions; 93% of the cases were within three points of each other, with a correlation of .74. In another study conducted by Shor and Orne (1963), comparisons were made between self-report scoring and the objective scoring system as used in the Stanford Scale. Because observational difficulties were encountered in the group setting, only seven of the eleven behavioral items could be scored objectively in the group setting. The correlation between the self-report and the objective scoring on the seven item pool was $r = .82$.

Apparatus

The apparatus used in the present study consisted of a portable stereo cassette tape player with detachable speakers, which were placed four feet apart and facing the subject group. Seven separate audio-cassette tapes were utilized, three of which contained the dilemma stories, three contained metaphors (Transcripts in Appendix C), and one tape contained the induction procedure for the Harvard Group Scale of Hypnotic Susceptibility, Form A. Individual

consent forms for voluntary participation in the study were used for all subjects (Appendix B).

Procedure

The subjects for this study included volunteer students from a college population. The test instruments were administered in a group format. The procedure involved group administration of the dilemma stories, metaphors, and test instruments. As a precaution a colleague, also trained in hypnotic techniques, accompanied the experimenter to each presentation so that any abreaction or negative reaction that could potentially occur could be dealt with in an effective manner. During the course of the experiment, no negative reactions were observed or reported.

The procedure used in all groups was as follows: a brief, verbal introduction of the experimenter was provided, followed by a brief and generalized statement of the purpose of the study and instructions for answering the response forms (Appendix A). Voluntary Consent to Participate forms (Appendix B) were then distributed, signed, and collected. One of three cassette taped presentations was presented. Each taped presentation contained a short dilemma story of approximately ten minutes in length (Appendix C). A second tape provided a metaphor story designed to be analogous to the presented

dilemma (Appendix C). The three different metaphor tapes incorporated the use of embedded commands using analog marking. The third presentation contained only the dilemma story, and provided no metaphor and constituted the control variable. After each taped presentation was presented, the appropriate Dilemma Response Instrument (DRI) was administered and completed by the subjects (Appendix D). All three audiotaped presentations were presented in one session. After the third set of questionnaires were collected, the Harvard Group Scale of Hypnotic Susceptibility was administered, completed, and collected. At this time the subjects were asked not to discuss the experiment or procedures with others due to possible contamination of results with additional subjects. Experimental data for the study was gathered over a period of eight weeks.

Research Design

Due to the group administration format and non-random assignment of subjects to the various treatment groups, a counterbalanced design was devised for use in this investigation. By using this design the experimenter controlled for possible order-of-presentation effects and each subject acted as his/her own control. Figure 1 illustrates the counterbalanced design used in the study.

Figure 1. Counterbalanced Design for Treatment Presentations.

		Order of Presentations		
		1st	2nd	3rd
Group	1	A	B	C
	2	B	C	A
	3	C	A	B

Note: A= Metaphor 1, B= Metaphor 2, C= Metaphor 3.

Statistical Design

The statistical analysis used in this study were analysis of variance (one-way), Student's t, and Pearson's r. The Pearson's r was used to examine the possible relationships between the hypnotic susceptibility scale ratings and Embedded-Suggestion scores on the Dilemma Response Instrument forms. The t-test was used to examine possible group differences between the Embedded-Suggestion treatment group and the Embedded-Suggestion control group scores. The one-way analysis of variance was used to examine possible differences among the three scoring categories for each of the dilemma stories. All

statistical computations were performed utilizing microcomputer statistical programs (Elzey, 1984).

CHAPTER IV

RESULTS

This chapter presents the results of the current investigation. The statistical analyses used included the Pearson's r , Student's t , and analysis of variance.

The Pearson's r test results were used to examine the first hypothesis that scores on the hypnotic susceptibility scale would be positively correlated with dilemma questionnaire scores measuring Embedded Suggestions. As the correlations among the three dilemma response forms were low, they were treated as separate measures and analyses were performed separately for each hypothesis. Pearson's r 's were calculated for the Harvard Hypnotic Susceptibility scores with Embedded Suggestion scores for each of the dilemma stories. The resulting correlations produced from the analyses indicated no relationship between the Harvard Scale scores and the DRI Embedded Suggestion scores for any of the three dilemma response forms. The hypothesis, therefore, was not supported. The results of the correlations may be found in Table I.

Table I

Pearson Correlation Data for Harvard Group Scale of
Hypnotic Susceptibility and Embedded Suggestion Scores
for Each Dilemma Response Forms

	Mean	Variance	SD	N	df	r
<u>Story 1</u>						
Harvard	7.86	7.09	2.66	36	34	.06
Embedded Sugg.	2.94	2.51	1.58	36		
<u>Story 2</u>						
Harvard	6.90	6.62	2.57	64	62	.06
Embedded Sugg.	2.32	2.82	1.68	64		
<u>Story 3</u>						
Harvard	7.07	6.27	2.50	68	66	.01
Embedded Sugg.	1.92	3.59	1.89	68		

The second hypothesis proposed that Embedded Suggestion scores for those dilemma stories accompanied by corresponding metaphors would be higher than Embedded Suggestion scores for those dilemma stories not including corresponding metaphors. This hypothesis was examined using a t-test comparison between Embedded Suggestions scores in the treatment group and Embedded Suggestions

scores for the control group for each of the three stories. The results of the analyses supported this hypothesis for all three comparisons at the .05 level of significance. Strength of association measures were computed for each of the t-tests (Eta Squared for Story 1= .05; Story 2= .06; Story 3= .06). Table II provides the results of the analyses.

Table II

Comparisons Between Treatment and Control Scores for the Embedded Suggestion Category

Stories	N	Mean	SD	T	df	Prob.
<u>Story 1</u>						
Treatment	36	2.94	1.58	1.98	84	<.05
Control	48	2.29	1.43			
<u>Story 2</u>						
Treatment	64	2.18	1.50	2.21	82	<.05
Control	20	1.35	1.38			
<u>Story 3</u>						
Treatment	68	1.92	1.90	2.29	82	<.05
Control	16	.81	.83			

The third hypothesis proposed that Embedded Suggestion scores would be higher for the dilemma conditions than either the Analogy or Other conditions. This hypothesis was analyzed using a one-way analysis of variance procedure for each of the DRI forms using treatment groups only. This hypothesis was not supported by the data, suggesting instead that the Analogy treatment was responsible for the majority of variance in the data. For purposes of clarity, the table of means and standard deviations is presented initially (Table III), followed by the summary table for the individual analyses of variance calculated for each response form (Table IV).

Table III

Means and Standard Deviations for Dilemma Stories

Treatment Groups	N	Mean	SD	Range
<u>Story 1</u>				
Analog	36	4.63	1.26	6
Embedded Sugg.	36	2.94	1.58	8
Other	36	2.22	1.07	5
<u>Story 2</u>				
Analog	64	6.65	1.84	8
Embedded Sugg.	64	2.19	1.50	6
Other	64	1.16	1.00	3
<u>Story 3</u>				
Analog	68	6.37	2.09	9
Embedded Sugg.	68	1.93	1.89	8
Other	68	1.71	1.29	5

Table IV

One-Way Analysis of Variances Examining Dilemma Response
Instrument Category Differences

<u>Story 1</u>					
Source	df	SS	MS	F	Prob.
Between	2	110.79	55.39	31.54	<.05
Within (Error)	105	184.42	1.76		
Total	107	295.21			
<u>Story 2</u>					
Source	df	SS	MS	F	Prob.
Between	2	1094.04	547.02	248.15	<.05
Within (Error)	189	416.62	2.20		
Total	191	1510.66			
<u>Story 3</u>					
Source	df	SS	MS	F	Prob.
Between	2	940.77	470.38	147.14	<.05
Within (Error)	201	642.56	3.20		
Total	203	1583.33			

Results indicated that a significant difference was present in scores relating to Analogy resolutions on the

DRI. Examination of the means (Table III) indicated that Group 1 (Analogy Group) obtained higher scores than either of the other 2 treatment groupings for each of the three analyses. Tukey's post-hoc pairwise comparisons were computed for Story 1. Significant differences were demonstrated between Analogy scores and Embedded Suggestion scores ($q = 7.67$; $df = 105$; $p < .05$) and Analogy scores with Other scores ($q = 10.94$; $df = 105$; $p < .05$). A strength of association measure was calculated for Story 1 (Omega Squared = .36). This finding indicates that approximately 36% of the amount of variance in the data may be accounted for by the Analogy treatment.

Tukey's post-hoc comparisons were calculated for Story 2 and indicated significant differences between Analogy with Embedded Suggestion scores ($q = 24.08$; $df = 189$; $p < .05$), Analogy with Other scores ($q = 29.63$; $df = 189$; $p < .05$), and Embedded Suggestions with Other scores ($q = 5.56$; $df = 189$; $p < .05$). A strength of association measure was calculated for Story 2 (Omega Squared = .72). This finding suggests that approximately 72% of the amount of variance in the data may be accounted for by the independent variables.

Tukey's post-hocs were also calculated for Story 3 and indicated significant differences between Analogy and Embedded Suggestion scores ($q = 20.48$; $df = 201$; $p < .05$) and Analogy with Other scores ($q = 21.50$; $df = 201$; $p < .05$). A

strength of association measure was calculated for story 3 (Omega Squared= .59). This finding suggests that approximately 59% of the variance in the data may be accounted for by the independent variable. In all cases, Analogy score means were higher than either Embedded Suggestion or Other score means. Dilemma Response Form 2 indicated a significant difference between the Embedded Suggestion and Other score means.

Summary

Presented in this chapter were the results of the present study, including the statistical analyses. The results indicated no significant relationship between hypnotic susceptibility and Embedded Suggestions. Significant differences were demonstrated between treatment and control groups on Embedded Suggestion scores. Strength of association measures indicated that, although the difference exists, the relationship between the two variables is quite weak. The final analyses indicated significant differences between treatment scores. The Analog score groups were found to score significantly higher than either the Embedded Suggestions or Other groups.

Based on the findings of the study, several conclusions are offered. The first concern to be addressed is the low correlation between hypnotic susceptibility

scores and DRI Embedded Suggestion scores. The low correlation values can be considered unreliable because of the restricted score range, which was made more sensitive to the effects of outlier scores when the three forms were treated separately. The low reliability estimates emphasize the need to consider the results with caution. The t-test analyses indicated a significant, but very weak, effect between treatment and control group Embedded Suggestion scores. It is important to remember that the tape-recorded metaphor format rendered it impossible to implement Ericksonian utilization techniques. The utilization process, in essence, means fitting the content of the metaphor and the language used to the particular client. In work with individual clients, in addition to a utilization posture, the therapist also frequently fits the Embedded Suggestions to the particular patient and increases the frequency of suggestions, as ideomotor response indicates.

Another conclusion is that the use of metaphors, when constructed in an analogy format, appears to be an effective technique. This conclusion is based upon the research findings, even when viewed in light of the limitations that the group presentation format placed on its effectiveness. The findings lend support to the idea that metaphors, or stories, are able to instruct or advise the listener. It lends support to the use of story-telling

as a teaching tool (Rosen, 1982). Haley (1976) also mentions that the use of metaphor in an analogy context can be a useful therapeutic technique by virtue of the fact that it parallels the patient's experience. The use of metaphor may provide a very useful structure for communicating possible resolutions to complex situations (Bettelheim, 1977). The unexpected strength of the Analogy resolution group appears to be in agreement with Gordon (1978), who indicated that providing a metaphor which is structurally equivalent with the problem may not be just therapeutically effective, but may be entirely sufficient. The strength of the analogy effect demonstrated in the current study lends support to the commonly held ideas that metaphorical subject matter in some way effectively conveys to the listener possible resolutions or insights into difficulties. Examples of this use of metaphorical language may be found in the Sufi stories (Shah, 1971) and also in the metaphorical stories of the American Plains Indians (Storm, 1973).

A factor that possibly accounts for the apparent weak effect that Embedded Suggestions produced in the current study was the lack of an initial induction procedure. Metaphor delivery in therapy is often associated with so-called conversational induction methods. In this context, the metaphor delivery process is elaborated upon and embellished until the therapist begins to perceive

indications that he/she is in rapport with the client, in a trance-like sense. At that point, metaphor delivery often begins. This opportunity to place the subjects in their most receptive state was not available in the current study due to the constraints of the tape-recorded format. As stated previously in the study, two of the clinicians who reviewed the DRI for validity reflected similar concerns.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to examine the effectiveness of metaphors as a method of influencing the manner of resolution of a specified series of dilemma stories. The study also examined possible differences in effectiveness between the utilization of a metaphor from an analogous perspective and the utilization of metaphor for the delivery of Embedded Suggestions. The study also examined the possible relationship between hypnotic susceptibility, as measured on a standard test instrument, and the influence of Embedded Suggestion responses.

The study utilized data gathered from 84 subjects. The volunteer subjects were sampled from undergraduate psychology classes at two community colleges in a northwest pacific state. The undergraduate students, both male (N= 31) and female (N= 53), were sampled in the present study. The subjects listened to three audio taped short stories involving various dilemma situations, with multiple possible resolutions. Following the first and second dilemma presentations, the subjects listened to a corresponding metaphor designed to be analogous with its

respective dilemma story. This metaphor story incorporated Embedded Suggestions designed to influence the resolution of the dilemma story in a direction different from the Analogy resolution. At the completion of the metaphor story, the subjects were requested to respond to a 10 item, multiple-choice questionnaire, designed to assess the degree of influence that the Analogy effect and Embedded Suggestion effect played in their proposed resolution. After completion of the second dilemma response form, the subjects then listened to a third dilemma story. They were then asked to complete the dilemma response form. This last presentation, without a metaphor, served as a control variable. At each data gathering session, the order of presentation for the dilemma stories and their respective metaphors was rotated so that all three dilemma stories could serve as a control variable. Following the completion of the third dilemma response instrument, the subjects then listened to a tape recording of the Harvard Group Scale of Hypnotic Susceptibility induction procedure. At the end of the taped hypnotic procedure, the subjects were instructed to answer the susceptibility questionnaire booklets. At this time, the formal portion of the procedure was completed and the investigator agreed to answer any questions concerning their experience with the hypnosis procedure or the study.

The hypotheses for the study were as follows:

1. Hypnotic susceptibility would be significantly positively correlated with the influence of Embedded Suggestions.

2. Embedded Suggestion scores for those dilemma story groups including metaphors would be significantly higher than Embedded Suggestion scores for dilemma story groups not including metaphors.

3. Embedded Suggestion scores would be significantly higher than either the Analogy or Other response scores.

The data for this study was collected during the Spring semester of 1987. An examination of the statistics on the dilemma response instruments indicated weak correlations across the three response forms. An examination of the statistics for each form indicated that although the relationships among them were low, the means, standard deviations, and standard error of measurements were fairly consistent among the three forms. The three forms were therefore treated as separate instruments in the analyses. Statistical tests in the present study included Pearson's correlation coefficient, the Student's *t*, and analysis of variance.

The Pearson correlations indicated no significant relationship between hypnotic susceptibility scores and DRI Embedded Suggestion scores. This result could be considered unreliable due to the low between-form

correlational values. The t-tests were performed to examine possible differences between DRI treatment and control Embedded Suggestion scores. Although the three t-tests indicated a significant statistical effect, strength of association measures indicated that the relationship between treatment and control variables was quite weak. One-way analyses of variance were computed in order to examine possible differences among the three treatment categories on the DRI. The results were significant for each DRI form. Post-hoc comparisons of the cell means indicated that the Analogy grouping accounted for the greatest degree of variance among the three groups. Only on DRI response form two was the Embedded Suggestion grouping found to be higher than the Other type of response grouping. Strength of association measures suggested that Analogy scores accounted for a moderate to large portion of the variance in the data.

Conclusions

Based upon the findings of the study, several conclusions are offered. First, it should be noted that the tape recorded format did not allow for the application of true Ericksonian techniques. This utilization process involves fitting the content of the metaphor and the degree of embedded suggestions used to the the individual client. This factor is significant, given the artificial

constraints that the dilemma stories and metaphors imposed upon the listener, and the result that when metaphors were utilized in an analogy fashion, they appeared to be effective in influencing problem resolution. Second, the apparently weak embedded suggestion effect was likely due to the short length of the metaphors and the lack of any type of hypnotic induction or deepening process prior to, or during, the metaphor presentations. Finally, in light of the non-hypnotic nature of the metaphors, and the low correlations between embedded suggestions and hypnotic susceptibility, the results do suggest metaphors act as an influence on problem resolution. This influence appears to occur primarily through the individual perceiving the analogy to the presenting problem and secondarily, through the means of providing suggestions concerning resolutions.

Recommendations

The recommendations made for future research in this area are as follows:

1. Future research should consider the use of a single, more extensive dilemma story and metaphor in order to more adequately induce a receptive, trance-like state in the listener. This would also provide more of an opportunity to influence the subject's responses across a wider range of questions and content areas. This longer

format would also facilitate the use of a longer, more thorough response instrument.

2. Future research should consider administering an induction procedure prior to the administering of the metaphor stories. This induction procedure would ideally be of a more conversational, naturalistic method.

3. The metaphors and induction techniques should be done through personal communication on an individual subject basis in order to maximize any embedded suggestion effect based upon listener cues.

4. The metaphor's underlying structure should be isomorphic with the dilemma problem, but the metaphor story's content should be on an unrelated topic. This type of procedure could possibly reduce confounding effects of proactive inhibition due to story similarities.

5. Future researchers should consider gathering demographic and historical data from the subjects, inquiring as to their own experience of past problems similar to those in the metaphor stories. This step would allow the grouping of data in a way to reduce the possible confounding influence of past subject history.

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APPENDIXES

APPENDIX A

INTRODUCTORY STATEMENTS

INTRODUCTORY STATEMENTS

Before we begin this session, I would like to thank each of you for taking the time and showing the interest in participating in this study. As part of this study, you will listen to a series of short stories that will be played on a cassette tape player. Following some of the stories, you will be asked to complete a multiple-choice questionnaire relating to a story involving a dilemma to which you will have listened. Please respond to each of the questions and try to leave none of them blank.

Following the short stories, you will then listen to a cassette-recorded standard hypnotic induction procedure. When the induction portion of the study begins, I would like to request that you do not smoke. I would also like to mention that occasionally when individuals experience hypnosis for the first time, they are sometimes uneasy because they are unsure what the experience will be like, or perhaps they have a distorted notion of the process of hypnosis. Your curiosity will be satisfied at the completion of the session. You may obtain the best answers to these questions by simply allowing yourself to be a part of the procedure and by not trying to be aware of the process in a detailed manner. Some people have a tendency to giggle or laugh when they are anxious, I would like to ask that you remain as quiet as possible, so not to disrupt the concentration of those around you. I would like to inform you that you will not be asked to do anything that will make you feel silly, look stupid, or be embarrassing to you. I also want you to understand that I will not probe into your personal affairs. While the experience may seem a little unusual, it is not so different from ordinary experience, as you may have been led to believe. Hypnosis is mostly a question of your willingness to be responsive and receptive to ideas. Most likely, all people can be hypnotized, but some are much more readily hypnotized than others, even with equal cooperation. We are studying some of these differences among people. At the conclusion of the hypnotic procedure, you will report your experiences in a response booklet, which will be distributed to you. Do not open your booklet until you are instructed to do so. Before I begin the series of short stories, I would like to distribute the Consent to Participate forms. Although these forms say approximately what you have been told, I would like for you to read through the form, sign, and also include your student identification number or social security number. Your names will not be used in any of the published research. Your signatures are for official verification only. I will use your student identification numbers to organize my data, but your response will be held in confidentiality. Please remember that you are free to leave the session at any time, but I hope that you will

find the experience an enjoyable one through to completion. At the conclusion of the session, any questions or concerns that you have will be addressed.

APPENDIX B

CONSENT FORM

STATEMENT OF INFORMED CONSENT

The study in which you are being asked to participate is concerned with the process of problem resolution and the possible effectiveness of metaphor as a means of influencing the resolution process.

A series of short stories will be played on cassette tapes followed by multiple choice questionnaire forms that will examine aspects of the stories.

The last section of the study will involve group participation in a hypnosis exercise. When you are asked to participate in a hypnosis exercise for the first time, it is not unusual for you to feel a little uneasy due to not knowing what the experience will be like. It is natural to be curious about a new type of experience such as this and your curiosity will be satisfied when the exercise is complete. The experience, while a little unusual, may not seem so far removed from ordinary experiences as you have been led to expect. Hypnosis is largely a question of your willingness to be receptive and responsive to ideas and to allow these ideas to act upon you without interference.

You will not be asked to do anything that will make you feel silly, stupid, or prove embarrassing to you. I am here for serious research purposes. I will not probe into any of your personal affairs. Be assured that there will be nothing personal about what you are to do or say during the hypnotic state. You may wonder why I am doing this research. If we can understand the process of hypnosis, and what is involved, we will know more about the relationship between ideas and action and more about how the learning process operates. In order to insure personal privacy, you will only be identified by your student ID number. This information is given so that you can decide whether you wish to participate in this study. You should be aware that even if you agree to participate, you are free to withdraw your consent or active participation at any time. Your participation is solicited, but is strictly voluntary. Please feel free to ask any questions you may have about this study and be assured that your name will not be associated in any manner with the research findings.

Sincerely,

Darrell Lynch
Graduate Student
Counseling Psychology

Signature

Student ID Number

APPENDIX C

TRANSCRIPTS FOR DILEMMA STORIES, METAPHOR
STRUCTURE OUTLINES AND METAPHOR STORIES

Story 1: Career Dilemma Story.

To be read into the audiotape:

Joe resided in a medium-sized city in the midwest. He graduated from a major university with a degree in business administration and obtained employment with a major firm in an entry-level administrative position. At the time of his graduation, he married Jeanine, whom he had dated through the last two years of his college career. The couple had one son shortly after they were married, the next son was born approximately two years later. Times were difficult in the beginning, but Joe managed to make ends meet and as he progressed with the company he began to live quite well. He made a few small investments in the stock market, which he hoped would pay off in the future.

His wife had always wanted to own a home with a swimming pool, so they decided to take out a second mortgage on their home to build one. Though Joe and Jeanine managed to live well, they stretched their finances to the limit at times and seemed to fall behind in bills occasionally.

At the current time, Joe is 53 years old and his wife Jeanine is 49. They now find themselves in a career dilemma. Recently Joe was called by the secretary of the President of his company for an appointment. When Joe went to see him at the appointed time, he was informed that due to financial difficulties of the company and the fact that the company had just completed a merger, the job that he now held was going to be "phased out" and a new administrative hierarchy implemented.

The president explained that there would not be room for flexibility on the issue, although the president was able to offer an option at this time. A new branch office was just being established in a city approximately 1500 miles away and Joe was given the offer of taking a job similar in status to the employment he now held, but for a 30% less pay grade.

The President stated that the salary was not negotiable and that he would need notification of Joe's intentions within 4 weeks from that date. Another option that the president offered Joe is that he take early retirement from the company. If this option is taken, he would receive a retirement bonus of a significant sum.

Another complicating factor in Joe's career decision is that his wife, Jeanine, is also employed by the same company as Joe. Her employment, also in a managerial position, is stable at the current time, although the company's recent company merger and restructuring have caused her some worry about personal financial instability.

She would prefer to stay with the company at the current time as she feels she is just beginning to receive

recognition within the management ranks and feels she has some potential for promotion in the future. She feels that a move at this point in time would not be beneficial for her occupationally. In addition, the family is involved in the community and they belong to various social groups.

At this time, Jeanine and her husband haven't discussed the employment situation at length, and although she would prefer to continue working in the company in her present job, if they moved so that Joe could take the employment at the new branch office, she would then be much closer to her relatives. She feels that this could be a possible benefit as she is interested in strengthening her extended family relationships.

Joe and Jeanine's oldest son, Brian, is currently in graduate school at a large university located close to his parent's home. He feels that his father should choose to seek employment near home, possibly taking the early retirement from the company and use the bonus to enter a small business for himself. He believes that by making this decision, the family would remain the most stable financially and feels that the parents would be more capable of providing the financial support for his needs.

The youngest son, Terry, also currently in college and residing with his parents, feels that it might be the best decision for the family to move. He feels that the family could benefit most in the long term by making the geographical move. He believes that this transfer would offer continued security and the opportunity for retirement in a more enjoyable location at the time of retirement. It would also allow him the opportunity to transfer to a major university near the proposed branch office site. This is the present state of affairs for the family.

Metaphor Structure for Career Dilemma; Story #1:

DILEMMA STORY-----> METAPHOR STORY

Joe (husband)-----> Charlie (husband)
 Jeanine (wife)-----> Kathy (wife)
 Co. Pres. -----> Land Bank Pres.
 Brian (oldest son)-----> Craig (older son)
 Terry (youngest son)-----> Eric (younger son)

ELEMENT #1

Couple went through husband became interested
 college together, were -----> in farming while in school-
 married and began began farming with his wife
 employment. following graduation.

ELEMENT #2

Purchased a home, established farming
 established friends, soon---> business, built a home,
 acquired bills. developed a prosperous
 business.

ELEMENT #3

Husband receives request husband is asked to come in
 to see co. president. -----> to the land bank.

ELEMENT #4

Receives notice from Hears about farm finance
 co. pres. & given his -----> from bank pres.--discusses
 options. possible options.

ELEMENT #5

Wife likes her work with Wife likes working in the
 the same company. Does farming business, doesn't
 not want to leave- -----> want to give it up, may
 feels she can get ahead in alter the type of work
 the company. in order to resolve
 problems.

ELEMENT #6

Husband and wife have Husband and wife discussed
 only briefly discussed-----> situation, although
 matters, tended to painful.
 avoid this topic. Beginning of resolution.

ELEMENT #7

Older son urges father Older son wants father to
 to retire from company.-----> sell farm if that is in
 Needs family support the family's best
 at this time. interests.

Metaphor for Dilemma Story #1:

I recently came across a family who were telling me about the present farming situation and some of the general difficulties that farmers seem to be facing currently. And as we sat and talked, it became fairly clear that the family was going through some difficult times and that solutions would be found, hopefully, that would be for the best for the family. The man's name was Charlie and his wife was Kathy. In talking with them, they explained that they had a large farming operation near here and they had worked to become established farmers and ranchers in this area of the country. Charlie told me that he had not actually been involved in farming earlier in his life, but became interested in it when he began dating his wife, Kathy, in their college years, as her family was in the farming and ranching business. It interested him enough that he began to take coursework in the agricultural department and eventually found himself involved, full-time, education and work-experience wise, in the farming business. From listening to them talk, it was obvious that although fresh out of school they started their newly married lives in the farming business on a shoestring budget. It seemed that those early years were really prosperous times and Charlie and his wife borrowed financially to the limit in order to maximize their farming business and to acquire the kind of personal assets that they wanted. It seemed that they had been achieving their goals very well. Although at the present they found themselves seemingly unable to keep up with the bills. They showed me, during the conversation, a couple of snapshots of their beautiful farm home, and indeed, it appeared that they had been very prosperous and their industrious efforts had payed off quite well. After showing me the photographs of their home and the ranch itself, Kathy showed me photographs of their two sons, Craig and Eric, who are now old enough to be in college themselves. And in fact, as we talked about the boys, that was how the couple approached the topic of the difficulties they were now experiencing in relation to their farm business. Charlie said that a few weeks ago he had received a notice from the local federal land bank asking him to come in to speak with them at his earliest convenience. They said they knew the federal government was tightening down its business policies in regards to the farming industry and they were somewhat concerned at that time that the letter might be a forewarning of some sort of difficulties that they might face in regards to their financial operations. Charlie said that a few days later he went in to the land bank office and checked with the secretary there to determine what was going on and was told

that the president of the land bank needed to speak with him. Charlie said that he waited around until he got the chance to talk with the president in private. When he did talk with him, he found out that the farm loans which he had had and the payment structure he had been utilizing would no longer be viable with the new administration farm policies. As tense as the situation was, Charlie said that he and the president talked for some time about the present situation and what options he had. Charlie said he was told that he could perhaps sell some of the land to pay off part of the loan balance, thereby keeping a portion of the farm, but that this of course would reduce the farm's income by a significant degree and he wasn't really sure he could afford to run it at that low an operating level. They also discussed the possibility of selling the entire farm, with the exception of their home and taking the profits from the sale and enter some other financial endeavor in an attempt to make a living or any other options that Charlie and Kathy might think of later. As difficult as the meeting was, the president made it clear that he would work with Charlie in the best way possible to help him resolve the problems, yet meet the federal requirements. He also asked Charlie to sit and talk with his wife about it and to please inform him of their decision within the next 30 days, as the government was requiring these changes soon. As they sat with me and related the story, I got the distinct impression that although both Charlie and Kathy were aware of the major decisions they were facing, that they hadn't really sat down and discussed the subject, perhaps because it was just too painful. But then again, that would be the beginning of a resolution. Kathy indicated that she liked her work in the family farming business and since she had grown up in it as a child, she had strong feelings about leaving the farming business and seemed to think that perhaps if they sold some of the land, just enough to get by, they could get ahead. She seemed to feel confident that she could make a go of the family company, if they could just "hang in there." But as we talked, she mentioned that if they chose to sell the farm, they might could relocate in an area near her relatives and this would provide her with the chance to visit with her family on a more frequent basis. And it seemed that she wasn't really sure which decision would be the best one. As we sat and talked about the options that were apparent to them at the time, and what each resolution could mean, they mentioned that both of their sons were now themselves in college and this seemed to be an added worry to Charlie and Kathy. Kathy mentioned that Craig, the oldest son, feels that daddy should sell the farm completely and invest any money that he gets as profit in some other business, perhaps farm-related, if that's what Kathy and he were interested in. In any rate,

Craig feels that continuing in the farm is a losing proposition and that the family would be better off moving into a different occupation field, as farming seems to be experiencing some really difficult times. They mentioned the younger son, Eric, also indicated that perhaps moving away from the farm completely would be in the best interests of the family. He felt that in fact the family should relocate near Kathy's relatives, as this is an area near a university that he would like to attend. As I sat there talking with them, it was obvious that they were facing a number of major decisions in the family and I found it impressive to hear Charlie and Kathy mention that a problems were only opportunities turned inside out. I hoped that things would go the best for them, whatever the decision. As I left them.

About 3 weeks later, I met Charlie and Kathy one Saturday afternoon at a local cafe drinking coffee. I sat down with them to inquire how things had been going. Charlie told me that the family had decided that at this point it was in their best interests to go ahead and sell the farm and use any capital they might realize from that move for other purposes. Kathy mentioned the possibility of returning to farming again, but Charlie said "I have given it some thought and I think our best investment would be to begin a small consulting firm in connection with the major commodity markets." With that statement, they both commented that they felt they had enough experience and expertise in that business to do well and still keep their agricultural interest that way. Kathy mentioned that this decision could very possibly allow them to relocate nearer her relatives, as that is a more central area for the major markets than where they currently live. It seems while sitting and talking with them, that they have reached some well-thought-out decisions, given the course of their lives and most likely have put themselves in the best position considering their life goals. When I mentioned their boys and what they thought of the ideas, Charlie and Kathy said that they had decided on the move, which was in agreement with the boys, but at this point feel that given the circumstances, the boys' educations may have to undergo some adjustments. With that Charlie said, "We have decided to drop our financial support for Craig in school. We have been putting him through for several years, and we have decided that if he wants to make it now he can make it on his own. As for Eric, we will just see how things go, but at this point, I think our plans for the move may be beneficial for getting him into the university he wants up north, but without our support now, he knows he can make it on his own. Either way, Kathy and I have decided that these are the things we are going to attempt. I really feel that our best opportunity lies with both of

us making a fresh start in a new business endeavor, away from the direct farming business."

Story 2: Marriage and Family Dilemma Story.

To be read into the audiotape.

A few years ago there was a married couple, John, 40, and Laura, 36, who were living in the midwest part of the United States. Laura and John had been married for over ten years and had 2 children, Richard, 9, and Renea, 6. John works for a company as a sales representative and his job entails occasional out-of-town travel and he essentially operates autonomously in his job responsibilities. Laura also works for a local firm and enjoys her work fairly well. Her job allows her to bring in additional income, yet allows her to spend evenings and weekend times with her family.

Laura's mother has always been a strong influence on her daughter's past attitudes and decisions concerning what "marriage and family life" should be. She has at times tried to provide unsolicited advice or opinions about Laura's day-to-day family activities. During the last 6 months, Laura has noticed a change in her husband's interest in her and the family and she has begun to suspect that he is having an affair. This suspicion exists although she doesn't have any concrete evidence to support this assumption.

Laura, unsure about her relationship with her husband, is hesitant about confronting him with her suspicions, but instead attempts to restore his interest in her and the family. As the weeks go by, she begins to feel that she is having little success with her improving the marital relationship, so rather than "rock the boat", she continues with the emotional pain.

The two children have recently mentioned to Laura that they have noticed the changes in their father, also. The son, Richard, told his mother that it seems as though he can do nothing to please his father lately and that his father is constantly withdrawn or complaining about even small matters. The daughter mentioned that he no longer seems interested or happy to be around the family, and the children are concerned about the changes that they have both noticed in him and how these changes have effected the family. Laura, at this point, makes the effort to convey to John the entire family's concerns about him and the current interactions of the family. This effort resulted in only minimal feedback on John's part and further increased her suspicions that he had become involved with another woman.

One day, while Laura's mother was visiting, Laura decided to discuss the current family situation with her. In the course of their discussion, Laura commented that she suspected that he may be having an affair and related the

reasons for her impressions and suspicions. With this information, Laura's mother became quite adamant that he very likely was having an affair. She also very strongly urged her to press for a divorce, indicating that even if he wasn't actually having an affair, it is obvious that he cared little for the family, judging from the way he has been interacting with them.

At this point, Laura felt torn between her choices in the situation. She could go along with her mother's recommendation and request the divorce, remembering that she herself had tried to reconcile their differences to no avail. She could also stay with the marriage as it currently is and hope that with time they could work things out, realizing that she has a number of years invested in the relationship already. She could also possibly once again confront her husband with her perceptions of their marital situation and try to get her husband in marital counseling with her in an effort to improve their marital and family relationship. This is the present state of the family.

Metaphor Structure for Marriage and Family Dilemma;
Story #2:

DILEMMA STORY-----> METAPHOR STORY

John (husband)-----> Carl (husband)
 Laura (wife)-----> Rachel (wife)
 9 yr. old son-----> oldest son
 6 yr. old daughter-----> younger son
 her mother-----> her oldest sister

ELEMENT #1

couple married for a number of years, have 2 children.-----> also married many years, 2 children.

ELEMENT #2

John works on his own out of town sometimes worked for company a long time- wife also works.-----> Carl works long hours for company, out of town frequently- good work history with company. Wife also works.

ELEMENT #3

Wife indicates her mother tried to interfere in family matters.-----> Wife indicates her older sister tries to influence her family matters.

ELEMENT #4

Wife notices a change in her husband's interest in her and the family.-----> Wife notices a decrease in her husband's interest in her and more irritable with children.

ELEMENT #5

Wife attempts to restore husband's interest in family and herself- doesn't seem to work.-----> Wife tries to restore husband's interest in her- no apparent results at that time.

ELEMENT #6

Children see father as withdrawn or sullen.-----> Children see father as irritable and are concerned.

ELEMENT #7

Wife tries to discuss problems with husband- no effect, suspects possible affair.-----> Talked with husband, only minimal response concerning family problems.

ELEMENT #8

Wife discusses problems
with mother who urges
divorce.

----->

Wife discusses family
problems with sister-
who recommends divorce.
Thought he might be having
an affair.

ELEMENT #9

Wife feels torn about
how to deal with her----->
marriage, faces
several possibilities.

Wife unsure about what to
do to resolve difficulties.

NO RESOLUTION----->

RESOLUTION TO PROBLEM
Confront problems--begin
communication, husband
opens up, tension relieved.

Embedded Suggestions in
Metaphor indicating:
that it was difficult to
pinpoint exactly what was
causing the changes. Took
the time to sit down and
discuss the problems.
Children felt confused about
their father, wanted to
improve relationships. Began
to impact on husband. Mother
really jumped to conclusions.
Decided to confront her
mother. Decided to support
her husband, made an effort
to be closer. Husband opened
up to wife about occupational
problems. Mother pushed
daughter to discuss family
situation. Husband discussed
job concerns with family and
sought new employment.

Metaphor for Dilemma Story #2:

Some time ago, I had the opportunity of speaking with a friend of mine named Rachel. As it had been some time since I had spoken with her, and the last time we had talked she had mentioned that she was having some family difficulties, I asked her how things had been going since I spoke with her last. Rachel indicated that, in fact, things had improved a great deal and she was very happy. She did indicate that, although things were better now, the process of change and the things that she and her family went through were not small matters. She proceeded to explain to me what had actually taken place in the family and how their difficulties were now somewhat resolved and others in the process of being resolved.

Rachel said that the problems in the family began with Carl, her husband, and that in the beginning, it was difficult for her pinpoint exactly what it was that was causing a strain in the family and marital relationship. She mentioned the fact that she and Carl had been married now for over 10 years and she thought they had gone through a lot of life events together and she knew him fairly well. But at that time, the situation was perplexing for her. As we talked she explained that although Carl's job was good and he seemed satisfied with his work, he was required to put in a lot of hours for the company and had to go out-of-town at times overnights. This situation, she thought, had not been a problem in the past. She also felt at the time that she didn't think that the problems were based on financial difficulties as she felt they were fairly secure in their jobs, as she worked also for a local company. So, in those respects, she felt that things were pretty stable, pointing out her job allowed her to be home every evening by 6 pm and had all weekends off, so she could devote time to the family.

As she talked about their home life during that period of time, she mentioned her sister to me for the first time. And she gave the indication that, for whatever reason, her sister had apparently been rather influential in Rachel's family life. As she spoke of her sister, she gave me the distinct impression that there were times when her sister perhaps intervened in Rachel's own family to the extent that Rachel considered her intrusive at times. She mentioned also that Carl would become easily irritated by his sister-in-law's actions and comments about their family affairs. As we talked, Rachel mentioned that during that time she had begun to notice what she considered a "striking change" in her husband's way of interacting, both with her and the children. When I asked her about how he had changed, Rachel commented that he had noticeably lowered interest in her as a wife and mate, and that he

seemed easily irritated with the children, at least more so than in times past. Rachel stated that she felt that perhaps he was having an affair, because she couldn't account for the change in behavior and character. Rachel mentioned that during this time she decided to increase her efforts to improve their marital relationship. She did not, however, feel that it was wise to confront him any further about his current changes in character, as she did not want to aggravate the situation. As we talked, she indicated that these early attempts didn't seem to work out, or at least during that period of time, they were just beginning to impact on Carl and she wasn't aware of any changes. She mentioned that about during this time in her life, they were in the process of taking off for a family vacation. She was very concerned about how successful this trip would be, under the present circumstances, and in fact, mentioned that her two sons had both spoken to her about their dad.

The children expressed confusion concerning the reasons underlying Carl's sullenness, and irritability. They both indicated some feelings of ambiguity about their feelings about their dad, and it seemed as if his condition was really harming his relationship with his boys. Although the oldest son said, "I really want to improve things between me and dad, because I like him when he is having a good time, but I don't know if I want to be around him when he is so cross. As the vacation neared, Rachel said that she took the time to sit down with Carl one evening and discuss the problems that she felt the family was going through and her perceptions of the situation. And although at the time, she felt that he only gave minimal responses, looking back on the situation now, Rachel realized that "taking the time to sit down and really begin talking about the status of the family was the best first step I could have taken." She mentioned that just before the vacation began, she hinted one day at the difficulties she was having to her oldest sister who was over visiting. Rachel reported that her sister really pushed her to discuss the matters in detail. Looking back on the situation now, Rachel said that her sister really jumped to conclusions and made it a point to tell Rachel that it was probably in her best interests to file for a divorce. The sister believed it likely that he may even be having an affair, with the way he had been acting. And seemed to really strongly point out the problems that Carl and Rachel had been having. Her input seemed to further confuse the issue.

Rachel explained that they did take off for their vacation and in the beginning for several days, there seemed to be a great deal of tension between her husband and the rest of the family. She now pointed out, however, that having the family together with no chance of

distractions or getting away from each other seemed to be a really effective means for confronting the family's difficulties. Rachel mentioned that throughout the vacation trip, she continued to support Carl in their day-to-day activities and made a concerted effort to become closer together emotionally than they had been in some time. She also stated that now she feels confident that those are the things that helped bring about an understanding of the problems and their resolution. She pointed out that a week after they returned from vacation, Carl seemed noticeably more relaxed and talkative and seemed to be his old self.

It was during this time that Carl finally opened up and told his wife and children that he was really tired of his work in the company that he is now with and felt that this company really held no potential or opportunities for him. He related that he felt "trapped" due to the number of years he had put into the job. Rachel said she was so relieved to finally have Carl disclosing those things that had been bothering him, that she assured him they could make ends meet regardless of his employment decisions and they would support him in whatever he chose and that it wasn't necessary to feel that dependent on the company at this time in their lives. The tension in the family seemed to really decrease after this revelation. During this time, Rachel informed Carl that she had discussed these concerns with her sister and in fact told Carl that her sister had pushed her to file for a divorce. This led to their mutual agreement that they would have a direct confrontation with her sister concerning her intrusiveness into family affairs.

The rest of the vacation seemed to become really enjoyable as he and I both "really relaxed and opened up to the children and enjoyed them for the first time in a long time." At this point in our conversation, she mentioned to me that since returning Carl has left the company and gained employment with a small local firm and seems to really be enjoying the challenge that a small business offers. She also mentioned, laughing, that they did have their talk with her sister, where she stated "I finally told my sister to stay out of my personal affairs".

Story 3: Clinical Client Care Dilemma.

To be read into the audiotape:

This story concerns an elderly man who has been an inpatient in a large state psychiatric hospital for many years. It presents some of the dilemmas facing this man at this time in his life. Background information on this individual indicates he was reared as a young boy by his aunt and uncle, who acted in the capacity of his parents and were his legal guardians. It is unclear as to the status of his biological parents, but he has indicated that they were probably deceased when he was very young. This gentleman, named Earl, indicated that during his early childhood years he actively helped in the farming and ranching business of his aunt and uncle. In describing that time of his life, he pointed out that it was during the depression era and that the farm was experiencing a drought period, in addition to the financial state of the country at that time. He reports that life was very difficult for the entire family and he seemed to perceive the stress very strongly himself, even in this young age.

During this time, Earl stated that his uncle began to drink and the family seemed to really deteriorate and he felt the responsibility for the family and the entire family farm operation shifting on to himself. As we talked, he indicated that it was during this time that he had his first "nervous breakdown", which as we talked sounded very much like a major depressive episode. It was during this time that his family decided to admit him to a large state psychiatric hospital. After Earl was admitted to the wards, he found that as the weeks passed, his relatives ceased to communicate with him regularly and had essentially terminated any contact with him within a few month's time. As I talked with Earl, he indicated that life in the psychiatric hospital during the early years was "pretty rough" and most patients remained in the hospital for long stretches of time, many for years. He stated that after a period of time, he simply resigned himself to his fate and most likely due to his environment, found himself deteriorating mentally and emotionally.

While we talked he indicated with almost pride, at the fact that he had been in the hospital for a number of years and knew the people and the system intimately. As we talked, he indicated that as those years rolled by, he found himself well-liked and respected by the other patients and many of the staff and frequently pointed out a number of instances in which he had assisted other patients in difficulties and had interacted with the staff on a relatively "equal" basis. He stated that over time he found that he played an important role within the hospital environment and although many people on the outside would

have difficulty understanding it, he felt liked and respected in his current life role. He felt that, all things considered, he had achieved a satisfactory and stable lifestyle.

Recently, the attorney who handled Earl's family affairs visited him in the hospital and gave him information that has placed him in his current dilemma. The attorney informed Earl that both his aunt and uncle had passed away a number of years ago and that he was not sure whether Earl had been informed. In any instance, due to the fact that Earl was a mental hospital patient, the family's assets were passed on to his sister. She oversaw the farming business and handled some other financial matters of family concern. The attorney told Earl that his sister, who was living in another state, was currently gravely ill and was not expected to live much longer. After discussing Earl's care with the staff physicians, they determined that Earl was functioning well enough to discuss matters with the attorney. This was the reason for the attorney's current visit to the hospital. The attorney informed Earl that over a period of years, the farming operation had really prospered and that in addition to the farm, the attorney had invested insurance death benefit money in Earl's and his sister's behalf as legal overseer of the estate.

The attorney was now in a position to offer Earl the possibility of leaving the hospital in his latter years, as he now had the financial wherewithal to perhaps live in a private nursing home near his hometown, or perhaps even return home to live on his own with the assistance of local nursing care. In any event, the attorney was making it clear to Earl that he wanted to use the estate's assets to increase Earl's standard of living from this point forward. Earl's dilemma at this time is his hesitation to return to his hometown after all these years, as he feels it will all seem new to him. He is also well aware of the fact that a private nursing home could provide him with better care than the state-supported psychiatric hospital. On the other hand, he would know absolutely no one in the nursing home or in his hometown and feels that he would be essentially beginning his life anew, which arouses anxiety within Earl. Finally, Earl has a dilemma of giving some kind of feedback, or recommendations, about how he would like to see the estate money handled. The attorney and the physicians' feel that Earl is capable of providing some feedback on the financial affairs. This is the present state of affairs for Earl.

Metaphor Structure for Clinical Client Care Dilemma;
Story #3:

DILEMMA STORY-----> METAPHOR STORY

Earl (patient)-----> young man
uncle-----> father
sister-----> sister
attorney-----> insurance man
fellow hosp. patients--> indigent friends (hobos)

ELEMENT #1

Grew up on a farm Boy lived on farm operated
run by uncle, helped---> by parents, worked on farm
out on the farm. with parents & sister.

ELEMENT #2

Grew up during de- During depression, farm
pression era, -----> suffered, father began to
experienced crop drink.
drought, hard times.

ELEMENT #3

Family seemed to det- Boy carried most responsibility
riorate, felt -----> yet father always complained,
increased family re- family closeness is
responsibility & stress. disappearing.

ELEMENT #4

Earl is admitted to Young man decides to leave
state hospital, loses--> farm and not return home-
contact with family. sister stays behind.

ELEMENT #5

Early hospital life Was with hobos during de-
was rough, learned-----> pression, was rough, became
to adapt to situa- well-known among peers.
tion.

ELEMENT #6

Over time he became As time went on he realized
well-liked and re- his sense of self-worth &
spected by both-----> the value of trusted friends &
staff & patients. their support.
Felt he had a
stable & satisfact-
ory lifestyle.

ELEMENT #7

Family attorney visits Insurance man discloses parents
 Earl, explains aunt----> and sister's deaths.
 & uncle's deaths &
 sister's health.

ELEMENT #8

Attorney tells Earl Insurance co. man tells
 he can leave the young man he will no longer
 hospital, go to a-----> have to live with hobos, can
 nursing home, or live like a wealthy man now.
 possibly go home,
 wants to improve
 Earl's quality of
 life.

ELEMENT #9

No clearcut res- Young man gives up the
 olutions on where money, chooses to stay
 to live or how-----> with his friends.
 to handle finances.

RESOLUTION

To not let the money
 influence his values,
 choose to live with
 those he cares about.

Embedded Suggestion in
 Metaphor, indicating:
 Father began to drink
 heavily. Disillusionment
 with the family and farm
 life, beginning of Depression.
 Hard times on farm successfully
 prepared him to deal with life
 situation. Realized self-worth
 and value of trusted friends. No
 attempt to contact family.
 Excited about bringing good news.
 Sought out sister first to settle
 matters with her. No longer have
 to associate with these people.
 Give half to charity, keep the
 rest. Decided to stay with his
 friends, more important than
 improving lifestyle.

Metaphor for Dilemma Story #3:

Once upon a time during the depression era, perhaps a little earlier in time, there once lived a boy. Although his parents owned the small farm that they lived on, the land was not very productive. This caused the family to barely get along year after year. When the young boy was about 10 or 12 years old, there occurred a "dry spell" in the weather and the farm really suffered during this time. It was during this time that the young boy's father began to drink heavily, probably because of the extreme hardships that the family was experiencing. The boy found himself carrying most of the family responsibilities and it seemed that regardless of how much he did, his father was always complaining about something. It seemed to the boy that during this time the family had lost its sense of "togetherness" and his mother, it seemed, had sort of withdrawn, offering little in the way of support. His sister was really the only person he felt he could continue to talk with openly. After a couple of years, the young boy was now thoroughly disillusioned with his family and the idea of a farm life. One day he told his sister he was tired of living that way and, in fact, was going to leave home in the next few days. He asked her to come with him, saying "Surely there has to be something better than this, the farm seems to be going in the hole and I have heard talk in town that the country is beginning what they call a depression. I am ready to leave and change my life and I want you to come with me. I will be leaving this coming Saturday and I want you to know if you decide not to go, you probably will never see me again, as I never intend to return to this situation and these feelings." Saturday morning came and the young boy asked his sister once again if she was now ready to leave with him. Most likely she hadn't really taken him all that seriously, nevertheless she told him that she was not going to leave because the parents needed her there. Later that day he said goodbye and left.

Once the boy was on his own, he began to associate with a class of folks, who in those days, were labeled "hobos". These hobo people were formerly working class Americans who had found themselves out of work as the depression began and subsequently traveled about the country in search of odd jobs just to keep busy as times were hard. As the months rolled by, and the depression deepened, the young man became well known among the hobo groups as someone who they could depend upon to scrounge up a meal, extra clothing, or even care for those who may be ill. In fact, it seemed, that the hard times he had went through at home on the farm somehow prepared him to deal successfully with his present life situation. As time went on, the young man, who was now a teenager, began to realize his sense of

self worth and the value of trusted friends and the support that they provided each other. As the months went by, the young man's feelings of self-esteem began to improve. Meanwhile, back at the family farm, unknown to the young man, his father had passed away shortly after he had left and a little over a year later, his mother also passed away. Shortly after his mother's death, the sister married and left the state. But because the young man had been living a transient type of lifestyle, eventually, the sister was unable to keep up communications with him and the family had been unable to reach him concerning family matters. The young man made no attempt to contact his own family. By this time, the depression was lifting and people were beginning to get back on their feet again. It was during this time that an insurance company had begun searching for the whereabouts of the young man, the reason being that years before when his mother realized that his father was becoming ill, she took out large life insurance policies on her husband and herself. Although they died while the policies were in effect, the company was unable to disburse the monies until now that the company was getting back on his feet again following the depression. The insurance adjuster had searched leads for months looking for this young man until finally, one cold, drizzly, autumn day, he received information about the young man's whereabouts. It seems the young man was living in a sort of hobo community on the outskirts of a small town. As the agent drove to the location, he imagined how happy this man will be when he learns that he is instantly wealthy for the combined amounts totalled over a million dollars. As he drove along he pondered how this sudden windfall would likely change the gentleman's life and thought to himself how absolutely lucky this young man was. After a while he came to his destination and stopped the car alongside the road. As the agent started down the muddy trail that led down toward the creek where the people were camped out, hee found himself feeling torn between the disgusting conditions of the mud, rain soaking his suit, and wet brush brusing against him, while at the same time feeling excited about being able to bring the news to the young man. As he neared the bottom of the trail, he came into a clearing, where a number of men were sitting around on rocks and stumps out in the light shower facing a small, smouldering campfire. The agent walked up to the men and asked them if they knew where the young man was. One gentleman turned and faced the agent and said, "Yeah, I'm the one you're looking for. What do you want?" The agent walked over where the disheveled young man was sitting. The young man asked him to have a seat on a wet rock next to him and the agent reluctantly sat down. By this time, a number of the other hobos had sort of gathered around to see what the fellow in the fancy suit had to say to their

good friend. The agent, after some thought, began to explain who he was and why he was there, saying, "My name is Mr. So and So and I represent a certain insurance company. I have been looking for you a number of months now. I don't know exactly where to start, except that I have good news and bad news. The young man replied, "Let's hear the bad news first so we can't get past it." The insurance agent replied, "I regret to inform you that both of your parents have passed away and that in order to settle the insurance claim that your mother had initiated, I searched your sister out first and found her living in another state and settled with her." The young man said "What is the good news?" This is the part the insurance man was not sure how to introduce appropriately and so this is how he went about it. He looked up at the young man in the drizzling rain and said, "Young man, I have the greatest pleasure in telling you that as of today, you'll no longer have to sit outside in the cold rain or live like an animal in the outdoors day in and day out." As the agent glanced around the campfire, he said, "you will no longer have to associate with these kind of people, in fact from this day forward you can live in the finest home, dress in the finest clothing, and eat delicious meals and most likely live a life of luxury for the rest of your life. " With that statement the young man looked at him and said, "What exactly do you mean by that?" The agent reached inside his jacket and pulled out a cashier's check for close to a million dollars and handed it to the young man and said "this is what I mean." The young man sat there holding the check in front of him as the light rain speckled the paper, then turned to the insurance man and asked for a fountain pen, whereupon he turned the check over on his knee and endorsed it, then handed it back to the agent, smiling he said, "Give half to charity and keep the rest for yourself." The agent sat dumbfounded and became visibly shaken and nervous and asked "Why, why are you doing this?" Whereupon the young man said "You see, sir, if I took that money I would have to start all over again in life, I would have to learn how to live again, and contrary to what you say, I don't think I would like keeping up with the Jones'. These people here are my friends and have been my friends when together we all had nothing. And sir, that is more important than anything a piece of paper can buy." With that the insurance man got up and took off walking back to his car.

APPENDIX D

DILEMMA RESPONSE INSTRUMENT AND SCORING

KEY: FORMS 1, 2, AND 3

Response sheet #1. Please respond to the following items as they relate to the story of Joe and Jeanine and their career difficulties. Please respond to every item by circling only that response which you determine to be the most appropriate.

1. How well was the overall resolution achieved?
 - a. resolutions were reached, but not to the benefit of all family members.
 - b. good, overall resolutions were made leading to satisfactory results.
 - c. resolutions were not reached concerning career decisions.

2. Did the family have any idea ahead of time that their job security might be in jeopardy?
 - a. yes, they had some forewarning of possible occupational problems.
 - b. no, he was not informed until meeting with the president of the company.
 - c. yes, the wife had heard of possible management re-organization.

3. When the husband was informed regarding his occupational options within the company,
 - a. he determined that he should reach a decision on his own, due to it being his job that was at stake.
 - b. he discussed the situation with his wife in order to begin some sort of resolution.
 - c. he delayed discussing the employment dilemma with his wife, due to the stressful nature of the topic.

4. The wife feels that the best decision would be
 - a. for both she and her husband to move to an area possibly nearer to her relatives and begin a new business.
 - b. for her to stay with the company, letting the husband opt for early retirement.
 - c. To move with her husband to the new area where the company branch office is located.

5. In resolving his occupational dilemma, the husband should
 - a. continue his employment with the company and move to a new location.
 - b. leave the company, take the bonus money and start his own business in the town.
 - c. leave the company, take the early retirement option and remain in the present home due to

his wife's current employment.

6. How should the parents resolve the dilemma with their oldest son, the graduate student?
 - a. agree to stay in their present location and continue to provide financial support when possible to the oldest son.
 - b. agree to drop financial support at this time, since he is now in graduate school and they are involved in family financial changes.
 - c. agree to continue support to a lesser degree since the husband has agreed to take early retirement.

7. How should the parents deal with their younger son's college needs?
 - a. agree the son should remain at the present college where they could afford expenses more easily.
 - b. agree to help him financially if possible, in a new university, near their proposed relocation site.
 - c. agree to assist the younger son to make arrangements to attend a university near their new home location, but provide no financial support.

8. One factor that made career decisions financially difficult was:
 - a. they had borrowed money and now found themselves unable to keep up with the bills.
 - b. the prospect of having to sell the home if they moved.
 - c. although the family was prosperous, they lived financially to their limit.

9. In discussing his employment situation with the president of the company,
 - a. the president was inflexible and blunt on the issue, in effect telling him he was no longer employed.
 - b. the president explained the current situation and offered a re-location option, but was inflexible concerning other options.
 - c. the president explained the situation and agreed to work with him to resolve the problem in the most advantageous way possible.

10. The wife's personal feelings concerning her own employment situation were:
 - a. she had strong feelings about leaving her current employment and would like to continue with the company if possible.
 - b. after considering all the options, she really didn't have any strong feelings concerning her employment possibilities, as her options seemed about equal.
 - c. that although her current employment held promise, the best opportunities lay with going into some business of their own.

Response sheet #2. Please respond to the following items as they relate to the story of John and Laura and their marital and family difficulties. Please respond to every item by circling only that response which you determine to be the most appropriate.

1. How did Laura, the wife, first recognize the family problem?
 - a. It was difficult for her to pinpoint exactly what was causing the changes.
 - b. The problem began with the husband, whom she thought might be having an affair.
 - c. Frequent arguments with the husband over money problems.

2. How did Laura approach her husband concerning the changes she noticed?
 - a. She was hesitant about confronting him, so she decided to try to improve the relationship on her own.
 - b. She took the time to sit down and discuss the problems with her husband and how she felt about them.
 - c. She decided it would be best to let the situation continue and hope it would work out eventually.

3. The two children have commented to their mother that:
 - a. They would rather avoid their father completely, than put up with his irritability.
 - b. Their father is constantly complaining and irritable about even small things.
 - c. They feel confused about their father, but really want to improve the family relationships.

4. When Laura did convey to her husband the rest of the family's concern about him:
 - a. He denied the problem existed and was argumentative.
 - b. They began to impact her husband, although she wasn't aware of any changes at that time.
 - c. She received little feedback from him, further increasing her suspicions.

5. What was the ultimate outcome of the wife discussing the family problem with her mother?
 - a. The mother thought it was in her daughter's best interests to press for a divorce.
 - b. She told her daughter that she and her husband should go for marital counseling.
 - c. Her mother really jumped to conclusions, stating that he probably was having an affair.

6. How did the mother's input effect Laura's decisions about her husband?
 - a. After hearing her mother's comments, she was even more unsure about how to handle the matter.
 - b. Laura and her husband decided to confront her mother about her suggestions, once they had begun to resolve the problems.
 - c. After considering her mother's feedback about the situation, she decided to press for a divorce.

7. What were Laura's personal feelings concerning her husband's behavior?
 - a. She was uncertain, but decided to support him and made an effort to be closer emotionally.
 - b. She was unsure about their relationship at times, suspecting an affair.
 - c. She wasn't sure but, after talking with her mother she felt it best to discuss divorce with her husband.

8. The husband's feedback about the situation was:
 - a. Only minimal in most respects and resulted in complaints or withdrawal.
 - b. Good, he finally opened up to his wife and family about his occupational problems.
 - c. No feedback from the husband occurred, he kept his feelings to himself.

9. Laura's mother became aware of the family's problems:
 - a. When she overheard Laura and the children talking about the situation.
 - b. Only after her mother pushed her to discuss the situation in detail.
 - c. One day while she was visiting with Laura and Laura decided to discuss the present situation.

10. The best resolutions to the family's problems were:
 - a. Going ahead and seeking family counseling.
 - b. Difficult to determine as there are several major options, none of which were clearly the best.
 - c. Having the husband open up to the family about his job concerns and subsequently seeking new employment.

Response sheet #3. Please respond to the following items as they relate to the story of Earl and the dilemmas he was facing while at the hospital. Please respond to every item by circling only that response which you determine to be most appropriate.

1. During the time Earl was a young boy and lived on the stressors he endured were:
 - a. a farm drought along with the economic depression.
 - b. His father began to drink heavily and seemed to be always complaining about something.
 - c. The complete farming operation was turned over to him to run.

2. Earl left the family farm due to:
 - a. His disillusionment with the family and farm life, and the beginning of depression.
 - b. Emotional difficulties and his depressive feelings.
 - c. The farm being foreclosed.

3. The first few years after Earl left the farm:
 - a. He regretted leaving the farm and frequently wished he were back home with his relations.
 - b. It seemed that the hard times on the farm had successfully prepared him to deal with his life situation.
 - c. He went through pretty rough times in his surroundings.

4. After spending a number of years in the institutional environment:
 - a. He learned to adapt to the lifestyle he was forced live in and resigned himself to his environment.
 - b. Earl indicated with almost pride, that he felt himself well-liked by both staff & patients.
 - c. He began to realize his self-worth and the value of trusted friends and the support they provided.

5. After Earl had left the farm and entered the hospital:
 - a. He made no attempt to contact his own family.
 - b. His relatives ceased to communicate with him regularly.
 - c. He continued to correspond with his relatives throughout his hospital stay.

6. When the attorney visited with Earl:
 - a. He discussed Earl's legal competency and his sister's wishes.
 - b. He felt excited about being able to bring good news to Earl.
 - c. He was not sure whether Earl had been informed concerning his family.

7. The attorney told Earl:
 - a. That Earl's sister had moved out of the state.
 - b. That he sought out the sister first to clarify matters with her.
 - c. That her sister was also now deceased.

8. In talking with the attorney:
 - a. The attorney indicated that Earl would no longer have to associate with these people.
 - b. The attorney made it clear that he was interested in improving Earl's quality of life.
 - c. The attorney was noncommittal about what he thought would be in Earl's best interests.

9. When the attorney talked with Earl concerning the family finances:
 - a. Earl told him to "give half to charity and keep the rest," as he was not interested in the money.
 - b. Earl told him he would think about it and give him an answer later.
 - c. The attorney felt that Earl was capable of giving input into the family financial situation.

10. After Earl had heard what the attorney had to say,
 - a. He was hesitant to leave his familiar surroundings and start fresh somewhere else.
 - b. He decided to stay with his friends as they were more important than "improving his lifestyle."
 - c. He agreed to mutually decide on a course of action with his sister.

SCORING KEY FOR RESPONSE SHEETS 1, 2, & 3

ANALOG= X; EMBEDDED SUGGESTIONS= Y; OTHER RESPONSE= Z

FORM #1 QUESTION	FORM #2 QUESTION	FORM #3 QUESTION
1. A=X B=Y C=Z	1. A=Y B=X C=Z	1. A=X B=Y C=Z
2. A=Y B=X C=Z	2. A=X B=Y C=Z	2. A=Y B=X C=Z
3. A=Z B=Y C=X	3. A=Z B=X C=Y	3. A=Z B=Y C=A
4. A=Y B=X C=Z	4. A=Z B=Y C=X	4. A=Z B=X C=Y
5. A=Z B=Y C=X	5. A=X B=Z C=Y	5. A=Y B=X C=Z
6. A=X B=Y C=Z	6. A=X B=Y C=Z	6. A=Z B=Y C=X
7. A=Z B=X C=Y	7. A=Y B=X C=Z	7. A=X B=Y C=Z
8. A=Y B=Z C=X	8. A=X B=Y C=Z	8. A=Y B=X C=Z
9. A=Z B=X C=Y	9. A=Z B=Y C=X	9. A=Y B=Z C=X
10. A=X B=Z C=Y	10. A=Z B=X C=Y	10. A=X B=Y C=Z

APPENDIX E

RELIABILITY MATRIX FOR
FORMS 1, 2, AND 3

Pearson Correlation Coefficients for Each Scoring Category
Across Each Dilemma Response Instrument

	Analog		Embedded Sugg.		Other	
	<u>Story</u>		<u>Story</u>		<u>Story</u>	
	1	2	1	2	1	2
Story 2	.368		.272		.231	
Story 3	.200	.343	.421	.331	.288	.130

APPENDIX F

DESCRIPTIVE DATA ON DILEMMA

RESPONSE INSTRUMENT

FORMS 1, 2, AND 3

Descriptive and Reliability Data for the DRI

	N	Mean	SD	Range	Vari- ance	Split- Half-r	SEm	Spearman Brown-r
<u>STORY 1</u>								
AN	36	4.63	1.26	6	1.60	.07	1.22	.16
ES	36	2.94	1.58	8	2.51	.36	1.26	.54
OTH	36	2.41	1.22	6	1.50	.29	1.03	.50
<u>STORY 2</u>								
AN	61	6.60	1.84	8	3.40	.47	1.34	.65
ES	64	2.18	1.50	6	2.25	.18	1.36	.40
OTH	64	1.15	1.00	3	1.00	.06	.96	.55
<u>STORY 3</u>								
AN	68	6.36	2.08	9	4.32	.36	1.66	.55
ES	68	1.92	1.90	8	3.60	.37	1.50	.57
OTH	68	1.70	1.30	5	1.67	.22	1.13	.52

VITA ²

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