

AN INVESTIGATION OF THE RELATIONSHIP
AMONG SELECTED PERSONALITY TRAITS
IN BEGINNING COUNSELORS

By

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CHAPTER I

GENERAL INTRODUCTION TO THE AREA OF STUDY

Introduction

Personality characteristics of counselors appear to be important factors in the way a counselor relates to a client in an interview. Truax and Carkhuff (1967) concluded that empathy, respect and genuineness are important to counseling outcome and are emphasized in almost every major theory of psychotherapy and counseling. Donnan (1969) found a relationship between the three characteristics mentioned above and introvert-extrovert, and altruistic-manipulative counselor personality characteristics.

While the above studies are primarily concerned with counselors, a careful review of the literature appears to indicate a dearth of information concerning personality characteristics of beginning counselors. The present investigation represents an attempt to provide valuable knowledge concerning the selected characteristics of beginning counselors. Questions that seek to be answered are: What characteristics do beginning counselors bring with them to counselor trainings programs? Do counselor trainees already possess the personality characteristics necessary to practice as an effective counselor? The lack of relevant information

pertaining to these questions, and others, indicate a real need for additional research.

Statement of the Problem

The present investigation represents an attempt to contribute basic information concerning selective personality characteristics of beginning counselors. Therefore, the problem of this investigation is to determine the relationship between introvert-extrovert and altruistic-manipulative characteristics in beginning counselors and the therapeutic variables of empathy, respect and genuineness.

Significance of the Study

If personality characteristics are measurable and can be related to counselor empathy, respect and genuineness in an interview setting, a valuable aid in determining a counselor's potentialities may be available. Such a tool could aid counselor training institutions in the selective admissions of prospective counselor trainees. Those hoping to enter counselor training programs could also be helped in deciding whether or not to begin their training prior to heavy investment of time, money and personal commitment. It could also aid prospective employers in evaluating applicants for positions related to counseling.

Supporting Rationale

The demand for professionally trained counselors is increasing because of wide acceptance of guidance and

counseling services. Responding to this demand, graduate schools throughout the country have established programs for counselor education.

Counseling practicum, a culminating counselor training experience, is extremely important. Poling (1968) states that it

. . . is universally recognized by counselor educators as the heart of any counselor education program, an improvement in this vital area should be invaluable in upgrading counselor competencies.

Discussing the training of future counselors, Arbuckle (1968) indicates a lack of selection of trainees in many counselor training programs.

The trouble with programs for the education of counselors may be that they still train individuals who already have been trained, rather than . . . first trying to find out if one can become effective as a counselor. Then, if one passes this hurdle, he can become more involved in his education for counseling effectiveness.

In another article Arbuckle (1966) points out the lack of data concerning the counselor in the interview which may help explain why many programs do not first try to find out if one can become effective as a counselor.

The literature in the field of counseling . . . is somewhat less extensive when one is concerned with the question of how others see the counselor, and there is a definite paucity of material when one is looking for some evidence as to how the counselor views himself, or the self that he is presenting to the client. There are many reasons for this, of course, one being the fact that at least a heavy proportion of the literature that graces our professional pages on counselors and counseling is written by individuals who are not involved in counseling and thus they see no reason to ask, 'Who am I?'

The production of effective counselors is the goal of counselor training institutions. But the evaluation of one's effectiveness as a counselor generally does not take place until the counseling practicum near the end of training. By this time the trainees have made extensive investments economically and psychologically toward the goal of becoming a counselor and hesitate to terminate their training.

There are many ideas concerning what makes a counselor effective and what approach counselors should use towards clients. Arbuckle (1968) and Patterson (1969) agree that it is not mechanical methods but the relationship that is established in the interview setting that is the effective factor in behavior modification.

Counseling training programs exist in order to help the counselor trainee learn to develop this relationship. Audio tape recordings have been extensively used to study this process. Video tape now is also being used widely to add a new dimension to research concerning the counseling process. However, Poling (1968) stated that little published research data is available pertaining to the use of video tape recordings in counselor education programs.

Hylberth (1962) reported that all but eight per cent of the counselor education programs surveyed in 1961 reported utilizing recorded interviews. In contrast, only twelve per cent reported utilizing closed circuit television. The reason given was the cost factor rather than superiority of either method.

Walz (1963), in studying video tape critiques of thirty NDEA counselor candidates interviewing two coached counselees, states that counselors expressed greater confidence in their interviewing and awareness of personal qualities with video tape as opposed to audio tape critiques. It offered strong stimulus for further self study of their interview performance.

Because client-counselor relationships are always interpersonal or social in nature, the counselor's behavior takes on singular significance as is recognized in the literature. His behavior becomes a fundamental expression of the counselor's personality.

Important characteristics of personality usually are not rapidly altered or changed in individuals, but counselors appear to be open to change as a result of experience. Snyder and Snyder (1961) state similar conclusions:

It seems to us that available research results are tending to indicate that therapists are people, rather than minor gods of some sort, and consequently that their behavior is subject to the same laws of learning as the rest of mankind.

The counselor's emotional maturity and sense of balance can be strained by anxiety and indecision. In order to avoid this anxiety the counselor may deviate towards manipulative techniques. Other studies (Russo, 1964; Walton, 1969) have found that openmindedness and not manipulation distinguished significantly between counselors rated most and least effective as measured by Kelz's (1966) Counselor Performance Rating Scale. Less manipulative individuals make better

counselors and have a positive view of themselves, others and the counselor role. They also identify with people, seeing themselves as adequate and self-revealing.

According to Rogers (1961) psychological maturity and well-being are essential for the establishment of an optimal helping relationship. Individual mental health necessitates awareness of one's interpersonal relations according to Sullivan (1947).

Self-understanding is generally recognized as essential to emotional security and psychological maturity. Arbuckle (1961) feels a counselor cannot function professionally unless he has emotional security and psychological maturity. Boy and Pine (1968) say the counselor and counselor-educator must acknowledge the impact of their own personal values on what they do if they are to come across as genuinely open persons in their interpersonal encounters. Unless the counselor is aware of his own values, how can he possibly be sensitive to the client's search for values and develop a viable sense of personal identity? McClelland and Sinaike (1950) and Winkler et al (1963) have demonstrated positive learning of this nature can take place in training.

The practicum experience involving counseling interviews has the potential of being a learning-changing encounter for the student counselor. Interview experience should help the counselor trainee gain a good understanding of his motives, himself, and a fuller understanding of his personality. The present investigation asks; can the counselor's personality

tendencies be determined by personality tests and the test results used to indicate effectiveness as a counselor?

The present investigator agrees with Truax and Carkhuff's (1967) conclusion that there are three central therapeutic ingredients in counseling. They summarize on page 25:

Despite the bewildering array of divergent theories and the difficulty in translating concepts from the language of one theory to that of another, several common threads weave their way through almost every major theory of psychotherapy and counseling, including the psychoanalytic, the client-centered, and behavioristic, and many of the more eclectic and derivative theories. In one way or another, all have emphasized the importance of the therapist's ability to be integrated, mature, genuine, authentic or congruent in his relationship to the patient. They have all stressed also the importance of the therapist's ability to provide a nonthreatening, trusting, safe or secure atmosphere by his acceptance, nonpossessive warmth, unconditional positive regard, or love. Finally, virtually all theories of psychotherapy emphasize that for the therapist to be helpful he must be accurately emphatic, be "with" the client, be understanding, or grasp the patient's meaning.

These three sets of characteristics can be termed empathy, respect and genuineness. Aspy (1970) says these three characteristics are the qualities of a constructive counseling relationship. The current investigator concurs with Aspy when he says all three are essential, but are insufficient when they occur by themselves. Further research is needed to substantiate this opinion.

Carkhuff (1967) has developed a scale to measure each of the characteristics. Donnan, Harlan and Thompson (1969) using the Sixteen Personality Factor Questionnaire found significant ($p < .05$) correlations between respect and extrovert personality factors, and between genuineness and

tenderminded, sensitive, calm personality factors. Empathy did not significantly relate to any personality factors.

The measure of how human beings relate to one another appears to be a means of identifying behavior tendencies that contribute to counselor-offered facilitative conditions. There appears to be little literature in the area of relating counselor altruistic, manipulative, introvert, or extrovert personality traits to the three variables of empathy, respect or genuineness.

Donnan (1969) suggests that there may be a statistically significant relationship between the three qualities of empathy, respect and genuineness and counselor personality traits on an introvert-extrovert, altruistic-manipulative continuum. The current investigator believes a significant contribution would be made to prospective counselors and counselor training institutions if such a relationship could be discovered.

Definition of Terms

In order to maintain consistency of understanding, certain concepts relevant to this investigation are operationally defined below.

Altruistic-manipulative

A continuum where tendencies towards altruism refer to the attention of one person being consciously and deliberately focused on helping another person obtain his self-selected objectives. Manipulative, the opposite direction of altruism, refers to one person attempting to influence or control

the behavior of others in order that his own particular goals are obtained rather than the goals of the other person or persons.

Coached Model Client

One client will be used for all interviews video taped in this study. The client will be trained to consistently present identical problems in the same manner to all student counselors, but will not be coached to give specific responses.

Empathy

The counselor's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings.

Genuineness

The counselor is himself while with the client rather than presenting a professional facade. His responses are sincere and express his real feelings or being.

Introversion-extroversion

A continuum where tendencies towards the introversion side refers to satisfaction in the inner life of thought and fancy, where interest tends to be directed inward. Extroversion, the opposite direction of introversion, refers to out-going, uninhibited and socially inclined tendencies.

Respect

The counselor warmly accepts the client's experience as a part of that person without imposing conditions of selection or evaluation. It involves a nonpossessive caring for the client as a separate person and a willingness to share equally his joys and aspirations or his depressions and failures.

Limitations

Students do not receive nor respond to training in the same manner. Because they decide to enter counselor training after different experiences and for different reasons, there is no way the background or experience the counselor trainees bring with them to the training situation can be accurately controlled. Therefore, generalizations of the findings of this study to other populations should be made with caution and only on assurance that critical characteristics are similar to those of the population under study.

Research in counselor training is limited to small samples by the nature of the training. Video taping costs and facility requirements also limit sample size.

Organization of the Remainder of the Thesis

This thesis will contain five chapters. Chapter I serves as a general introductory chapter. Chapter II contains a review of the literature related to the present investigation. The experimental design and a description of

methods and instruments used in the study are presented in Chapter III. An analysis and interpretation of the data are given in Chapter IV. Finally, Chapter V summarizes the entire study, presents findings of the study, gives conclusions drawn from the findings, makes recommendations in keeping with these conclusions, and suggests areas for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature reviewed in this chapter will be organized into three major divisions. The first division will cover Carkhuff's scales for measuring empathy, respect and genuineness. The recording of counseling interviews and the use of a model client will also be covered in the first division. Literature in the second division will examine counselor introversion-extroversion, and the third division will contain studies related to counselor altruistic-manipulative tendencies.

According to Truax and Carkhuff (1967), training programs for counselors place too much emphasis on the psychodynamics of the client. Most training programs neglect the actual interview behavior of the counselor. These authors say too often the counselor is left with many gaps in his training. Frequently, the beginning therapist still wonders what he should say, in short: how to relate when he encounters the real person, not the textbook client or patient. (Truax and Carkhuff, 1967).

Carkhuff's Scales, Recording of Interviews
and the Use of a Model Client

Carkhuff, Kratochvil and Friel (1968) found that counseling trainees in two clinical training programs moved in the direction of the level of functioning of their professors. This conclusion was suggested from the ratings of nine clinical professors of 54 taped interviews conducted by clinical and nonclinical trainees cast as counselors in a helping role. The raters used Carkhuff's method for assessing interpersonal processes. Pearson product-moment intrarater reliabilities on the counselor-offered dimensions ranged from .77 to .99. Interrater reliabilities ranged from .81 to .88.

Training did increase the trainees' ability to discriminate between levels of conditions offered by other counselors, but Carkhuff et al (1968) reported that:

In general, the results . . . failed to establish the efficacy of professional graduate training. On those dimensions related to constructive change there is, at best, no improvement; at worst, there are trends which suggest deterioration in the levels of trainee communication of facilitative conditions with graduate experience.

They go on to conclude:

The need to reexamine our graduate training programs is imperative. . . . enough at this point in time to ask whether the promulgators of the various programs could, from mixed and disguised counseling tapes discern beginning and advanced and clinical and nonclinical trainees on indexes which have been empirically related to constitute changes or gain.

The conclusion that counselor trainees move in the direction of the level of functioning of their trainers is supported by Pierce, Carkhuff and Berenson (1967). Their study

was designed to test the hypotheses that two groups of counselors-in-training would gain differently in their levels of functioning according to the level of functioning of their counselor trainers. Seventeen trainees were randomly assigned to two groups, eight to a high-level functioning counselor and nine to a moderate-level functioning counselor. The groups met for ten two-hour sessions. Using Carkhoff's scales for measuring interpersonal processes, objective ratings were made from audio tapes recorded before and after completion of training. The importance of the level of functioning of the trainer and the selection of high-level functioning counselor-trainees is implied by these studies.

The preceding studies used audio-tape recordings to record interviews for rater assessment on the Carkhoff scales. Roberts and Renzaglia (1965) investigated the influence of tape recording on counseling. They used eight graduate students in counseling practicum seeing two clients for three randomly assigned contacts: (1) with a tape recorder visible in the room; (2) with only a microphone visible in the room; (3) with the recording system hidden and unknown to participants. The presence or absence of recording equipment in the room made a difference for the participants. Clients were more apt to speak favorably about themselves with the tape recorder in full view than they did when they thought their sessions were not being recorded. Counselors trained to be client-centered were apt to be less client-centered when they were being recorded. Roberts and Renzaglia (1965)

conclude on page 15: "Perhaps they were freer to implement their learnings when the 'threat' of recording was removed." They felt that the experimental conditions apparently accounted for the differences found.

The evaluation of a student counselor's interview performance from audio tape is one of the principal methods of instruction utilized to improve counseling skill. Over the past few years the use of closed circuit television and video tape recordings has increased in counselor education. The results of the use of these instructional methods in counselor education have not yet been established by research.

Poling (1968) studied methods of video tape recording done in several different physical environments; however, he found the physical environment had little effect upon degree of effectiveness of the interview. He also found the use of video tape for recording interviews to be more threatening to student counselors than the traditional audio method of recording. He went on to conclude that it did not appear feasible nor desirable to use either video or audio tape recordings exclusively in practicum since each had distinct advantages and limitations.

As to the possible benefit of the addition of visual cues to counselor training, Poling (1968) said experienced counselor educators would agree that it is desirable to evaluate both verbal and non-verbal behavior of actual counseling sessions. Others may be permitted to observe fellow counselors, but unless the interviews are filmed or video taped,

counselors never have the opportunity to see themselves in counseling sessions. In the same study Poling (1968) on page 31 concludes, "VTRs of counseling interviews present many aspects of the interview to the counselors and supervisors that cannot be discerned through audio tape recordings." He goes on to conclude on page 33:

Even though the incorporation of VTR in a counselor education program poses some financial and technical problems, it is believed that the contribution of this media is well worth the attempt to surmount these obstacles. The use of video presentations for counselor education has great potentialities and can add much to counseling practicum experiences.

Shapiro (1968) in a study of visual and auditory cues in therapy found that auditory cues do not give an adequate sample of the total cues present in therapy. He concludes on page 237, "psychotherapy clients may be responding to a completely different complex of cues than that provided to judges researching psychotherapy." In fact, the audio and the video cues could tell two completely different stories. In another study, Shapiro (1968) found that silent video tapes can readily show therapist genuineness, empathy, warmth and client self exploration.

Nelson (1968) found greater change in student counselors using video recordings over those using audio recordings. The data were confounded by the fact the evaluating judges were aware of the pre-, post-training sequence of the counselors' taped interviews.

Video tape role playing in counselor education has been reported by Landsman and Lane (1963). They pointed out some unique advantages of video tape.

We have been considerably encouraged by the insights revealed by students in their discussion of the video tape playbacks. Not infrequently a significant exchange is seen to take place between counselor and client--an exchange which could be perceived only from the expressions or bodily movement. The resulting discussion leads to a deepened understanding of the fundamental processes with which we as counselor educators are concerned, rather than to a sterile and superficial attempt to define good and bad techniques as such.

Through viewing themselves in the role of a counselor, students can sharpen their skill in assessing their effectiveness in an interview situation.

Shapiro (1968) studied the perception of therapeutic conditions from different vantage points. Sixteen male and female speech clinicians were rated on degree of empathy, respect, genuineness, evaluation, potency, and activity by themselves, other clinicians, their professors and a standard interviewee. The judging groups could only reach reasonably high agreement on activity. Mean intercorrelations between groups were not significant, and one-way analysis of variance showed no significant differences between groups on levels of agreement. In discussing judges used to evaluate counselor conditions offered in the interview, Hansen (1968) supported by Truax (1966) states on page 246:

The amount of empirical data supporting objective rating stands in contrast to the little data supporting client perceptions. There is reason to believe that trained raters . . . will discriminate more "accurately" than clients . . . , in assessing the counselor's level of functioning, they may be less "involved" than the clients and thus better able to make accurate discriminations in the immediate counseling situation.

Two additional studies, Truax (1966) and Hansen, Moore and Carkhuff (1968), support the conclusion that client perceptions of counselor-offered conditions tend to be less predictive of outcome than rater's judgments from tape recordings of interviews. Thus the effect of empathy, respect and genuineness is relatively independent of the client's reported perceptions of them. It could be that inherent in the very difficulties that brought many clients to counseling initially is an inability to make effective interpersonal discriminations.

Shapiro (1968) discussed the standard interview where a number of counselors interview the same individual. The level of conditions offered by the counselors were measured according to their behavior with the standard interviewee. Referring to the studies by Berenson, Carkhuff and Myrus (1965) and Pierce, Carkhuff and Berenson (1967) Shapiro said (1968):

. . . Implications have been drawn from these studies in which it was presumed that standard interviews are a reasonable estimate of the general level of counselor behavior, and analysis by objective third persons of audio tapes made of these and other interviews supported these findings. . . . findings dealing with the behavior of a counselor in a standardized interview might not be immediately generalizable to the same counselor in other than an interview situation.

Roard (1969) concludes on page 295:

There is a difference in response patterns between role-playing interviews and actual interviews; however the differences are not of the type or magnitude that the use of role-playing is contraindicated in training or research.

Whiteley and Jakubowski (1969) suggest that a researcher should take into consideration the different client behaviors that are presented to counselors. Research by Zegers (1963) and Russel and Peters (1963) suggest that the client himself may influence the counselor's behavior. If the goal is to analyze counselor's behaviors, it is essential that the client's behavior be consistent across interviews. The coached model client is an intermediate step between complete control of the counseling situation and no control at all (1969).

Counselor personality and level of functioning has been approached from several directions. Foulds (1969) determined personality correlates of ability to communicate facilitative conditions during counseling using the Personal Orientation Inventory (a measure of self-actualization), hereafter referred to as the POI. Three sets of two judges each rated from taped interviews the levels of empathy, respect, and genuineness provided by 30 counselor trainees to clients during a practicum experience, and these scores were then related to scores on 12 scales of the POI.

They found the ability of counselors to communicate empathy seems to be related to the following personality characteristics which the POI purports to assess: (a) the feelings or attitudes of personal freedom or independence and internal direction based upon inner motivations rather than upon external expectations and influences; (b) affirmation of the values associated with self-actualization and growth rather than conformity; (c) flexibility in the application of

values rather than compulsivity or dogmatism; (d) awareness of and sensitivity to one's own needs and feelings rather than estrangement from one's inner world of experience; (e) the ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression; (f) the ability to develop intimate and meaningful relationships with other human beings which are unencumbered by expectations and obligations, to contact the authentic "being" of another person, to invite intense involvement in human encounters, to enter in communion with another human being.

The ability to communicate genuineness appears to be related to the six personality variables described above, plus the following characteristics which the Personality Inventory purports to assess: (a) the ability to be open and disclosing, to express feelings in spontaneous action; (b) the ability to like one's self because of one's strength as a person, as opposed to feelings of low self-worth; (c) acceptance of one's weakness or deficiencies rather than inability to accept one's weaknesses; (d) the ability to be synergistic, to transcend dichotomies, to see opposites of life as meaningfully related.

The following Pearson product-moment interjudge reliabilities were established at the end of a training program for the judges in the use of the research scales, and prior to the rating of the data samples: empathy .94; respect .80; genuineness .88. Interjudge reliabilities of the six judges

independent ratings of the data samples were: empathy .57; respect .48; genuineness .72.

No POI scales were significantly related to ability to communicate respect at the .05 level of significance. One interpretation of this finding was that persons who perceive themselves as "helping" persons and plan to enter a helping profession, like counseling generally value highly human life and the dignity and worth of human beings. Therefore, this self-selection process tends to result in a relatively homogeneous group with respect to the facilitative attitude of respect for clients. There may be no relationship, however, between an attitude of respect for other persons and one's own level of genuineness or ability to communicate empathic understanding of others.

Foulds (1969) concluded that additional research was needed to increase confidence in his findings by repeating the study, to determine if the personality characteristics are related to actual counseling outcome, and to ascertain if the findings hold for experienced counselors as well as beginning counselors.

Measured counselor personality factors and level of functioning as judged by counselees were studied by Donnan, Harlan and Thompson (1969). The Sixteen Personality Factor Questionnaire was administered to 22 counselors who counseled with 880 prospective college freshmen. Subsequent to three counseling sessions, each counselee rated his counselor on the Relationship Inventory. The Relationship Inventory was

adapted from the same basic sources as Carkhuff's scales. Significant ($p < .05$) correlations of moderate magnitude were found between four of the personality factors and the relationship variables of respect, genuineness and trust.

The authors generalized from their data that the counselor who was outgoing, warmhearted, and easy-going was more likely to be perceived as offering a higher degree of respect. The counselor who was venturesome, uninhibited and spontaneous was likely to behave in a way perceived as more trustworthy. The counselor who was tender-minded and sensitive was more likely to be more genuine as perceived by clients. However, counselors with higher scores on the mature, calm factor were less likely to be rated as genuine.

Counselors rated high on genuineness were more experimental, critical, analytical, resourceful and self-sufficient. The high-functioning, empathic, understanding group was more venturesome, socially bold, uninhibited and spontaneous. The counselor group rated high on trust was more conscientious. Conversely, the low-trust group was relatively apprehensive, worrying, depressive, and troubled.

The Sixteen Personality Factor Questionnaire scores were effective in discriminating between counselors rated as high and low in each of the Relationship Inventory variables. Only one counselor in the total of 22 was misplaced when compared to a dichotomous classification based on counselee ratings in each of the four dimensions: respect, genuineness, empathy and trust. They concluded the Sixteen Personality

Factor Questionnaire seemed to have value in identifying and perhaps predicting counselor levels of functioning.

Gladstein (1970) asks the question, "Is empathy important in counseling?" He concludes that research does not support conclusively the belief that empathy is essential in counseling. He believes that it is not very important in counseling dealing with developmental concerns, and that the place given to empathy in school counseling needs to be reappraised.

Counselor Introvert-Extrovert Tendencies

Contrary to common belief, introversion and extroversion as popular terms did not originate with Carl Jung (1923); nevertheless, much of their current usage can be attributed to him. Eysenck (1965), for example, notes that the terms were in use prior to Jung's book on psychological types. Although Eysenck derived much of his theory of introversion-extroversion from Jung, he was also influenced by Hull (1952) and Pavlov (1927). Much of Eysenck's approach to personality was derived through factor analytic techniques and criterion analysis (Eysenck, 1952). As a consequence, Eysenck has stimulated research in learning, motivation, perception, and motor behavior based on his personality theory of introversion-extroversion (1947, 1952, 1957, 1960).

Combs and Soper (1963) studied the reactions of 29 counselor trainees to human relationship incidents. Moderately high positive relationships (.40 to .65, $p < .01$) were

found between 12 characteristic ways of perception and effectiveness as a counselor as rated by the fourteen faculty members who taught and supervised them. The effective counselor tended to be sensitive to and concerned with how things looked to others; he was oriented to people rather than things, perceived others as able rather than unable, dependable rather than undependable, friendly rather than unfriendly, worthy rather than unworthy; he perceived himself as being identified with people rather than apart from people, as personally adequate rather than wanting, and as self-revealing rather than self-concealing; he perceived his purposes as freeing rather than controlling, altruism rather than narcissism, and concerned with larger rather than smaller meanings.

Shapiro and Alexander (1969) studied the relationship of affiliation, anxiety and personality constructs of extroversion-introversion. The Myers-Briggs Type Indicator and card 3 BM of the TAT were used with 130 subjects. Anxiety was induced by the threat of a series of painful electrical shocks lasting about one minute. Affiliation was defined as a preference for the company of others.

The results demonstrated that when a person is anxious, his being an extrovert or an introvert will predict his desire for affiliation, while when he is less anxious there is no difference in affiliation desires. In a high-anxiety condition, it was found there was a linear relationship between extroversion-introversion and affiliation such that the

less the degree of introversion and the more the degree of extroversion the greater the degree of affiliative tendency. When anxious, an introvert tends to prefer solitude. In a low-anxiety condition no linear relationship was found.

In conclusion, the authors generalized that in terms of relations to other people extroversion-introversion is manifest as a difference in the use of people. An extrovert needs the environment for the meaning, values, and standards which he finds there, and towards which he orients himself. An introvert uses the environment as a primary source of stimulation of his own thoughts and feelings. An introvert, diverted from taking away from his environment self-stimulating material, turns to his own subjective standards for evaluation of his emotion. This is manifest in his preference for being alone in high-anxiety conditions. Extroverts, since they are dependent on others as the standards of evaluation, seek an "objective" comparison and express a strong preference for others in a high-anxiety condition.

Historically, investigations have attempted to demonstrate the various relationships among extroversion, manifest anxiety, and neuroticism (e.g., Bendig, 1957; Eysenck, 1952, 1957, 1965; Golin, Herron, Lakota, and Reineck, 1967; Sherrill, Salisbury, Friedman, and Horowitz, 1968; Sherrill, and Salisbury, 1971). Significant correlations have been reported by these researchers. There has been little research reported investigating counselor introversion-extroversion personality traits and their relationship to therapeutic

variables of empathy, respect, and genuineness. The lack of relevant information pertaining to these counselor characteristics indicates a real need for additional research.

Counselor Altruistic-Manipulative Tendencies

The measurement of how human beings relate to one another appears to be a means of identifying behavioral tendencies that contribute to counselor-offered facilitative conditions. Dispenzieri and Balinsky (1963) sought to find out if students with high authoritarian attitudes would have greater difficulty in acquiring interviewing skills via lecture or role-playing methods than students with low authoritarian attitudes. He found no relationship between the two and his hypothesis was not substantiated.

Alcorn and Erb (1967) administered the Interpersonal Orientation Scale by mail to 53 public school administrators, 50 public school teachers, and 52 public school counselors. Using intergroup analyses of variance and t values for differences between means, he found counselors more altruistic than either teachers or administrators. Administrators and teachers preferred higher levels of manipulative techniques than did counselors. Sex differences were not significant for counselors.

Bost (1968) used the Interpersonal Orientation Scale to determine if, after their first year of experience, there are changes in the preferred ways in which counselors relate to others in interpersonal situations on an altruistic-

manipulative basis. His findings were that with experience counselors are susceptible to psychological change.

Anderson (1968) used the Interpersonal Orientation Scale and four other instruments to compare changes in attitudes, personality and effectiveness of counselor trainees in counseling practicums. Recommendations from the study include using 12 week instead of 6 week summer practicums, providing for closer supervision, and limiting counselor practicum size.

Summary

The reviewed literature has pointed out the current uses of Carkhuff's scales to measure counselors' facilitative levels in interview settings. Counselors functioning at highly facilitative levels gain the most from trainers functioning at high-levels of these dimensions. On the other hand, low-level entering trainees neither gain much with high-level trainers nor lose much with low-level trainers (Carkhuff, 1968).

The use of coached model clients in standard interviews were found to be a reasonable estimate of the general level of counselor behavior. Video tape recordings of interview settings were found to contribute significantly to counselor education.

A few studies have been done seeking to find relationships between measurable personality characteristics of counselors and levels of counselor offered facilitative

conditions. The results of these studies indicate a relationship exists. Research in the area of counselor personality characteristics has been limited and the need for additional research in this area is evident.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The purpose of this chapter is to provide a statement of the problem and hypotheses of this investigation as well as a description of the procedures used. The selection and preparation of the counselor trainees, model client and judges, the instruments employed, and the statistical treatment applied to the data are discussed.

Statement of the Problem

The present investigation represents an attempt to contribute basic information concerning selective personality characteristics of beginning counselors. Therefore, the problem of this investigation is to determine the relationship between introvert-extrovert and altruistic-manipulative characteristics in beginning counselors and the therapeutic variables of empathy, respect and genuineness.

Hypotheses

- H₁ There is no significant relationship between ratings of the counselor on measures of empathy, respect and

genuineness, and the counselor's score on a measure of introversion-extroversion.

H₂ There is no significant relationship between ratings of the counselor on measures of empathy, respect and genuineness, and the counselor's score on a measure of altruism-manipulation.

Procedure

This research study was designed to investigate the relationship between the therapeutic variables of empathy, respect and genuineness offered by the counselor in counseling interviews and the counselor's score on measures of extrovert-introvert and altruistic-manipulative tendencies. After completion of the two instruments to measure these tendencies the counselor trainees conducted an interview with a model client. The interviews were recorded on video tape through one-way glass in the private counseling rooms of the Psychological Guidance Center at Oklahoma State University. A group of seven judges using Carkhuff's three scales rated the counseling performance of each of the student counselors participating in the study. Analysis was made for the degree of relationship between the respective test results and the judges ratings. The results of the analysis are presented in Chapter IV.

Selection of Instruments

After reviewing the instruments used in the literature the following instruments were chosen as the best to use in

this study to evaluate the selected counselor characteristics. The Alcorn-Erb Interpersonal Orientation Scale, hereafter referred to as the IOS, and the Maudsley Personality Inventory, hereafter referred to as the MPI, and Robert Carkhuff's three scales for measurement of interpersonal processes were used.

Interpersonal Orientation Scale

Adams (1964) suggested that research indicates that interpersonal behavior, "can be meaningfully categorized within one systematic frame of reference." The IOS, in describing preferred tendencies in interpersonal relationships, samples behavior which reflects an individual's altruistic-manipulative central characteristics (see Appendix A).

The IOS assesses one's general orientation to interpersonal relations on an altruistic-manipulative axis. There are fifty-two alternate choices of action in interpersonal situations each having an altruistic and a manipulative response. Altruistic responses are scored as "right" answers; if all responses are "right" the subject will score 52 on the General Orientation subscale. In other words, the higher the score the higher the degree of altruism and conversely, the lower the score the less the orientation toward altruism. A score of 26 represents a balance in interpersonal relationships; i.e., neither altruistic nor manipulative in tendency (Alcorn, 1965). The scores for altruism and manipulation are represented on the continuum below:

Manipulation					Neutral				Altruism				
0	4	8	12	16	20	24	28	32	36	40	44	48	52

IOS reliability coefficients were established by the split-half method, using 200 undergraduate students in the School of Education at East Texas State University (Alcorn, 1965, 1967). These are listed in Table I.

TABLE I
RELIABILITY COEFFICIENTS ALCORN-ERB
INTERPERSONAL ORIENTATION SCALE

Subscale	Number of Items	Half-Test Reliability	Full-Test Reliability
General Orientations	52	.77	.87

Maudsley Personality Inventory

The MPI has one form for adults and college students. The inventory was developed in 1962 by the factor analytic method. Two relatively independent factors, neuroticism and introversion-extroversion are measured by the MPI. Neuroticism refers to general emotional instability, emotional over-responsiveness, and predisposition to neurotic breakdown under stress. Extroversion refers to outgoing, uninhibited and sociable inclination.

The 48 item instrument is a self-administered, trichotomous response questionnaire to which the subject reacts by indicating his answer as "true," "false," and "?".

Administration takes less than fifteen minutes, and scoring is performed by placing a stencil over the completed questionnaire. In scoring the MPI, two points are given for the keyed responses. Essentially this indicates that the possible range is from 0 to 48 points. One point is given for the "?" responses. There is a great deal of normative data for college students (percentiles and stanines based on 1,064 university undergraduates). Means and standard deviations are presented for 32 different groups totaling over 7,000 subjects (Eysenck, 1960).

Split-half and Kuder-Richardson estimates of item inter-correlations for each scale are between .75 and .90 in various samples. Test-retest reliabilities range from .70 to .90. The reliabilities of the MPI are among the highest to be found for personality inventories with the majority above .80 (Eysenck, 1960).

S. C. B. Eysenck (1960) had judges identify people whom they considered to be extreme extroverts. Members of a university psychology department acted as judges. They were instructed to nominate friends and acquaintances whose behavior seemed to be outstandingly high or low with respect to extroversion.

The identified groups were administered the MPI, and the mean extrovert scores for those nominated as being most extroverted were 18 points higher than those nominated most introverted. The validity for the MPI in discriminating between groups reached a significance level beyond .001. The

MPI has been demonstrated to correlate highly (r 's ranged from .65 to .79) with other scales purporting to measure the same dimension.

The method of developing the MPI was factor analytic, and standardization is presented for various occupations as well as nationalities. Standardization data for the MPI are presented in the test manual. Representative of the standardization for the scale (which measures introversion as well as extroversion) are the following: American University Students' norm group, mean 28.7, SD 8.18; and English University Students' 25.2, SD 10.2. The extroversion scale has been found to have negligible correlations with non-personality factors such as sex, age, and intelligence (Eysenck, 1960).

From the above, it seems reasonable to use the MPI scale with some degree of assurance that it is a relatively reliable and valid instrument for discriminating between introverts and extroverts (see Appendix B).

Robert Carkhuff's Three Scales for Measurement of Inter- personal Processes

The three scales will be discussed jointly with separate reliabilities mentioned. The three scales are: the Empathic Understanding in Interpersonal Processes, hereafter referred to as E, The Communication of Respect in Interpersonal Processes, hereafter referred to as R, and Facilitative Genuineness in Interpersonal Processes, hereafter referred to as G.

The scales purport to measure how the counselor identifies with the feelings of the client. Each scale consists

of five levels to be used in evaluating the degree of empathy, respect, or genuineness offered in interpersonal relationships. The range is from 1, the lowest score, to 5, the highest score.

The empathy scale attempts to evaluate the level to which a counselor communicates back to the client the client's feelings. At level one, the lowest level, the counselor communicates no awareness of even the most obvious, expressed surface feelings of the client. At level five the counselor responds with accuracy to all of the client's deeper as well as surface feelings.

The respect scale purports to evaluate the counselor's attitude of respect for the client's worth as a person and his ability to act as a free individual to meet his needs. At level one the counselor communicates to the client that his feelings and experiences are not worthy of consideration or that he is not capable of acting constructively to help himself. At level five the counselor cares very deeply for the human potentials of the client.

Genuineness is the counselor's ability to be freely and deeply himself in a non-exploitative relationship with the client. At level one the counselor is defensive of his interaction with the client. The counselor cannot express his inner feelings to the client. At level five the counselor is completely spontaneous in his interaction and can be freely himself.

See Appendix C for amplification of the five levels for each scale.

The scales' reliability was assessed by correlating different raters' ratings on the scales for the same samples of therapeutic transactions. Correlations for twenty-eight studies involving a variety of therapist and patient populations ranged from .43 to .95 for the E scale, .48 to .91 for the R scale and .25 to .95 for the G scale. A moderate to high degree of reliability is obtained with the scales whether measurement is of counseling or therapy, group or individual.

Validity for the scales is based upon client therapeutic outcomes. The author claims face validity and then refers to a series of studies on therapeutic outcomes utilizing the three scales. The scales are significantly related to a variety of positive client therapeutic outcomes. Truax and Carkhoff (1967) in analyzing some 35 studies using the scales state on page 128, ". . . virtually all differences that reached statistical significance showed the superiority of high therapeutic conditions over low (or control) conditions." The analysis also indicated that the direction of the growing evidence tends to become stronger; later studies cross-validating and testing earlier studies show increasing support for the therapeutic importance of empathy, respect and genuineness.

From the above, it seems reasonable to use the Carkhoff scales with some degree of assurance that they are relatively

reliable and valid instruments for discriminating between various levels of empathy, respect and genuiness (see Appendix C).

Selection of Subjects

The subjects for the study were graduate students enrolled in resident classes in counselor education during the fall semester of 1970. Each student had met the specific requirements for admission to, and were enrolled in, the counselor training program at Oklahoma State University. No subject was beyond the master's level.

The purpose of the research was presented to four classes in counselor education and students were asked to participate on a voluntary basis. Twenty-seven student counselors volunteered to participate in the study. Eight additional students in the counselor education program agreed to participate in the study as a result of personal contact by the investigator. The total group of thirty-five subjects was composed of twenty-two males and thirteen females. Twenty-eight subjects were at the beginning of the counselor education program and seven subjects were about to complete the program. All counselor trainees lacked experience as counselors in counseling centers.

Their ages ranged from 21-42 years. Twenty-two were under 30 years old; fourteen were between 21-25 years old; eight were between 26-28 years old. Nine were in their thirties and four in their early forties.

Selection and Training of the Client

One of the most important factors in the study was the selection of one individual to play the role of the model client in the thirty-five interviews recorded during the study. Many of the variables introduced by client behavior and personality were held constant in the interviews by using a coached model client playing a prescribed and consistent role (Nelson, 1968).

The client role selected for the interviews was study procrastination. Procrastination was selected as the basic problem because the model client worked through this problem with the investigator two years prior to the study. In each interview, the client presented the procrastination problem as he understood it two years earlier; but in discussing his living situation he used his current housing environment. He was instructed to attempt to present the situation in the same manner to each student counselor, but was not instructed to make specific responses. No attempt was made to create unnatural situations for the counselor trainee and the model client was instructed to react honestly to counselor responses.

Training sessions with the client were conducted before the commencement of the study. A video tape replay of the interviews was evaluated to indicate whether or not the client was consistent and realistic in the role presented. Each of the seven judges considered the client highly consistent in the training interviews. Additional evaluations of client

consistency took place after nine interviews, after 25 interviews and at the completion of the video tape recordings. The client was considered consistent, in the opinions of the judges, throughout the interviewing process.

The only change noted was the client's ability to quickly and precisely summarize the prevailing need for the counselor at the beginning of the interview.

Selection and Preparation of Judges

The seven judges selected for this study were advanced doctoral students with experience in counseling. The judges were instructed as a group to make their ratings in accordance with the instructions given for the Carkhuff's scales. The judges participated in three training sessions where they viewed taped interviews. They evaluated and then discussed their evaluations of each interview.

Interjudge reliability was tested by Scott's Coefficient. Scott's method is unaffected by low frequencies, can be adapted to percent figures, and is more sensitive at higher levels of reliability. Scott calls his coefficient "pi" and it is determined by the formulae below:

$$\text{Formula 1. } \pi = \frac{P_o - P_e}{1 - P_e}$$

P_o is the proportion of agreement between observations made of the same counselor by different observers and P_e is the proportion of agreement expected by chance which is found

by squaring the proportion of tallies in each category and summing these over all categories.

$$\text{Formula 2. } P_e = \sum_{i=1}^k P_i^2$$

In formula two, there are k categories and P_i is the proportion of tallies falling into each category. Π , in formula one, can be expressed in words as the amount that two observers exceed chance agreement divided by the amount that perfect agreement exceeds chance (Flanders, 1967).

Collection of Data

The data concerning the subjects' altruistic-manipulative tendencies were scores obtained from the Interpersonal Orientation Scale; and the subjects' introvert-extrovert tendencies were scores obtained from the Maudsley Personality Inventory. The ratings of seven judges on Robert Carkhuff's three scales for measurement of interpersonal processes comprised the data concerning the actual interview performance of the student counselors.

Administration of Tests

The Interpersonal Orientation Scale and Maudsley Personality Inventory were administered to the students individually at their convenience. Subjects were guaranteed that no one would see the results of the tests associated with their name except the investigator.

Before the administration of the Interpersonal Orientation Scale and Maudsley Personality Inventory the students were informed that following the tests they would make one video tape. They were told that the study was being conducted for a doctoral thesis. Following the completion of the two instruments, each student conducted an interview with the coached model client. The test results were available to each student and the tapes made available for personal observation.

Preparation of the Video Tapes

The actual taping of the thirty-five interviews took place as the interviews were being conducted in the private counseling rooms of the Psychological Guidance Center at Oklahoma State University. The furnishings of the room were arranged to simulate a counselor's office; the door to the office was closed during the recording. The VTR equipment was located in an adjoining room and VTR recordings were made through one way glass.

The schedules for taping followed in the study were arranged so that the model client would not become tired of modeling and thus influence the model client's ability to present problem situations consistently.

The total recording time of the series of interviews was nine hours. The recording sessions were spread over a period of twenty days; each interview was approximately fifteen minutes in length. After each recording, counselor trainees were asked not to discuss the nature of the interview with

anyone until all student trainees had completed their counseling interview recording. No student trainee was allowed to observe other trainees in the actual counseling session.

Judges' Ratings of the Video Tapes

The data from the video tape recordings was obtained from the ratings of seven judges on Carkhuff's three instruments: the Empathic Understanding in Interpersonal Processes scale; the Facilitative Genuineness in Interpersonal Processes scale; and The Communication of Respect in Interpersonal Processes scale.

The judges evaluated counselor interview performance utilizing the Carkhuff instruments. Each judge made his ratings independently while viewing as a group the interview playbacks. Evaluation of each interview was completed before viewing the next interviews. In order that the judges would not become tired of evaluating, the periods lasted no longer than one and one-half hours and were separated by at least four days. The playback was on a television monitor located in a private room to eliminate disturbance or other influences. The atmosphere, seating and viewing conditions were comfortable.

Treatment of the Data

The hypotheses concerning the relationship between the counselor's tendencies on the introvert-extrovert continuum

and the altruistic-manipulative continuum were tested by the use of Pearson's Product-Moment Correlation. The significance of the resulting correlations were tested by the Z test. If group differences were significant at or beyond the .05 level of confidence, the corresponding hypothesis was rejected.

Multiple correlation: three variables were used to test for interactive affects between the introvert-extrovert continuum and altruistic-manipulative continuum on each of the Carkhuff scale scores. The .05 level of confidence was used as the base to determine significance. (Bruning and Kintz, 1968).

Summary

Chapter three has reported on the selection and preparation of the counselor trainees, model client and judges, the procedures used in the study, the instruments employed and the analysis to be applied to the data.

A detailed account of the statistical treatment of the data along with an analysis of the results of the study is presented in Chapter IV.

CHAPTER IV

RESULTS

Introduction

The results of this study were analyzed according to the procedures outlined in Chapter III. This chapter will present the results in tables and will discuss these results as they relate to the hypotheses.

In discussing the Carkhuff scales, it was necessary first to determine if the judges' evaluations using these scales were consistent. If the judges' consistency was low, a question could be raised as to their judgments being based upon the same criteria. It was also necessary to determine if the judges could clearly distinguish between the different therapeutic variables of empathy, respect and genuineness. After discussing consistency, the results of the Carkhuff scales were examined.

Following the discussion of the judges' evaluations the MPI and IOS instruments will be examined, and finally the relationship of the results of the scales and instruments will be developed. The final section of this chapter will present a summary of the results.

Analysis of Judges' Ratings

One of the major assumptions of this study was that a panel of judges could provide the best measure of student counselor effectiveness. It was also assumed that each judge could differentiate different levels of the therapeutic variables of empathy, respect and genuineness and that there would be considerable agreement among the judges. If this interjudge agreement was not established, the data concerning the interview behavior of the student counselors would be of questionable value.

In essence, the judges were asked to rate the student counselors from one to five on the three rating scales. The numerical score assigned to each counselor provided the basis for analysis.

Interjudge Reliability

The degree of agreement among the judges was established by Scott's Coefficient. Table II focuses upon the reliability coefficients. In the three areas of evaluation the coefficients for all judging sessions were at least .62: empathy .62, respect .63, genuineness .62. The judges' consistency was also tested following each of the four judging sessions. Empathy ranged from .50 to .78; respect ranged from .53 to .71; genuineness ranged from .55 to .78. The highest coefficients for each area was obtained from the final judging session. This appears to indicate an increase in agreement between the judges as the investigation progressed and the judges gained experience.

TABLE II
SUMMARY TABLE FOR RELIABILITY OF JUDGES

	Scott's Coefficient	
	Range of Individual Sessions	Total Sample
Empathy	.50 - .78	0.62
Respect	.53 - .71	0.63
Genuineness	.55 - .78	0.62

Truax and Carkhuff (1967) report the reliabilities obtained on various studies using the Carkhuff scales. The median Pearson reliability for ten studies reporting results for E was .69. In nine studies evaluating R the median reliability was .55; and in five studies evaluating G the median reliability was .45. They concluded that moderate to high reliabilities had been obtained.

Comparing the agreement among judges in this investigation and those reported by Truax and Carkhuff (1967) allows for the assumption that the ratings were reliable.

Carkhuff's Scales

It was concluded above that the judges ratings were reliable. However, it should be pointed out that these results do not indicate that the ratings were correct or even objective. All that can be implied is that the agreement among the judges was moderate and that they were able to agree in their differentiations of different levels of

therapeutic variables offered by the student counselors in the recorded interviews.

It is important to know the degree of agreement among the judges on each of the Carkhuff scales. Also, the relationship of the ratings on each scale to the other two scales is helpful in evaluating and interpreting the results of the investigation. Could the judges differentiate among the three variables? The scales and descriptions of the various levels that were used by the judges are presented in Appendix C.

Table III presents the ranges, means, standard deviations and intercorrelation of the judges' ratings of the counselor offered therapeutic variables. The dispersion for E (.69) was smaller than that of either R (.87) or G (.99). The maximum range for R and G was identical (1-4), and smaller for E (1-3). Means were almost identical for the three variables.

TABLE III
RANGES, MEANS, STANDARD DEVIATIONS AND
INTERCORRELATION OF THERAPEUTIC
VARIABLES OFFERED BY
THE COUNSELOR

	Range	Mean	SD	Empathy	Respect
Empathy	1-3	2.0	.69	--	--
Respect	1-4	2.0	.87	.98*	--
Genuineness	1-4	2.18	.99	.87*	.82*

*p < .001

The intercorrelation of the E to R ratings (.98) was highly significant ($p < .001$). This appears to indicate that when one offers high levels of one variable in interpersonal relationships, he also offers high levels of the other variable, and conversely when a counselor offers low levels of one he offers low levels of the other. Or, it could mean that the judges did not differentiate among the three variables--that when a judge rated the counselor high, his rating was reflected in all three traits.

The correlation of E to G (.87) and R to G (.82) appears not as great, yet remained highly significant ($p < .001$). These very high correlations indicate that genuineness is on a level with empathy and respect. It appears one cannot have high levels of one without high levels of the other two. This is what Aspy (1970) indicated when he concluded that the variables were not singular. The levels of empathy, respect and genuineness offered by the counselors, as rated by the judges, were generally consistent. The judges exact evaluations of each counselor are presented in Appendix D.

Maudsley Personality Inventory and Interpersonal Orientation Scale

The MPI and IOS instruments were administered to each student counselor participating in this investigation. The ranges, means and standard deviations are presented in Table IV. The subject's scores on the MPI had a mean of 29.91 with a standard deviation of 6.75 which closely compares to the

normative mean (28.7) and standard deviation (8.18) established for American university students. Thus, the counselor trainees do not appear to be either more extroverted or more introverted than the average American university student.

TABLE IV
RANGE, MEANS AND STANDARD DEVIATIONS OF
INTROVERT-EXTROVERT MPI SCORES AND
ALTRUISTIC-MANIPULATIVE
IOS SCORES

	Range	Mean	SD
<u>MPI</u>	12-40	29.91	6.75
<u>IOS</u>	26-50	35.6	6.83

The IOS states a score of 26 is a balance between altruism and manipulativeness. The subjects mean score on the IOS was 35.6 with a standard deviation of 6.83. A t-test of the difference between a balance score of 26 and the sample mean (35.6) yielded highly significant results ($p < .001$). The counselor mean (35.6) appears to be in the altruism range for the instrument (see Table I).

The high scores could indicate a highly sophisticated population knowledgeable of how to respond to instruments for measuring personality. There were no counselor scores in the manipulative range. This sophisticated population is likely to produce a restricted range. A restricted range has significant bearing on the interpretation of correlation

ratios. The size of the ratio is greatly dependent upon the variability of measured values in the correlated sample. The greater the variability, the higher will be the correlation, everything else being equal. Guilford (1956) says on page 319 the coefficient ". . . in the restricted group is almost invariably smaller than what it would be in an unrestricted group."

Counselor's raw scores on the MPI and IOS are presented in Appendix D.

An intercorrelation of the MPI scores and the IOS scores are presented in Table V. The intercorrelation results were not significant.

TABLE V
INTERCORRELATION OF INTROVERT-EXTROVERT
MPI SCORES AND ALTRUISTIC-
MANIPULATIVE IOS SCORES

	<u>MPI</u>	P
<u>IOS</u>	-0.05	> .05 NS

The Pearson Product-Moment Correlation assumes a linear relationship. A non-linear relationship would yield nonsignificant intercorrelation ratios.

A scatterplot of the MPI to IOS scores appeared to indicate a nonlinear relationship. Testing for curvilinearity was made by computing the Eta coefficient (Downie and Heath, 1959). The F-ratio (.12) was not significant ($p < .05$).

This appears to exclude the possibility of a curvilinear relationship.

The lack of a relationship between the scores on the MPI and IOS instruments appears to indicate that tendencies towards altruism (the lowest IOS score was 26--the score indicating a balance between altruism and manipulation) are not related to tendencies towards introversion or extroversion. Either extroversion or introversion can be related to altruism. Nothing can be said about manipulation as related to the MPI scores because no IOS scores were in the manipulative range.

Hypotheses Tested

Hypothesis I

Pearson's Product-moment Correlation (Bruning and Kintz, 1968) was used to test the first null hypothesis which states: there is no significant relationship between ratings of the counselor on measures of empathy, respect and genuineness, and the counselor's score on a measure of introversion-extroversion (MPI). Table VI shows that the correlation results were not significant for each of the three relationships tested. Therefore, hypothesis I must be accepted.

It appears, from the data, that there is no relationship between a counselor having introvert or extrovert tendencies as measured by the MPI and ability to communicate (in initial counseling interviews) the therapeutic variable of empathy,

TABLE VI
INTERCORRELATION BETWEEN THERAPEUTIC VARIABLES
OFFERED BY THE COUNSELOR AND INTROVERT-
EXTROVERT MPI SCORES

	<u>MPI</u>	P
Empathy	.26	> .05 NS
Respect	.16	> .05 NS
Genuineness	.14	> .05 NS

respect and genuineness as rated by a panel of judges on the Carkhuff scales. A counselor with extrovert tendencies may communicate therapeutic variables as effectively or ineffectively as a counselor with introvert tendencies. The level of therapeutic variables offered by counselor trainees depends upon the individual counselor.

The Pearson Product-moment Correlation assumes a linear relationship. The existence of a non-linear relationship could explain the lack of significant intercorrelation ratios. A scatterplot of the counselor's MPI scores to E, R and G ratings suggested a deviation from linearity. Eta (Downie and Heath, 1959), a test for curvilinear relationship, yielded nonsignificance for each counselor offered therapeutic variable (E = .22; R = .30; G = .17).

The test for curvilinearity gives support to the above mentioned finding that no significant relationship was found between scores on the MPI, a measure of introversion-extroversion, and judges ratings of levels of therapeutic variables offered by counselor trainees in initial interviews.

Hypothesis II,

Pearson's Product-moment Correlation (Bruning and Kintz, 1968) was used to test the second null hypothesis which

states: there is no significant relationship between ratings of the counselor on measures of empathy, respect and genuineness, and the counselor's score on a measure of altruism-manipulation (IOS). Table VII shows that the correlation results were nonsignificant for each of the three relationships tested.

TABLE VII
INTERCORRELATION BETWEEN THERAPEUTIC VARIABLES
OFFERED BY THE COUNSELOR AND ALTRUISTIC-
MANIPULATIVE IOS SCORES

	<u>IOS</u>	P
Empathy	.15	> .05 NS
Respect	.10	> .05 NS
Genuineness	.22	> .05 NS

These results must take into consideration the possibility of a restricted range discussed earlier on page 49. Restricted range may be a factor in the lack of a significant relationship between these variables. No score on the IOS was below the normative balance score of 26. The data results obtained in this investigation did not reach significance at the required level of confidence, and the null hypothesis was accepted. This indicates that no relationship exists between tendencies towards altruism or manipulation and levels of empathy, respect or genuineness offered by counselor trainees in initial interviews.

The Pearson Product-moment Correlation assumes a linear relationship. A non-linear relationship would yield non-significant intercorrelation ratios. A test for a curvilinear relationship (Eta) resulted in nonsignificance for each variable (E = .20; R = .24; G = .30).

The test for curvilinearity gives support to the conclusion that no significant relationship was found between scores on the IOS, a measure of altruism-manipulation, and judges' ratings of levels of therapeutic variables offered by counselor trainees in initial interviews.

The interactive effects of both the MPI and IOS instruments upon E, R and G ratings are presented in Table VIII. In each case the interactive effects were nonsignificant ($p < .05$).

TABLE VIII

MULTIPLE CORRELATION: THREE VARIABLES BETWEEN THERAPEUTIC VARIABLES OFFERED BY THE COUNSELOR, AND INTROVERT-EXTROVERT MPI SCORES AND ALTRUISTIC-MANIPULATIVE IOS SCORES

	<u>MPI/IOS</u>	P	
Empathy	.30	> .05	NS
Respect	.04	> .05	NS
Genuineness	.27	> .05	NS

There appears to be no interactive effects of the MPI, IOS scores on the variables of empathy, respect and

genuineness. Thus, counselor-offered levels of empathy, respect and genuineness in initial interviews are related to something other than scores on the MPI and IOS instruments.

Summary

The data that have been presented in this chapter resulted from information obtained with the MPI and IOS instruments, and Carkhuff's three scales for measurement of interpersonal processes. No relationship between either the MPI or IOS instruments and the Carkhuff scales was found. Therefore, the null hypotheses I and II were accepted.

No multiple correlation between the results was found. No relationship was established between the IOS and MPI scores.

The probability of a restricted range and its limiting effect on the correlation ratios was discussed. All interpretations of the IOS results must take into consideration the effects of a restricted range.

The Pearson Product-moment Correlation assumes the existence of a linear relationship. Because there were no significant relationships discovered, a test for curvilinearity was computed, but this also yielded nonsignificance ($p < .05$), supporting the conclusion that the hypotheses should be accepted.

The fifth chapter will present a general summary of the investigation and findings and implications.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

General Summary of the Investigation

The purpose of this study was to determine if a relationship existed between levels of empathy, respect and genuineness offered by a counselor trainee in an initial interview situation as measured by the Carkhuff scales and his score on 1) an introvert-extrovert continuum, as measured by the MPI, and 2) an altruistic-manipulative continuum, as measured by the IOS.

The following null hypotheses were tested: (1) there is no significant relationship between the counselor's position on Carkhuff's three scales for measurement of interpersonal processes and the counselor's score on a measure of introversion-extroversion; and (2) there is no significant relationship between the counselor's position on Carkhuff's three scales for measurement of interpersonal processes and the counselor's score on a measure of altruism-manipulation.

The subjects in this investigation were thirty-five graduate students enrolled in the counselor training program at Oklahoma State University. They had not previously taken a supervised practicum, and lacked experience as counselors in counseling centers.

Each counselor in training was administered the Maudsley Personality Inventory (MPI) to measure introvert-extrovert tendencies. To measure altruistic-manipulative tendencies the Interpersonal Orientation Scale (IOS) was given. After completing the instruments each counselor interviewed a coached model client. The interview was video taped and the tapes were evaluated by seven judges using Carkhuff's scales for measuring empathy, respect and genuineness. Interjudge reliability for the judging sessions was analyzed by Scott's Coefficient and yielded coefficients of at least .62 for each of the Carkhuff scales. Analysis was made of the relationship between the judges ratings and scores on the MPI and IOS instruments.

Conclusions

Hypothesis I dealt with the relationship between a counselor trainee's score on the Maudsley Personality Inventory, a measure of introversion-extroversion and judges ratings on the Carkhuff scales evaluating levels of empathy, respect and genuineness offered by the counselor in an initial interview.

The relationships were analyzed by Pearson's Product-moment Correlation. The correlations (empathy .25; respect .16; genuineness .14) did not reach the appropriate level of significance ($p < .05$). Therefore, the first null hypothesis was accepted.

No relationship was found between a counselor trainee's score on the MPI measuring introversion-extroversion and the degree of empathy, respect or genuineness manifested by him in an initial interview. Thus, it is concluded that the levels of empathy, respect or genuineness offered by counselor trainees are related to something other than introvert-extrovert tendencies.

The second null hypothesis dealt with the relationship between a counselor trainee's score on the Interpersonal Orientation Scale, a measure of altruism-manipulativeness, and judges' ratings on the Carkhuff scales evaluating levels of empathy, respect and genuineness offered by the counselor in an initial interview.

The relationships were analyzed by Pearson's Product-moment Correlation. The resulting correlations (empathy .15; respect .10; genuineness .22) did not reach the appropriate level of significance ($p < .05$). Therefore, the second null hypothesis was accepted.

No relationship was found between judges' ratings of counselor trainees empathy, respect and genuineness and his score on the IOS measuring altruism-manipulation. It is concluded that levels of empathy, respect and genuineness offered by counselor trainees are related to something other than altruism-manipulation.

The Pearson Product-moment Correlation assumes a linear relationship. The lack of a significant relationship for hypotheses I and II could possibly be explained by the

relationship being non-linear. Eta, a test for curvilinearity, was computed for each relationship as a follow-up test to determine if a relationship existed. The results were nonsignificant ($p < .05$), supporting the conclusion that no significant relationship was found between scores on the MPI and IOS and judges' ratings of levels of the therapeutic variables offered by counselor trainees in initial interviews.

Implications

Though one must be careful not to generalize the findings of this investigation beyond the limited population from which it was drawn, several implications are suggested. Analysis of the relationship between the judges' ratings of counselor trainees empathy, respect and genuineness and his score on the IOS and the MPI lacked statistical significant ratios. The implication is that a counselor trainee's ability to offer high levels of empathy, respect, and genuineness is not determined by whether or not he has introvert-extrovert, altruistic or manipulative tendencies. Neither the IOS nor MPI instruments appear to be useful in evaluating prospective counselors in the areas of empathy, respect and genuineness.

Another enlightening finding of this study was the lack of relationship between scores on the MPI and IOS instruments. Thus, it appears that tendencies towards altruism or manipulation are not related to tendencies towards

extroversion or introversion. Either extroversion or introversion can be related to altruistic or manipulative tendencies.

The normative mean and standard deviation established for American University students on the MPI and those obtained on the counselor trainees appear to be similar. The trainees did not tend to be more extroverted or introverted than the average American university student.

The counselor IOS scores were significantly above the balance score of 26 established for the IOS. In fact, the lowest score obtained in this investigation was 26, indicating a tendency towards altruism in the sample population with no subjects scoring in the manipulative range. No relationship was found to exist between the IOS scores and ratings of empathy, respect or genuineness. A select or highly sophisticated population could explain the lack of any correlation. Additional research needs to be done with subjects scoring in the manipulative range on the IOS scale to see if a lack of relationship exists here as well.

Levels of empathy, respect and genuineness offered by counselors were found to be related at a highly significant level ($p < .001$). It appears that when a counselor offers moderate to high levels of one variable in interpersonal relations, he tends to offer high levels of the other variables. Conversely, when one offers low levels of one variable he tends to offer low levels of the other two variables.

Similar conclusions were drawn by Aspy (1970) when he said the variables are not singular.

An alternate implication could be that the variables are really so similar that ratings of each will always be approximately the same as the others.

Suggestions for Future Research

There are also implications for further research as a result of this study. This study could be conducted again with a slight amount of modification in the selection of subjects. Instead of graduate students working towards a degree in counseling, the subjects could be a random sample from the entire student body. The results of such a study could be compared with the results of the current investigation. Other subject populations could also be investigated, such as: advanced graduate students in counselor education, practicing counselors, and a sample from different schools for comparison.

Also, it was felt by the researcher that the number of subjects was too low. A larger number of subjects would have yielded more meaningful results. If a larger population were available the Maudsley Personality Inventory could be used to select extreme score subjects to be grouped into extrovert and introvert groupings. The procedure of the study would be to compare results of the IOS and judges' ratings on the basis of the extreme scores. The current study did not have subjects scoring in the manipulative range of the IOS. The

larger population would hopefully take care of this situation.

Different instruments could be used to measure the personality variable, for example the Sixteen Personality Factor Questionnaire to measure introversion-extroversion. The test results could then be compared and analyzed.

Additional research is needed to determine if counselors remain consistent over long periods of time. An extended study beginning with the start of graduate training and having reevaluation of the same subjects after the practicum experience, after completion of training and after a period of experience could answer the question of counselors' consistency and development during and after training and experience.

Humans are dynamic and any measurement of them is accurate or valid only at the time of evaluation. Experiences using video taping could help trainees gain more from training. Anderson (1968) in studying counselor practicums using the IOS and several other instruments states on page 4 that:

Counselor trainees in none of the practicums appeared to become more altruistic in their interpersonal orientation. The attention of the counselor trainees did not appear to be consciously and deliberately focused on helping the counselees obtain their self-selected objectives.

Long term research is needed to evaluate the effectiveness of training and the kind of changes that do take place.

Concluding Statement

The two instruments used in this study to measure tendencies of introversion-extroversion and altruism-manipulation do not appear to measure variables that are related to the beginning counselors' interview performance in the areas of empathy, respect and genuineness. Instruments to measure counselor personality are difficult to find because counselors are usually a select population knowledgeable of how to respond to instruments for measuring personality. Continued research is needed to explore effective means of evaluating counselor personality variables related to interview performance.

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A P P E N D I X A

INTERPERSONAL ORIENTATION SCALE

The
INTERPERSONAL ORIENTATION SCALE

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JOHN DOUGLAS ALCORN, Ph.D.
EVERETT DUANE ERB, Ed.D.
1965

TEST BOOKLET

General Directions:

This instrument contains two sections: Section I - in which a number of situations are posed asking you to select response actions which you feel to be most appropriate; and Section II - in which you are asked to register your agreement or disagreement with an assortment of statements.

Be sure to keep in mind that there are no "right" or "wrong" answers. You should select each response category on the basis of how you honestly and realistically feel regarding the respective item.

In order to complete this instrument, you should have (a) this booklet and (b) a separate answer sheet. A pencil is generally recommended for marking your answers. If you desire to change an answer, simply erase or mark through the original selection and mark your new choice. Be sure to read the specific instructions presented at the beginning of each section since they contain different types of items. Although this instrument normally requires only 30 - 50 minutes to complete, there is no time limit.

TURN TO THE NEXT PAGE AND BEGIN

PART I

Instructions:

Listed below are a number of interpersonal situations with accompanying response actions listed in pairs. (In most cases, there are two pairs of responses for each situation.) From each pair of responses you are to select one response which is most like what you would actually do if you found yourself in a similar situation (not what you think you should do.) Even though you might not actually choose to do either, select the one response from each pair which is most like what you would do if you had to make a choice.

Make no marks on this booklet. Indicate your choices on the separate answer sheet by circling the letter (a or b) corresponding to the response selected as your choice. For example if you select item a as your choice, mark it in this manner:

a.

b.

SITUATION # 1:

Your mother is very old and has been recently widowed. She wants to visit a sister who lives a distance away. The trip would be unadvisable in your opinion since it would require lengthy travel. As an interested son or daughter, would you

1.
 - a. respect her decision in the matter.
 - b. try to talk her out of making the trip.

SITUATION # 2:

There is a man in your community who has a great deal of ability, but demonstrates little ambition toward making an adequate living for his family. If you were his wife, would you

2.
 - a. simply stand behind him and provide moral support.
 - b. make sure he is aware of his family's plight due to his lack of ambition.
3.
 - a. try to show understanding for his feelings.
 - b. point out his responsibilities toward himself and his family.

SITUATION # 3:

A wife wants to invite her mother to visit for the summer. The house is small and her husband doesn't feel that it would be good to have an extra person for such a lengthy visit. If you were her husband,

4.
 - a. would you try to impress her with the inadequacy of the house.
 - b. would you allow her to make the decision and cope with the space problem in the best way possible.
5.
 - a. accept her plans without grumbling.
 - b. try to discourage her proposed visit.

Turn to the other side of this page and continue.

SITUATION # 4:

As principal of an elementary school, you ask one of your more competent teachers to try out a new program which you believe would greatly increase learning efficiency. The teacher tells you that she prefers not to participate in the new program for personal reasons. As her principal would you be more likely to

6.
 - a. point out that she has certain responsibilities to try new ideas.
 - b. excuse her from the assignment.
7.
 - a. discuss the matter with her attempting to understand her reasons for not wanting the assignment.
 - b. try to convince her that she should accept the challenge of the new program.

SITUATION # 5:

A couple whom you know personally are in the process of making out a will. The husband wants to leave some property to a favorite younger brother of his. His wife doesn't feel that this would be fair to herself and their two children. If you were his wife, would you

8.
 - a. demand to know if his brother is of more concern to him than his own family.
 - b. allow him to dispense with his estate in the manner that he desires.
9.
 - a. try "friendly persuasion."
 - b. avoid making an issue of the brother's place in the will.

SITUATION # 6:

Your daughter wants to join a sorority during her freshman year at college. You have strong fears regarding her ability to carry on the resulting social activities and still do well in school. As one of her parents, would you be more inclined to

10.
 - a. have a long private talk with her and explain why she shouldn't join a sorority at this time.
 - b. in spite of your fears, tell her that she should do what she thinks best.
11.
 - a. try to get her to accept some alternate goal..
 - b. allow her to join and see how things work out.

SITUATION # 7

A man you know works at a job which he likes very much. His wife is greatly concerned because the people he works with have acquired bad reputations. If you were his wife, would you

12.
 - a. have faith in the character of your husband and be content that he has a job which he enjoys.
 - b. try to convince him that he should get a different job.
13.
 - a. discuss the matter frankly with him, insisting that he put your reputations first.
 - b. believe in him enough to rely on his judgment in the matter.

SITUATION # 8:

A neighbor is quite concerned because his 16 year old son recently got his second speeding ticket. If you were the neighbor and the boy were your son, would you

- 14.
- a. try to show the boy that you still have faith in him.
 - b. make him walk for a while to appreciate his driving privilege.
- 15.
- a. let him know that he has the emotional support of his parents in facing problems such as this.
 - b. give him a second lecture on the responsibilities of driving a car.

SITUATION # 9:

A boy of twelve wants a .22 cal. rifle. His mother does not want him to have one because she is afraid of an accident. If you were the mother, would you

- 16.
- a. have someone to teach him the rules of safety and allow him to purchase the rifle.
 - b. point out that he is too young to have a rifle.
- 17.
- a. explain how dangerous a rifle can be.
 - b. arrange for competent instruction and allow him to purchase a rifle.

SITUATION # 10:

A husband wants to accept a position in a civic organization which will require him to be out late as much as two nights per week. His wife feels that it will be unfair for him to be away from home that much and doesn't want him to accept the position. If you were his wife, would you

- 18.
- a. let him accept the position and try to plan your activities when he is at home so that his home life will be enjoyable.
 - b. try to discourage him from taking the office.
- 19.
- a. not interfere with his plans to accept the position.
 - b. point out that involvement in the civic organization will be harmful to your marriage.

SITUATION # 11:

A talented young man who you have promised to help through college tells you that he has decided to drop out of college and attend a trade school. You feel that this decision would not be in his best interest in terms of long range goals. Would you

- 20.
- a. give him a choice of going to college with assistance or to the trade school on his own.
 - b. let him make his own decision and continue to back him as before.
- 21.
- a. encourage him to continue for another semester in the hope that he will regain his interest in attending college.
 - b. try to accept his decision in the matter.

OVER

SITUATION # 12:

As president of a local service club, you have the responsibility for appointing various work committees. It has come to your attention that the chairman of one committee - a man who has told you that he wants to serve in the same position for another year - did a very poor job during the previous year. As president of the club, would you

- 22.
- a. help him to improve if he is sincere in his desire to serve another term.
 - b. find some other job and tell him that he is more badly needed there.
- 23.
- a. explain that one year is long enough for one person to serve in a position.
 - b. allow him to retain the position for another year = hoping that he will improve.

SITUATION # 13:

A neighbor's son wants to go to the next state to attend college in order to be with former high school chums. His parents want him to commute to a nearby college in order to cut down on expenses which will strain their budget at best. If you were his father and he were your son, would you

- 24.
- a. try to make him attend the nearby college since he must wake up to reality sooner or later.
 - b. assist him in working out a solution which will allow him to attend the college of his choice.
- 25.
- a. tell him that if all college means to him is being with friends, he is not ready to attend anyway.
 - b. assist him in obtaining part-time work in order to go to the out-of-state college.

SITUATION # 14:

One of the brighter students in an accelerated class asks his principal to let him attend regular class because he doesn't want to devote the extra time necessary for the accelerated course. As his principal, would you

- 26.
- a. let him do as he pleases in the matter.
 - b. reprimand him for being lazy.
- 27.
- a. not allow him to leave the accelerated class unless he has a much better reason.
 - b. place him the regular class with the understanding that he can return to the accelerated class if he so desires.

SITUATION # 15:

A boy and a girl of five and six years of age, who play together regularly, have been caught in sex play. As one of the parents, would you

- 28.
- a. discuss the matter with them in a frank manner answering any questions which might evolve.
 - b. discourage them from playing together on a regular basis.

29. a. try to make them understand the seriousness of such behavior.
b. discuss their curiosity with them openly and frankly in private.

SITUATION # 16:

A boy you know who seems to be talented athlete is enthusiastic about playing football. The mother is anxious because participation in football will possibly interfere with his completion of an extra course he will need to graduate with his classmates. If you were his mother, would you

30. a. be sure he graduates - without football if necessary.
b. allow him to play football and arrange to relieve him of home duties in order to provide more time for studying.
31. a. let him play football if he thinks it is more important than graduating.
b. make him understand that his education must come first.

SITUATION # 17:

A family of five plans to purchase a new automobile. The husband has his heart set on a sports car for some time. The wife is opposed to buying a sports car because she doesn't think it would prove to be a practical choice. If you were the wife, would you be more likely to

32. a. allow him the privilege of selecting the family car.
b. insist on buying a sedan in view of the family's overall needs.
33. a. let him make the decision on what he feels will be best.
b. ask some of his close friends to influence him away from the sports car.

SITUATION # 18:

A friend's wife wants to hire a housekeeper and get a job outside of the home because housework and caring for small children completely frustrate her. He is opposed because he feels that both their home life and the children would suffer. If you were her husband, would you

34. a. point out that her primary responsibility is in the home and not making a living.
b. allow her to experience some self-realization and take an outside job.
35. a. let her try a job for a while.
b. try to convince her that she is needed at home.

SITUATION # 19:

As an employer you offer an employee a new position with increased pay and responsibilities. Your employee refuses to accept the advancement because he doesn't want to deal with the pressures he knows will be associated with the new position. As his employer, would you be more inclined to

36. a. be pleased that he realizes he isn't capable of handling the new job
b. try to convince him that he should take the new position.

OVER

Page 6

- 37.
- a. try to explain how much he is needed in the new position.
 - b. allow him to remain in his old position.

SITUATION # 20:

You have a female employee who is young, attractive and married. A male employee, also married, is obviously infatuated with her as she is with him. You fear the consequences of this association for the business as well as for them. As their employer, would you

- 38.
- a. try to make the man aware of his responsibilities to his job and his family.
 - b. do nothing since this is a private affair.
- 39.
- a. leave them alone, since it is their own personal business.
 - b. inform them that if they want to keep their jobs, they had better stay away from each other while at work.

SITUATION # 21:

A younger brother tells you that he plans to quit his present job to accept another. From what you know about the two jobs, you believe the proposed change to definitely be a bad move for your brother. Would you

- 40.
- a. tell him that you think the move would be a mistake.
 - b. allow him to make his own decision in the matter without interference

SITUATION # 22:

A husband likes to go to bed early and get up early; his wife stays up late at night reading books and wants to sleep late in the morning. He is concerned because the problem is becoming a source of friction. If you were the husband, would you

- 41.
- a. insist that she alter her schedule to more nearly fit yours.
 - b. alter your own schedule as a means of encouraging her to do the same.
- 42.
- a. make her get up early enough to cook breakfast and get you off to work.
 - b. try to see things from her point of view.

SITUATION # 23:

Your teenage daughter wants to accept a date with a boy of doubtful character and social standing. You fear the consequences of such an association greatly. As her father or mother, would you

- 43.
- a. make a decision about the matter for her if necessary.
 - b. allow her to make her own decision in the matter and trust that she will mature by the experience.
- 44.
- a. discourage her in a subtle manner by inviting the boy into your home so that she can see that he doesn't fit in.
 - b. allow her to accept the date under the usual conditions.

Page 7

SITUATION # 24:

You are the sponsor of a high school play. Your leading man comes to you after several weeks of practice and asks to withdraw in order to devote more time to a personal project. As sponsor of the play, would you

- 45.
- a. discuss the matter openly - trying to see things from the boy's point of view.
 - b. remind him of his obligation to the other members of the cast.
- 46.
- a. have other members of the cast talk to him.
 - b. allow him to drop out of the play if he is serious about his request.

SITUATION # 25:

A teenager wants to baby-sit for extra money at night and after school. Her parents feel that with her chores at home and lessons to do she would not have time for this additional activity. If she were your daughter, would you

- 47.
- a. exercise your authority over her to prevent this for her own good.
 - b. let her make her own decision in the matter.
- 48.
- a. tell her that you think she would be unwise to accept baby-sitting jobs at this time.
 - b. relieve her of some of her home duties in order to allow her to baby-sit.

SITUATION # 26:

Parents who are devout protestants have just learned that their daughter plans to marry a Catholic boy. They are deeply concerned and very much opposed to this union. If she were your daughter, would you

- 49.
- a. ask some of her closest friends to talk to her about the proposed marriage.
 - b. try to show faith in her ability to make important decisions such as this.
- 50.
- a. show her statistical data related to marriages of this type.
 - b. allow her and the young man freedom to evaluate the situation from their own points of view.

SITUATION # 27:

A man in his middle sixties plans to marry a younger woman in her thirties. His children are convinced that she is a "fortune hunter." If you were one of the children, would you

- 51.
- a. try to use your influence to stop his approaching marriage.
 - b. give him the emotional support he needs - allowing him to make his own decision in the matter.
- 52.
- a. allow him to make his own decision in the matter.
 - b. without his knowledge - try to discourage the woman.

ANSWER SHEET

SECTION I (108)

- 1. a.
b.
- 2. a.
b.
- 3. a.
b.
- 4. a.
b.
- 5. a.
b.
- 6. a.
b.
- 7. a.
b.
- 8. a.
b.
- 9. a.
b.
- 10. a.
b.
- 11. a.
b.
- 12. a.
b.
- 13. a.
b.

- 14. a.
b.
- 15. a.
b.
- 16. a.
b.
- 17. a.
b.
- 18. a.
b.
- 19. a.
b.
- 20. a.
b.
- 21. a.
b.
- 22. a.
b.
- 23. a.
b.
- 24. a.
b.
- 25. a.
b.
- 26. a.
b.

- 27. a.
b.
- 28. a.
b.
- 29. a.
b.
- 30. a.
b.
- 31. a.
b.
- 32. a.
b.
- 33. a.
b.
- 34. a.
b.
- 35. a.
b.
- 36. a.
b.
- 37. a.
b.
- 38. a.
b.
- 39. a.
b.

- 40. a.
b.
- 41. a. A/M _____
b.
- 42. a. NAME _____
b.
- 43. a. AGE _____ SEX _____
b.
- 44. a. MAJOR _____
b.
- 45. a. CLASSIFICATION _____
b. OR GROUP _____
- 46. a.
b.
- 47. a.
b.
- 48. a.
b.
- 49. a.
b.
- 50. a.
b.
- 51. a.
b.
- 52. a.
b.

A P P E N D I X B

MAUDSLEY PERSONALITY INVENTORY

MAUDSLEY PERSONALITY INVENTORY

By H. J. Eysenck

Name _____ Age _____ Sex _____

Grade or Occupation _____ Date _____

School or Firm _____ Marital Status _____

INSTRUCTIONS

Here are some questions regarding the way you behave, feel and act. After each question is a space for answering "Yes," "?" or "No."

Try and decide whether "Yes," or "No" represents your usual way of acting or feeling. Then blacken in the space under the column headed "Yes" or "No." If you find it absolutely impossible to decide, blacken in the space headed "?", but use this answer only occasionally.

Work quickly, and don't spend too much time over any question; we want your first reaction, not a long drawn-out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any questions. Now turn the page over and go ahead. Work quickly, and remember to answer every question. There are no right or wrong answers, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.

Section of Answer Column Correctly Marked		
Yes	?	No
█	⋮	⋮
Yes	?	No
⋮	⋮	█

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- | | Yes ? | No | | Yes ? | No |
|---|-------|----|---|-------|----|
| 1. Are you happiest when you get involved in some project that calls for rapid action? | Yes ? | No | 25. Are your feelings rather easily hurt? | Yes ? | No |
| 2. Do you sometimes feel happy, sometimes depressed, without any apparent reason? | Yes ? | No | 26. Do you like to have many social engagements? | Yes ? | No |
| 3. Does your mind often wander while you are trying to concentrate? | Yes ? | No | 27. Would you rate yourself as a tense or "highly-strung" individual? | Yes ? | No |
| 4. Do you usually take the initiative in making new friends? | Yes ? | No | 28. Do you generally prefer to take the lead in group activities? | Yes ? | No |
| 5. Are you inclined to be quick and sure in your actions? | Yes ? | No | 29. Do you often experience periods of loneliness? | Yes ? | No |
| 6. Are you frequently "lost in thought" even when supposed to be taking part in a conversation? | Yes ? | No | 30. Are you inclined to be shy in the presence of the opposite sex? | Yes ? | No |
| 7. Are you sometimes bubbling over with energy and sometimes very sluggish? | Yes ? | No | 31. Do you like to indulge in a reverie (daydreaming)? | Yes ? | No |
| 8. Would you rate yourself as a lively individual? | Yes ? | No | 32. Do you nearly always have a "ready answer" for remarks directed at you? | Yes ? | No |
| 9. Would you be very unhappy if you were prevented from making numerous social contacts? | Yes ? | No | 33. Do you spend much time in thinking over good times you have had in the past? | Yes ? | No |
| 10. Are you inclined to be moody? | Yes ? | No | 34. Would you rate yourself as a happy-go-lucky individual? | Yes ? | No |
| 11. Do you have frequent ups and downs in mood, either with or without apparent cause? | Yes ? | No | 35. Have you often felt listless and tired for no good reason? | Yes ? | No |
| 12. Do you prefer action to planning for action? | Yes ? | No | 36. Are you inclined to keep quiet when out in a social group? | Yes ? | No |
| 13. Are your daydreams frequently about things that can never come true? | Yes ? | No | 37. After a critical moment is over, do you usually think of something you should have done but failed to do? | Yes ? | No |
| 14. Are you inclined to keep in the background on social occasions? | Yes ? | No | 38. Can you usually let yourself go and have a hilariously good time at a gay party? | Yes ? | No |
| 15. Are you inclined to ponder over your past? | Yes ? | No | 39. Do ideas run through your head so that you cannot sleep? | Yes ? | No |
| 16. Is it difficult to "lose yourself" even at a lively party? | Yes ? | No | 40. Do you like work that requires considerable attention? | Yes ? | No |
| 17. Do you ever feel "just miserable" for no good reason at all? | Yes ? | No | 41. Have you ever been bothered by having a useless thought come into your mind repeatedly? | Yes ? | No |
| 18. Are you inclined to be overconscientious? | Yes ? | No | 42. Are you inclined to take your work casually, that is as a matter of course? | Yes ? | No |
| 19. Do you often find that you have made up your mind too late? | Yes ? | No | 43. Are you touchy on various subjects? | Yes ? | No |
| 20. Do you like to mix socially with people? | Yes ? | No | 44. Do other people regard you as a lively individual? | Yes ? | No |
| 21. Have you often lost sleep over your worries? | Yes ? | No | 45. Do you often feel disgruntled? | Yes ? | No |
| 22. Are you inclined to limit your acquaintances to a select few? | Yes ? | No | 46. Would you rate yourself as a talkative individual? | Yes ? | No |
| 23. Are you often troubled about feelings of guilt? | Yes ? | No | 47. Do you have periods of such great restlessness that you cannot sit long in a chair? | Yes ? | No |
| 24. Do you ever take your work as if it were a matter of life or death? | Yes ? | No | 48. Do you like to play pranks upon others? | Yes ? | No |

A P P E N D I X C

CARKHUFF SCALES

and

JUDGES' RATING FORM

Scale 1Empathic Understanding in Interpersonal Processes. II.A Scale for Measurement¹

Robert R. Carkhuff

State University of New York at Buffalo

Level 1

The verbal and behavioral expressions of the first person either do not attend to or detract significantly from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

Examples: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

Level 2

While the person responds to the expressed feelings of the second person(s), he does so in such a way that he subtracts noticeable affect from the communications of the second person.

Examples: The first person may communicate some awareness of obvious surface feelings of the second person but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate his own ideas of what may be going on but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

Level 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.

Examples: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

The summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

Scale 1 Page 2

Examples: The facilitator communicates his understanding of the expressions of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feelings which he was unable to express previously.

In summary, the facilitator's responses add deeper feeling and meaning to the expressions of the second person.

Level 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of ongoing deep self-exploration on the second person's part to be fully with him in his deepest moments.

Examples: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human experience.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his most deep feelings.

¹The present scale "Empathic understanding in interpersonal processes" has been derived in part from "A scale for the measurement of accurate empathy" by C. B. Truax which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Truax and Carkhuff, 1967) and in part from an earlier version which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Carkhuff and Berenson, 1967). In addition, similar measures of similar constructs have received extensive support in the literature of counseling and therapy and education. The present scale was written to apply to all interpersonal processes and represent a systematic attempt to reduce the ambiguity and increase the reliability of the scale. In the process many important delineations and additions have been made, including in particular the change to a systematic focus upon the additive, subtractive or interchangeable aspects of the levels of communication of understanding. For comparative purposes, Level 1 of the present scale is approximately equal to Stage 1 of the Truax scale. The remaining levels are approximately correspondent: Level 2 and Stages 2 and 3 of the earlier version; Level 3 and Stages 4 and 5; Level 4 and Stages 6 and 7; Level 5 and Stages 8 and 9. The levels of the present scale are approximately equal to the levels of the earlier version of this scale.

Scale 2The Communication of Respect in Interpersonal Processes, II.A Scale for Measurement¹

Robert R. Carkhuff

State University of New York at Buffalo

Level 1

The verbal and behavioral expressions of the first person communicate a clear lack of respect (or negative regard) for the second person(s).

Examples: The first person communicates to the second person that the second person's feelings and experiences are not worthy of consideration or that the second person is not capable of acting constructively. The first person may become the sole focus of evaluation.

In summary, in many ways the first person communicates a total lack of respect for the feelings, experiences and potentials of the second person.

Level 2

The first person responds to the second person in such a way as to communicate little respect for the feelings and experiences and potentials of the second person.

Examples: The first person may respond mechanically or passively or ignore many of the feelings of the second person.

In summary, in many ways the first person displays a lack of respect or concern for the second person's feelings, experiences and potentials.

Level 3

The first person communicates a positive respect and concern for the second person's feelings, experiences and potentials.

Examples: The first person communicates respect and concern for the second person's ability to express himself and to deal constructively with his life situation.

In summary, in many ways the first person communicates that who the second person is and what he does matters to the first person. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator clearly communicates a very deep respect and concern for the second person.

Examples: The facilitator's responses enable the second person to feel free to be himself and to experience being valued as an individual.

In summary, the facilitator communicates a very deep caring for the feelings, experiences and potentials of the second person.

Level 5

The facilitator communicates the very deepest respect for the second person's worth as a person and his potentials as a free individual.

Examples: The facilitator cares very deeply for the human potentials of the second person.

In summary, the facilitator is committed to the value of the other person as a human being.

Scale 2 p. 2

¹The present scale "Respect or Positive Regard in Interpersonal Processes," has been derived in part from "A tentative scale for the measurement of unconditional positive regard" by C. B. Truax which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Truax and Carkhuff, 1967) extensive process and outcome research on counseling and psychotherapy (summarized in Carkhuff and Borenson, 1967). In addition, similar measures of similar constructs have received extensive support in the literature of counseling and therapy and education. The present scale was written to apply to all interpersonal processes and represents a systematic attempt to reduce the ambiguity and increase the reliability of the scale. In the process many important delineations and additions have been made. For comparative purposes, the levels of the present scale are approximately equal to the stages of both the earlier scales although the systematic emphasis upon the positive regard rather than upon unconditionality represents a pronounced divergence of emphasis and the systematic deemphasis of concern for advice-giving and directionality, both of which may or may not communicate high levels as well as low levels of respect.

Scale 3Facilitative Genuineness in Interpersonal ProcessesA Scale for Measurement¹

Robert A. Carkhuff

Level 1

The first person's verbalizations are clearly unrelated to what he is feeling at the moment, or his only genuine responses are negative in regard to the second person(s) and appear to have a totally destructive affect upon the second person.

Examples: The first person may be defensive in his interaction with the second person(s) and this defensiveness may be demonstrated in the content of his words or his voice quality and when he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the first person's inner experiencing and his current verbalizations or where there is no discrepancy, the first person's reactions are employed solely in a destructive fashion.

Level 2

The first person's verbalizations are slightly unrelated to what he is feeling at the moment or when his responses are genuine they are negative in regard to the second person and the first person does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

Example: The first person may respond to the second person(s) in a "professional" manner that has rehearsed quality or a quality concerning the way a helper "should" respond in that situation.

In summary, the first person is usually responding according to his prescribed "role" rather than to express what he personally feels or means and when he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry.

Level 3

The first person provides no "negative" cues between what he says and what he feels, but he provides no positive cues to indicate a really genuine response to the second person(s).

Examples: The first person may listen and follow the second person(s) but commits nothing more of himself.

In summary, the first person appears to make appropriate responses which do not seem insincere but which do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator presents some positive cues indicating a genuine response (whether positive or negative) in a non-destructive manner to the second person(s).

Examples: The facilitator's expressions are congruent with his feelings although he may be somewhat hesitant about expressing them fully.

In summary, the facilitator responds with many of his own feelings and there is no doubt as to whether he really means what he says and he is able to employ his responses whatever the emotional content, as a basis for further inquiry into the relationship.

Scale 3 p. 2

Level 5

The facilitator is freely and deeply himself in a non-exploitative relationship with the second person(s).

Example: The facilitator is completely spontaneous in his interaction and open to experiences of all types, both pleasant and hurtful; and in the event of hurtful responses the facilitator's comments are employed constructively to open a further area of inquiry for both the facilitator and the second person.

In summary, the facilitator is clearly being himself and yet employing his own genuine responses constructively.

¹The present scale, "Facilitative genuineness in interpersonal processes" has been derived in part from "A tentative scale for the measurement of therapist genuineness of self-congruence" by C. B. Truax which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Truax and Carkhuff, 1967) and in part from an earlier version which has been similarly validated (summarized in Carkhuff and Berenson, 1967). In addition similar measures of similar constructs have received support in the literature of counseling and therapy and education. The present scale was written to apply to all interpersonal processes and represents a systematic attempt to reduce the ambiguity and increase the reliability of the scale. In the process, many important delienations and additions have been made. For comparative purposes, the levels of the present scale are approximately equal to the stages of the earlier scale

JUDGES' RATING FORM

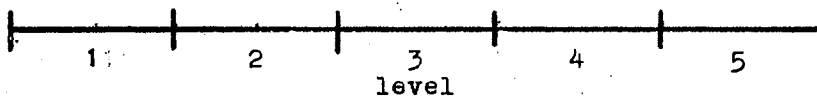
TAPE _____

JUDGE: _____

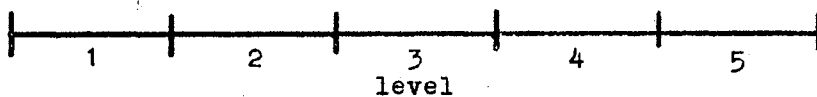
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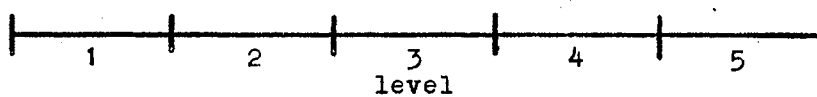
EMPATHY



RESPECT



GENUINENESS



A P P E N D I X D

SCORES FOR:

EXTROVERT-INTROVERT MPI SCALE

ALTRUISTIC-MANIPULATIVE IOS SCALE

and

CARKHUFF'S SCALES TO MEASURE
EMPATHY, RESPECT AND GENUINENESS

SCORES FOR: EXTROVERT-INTROVERT MPI SCALE
ALTRUISTIC-MANIPULATIVE IOS SCALE

and

CARKHUFF'S SCALES TO MEASURE
EMPATHY, RESPECT AND GENUINENESS

Counselor	MPI Score	IOS Score	Empathy Rating	Respect Rating	Genuineness Rating
1.	12	27	2	2	3
2.	28	43	2	2	2
3.	25	46	2	2	2
4.	21	42	2	2	2
5.	38	26	1	1	1
6.	40	40	3	3	3
7.	30	37	2	1	2
8.	36	31	1	1	2
9.	33	40	3	3	3
10.	38	31	2	3	3
11.	25	30	1	1	1
12.	27	33	3	4	3
13.	33	47	2	1	1
14.	30	30	2	2	3
15.	29	45	3	3	4
16.	36	39	2	2	2
17.	20	35	2	2	2
18.	29	31	3	3	3
19.	35	28	3	3	3
20.	32	50	3	3	4
21.	30	42	2	2	2
22.	34	29	3	4	4
23.	21	38	1	1	1
24.	21	38	1	1	1
25.	40	27	2	1	1
26.	38	30	1	1	1
27.	31	32	2	2	2
28.	38	33	2	2	3
29.	31	50	2	2	2
30.	24	38	1	1	1
31.	33	31	2	2	2
32.	28	27	2	2	2
33.	21	34	1	1	1
34.	32	33	2	2	2
35.	28	33	2	2	2

VITA

A. Robert Johnson

Candidate for the Degree of
Doctor of Education

Thesis: AN INVESTIGATION OF THE RELATIONSHIP AMONG SELECTED
PERSONALITY TRAITS IN BEGINNING COUNSELORS

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Personal Data: Born in Chicago, Illinois, February 17,
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Education: Graduated from Hyde Park High School,
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1963-1964; Data Processing department head at
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1964-1966; personal counseling of college students
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1968-1969; counselor, graduate assistant, and in-
ternship at Oklahoma State University Counseling
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1971.