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FACILITATION, EXPERTNESS, AND INFLUENCE IN
COUNSELING.

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INFLUENCE IN COUNSELING

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FACILITATION, EXPERTNESS, AND
INFLUENCE IN COUNSELING

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ABSTRACT

A counseling analogue study of social influence was conducted combining Carkhuff's systematic training model and Strong's two-phase model of helping. The relationship between facilitation level and expertness in determining influence in counseling was explored. Facilitation levels were manipulated using Carkhuff's 5-point global rating of facilitative functioning. The two levels of expertness were manipulated using introduction and experimental setting. During a 20-minute interview, a discrepant opinion statement was given in an effort to change pre-post ratings on the Shy---Venturesome personality trait.

While the opinion statement had a successful treatment effect, the results failed to demonstrate any significant relationship between facilitation and expertness. The correlation between opinion change and locus of control (I-E) scores was not significant.

FACILITATION, EXPERTNESS, AND INFLUENCE IN COUNSELING

Social influence theory describes counseling as an interpersonal influence process in which the objective is client attitude and behavior change. The counselor's task is to influence the client in helpful ways, and the client's task is to be influenced (Strong, 1968). Strupp (1973a, b) has defined counseling in terms of the kinds of social influence processes that characterize parent-child relationships. He asserts that the full range of common influencing techniques is inevitably brought to bear on any therapeutic relationship, regardless of the theoretical base. The creation of a power base from which the therapist influences the client is considered one of "the basic ingredients of psychotherapy" (Strupp, 1973a).

Models similar to Strupp's have been developed by Stanley R. Strong (1968) and Robert R. Carkhuff (1969a, b). Strong's two-stage model is based on social influence theory. In Stage I the counselor establishes a power or influence base with the client through perceived expertness, trustworthiness, and attractiveness, and in Stage II uses this influence to help the client change both his attitudes and his behavior to more constructive patterns.

Carkhuff's systematic skills training model presents the effective counselor as a person who has a relatively high level of facilitative

functioning in the interpersonal skills of accurate empathy, respect, and genuineness (Carkhuff, 1969a, b). Thus, the skillful counselor is able to establish himself as an important influence or potent reinforcer of the client's behavior so that he may direct the client's constructive actions (Carkhuff, 1969a, 1972).

Egan (1975) has observed that Carkhuff's model is similar to Strong's two phase model and that it is basically a social influence model also, although Carkhuff does not refer to it in such terms.

Still, the skills Carkhuff sees as critical to the first stage (and, actually, to the entire model) are precisely the skills that Strong sees as the basis of the helper's power or influence -- that is, the communication of respect, genuineness, and accurate empathy -- which are behavioral ways of establishing the expertness and trustworthiness of the helper (Egan, 1975, pp. 5-6).

Strong's counselor characteristic of attractiveness (liking, similarity, and compatibility) appears to be an "umbrella" term that includes Carkhuff's facilitation dimension. Strong (1968) indicates that counselor attractiveness is enhanced by the facilitation skills of empathic understanding, respect, and genuineness.

There is strong research evidence indicating that a counselor's level of facilitative functioning is an important variable in both pro-

cess and outcome in therapy (Carkhuff, 1969a, b; Truax & Carkhuff, 1967). However, facilitation has not been used as a variable in any of the reported social influence analogue studies.

Perceived expertness (credibility, status) is another counselor characteristic that has been found to be a potent counselor characteristic in producing client attitude change (Bergin, 1962; Strong & Dixon, 1971; Strong & Schmidt, 1970). Patton (1969) and Schmidt and Strong (1971) found that expert interviewers needed only to give their opinions to be influential; whether the interviewee liked or disliked them had no effect on their influence.

It would seem useful to examine the relationship of facilitation and expertness in counselor influence. A related study of attractiveness and expertness by Strong and Dixon (1971) suggested that expertness and attractiveness do not summate to create greater counselor power but, rather, that they mask the negative effects of the low-power conditions. Expert unattractive interviewers were as influential as expert attractive interviewers; attractive inexperts were as effective as attractive experts.

Munley (1974) has criticized Strong and associates' use of attractive and unattractive interviewer roles as an approach that uses exaggerated behavior that is unlikely to occur in actual counseling practice. The present study used interviewers whose facilitation levels were mea-

asures of their functioning in helpful roles during the interviews, and thus, more nearly approximated actual counseling.

The problem of this counseling analogue study was: What is the relationship between counselor level of facilitation and perceived expertness in influencing clients to change their opinions of themselves? In addition, since Biondo and MacDonald (1971) found that subjects who viewed their reinforcement as being primarily externally controlled were highly susceptible to influence attempts, the study tested the relationship between subjects' locus of control of reinforcement and the amount of attitude change.

Method

Interviewers

Four male graduate students were selected as interviewers based on their facilitation skills demonstrated in simulated treatment interviews. Two interviewers were designated as high facilitators and two as low facilitators using Carkhuff's 5-point gross rating scale of facilitative functioning (Carkhuff, 1969a). The two high facilitators (A & B) were both experienced counselors. The two low facilitators (C & D) had no previous counseling experience but had interviewing experience from their military backgrounds.

All four interviewers were trained in the standard procedure to use during the 20-minute treatment interview with each subject.

Facilitation Level.

Interviewer level of facilitation was determined using Carkhuff's five point scale that measures overall psychological functioning, global helping ability, and competence in individual helping and human relations skills (Carkhuff, 1969a; Egan, 1975). All treatment interviews were recorded on audio tapes. Samples of treatment interviews were randomly selected and rated by two expert raters. The facilitation ratings for the two high interviewers were 2.48 and 2.83. Since the mean rating was 2.41, this treatment variable should properly be labeled moderate facilitation. The ratings for the two low interviewers were 2.0 and 1.92, yielding a mean of 1.96.

The mean rating of this study's two moderate facilitators (2.41) is below Carkhuff's 3.0 minimally facilitative level but is higher than that of 24 professional psychologists whose mean rating was found to be 2.1 in two previous studies (Carkhuff, Kratochvil & Friel, 1968; Carkhuff & Truax, 1965). Therapists functioning at moderate facilitation levels of 2.2 were also used by Carkhuff in a treatment program for parents of emotionally disturbed children (Carkhuff & Bierman, 1970).

Expertness roles.

Each interviewer assumed both an expert and an inexperienced role. The expertness variable was manipulated by both interviewer intro-

duction and experimental setting.

In the expertness role, the setting was similar to that used in a persuasive communication study by Bergin (1962). Interviews were conducted in an elaborately furnished office in the University of Oklahoma Health Center. The room furnishings included a modern desk and chairs, a bookcase containing an impressive array of psychological volumes, and a 5 x 7 photograph of Sigmund Freud on the desk. The interviewer was neatly dressed in a suit and tie and assumed the role of director of a personality assessment project.

The introduction for the expertness role was similar to that used by Strong and associates in previous analogue studies (Strong & Dixon, 1971; Strong & Schmidt, 1970).

The expert introduction was:

The person that you will be talking to is Dr. _____, who is the director of the personality assessment project. He is a psychologist who has had several years of experience in interviewing students. He's very good.

Now come this way, please.

In the inexperienced role, the experimental setting was a dingy storage room in the Education Building of the University of Oklahoma. The room was cluttered with old cardboard boxes and was meagerly furnished with a small table and two plain wooden chairs. The inter-

viewer was dressed in casual attire of denim pants, shirt and sneakers. The assumed role was that of a student.

The inexpert introduction was:

The person that you will be talking to today is _____,
a student who is participating in this project to collect
information for a term paper. Unfortunately, he has had
no interview experience. He'll probably do all right,
though.

Raters

Two expert raters were used to rate the randomly selected interview samples. Both raters had been trained in the Carkhuff model and had demonstrated high interrater reliability in a previous study. The interrater reliability for this study was .76 using the Pearson r product moment correlation.

Subjects

Subjects were 64 female undergraduate students selected from an experimental pool of the College of Education at the University of Oklahoma.

Procedure

Subjects were randomly assigned to one of four experimental groups: Moderate facilitation-expertness, moderate facilitation-inexpertness, low facilitation-expertness, low facilitation-inexpertness.

There were two interviewers in each experimental group.

Session 1. Subjects reported individually to the assigned setting – either the Health Center or the Education Building. Subjects were greeted by a receptionist who read a general information sheet outlining what would be required of each participant.

A personal data sheet and a Personality Self Rating Scale, Form A, were then completed. The self rating scale was a Pretest devised by the author. It was a 9-point scale on which subjects rated themselves on five personality traits: Self Assured---Apprehensive, Trusting---Suspicious, Group-Dependent---Self-Sufficient, Shy---Venturesome, Submissive---Dominant. The Shy---Venturesome scale was the primary dependent measure. After the Pretest, the Nowicki-Duke Locus of Control Scale was administered. It is a revision of Rotter's well known scale that measures perceived locus of control of reinforcement as being external or internal (Joe, 1971; Nowicki-Duke, 1974; Rotter, 1966).

After completing these forms, the subject was given the expert or inexpert introduction to his interviewer, and then escorted to the interview room. The receptionist introduced the subject to the interviewer and handed him the personal data sheet on which had been coded the subject's responses on the Pretest.

The 20-minute interview consisted of a discussion focused on the

exploration of the five personality traits rated on the Pretest. Each interviewer had been instructed to "be as helpful as possible". Each of the five personality traits were discussed for approximately four minutes. At the end of each four-minute segment the interviewer stated a preset opinion of the subject's personality using one of the 9-point ratings from the Pretest. The influence attempt consisted of stating, "From what you have said here today, it would seem to me that you are about _____." The interviewer's opinion was in agreement with the subject's Pretest ratings on four of the five traits. However, on the Shy---Venturesome Scale, the interviewer offered a 3-point discrepant opinion from the subject's self-rating. The discrepancy was upwards for all Pretest ratings that were five or less and were downwards for all ratings that were six or more. The interviewer offered the discrepant opinion two additional times, giving a brief explanation for his opinion. The interview was terminated at the end of 20 minutes.

Following the interview, the subject returned to the receptionist's room to make an appointment for Session 2 and to complete additional forms. After signing a test permission slip, subjects were told that another set of self-ratings were needed to compare with the results of a personality test to be administered during the second session. The second set of self-ratings (Posttest) consisting of five personality

traits, three new scales and two scales taken from the Pretest. An appointment was made for Session 2 and the subject asked to complete a Reaction Questionnaire giving his opinion of his interviewer. The reaction Questionnaire was devised by the author to assess the subject's rating of interviewer's expertness, attraction toward the interviewer, willingness to see the interviewer as a counselor, and awareness of the true purpose of the experiment. Finally, subjects were reminded of the date and setting for their second appointment for the following week.

Session 2. This session consisted of a debriefing in which subjects were told the true purpose of the experiment. They were informed that there would be no second personality test administered. Scores on the I-E test were interpreted and an opportunity was given for subjects to ask questions and to express feelings about the experimental procedures.

Results

Changes in Self-Ratings

Change Index scores were derived by subtracting the self-ratings on the Shy versus Venturesome scale at pretest from those at post-test. A positive sign was assigned for changes in the direction of the influence attempt (interviewer's opinion) and negative signs to opposing changes.

Means and standard deviations for Change Index scores by facilitation, expertness, and interviewer cells are presented in Table 1.

Insert Table 1 about here

It was hypothesized that: 1) facilitation and expertness would both have main effects upon counselor influence; 2) expertness would mask the influence of facilitation; and 3) facilitation without expertness would have significant influence. Differences between cell means were in the predicted direction.

Table 2 presents an analysis of variance of differences among orthogonal contrasts of treatment cell means designed to test the hypotheses.

Insert Table 2 about here

None of the hypotheses were confirmed. Although the observed differences were in the predicted direction, there was no significant main effect of expertness, facilitation, interviewer, or interaction between facilitation and expertness.

Treatment Effects

An important consideration was whether or not the treatment of

offering a 3-point discrepant opinion by the interviewers would significantly alter subjects' ratings. A 3-factor analysis of variance with repeated measures was used to determine the effectiveness of the influence attempt by comparing pre- and posttests scores. Since the influence attempt was in the downward direction for pretest scores of 6 or higher, all such pre- and post- scores were converted to scores that increased in the direction of influence attempt.

Table 3 presents the analysis of variance of the pretest - post - test as repeated measures.

Insert Table 3 about here

The results reveal that the treatment of the influence attempt was highly successful. The change in pretest - posttest scores was significant at the .001 level. Graphs of Pre-Post interaction with facilitation and expertness are presented in Table 4.

Insert Table 4 about here

Reaction Questionnaire

Responses on the Reaction Questionnaire were the subjects' opinions of their interviewers using 7-point rating scales. An analysis

of variance of differences in the treatment cell means was conducted for these dependent measures: Attraction, Counselor Selection, and Perceived Expertness. There was significant difference in the interviewer cells in Attraction ratings ($F = 6.43$, $df = 2/56$, $p < .01$). Mean attraction ratings were: Interviewer A - 6.06, Interviewer B - 6.63, Interviewer C - 6.69, Interviewer D - 6.00. Interviewer C was a low facilitator but his mean attraction rating was .63 higher than Interviewer A, a moderate facilitator. The results suggest that attraction was enhanced by interviewer characteristics other than just facilitation level. Expertness level was significant in determining Counselor Selection ratings ($F = 5.65$, $df = 1/56$, $p < .05$). The mean rating for all four interviewers in the expertness role was 6.09; in the inexpertness role the mean rating was 5.47. Interviewers in the expertness role were significantly more preferred as future counselors than were the inexpert role interviewers, although the Perceived Expertness ratings did not significantly differ between the two roles.

Other Effects of Treatment

There was no correlation between Change Index scores and locus of control (I-E) scores ($r = .07$, $\bar{X} = 8.2$, $s.d. = 4.08$). Since Biondo and MacDonald (1971) found significant change only in the upper and lower range I-E scores, the mid-range scores of 6 - 10 were eliminated in a second correlational study. The correlation was .23, which

was not significant.

The true purpose of the experiment was so well masked that none of the subjects' responses on the Reaction Questionnaire gave the real reason for the experiment. One subject said that the expertness setting looked "staged". In the debriefing session only five subjects reported that they had been aware of the interviewers' attempt to change their opinion. One subject expressed mild concern about the veiled procedures employed.

Discussion

Counseling influence in a short interview does not appear to significantly differ between experienced counselors with moderate levels of facilitation skill and inexperienced counselors with low levels of facilitation skills who display interest and friendliness. Although facilitation produced scores in the predicted direction, significant differences were not attained. Carkhuff (1969) studies indicate that most counselors function below the 2.41 facilitation level achieved by the higher facilitators used in this study. It would be useful to conduct a counseling influence study allowing more time for experimenter-subject interaction and using facilitators functioning at or above the Carkhuff model's 3.0 rating.

The pattern of significant interviewer differences in Attraction rating supports the view that other counselor characteristics besides

facilitation affect counselor "attractiveness". This is consistent with Strong's (1968) characterization of attractiveness as a term that includes but is not limited to facilitation.

Expertness roles did not have a significant influence effect in influencing subjects in this study in which inexperts were college peers, although the results were in the hypothesized direction. When faced with the choice of selecting a future counselor, however, college students seem to prefer an expert who has a good reputation and works in a successful setting rather than a peer counselor in an unpretentious setting. In all, the results of this experiment suggest that moderate levels of facilitation and expertness do not produce opinion change significantly different than produced by low levels of these variables.

Contrary to the Biondo and MacDonald (1971) findings, no significant relationship was found between the amount of attitude change and I-E scores. This may well have been the result of a much smaller sample size (N = 64 compared to N = 144).

The use of discrepant opinion statements in a brief interview was found to be a significant experimental treatment for social influence studies, as other studies have demonstrated (Bergin, 1962; Patton, 1969; Schmidt & Strong, 1971; Strong & Dixon, 1971). The success of this model in obtaining treatment effect, subject involvement (evaluation of their own personality), and in masking subjects' awareness of

the true purpose of the experiment demonstrates that this type study is a productive model to use in studying the counselor's power as a potent reinforcer or influence.

Munley (1974) has observed that counseling analogue research has become an increasingly significant part of research on counseling. A particular advantage of the analogue method is its potential for experimental investigation of the specifics of the counseling process, including the relation between certain counselor behavior and attributes and the counseling influence process. However, in seeking to make counseling analogue research more applicable to actual counseling practice, this study discovered that the levels of facilitation and expertness offered were not potent enough to produce significant differences in opinion change. Future studies should consider forfeiting some applicability in order to secure variable potency.

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APPENDIX A
PROSPECTUS

Problem Statement

Purpose. The purpose of this counseling analogue study is to determine an interviewer's ability to influence his subject's opinion of himself in a short interview when the two variables of interviewer's interpersonal skills and perceived expertness are experimentally manipulated. Such a study has implications for counseling in that it considers two counselor characteristics involved in client attitude change. These two characteristics of counselor facilitation (interpersonal skills, level of facilitative functioning, attractiveness) and perceived expertness (credibility, status) are key variables in Strong's two-phase model of counseling (Strong, 1968, Strong & Dixon, 1971), and in Carkhuff's model of helping (Carkhuff, 1966, Truax & Carkhuff, 1967, Carkhuff, 1969, Carkhuff, 1971).

General Problem. Strong has conceptualized counseling for attitude and behavior change as a two-phase interpersonal influence process, (Strong, 1968). His model of counseling is based on the results of opinion-change research, which he presents as relevant to the counseling process. Strong (1968) states:

In opinion change research, a communicator attempts to influence his audience in a predetermined direction; in counseling, the counselor attempts to influence his client to attain the goals of counseling. Verbal communication is the main technique used by an opinion changer

in influencing his audience; verbal communication is also the counselor's main means of influencing his client. For both, these communications present opinions or conceptions different than or discrepant from the opinions or conceptions of the audience or client. Finally, characteristics of the communicator as perceived by the audience, characteristics of the audience, and characteristics of the communication affect the success of influence attempts (p. 215).

For Strong the important counselor characteristics in interpersonal persuasion are perceived expertness, trustworthiness, attractiveness, and client involvement. Based on his review of opinion-change research, Strong (1968) concludes that:

"interpersonal persuasion can be conceptualized as a two-phase process. First, communicator credibility and attractiveness and audience involvement are enhanced to increase the probability of success of later influence attempts; second, statements intended to bring about the desired opinion and attitude changes are communicated (p. 221).

Strong describes counseling as seeking to increase the counselor's influence power over the client by enhancing his perceived expertness (credibility, trustworthiness) and attractiveness (liking, similarity,

and compatibility) and also increasing the persuasibility of the client by enhancing his involvement in counseling.

Carkhuff's model of helping (Carkhuff, 1969) is similar to Strong's model in that Carkhuff is also concerned with counselor characteristics that are involved in effective helping. Carkhuff's theory says that the effective helper or counselor establishes himself as an important influence or potent reinforcer of the helpee's (client's) behavior through experiential and modeling sources of learning (Carkhuff, 1972).

Strong (1968) states that his model of counseling agrees with Carkhuff and says:

The counselor's communication of therapeutic understanding, nonpossessive warmth, and genuineness and his smoothness and self-assurance in guiding the various processes enhance his expertness, trustworthiness and attractiveness, as well as client involvement (p. 223).

Strong and Dixon (1971) conducted two counseling analogue studies in which they investigated the relationship between expertness and attractiveness in determining counselor influence in counseling. The results of both studies failed to support the hypothesis that attractiveness and expertness combine additively to increase the interviewer's influence, and supported the hypothesis that expertness masks the effects of attractiveness.

In Strong and his associates' studies of attractiveness (Strong & Dixon, 1971, Schmidt & Strong, 1971), interviewers were trained to present attractive and unattractive roles during the experimental interview. Munley (1974) criticizes this use of attractive and unattractive roles as an approach that uses exaggerated behavior that is very unlikely to occur in actual counseling practice, and thus that the obtained results may be of questionable relevance to counseling.

An interesting study would be to test the effect of interviewer level of facilitation upon counselor influence. Facilitation level is a measure of the interviewer's interpersonal skills in such areas as empathy, respect, and genuineness. Thus, a study of the facilitation variable would more nearly approximate actual counseling practice than Strong's studies of attractiveness.

Strong's model of counseling suggests that high levels of facilitation would increase the interviewer's attractiveness more than low levels of facilitation, and therefore, high facilitators would have more success in influence attempts than low facilitators. Carkhuff's theory would also suggest that facilitation level is a critical variable in counseling influence.

The present study will be similar to the Strong and Dixon (1971) study that investigated expertness, attractiveness, and influence in counseling. The study is basically concerned with the effects of interviewer level of facilitation and perceived expertness in a counseling influence study.

Statement of the Problem. The problem for this research is:

What is the relationship between interviewer facilitation level and interviewer expertness in influencing subjects to change their opinions of themselves?

Review of the Literature

Strong has presented a theoretical model for understanding psychological change in counseling and psychotherapy (Strong, 1968, Strong & Matross, 1973). Client change in therapy is seen as a result of the psychological impact of the counselor's remarks on the client. The counselor's power arises from the correspondence of the client's need for change and the counselor's resources which mediate need fulfillment. Overall, therapy is presented as a series of strategies that systematically operate on the magnitude and direction of the components of the behavior-change process.

Five power bases have been described as the most prevalent in counseling (Strong & Matross, 1973). They are expert, referent (described as interpersonal attraction), legitimate (the counselor's legitimate roles as a help giver), informational (including psychological tests), and ecological (control of the environment).

The creation of power bases from which the therapist influences the client is considered one of the essential conditions for psychotherapeutic change by Strupp (1973). He asserts that the full range of common influencing techniques is inevitably brought to bear on any

therapeutic relationship and that this indeed constitutes one of its defining characteristics. These conditions are seen as equally applicable to psychoanalytic psychotherapy and behavior therapy. Strupp says that these techniques are shared with education and other social influence processes.

Strong (1968) described counseling as a two-phase interpersonal influence process in which the objective is client attitude and behavior change. The counselor's task is to influence the client in helpful ways, and the client's task is to be influenced. Strong's view of counseling suggests the question about the content of influence (What client attitudes and behaviors does the counselor influence?) and the question about the form or method of influence (What does the counselor do to influence the client), Strong & Schmidt 1970).

Social influence research has included several counseling analogue studies in which the counselor attempted to influence the client by revealing his disagreement with the client's views. Strong refers to the dissonance created by the counselor's influence attempts, and that this dissonance motivates the client to change the situation so as to remove the disagreement. According to Strong (1971),

If the client perceives the counselor as expert, trustworthy, and attractive (likable) he probably will accept the counselor's views. If he perceives the counselor as inexperienced, untrustworthy, or unattractive, he probably will not change his views.

The expertness of the counselor has been found to be a potent counselor characteristic. Bergin (1962) studied source-expertness effects on subjects' self ratings of masculinity and femininity. The results were that high credibility conditions were found to be more potent than low credibility conditions in changing subjects self ratings as a consequence of interpretative communications from a communicator. Bergin suggested that therapeutic interpretations were a special instance of persuasive communication explainable in terms of attitude change theory.

Expertness has been found to be significant in producing attitude change in other studies (Patton, 1969; Strong & Schmidt, 1970; Schmidt & Strong, 1971; Strong & Dixon, 1971; Miller, 1965). Patton (1969) and Schmidt and Strong (1971) found that expert interviewers needed only to give their opinions to be influential; whether the interviewee liked or disliked them had no effect on their influence.

In a study of attractiveness and influence in counseling, Schmidt and Strong (1971) were able to experimentally manipulate attractive and unattractive roles, but the roles were not differentially effective.

An intriguing result was that in spite of violently different feelings about the interviewer roles, the subjects were equally influenced by them. To influence subjects interviewers in either attractive or unattractive roles merely needed to deliver their opinions.

Strong's two-phase model of counseling is in agreement with the Carkhuff model of training in considering attractiveness or interpersonal

skills as being another potent characteristic of the counselor in influencing the client. The Carkhuff model says that relatively high levels of facilitative functioning in the interpersonal skills of empathy, respect, and genuineness are necessary to produce effectiveness in counseling (Rogers, 1957; Truax & Carkhuff, 1967; Carkhuff, 1969). There is an abundance of research by Carkhuff and his associates (Carkhuff, 1969) relating to facilitative functioning and both process and outcome in therapy. However, facilitation has not been used as a variable in any of the reported analogue studies.

Strong has used attractiveness, which he defines as liking, similarity, and compatibility, along with expertness in his counseling influence studies. Strong's model implies that the Truax and Carkhuff interpersonal skills will enhance counselor attractiveness. It would seem useful to examine facilitative functioning (interpersonal skills) and expertness in a counseling analogue influence study.

In a significant study of attractiveness, expertness, and counselor influence (Strong and Dixon, 1971), the results suggested that expertness and attractiveness do not summate to create greater power but rather they mask the negative effects of the low-power conditions. Expert unattractive communicators were as influential as expert attractive interviewers; attractive inexperts were as effective as attractive experts. It was also found that students' evaluations of the unattractive expert suggested that they would tend to resist later influence attempts

from him. The results of a similar study using Carkhuff's rating scale for facilitation would have more direct application to counseling. If the results were the same as the Strong and Dixon study (1971), then it could be questioned if the Carkhuff model's ratings of interpersonal skills were as effective and discriminating as Carkhuff advocates.

Vitalo (1970) used facilitative dimensions for a verbal conditioning study, and the results supported the significance of the facilitative dimensions in conditioning studies. However, a replication by Brady (1974) failed to confirm Vitalo's findings.

Garfield and Bergin (1971) have raised the question concerning the meaningfulness and generality of the three therapeutic conditions of empathy, warmth, and genuineness. In a study using predominantly non client-centered therapists, they found that both empathy and warmth were negatively correlated with genuineness and that no relationship was secured between the three therapeutic conditions and a variety of measures of outcome.

Carkhuff (1969) has combined the ratings of interpersonal skills into one Index of Communication, which yields one facilitation score. This index measures the six dimensions of counselor empathy, respect, genuineness, immediacy, confrontation, and concreteness. An analogue study would provide an opportunity to test the effectiveness of the Carkhuff facilitation rating in light of such criticism as that raised by Garfield and Bergin (1971). In a review of Carkhuff's training model Gormally and

Hill (1974) recommend conducting further research to resolve logical gaps as well as possibly extend Carkhuff's model.

In addition to counselor characteristics that increase the counselor's power to influence the client, Strong and Matross (1973) noted that counselor power is derived from the client's perception of being dependent on the counselor. Biondo and MacDonald (1971) investigated the relationship of internal versus external locus of control to the attempts at influence. Their data indicates that externals (subjects who view their reinforcement as being primarily externally controlled) are highly susceptible to the influence of both a subtle and overt nature. An interesting question to ask in a counseling analogue study would be whether there would be a correlation between locus of control as measured by an I-E scale and the amount of attitude change by subjects as the result of influence attempts.

Since no reported study has investigated facilitation and expertness in a counseling influence analogue study, the proposed study will use perceived expertness and Carkhuff's rating of facilitation as the two independent variables and will have as the dependent variables the index of change in subjects' self ratings, and two measures of counselor attraction. A correlation will be calculated between index of change in subject self ratings and locus of control.

Definition of Terms.

There will be four experimental groups.

High Facilitation-Expertness Group: The interviewers will be high in facilitative functioning as rated by Carkhuff's Index of Communication and will assume the expert role as manipulated by introduction and experimental setting.

Low Facilitation-Expertness Group: The interviewers will be low in facilitative functioning as rated by Carkhuff's Index of Communication and will assume the expert role as manipulated by introduction and experimental setting.

High Facilitation-Inexpertness Group: The interviewers will be high in facilitative functioning and will assume an inexpert role as manipulated by introduction and experimental setting.

Low Facilitation-Inexpertness Group: The interviewers will be low in facilitative functioning and will assume an inexpert role as manipulated by introduction and experimental setting.

Statement of the Hypotheses

1. Facilitation will have a significant main effect upon the influence power of an interviewer as measured by an index of change.

H_0 There is no significant difference between the two high facilitation groups and the two low facilitation groups on the index of change.

2. Expertness will have a significant main effect upon the influence power of an interviewer as measured by an index of change.

H_0 There is no significant difference between the two

expertness groups and the two inexpertness groups on the index of change.

3. Expertness will mask the influence of facilitation so that with expertness, facilitation will not significantly affect the influence power of an interviewer as measured by an index of change.

H_0 There is no significant difference between the high facilitation-expertness group and the low facilitation-expertness group on the index of change.

4. Without expertness, facilitation will significantly affect the influence power of an interviewer as measured by an index of change.

H_0 There is no significant difference between the high facilitation-inexpertness group and the low facilitation-inexpertness group on the index of change.

5. Subjects will be significantly more attracted to high facilitation interviewers than to low facilitation interviewers regardless of expertness.

H_0 There is no significant difference in interviewer attractiveness between the two high facilitation groups and the two low facilitation groups as measured by the Reaction Questionnaire.

6. Subjects will indicate a preference for high facilitation interviewers as a future counselor significantly more than low facilitation interviewers.

H_0 There is no significant difference in counselor selection between the two high facilitation groups and the two low facilitation groups as measured by the Reaction Questionnaire.

7. Subjects in the low facilitation groups will be significantly more aware that their interviewer tried to influence them than subjects in the high facilitation group as measured by the Reaction Questionnaire.

H_0 There is no significant difference between the two high facilitation groups and the two low facilitation groups in the Subjects' awareness of the interviewer's attempts to influence them as measured by the Reaction Questionnaire.

8. Subjects who have an external locus of control will be more influenced to change their personality ratings than subjects who have an internal locus of control.

H_0 There is a positive correlation between subjects' external locus of control of reinforcement and the amount of desired attitude change as measured by the Pearson r product moment correlation.

Method

Subjects. The subjects will be sixty-four female undergraduate volunteers selected from an experimental pool of the College of

Education at the University of Oklahoma. The subjects will be randomly assigned to one of four experimental conditions provided by two levels of interviewer facilitation and two levels of interviewer expertness.

Interviewers. Four male graduate students will be selected as interviewers based on their facilitation levels. Two high facilitators and two low facilitators will be used.

The basis for selection of the high and low facilitators will be the ratings of audio tapes of simulated treatment interviews. Two expert raters will use Carkhuff's Index of Communication, a five point rating scale of interpersonal functioning, to determine each interviewer's level of facilitative functioning. The two high facilitation interviewers will have ratings of 2.8 or higher on the Carkhuff scale; the two low facilitation interviewers will have ratings on 1.8 or lower on the Carkhuff scale.

To verify that the level of facilitation did provide the experimental treatment, specific procedures will be conducted. All treatment interviews will be recorded on audio tapes. Samples of these tapes will be rated by the two expert raters to verify that high and low levels of facilitation were in fact offered during the treatment interviews.

Each interviewer will assume an expert role with eight subjects and an inexperienced role with eight different subjects. Both interviewer introduction and experimental setting will be manipulated to define expert

and inexperienced roles.

The setting will be similar to that used in a persuasive communication study by Bergin (1962). In the expert role, the setting will be an elaborately furnished office in the Health Center. The room furnishings will include an expensive desk and chair, an impressive array of psychological volumes, and a 5 x 7 portrait of Freud on the desk. The interviewer will be neatly dressed in a suit and will assume the role of director of a personality assessment project. A receptionist will introduce the expert interviewer as a very competent doctor.

In the inexperienced role, the setting will be a decrepit storage room in the Education Building which will be meagerly furnished with a small table, two plain chairs, and boxes of old test files. The interviewer will wear casual attire of denim pants and sneakers. He will be introduced by a receptionist as an undergraduate student who is working on a project for a term paper.

Previous counseling influence analogue studies have shown that perceived expertness is a factor determining the amount of change obtained from attempted influence (Bergin, 1962; Patton, 1969; Schmidt & Strong, 1970; Strong & Dixon, 1971; Strong & Schmidt, 1970). In this study, expertness (status, credibility) will be manipulated for each interviewer while his attractiveness (facilitation) will remain constant. Strong and his associates have experimentally manipulated attractiveness by having interviewers assume both attractive and unattractive roles

(Schmidt & Strong, 1971; Strong & Dixon, 1971). This study will more closely match a counseling session with the attempt to keep attractiveness constant by having the interviewer function at his own facilitation level as measured by Carkhuff's rating scale. During the experimental interview, each interviewer will be instructed to "be as helpful as possible" when interviewing subjects.

Procedure.

Subjects will be assigned to one of four experimental groups; high facilitation-expertness; high facilitation-inexpertness; low facilitation-expertness; or low facilitation-inexpertness.

The experiment will involve two sessions. In the first session subjects will report individually to the assigned setting—either the Health Center or the Education Building. This first session will consist of a five step process in which all the experimental data will be collected.

Subjects will be greeted by a receptionist who will initiate Step One by giving each subject the following forms: an Instruction Sheet stating the alleged purpose of the study, a Data Form to be completed, and the Pretest (Personality Self Rating Scale, Form A). The receptionist will read the following explanation of the study to each subject:

"Thank you for agreeing to take part in this project.

This study is a personality assessment investigation.

It is concerned with students' accuracy in evaluating their own personalities. Your participation will in-

volve two sessions, each of approximately 45 minutes.

Today you will rate yourself on several personality traits, will take a brief experimental personality test (ANS-IE), and will have a 20-minute interview in which you will be asked to discuss your own personality.

At the second session you will take another brief personality test (MAPI) and will be given your ratings to compare with the results of the personality tests. You will have the opportunity to discuss any discrepancies between the two (if any) or to have the test results interpreted to you by a competent counselor. Any information which you may give, in writing or verbally, will be held in strict confidence, and all results of this study will be reported as group data without reference to any individual by name or other identifying characteristic."

The Pretest was devised by the author and is a 9-point scale in which subjects rate themselves on these five personality traits: Self Assured--Apprehensive, Trusting--Suspicious, Group-Dependent--Self-Sufficient, Shy--Venturesome, Submissive--Dominant. The Shy--Venturesome scale will be the dependent measure which the interviewer will attempt to influence.

Step Two consists of the administration of the Nowicki-Duke Locus of Control Scale after which subjects will be introduced to an interviewer

for a 20-minute interview, which is Step Three.

Two different introductions will be given according to the expertness—inexpertness condition of the interviewer. The introduction for the expertness condition will be:

"The person that you will be talking to is Dr. _____, who is the director of this personality assessment project. He is a psychologist who has had several years of experience in interviewing students. He's very good. Now come this way please."

The introduction for the inexpertness condition will be:

"The person that you will be talking to today is Mr. _____, a student who is participating in this project to collect information for a term paper. Unfortunately, he has had no interviewing experience. He'll probably do all right, though."

The receptionist will hand the interviewer the Data Form Sheet on which will be coded the subjects Pretest ratings. However, the Pretest and I-E Scale will be left in the reception room and will not be available to the interviewer.

Each subject will then receive a 20-minute interview in which the interviewer will focus discussion on the five personality traits rated on the Pretest. Each interviewer will have been instructed to be his "most helpful self". The two high facilitators will be instructed to use as high

levels of facilitation as possible.

Each of the five personality traits will be discussed approximately four minutes. At the end of each four minute segment the interviewer will state his opinion of the subject's personality using one of the 9-point ratings. The interviewer's opinion will be in agreement with the subject's Pretest ratings for four of the traits. However, on the Shy--Venturesome scale, the interviewer will make an interpretation that has a 3-point discrepancy from the subject's self-rating. This scale will be discussed during the 12-16 minutes of the 20 minute interview. For the Shy--Venturesome scale, the interviewer will make this interpretation: "From what you have said here today, it would seem to me that you are (Insert a three point discrepancy on the Shy--Venturesome scale)." The discrepancy will be upwards for all ratings that are five or less and will be downwards for all ratings that are six or more. The interviewer will repeat the discrepant interpretation two additional times, giving a brief explanation for his opinion. The interview will be terminated at the end of 20 minutes.

After the interview the subject will return to the receptionist for Step Four which consists of signing a permission slip, making a second appointment, and completing the Posttest. The permission slip asks for the subject's agreement to take a personality test during the second session. The subject will be told that another set of self-ratings are needed to use with the results of the personality test that will be admin-

istered during the second session.

The second set of self ratings (Posttest) will consist of five personality traits, three new scales and two scales taken from the pretest. The new scales will be: Affected by Feelings--Emotionally Stable, Relaxed--Tense, and Tough-minded--Tender-minded. The two previously used scales will be Shy--Venturesome and Group-dependent--Self-sufficient. The difference between the Pretest and Posttest ratings on the Shy--Venturesome scale will be the index of change, which is the dependent measure.

After completing the second set of self ratings (Posttest), the subject will complete the Reaction Questionnaire which is Step Five and the final step of session one. The Reaction Questionnaire was devised by the author to measure the subject's rating of the interviewer's expertness, the subject's attraction toward the interviewer, the subject's willingness to see the experimenter as a counselor, and the subject's awareness of the experimenter's efforts to influence him.

The second session will consist of a debriefing at which all the subjects will be informed that there will be no personality test administered and that this concludes the experiment. They will be told the true purpose of the experiment and the deceptions involved. Scores on the I-E test will be interpreted and an opportunity will be given for subjects to raise questions and discuss points of the research as well as express feelings about the experimental manipulations.

Instruments.

Index of Communication. This is a 5-point gross rating scale of facilitative interpersonal functioning devised by Carkhuff (1969) that is used by trained raters to assess the level of counselor interpersonal skills. On this index Carkhuff (1969) defines a facilitator as:

a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with others, in his commitment to the welfare of the other person he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

(p. 115)

Personality Self Rating Scale. This is a 9-point scale similar to the self rating scales used in studies by Bergin (1972) and Strong and Dixon (1971). Form A contains five personality traits including the dependent measure scale, which is the Shy--Venturesome Scale. Form B also contains five personality traits, three of which are new

and two of which are also contained in Form A. The difference between the subject's self ratings of Shy--Venturesome on the Pretest (Form A) and the Posttest (Form B) will be the Index of Change.

Locus of Control Scale. The Nowicki-Duke Locus of Control Scale for Adults will be used to measure the subject's locus of control of reinforcement. The Nowicki-Duke scale (Nowicki & Duke, 1973) is a revision of Rotter's Locus of Control Scale (Rotter, 1966), which has been a part of over three hundred studies whose results attest to the predictive utility of the locus of control variable in a wide variety of behavior (Joe, 1971).

Reaction Questionnaire. This is a questionnaire devised by the author to measure the subject's perception of the interviewer's expertness, subject's attraction toward the interviewer, the subject's opinion on the interviewer as his potential counselor, and the subject's awareness of the counselor's influence attempts.

Experimental Design. The design of this experiment will test the significance of difference among and between groups using a two x two x two Analysis of Variance (ANOVA), which will also test for experimenter variance. There will be four treatment groups with subjects randomly assigned. The independent variables will be level of interviewer facilitation and perceived interviewer expertness. The primary dependent measure will be the index of change, which is the difference between Pretest and Posttest measures of Shy--Venturesome ratings. The additional

dependent variables will be responses on the Reaction Questionnaire.

The basic design is Kirk's (1968) Completely Randomized Partial Hierarchal type design (CRPH - pq [r]). This is a randomized factorial design in which Factors A (expertness) and B (facilitation) are crossed treatments but C (interviewer) is nested under B (facilitation). A two x two x two Analysis of Variance (ANOVA) using the F ration will be used to test Hypotheses 1-7. This analysis will test for significant overall main effects and interaction. If there is significant main effects, then a simple effects test will be conducted. A Pearson product moment correlation will be the statistic used to test Hypothesis 8.

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APPENDIX B
GENERAL INFORMATION
SHEET

PERSONALITY ASSESSMENT PROJECT

General Information

Thank you for agreeing to take part in this project. This study is a personality assessment investigation. It is concerned with students' accuracy in evaluating their own personalities. Your participation will involve two sessions, each of approximately 45 minutes.

Today you will rate yourself on several personality traits, will take a brief experimental personality test (ANS-IE), and will have a 20-minute interview in which you will be asked to discuss your own personality.

At the second session you will take another brief personality test (MAPI) and will be given your ratings to compare with the results of the personality tests. You will have the opportunity to discuss any discrepancies between the two (if any) or to have the test results interpreted to you by a competent counselor.

Any information which you may give, in writing or verbally, will be held in strict confidence, and all results of this study will be reported as group data without reference to any individual by name or other identifying characteristic.

APPENDIX C
CONFIDENTIAL BASIC INFORMATION
SHEET

Confidential Basic Information

What name do you prefer to be called?

Address:

(Street or Box) _____

(City) _____

Sex:

M _____

F _____

Age: _____

Background:

City _____

Suburban _____

Rural _____

Have you participated in a similar study before?

No _____

Yes _____; if so, describe briefly _____

APPENDIX D
PERSONALITY SELF
RATING SCALE - FORM A
(PRETEST)

Directions:

Listed below are rating scales for five personality traits. Read carefully the descriptions of each trait. Each scale is a continuum ranging from very much more of one trait to very much more of the opposite trait. Select the number on the scale that you think most accurately describes yourself and then draw a circle around that number.

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	Very Much More	Much More	Considerably More	Somewhat More	Equally	Somewhat More	Considerably More	Much More	Very Much More	FOR OFFICE USE ONLY Identification Number _____ Initials _____
TRAIT DESCRIPTION										TRAIT DESCRIPTION
SELF-ASSURED (Confident, Serene)	1	2	3	4	5	6	7	8	9	APPREHENSIVE (Worrying, Troubled, Self-Reproaching)
TRUSTING (Adaptable, Free of Jealousy, Easy to get along with)	1	2	3	4	5	6	7	8	9	SUSPICIOUS (Self-opinionated, Hard to Fool)
GROUP-DEPENDENT (A "Joiner" and Loyal Follower)	1	2	3	4	5	6	7	8	9	SELF-SUFFICIENT (Prefer Own Decisions, Resourceful)
SHY (Restrained, Timid, Threat-Sensitive)	1	2	3	4	5	6	7	8	9	VENTURESOME (Socially bold, Uninhibited, Spontaneous)
SUBMISSIVE (Humble, Mild, Accomodating, Conforming)	1	2	3	4	5	6	7	8	9	DOMINANT (Aggressive, Assertive, Stubborn)

APPENDIX E
PERSONALITY SELF RATING
SCALE - FORM B (POSTTEST)

Directions:

Listed below are rating scales for five personality traits. Read carefully the descriptions of each trait. Each scale is a continuum ranging from very much more of one trait to very much more of the opposite trait. Select the number on the scale that you think most accurately describes yourself and then draw a circle around that number.

	Very Much More	Much More	Considerably More	Somewhat More	Equally	Somewhat More	Considerably More	Much More	Very Much More	FOR OFFICE USE ONLY Identification Number _____ Initials _____
TRAIT DESCRIPTION										TRAIT DESCRIPTION
AFFECTED BY FEELINGS (Easily Upset, Emotionally Less Stable)	1	2	3	4	5	6	7	8	9	EMOTIONALLY STABLE (Faces Reality, Calm, Mature)
RELAXED (Tranquil, Unfrustrated)	1	2	3	4	5	6	7	8	9	TENSE (Frustrated, Driven, Overwrought)
SHY (Restrained, Timid, Threat-Sensitive)	1	2	3	4	5	6	7	8	9	VENTURESOME (Socially Bold, Uninhibited, Spontaneous)
TOUGH-MINDED (Self-Reliant, Realistic, No-Nonsense)	1	2	3	4	5	6	7	8	9	TENDER-MINDED (Clinging, Overprotected, Sensitive)
GROUP-DEPENDENT (A "Joiner" and Loyal Follower)	1	2	3	4	5	6	7	8	9	SELF-SUFFICIENT (Prefer own Decisions, Resourceful)

APPENDIX F

ADULT NOWICKI - STRICKLAND

I - E SCALE

ADULT NOWICKI - STRICKLAND I - E SCALE

Directions: Please read each question and respond to it with "yes" or "no", whichever is more appropriate. In cases difficult to decide, choose the answer which is most accurate, generally, for you. Please answer all questions.

Use Column 1 of the standard answer sheet for "yes" and column 2 for "no".

1. Do you believe that most problems will solve themselves if you just don't fool with them?
2. Do you believe that you can stop yourself from catching a cold?
3. Are some people just born lucky?
4. Most of the time do you feel that getting good grades meant a great deal for you?
5. Are you often blamed for things that just aren't your fault?
6. Do you believe that if somebody studies hard enough he or she can pass any subject?
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?
9. Do you feel that most of the time parents listen to what their children have to say?
10. Do you believe that wishing can make good things happen?
11. When you get punished does it usually seem its for no good reason at all?
12. Most of the time do you find it hard to change a friend's (mind) opinion?
13. Do you think that cheering more than luck helps a team to win?
14. Did you feel that it was nearly impossible to change your parent's mind about anything?

15. Do you believe that parents should allow children to make most of their own decisions?
16. Do you feel that when you do something wrong there's very little you can do to make it right?
17. Do you believe that most people are just born good at sports?
18. Are most of the other people your age stronger than you are?
19. Do you feel that one of the best ways to handle most problems is just not to think about them?
20. Do you feel that you have a lot of choice in deciding whom your friends are?
21. If you find a four leaf clover, do you believe that it might bring you good luck?
22. Did you often feel that whether or not you did your homework had much to do with what kind of grades you got?
23. Do you feel that when a person your age is angry at you, there's little you can do to stop him or her?
24. Have you ever had a good luck charm?
25. Do you believe that whether or not people like you depends on how you act?
26. Did your parents usually help you if you asked them to?
27. Have you felt that when people were angry with you it was usually for no reason at all?
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?
29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?
30. Do you think that people can get their own way if they just keep trying?
31. Most of the time do you find it useless to try to get your own way at home?
32. Do you feel that when good things happen they happen because of hard work?

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?
34. Do you feel that it's easy to get friends to do what you want them to do?
35. Do you usually feel that you have little to say about what you get to eat at home?
36. Do you feel that when someone doesn't like you there's little you can do about it?
37. Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you are?
38. Are you the kind of person who believes that planning ahead makes things turn out better?
39. Most of the time, do you feel that you have little to say about what your family decides to do?
40. Do you think it's better to be smart than to be lucky?

APPENDIX G
TEST AUTHORIZATION FORM

TEST AUTHORIZATION FORM

I hereby agree to take the Multiphasic Assessment of Personality Inventory (MAPI) as a volunteer subject with the understanding that all responses and the overall results are to be used for experimental purposes only, that they will be kept in strict confidence and will in no way become part of my college record.

I understand that the MAPI is an experimental measurement device and that any and all use of the results will be in accord with the Code of Ethics of the APGA.

APPENDIX H
REACTION QUESTIONNAIRE

REACTION QUESTIONNAIRE

DIRECTIONS: We would like to have an evaluation of your interviewer. Please state your opinion of the interviewer based upon the 20-minute session you had with him.

I. PROFESSIONAL ABILITY. Check the sentence that best describes your opinion of the interviewer's skill in evaluating your personality.

- _____ This person impresses me as being very much below average in skill.
- _____ This person impresses me as being below average in skill.
- _____ This person impresses me as being slightly below average in skill.
- _____ This person impresses me as being average in skill.
- _____ This person impresses me as being slightly above average in skill.
- _____ This person impresses me as being above average in skill.
- _____ This person impresses me as being very much above average in skill.

II. PERSONAL FEELINGS (Check One)

- _____ I would probably like this person very much.
- _____ I would probably like this person.
- _____ I would probably like this person to a slight degree.
- _____ I would probably neither particularly like nor dislike this person.
- _____ I would probably dislike this person to a slight degree.
- _____ I would probably dislike this person.
- _____ I would probably dislike this person very much.

III. COUNSELOR SELECTION (Check One)

If I ever were to seek counseling:

- _____ I believe that I would very much dislike having this person as my counselor.
- _____ I believe that I would dislike having this person as my counselor.
- _____ I believe that I would dislike having this person as my counselor to a slight degree.
- _____ I believe that I would neither particularly dislike nor enjoy having this person as my counselor.
- _____ I believe that I would enjoy having this person as my counselor to a slight degree.
- _____ I believe that I would enjoy having this person as my counselor.
- _____ I believe that I would very much enjoy having this person as my counselor.

IV. The purpose of this study is _____

APPENDIX I
INSTRUCTIONS FOR
INTERVIEWERS

INSTRUCTIONS FOR INTERVIEWERS

Each interview is to be 20 minutes in length and is to be tape recorded. Before the Subject enters the room, record on the tape the S's initials and code number. An oven timer or clock is to be used to keep the interview an exact 20 minutes.

The interview will begin when the receptionist escorts the S to your room and hands you the S's Confidential Basic Information sheet on which have been coded the ratings you are to make for each personality trait.

Your task as the interviewer is to get the S to discuss his personality using the 5 personality traits from the Personality Self Rating Scale. Each of the 5 personality traits should be discussed approximately 4 minutes. You can begin the discussion by saying, "How do you view yourself in terms of being either SELF-ASSURED or APPREHENSIVE?" At the end of each four minute discussion, you are to give a pre-set opinion by saying, "From what you have said here, I think you are (state both the phrase and number of the pre-set opinion). The key trait that you are attempting to influence is the SHY-VENTURESOME SCALE. The pre-set rating is a 3-point discrepancy from the pretest rating. You are to state the number of the rating three times and give a brief explanation of your opinion. The SHY-VENTURESOME SCALE is to be discussed during the 12-16 minute segment of the interview.

Hold a copy of the Personality Self Rating Scale--Form A in your hand during the discussion but do not show it to the S. This is to avoid his being distracted during the interview.

The Confidential Basic Information sheet has been coded so that you will know which rating to give the S on each of the 5 traits. Example: For the first trait of SELF-ASSURED---APPREHENSIVE, look at the Confidential Basic Information phrase. The Code is:

"A" underlined equals 3.

"B" underlined equals 4.

"C" underlined equals 5.

"D" underlined equals 6.

"E" underlined equals 7.

If none of these letters are underlined, the rating is 2 or 8 whichever is in agreement with the S's stated opinion, EXCEPT on the SHY---VENTURESOME SCALE when a "blank" equals a rating of 8.

The Confidential Basic Information sheet contains five phrases whose words include the letters "a, b, c, d, e". For each trait look on the Information sheet given you by the receptionist and refer to the appropriate phrase for each of the 5 personality traits. Refer to your Sample information sheet as a guide. You will need to practice using the coding so that you can look at the information sheet and immediate-

ly know which number rating you are to give as your opinion.

Example: If the "e" is underlined in the phrase "Confidential Basic Information", you will know that this means that your stated opinion on the SELF-ASSURED---APPREHENSIVE scale will be a "7".

APPENDIX J
EXPERIMENTAL ANOMALIES

EXPERIMENTAL ANOMALIES

Moderate Facilitation – Expertness Group

Interviewer A:

On the Reaction Questionnaire, subject #8's rating was changed from the low rating of "1" to the highest rating of "7" on the Personal Feeling Scale because of obvious inconsistency in the subject's marking on responses. She marked the highest ratings on Professional Skill and Counselor Selection and marked the lowest rating on Personal Feeling.

Interviewer B:

1. With subject #9, the interviewer gave a number "8" opinion statement (which was on the wrong end of the continuum) for the Trusting vs. Suspicious scale.
2. One subject was thrown out by random selection because 9 subjects were interviewed in this cell.

Moderate Facilitation – Inexpertness Group

Interviewer A:

1. One subject was eliminated because of incorrect coding information causing Interviewer A to give an incorrect influence attempt opinion.
2. With subject #18, Interviewer A gave a 4 point discrepant social influence opinion rather than a 3 point discrepancy.

Low Facilitation - Expertness GroupInterviewer D:

1. One subject was thrown out because subject obviously misunderstood the rating scale and changed 5 points on the Shy---Venturesome scale.
2. With subject #48, Interviewer D gave only a 2 point discrepancy opinion on Shy---Venturesome scale.

Low Facilitation - Inexpertness GroupInterviewer C:

1. With subjects #49 and 51, Interviewer C gave the correct phrase on Shy---Venturesome scale but did not state the number.
2. One subject was thrown out because Interviewer C was too facilitative during the interview.
3. One subject was thrown out because tape recorder wasn't working.

Interviewer D:

1. With subject #59, Interviewer D gave 3 point discrepant opinion on Shy---Venturesome scale but gave it in downward direction rather than upward as code called for.
2. With subjects #57, 61, and 62, Interviewer D gave the correct phrase on the Shy---Venturesome scale but failed to state the number.
3. One subject was thrown out because Interviewer used a 4 point discrepancy opinion statement on Shy---Venturesome scale.

4. One subject was thrown out by random selection technique because there were 9 subjects in the cell.

APPENDIX K
SUMMARY STATISTICS

TABLE 1

Means and Standard Deviations of Change Index Scores
by Facilitation, Expertness, and Interviewer Cells

Facilitation Level and Interviewer	Expertness			Inexpertness		
	N	M	SD	N	M	SD
Moderate facilitation						
Interviewer A	8	1.63	1.30	8	1.13	.64
Interviewer B	8	1.88	.99	8	1.38	1.19
Low facilitation						
Interviewer C	8	1.25	1.04	8	.88	1.56
Interviewer D	8	1.25	1.28	8	1.13	.83

TABLE 2
Analysis of Variance of Change Index Scores by
Orthogonal Contrasts on Facilitation Level by
Expertness Level by Interviewer Cell Means

Source	df	MS	F	<u>p</u>
Facilitation	1	2.25	1.79	.19
Expertness	1	2.25	1.79	.19
Interviewer	2	.31	.25	.78
Facilitation x Expertness	1	.25	.20	.66
Expertness x Interviewer	2	.63	.05	.95
ANOVA error	56	1.25		

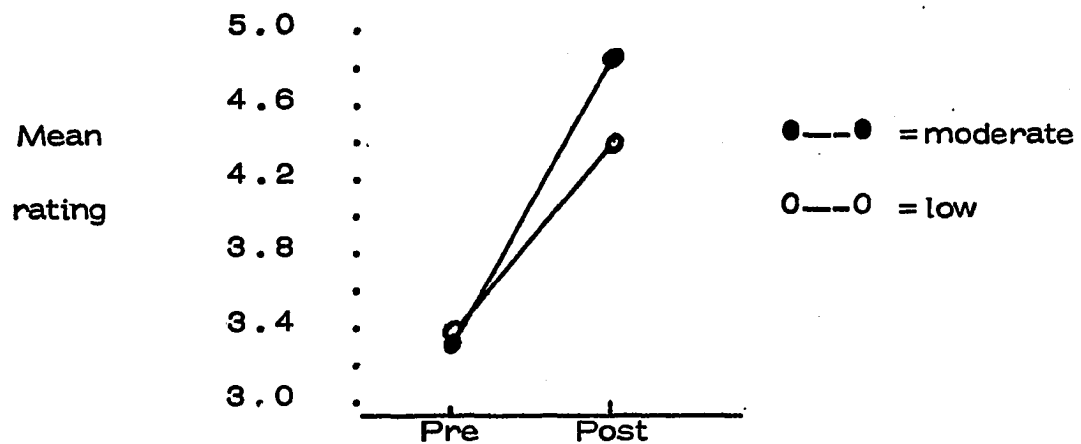
TABLE 3

3-Factor Analysis of Variance with Repeated Measures

Source	df	MS	F	<u>p</u>
Pre-Post measures	1	45.13	65.24	.001
Facilitation	1	2	.63	---
Expertness	1	3.13	.98	---
Pre-Post x Facilitation	1	3.13	4.52	.05
Pre-Post x Expertness	1	3.13	4.52	.05
Facilitation x Expertness	1	0	0	---
Pre-Post x Facilitation x Expertness	1	.13	.18	---
ANOVA error	60	3.20		
" error	60	.69		

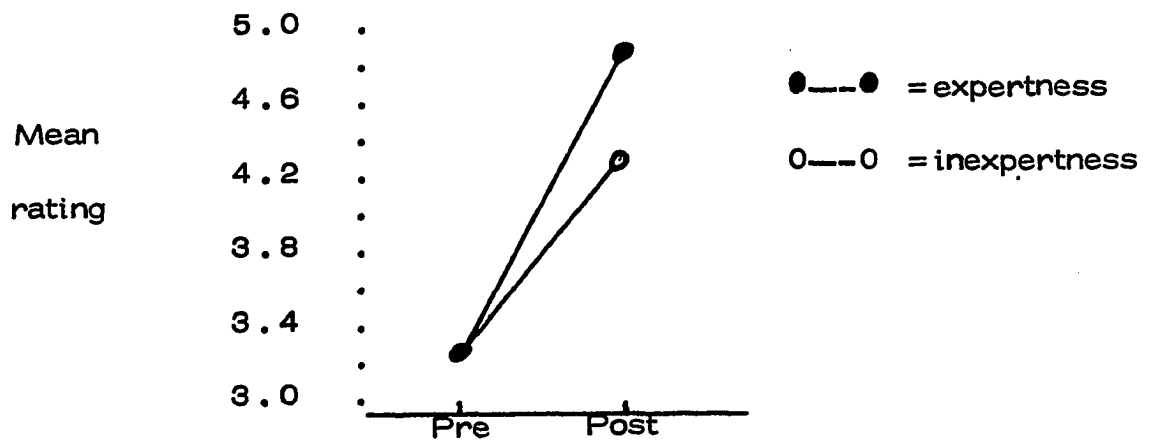
TABLE 4

4a. Pre-Post x Facilitation Interaction Graph



\bar{X} Moderate facilitation	= 3.31	4.84
\bar{X} Low facilitation	= 3.40	4.30

4b. Pre-Post x Expertness Interaction Graph



\bar{X} Expertness	=	3.37	4.87
\bar{X} Inexpertness	=	3.37	4.25