ROLES PLAYED BY COUNSELORS IN THEIR INTERVIEWS

DISSERTATION

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By

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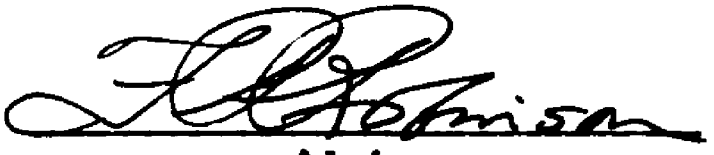

Adviser

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CHAPTER I

INTRODUCTION

In an attempt to trace the history of counseling as a profession, we must agree with Cheyney (10a), who states: "Actual origins elude us; everything is the outcome of something preceding; the immediate sudden appearance of something, its creation by an individual or a group at one moment in time, is unknown in history." However, Frank Parsons has a distinguished place in this particular history. Many persons agree that the genesis of the terms counseling and guidance may be found in his book, Choosing A Vocation (6, 44). In this book, written in 1909, Parsons talked about the "guidance counselor" as one who scientifically studied the individual, and then presented needed occupational information so a wise choice of a life work could be made.

Since Parsons' time counseling has become recognized more and more as an area of professional practice and study. Also, counseling has branched out and become an important activity carried on in many settings. Surveys, such as those of Froehlich (19) and Kamm and Wrenn (29), indicate that counseling and guidance are becoming increasingly

important functions in secondary schools and universities. Industry has followed the pioneering work of the Western Electric Company (57) and is now using counseling as one method of improving human relations. Counseling is used extensively in other institutional settings such as the YMCA, YWCA and local mental health centers (5, 23, 54). The Veterans Administration, the Armed Services and the United States Employment Service are making considerable use of counselors.

This phenomenal growth means that counseling is being carried on in a wide variety of settings. Such widespread and somewhat differing use of counseling has made the meaning of the term very vague. This makes it necessary, first, to define what is meant by counseling.

At first glance, activities called counseling often seem to represent quite differing activities. In fact, writers in the field seem to have difficulty in agreeing on a definition. However, there seem to be certain overriding characteristics which are common to most of the definitions. These points are best incorporated in the definition given counseling by Robinson (54). He says, "Counseling . . . covers all types of two person situations in which one person, the client, is helped to adjust more effectively to himself and to his environment. It includes the use of the interview to obtain and give information, to coach or teach,

to bring about increased maturity, and to aid with decision making and therapy" (54, p. 3). This will be the meaning given the term "counseling" for the remainder of this study.

The move to broaden the term counseling to cover most of the activities which people called counselors do is shown in the American Personnel and Guidance Association amalgamation and in the Conference on the Training of Counselors held by Division 17 of the American Psychological Association (1, 10a, 10b). These professional steps also indicate interest in improving the competence of counselors. This can only be done through research--research not only on diagnosis, personality theory, occupational information, etc., but also on counselor-client interaction in the conference. The present study is concerned with the communication or interaction between the counselor and the client within the counseling interview.

It has been within the last ten to fifteen years that scientific studies of the counseling interview have been carried on. Previous to 1940 there had been very little research. Over 50 years ago Parsons knew what he wanted to do, but when he turned to psychology for help he found, as Paterson has said, that "the cupboard was bare" (44). Many counselors since then have found themselves in the same dilemma.

The one exception to this void of research efforts was the interest in intelligence testing prior to and during

World War I. Under the auspices of the Army, leading psychologists made great strides in developing rating scales and intelligence tests. As a result of the impetus provided by the personnel work in the Army, the beginnings of guidance programs could be seen developing in high schools and colleges. This testing movement did not provide for direct evaluation and study of the counseling process. However, it did stimulate interest in using counseling in school situations. Also, the movement helped provide tests as one method of gaining information which could be used in the interview. In the last 25-30 years tests have been used extensively as an aid to diagnosis and prediction.

Along with diagnosis and prediction there has been an increasing interest in developing theories and evaluating methods of the treatment of individuals. For example, psychoanalysts think in terms of internal drives which need expression; learning theorists discuss the stimulus received, the response of the organism and reinforcement; perceptual theorists study the way individuals perceive situations. The interest in theories of treatment has stimulated much productive research leading to possible methods of handling and solving the problems clients have.

A third area of study is that of the communication or interaction within the interview. When the counselor and client come together there should be optimum communication

between the two. The research in this area is an attempt to determine some of the conditions making for optimum communication between counselor and client.

These three areas of (1) diagnosis and prediction, (2) treatment, and (3) communication are not separate discrete areas. They are all interrelated, and knowledge in all three areas is necessary for good counseling. It is just as an aid to research that the three are studied somewhat individually. As the present study is interested in the interaction or communication between the counselor and client, the discussion of pertinent literature will be limited to this area.

Nearly all the research on the communication between counselor and client has been carried on through the analysis of verbatim transcriptions of counseling interviews. This research on typescripts stems from the classical study done by Porter (47) in 1940-41. He was faced with the problem of whether typescripts could be used in research on the counseling process. Porter found that the procedures used by counselors in a counseling interview could be identified and used to study the process of the interview.

Many of the early studies were concerned with analyzing and evaluating single counselor speeches. As a result, the types of remarks used by counselors were identified and labeled. Also, the effects of the various counselor remarks

on the following client statements were studied.

As researchers became interested in more delayed effects of counselor techniques, longer segments of the interview were studied. One of these longer units was the discussion topic, first used by Sherman (62). A discussion topic unit consists of all consecutive counselor-client discussion related to the same topic, i.e., vocational choice, study skill, adjustment problem, etc. Following Sherman's study, other workers have shown that a counselor's behavior varies between discussion topics (7, 16, 39). Elton has shown that counselors varied significantly between skill and adjustment topics in both the amount of lead of their statements and the amount of responsibility assigned the client.

The relative effectiveness of larger units used in interview analysis was studied by Muthard (39). He was interested in studying the effectiveness of the discussion topic, the interview fraction and problem area units. Muthard found that the use of problem area and discussion topic units brings together similar behaviors and also sets off parts of the interview which are less related. In addition, he found that the use of discussion topic and problem area units makes it possible to identify shifts in counselor and client behavior, as measured by the ratings of judges.

From the systematic ratings of his study, and from unsystematic observations, Muthard states, "There is a tendency

for the counselor and client to adopt different patterns of behavior when the subject matter or type of problem varies" (39, p. 163). He goes on to suggest that one of the bases for these variations in behavior might be the roles which the counselor and client assume. The present study, then, is an attempt to see if the point at which a counselor changes from one role to another can be reliably identified and if the role played between these transition points can be reliably labeled.

If there are various roles assumed in the counseling interview, it would be meaningful to know what some of the roles are. Such a list of roles would point up the variety of behaviors a counselor could use and might lead to greater flexibility and success in counseling. Also, such a list of roles would make it possible to determine the situations in which the several roles would lead to optimum outcomes.

For the purposes of this study the definition of role given by Sargent seems most appropriate. He says, "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group" (56, p. 360). As Sargent indicates, "pattern or type" of social behavior suggests that much variation is possible within the socially defined boundaries of a role. "Situationally appropriate" indicates that the way a person perceives a situation is.

important in determining the way he will behave or the role he will assume. As stated by Sargent, "One does not respond to a situation as defined objectively, but rather as he perceives or interprets it." The phrase "demands and expectations" of others emphasizes that roles are learned from experiences in previous social situations.

A person's role, as defined here, is determined by the present situation, his past experiences and future expectations. For example, a counselor may play a role at a certain point in the interview because he has learned in past situations that such a role has produced results which he hopes to obtain in his present interview.

For clarification, it is necessary to distinguish between the usual meaning assigned the term "role" and the meaning given in this study. Roles have generally been described in broad terms. That is, a person's role may be that of a father, a teacher, a fraternity member, a counselor, etc. Most of the work with roles has been concerned with this general meaning (see Chapter II). The present research will study the smaller or subsidiary roles played within one of these larger or more general roles. More specifically, this study hopes to identify some of the subsidiary roles a person assumes within his larger role as a counselor. For example, while a client is explaining his problem the counselor may function as a listener, or may play a role of

helping the client with further clarification. Then the counselor may work with the client in thinking through possible solutions to the problem. If necessary, the counselor may later play a subsidiary role of giving the client needed information, or the counselor may actually direct the client in practice on some skill. In this study the terms "role" or "sub-role" will be used, for brevity's sake, to mean this subsidiary role, unless otherwise indicated.

The questions that the present study will attempt to answer are:

Primary Questions

(A) Can these counselor sub-roles be identified and labeled? This entails two steps:
  (1) Locating the transition point at which a counselor changes from one sub-role to another, within the interview.
  (2) Describing and classifying the sub-roles played by the counselor between these transition points (or within the sub-role unit).

Secondary Questions

(A) What are the characteristics of these counselor sub-roles?
  (1) How many sub-roles are played by counselors in this sample?
  (2) How frequently does each sub-role occur?

(3) Where do the sub-roles occur within a series of interviews?

(4) What is the relation of counselor sub-role to the topic being discussed?

(5) Do counselors in this sample differ in the number of sub-roles each plays?

(6) Do counselors at different counseling centers play different sub-roles?

(7) How long is each sub-role?

(B) What is the relation of counselor sub-role to counselor technique?

(1) What is the relationship between the counselor sub-role and the degree of lead of the counselor's remarks?

(C) What is the relation of counselor sub-roles to interview outcome?

(1) What is the relation of counselor sub-role and working relationship between the counselor and client?

(2) Does the variation of the sub-role the counselor plays from the sub-role the client expects the counselor to play influence the outcome of the interview?

(D) What is the relation of the type of problem being discussed to the sub-role the client expects the counselor to play?

The principle question of the study is: Can various counselor sub-roles be reliably inferred from verbatim transcriptions of counseling interviews (Primary Questions above)? The Secondary Questions will be explored only tentatively.

CHAPTER II

HISTORY OF THE PROBLEM

The preceding chapter pointed up the increasing use of counseling in many settings, and briefly discussed the role of typescript research in understanding the dynamics of the interview process. In this chapter, research which is related to the present study will be reviewed under the following three topics: Research on Communication, on Roles, and on the Dimensions Used in This Study.

RESEARCH ON COMMUNICATION

As stated in Chapter I, the present study is interested in studying the communication or interaction that takes place between a counselor and a client in a counseling interview. In many previous studies of the counseling interview, reviews of the literature have been limited to similar research on actual interviews. However, literature on communication has been published in many areas not directly related to the study of the counseling interview. A review of these areas may furnish information which could be of value to research on counseling. It seems, however, that the term "communication," while popular, means quite different things in different areas.

Electrical engineers have given the term "communication" its most restricted definition. Shannon, one of the earliest engineers to work on this subject, states: "The fundamental problem of communication is that of reproducing at one point either exactly or approximately a message selected at another point. Frequently the messages have meaning; that is, they refer to or are correlated according to some system with certain physical or conceptual entities. The semantic aspects of communication are irrelevant to the engineering problem" (59, p. 3).

An elementary example of the type of problem communication engineers are studying is the one Morse solved after inventing telegraphy. He had to decide on the most economical code for sending letters, using only dots and dashes. Morse assigned the most commonly used letters the simplest signals--one dot means "E," dot-dash means "A," etc.--and the less commonly used letters were assigned more complex combinations--"Q" is dash-dash-dot-dash, "Z" is dash-dot-dash-dot, etc.

A problem of communication that the engineers are studying now is a more economical method of transmitting television signals. The engineers are trying to devise ways of condensing television into a short series of wave lengths for transmission. A receiving station could then expand the program to its full length after receiving the condensed version of the program.

Research on communication which is so strictly defined has but limited value to the psychology of counseling. However, Weaver (59), in a discussion of Shannon's work, says that the work of the engineers can be generalized to more broadly defined areas of communication. Weaver feels that Shannon's ideas can apply: (1) to transmitting the meaning of symbols, as well as (2) to the study of the effectiveness of the meaning (i.e., see if the received message leads to the desired conduct). As yet, very little work has been done to substantiate Weaver's hopes for this area of psychology.

Psychologists have been interested in methods of coding information used in various communication systems. Again, however, a very strict definition is given to the term "information." As Miller states, information ". . . is not synonymous with 'meaning.' Only the <u>amount</u> of information is measured--the amount does not specify the content, value, truthfulness, exclusiveness, history, or purpose of the information" (38, p. 3).

Clinical psychologists and psychiatrists also have been interested in communication. Ruesch and Bateson (50), among others, indicate that a patient exhibits abnormal behavior because (1) the patient's perceptions are distorted, or (2) transmission of information through symbolic language is unintelligible. In therapy, the psychiatrist or

psychologist is pictured as helping the patient move from attaching limited meanings to words to more inclusive meanings.

In their book, Communication--The Social Matrix of Psychiatry, Ruesch and Bateson have described the therapeutic process thus: "First, the patient is in conflict with some of the cultural premises which prevail in his immediate environment. Therapy provides an opportunity for the patient to express this conflict; second, therapy provides the patient with a person, the therapist, who may understand these difficulties; third, a correction of the views of the patient can occur through interaction with the therapist, with the result that the patient's beliefs and his views of the cultural premises may change" (50, p. 134). However, as in so much writing in this field of communication, Ruesch and Bateson present their views as to what should be done in therapy, but they do not show how to do it. That is, they observe the problem the client has in communicating with himself and others. They go on to say that a counselor should help improve the ability of the client to communicate, but they do not show how a counselor can best bring about such a change. A recent article indicates that Ruesch may also be more interested in describing the changes that take place in a patient's communication with himself and others rather than evaluate the methods a counselor might use to

bring about these changes in the patient's communication (51).

This brief discussion of communication as studied by the engineers and the psychiatrists and clinical psychologists points up two of the difficulties which are encountered when trying to relate previous communication research to the counseling interview: either (1) communication research has not been interested in studying the meaning attached to messages; or (2) the changes which should take place in a patient's communication with himself and others are described, but the methods a counselor might use to bring about these patient changes in communication are not described.

A third area in which some other "communication researchers" have been interested is the interaction of small groups. These researchers hope that an understanding of the communication process in small groups will lead to generalizations about larger social groups. As an example of results obtained in this type of research, Bales has studied 171 small discussion groups. He finds that if participants in a group are ranked by the number of acts they initiate, the individuals also tend to rank themselves (1) by the number of acts they receive, (2) the number of acts addressed to specific other individuals, and (3) the number of acts addressed to the group as a whole (1, 2). As is true of most research on communication in small groups, the results describe the direction and type of activity, but do not

discuss the determinants of the minute by minute progress in the group.

The problems of communication are also discussed in industrial psychology literature. The emphasis seems to be on the ability of management and labor to communicate with each other. England (18) applied the Flesch formula for readability to employee magazines and found that the magazines were written at too high a level. He felt that magazines aimed at employee reading level might be more thoroughly read.

A great deal of research has been concerned with applying readability formulas to effect better communication between the materials printed and the readers for whom the materials are presented. Chall (9), in a summary of work on readability, states the goal of such work thus: "Our aim is not to simplify all materials, but rather to produce readable materials on subjects a knowledge of which is essential to the well-being of all individuals" (9, p. 12).

Anthropologists, sociologists and social psychologists have also studied communication (21, 28, 34, 52). They have been interested in the general effects of such mass media as radio, television, newspapers, magazines, etc., on various groups. Again, the studies have been aimed at describing the general effects of mass media communication and have not been concerned with the minute by minute progress or changes which occur.

In summary, it appears that very little research has been done on the aspects of communication emphasized in this study. The researchers have studied some associated conditions which make for optimum communication between individuals or groups of individuals, but very little research has been concerned with the actual process of communication between persons. For example, the research gives information which would help in matching a counselor with a particular client (similar cultural background, similar vocabulary, etc.) but does not supply information on the dynamics affecting the progress of the interview. By studying the roles a counselor plays within an interview, the present study hopes to describe and possibly point up factors influencing the moment by moment communication or interaction between the counselor and the client.

RESEARCH ON ROLES

As indicated in Chapter I, the primary purpose of this study is to analyze the roles assumed by counselors within the counseling interview. Many areas not directly related to counseling have also used the concept of "roles." The literature on roles that appears in these areas will be reviewed in the section below titled "General Literature on Roles." In addition, the section titled "Roles in Counseling Literature" will review those few studies that have been made of roles assumed by counselors and clients within the

counseling interview.

General Literature on Roles

Even though the concept of roles has been in use for over fifty years, there is little agreement on its definition. Several recent Social Psychology texts which discuss roles either disagree on the definition of the term, or do not define it at all (24, 41, 56, 60, 61). Neiman and Hughes, in a review of role literature appearing between 1900 and 1950, state: "The concept of role is at present still rather vague, nebulous, and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible concensus. Concommitantly, the concept is found frequently in popular usage which adds further confusion" (42, p. 149).

In spite of this confusion, the concept of role is an integral part of sociological and psychological vocabulary. With such widespread use, one would expect to find a great deal of research on roles. Rather, there is a dearth of research. "Speculation runs high, while investigation goes begging" (42). Sargent has recently written "Research on roles has not yet progressed very far . . ." (56, p. 366).

Most of the role research has resulted in general descriptions of various roles. Tash (66) has described the

role of the father in the urban-American family. Lu (33) has attempted to predict dominant, equalitarian, or submissive roles in marriage. Watson (68) and later Merton (37), have studied the role of the bureaucrat in our society. Henry (27) describes the role of the business executive.

Heyns (41) observed members in decision making conferences. He classified members, using a checklist of roles, according to the kinds of contributions and behaviors exhibited.

Waller (67), in a book published twenty-two years ago, gives the most comprehensive coverage of a single role, that of the teacher. He describes the general role of the teacher as an executive role--"the teacher is the representative of the established order . . ." (67, p. 230). Waller then goes on to discuss some of the subsidiary roles of the teacher. This inflexible executive role is supplemented by "rapid alternation with it of supplementary or even contradictory roles . . . one alternates the roles of the kindly adult, the mildly amused adult, and the fatherly individual with the teacher's role" (67, p. 326). In all the literature on roles, this is the only discussion of subsidiary roles which might occur within a larger or more general role.

Two studies have investigated the development of roles in children (25, 26). Both studies conclude that as children get older they move from relating their roles only to immediate situations to perceiving more general or pervasive roles.

Several researchers have been concerned with conflicts which occur between roles. Stouffer (65) studied the conflicts faced by persons in jobs similar to those of non-commissioned officers in the Army and foremen in industry. Persons in both of these positions have to carry out orders from above, even though the orders conflict with the attitudes of the enlisted men or workers. Komarovsky (30) studied the conflicts of college women faced with the two roles of the homemaker and the "career girl."

Kirkpatrick (31) studied roles in courtship among college students. The male students in his sample reported some confusion or conflict when faced with the double burden of "mate-finding and mate-supporting." The girls report themselves in the conventional role of being sought after. Ort (43) reports a greater number of role-conflicts with middle-class boys than lower-class boys.

The use of roles in therapy has been discussed in two articles. Sarbin (58) suggests that role taking can be a valuable method of therapy. Lawlor (32) states that role therapy is (1) "education in the nature of roles" and (2) "training in the playing of roles" (32, p. 53).

In summary, the literature has tended to discuss roles in rather broad and general terms. That is, the behaviors, attitudes, etc., of a father role, executive role, bureaucrat role, etc., are described. However, the present study is interested in analyzing the smaller segments of one of

these larger roles, namely that of the counselor, and the relation between these smaller segments of the counselor's role and the outcome of the interview.

Roles in Counseling Literature

What particular studies of roles in the counseling situation have been made? The number of these studies is indeed very meager. The usual approach seems to be to talk about what a counselor should in general be or do, and then study changes in client behavior. It would also seem necessary to study what the counselor actually does, and then relate these techniques to the outcome of the interview. Much of the research here has been on specific techniques used, and only recently has any thought been given to different roles played and their effect.

Robinson (53) has mentioned the influence of the topic being discussed on the roles the counselors and clients assume. He states that if interviews are broken up into segments which discuss the same problem, the behavior of the counselor and the client within these units seems to be consistent. "Thus with an emotional problem, the client will feel hesitant to bring out much before the counselor, but with a study skill problem he will not have such hesitancy but will not know what is wrong with his skill. The counselor's role also varies from topic to topic, but within a given topic his attitude and manner are apt to be fairly

constant. Similarly, in carrying on small talk, making arrangements, questioning for information, etc., the client and counselor will play rather consistent roles while the topic is being discussed, but these roles shift as the topic shifts" (53, p. 713). However, this article contains little research data to give detail to his point.

As indicated in Chapter I, Muthard (39) found that it was possible to identify shifts in counselor and client behavior as the topic or problem being discussed changed. He hypothesized that these changes might be the result of the counselor and client changing roles. However, this hypothesis was merely suggested by Muthard's data and he did not systematically test it.

Davis (13), in a recent study, was concerned with determining whether client characteristics could be categorized on the basis of verbatim transcriptions of counseling interviews. One of the four dimensions he studied was "the role the client expects the counselor to play in the counseling interview."

Davis used forty first interviews from counseling centers at five universities. Two judges made two separate ratings of the role the client expected the counselor to play in each interview. The first rating was made after reading to a "transition point," and then several weeks later on the same interviews the second rating was made

after reading the entire interview. The transition point was defined as "the counselor statement in which the counselor began to change from a role characterized by listening and questioning the client in an effort to understand the nature of his problem, to a role characterized by more active attempts to help the client face his problem" (13, p. 70).

The judges used a fifty point scale in rating the role the client expected the counselor to play. A rating at one extreme of the scale indicated that, in the opinion of the judge, the client regarded the counselor merely as a source of information, with no intention of having the counselor help the client work out a solution to the client's problem. A rating at the other extreme of the fifty point scale indicated that the client was trying to force the counselor to assume practically all responsibility for finding a solution to the problem at hand.

Davis found that "the role the client expects the counselor to play can be rated with some reliability at the end of the first counseling interview (median r [Spearman-Brown] = +.59). The reliability with which Expected Counselor Role can be rated at the Transition Point (median r [Spearman-Brown] = +.49) is not significantly different from the reliability at the end of the first counseling interview" (13, p. 172).

Perry and Estes (46) have studied changes in the client's "set" within the counseling interview. They

hypothesize that when students come in to the first counseling interview, the students preconceive a situation in which the counselor is to be an authority or expert who is to take the lead in a problem-solving relationship. Perry and Estes go on to hypothesize that if the counselor behaves consistently in a non-directive manner, the clients will then begin to perceive themselves as carrying the initiative and the counselor as their assistant. At this point the counselor is to assume a more active role "as a collaborator in problem-solving." Perry and Estes call this new perception on the part of the client an "heuristic set."

The Interaction Process Analysis techniques of Bales (1) was used to confirm this change in client "set." Perry and Estes state that clients seem to "reverse their notions of role within the first forty minutes of the interview" (i.e., adopt an "heuristic set"). "The normal range for our sample seems to be from ten minutes to the end of the second hour" (46, pp. 104-105).

In their studies, Davis (13) and Perry and Estes (46) studied the general role that the client expected the counselor to play. It may be possible that clients change the roles they expect the counselors to play from time to time within a single interview. The present study will tentatively attempt to identify and label the roles the client expects the counselor to play within the interview, and also relate these expected roles to the outcomes of the interviews.

In summary, it appears that there are no studies which have attempted to locate transition points between the roles assumed by the counselor and client within an interview, nor to label the roles played by the counselor within these role units. As indicated in Chapter I, it would be useful to be able to identify and label the roles assumed within counseling interviews. Such a list of the variety of roles and their relation to the outcome of the interview would be particularly useful in the training of new counselors. In listening to the interviews of counselors-in-training, one usually finds that the trainees either play only one or two roles or seem to be playing no particular role at all. On the other hand, in listening to and talking with more experienced counselors, it seems apparent that they play a wider range of roles and are able to change roles as the dynamics or topics within the interview change. In addition, the experienced counselors seem more aware of the roles they assume within the interview.

Formerly, when talking with counselors-in-training, one has had to talk about roles with nothing definite to go on. With a list of roles played by experienced counselors, it might be easier to show new counselors-in-training the wide range of roles available to them.

RESEARCH ON DIMENSIONS USED IN THIS STUDY

In addition to identifying and labeling the roles counselors play within counseling interviews, the present

study will explore, tentatively, the following three questions: (1) What are the varying techniques used by counselors in the different roles? (2) What is the relation of the roles the counselors play and the outcomes of the interviews? (3) What is the relation of the type of problem being discussed to the role the client expects the counselor to play? The following sections will review research on dimensions which are pertinent to these three questions. From this review, dimensions will be picked which will be used in the exploratory study of these questions.

Dimensions of Counselor Behavior

As indicated in Chapter I, Porter (47) was one of the first researchers to attempt to classify counselor remarks in the counseling interview. He devised 24 categories which were combined into four groups: (1) defining the interview situation; (2) bringing out and developing the problem situation; (3) developing the client's insight and understanding; (4) sponsoring client activity and fostering decision making. Many of the subsequent attempts to describe counselor techniques descend directly from Porter's 24 categories. The following paragraphs will discuss the research on counselor dimensions.

Counselor Assumption of Responsibility. This dimension is concerned with "the amount of responsibility which the counselor himself assumes, which he permits the client to

assume, or which he forces the client to assume" (17). Three of Porter's major groupings seem to be related to assumption of responsibility, i.e., defining the interview situation, bringing out and developing the problem situation, and sponsoring client activity and decision making.

However, until recently (17), both counselor and client assumption of responsibility were combined as one dimension of the counseling interview. Elton (17) showed that counselor assumption of responsibility was a significant counseling dimension and could be differentiated from the responsibility assumed by a client (a measure of interview outcome). He found that the extent to which a counselor throws responsibility on the client or keeps the responsibility for the progress of the interview is related to counseling outcomes.

Following Elton, several studies have used counselor assumption of responsibility (8, 13, 16, 39). All have found the dimension to be quite reliable. Carnes (8) found that the ratings of three judges correlated + .84. He used the Spearman-Brown Prophesy Formula, as did the other researchers reported here. Elton (16), in another study, obtained a reliability coefficient of + .86. Coefficients ranging from + .86 to + .94 were obtained by Muthard (39). Davis (13) found a reliability coefficient of + .53 for his two judges.

Measures of this dimension also seem to be quite sensitive. Elton (16) and Carnes (7) found that counselors in their samples ranged from assuming complete control of the discussion to assigning the client primary responsibility. Muthard (39) found ratings of this dimension ranging from 4 to 48 on a 50-point scale. Davis (13), also using a 50-point scale, reports a range from 7 to 45.

Responding to the Core of the Client Remark. The "core" is the one central idea that a client tries to express in each of his speeches. A client may express several ideas in a speech, but one of these ideas is of primary importance. A counselor responding to the core of the client's remarks is dealing with the main idea or feeling that concerns the client.

Elton (16), the only investigator to use this dimension, classified counselor remarks as dealing with the core of the client's preceding remark, with some secondary aspect of it, as introducing a new idea, or as unclassifiable. His judges showed a high degree of reliability when using the above schema to classify counselor remarks. However, his categories appear to call for too gross judgments to be a highly sensitive measure of counselor statements.

Responding to Client Feeling. A counselor may respond to the subject matter of a client's statement or to the feeling expressed in the statement. Many therapists assume that response to feeling is the most important dimension of

counseling, while others maintain that both content and feeling are important and neither can be neglected.

Elton (13) attempted to classify counselor responses to client feeling using verbatim transcriptions of counseling interviews. His judges classified each counselor response as dealing with the content, with feeling, or as unclassifiable. He found that his judges could agree quite well when rating counselor remarks using this three-category system. However, as in the case of responses to the core of client remarks, these categories for determining whether the counselor responds to client feelings need further refinement to be highly sensitive measures of counselor statements.

Amount of Lead. This dimension refers to the variations in techniques used by counselors to further the client's thinking about his problem. The degree to which a remark leads usually depends on two characteristics: (1) How far the content of the counselor's remark seems to be ahead of the content of the client's last remark, and (2) the degree of pressure or definiteness in the counselor's remark used to bring about client acceptance of new ideas.

Following Porter, Snyder (63) studied 17 categories of counselor responses in non-directive psychotherapy. Thirteen of these categories were concerned with the amount of lead present in counselor statements. Stone (64) presents 14 counselor techniques (similar to amount of lead) as

lying along a continuum ranging from "non-directive to directive."

Sherman (62) developed a scale for rating the primary counselor leading techniques, i.e., the techniques used most often in the discussion unit. She found that the following four counseling techniques of leading accounted for most of the discussion in her interviews: (1) clarification, (2) tentative analysis, (3) interpretation, and (4) urging. Sherman's scale was used in later research by Carnes and Robinson (8), Davis and Robinson (14), and Elton (16).

The present 50-point scale for rating the amount of lead present in a counselor remark was developed by Carnes (7) and revised by Elton (16). This scale has been used in studies by Elton (16), Muthard (39), Davis (13), and Danskin and Robinson (11). All have found the scale to be highly reliable. Elton (16) combined the ratings of two judges and obtained a Spearman-Brown correlation of + .93. Using the same formula, Muthard (39) found reliability coefficients ranging from + .93 to + .96, depending on the analytical unit used, i.e., discussion topic, problem area or interview fraction. Davis (13) obtained a Spearman-Brown reliability coefficient of + .92 between his two judges. Danskin and Robinson (11) report a similarly high coefficient of reliability.

The dimension of amount of lead also appears to be quite sensitive. Muthard (39) found that the counselors in his study varied in mean amount of lead used from 5 to 45 on a 50-point scale. Davis (13) obtained average amounts of lead ranging from 10 to 30 on a 50-point scale. In an analysis of 230 counseling interviews, Danskin and Robinson (11) found counselors varying from 5 to 46 in average amount of lead, using a similar 50-point scale.

From the preceding discussion, we see that amount of lead has been highly reliable and reasonably sensitive to changes in interview dynamics. Also, this dimension has been investigated in numerous research studies.

Counselor Dimension Used in This Study. Several dimensions of counselor behavior and the research that has been done on these dimensions have been considered in the few previous pages. Only one of these dimensions will be used in describing techniques used by counselors in the various roles because this description is of secondary importance in this study. The counselor dimension that seems most pertinent to the present study is amount of lead. This dimension was selected because it has shown consistent reliability and sensitiveness to changes in counselor techniques--one of two ways of throwing responsibility. In addition, measures of this dimension have been used in several previous studies.

Measures of Outcome of the Interview

The mere description of counselor techniques is rather meaningless unless these techniques can be related to changes in client behavior. Ideally, a counselor should be able to relate the techniques he used to client behaviors outside of the interview. At the same time, a counselor uses information gained within the interview to guide his minute by minute selection of techniques and roles. The present section will review studies on dimensions the counselor can use to judge the progress of the interview. Ultimately, within-interview dimensions and techniques should be related to external behaviors.

Working Relationship. Working relationship is defined as the degree of mutual respect and warmth that counselor and client exhibit towards each other. It is usually characterized by a pooling of efforts in moving towards a solution to the client's problem. Good working relationship, or rapport, between counselor and client is recognized nearly universally as an important determinant of effective counseling. Sherman (62), in her pioneering study, developed a five-point scale for the rating of working relationship. Using 28 interview units, she obtained perfect agreement with another judge 69 per cent of the time, and only once was there a difference of more than two points. Sherman's five-point scale for rating working relationship was used in later studies by Daulton (12) and Carnes and Robinson (8).

The 50-point scale currently used for rating working relationship was developed as part of a study by Carnes (7). This scale has since been used by Elton (17), Good and Robinson (21), Nelson (40), McCormick (35), Muthard (39) and Davis (13).

The reliability with which working relationship can be rated, using the 50-point scale Carnes (7) developed, is generally quite high. Carnes (7) combined the ratings of three judges and obtained a Spearman-Brown reliability coefficient of + .81. McCormick (35) reports a reliability coefficient of + .91 between himself and another rater. Muthard (39), combining the ratings of three judges, found Spearman-Brown coefficients from + .69 to + .77, depending upon the unit of analysis used. Davis (13) obtained a Spearman-Brown coefficient of + .63 between himself and one other rater.

This 50-point working relationship scale also appears quite sensitive to changes in the interview. Muthard (39) found a range of ratings from 11 to 45. Davis (13) found that ratings by his judges ranged from 10 to 44. Other researchers have found similar ranges of ratings.

Client Assumption of Responsibility. This client dimension is the counterpart of the counselor dimension "Counselor Assumption of Responsibility" discussed earlier. "Client Assumption of Responsibility" refers to the degree

to which a client is willing to attack the problem under consideration and new problems as they arise, and to plan what to do about them.

Sherman (62) constructed a five-point rating scale for measuring this dimension. Her scale for rating responsibility taking ranged along a continuum from situations in which the counselor took nearly complete responsibility for the progress of the interview to situations in which the client assumed practically all of the responsibility.

A later study by Elton (17) showed the need to conceptualize responsibility-taking as two dimensional rather than one. As a result of Elton's study, Carnes (7) developed two rating scales, one for counselor assumption of responsibility and one for client assumption of responsibility. Carnes' scale for client responsibility-taking has since been used by McCormick (35), Muthard (39) and Davis (13).

Each of the persons using this dimension of client behavior has found it to be quite reliable. McCormick, using the 50-point scale devised by Carnes (7), obtained a reliability coefficient of + .88 between himself and another rater. Muthard (39) reports Spearman-Brown coefficients ranging from + .71 to + .73, depending on the unit of analysis used. Davis (13) obtained a Spearman-Brown coefficient of + .73.

The sensitivity of this measure of client responsibility-

taking is indicated by the variations of ratings reported by the many researchers using it. For example, Muthard (39) found a range of ratings for his units from 10 to 46 on the 50-point scale devised by Carnes (7). Davis (13), using the same 50-point scale, reports a range of from 11 to 47.

Client Growth in Insight. Several researchers have attempted to measure client insight into the nature of his own problems and possible solutions to these problems. Studies of this concept of client growth in insight have not obtained ratings with uniformly high reliability.

A five-point scale for rating this dimension, developed by Sherman (62), was subsequently used by Carnes and Robinson (8), Good and Robinson (21), and Neslon (40). Carnes (7) revised Sherman's five-point scale to make it a 50-point continuum which was later used by McCormick (35).

Sherman (62), using her five-point scale, found perfect agreement between herself and another judge in only 42 per cent of the discussion units rated. Good and Robinson (21) report a Spearman-Brown reliability coefficient of + .86 for their three judges. McCormick (35) obtained a reliability coefficient of + .90 between himself and another judge. Dial (15), using a concept he called "Client Progress" and which is similar to client growth in insight, obtained a phi coefficient of + .45 as a measure of reliability.

The variability of ratings on this dimension has been about as broad as that for working relationship and client

assumption of responsibility. However, the reliability on this dimension has not been consistently high. Therefore, another measure of counseling outcome which has had uniformly high reliability will be selected for use in this study.

Client Feeling Reactions. This dimension is concerned with a client's feelings about himself and various aspects of his life situation. Various techniques have been employed in assessing this dimension. In general, the research has measured such variables as per cent of remarks containing expressions of feeling, average intensity of expressed feelings, and the ratio of negative to positive feelings.

Snyder (63) used nine categories of client feelings in his study. Raimy (48) investigated the changes which occur throughout an interview series in positive, negative and ambivalent feelings about self. Good and Robinson (21), Reid and Snyder (49) and Barry (3) have also studied some form of the dimension of client feeling.

The reliability of ratings of this dimension has varied considerably. Snyder (63) reports that his judges had more trouble rating client feeling than in rating the content of client remarks. Raimy (48) found 47.5 to 80 per cent agreement when one judge rerated his interviews after a six month interval. Perfect inter-rater agreement, on a sample of 256 client responses, varied from 51 to 82 per cent. Reid and Snyder (49), using 15 counselors-in-training, found an average of 5.5 different feelings per client statement

for the four interviews used in the study. Good and Robinson (21) had their judges compute the percentage of client remarks, in each discussion unit, containing expressions of either positive or negative feelings. The writers report inter-judge reliability coefficients ranging from + .66 to + .90, depending upon the topics of their discussion units.

The variability of the reliability coefficients reported in these studies indicates that measures of client feeling must be considerably refined before being useful in research on the counseling interview.

Measures in Interview Outcome Used in This Study. Only one measure of interview outcome will be used because this dimension is of secondary importance in the present study. Of the client dimensions discussed in the preceding pages, working relationship seems best suited for use in the present study. It has proven to have consistently high reliability and has been used in numerous studies. Also, it would seem to be a particularly sensitive measure of changes in the outcome of an interview which might occur if a counselor does not play the role the client expects him to play.

Nature of the Client's Problem and the Role the Client Expects the Counselor to Play

As indicated in Chapter I, the present study will tentatively explore the relation between the type of problem being discussed in the interview to the role the client expects

the counselor to play. Various systems of classifying the nature of the client's problem will be discussed briefly. One of the classification systems will be selected for use in studying the problem stated in this paragraph.

Nature of the Client's Problem. The usual method of classifying client problems is according to the external location of frustration (e.g., home, school, vocation, finances, etc.). However, in an analysis of the case records of 2000 students, Bordin (4) has shown the weaknesses of using such a system in selecting differential counseling procedures. A client may list several problem areas all of which stem from the same cause, e.g., educational, social or personal problems may all be a function of health. Further, problems within one area can be due to many kinds of causes, e.g., a student may be having educational difficulties because of poor study skills or lack of interest in school.

After Bordin (4) found that classifying problems according to location of frustration was inadequate for guiding counseling practice, he proposed a series of "diagnostic constructs" as aids in determining what treatment must be administered. Pepinsky (45) revised Bordin's classification system, and proposed the following diagnostic categories:

1. Lack of assurance (student has made a decision but wants to play safe by checking up with others)
2. Lack of information

3. Lack of skill
4. Dependence
5. Self-conflict
    a. Cultural self-conflict
    b. Interpersonal self-conflict
    c. Intrapersonal self-conflict
6. Choice anxiety (necessity of deciding among several alternative plans all of which upset his present life)

Pepinsky then had three judges analyze 115 case studies and classify each case under one of the above categories. He found greatest agreement among the three judges in classifying the 39 cases diagnosed as lack of assurance. However, this agreement was not too high--the three judges agreed unanimously on this diagnosis less than a third of the time. Poorest agreement was obtained for the dependency category. The three judges agreed in 15 per cent of the cases in which it was thought to be present; two judges agreed in 18 per cent of the cases; and only one judge found dependency in 67 per cent of the cases in which it was thought to be present.

It must be remembered that a classification looking towards treatment content does not directly get at the unique differences which must exist in the relationship of the counselor with the client. That is, if a counselor diagnoses a client's problem as interpersonal self-conflict, this

diagnosis does not suggest how the counselor is to help the client see the difficulty, or how the counselor is to help the client overcome the difficulty. Also, these diagnostic categories list several categories of adjustment problems. The study by Davis (13) showed that this division is possibly too refined for use in guiding differences in the relationship between counselor and client.

To meet this need for a classification system related to treatment content, Robinson (54) has proposed a classification based on the social dynamics of the interview. In presenting this classification, he states: ". . . in addition to wanting to know what tends to eliminate particular difficulties, the counselor wants to know <u>how</u> best to put it across. Treatment cannot be given as it is in medicine by getting the client to swallow pills or if necessary by anesthetization and tube feeding. The counselor has to consider how the client obtains insight into his problem, how he can be motivated to work on his problem, and how he can be led to discover and apply worthwhile forms of treatment. Since the manner in which the counselor works with the client to obtain these ends should vary with different types of problems, another important basis for the classification of problems is provided" (54, pp. 167-168).

Robinson's classification system follows:

A. Special situations (e.g., visiting, structuring, interview arrangements)

B. Main body of the interview

1. Skill problems (e.g., study skills, language skills, social skills)
2. Adjustment problems (e.g., vocational choice, curriculum planning, financial problems, social adjustment, personal maladjustment)
3. Immaturity (e.g., dependence, over-sensitiveness to opinions of others, egocentrism)

In a skill problem, a client will be unable to find the source of his difficulty by introspection and so he must depend on coaching. In an adjustment problem, the client alone can become aware of relevant aspects and the counselor aids this recall by producing an optimum environment. An immature attitude is due to a lack of challenge in a client's developmental history. However, few of these come as expressed problems. This classification proposed by Robinson, and the Bordin-Pepinsky Diagnostic categories are somewhat similar. Both systems include skill categories; Robinson's Immaturity and Bordin-Pepinsky's Dependency are quite similar; the other four Bordin-Pepinsky categories seem to be combined in the Robinson Category of Adjustment.

Typescript Research on the Nature of the Client's Problem. Sherman (62), Daulton (12), and Davis and Robinson

(14) used the locus of the problem in classifying the topics being discussed in the discussion units in their studies. However, they found no significant differences between problem units labeled vocational, therapy and scholastic questions, so these are now lumped together as adjustment problems.

Davis (13) used both the Bordin-Pepinsky diagnostic categories and the Robinson classification system in an effort to determine whether the nature of the client's problem could be determined from the client's verbal behavior within the first counseling interview. He concludes: "There seems to be enough agreement to warrant the conclusion that the Nature of the Client's Primary Problem, according to either set of categories, can be identified with considerable reliability from the client's verbal behavior in the first counseling interview" (13, p. 113).

There have been several studies in which the topic of the discussion units were classified according to Robinson's problem categories. Carnes (7) studied counselor flexibility; Elton (16) investigated the effects of both the topic being discussed and the client upon counselor behavior; Nelson (40) studied the relation of optimum lead to actual lead and interview outcome; McCormick (35) studied immediate and delayed internal criteria of counseling effectiveness; and Muthard (39) investigated the relative effectiveness of larger units in interview analysis.

From this review it can be seen that there have been numerous studies using Robinson's classification system, but there have been no attempts to determine the relation of the problem being discussed to the role the client expects the counselor to play. The present study will use the Robinson classification of problems to determine the relation of the nature of the client's problem to the role the counselor plays and to the expected counselor role.

The Role the Client Expects the Counselor to Play. It was pointed out earlier in this chapter that there have been only two studies which have identified and labeled the roles the client expects the counselor to play in the counseling interview. Davis (13) studied the one role a client expects a counselor to play in the first interview. Perry and Estes (46) studied the acquiring of an "heuristic set" by the client. In these two studies, only the general role the client expected the counselor to play was determined. The present study hopes to identify and label any changes in this expected role which may occur from time to time within an interview.

Summary

This chapter has been concerned with research which is pertinent to the present study. The first two major sections reviewed the research on Communication and Roles. From this review, it was apparent that very little work has been done

in these two areas as they relate to the counseling interview. There is a need for much research on these topics and their influence on the dynamics of the counseling interview.

The third major part of this chapter dealt with research related to three questions which are to be explored tentatively. The first two questions are: (1) What are the varying techniques used by counselors in the different roles? and (2) What is the relation of the roles the counselors play and the outcomes of the interviews? The two measures selected to be used in answering these questions are, respectively, (1) amount of lead, and (2) working relationship. The third question asks: What is the relation of the type of problem being discussed and the role the client expects the counselor to play? Robinson's classification of the Nature of the Client's Problem will be used in the tentative exploration of this question.

CHAPTER III

COLLECTION AND TREATMENT OF THE DATA

Research discussed in the preceding chapters has indicated that counseling interviews can be divided into such psychologically meaningful units as discussion topics. There has also been a suggestion that some of the structure within these meaningful units may be the result of the roles that counselors and clients assume within the interview (39). If there are such roles it would be useful to know what some of them are. Knowledge and use of the various roles might lead to greater flexibility and success in counseling.

It is the primary purpose of this study to see if counselor roles can be reliably inferred from verbatim transcriptions of the counseling interview. This will involve two steps: (1) locating transition points at which counselors change from one role to another, and (2) describing and classifying roles played by counselors between these transition points. Tentative exploration will also be made of: certain characteristics of these counselor roles (length, frequency, relation to kind of problem, location in interviews, etc.); the relation of counselor role to counselor technique (amount of lead); the relation of counselor role

to interview outcome (working relationship); the relation of role played to the role the client expects the counselor to play.

MATERIALS

Interviews

Verbatim transcriptions of counseling interviews with college students were used in this study. These interviews were selected from a pool of over 230 interviews obtained from five universities and available at The Ohio State University. Included are interviews by 35 experienced counselors with 82 clients. As university counseling centers vary both in counselor methods and client problems (11), interviews from five universities are included in this study (Chicago, Michigan, Minnesota, Missouri and Ohio State). It was felt that the use of protocols from five university counseling centers would permit broader generalizations of the findings.

The thirty interviews used in this study are divided equally among the five schools--three counselor-client series were selected at random from those available at each school--for a total of fifteen different counselors and clients. Both an early and a late interview from the same counselor-client series were then selected in an attempt to include roles which might typically occur in only one part of an interview series.

The interviews from the various universities were represented by directors of the counseling services as being typical of the types of problems and counseling methods found at these institutions. The University of Chicago interviews tend to deal with functional, non-incapacitating problems (19a). The interviews selected were picked at random for recording. The counselors adhere to client-centered methods at all times, and deal mainly with the feelings expressed in the client's statements.

The University of Michigan counseling center works with normal students' vocational, educational and other mild adjustment problems. The counseling methods used, in this sample of interviews, appear to vary considerably, being quite eclectic.

In most cases, the interviews from the University of Minnesota seem to be concerned with vocational and educational problems. Typically, the client describes his problem and is assigned tests in the first interview, and returns at a later date to discuss the implications of the test results for the solution of his problems.

The University of Missouri Counseling Bureau is described in this excerpt from a letter received by Muthard (39) from the director:

> Students may consult the Counseling Bureau for help in choosing a department in which to major, for aid in selecting a vocation, or for help in solving various personal problems. The counselor works with the student individually to assist him in

> integrating the personal, educational, and vocational aspects of his life into a pattern which is meaningful and satisfying to him.
>
> Counseling may include personal interviews in which the particular situation of the student is discussed; psychological and educational tests, individually selected for the student; and interpretation of information about occupations.

The interviews from Ohio State deal primarily with study skill problems of undergraduate students enrolled in a how-to-study course (55). The counselors are either faculty members of the Department of Psychology or advanced graduate students majoring in student personnel psychology.

Thus, the interviews used in this study represent counselors who differ in both viewpoint and locale. It was felt that interviews from such a variety of schools, differing in both counseling methods and types of client problems, would permit broader generalizations from results than the usual study including interviews from only one institution.

Checklist of Roles

The primary purpose of this study is to identify and label the roles a counselor plays in the interview. A checklist of roles was developed by the writer to be used in labeling the counselor roles. The procedures used in forming this checklist of roles will be described in the following paragraphs.

The writer and three other advanced graduate students in student personnel psychology assisted in devising the

checklist of roles. All four have had considerable training and experience in counseling. Fifteen interviews, not included in the final study, were used in developing the checklist. Three interviews from each of five universities were included (Chicago, Michigan, Minnesota, Missouri and Ohio State).

The judges were instructed to read the interviews and describe the various roles they thought the counselors were playing. These lists of roles, plus previous research and "arm chair" consideration of counseling experience led to a tentative checklist of roles. In addition, a manual was prepared which included: descriptions of each role; instructions for locating transition points between counselor roles; instructions for labeling roles; and instructions for rating the role the client expects the counselor to play.

These same four judges, after reading this newly prepared manual, then rated six additional interviews (two interviews from three schools--Ohio State, Minnesota and Missouri). These ratings, plus suggestions from the judges, led to a revision of the Manual of Instructions and to the formulation of the final form of the checklist of counselor roles. A copy of the final checklist form is found on page 51. Descriptions of the various sections of the checklist are found in the Manual of Instructions (see Appendix A).

THE JUDGES

The writer and two other persons acted as judges for

Identifying Data

School _____ (name). Rater _____

Interview _____(no. or name) Date _____

Transition Point

Number of first counselor speech in role unit _____

Number of last counselor speech in role unit _____

Counselor Roles

Listening Role	____	Supporting Role	____
Reflecting Role	____	Informing Role	____
Participating Role	____	Information Gathering Role	____
Diagnosing Role	____	Socializing Role	____
Advising-Tutoring Role	____	Other Roles	____
a. Marshalling Evidence	____	_____	
b. Advising	____	_____	
c. Tutoring	____	Unclassifiable	____

Comments:

The Role the Client Expects the Counselor to Play

1. Client following counselor - no expected role apparent ____
2. Expected role identifiable - same role counselor playing ____
3. Expected role identifiable - disagrees with role counselor playing (Check expected role)

Listening Role	____	Supporting Role	____
Reflecting Role	____	Informing Role	____
Participating Role	____	Information Gathering Role	____
Diagnosing Role	____	Socializing Role	____
Advising-Tutoring Role	____	Other Roles	____
a. Marshalling Evidence	____	_____	
b. Advising	____	_____	
c. Tutoring	____	Unclassifiable	____

Comments:

Transition Point of Expected Role _____

all of the role ratings in this study. Two of these judges are advanced graduate students in student personnel psychology. The third judge has received a Doctor of Philosophy degree with a major in student personnel psychology. All three judges had had extensive graduate training in the practice and theory of counseling and have had considerable actual counseling experience.

The training of these judges involved reading and discussing the Manuals of Instructions for Judges (Appendices A and B), making practice ratings on interviews not included in the development of the checklist or final study, and discussion of practice ratings in an effort to clear up any misunderstandings.

Since independent ratings of other aspects of the interview were needed for comparative purposes, the ratings of other judges were used in rating the counselor technique (amount of lead), interview outcome (working relationship) and the nature of the client's problem. These other judges, with one exception, were advanced graduate students in student personnel psychology with considerable training and experience in counseling. The only judge who was not a graduate student had had considerable training and experience in rating interview protocols.

OBTAINING THE DATA

This section describes the procedure used in obtaining

the following data: the transition point, the counselor roles--both the role the counselor plays and the role the client expects the counselor to play, counselor technique, interview outcome and the nature of the client's problem.

The Transition Point

The first step in identifying counselor roles was to see if judges could agree on the location of transition points between these roles. To accomplish this, judges were asked first to read the Manual of Instructions prepared for this purpose (see Appendix A). Next, judges read each of the 30 interviews and designated for each interview, on the Rating Form #1 for Counselor Roles--see page 54, the transition points, or indicated that no transition points were apparent. The order in which the interviews were rated was such that no two interviews by the same counselor or from the same school were rated consecutively.

A point in the interview was designated as a transition point if at least two of the three judges agreed in selecting this point as a transition point. Two ratings were counted as agreeing if the counselor statements designated as transition points by the judges were no more than three counselor statements apart, e.g., C20 and C22--agreement. It was predetermined that if the three judges all disagreed ajudication would be necessary. For instance, at least two of the three judges might agree on two transition points, and then all

Rating Form #1 for Counselor Roles

Identifying Data

School _____ (enter name of school) Rater _____

Interview _____ (interview no. or name) Date _____

Transition Point

three judges indicate an extra transition point between these two agreed points but not at the same intermediate location. Actually, however, it was found that no ajudication was necessary.

The reliability with which judges can agree in locating transition points is one of the major questions with which this study is concerned. Therefore, the data on judge reliability in locating transition points will be presented and discussed in Chapter IV.

The Counselor Roles

After transition points had been determined for all 30 interviews, judges were asked to reread the interviews (an average of three weeks after the transition point reading) and to label the role played by the counselor in each role unit. The judges first read the manual for the rating of counselor roles (see Appendix A). Then the role unit or units in each entire interview were rated, using a separate checklist for each unit (see page 51 for a copy of the checklist). The interviews were rated in the same sequence as that used in locating transition points.

At the same time the role played by the counselor was labeled, the judges also rated the role the client expected the counselor to play (see page 51 for the rating form used). The manual found in Appendix A gives instructions for the rating of this expected counselor role. The reliability

with which judges agreed when labeling roles is reported in Chapter IV.

Counselor Technique

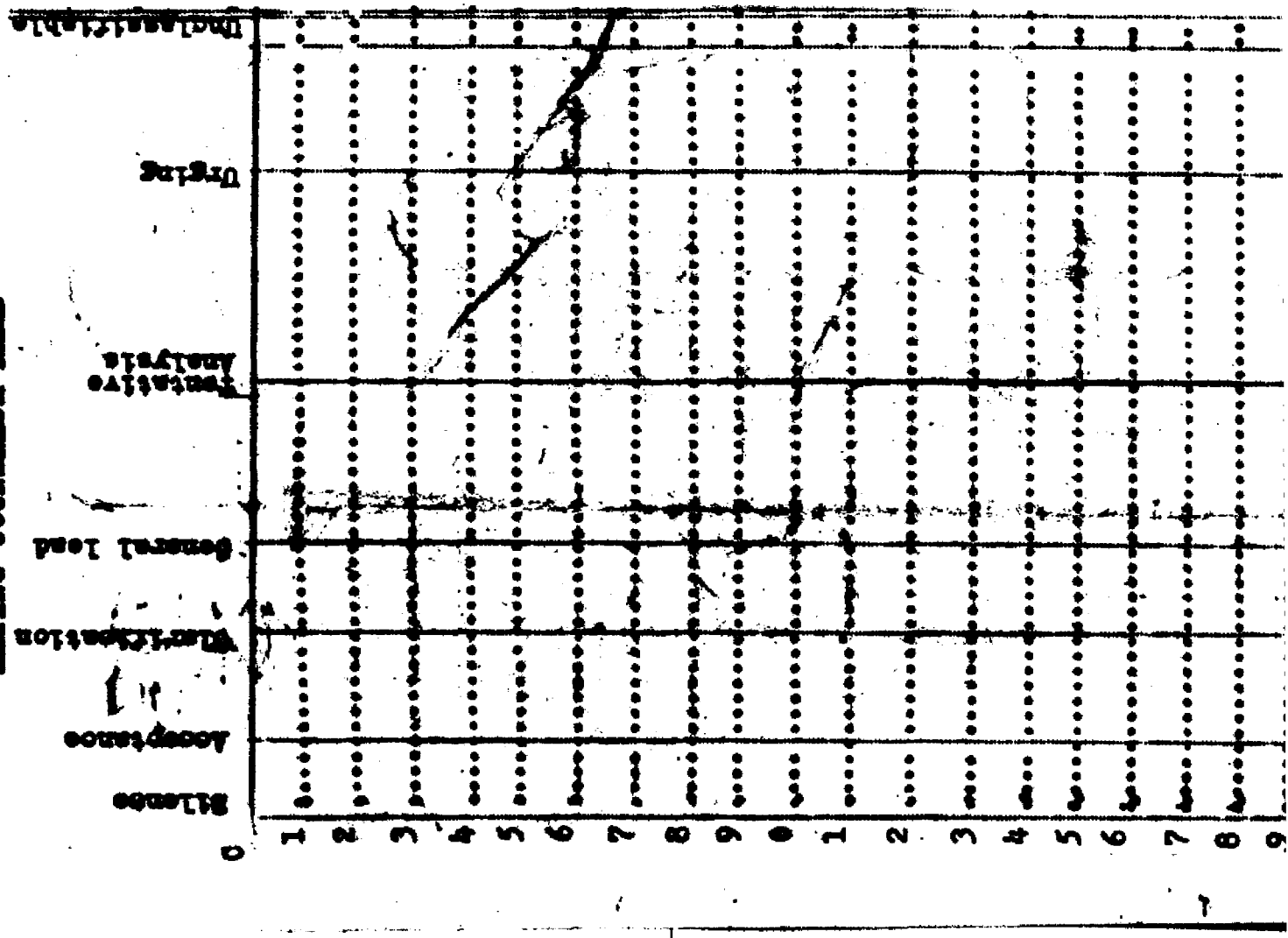
In addition to identifying and labeling counselor roles, the present study is concerned with a tentative description of the techniques counselors use while playing various roles. Amount of lead of counselor remarks has proven to be a sensitive measure of counselor technique. The degree to which a counselor remark leads depends upon (1) how far the content of the counselor's remark seems to be ahead of the content of the client's last remark; and (2) the degree of pressure or definiteness in the counselor's remark used to bring about client acceptance of new ideas. A thorough discussion of the different techniques of lead can be found in Appendix B.

Two judges independently rated each counselor remark for amount of lead, keeping the above two factors in mind. A copy of the Remark by Remark Rating Scale used for recording the ratings of each counselor remark in an interview is found on page 57.

Judges placed a check (✓) at the appropriate point on the scale to indicate the amount of lead present in each counselor remark. A numerical value was given the rating of each remark by counting the dots from the left end of the scale to the point designated by the check mark. An average

REMARK BY REMARK RATING SCALE FOR

RATING COUNSELOR LEAD



(mean) amount of lead and a standard deviation of lead were determined for each role unit. That is, the mean rating of each judge was determined for each role unit and then the ratings of the two judges were averaged to get a single, numerical lead rating for each role unit.

The reliability of ratings of amount of lead have been consistently high (see Chapter II). The lead ratings used in this study are a combination of ratings used in three previous studies (11, 13, 39). As all report Spearman-Brown reliability coefficients of over +.90, it was felt that these lead ratings were sufficiently reliable for use in this study.

Interview Outcome

The present study will tentatively explore the relation of the various counselor roles to the outcome of the interviews. Working relationship will be used as a measure of interview outcome. Good working relationship, or good rapport, between counselor and client has been recognized as an indication of effective counseling (54, 62). Working relationship between the counselor and client refers to the degree of mutual warmth and respect present, and the degree to which counselor and client pool their efforts in moving towards a solution to the client's problem.

Role units were used as the basic unit in rating working relationship. That is, a judge read an entire role unit and then made a single rating to indicate his judgment of

the working relationship. A copy of the Unit Analysis Sheet used in making this rating is found on page 60. The 50-point scale for rating working relationship, reproduced below, has five major division points with intervening dots to permit intermediate ratings. More complete instructions

Poor	Q1	Md	Q3	Excel-lent

for the rating of this dimension are given in the Manual of Instructions in Appendix B.

A numerical value for the rating of each role unit was determined by counting the dots from the left hand end of the scale to the point designated by the judge's check mark. A single numerical value for each role unit was obtained by averaging the ratings of the two judges.

Nature of the Client's Problem

The relation of the client's problem to the role the client expects the counselor to play will be investigated tentatively in this study. The nature of the client's problem was classified for each role unit using Robinson's classification system (i.e., special, skill or adjustment problems). In addition, a fourth category of test interpretation was made necessary by the inclusion of interviews from Minnesota and Missouri. The counseling at these schools typically includes the selection of tests, and subsequently the interpre-

UNIT ANALYSIS SUMMARY SHEET

FOR RATING COUNSELOR-CLIENT WORKING RELATIONSHIP

- 2 -

III. Criteria

The remainder of the ratings are to be based on overall impressions of the entire unit. The scales are marked with Md, Q_1 and Q_3 (median, first quartile and third quartile). Thus a unit which is believed to be slightly below average (for typical interview units occurring in counseling situations with college students) would be checked between Md and Q_1; a unit believed to be better than three quarters or more such units on a given characteristic would be checked to the right of Q_3.

A. Counselor-client working relationship

Good working relationship is the presence of mutual respect and warmth, of respectful consideration for each others ideas, and of client willingness to explore his problems. It is also the absence of symptoms of resistance. At the other end poor working relationship is the presence of symptoms of resistance and the absence of the positive signs of warmth, respect and willingness to explore problems. In judging poor working relationship, consider both frequency and severity of resistance, and make a global rating of the unit.

Poor Q_1 Md Q_3 Excellent

Unit Analysis
(See Manual of Directions for complete explanation)

Judge_____ Date_____ Unit Identification_____

I. Topic of unit (Check one)

_____Lack of skill _____Too short

_____Adjustment problem

_____Special situation

II. Counselor Techniques

A. Amount of lead in the counselor remark

Each separate counselor remark must be checked on the scale. If there are ten counselor speeches in the unit, there will then almost always be ten checks on the rating scale. Median values of a few techniques have been worked out and are indicated on the rating scale as reference points for the rater. However, attention must be given to the total context to determine if that particular remark leads more, less or the same as the point marked on the scale.

ce ance lication l lead ve ls

tation, by the counselor, of the test results. A unit was designated as test interpretation if the counselor was primarily concerned with telling a client what his test scores meant. Where the discussion of test results involved both participants and was integrated with the client's decision-making, the unit was classified as adjustment. Three judges agree 87 per cent of the time when labeling the nature of the client's problem (39).

In summary, the ratings of judges were used in obtaining the following data: (1) the location of transition points between counselor roles, (2) the roles the counselors played and the roles the clients expected the counselors to play, (3) the counselor technique (amount of lead), (4) the interview outcome (working relationship), and (5) the nature of the client's problem.

STATEMENT OF THE PROBLEM

The following section will list and discuss both the primary and secondary questions that this study tries to answer, and the procedures used in attempting to answer these questions. The primary question is concerned with the reliability with which various counselor roles can be inferred from verbatim transcriptions of counseling interviews. The secondary questions are concerned with: (1) certain characteristics of these counselor roles; (2) the relation

of counselor role to the counselor technique of leading; (3) the relation of counselor role to the interview outcome of working relationship; and (4) the relation of the type of problem being discussed to the role the counselor plays and to the role the client expects the counselor to play.

The Primary Questions

The Identification of Counselor Roles

1. Can judges agree on the transition point at which a counselor changes from one role to another?
   a. The proportion of transition points was determined on which at least two of the three judges agreed. The percentage of agreements on these transition points was also determined for the three different pairs of judges (i.e., Judge D with Judge W, Judge D with Judge P, Judge P with Judge W) and for all three judges combined.
   b. To test the hypothesis of chance agreement chi square (36) was computed comparing the number of obtained agreements between judges with the number of agreements expected by chance.
2. Can judges agree on the role the counselor plays within the role unit?
   a. Using a checklist of roles to answer this

question, the percentage of role units was determined in which two judges agreed and also in which three of the judges agreed on the role the counselor played.

b. The hypothesis of chance agreement was tested by comparing the number of obtained agreements between judges with the number of agreements which could be expected by chance.

c. The common errors made by judges in labeling counselor roles was reported as an indication of possible similarities among the roles.

3. Are the transition points between counselor roles and the transition points between discussion topics related?

a. The number of times transition points between roles and between discussion topics agreed within two counselor speeches was determined and reported.

The Secondary Questions

The Description of Certain Aspects of the Counselor Roles

1. How frequently does each role occur?

a. The number of times each role occurred in the 30 interviews was determined.

b. A chi square test of significance (36) was computed to determine if the variation in the

frequency with which the various roles occurred could be expected by chance.

2. Where do the roles occur within a series of interviews?
   a. The number of times each role appeared in the early interview in each counselor-client series and the number of times each role appeared in the late interview in each series was determined.
   b. The significance of differences between the number of times roles appeared in early and in late interviews was determined by the use of chi square technique for checking the significance of differences (36).
3. What is the relation of the type of problem being discussed to the role the counselor plays?
   a. The number of times each role was played while discussing each type of problem was determined.
   b. Chi square (36) was computed to determine the significance of any differences in the frequency with which each role was played while discussing the different types of problems.
4. Do counselors in this sample differ in the number of roles each plays?

a. The number of roles each counselor played and the number of times he played the role was determined.

b. The differences between counselors in the number of roles played and the frequency with which each role was played was inspected for differences. The differences were not tested for significance because of the extremely small numbers involved.

5. Are there differences in the frequency with which the different roles are played in the various counseling centers?

a. The number of times each role was played in interviews from each counseling center was determined.

b. Differences were tested for significance by the use of chi square (36).

6. How long is each role?

a. The number of counselor speeches was determined for the role units of each type of role and for each counselor.

b. Differences between roles and between counselors were tested for significance using Festinger's d technique (20).

The Relation of Counselor Role to Counselor Technique

1. What is the relationship between the counselor role and the degree of lead of the counselor's remarks?
   a. The mean amount of lead for the role units for each type of role were determined and reported. In addition, the median amount of standard deviation for each category of roles was reported as an indication of counselor flexibility in technique.
   b. Festinger's d (20) was used to test the significance of differences between types of roles in amount of counselor lead.

The Relation of Counselor Role and Interview Outcome

1. What is the relation of the counselor role to the working relationship between the counselor and the client?
   a. The amount of working relationship for the role units of each type of counselor role was determined.
   b. Festinger's d (20) was used to test the significance of differences between roles in amount of working relationship.
2. Does the variation of the role the counselor plays from the role the client expects the counselor to

play influence the outcome of the interview?

a. The amount of working relationship assigned each role unit was determined.

b. The expected counselor role for each role unit was determined.

c. Festinger's d technique (20) was used to test the significance of differences in outcome between role units in which the counselor played the role the client expected and role units in which the counselor did not play the expected role.

The Relation of Type of Problem and the Expected Counselor Role

1. Is the type of problem being discussed related to discrepancies between the role the counselor plays and the role the client expects the counselor to play?

a. The type of problem being discussed in each role unit in which there was a difference between the role played and the expected role was determined and reported.

CHAPTER IV

RESULTS

This chapter is divided into two sections: (1) Data on the Primary Questions; and (2) Data on the Secondary Questions. In both sections the pertinent data are presented and discussed. Also, some suggestions for further research which might stem from the present study are made.

DATA ON THE PRIMARY QUESTIONS

The primary question of this investigation is concerned with the reliability with which various counselor roles can be inferred from verbatim transcriptions of counseling interviews. Two steps were followed in answering this question: (1) the transition points at which counselors changed from one role to another were located; and (2) the roles played by counselors within these role units were labeled.

Location of Transition Points

Can judges agree on the transition points at which counselors change from one role to another? In these 30 interviews, a total of 84 transition points were agreed on by at least two of the judges (41 by three judges). Could judges have agreed this many times by chance? The following

discussion and computations indicate that these obtained agreements between judges could not have been expected by chance.

There were a total of 4045 counselor speeches in the 30 interviews used in this study. Any one of these speeches could be labeled as a transition point between counselor roles by any of the three judges. Since two judges were said to agree on a transition point if their two transition points differed by at most two counselor speeches (e.g., speech 33 plus or minus two speeches), this gave a total leeway of 5 speeches for agreement. Therefore, each of 80 trials ($\frac{1}{5}$: 4045) is labeled a transition point or not by each of the three judges.

The frequencies with which the judges located transition points in these 30 interviews are indicated in column two below. Since there were 809 possible, non-overlapping "areas of agreement," the ones not called transition points are indicated in column three.

Judge	Transition Point	Not a Transition Point	Total
A	126	683	809
B	71	738	809
C	96	713	809

On any one transition point indicated, the possible labelings are ABC, AB, AC, BC, A, B, C--where for example

AB means that Judges A and B called this a transition point and Judge C did not. The frequencies of these labels are:

Label	ABC	AB	AC	BC	A	B	C	-	Total
Obser. Freqs.	41	12	28	3	45	15	24	641	809
Expec. Freqs.	1.3	9.7	13.6	7.1	101.3	52.8	73.9	549.1	808.1

To test the hypothesis of chance, the expected frequencies were calculated and then chi square (36) was computed and found to be 1326.8. This is sufficient to reject the hypothesis of chance agreement beyond the .001 level.

It is interesting to note the agreement of judges in locating transition points. An inspection of the frequencies with which judges agreed in locating transition points shows that the ratings of Judge A (the writer) counted heavily in the location of the 84 transition points. That is, he agreed with either one or both of the other judges in locating all but three of the transition points. Originally Judge A marked more changes between roles than the other two judges--126 to 71 for Judge B and 96 for Judge C. However, as indicated above, Judge A's agreement with either or both of the other judges was considerably beyond that expected by chance alone.

One reason for the differences between judges in locating transition points could be the variation in definiteness of changes between roles. An analogy can be drawn

between changes in roles and changes in gears in automobiles with automatic transmissions. With some automatic transmissions there is a definite jerk or noise when gears change and in others the change is quite smooth. So it is with changes in role. At one time it may be quite apparent when a counselor changes from one role to another. At another time, when reading two successive parts of an interview, it may be apparent that there has been a change in roles, but the exact transition point is not very obvious.

Another factor entering into agreement between judges in locating transition points is that counselors may start to change their roles several times before actually assuming a new role. Several disagreements encountered during the training session preparatory to doing the final ratings for this study were of this latter type, and it is possible that some disagreements in the final ratings were due to this factor. A third factor causing disagreement could be that a sub-role itself may have sub-sub-roles (e.g., a Tutoring Role may include listening, talking, etc.), and judges differed in sensitivity to these various role levels. Judge "A" actually was most sensitive to these changes in roles, having a total of 126 transition points to 96 for Judge C and 71 for Judge B.

However, the present study is interested only in clean-cut roles, so only those transition points agreed on by two

TABLE I

NUMBER OF AGREEMENTS AMONG JUDGES IN LOCATING TRANSITION POINTS BETWEEN COUNSELOR ROLES

Agreement by All Three Judges	N	Per Cent
Judge A, Judge B, Judge C	41	49
Agreement by Only Two Judges		
Judge A and Judge B	12	14
Judge A and Judge C	28	33
Judge B and Judge C	3	4
Total number transition points	84	100

$X^2 = 1326.8$

or three judges will be studied. Table I reports the agreement among three judges in locating transition points between counselor roles. A total of 84 transition points were agreed on in the 30 interviews used in this study. The table reads as follows: all three judges agreed on 41 transition points, or 49 per cent of the total number of transition points; only Judges A and B agreed on 12 transition points, or on 14 per cent of the total number of such points; only Judges A and C agreed 28 times or on 33 per cent of the total number of transition points; and only Judges B and C agreed 3 times or on 4 per cent of the transition points.

The total of 84 transition points means that 114 role units were located by judges. That is, if one transition point was indicated in one interview, then that interview has two role units. Therefore, 84 transition points in 30 interviews resulted in a total of 114 role units.

Are these transition points between counselor roles related to the transition points between discussion topics? It will be recalled that Muthard's study (39) found that counselors and clients tend to adopt different patterns of behavior when the subject matter, or topic, varies. He suggested that one of the bases for these variations might possibly be the roles which the counselor and client assume. The 30 interviews used in the present study were marked independently for transition points between discussion

topics by three judges other than those involved in this study. The 30 interviews used were inspected to determine the number of times the transition points between discussion topics and transition points between roles agreed. A total of 114 transition points between 144 discussion topics were located in these 30 interviews, along with the 84 transition points between counselor roles. In 58 instances, the transition points between discussion topics and between role units agreed within two counselor speeches. This agreement lends some support to Muthard's hypothesis that counselors change roles when turning to discuss a different topic. The relation between the topic being discussed and the role the counselor plays will be reported later in this chapter.

In summary, it appears that there is enough agreement between judges in locating transition points in this sample of interviews to warrant the investigation of the nature of the counselor roles played between these transition points. However, only the major sub-roles spotted by two or three judges will be studied. No investigation will be made of the lesser sub-roles located by only one judge.

Labeling Roles Played by Counselors Within Role Units

Can judges agree when labeling the roles played by counselors in the 114 role units located in this study?

TABLE II

AGREEMENT AMONG JUDGES IN LABELING COUNSELOR ROLE UNITS

Roles	Two Judges Agree N	Three Judges Agree N	Total N
Listening	1	2	3
Reflecting	3	6	9
Participating	12	8	20
Diagnosing	8	3	11
Advising	1	1	2
Tutoring	5	3	8
Informing	9	11	20
Information Gathering	1	0	1
Other Roles (Administrating)	3	21	24
Unclassifiable	1	1	2
Totals	44	64	108
No Agreement			6
Total Number Role Units			114

TABLE III

AGREEMENT BETWEEN JUDGES IN LABELING COUNSELOR ROLES

Role	Judges			
	A and B	A and C	B and C	A, B and C
Listening			1	2
Reflecting		3		6
Participating	12			8
Diagnosing		7	1	3
Advising			1	1
Tutoring	3	1	1	3
Informing	1	5	3	11
Information Gathering	1			
Socializing				8
Administrating	2		1	21
Unclassifiable	1			1
Totals	20	16	8	64

Table II reports the agreement among judges in labeling counselor roles in the 114 role units studied, using the checklist designed for this purpose. Apparently the judges agreed quite well in labeling the roles. All three judges agreed 64 times. In addition, two of the three judges agreed 44 other times and for only 6 role units was there complete disagreement.

It will be recalled that the checklist of roles had a category "Other Roles." An inspection of the terminology of the judges when using this category showed that in every case the counselor in this role seemed to be performing an administrative duty (e.g., making plans for following interviews, making arrangements for test taking, etc.). Therefore, all of the role units checked "Other Roles" on the checklist have been lumped together and called "Administrative Roles."

The number of times various judges agreed is shown in Table III. The following computations indicate whether the obtained agreements among the three judges in labeling the 114 counselor role units could have been expected by chance. The computations compare the number of obtained pairwise agreements between judges with the number of pairwise agreements which could be expected by chance.

The total, T, of obtained pairwise agreements is then: $T = 20 + 16 + 8 + 3\ (64) = 236$. If the assignment of the descriptions to the role units is done by chance, then the

expected number of pairwise agreements, or E (T), and the standard deviation of T (σ) would be: E(T) or mean = 44.2 and σ_T or variance = 5.8. The hypothesis of chance agreement is tested by computing:

$$x = \frac{T - E(T)}{\sigma} = \frac{236 - 44.2}{5.8} = 33.1$$

This indicates that the observed number of pairwise agreements is 33.1 standard deviations beyond the number expected by chance. Thus it can be said that the obtained agreement between judges is significantly (beyond the .001 level) greater than would be expected by chance.

In the original plan for the study it was decided to label a unit by the role category agreed on by two or three of the judges. This was done for 108 units, but there was complete disagreement for six role units. In this event, the plan of this study called for group ajudication. The three judges met as a group to label the six role units on which no agreement was obtained in the original ratings. As a result of group action, two of the role units were thought to be parts of a larger role, and so these two units were eliminated. This gave a total of 112 role units in the 30 interviews used in this study. The final list of roles and respective number of units so labeled is found in Table V (on page 83).

TABLE IV

DISAGREEMENTS IN LABELING COUNSELOR ROLES

Two Judges Label Role	Third Judge Labels Role	N
Listening	Unclassifiable	1
Reflecting	Participating	2
	Unclassifiable	1
Participating	Diagnosing	5
	Reflecting	2
	Informing	2
	Advising	2
	Marshalling Evidence	1
Diagnosing	Participating	4
	Information Gathering	2
	Listening	1
	Tutoring	1
Advising	Informing	1
Tutoring	Advising	3
	Participating	1
	Marshalling Evidence	1
Informing	Participating	4
	Unclassifiable	3
	Advising	1
	Administrating	1
Information Gathering	Diagnosing	1
Administrating	Informing	1
	Advising	1
	Unclassifiable	1
Unclassifiable	Diagnosing	1

Before turning to a study of these roles, let us look at some of the patterns of errors in labeling as an indication of similarities in roles. These errors among judges in labeling roles are reported in Table IV. The big overlaps seemed to be between the following pairs of roles: Participating and Diagnosing, Participating and Informing, Informing and Unclassifiable and Tutoring and Advising.

Part of the lack of complete agreement among the judges may be due to the relatedness of some of the categories. For example, it is often difficult to determine whether a counselor is trying to diagnose the nature of a client's problem (Diagnosing Role) or whether the counselor is working with the client towards a solution to the problem (Participating Role). Another type of situation causing disagreements in labeling roles occurred when counselors were interpreting tests. A role was labeled Informing if the counselor was primarily concerned with telling a client his test scores. Where the discussion of test results involved both participants and was integrated with the client's decision-making, the role was classified as Participating. Occasionally a counselor would be primarily interpreting tests for a client (Informing Role) but at times the counselor would temporarily seek the client's reactions to the test scores (Participating Role). In these instances it was difficult to determine which was the primary role being played, Informing or Participating.

Another factor causing lack of agreement among judges could be the lack of enough clear-cut counselor verbal behavior in some units to permit clear differentiation. It is interesting to note that where disagreements occur in using one particular category, it is often one particular judge disagreeing with the other two. For example, in the twelve instances in which a judge disagreed with the other two in labeling a role Participating, it was always Judge C disagreeing with Judges A and B. In seven of the eight disagreements encountered in labeling a role Diagnosing, it was Judge B disagreeing with Judges A and C. Each of the judges was quite consistent in labeling roles, but sometimes these consistencies varied between judges. Thus, role consistency was present but the judges were not completely agreed on the limits of the categories they were using.

In addition to the above two factors which may have caused disagreements in labeling roles, another possible cause could be the lack of refined definitions of counselor roles. Perhaps future research could develop more precise descriptions of counselor roles.

In summary, it appears that judges agreed quite well in labeling the 112 counselor roles found in the sample of 30 interviews used in this study. However, there may be a need for future research to refine the descriptions of counselor roles.

The results reported in these two sections (Locating Transition Points and Labeling Counselor Roles) tend to support Muthard's (39) suspicion that counselors play various roles within an interview. Such a list of counselor roles can be used to point up the variety of behavior that a counselor can use. This would be extremely useful in working with counselors-in-training who might be playing only one or two roles, or who may have no idea of the role they should play. Reference to descriptions of roles that "experts" play could aid counselors-in-training in increasing their repetoire of roles. Previous supervision of counselors-in-training has often dealt with the amount of lead in specific speeches. However, roles seem to give a much larger basis for making supervisory suggestions.

Also, a list of counselor roles makes it possible to determine the situations in which the various roles might lead to optimum interview outcome. For example, certain roles may be more appropriate while discussing one type of problem and the use of different roles might lead to good outcomes while discussing another type of problem. In addition, it may be desirable for a counselor to change the role he plays as the interview progresses. That is, a counselor may play Diagnosing or Listening Roles early in the interview, and then change to Reflecting, Participating, Tutoring Roles, etc., later in the interview. Data on these

TABLE V

FINAL LIST OF ROLES AND NUMBER OF ROLE UNITS SO LABELED

Role	N
Listening	3
Reflecting	9
Participating	21
Diagnosing	11
Advising	2
Tutoring	9
Informing	20
Information Gathering	1
Socializing	8
Administrating	25
Unclassifiable	3
Total	112

Obtained X^2 = 68.33

Significance at .001 level = 29.59

suggestions will be reported in the next section of this chapter.

DATA ON SECONDARY QUESTIONS

In addition to studying the above two primary questions, this study will also investigate some secondary questions concerning counselor roles. It must be remembered that the present study is mainly methodological in nature (Can counselor roles be identified and labeled?). As a result, only 30 interviews were used. Therefore, any results obtained in answering these secondary questions are only tentative, and generalizations to other interviews may be made only to the extent that the small number of interviews used in this sample are representative of other counseling interviews. The data on these secondary questions are presented mainly as hypotheses for future research.

Role Frequency and Variables Affecting It

This section will present data on the frequency with which the various roles occurred. In addition, data on factors affecting role frequency will be presented.

Frequency of Occurrence of Roles in All the Interviews

How frequently does each role occur? Table V presents the number of times the various roles occurred in the 30 interviews used in this study. A chi square test of

TABLE VI

NUMBER OF TIMES EACH ROLE OCCURRED IN EARLY AND IN LATE INTERVIEWS

Role	Early	Late
Listening	1	2
Reflecting	5	4
Participating	7	14
Diagnosing	8	3
Advising	0	2
Tutoring	7	2
Informing	11	9
Information Gathering	1	0
Socializing	2	6
Administrating	15	10
Totals	57	55

Obtained X^2 = 17.02

Significant at .05 level = 18.31

TABLE VII

TYPE OF PROBLEM BEING DISCUSSED AND THE ROLE THE COUNSELORS PLAYED

Role	Type of Problem			
	Adjustment	Skill	Test Interpretation	Special
Listening	2			1
Reflecting	9			
Participating	18	2		1
Diagnosing	9	2		
Advising	1			1
Tutoring		9		
Informing	5		5	10
Information Gathering				1
Socializing				8
Administrating	2			23
Unclassifiable	1	1		1
Totals	47	14	5	46

Obtained X^2 = 167.56

Significance at .001 level = 59.70

significance (36) was applied to determine if the variation in the frequency with which the various roles occurred was due to chance alone. A chi square of 68.33 was obtained which would allow us to reject the hypothesis of chance occurrence at the .001 level.

What factors determine when a role will be played? Is it due to the problem being discussed? Do counselors prefer to play certain roles? Are there differences between roles played at various counseling centers? These questions will be discussed in the following few sections.

Roles in Early and Late Interviews

Table VI shows the number of times the roles appeared in early and in late interviews. A chi square test (36) was performed to see if the differences between the number of times roles appeared in early interviews and the number of times roles appeared in late interviews could be expected by chance. A chi square of 17.02 was obtained which is smaller than the 18.31 needed to be significant at the .05 level of probability. Therefore, we cannot say that the differences of occurrence of roles in early and in later interviews in this sample were due to factors other than chance.

Type of Problem Discussed and Role Played

Is the role the counselor plays related to the type of problem being discussed? Table VII presents the data

showing the relation between the role the counselor played and the type of problem discussed. A chi square test (36) was applied to see if variations in roles played by counselors while discussing different types of problems were due to factors other than chance. The obtained chi square was 167.5, which means that we can reject the hypothesis of chance relation at the .001 level. The chi square must be interpreted with caution because of the low frequencies in some of the cells, but its very size gives some assurance that a significant difference probably exists here.

An inspection of Table VII indicates some of these associative trends and many of these combinations seem logical enough. When talking with a client who has an Adjustment problem, counselors in this sample usually played Diagnosing, Reflecting, Participating or Informing Roles. When discussing Skill problems counselors predominately played a Tutoring Role, e.g., coaching students in study skills. Counselors played an Informing Role when interpreting tests. In Special situations the counselors usually were arranging for testing, arranging times for next interviews, etc. (Administrating Role), structuring and answering special questions (Informing) or just carrying on a social conversation (Socializing Role).

Variations in Role Played

Between Counselors. Do counselors differ in the number

TABLE VIII

NUMBER OF ROLES EACH COUNSELOR PLAYED AND THE NUMBER OF TIMES HE PLAYED EACH ROLE

Schl	Co	Role and Frequency with which Each Played											Total No. Role Units	No. Different Roles Played (Minus Uncl)
		List	Refl	Part	Diag	Advi	Tutor	Info Gat	Inf	Social	Admn	Uncl		
1	a		2								1		3	2
1	b		4					2			3		9	3
1	c		2								1		3	2
2	a			2				4		2	2		10	4
2	b			3	1			1			3	1	9	4
2	c	1	1	1	1						2		6	5
3	a			3	1						1	1	6	3
3	b			2				2		2	2		8	4
3	c			1	2	1					1		5	4
4	a	2		2	1			5	1		1		12	6
4	b			2						1	1		4	3
4	c			3	2			5		1	1		12	5
5	a			1	1		5			1	2		10	5
5	b						2			1	2	1	6	3
5	c			1	2	1	2	1			2		9	6

and type of roles each plays? Is there a tendency for counselors to have favorite roles and a limited repetoire? Table VIII presents the number and type of roles each counselor played in his two interviews used in this study. The bottom line also shows the total number of times each role was played. The table reads: at school "1" counselor "a" played two Reflecting Roles and one Administrating Role, for a total of three roles, and two different types of roles. Because of the small number of counselors and clients (15 of each) and the small number of interviews for each counselor (2) we will look at only those counselors with eight or more role units (not including "Unclassifiable Roles"). Also, no tests of significance will be computed, again because of the small numbers.

An inspection of the table shows that no counselor in this sample of fifteen played all of the ten listed roles. The greatest number of different roles played by any counselor was six. This number of roles was played by two counselors. Three counselors played five different roles, four counselors played four roles, four counselors played three different roles and two counselors played only two different roles.

What causes these differences in the number and type of roles played? As indicated above, having only two clients and four conferences, each counselor had little opportunity

to show his full repetoire of roles. However, if we take those counselors playing eight to twelve roles, we find that they typically play only about one-half of the ten types of roles in the checklist.

School	Counselor	No. Roles	No. Different Roles Played
1	b	9	3
2	a	10	4
2	b	8	4
3	b	8	4
4	a	12	6
4	c	12	5
5	a	10	5
5	c	9	6

We can only speculate as to the reasons for differences. It may be that counselors only play certain roles to the exclusion of others. Future research might well investigate these differences in the number and types of roles played by different counselors. The following paragraphs discuss one possible cause for the differences in roles played--i.e., the differing characteristics of the counseling centers.

Between Counseling Centers. Are there differences in the frequency with which the different roles are played in the various counseling centers? Possibly they each attract

TABLE IX

FREQUENCY WITH WHICH ROLES OCCURRED IN EACH COUNSELING CENTER

Role	Counseling Center					Total
	1	2	3	4	5	
No. Roles in sample	15	25	19	28	25	112
Listening		1		2		3
Reflecting	8	1				9
Participating		6	6	7	2	21
Diagnosing		2	3	3	3	11
Advising			1		1	2
Tutoring					9	9
Informing	2	5	2	10	1	20
Information Gathering				1		1
Socializing		2	2	2	2	8
Administrating	5	7	4	3	6	25
Unclassifiable		1	1		1	3
Number of different roles played	3	8	7	7	8	10

Obtained $X^2 = 109.82$

Significance at .001 level = 73.50

different types of problems, or the local training emphasis may affect the patterning of the roles played. Table IX presents the frequency with which each role occurred in the five counseling centers. As the frequencies in this table are larger than those in the preceding table, the differences between counseling centers were tested for significance by chi square (36). The obtained chi square of 109.82 is significant beyond the .001 level which would indicate that the differences between counseling centers are probably not due to chance. The results of this chi square must be interpreted with caution, however, because of the extremely low frequencies in some cells.

An inspection of the chi square computations shows that most of the variance between counseling centers is due to two cells in the table: the eight Reflecting Roles in school "1" interviews and the nine Tutoring Roles in school "2" interviews. Also note the range of roles (bottom line in Table IX) used at each counseling center. Four of the schools use most of the roles on the checklist, i.e., 7 or 8 of the 10, but one school uses only 3.

Part of the explanation for the differences found in Table IX may be the differing characteristics of these counseling centers. The differences may be due to how the program is set up, to the local reputation of the counseling center among students, and to the predilection of the

counselors for favorite topics and methods. Thus different kinds of problems tend to be treated in some centers.

A reading of protocols showed that Minnesota and Missouri emphasized vocational problems, Chicago emphasized emotional adjustment problems, Ohio State treated skill problems predominantly, and Michigan treated vocational and emotional adjustment problems. Table VII shows that there was a relation between the type of problem discussed and counselor role, at least for the interviews included in the present study. This tendency for particular counseling centers to deal with certain kinds of problems may be related to the roles the counselors in the various counseling centers play, or it may be that the problems showing up determine the roles. If counselors are the limiting factor (as suggested in previous paragraphs) then they may need to increase their repetoire of roles. On the other hand, the non-directivists would probably claim that a restricted range of roles was satisfactory. More research needs to be done to determine what factors influence the roles that counselors play and how important the use of an extended range of roles might be.

It would be interesting to know if the roles some counselors play are more definite than the roles other counselors play. If there were such differences, it would be possible to see how the definiteness of counselor roles

TABLE X

NUMBER OF TIMES ALL THREE JUDGES AGREED IN LOCATING TRANSITION POINTS AND LABELING ROLES IN EACH COUNSELOR'S INTERVIEWS

Schl	Co	Total No. Trans. Pts.	No. Times 3 Judges Agreed	Per Cent	Total No. Role Units	No. Times 3 Judges Agreed	Per Cent
1	a	2	1	50	3	2	67
1	b	7	4	57	9	5	56
1	c	2	2	100	3	3	100
2	a	8	4	50	10	10	100
2	b	9	5	56	11	7	64
2	c	4	2	50	6	4	67
3	a	4	1	25	6	2	33
3	b	6	2	33	8	3	38
3	c	3	1	33	5	4	80
4	a	10	3	30	12	6	50
4	b	2	2	100	4	3	75
4	c	10	6	60	12	4	33
5	a	8	2	25	10	5	50
5	b	4	2	50	6	3	50
5	c	7	5	71	9	3	33

was related to the outcome of the interview. Definiteness of counselor roles will be indicated by the number of times all three judges agreed on the location of each counselor's transition points and on the roles played by each counselor.

Table X reports the number of times all three judges agreed in locating transition points and in labeling roles in each counselor's interviews. The table reads: at school "1" for counselor "a," a total of 2 transition points were located and all three judges agreed on the location of 1 of these transitions, or all three judges agreed 50 per cent of the time on the location of transition points in this counselor's interviews. Also, there were a total of 3 role units to be labeled and all three judges agreed on the labels of 2 of the units, or all three judges agreed 67 per cent of the time. The number of transition points and the number of role units for any one counselor are small. Therefore, any results would have to be very tentative and looked upon only as indications of the need for future research.

The table shows that there is a great variability among counselors in the ease with which their roles were identified and labeled by the three judges. All three judges agreed on both (1) the transition points and (2) the roles played for only one counselor (1c) and the judges agreed nearly perfectly for one other counselor (4b). How-

ever, for the remaining 13 counselors, there were varying degrees of judge agreement. Further research including more counselors, more clients and more interviews from each counselor-client series is necessary to determine if there are differences between counselors in the definiteness of the roles they play in the counseling interview.

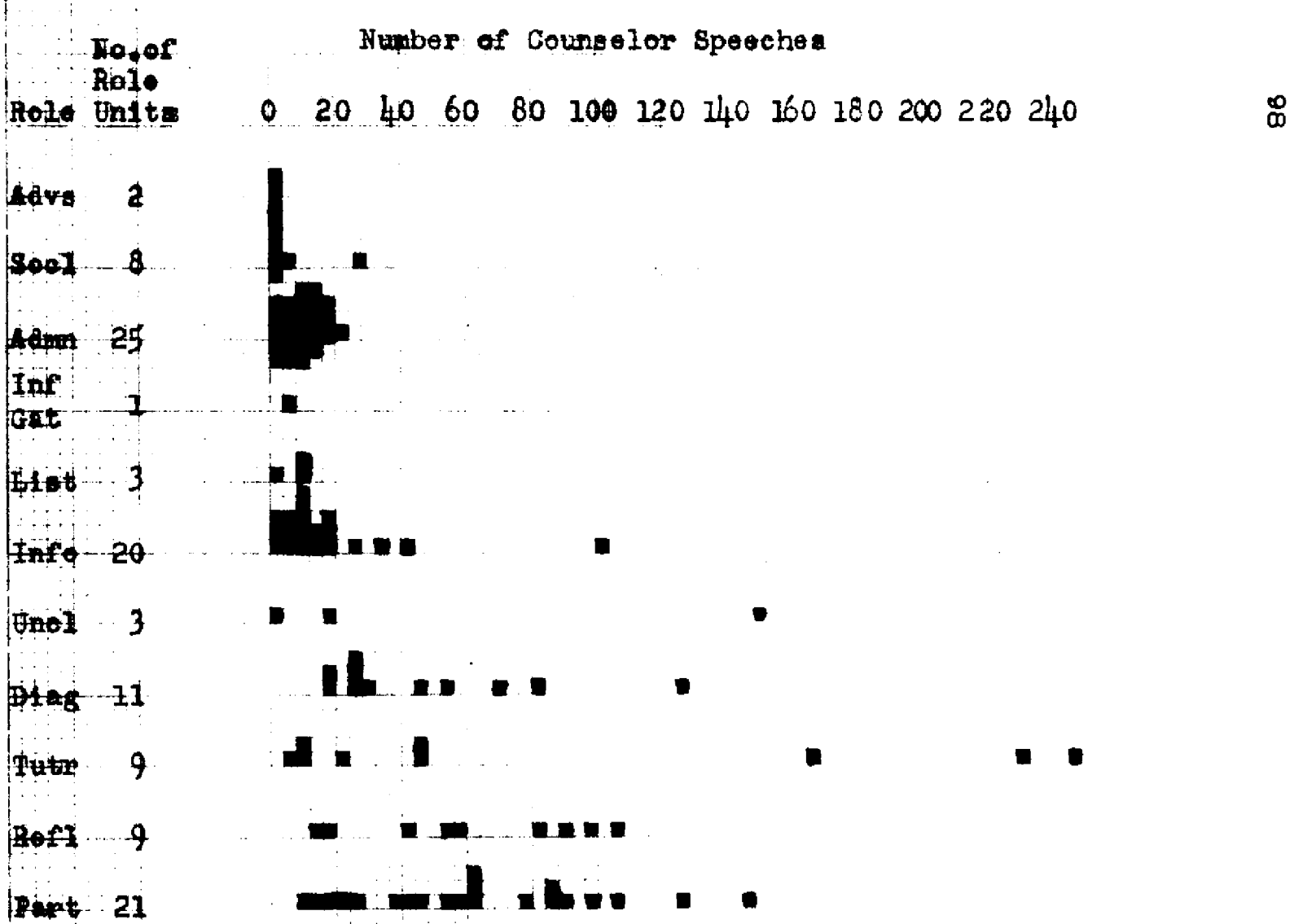
Are there differences between counseling centers in the ease with which roles were identified and labeled? There do not appear to be consistent differences between counseling centers in the ease with which the interviews from each center were rated for roles. However, only two interviews for each of three counselors were included. Again, additional research on more cases would be necessary to determine if there are differences between counseling centers in the ease with which interviews are rated for counselor roles.

This section discussing factors influencing the role the counselor plays suggests the following conclusions, all of which need to be investigated by further research: Some roles occur significantly more often than other roles. There are no significant differences in the frequency with which roles occur in early and in late interviews. The type of problem being discussed influences the role the counselor plays. Counselors tend to play a limited number of roles, rather than a wide range of roles. Counselors from different

GRAPH I

LENGTH OF ROLES BY NUMBER OF

COUNSELOR SPEECHES



counseling centers tend to play different types of roles. There are no consistent differences between counselors and between counseling centers in the ease with which roles are identified.

Length of Roles

It would be useful to try to determine the importance of the various roles. This would be hard to do, especially with so few interviews. One rough measure might be the length of the roles. Such data are presented here as one possible approach.

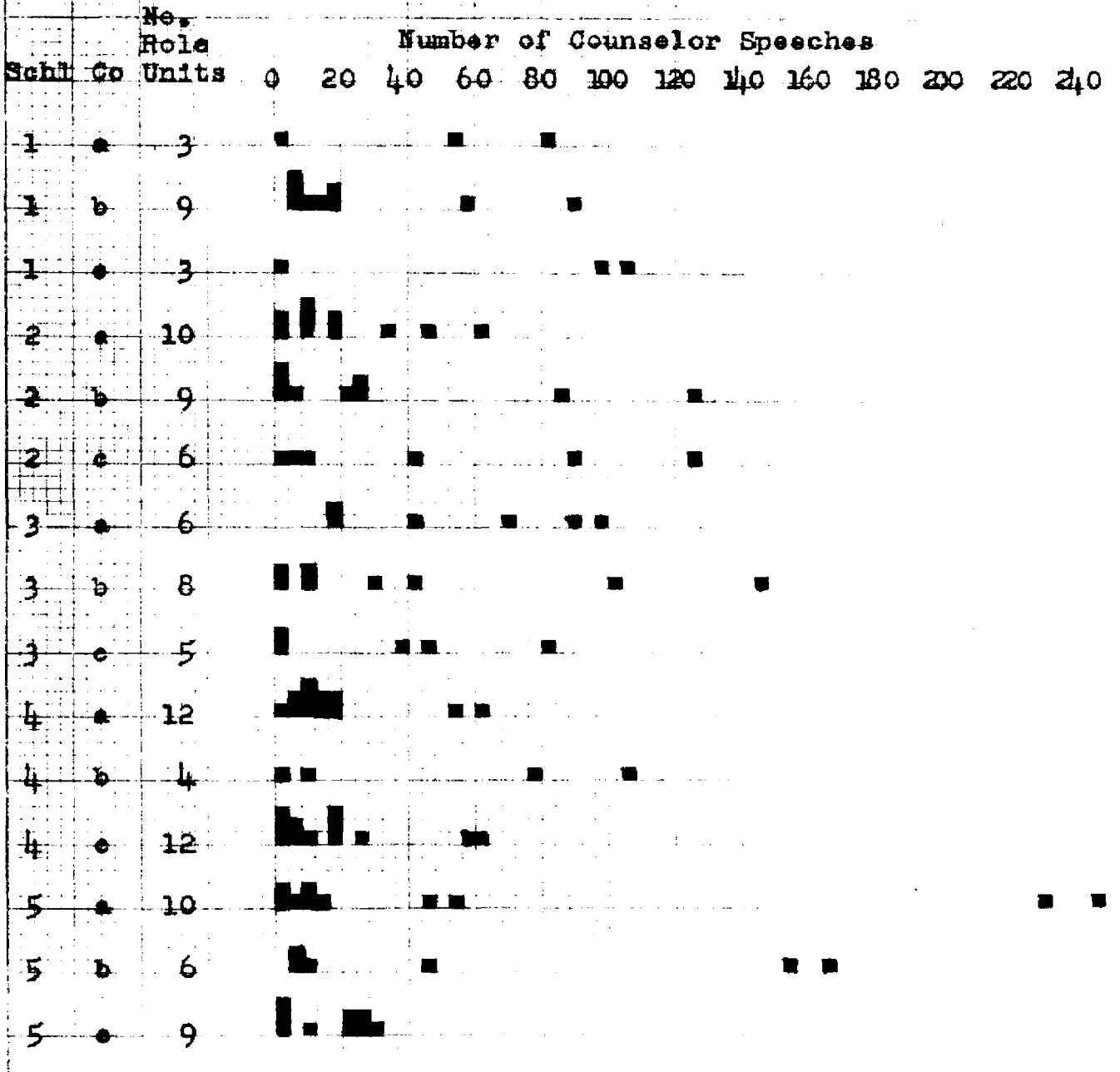
How long are these counselor roles? Graph 1 presents the length (by number of counselor speeches) of the 112 roles used in this study. The roles are arranged in order of increasing length, as indicated by medians. No allowance was made for the varying lengths of counselor speeches.

Do these roles vary significantly in length? Festinger's "d" technique (20) was used to test these differences because of the small and differing numbers involved and because of the skewed distributions. Only differences between roles occurring eight or more times were tested. Of the 21 pairwise comparisons between roles tested, 12 were significant at the .01 level. An inspection of the differences indicates that, generally, the Diagnosing, Reflecting, Participating and Tutoring Roles did not differ significantly from the Socializing, Administrating and Informing Roles.

GRAPH II

LENGTH OF EACH COUNSELOR'S ROLES

BY NUMBER OF SPEECHES



An inspection of Graph 1 indicates that some of the roles were generally quite short. For example, of the eight Socializing Roles, only one had more than six speeches. Also, only six of the 25 Administrating Roles had more than ten speeches. An inspection of the short roles found in this sample of 30 interviews showed that they were not too important to the interview. That is, they came at the very beginning of the interview or at the very end, and seemed to be secondary to the main body of the interview. The Listening Roles, Advising Roles and the Information Gathering Role were also quite short. However, they occurred too infrequently to permit any generalizations.

It could be, though, that if these short roles were to occur in the heart of the interview, they could have an effect on the outcome of the interview. That is, if a counselor had to interrupt to answer a telephone when a client was in the midst of thinking through a deep emotional problem, the progress of the interview may be influenced. It would be valuable for future research to investigate possible "critical incidents" such as these.

Graph 2 presents the range and average length of roles, by number of counselor speeches, for the fifteen counselors included in this study. The counselors are grouped according to the schools at which the counselors work. Again, no allowance was made for the varying lengths of counselor speeches.

Are these differences between counselors in the length of the roles each plays significant? The differences between the fifteen counselors included in this study were tested for significance by Festinger's d technique (20). No significant differences (at the .01 level) were found between counselors in this sample.

What factors might determine how long a role will be? For instance, do the average lengths of roles played by counselors from any one school differ from the average lengths of roles played by counselors from any other school? Graph 2 suggests that there are not consistent differences in lengths of roles played by counselors from different schools. However, only three counselors from any one counseling center are included in this study. Research which includes a greater number of counselors from various centers would be necessary to substantiate the suggestion that counselors from different counseling centers do not differ in the average length of the roles they play.

Other factors may also be present. It may be that some counselors are quite consistent in the role they play while other counselors may continually jump from one role to another. In addition, still other counselors may have no idea of the role they play or the role they should play. Another factor influencing the length of roles could be the problem being discussed. That is, certain problems may

necessitate a more rapid alternation of roles than other problems. Also, clients may influence the length of roles counselors play. For example, one client may expect one consistent role while another client may expect the counselor to play several roles. All of these suggestions could be investigated by future research.

In summary of the data on the length of roles, it appears that some types of roles do differ significantly in length. Also, the Administrating and Socializing Roles were not too important to the progress of the interview. Several tentative suggestions were made concerning factors which might influence the length of the roles. These suggestions were given mainly as guides for future research.

Role as Related to Other Variables

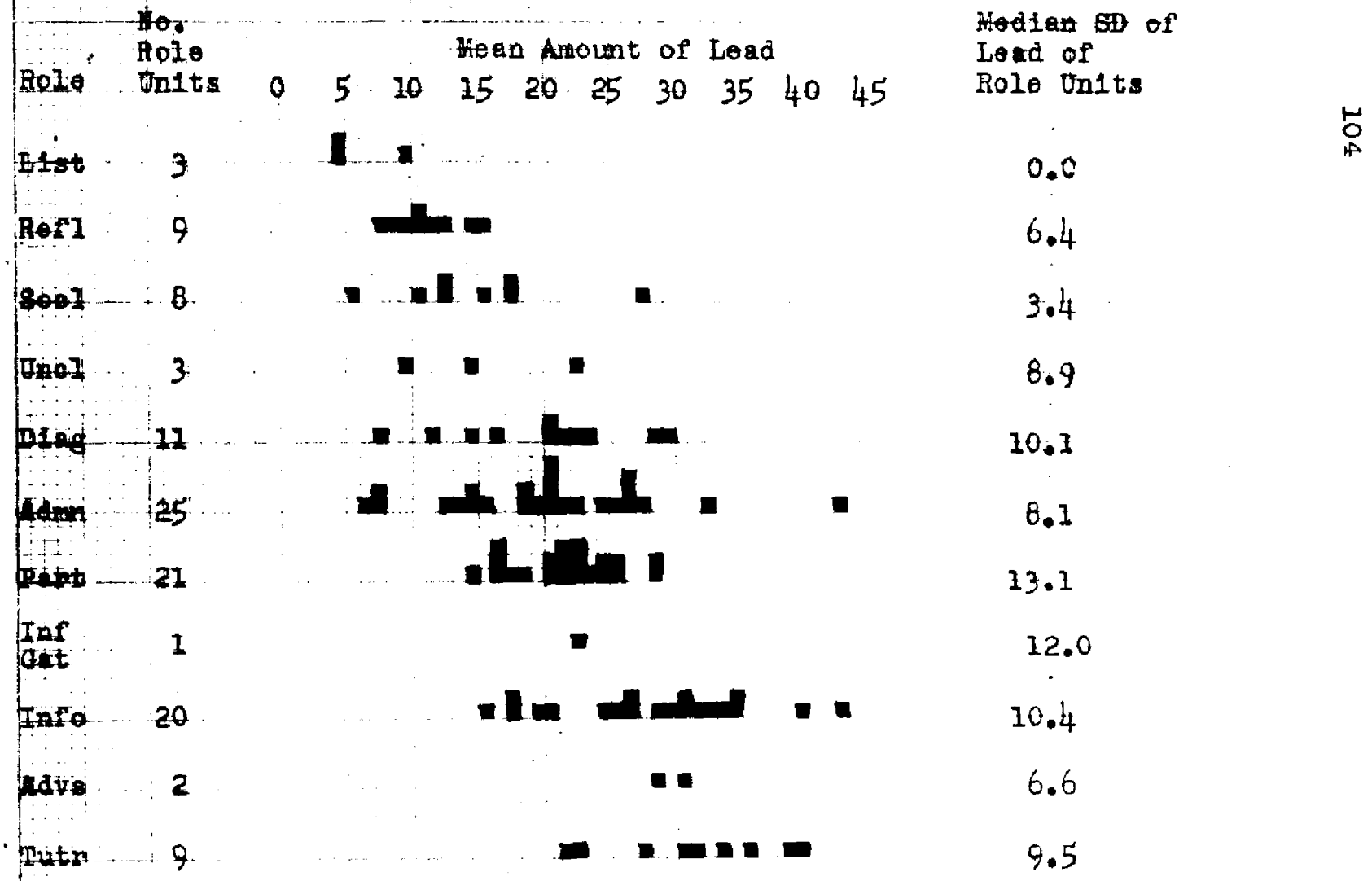
The previous sections have been concerned with: (1) the identification and labeling of counselor roles; (2) the frequency with which roles occur and the variables influencing frequency; and (3) the length of roles. The present section will discuss the relation of roles to other aspects of the interview. First, the relation of role to the counselor technique of amount of lead will be discussed, followed by the relation of role to the interview outcome, as measured by counselor and client working relationship.

Role and Counselor Technique (Degree of Lead)

What is the relationship between the role the counselor

GRAPH III

DISTRIBUTION OF MEAN AMOUNT OF LEAD OF COUNSELOR REMARKS FOR EACH TYPE OF COUNSELOR ROLE



plays and the degree of lead of the counselor's remarks? It will be recalled from Chapter II that in the many studies in which lead has been used, it has consistently proven reliable as well as sensitive to changes in counselor technique. Graph 3 presents the distribution of mean amount of lead for the role units of each type of role. In addition, the median standard deviations for the various role units for each type of role are reported as an indication of the flexibility or variation in techniques of the counselors as they moved from one speech to another. The roles are arranged by increasing amount of lead, as indicated by medians.

There seems to be a relation between counselor role and counselor technique. Although there are no marked dichotomies between roles, there are real differences in the degree of lead of counselor remarks between some of the roles. The roles in which the counselor assumes little responsibility for the progress of the interview (Listening and Reflecting) have a low median amount of lead. Likewise, those roles in which the counselor assumes a great deal of responsibility for directing the interview (Tutoring, Informing and Advising) have a high average amount of lead.

The differences in amount of counselor lead for roles in which the counselor assumed little responsibility and the roles in which the counselor assumed much responsibility

were substantiated when tested for significance, using Festinger's d technique (20). (Only roles occurring eight or more times were tested.) At one extreme, the Reflecting Role differed, at the .01 level of confidence, from all but the Socializing Role. At the other extreme, the Informing and Tutoring Roles tended to differ significantly (at the .01 level) from the rest of the roles, but not from each other.

In addition to average amount of lead, the flexibility of a counselor as he moves from speech to speech within a role unit is also important. The flexibility of counselors within the various roles is indicated by the average standard deviation for the role units reported in Graph 3. The data for the most frequently occurring roles indicate that, while the average amount of lead between these roles varies, all of the roles show a wide flexibility of lead within a role, except possibly the case of the Socializing Role.

This data on the amount of lead of counselor roles tends to support Muthard's (39) hypothesis that role units bring together similar counselor behaviors and also set off parts of the interview that are less related. That is, there apparently are differences in amount of counselor lead when interviews are divided into role units. Thus, the use of role units makes it possible to identify shifts

GRAPH IV

WORKING RELATIONSHIP OF ROLE UNITS FOR EACH TYPE OF ROLE

Role	No. Role Units	No. Short Units	Amount of Working Relationship 5 10 15 20 25 30 35 40 45
Tutr	9	0	
Inf Cat	1	0	
Diag	11	0	
Info	20	4	
Sool	8	6	
List	3	1	
Part	21	0	
Admn	25	10	
Uncl	3	1	
Refl	9	0	
(Advs	2	2)	

in counselor behavior, as measured by the ratings of judges.

Another way of stating this conclusion is that the role a counselor assumes makes a difference in the degree of lead of the counselor's remarks. That is, degree of lead is only a symptom--the assumption of a role by a counselor is the prior factor which determines the degree of lead. Of course, this conclusion is based on only 30 interviews, and is only tentative. More research on a larger sample of interviews should be done to see if these differences in amount of counselor lead between roles are consistent.

Role and Interview Outcome (Working Relationship)

Are there any characteristic differences in the working relationship between different roles? This is not to be taken as an evaluation of the roles--there are too many factors involved. But this section does give some indication of the range found and might indicate which roles are most difficult to play. Graph 4 presents the average working relationship for each of the role units classified by type of role. The types of roles are arranged by increasing working relationship as indicated by medians. In several instances the role units were too short (six counselor speeches or less) to be rated for amount of working relationship. These omitted cases are indicated at the left in the graph. For instance, ten of the 25 Administrating Roles were too short to be rated by the judges.

There are differences between types of roles in the amount of judged working relationship. However, there are no marked differences between contiguous roles. Except for categories in which three or less roles were rated for working relationship, there is a good deal of overlap in the range of ratings of working relationship.

Differences in average amount of working relationship for roles having an N of nine or more ratable units were tested for significance by use of Festinger's d technique (20). That is, only the Tutoring, Informing, Diagnosing, Administrating, Participating and Reflecting Roles were tested for significant differences. The other types of roles were generally too short to be rated for counselor-client working relationship. The only differences significant at the .01 level of confidence were between the Reflecting Role and the other five roles tested. This tends to support the previous statement that there is a good deal of overlap among the roles in the amount of counselor-client working relationship.

It is difficult to interpret the meaning of this significant difference. It may be that the Reflecting Role is easier to play and when the client is ready for it he also feels good rapport. The material in the next section was planned as further investigation of factors influencing the

interview outcome. However, the number of cases involved was very small, and future research using many more cases is necessary.

The data on roles as related to degree of counselor lead and amount of counselor-client working relationship suggest that: Role units tend to bring together similar counselor behavior and set it off from parts of the interview which are less related. Also, the amount of counselor-client working relationship among the various roles is similar. The one exception is the Reflecting Role, which received, on the average, significantly higher ratings of counselor-client working relationship. These are only tentative suggestions, and further research on larger numbers of interviews is needed to substantiate them.

The Role the Client Expects the Counselor to Play

Previous sections have been concerned with various aspects of the role the counselor plays. This section will discuss the role the client expects the counselor to play, and its relation to: (1) the type of problem being discussed, and (2) the role the counselor played and interview outcome. As Davis indicated (13), client expectations should determine the role the counselor plays. To what extent does it and what happens when the counselor does not play the expected role?

The question studied in this section is: Does the variation of the role the counselor plays from the role the client expects the counselor to play influence the outcome of the interview? The judges felt that the roles the counselors played differed from the roles the clients expected the counselors to play in only eight of the 112 role units used in this study. In the remaining 104 role units, either no client expectation as to role was discernible to the judges or the role played by the counselor agreed with the role the client expected the counselor to play. This consistent cooperation between the counselor and client is far beyond chance and also beyond the amount expected when the study was originally set up. While such consistent agreement between the role the client expects and the role the counselor plays may not always be found, it means the counselors probably are generally sensitive to client expectations.

What, however, can be found from analyzing those units where there were discrepancies between the role played and the expected role? There are seven role units in which the role the client expected the counselor to play differed from the role played.[1]

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[1]The one other unit, i.e., 104 + 7 + 1 = 112, was too short for the judges to get a picture of client expectancy although the counselor role was discernible.

Type of Problem	Role Played	Expected Role	N
Adjustment	Reflecting	Advising	2
Adjustment	Reflecting	Participating	1
Adjustment	Reflecting	Informing	1
Adjustment	Participating	Advising	1
Adjustment	Diagnosing	Informing	2

In the seven instances of differences between role played and expected role, an adjustment problem was being discussed and the client each time seemed to want the counselor to take a more active part in the interview. Is it more difficult for a counselor to determine what role the client expects him to play while discussing adjustment problems? Should a counselor play the role a client expects him to play? These are questions which will have to be answered by further research.

What is the effect of following or not following role expectancy on the outcome of the role unit, i.e., working relationship? Twenty-four of the 104 role units in which there was no discernible disagreement in roles were too short to be rated for amount of working relationship, as was one of the eight role units in which there was a difference between role played and expected role. The median and range of amount of working relationship, rated on a 50-point scale, for the other units are reported below:

	Role units in which there were no differences in the role the counselor played and the role the client expected the counselor to play	Role units in which the role the counselor played differed from the role the client expected the counselor to play
N	80	7
Md. of Work. Rel.	29	34
Range of Work. Rel.	16.5 - 45	21-42

These figures indicate that in the role units in which the counselor was judged as not playing the role the client expected him to play the working relationship was typically judged to be slightly better than in the role units in which the counselor played the role the client expected. This difference was tested for significance by use of Festinger's d technique (20). The difference was not significant at even the .10 level. However, the N was very small for one group. Further investigation would be necessary to determine whether there are differences in working relationship between role units in which the expected role was played and role units in which the expected role was not played.

These data suggest that if a counselor feels called upon to play a different role than the client seems to expect, he may still obtain good working relationship. Further investigation would be necessary to substantiate this suggestion.

In summary, the data on the role the client expects the

counselor to play suggest: Counselors and clients cooperated very well in playing the role the client expected. A counselor can play a role differing from the one the client expects him to play and still obtain good working relationship. A counselor is less likely to play the role the client expects him to play when an adjustment problem is being discussed. These suggestions should be looked upon mainly as implications for future research.

Summary

Primary Questions

The following conclusions are suggested by the data on the primary questions:

(1) Judges can agree considerably beyond chance in locating transition points between counselor roles.

(2) Judges can agree considerably beyond the level expected by chance when labeling role units.

(3) Transition points between counselor roles and transition points between discussion topics are related.

Secondary Questions

(1) Some roles occur significantly more often than other roles.

(2) There are no differences in the number of times

roles appear in early and in late interviews.

(3) There is a relation between the type of client problem being discussed and the role the counselor plays.

(4) Counselors tend to play a limited number of roles, rather than use a wide range of roles.

(5) Counselors in some counseling centers tend to emphasize different roles.

(6) Some roles are significantly shorter than others. In this sample of interviews the Administrating and Socializing Roles were short and did not seem to be too important to the main body of the interview, if length is used as a measure.

(7) There are no differences between counselors in the average length of the roles they play; the average length of roles played by counselors from one school are not consistently different from the average length of the roles played by counselors from another school.

(8) There is a relation between the role the counselor plays and the techniques he uses (as measured by amount of lead).

(9) The Reflecting Role is the only role which varies significantly from other roles in the amount of judged working relationship.

(10) A counselor may establish good working relationship with a client even though the counselor does not play the role the client expects.

(11) While discussing an adjustment problem a counselor is less likely to play the role the client expects the counselor to play than if other types of problems are being discussed.

Suggestions for Future Research

The findings of the present study suggest many possible directions for future research on the counseling process. Only a few suggestions will be mentioned here.

(1) The present study suggests the need for more precise definitions of counselor roles. In labeling roles in this study, the disagreements among judges were somewhat systematic. That is, two judges would label certain role units Participating and the third judge would label the units Diagnosing. It would seem advisable that future research on roles give more precise definitions to roles so as to make them as independent as possible.

(2) The list of roles used in this study is far from complete. Future research might give attention to locating and describing additional roles that counselors play.

(3) The various types of counselor roles seem to occur with significantly different frequencies. Research should verify this suggestion as well as investigate the factors influencing how often a role occurs. Some of the factors which may influence which role is played are: (a) whether roles appear in early or late interviews; (b) the type of problem being discussed; (c) the predilection of counselors for certain types of roles; and (d) the differing characteristics of counseling centers.

(4) There seem to be significant differences in the length of various types of roles. Are short roles such as Administrating and Socializing Roles important to the main body of the interview? If short roles occur within the main part of the interview, do they influence the outcome of the interview? Do the lengths of roles played by counselors from one counseling center differ from the lengths of roles played by counselors from another counseling center.

(5) Another question for study is whether the use by counselors of a wide range of roles with their clients is important. Is it wise to play many roles or should just a few roles be played?

(6) While the roles counselors play are important, future research should also consider the role the client expects the counselor to play. It may be that clients expect certain roles at particular points in an interview. Should a counselor always play the expected role? If not, when should he play a role that differs from the one the client expects him to play?

(7) Probably the most important emphasis of future research should be on relating research findings to actual counseling situations. A future study might compare the ratings of judges reading protocols with ratings made by the counselor who conducted the interview. Possible variables might be: (a) ratings of the role the counselor played, (b) the role the client expected the counselor to play, and (c) interview outcome.

CHAPTER V

SUMMARY AND CONCLUSIONS

Within the last 50 years, counseling has become recognized more and more as an area of professional practice and study. Also, counseling has branched out and become an important activity carried on in schools, industry, government agencies and community services. However, knowledge about factors influencing the counseling interview and processes within the interview are still limited. Continued research needs to be conducted to make available more information about this counseling process.

Scientific studies of the counseling interview generally have followed three lines of interest. The first area to be studied was that of the diagnosis of client problems. A second area of study has been concerned with developing and evaluating theories of the treatment of individuals. The third area of study has attempted to determine some of the conditions making for optimum communication between counselors and clients.

These three areas of (1) diagnosis, (2) treatment and (3) communication are not separate discrete areas. They are all interrelated and knowledge in all three areas is necessary for good counseling. It is just as an aid to research

that the three are studied somewhat independently. The present study has been interested primarily in the interaction or communication between the counselor and the client in the counseling interview.

Nearly all the research on the interaction between counselor and client has been concerned with the analysis of verbatim transcriptions of counseling interviews. The early studies showed that counseling interviews can be analyzed quantitatively, researchers began studying counselor behavior. At first the main concern was with the analysis of single counselor speeches. Later research showed that counselors tended to vary their behavior when discussing different topics. For example, Elton (16) found that counselors varied significantly between skill and adjustment topics in both the amount of lead of their statements and the amount of responsibility assigned the client.

In an analysis of larger units used in interview analysis, Muthard(39) found that the use of problem area and discussion topic units brings together similar behaviors and also sets off parts of the interview which are less related. In addition, he found that the use of discussion topic and problem area units makes it possible to identify shifts in counselor and client behavior. Muthard suggests that one of the bases for these shifts or variations in counselor behavior might be the roles which counselors assume. The present study is an attempt to identify these counselor roles.

The primary question of the present study, then, is concerned with the reliability with which various counselor roles can be inferred from verbatim transcriptions of counseling interviews. This involves two steps: (1) the location of transition points between counselor roles, and (2) the labeling of the roles played by the counselors between these transition points. In addition, several secondary questions are tentatively explored. These secondary questions are concerned with: (1) certain characteristics of these counselor roles; (2) the relation of counselor role to the counselor technique of leading; (3) the relation of counselor role to the interview outcome of working relationship; and (4) the relation of the type of problem being discussed to the role the counselor plays and to the role the client expects the counselor to play.

MATERIALS

Interviews

Thirty interviews from counseling centers at five universities are included in this study (Chicago, Michigan, Minnesota, Missouri and Ohio State). The 30 interviews are divided equally among the five schools--three counselor-client interview series were selected at random from those available at each school for a total of fifteen different counselors and clients. Both an early and a late interview from the same counselor-client series were then selected in

an attempt to include roles which might typically occur in only one part of an interview series.

Checklist of Roles

A checklist of roles was developed by the writer to be used in labeling the counselor roles. The writer and three other graduate students assisted in devising the checklist. All four have had considerable training and experience in counseling.

These judges were instructed to read fifteen interviews, not included in the final study, and describe the various roles they thought the counselors were playing. These lists of roles, plus previous research and "arm chair" consideration of counseling experience led to a tentative checklist of roles. In addition, a manual was prepared including descriptions of each role and instructions for rating the role the counselor plays and the role the client expects the counselor to play.

The same four judges, after reading this newly prepared manual, then rated six additional interviews. These ratings, plus suggestions from the judges, led to a revision of the Manual of Instructions and to the formulation of the final form of the checklist of counselor roles. A copy of the final checklist is found on page 51. Descriptions of the various sections of the checklist are found in the Manual of Instructions (see Appendix A).

JUDGES

The writer and two other persons made all the role ratings in this study. All three judges have had extensive counseling experience. The training of the judges involved reading and discussing the Manual of Instructions for Judges (Appendix A), making practice ratings on interviews not included in either the development of the checklist or final study, and discussion of practice ratings to clear up any misunderstandings.

Some of the ratings of counselor technique (amount of lead) and interview outcome (working relationship) were made by persons other than the three judges in this study. These other judges had had considerable training and experience in rating interview protocols. The Manual of Instructions for rating these dimensions is found in Appendix B.

OBTAINING THE DATA

Transition Point

In locating transition points, judges first read the Manual of Instructions prepared for this purpose (see Appendix A). Then judges read each of the 30 interviews and designated for each interview, on the Rating Form #1 for Counselor Roles (see page 54), the transition points, or indicated that no transition points were apparent. The order in which the interviews were rated was such that no two interviews by the

same counselor or from the same school were rated consecutively.

A point in the interview was designated as a transition point if at least two of the three judges agreed in selecting this point as a transition point. Two ratings were counted as agreeing if the counselor statements designated as transition points by the judges were no more than three counselor statements apart, e.g., speech 30 and speech 32--agreement.

Counselor Roles

An average of three weeks after locating transition points, judges were asked to label the role played by the counselor in each role units. The judges first read the Manual of Instructions for the rating of counselor roles (Appendix A). The role unit or units in each entire interview were rated, using a separate checklist for each unit (see page 51 for a copy of the checklist). The interviews were rated in the same sequence as that used in locating transition points.

At this time, judges also labeled the role the client expected the counselor to play. The Manual of Instructions and a rating form for rating this expected counselor role are found in Appendix A.

Counselor Technique

Two judges independently rated each counselor remark for amount of lead, using a 50-point scale. Directions for rating amount of lead and the rating form used are found in the Manual of Instructions in Appendix B.

Interview Outcome

Two judges independently rated the amount of working relationship for each role unit. The 50-point scale used and descriptions of this dimension are found in the Manual of Instructions in Appendix B.

Nature of the Client's Problem

The type of problem being discussed in each role unit was classified by judges as special, skill, adjustment or test interpretation. The directions for rating the nature of the client's problem are given in the Manual of Instructions in Appendix B.

CONCLUSIONS

The following tentative conclusions are suggested by this study. The conclusions are all based on judgments made by reading verbatim transcriptions of counseling interviews.

Primary Conclusions

(1) Judges can agree beyond chance on the location of transition points between counselor roles. In this sample of 30 interviews, judges agreed

on 84 transition points. All three judges marked the same transition point 41 times and two of the three judges agreed on the location of transition points the other 43 times. To test the hypothesis of chance agreement, a chi square was computed and found to be 1326.8. This is sufficient to reject the hypothesis of chance agreement at the .001 level.

(2) Judges can agree beyond chance in labeling the roles played by counselors between transition points. In labeling the 114 role units, all three judges agreed 64 times, two judges agreed an additional 44 times, and all three judges disagreed six times. A total of 236 pairwise agreements between judges were found. By chance one would expect an average of 44.2 pairwise agreements. The number of obtained agreements is 33.1 standard deviations beyond the number expected by chance. This is sufficient to reject the hypothesis of chance agreement at beyond the .001 level of confidence.

(3) Transition points between counselor roles and transition points between discussion topics are related. The 30 interviews used in the present study were marked independently for transition points between discussion topics by three judges

other than those involved in this study. In these 30 interviews a total of 114 transition points between 144 discussion topics were located, along with the 84 transition points between counselor roles. In 58 instances, the transition points between discussion topics and between role units agreed within two counselor speeches.

(4) The data on the primary questions support the hypothesis that counselors play various roles within an interview. Such a list of counselor roles can be used to point up the variety of behavior that a counselor can use. This would be extremely useful in working with counselors-in-training who might be playing only one or two roles, or who may have no idea of the role they should play. Previous supervision of counselors-in-training has often dealt with the amount of lead in specific speeches. However, roles seem to give a much larger basis for making supervisory suggestions. Also, a list of counselor roles makes it possible to determine the situations in which the various roles might lead to optimum interview outcome. For example, certain roles may be more appropriate while discussing one type of problem and the use of different roles might lead to good outcomes while discussing another type of problem.

Secondary Conclusions

The conclusions suggested in this section are very tentative because of the small number (only 30) of interviews sampled. Therefore, they are suggested mainly as hypotheses for future research.

(1) Some roles occur significantly more often than other roles. A chi square was computed, comparing the number of times the roles occurred with the number of times the roles would be expected to occur by chance. The obtained chi square of 68.33 is significant at the .001 level which would indicate that the frequencies with which these roles occurred probably was not due to chance.

(2) There are no significant differences in the number of times roles appear in early and in late interviews. A chi square was computed to see if the observed frequencies with which these roles occurred in early and in late interviews was due to chance. The obtained chi square is significant at between the .10 and .05 levels of confidence.

(3) There is a relation between the type of client problem being discussed and the role the counselor plays. A chi square was computed on the data giving the role the counselor played while discussing various client problems. The obtained

chi square is significant at beyond the .001 level which would permit us to reject the hypothesis of chance relation between problem and counselor role.

(4) Counselors tend to play a limited number of roles. While 10 different types of roles were found in analyzing these 30 interviews, no counselor played over 3/5's of them (or only 6 different roles). Two counselors played six roles, three counselors played five different roles, four counselors played four roles, four counselors played three roles and two counselors played only two different roles.

(5) Counselors at different counseling centers emphasize different roles. The frequencies with which the different roles were played at the five counseling centers were tested for chance occurrence. The obtained chi square of 109.82 is significant at the .001 level which would permit us to say that the frequency with which the roles occurred at the various centers probably was not due to chance.

(6) The roles vary in length, as indicated by the number of counselor speeches. Differences in the lengths of roles occurring more than three times were tested for significance by Festinger's "d"

technique. Generally, the Tutoring, Reflecting, Participating and Diagnosing Roles did not differ significantly (at the .01 level) from each other, but they did differ significantly from the Socializing, Administrating and Informing Roles.

(7) There are no differences between counselors in the average length of the roles they play; the average length of roles played by counselors from one school are not consistently different from the average length of the roles played by counselors from another school. The differences between the fifteen counselors included in this study were tested for significance by Festinger's d technique. No significant differences (at the .01 level) were found.

(8) In summary of the factors influencing the role the counselor plays, the following conclusions are suggested, all of which need to be investigated by further research: Some roles occur significantly more often than other roles. There are no significant differences in the frequency with which roles occur in early and in late interviews. The type of problem being discussed influences the role the counselor plays. Counselors tend to play a limited number of roles, rather than a wide range of roles. Counselors from different

counseling centers tend to play different types of roles. There are no consistent differences between counselors and between counseling centers in the ease with which roles are identified. In addition, the lengths of roles tend to vary significantly, but counselors do not differ in the length of roles they play. Research is needed to verify these suggestions. At present they are just guesses about factors which influence the dynamics of the interview.

(9) There seems to be a relation between the role the counselor plays and the amount of counselor lead. Roles occurring eight or more times were tested for significant differences in amount of lead by Festinger's d technique. At one extreme, the Reflecting Role differed in amount of lead, at the .01 level, from all but the Socializing Role. At the other extreme, the Informing and Tutoring Roles tended to differ significantly (at the .01 level) from the rest of the roles, but not from each other.

(10) The various types of roles, in general, do not differ in average amount of counselor-client working relationship. Five of the roles were generally too short to be rated for amount of

working relationship. The remaining six roles were tested for significant differences by Festinger's d technique. The only differences significant at the .01 level were between the Reflecting Role and the other five roles tested (Tutoring, Informing, Diagnosing, Administrating and Participating).

(11) A counselor may establish a good working relationship with a client even though the counselor does not play the role the client expects. The median amount of working relationship for the 80 role units in which the counselor played the role the client expected him to play was 29 (on a 50-point scale) as compared with a median rating of 34 for the seven role units in which the counselor did not play the expected role. This difference was not significant when tested by Festinger's d technique.

(12) A counselor is less likely to play the role the client expects him to play while an adjustment problem is being discussed. In the seven instances in which the role the counselor played differed from the role the client expected the counselor to play, an adjustment problem was being discussed.

(13) In summary, the data on counselor lead indicates that role units tend to bring together similar

counselor behavior and set it off from parts of the interview which are less related. The data on counselor-client working relationship suggests that the various roles are similar, as measured by this dimension. The one exception is the Reflecting Role which has significantly higher ratings of working relationship. Is this role easier to play, or when a client is ready for it does he feel better rapport? Further research is needed to determine the reasons for apparent higher working relationship when playing the Reflecting Role. Data on the role the client expects the counselor to play indicate that counselors in this sample generally played the expected role. However, counselors may play a role different from that expected by the client and still retain good working relationship (especially when discussing adjustment problems). However, when should counselors play a role that differs from the one the client expects him to play? Should a counselor play many roles? These are questions that future research will have to answer.

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APPENDIX A

MANUAL OF INSTRUCTIONS

RATING COUNSELOR ROLES

MANUAL OF INSTRUCTIONS
RATING COUNSELOR ROLES

The two major purposes of the present study are to determine: (1) Whether the transition point at which a counselor changes from one sub-role to another can be reliably rated from verbatim typescripts; (2) Whether the sub-role played by the counselor within each of these role units can be reliably identified. A third purpose is to see if the sub-role the client expects the counselor to play can be reliably identified.

The most appropriate definition of a role seems to be: "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group." Roles have commonly been described in broad terms (e.g., fraternity member, father, teacher, counselor, etc.). Rather than these general roles, this research is interested in the sub-roles a counselor plays within the counseling interview. The term sub-role will be used to mean this type of role. For example, while the client is explaining his problem the counselor may function as a listener, or may play a sub-role of helping the client with further clarification. Then the counselor may work with the client in thinking through possible solutions to the problem. If necessary the counselor may play the sub-role of giving the client

needed information, or the counselor may actually direct the client in practice on some skill.

In rating, a judge needs to be aware of three different methods of describing a counselor or his behavior. (1) A counselor's behavior, especially single speeches, can be described in terms of the specific techniques he is using (e.g., general leads, tentative analysis, urging, etc.). (2) A counselor can also be described, especially for longer segments of the interview, as assuming sub-roles which change throughout the interview (listening, trying to get a picture of the client's problem, giving the client information, etc.). (3) One can also talk, in more general terms, about the overall role of a counselor. In our society a counselor is thought of as a person who helps individuals solve their problems, gain insights, make plans or decisions, etc. This research is interested in this second method of description, i.e., the identification of the changing sub-roles a counselor assumes within an interview.

Judges will be asked to make the following ratings:

(1) Locate the transition points between counselor sub-roles;

(2) Label the sub-role being played;

(3) Label the sub-role the client expects the counselor to play.

The Transition Point

In considering the first major purpose, the judge is to identify from verbatim typewritten transcriptions of counseling interviews, the transition point at which a counselor changes from one sub-role to another.

Definition: The Transition Point is defined here as that statement by the counselor in which he gives evidence of assuming a different sub-role with his present client.

In the following example the counselor indicates that he is assuming a new sub-role at / / in line 137. Previous discussion was about doing volunteer work in a hospital.

135 Co. But I can see that that is a service a lot of patients would certainly -

135 Ce. Uh huh.

136 Co. Many of them would appreciate.

136 Ce. I like to do something like that -

137 Co. Uh huh. // Well, uh - shall we go over the tests and see which ones you want to take?

137 Ce. All right.

Not every interview will have as definite transition points as the example given. It is possible that a counselor might play the same sub-role throughout the entire interview. Also, a counselor might be playing two different sub-roles in successive sections of the interview, but the exact transition point is not easily discernible. When this occurs, the judge is to select the point which seems "best"

to him. More detailed instructions are given below under "Procedures."

Another major problem which may arise in identifying sub-roles is: How short can a sub-role be? That is, do one or two counselor speeches make a sub-role or are several speeches of similar tone needed before the counselor is playing a sub-role? Generally, several counselor speeches would be necessary to identify a change in sub-role. Within one sub-role, such as Diagnosing, a counselor may use varying techniques from acceptance remarks to questions, but there is an overriding purpose characteristic of all his remarks. In addition, if a counselor were playing one sub-role, such as Diagnosing, and a client asked a question which required an answer by the counselor, the counselor's answer would not constitute a new sub-role if, after answering the question, he continued with the same sub-role of Diagnosing. However, if the counselor continued to give the client information, or changed the intent or tone of his speeches in some way from that of Diagnosing, he would be playing a new sub-role.

In another situation, a counselor is assuming Sub-role A. Then for one or two speeches seems to be playing Sub-role B, and then goes on and plays a longer and new sub-role, Role C. This could either be Sub-roles A and C or

Sub-role A, B, and C, depending on the definiteness of Sub-role B, or the brief "in-between" role.

In rating, a judge should not confuse counselor sub-role with the specific techniques used by the counselor. While an assumed sub-role will effect the techniques used, a judge should also consider the tone of the interview. That is, if a counselor's techniques show a wide range, but the tone of the section seems similar, consider this as one sub-role.

Sub-roles will differ in their degree of definiteness. In selecting transition points between sub-roles and in labeling sub-roles, a judge should be as certain as possible that the counselor is playing a sub-role. The judge should try not to have too much variation from role to role; neither should he see each counselor as playing only one role. Check transition points where changes in roles seem clear. If a section seems ambiguous, e.g., seems to have differences and yet these variations are not clear, call it one sub-role and describe your reactions fully under "Comments."

Rating Form [illegible]

Identifying Data

School _____ [illegible]

Interview _____ (interviewer) (date)

Transition Point

Identifying Data

School _____ (name) Rater _____

Interview _____(no. or name) Date _____

Transition Point

Number of first counselor speech in role unit _____

Number of last counselor speech in role unit _____

Counselor Roles

Listening Role	____	Supporting Role	____
Reflecting Role	____	Informing Role	____
Participating Role	____	Information Gathering Role	____
Diagnosing Role	____	Socializing Role	____
Advising-Tutoring Role____		Other Roles	____
a. Marshalling Evidence	____	_____	
b. Advising	____	_____	
c. Tutoring	____	Unclassifiable	____

Comments:

The Role the Client Expects the Counselor to Play

1. Client following counselor - no expected role apparent ____
2. Expected role identifiable - same role counselor playing ____
3. Expected role identifiable - disagrees with role counselor playing(Check expected role)

Listening Role	____	Supporting Role	____
Reflecting Role	____	Informing Role	____
Participating Role	____	Information Gathering Role	____
Diagnosing Role	____	Socializing Role	____
Advising-Tutoring Role ____		Other Roles	____
a. Marshalling Evidence	____	_____	
b. Advising	____	_____	
c. Tutoring	____	Unclassifiable	____

Comments:

Transition Point of Expected Role _____

Materials To Be Used

As the types of student problems vary among university counseling centers, interviews from five schools are used (Chicago, Michigan, Minnesota, Missouri and Ohio State). The total of 30 interviews selected include three counselors and clients from each of the five schools, with two interviews for each client.

Procedures

Two separate ratings will be made: (1) locating transition points between counselor roles, and (2) labeling counselor roles. At the top of each rating form the judge will find blanks in which he is to insert the name of the school where the interview was recorded, the interview number or name, the rater's name and the date of rating.

A. Locating transition points (Use Rating Form #1 for Counselor Roles)

1. Fill in the identifying information on each rating form used.
2. Read the typescripts looking for changes in sub-roles.
3. When a transition point is located, indicate the length of the sub-role unit on the rating form by writing (in the appropriate place) the numbers of the first and last counselor speeches in the unit. Use separate rating forms for each interview.

4. Do this for all 30 interviews.

B. Labeling roles (use Rating Form #2--Counselor Roles)

1. The counselor sub-role and the expected counselor sub-role are to be indicated for each role unit (see succeeding directions for the procedure to follow). Use a separate rating form for each role unit.

2. When an interview has been completed, clip the separate rating sheets for that interview together. Check and see that all of the rating forms are properly labeled.

Counselor Sub-Role

To answer the second major purpose of this study, the judge is to indicate on a checklist the sub-role the counselor plays within each sub-role unit. The following sections describe the sub-roles listed on the checklist and tell how to use the list.

Description of Counselor Sub-Roles

1. The Listening Role. In this role the counselor lets the client pursue the topic in his own way. Therefore, the counselor assumes little responsibility. The client does nearly all of the talking, while the counselor says little or interjects nearly neutral statements such as, "Yes," "I see," "Mm hm," etc.

55 Ce. And I liked that real well - and uh, - oh - things like sort of abstract I like to do that real well -

56 Co. Uh huh.

56 Ce. But that's just sort of hard to get (laughs)

57 Co. Yeah.

57 Ce. So - then I like psychology - pretty well and - oh - social work is one that would be sort of good too -

58 Co. Uh huh.

2. The Reflecting Role. This role is characterized by counselor statements which seem to clarify or reproduce the attitudes and feelings the client has just expressed. The counselor introduces no new ideas or thoughts, but, rather, limits himself to statements which clarify the content and feeling in the client's statements.

21 Ce. M-hm. I don't know. It seems that he isn't sincere; he is directing it towards things which I don't consider good, and uh, and still I'm interested in him very much and almost ashamed of my interest in him. If he is all these insincere things I think he is.

21 Co. M-hm. Somewhat of a conviction that he is these things that you can't admire and ashamed because you do care for him in spite of it.

22 Ce. Yes, and then one of the things are, that he does realize his inadequacies to be what he wants. He told me he wanted to be a biochemist, uh, physicist, or something like that. He's always been very

vague, and couldn't succeed and now he can only use the talent he has of pushing people around to do the thing he wishes. Perhaps if he could realize that, I would like to know what his capabilities are--if he would straighten out then I could straighten out.

22 Co. Your feeling would be clear if he could, instead of covering up for failure in the past, to really look at his real abilities to see what he can do.

3. The Participating Role. This role is characterized by counselor-client interaction with neither entirely dominating the interview or sub-role. The counselor and client are working together as a team and are trying to arrive at some solution to the client's problem. Neither the counselor nor the client entirely dominate the interview. The counselor uses a range of techniques which may include clarification and acceptance remarks as well as suggesting ideas for the client to react to. He also allows the client to express his ideas and reactions to this new information. The counselor's statements are phrased so the client may either accept or reject them.

18 Co. All right. Now what you're doing is ah, ah. . We can use these. . these major headings, can't we? I mean, each one is an experiment, so you've got, in fact, they've helped you, they numbered one, two, three and so on, so that that helps you spot the major points. I think ah, ah, one of the things that may be bothering a

little here is that ah, you write notes in part so that I read them or could read them; they're good English. Ah, ah, on the other hand, to write out all these words may take time to write them out. Uh, I was wondering if there was a way of shortening. In other words, the less you write the shorter time it takes. (pause) Ah, uh, let's see.

18 Ce. In here I could eliminate some words. Ah, the students took a test in 30 seconds.

19 Co. Yeah. Or, ah, students wrote A's for 30 seconds which gets the ah, . . This is something like the headline write down here at the newspaper. You've got to ah, they've only got so much room to put it in.

19 Ce. There's so many words they can use and they have to eliminate all the and ah . .

20 Co. Yeah. Sure. That would do it. Ah, now what was the main thing? They wrote A's, ah . . They were divided into two groups, weren't they?

20 Ce. Yeah. (pause as both read)

4. The Diagnosing Role. In this role the counselor's statements seem to be directed towards getting a picture of the client's problem. The counselor is trying not only to understand what the client's problem is but also get an idea of some of the causes. The counselor is drawing out information and/or ideas from the client. This is somewhat like a medical role. The counselor questions in order to make a judgment which will then determine the method for solving the problem.

a. The Diagnosing Role versus the Participating

Role. The Diagnosing Role is directed particularly towards the counselor getting a picture of the client's problem while the Participating Role is directed towards a joint attempt to help the client see possible solutions to the problem.

16 Co. This quarter which one seems to, are any of them causing particular trouble?

16 Ce. Ah, why I think 401 psychology is the toughest.

17 Co. Uh-huh. What seems to be the trouble there?

17 Ce. Ah, well, it's pretty hard to say. It's like, well, it's like learning something that you never did, did before your own self and, and, taking ah, taking in a lot of things that you don't believe.

18 Co. I see. The ah, how do you mean that?

5. <u>The Advising-Tutoring Role</u>. The description of this role is broken down into three parts or situations which seem to best typify the role. In general, these are concerned with convincing the client as to a diagnosis or course of action. The tone of the role seems to be that of the counselor urging the client to accept or carry out something the counselor has suggested.

a. Marshalling Evidence. The counselor appears to be presenting what evidence he has about some

aspect of the client as a basis for convincing the client to some course of action. The counselor seems to be building a case in a manner similar to the legal counselor and presenting this case to the client.

125 Co. Well, you've only got so much time, and it . . the reading and taking notes, cuts your rate in half, you say, oh I haven't got that much time. That's what all students will say. So that ah . . one of our problems here is that . . ah . . all right, this is . . typical, but how can we develop some skill that will ah . . help you pull out and get more of the ideas and remember them better. And usually we refer to note-taking and yet, what happens, ah, when we ah ask students to take notes we get a rate like that, don't we? Your comprehension is quite good, you see. So it's just if we could take the time, it's fine. Now ah, as a matter of fact, this is about what . . the average student does taking notes, it's a little better than the average student does taking notes.

125 Ce. Oh.

126 Co. But it's ahhm, it's just too slow isn't it? So that ah, what most students do is ah . . ah . . just don't read when they take notes. So that one of the things we'll want to do in . . ah . . here in the SQ3R, what kind do we call the Australian crawl method of study, what we're trying to do is take your, your particular method, in other words, you do take notes, and if there is a way of showing you how . . to take . . read and take notes . . more rapidly, up around this kind of rate, then, that would be all right wouldn't it?

126 Ce. Yes.

127 Co. Because . . with the notes, it would fix it in mind, and ah . . you'd have something to review. Ahhh if you could get up around that rate, you'd feel o.k. That's worth doing. So that . . one of the things that ah they want to teach . . teach you is ah . . in other words, just a better way - ah - method of swimming through your lessons here.

b. Advising. The counselor is urging the client to accept the counselor's suggestions, or the counselor is urging the client to carry out some course of action suggested by the counselor.

113 Co. On this one ah . . business of planning a week in advance ah . . the purpose there is not to do it after the facts . . do it before.

113 Ce. I'd have to carry that book with me then . . because I can remember something just about that long.

114 Co. Why don't you write it down, ah?

114 Ce. She looks at me and she tells me something and I'll turn right around and I won't know what she said . . I won't hear it.

115 Co. Well, the fact that you've written it down will help you to remember it more.

115 Ce. I know there was something I was supposed to do today but I can't think of it yet . . I'm going to have to start writing things down . . there's no getting around it . . I can't remember.

116 Co. Well, instead of carrying your book with you why don't you put a schedule on a piece of loose paper, and ah . . you can carry that around with you . . can carry it in your purse.

c. Tutoring. The counselor is directing practice in some specific skill. He is playing a role similar to that of a teacher or instructor.

61 Co. That what one might do out here "A. Cues in course materials," you see?

61 Ce. And then list your subtopics on that?

62 Co. Then I would ah . . what you're really doing is just . . outlining.

62 Ce. Yeah, yeah.

63 Co. You see. Ah . . there's a textbook . . used in class. From the last exam, yeah. It's this type, and then "B" would be ah, over here . . it's selecting.

63 Ce. Apprehending whatever is important. Is that what you put down here?

64 Co. Mmhm. You notice I use abbreviations.

64 Ce. Yeah, well, I mean . . mmhm.

65 Co. "One" would be ah . . "value of preview" . . ah "two, value previous questions." And, if you notice, and from your history book you can remember those phrases very quickly. You sort of get a bird's eye view of it.

If a judge thinks a counselor is playing this role of Advising-Tutoring, indicate this on the checklist of roles. Then, if possible, check which aspects of this larger role the counselor is playing, as indicated in the following example:

5. The Advising-Tutoring Role ✓
   a. Marshalling Evidence
   b. Advising
   c. Tutoring ✓

a. The Diagnosing Role versus Advising-Tutoring Role. In the Diagnosing Role the counselor is trying to get a clearer picture of the client's problem. In the Advising-Tutoring Role the counselor is urging the client to accept certain suggestions or actions or directing skill practice.

b. Participating Role versus Advising-Tutoring Role. In the Participating Role the counselor and client seem to be working together more as an equal team towards a clarification or solution to the problem. In the Advising-Tutoring Role the counselor is taking more responsibility and is urging the client to accept what the counselor has suggested as a possible solution.

c. Advising Role versus Tutoring Role. In both roles the counselor may be making suggestions for the client to follow. If the suggestions are about study skill problems, label the role Tutoring. If the suggestions are not study skill oriented, label the role Advising.

6. <u>The Supporting Role</u>. A counselor playing this role reacts in such a way that the client is given support in his attack on his problem usually through the use of: (a) approval by the counselor of client actions or statements; or (b) by the counselor reassuring the client. A single approval remark by

the counselor would not necessarily mean that he is playing a Supporting Role. However, several approval and/or reassurance remarks would tend to indicate such a role.

3 Ce. I'm getting much more out of his lectures now.

3 Co. Uh-huh. (pause) You have learned how to pick out what is important and what isn't.

4 Ce. Sure.

4 Co. That's one very good step you've made then.

5 Ce. I'm taking notes; he sticks to his lectures pretty close and I understand his quizzes. If you study the quizzes you have a pretty good idea what his midterm will be.

5 Co. Uh-huh. Then you have learned how to take good notes and use your test. I mean study from it. Uh-huh, that's another thing you will find use for further.

6 Ce. I'm not in a hurry to get out of the room. I'm taking my time. Don't start in on a test as soon as I get it.

6 Co. Uh-huh.

7 Ce. I read the test over first.

7 Co. Well, that's a very good point. What do you suppose that does for you?

7. The Informing Role. In this sub-role the counselor is giving information to the client with no immediate pressure for action. The counselor may be explaining, describing or interpreting something to the client.

a. Participating Role and Advising-Tutoring Role

versus the Informing Role. In the Informing Role the counselor is giving the client information (such as describing a test) with no immediate pressure for action. In the Participating and Advising-Tutoring Roles the counselor may also be giving the client information, but, in addition, there is an indication of some implications or actions on the client's problem. This "pressure" may come from the counselor, as in the Advising-Tutoring Roles, or may result from the counselor and client working as a team, as in the Participating Role.

29 Co. Well, when you say aptitudes there are other things implied than just uh - academic aptitude - there are such things as how your expressed interests line up with people in various occupational fields.

29 Ce. Oh, I see.

30 Co. There is your capacity for handling academic subjects--scholastic aptitude.

30 Ce. Yes.

31 Co. Then there are special aptitudes - which might include - such things as clerical aptitude uh - aptitude at working with your hands - uh - music, art, and various other skills needed all sort of occupations.

31 Ce. Oh, I see.

32 Co. Uh - then there is the matter of personality - the idea - to become better

acquainted with yourself - through various personality measures.

8. The Information Gathering Role. In this sub-role the counselor statements are directed towards obtaining specific information about the client. The counselor is usually filling out a questionnaire. He asks quite specific questions which the client is to answer.

   a. Diagnosing Role versus Information Gathering Role. In the Diagnosing Role the counselor is trying to get a clearer idea of what the client's problem is. In the Information Gathering Role the counselor is just filling out a questionnaire about the client or gathering information not immediately relevant to the client's problem.

   b. Informing Role versus Information Gathering Role. In both of these the counselor is definitely in control of the interview, but in the Information Gathering Role the counselor's statements are aimed at obtaining, from the client, specific information about the client. The counselor might be described as an interrogator or questionner. In the Informing Role the counselor gives the client information with

no immediate pressure for a decision or action.

301 Co. Uh huh. Let's get some information about yourself -

301 Ce. All right.

302 Co. How old are you?

302 Ce. Twenty.

303 Co. What is your home address?

303 Ce. (Gives home address)

304 Co. Uh huh. Now let's see - you're a sophomore?

9. The Socializing Role. This role is typified by counselor statements of a non-problem solving nature. The counselor and client seem to be carrying on a social conversation while getting seated or in leaving, or they may be just visiting at intervals in an interview.

1 Co. School is pretty nearly out, isn't it?

1 Ce. Yes -

2 Co. Are you glad?

2 Ce. No, oh no -

3 Co. You're not?

3 Ce. Oh no.

4 Co. You like it here.

4 Ce. Oh I just love it here - oh - two years - and I think I like it more every day.

5 Co. Uh huh. Well, that's what we like to hear. (laughs)

10. Other Roles. If the counselor seems to be playing a definite role which is not described by one of the above categories, but which the judge can describe and if possible name, check this category. Then, in the space provided, the judge is to name the role being played, and describe the sub-role briefly.

11. Unclassifiable. If the behavior of the counselor does not seem to be characterized by a consistent sub-role, i.e., fit into any one of the above categories, check this category and make appropriate remarks under "Comments."

Procedures

After the judges have located the transition points in all 30 interviews and indicated the limits of the role units on the rating form (as described in the section above labeled "The Transition Points") then the judges are to check on the checklist the sub-role they think the counselor is playing in that sub-role unit. To obtain greater reliability, it is suggested that the judges refer to the descriptions of counselor sub-roles frequently.

If the judge has any comments he should write them out in the section "Comments" under Counselor Role. These comments will be helpful in evaluating any cases in which there is disagreement or confusion. If the judge checks

"Unclassifiable," he should state his reasons for this under "Comments." Be sure that the sub-role the counselor is playing has been checked for each sub-role unit.

The Sub-Role the Client Expects the Counselor to Play

In addition to rating the transition point and counselor sub-role, the judge is asked to rate the sub-role the client expects the counselor to play. For this rating the judge is to use the section of the rating form labeled "The Role the Client Expects the Counselor to Play." Under this section are listed 11 sub-roles which are identical to those described in the section above labeled "Counselor Sub-Role." In addition there are three other possible categories:

(1) Client following the counselor but no sub-role apparent. Check this category if the client seems to be going along in the direction the counselor is leading, but the client does not seem to indicate any particular expected sub-role.

(2) Expected role identifiable--same role counselor playing. Check this category if the sub-role the client expects the counselor to play is the same as the sub-role the counselor is playing.

(3) Expected role identifiable--disagrees with role counselor playing. If the sub-role the client expects the counselor to play can be identified and is different from the sub-role the counselor

is playing, check one of the 11 roles listed. As stated above, these 11 sub-roles are the same as those described above under "Counselor Sub-Role."

The sub-role the client expects the counselor to play is not to be confused with the sub-role the client is himself playing. A client may be doing a great deal of talking and giving the counselor much information; the client in turn may expect the counselor to play a Listening Role. Be sure and check Listening Role in this case. In every case check the Expected Counselor Sub-Role and not the sub-role the client is playing.

Usually the "Counselor Role" and the "Expected Counselor Role" are the same; this section has been added so a special study might be made of those units where a sub-role difference does occur.

Procedures

After checking the counselor sub-role played within the sub-role unit, the judge is to:

1. Check the sub-role the client expects the counselor to play in this role unit (Use Rating Form #2--Counselor Roles).
2. If the client changes the sub-role he expects the counselor to play within a role unit, as defined by the counselor behavior;

a. Mark down the speech number on the line "Transition Point of Expected Role"

b. Then put a number "1" after the sub-role the client expects the counselor to play in the first part of the role unit and a "2" after the role expected in the second part of the unit, as indicated in the following example.

Reflecting Role	
Participating Role	2
Diagnosing Role	1
Advising-Tutoring Role	

Transition Point of Expected Role Ce. 33

APPENDIX B

MANUAL OF INSTRUCTIONS

TYPESCRIPT ANALYSIS

TRAINING OF JUDGES

The judges should be inducted into typescript rating by having them carefully read the MANUAL FOR TYPESCRIPT ANALYSIS. Chapters IV, V, VI and VII of Robinson's text, PRINCIPLES AND PROCEDURES IN STUDENT COUNSELING might well be supplementary to the manual; especially when the rater has not read appropriate parts of it recently.

Practice ratings on the dimensions which he is to evaluate should then be made. Frequent references to appropriate sections of the manual should be made, especially when the new rater is uncertain about his categorization. These practice ratings should be made over materials previously rated so that there is a ready check for the neophyte. After completing the rating of several interviews, the new rater should check his judgments against the original ratings and make a note of any discrepancies which this second look does not dissipate. These discrepancies should then be discussed with an "expert" rater. It may be advisable to go through this process once more for two or three interviews.

Judging Procedure

Each judge will be assigned specific interviews to classify and rate.

The first job is to divide the interview into units, and at the same time classify the units according to topic.

A discussion of the principles to use in this process is included below under a separate heading. When inter-rater agreement is part of the study, judges should independently record on plain paper the numbers of the remarks which represent demarcation points. An example of the notation is:

1. C 1
   C 12 as you see it.

2. C 12 How is .....
   S 37

Judges participating in the unit division will confer in order to set a division point as the basis for subsequent analyses of the typescripts.

UNIT ANALYSIS SUMMARY

Unit Identification .....

Topic	Growth
*.....	.....
*.....	.....
*.....	.....
Combined.....	Combined.....
Mean Lead	Acceptance of Responsibility
.....	.....
.....	.....
.....	.....
Combined.....	Combined.....
SD of Lead	Talk Ratio .....
.....	
.....	Composite Criterion..... (See Carnes dissertation)
.....	
Combined.....	Mean Optimum Lead
Assigning Responsibility	.....
.....	.....
.....	.....
.....	Combined.....
Combined.....	DRQ
Working Relationship	.....
.....	.....
.....	.....
.....	Combined.....
Combined.....	* Judges:

RATING SCALE FOR COUNSELOR LEAD

The agreed-upon division point will be marked in the typescript book on the right margin with a red pencil line. When the break is within a remark, a red pencil mark will indicate this point.

A Unit Analysis Summary Sheet (following) should be prepared for each discussion topic. This could be prepared from a corrected version of one of the initial records of unit division prepared by a judge. The appropriate page notation might also be made at this time. This need not be prepared by the judge.

To rate the dimensions based on an evaluation of individual counselor remarks the rater will fill in on the following Single Remark Rating Form: (1) the interview number, (2) the judge's name, (3) the date. Next in the appropriate line on the rating form the judge will rate each counselor remark on the appropriate dimensions, using as many rating forms as necessary for each interview. Additional forms should be numbered along the left side to correspond with the number of the remark being rated. In some instances the remark represents two or maybe more purposes on the part of the counselor or the client. An example is:

> C 20. Well, you've brought up your grade in psychology in the last two weeks, you've ahm, dropped a little bit, but still maintain your above average, ah, grade in anatomy. // Now what would you feel would be the next step in coordinating your study activities? (OSU, F114, p. 118)

This is called two separate remarks. In order to identify these parts of a remark the rater will label them 117A, 117B, as the case may be, on the rating form. This permits checking of the typescript against the rating sheets. At the end of each interview, a new rating form must be started.

When dimensions which require a global evaluation of a unit are judged, these can be made concurrently. The dimensions included under this process would be assigning responsibility, working relationship, growth, and acceptance of responsibility. The judge will record his rating on the following Unit Analysis Rating Sheet for each of the above dimensions being considered in the research being done. When these are translated into numbers on a 50-point scale they can, at the same time, be recorded on the Unit Analysis Summary Sheet.

In filling out any rating sheet be sure that all identifying data are given, i.e., interview number, discussion unit number, judge's name and the data.

DIVISION OF AN INTERVIEW INTO DISCUSSION UNITS

Definition. The discussion unit is defined as all the consecutive counselor and counselee remarks that pertain to one topic. A topic is a problem or subject around which the discussion of the counselee and counselor center. It is a lower-level concept than the general category of lack-of-skill, and concerns the content or subject matter of the

interview. For example, it is possible that a counselee is having trouble getting good grades. Several ways of improving these grades could be discussed, such as improving reading ability, better examination-taking skills; each of these subdivisions is to be considered as a topic. Thus it is possible for an interview to be divided into several topics or discussion units, all of which might come under the general classification of lack-of-skill. The categories of discussion units will be described later.

In dividing into discussion units, each unit is marked on the typescript or a separate sheet of paper if rating is to be independent. Then each unit is numbered consecutively beginning with one. The division point between units does not have to occur between two distinct speeches, but may occur within one remark of either the counselor or the counselee. In fact, the division may be within one sentence.

Each counselor and counselee remark, in a sense, is a slightly different aspect of a problem. Also, there sometimes is a gradual drifting from one approach to another without any clear break. As long as these various remarks are related to the topic they should be considered as one unit. In general, it is better to make unit divisions at major transition points rather than to sub-divide closely related approaches to one problem.

Divisions between topic areas are often clear in that the exploration or making of plans pertaining to one subject has been exhausted and either the counselor or the client presents a clearly different subject he would like to talk about.

1. Ce ...So I think I understand where he gets the stuff he tests on now.
   Co You think you'll do better on the next test.
   Ce Yeah, I really do.
   Co Uh huh.

2. Ce. But another thing that's been worrying me is that I just don't seem interested in most of the courses I'm taking...

In the above example, the counselee brings up a new topic for discussion and the transition point is obvious.

In the discussion of a given problem, various aspects may be considered which are related to the central topic. Occasionally, however, what starts out as a related aspect may become so developed and diverge so far from the original approach that it must be considered as a new unit. Generalizations are difficult here in that degree of relatedness is a continuum and when and where to make a break is hard to describe. As a rule, if the new approach is tied to the last with subsequent counselor or counselee remarks, or possibly by a return to the original approach before too much time elapses, it may be considered as one unit. However, if the comments originally meant to pertain to the first topic, go further and further afield and have a

development and goal of their own, it is a new unit. In these difficult divisions, the break should be made where there is the most evident change in topic. Since all interviews are divided into units by two independent judges, any disagreements in ratings are discussed and the best division point agreed upon by committee concensus, often with the aid of a third judge.

Often purpose as well as content must be considered in making logical divisions. This is particularly pertinent to the study of many initial and final interviews. As the previous discussion indicates, the initial discussion often includes presentation by the client and inquiry by the counselor which has a single major purpose, the statement of the problem and events relevant to the problem. This process may result in talk about a number of subjects, but will still have a single purpose. In the final interview, when there is a synthesizing and summarizing of previous discussions we also have a variety of topics linked by one purpose. It is more efficient to group these remarks into one unit than to divide them into many small, discrete topics.

Sometimes, in the transition from one unit to another, there are remarks which do not seem to be too directly related to either unit. If these comments can in some way be related to the preceding or subsequent unit they can be

Unit Analysis
(See Manual of Directions for complete explanation)

Judge_____ Date_____ Unit Identification_____

I. Topic of unit (Check one)

_____Lack of skill _____Too short

_____Adjustment problem

_____Special situation

II. Counselor Techniques

A. Amount of lead in the counselor remark

Each separate counselor remark must be checked on the scale. If there are ten counselor speeches in the unit, there will then almost always be ten checks on the rating scale. Median values of a few techniques have been worked out and are indicated on the rating scale as reference points for the rater. However, attention must be given to the total context to determine if that particular remark leads more, less or the same as the point marked on the scale.

Silence | Acceptance | Clarifica | General l | Tentative Analysis | Urging

Little or no lead ..... Much lead

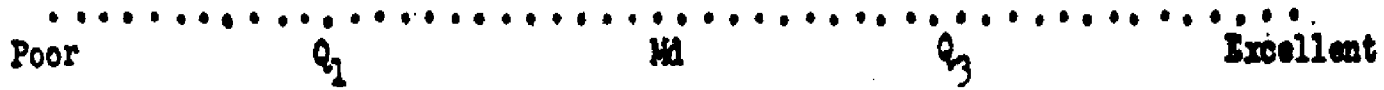
B. Counselor intention as to division of responsibility

The counselor technique of taking over or throwing responsibility. The judge is asked to rate the amount of responsibility which the counselor himself assumed, which he permitted the client to assume, or which he forced the client to assume. (Disregard desire or intention or resistance of client to this counselor structuring). Make one check mark as an over-all rating of the unit.

Counselor assumes complete responsibility | Counselor primarily responsible | Responsibility evenly divided | Client assigned primary responsibility | Client assigned nearly complete responsibility

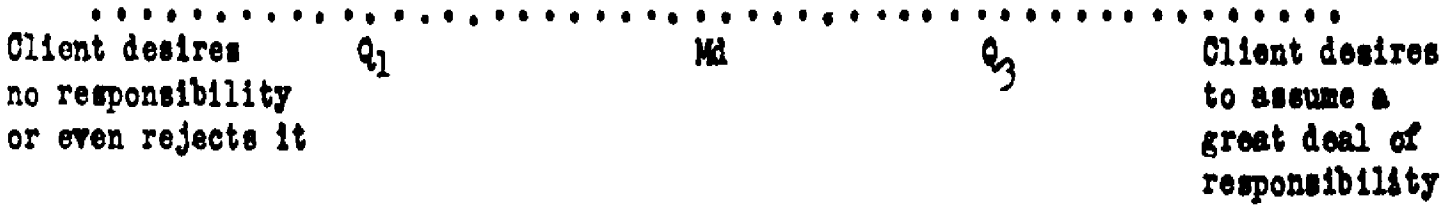
B. Growth during the interview

Growth consists of evidences of new insights, gains in skill, self-acceptance and plans. It is important to rate only gains within the unit, not gains carried over from a previous unit. Again as above, consider both number and importance of gains.



C. Client interest in assuming responsibility

How much responsibility does the client want to take, discounting counselor techniques and their influence upon the amount of responsibility that the client actually assumes? That is, this is a measure of client interest in initiating behavior.



III. Criteria

The remainder of the ratings are to be based on overall impressions of the entire unit. The scales are marked with Md, Q_1 and Q_3 (median, first quartile and third quartile). Thus a unit which is believed to be slightly below average (for typical interview units occurring in counseling situations with college students) would be checked between Md and Q_1; a unit believed to be better than three quarters or more such units on a given characteristic would be checked to the right of Q_3.

A. Counselor-client working relationship

Good working relationship is the presence of mutual respect and warmth, of respectful consideration for each others ideas, and of client willingness to explore his problems. It is also the absence of symptoms of resistance. At the other end poor working relationship is the presence of symptoms of resistance and the absence of the positive signs of warmth, respect and willingness to explore problems. In judging poor working relationship, consider both frequency and severity of resistance, and make a global rating of the unit.

Poor Q_1 Md Q_3 Excellent

included in the most similar unit. If, however, they cannot be related to either surrounding discussion unit, they must be considered a discussion topic in themselves and be given a new number in regular sequence.

Customarily, at the beginning and end of an interview there are a few social remarks which are not connected in purpose or topic with the main body of the interview. If these are few in number, it does not seem logical to make a separate unit out of them, nor, on the other hand should they be considered as representative of the main body of the interview. Within the interview there also may appear a few remarks which do not seem to have any bearing on the topic under discussion. As a rule, if these client and counselor remarks are less than eight in number, they are to be given the number of the larger unit within which they occur and are also to be given the extra designation of E, for extraneous. These units are not included in the sample of units selected for research study. If, however, the discussion on any one of these special topics continues for more than eight remarks or twelve lines, it must be considered as a unit and numbered in the regular sequence of units. This length was set because units with fewer statements have previously been found difficult to rate reliably.

TYPES OF DISCUSSION TOPICS

Discussion topics are classified under five headings. The four topic categories are skill, adjustment, lack of maturity and special. Units are given these labels on the basis of the subject of the topic. When any unit includes less than eight client and counselor remarks, it is also labeled "short." The topic category is ordinarily determined by the intent of the client. However, where the client and counselor have different intentions, it should be classified according to the purpose of the counselor.

Definition of topics follows:

1. Skill

The unit is concerned with tutoring or coaching, or a discussion of certain skills. The client, in such topics, needs to rely on the counselor to determine just what the deficiencies are and how he and the counselor can work together to improve the deficient skills, e.g., study skills, social skills, speech, etc. It differs from an adjustment topic, in that the client is unable to resolve his difficulties through his own thinking.

Typical examples of skill topics include discussions of: reading rate and comprehension, exam preparation, techniques for reading study materials, etc. Illustrative examples in the typescripts can be found in the Ohio State # F111 to F127 casebook beginning on pages 64, 83, and 169.

2. Adjustment.

The unit is concerned with a clarification of thinking on some problem disturbing the client, including vocational, curricular, or personal problems. The counselor's task is to help clarify the client's thinking so he can see the issues in his problem more clearly and accept their implications.

Adjustment problems have at times been divided into "nonemotional" and "emotional" adjustment problems for convenience in discussion. In the former, the client usually has difficulty because he does not know or has not recalled many important aspects of his problem. Given the necessary information and help in integrating it, he can work out a satisfactory solution. In problems of "emotional" adjustment, people have difficulty in understanding and facing certain personal aspects of a problem. While such subdivisions were once made, only the general classification of adjustment is now used.

Examples of adjustment problems would be vocational choice, financial problems, inability to adapt socially, conflict arising from family relationships, talking about anxieties, etc. Samples of units placed in this category are located in Ohio State casebook F111 to F127, beginning on pages 109 and 163.

3. Immaturity

Such topics are concerned with problems of dependence, overconscientiousness as to the opinion of others, egocentrism, etc. The efforts of the counselor are usually directed toward helping the client think through these problems so as to attain more mature orientations. There are several reasons why discussion topics which may be basically instances of immaturity are seldom identifiable as such during the course of typescript analysis. One reason is that a client seldom feels so immature or dependent that he seeks the help of a counselor for this problem. Many immature persons have no anxieties about their immaturity, and, if they do, are likely to project it into situational problems such as vocational choice, poor grades, etc. Therefore, immaturity problems are difficult to identify, from the client's speeches within a discussion topic and are ordinarily diagnosed as such only from an overall judgment based on long acquaintance with the client. Consequently, topics which are essentially part of an immaturity problem are usually categorized as adjustment topics.

An example of this type topic can be found in case X55 on pages 9 to 13 in the 781 Training Typescript Book.

4. Special

These units most frequently occur at the beginning and end of an interview. They are not part of the main body of

the interview, but tend to serve much the same purpose as the preliminary and closing formalities and statements of a letter. They include discussion which serves to get the interview started; structure the relationship; or end the interview.

Within the interview there also may appear a few remarks which do not seem to have any bearing on the topic under discussion. They are often elicited by outside stimuli such as the class bell ringing, interruptions, something seen from the window, etc.

Typical of special units at the beginning of the interview are comments on the weather, the health of the participants and statements by the counselor structuring the relationship. As suggested above, those imbedded in the body of the interview are usually responses to extraneous stimuli. Special units at the close of the interview often involve plans for subsequent interviews and "good-bye" statements. Samples of the above may be found in the Ohio State casebook # F221 to F236.

Beginning - 47

Within body - 165

End - 21

Short

Any unit with less than eight client and counselor

remarks or having fewer than twelve lines falls in this category. If it is also identifiable as being in one of the four above-mentioned categories it would be designated by that category and short, e.g., Skill-Short or Special-Short. Short units are given their label solely on the basis of length.

The rationale for this additional category is that brief units have proven difficult to rate reliably. The major difficulty in rating these arises from attempts to make a global evaluation of the unit for a given dimension. Mean dimension values calculated from but a few single remark ratings are unstable and there is some difficulty placing units in one of the four major classes. These units are not ordinarily used in sampling units for research study.

Examples of units that have been judged as being in this group can be found in Ohio State Casebook F111 to F127, on pages 162 and 174.

INTERVIEW DIMENSIONS: COUNSELOR TECHNIQUES AND CLIENT OUTCOMES

The four dimensions of counselor technique which have been used include amount of lead, dealing with the core of the client's remarks, content vs. feeling, and assigning responsibility. All but the last are rated on a remark-by-

remark basis on the following Remark by Remark Rating Scale.* Ratings on these dimensions involve evaluating the counselor's remark in the light of the just previous client remark. That is, the judge reads the client remark to determine the ideas or attitudes the client is attempting to express and then rates the following counselor remark with this information as his point of reference.

In addition to the rules given below for rating each dimension, there are two general rules which apply to all single remark ratings in typescript analysis: (1) Whenever the client or counselor speech on the typescript seems so incomplete as to make rating difficult, that speech is to be marked in the "unclassifiable" category, (2) Whenever a rating is made on anyone of the three dimensions and the judge is employing the context to arrive at his rating rather than the immediately preceding client remark, that rating must be indicated by encircling a dot (or dots) on the rating scale. It needs to be emphasized here that the great majority of the ratings will be made on the basis of the immediately preceding client remark.

Amount of lead

Variation in amount of lead is a technique used by

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* Rating of assigning responsibility is done on a global basis and will be described in detail below.

counselors to further the client's thinking. The degree to which a remark leads usually depends on two characteristics: (a) how far the content of the counselor's remark seems to be ahead of the content of the client's last remark, and (b) the degree of pressure or definiteness in the counselor's remark used to bring about client acceptance of new ideas. To illustrate, an acceptance remark adds no new idea and little pressure (except, perhaps, to continue talking); tentative analysis brings in a new idea which logically follows but little pressure is exerted to accept it; an interpretation remark states a new idea with definiteness which indicates that the client is expected to accept, etc. While a counselor may not intend his remark to lead very much, if it seems to do so to the client, it does. The criterion of leading is the relation the counselor remark has to the preceding client remark in the eyes of the client.

A preliminary study indicates that typical examples of a particular type of counselor technique have certain modal values of amount of lead. These values for certain techniques are indicated on the rating scale as reference points for the rater. These techniques are defined below and further discussion and examples will be found on pages 82-95 of PRINCIPLES AND PROCEDURES IN STUDENT COUNSELING.[1]

On the other hand, it is important to note that all counselor remarks of a given type, e.g., clarification, do

not represent this modal value. Some such remarks may lead more of less than this indicated value. In fact, a given type of remark may have a value beyond the next labeled point on the scale.

(1)

Silence. Occasionally following a client remark the counselor is silent. There is no new idea here and generally little pressure. It is conceivable, however, that silence could mean as much pressure as exerted by a rejection remark.

Acceptance. Following a client remark, the counselor may merely indicate that he understands and accepts what the client has said by a "yes" or "mm hmm" response. Such remarks usually lead very little. Care must be taken, however, to differentiate an acceptance remark from "yes" in response to a client question, or a "yes" which has a connotation of approval.

Clarification. Following a remark by the client, the counselor phrases the important ideas in more concise or clearer terms. A clarification remark leads slightly more than acceptance in that the counselor has done some selecting of the various ideas in the client's remarks.

General lead. A request for the client to select a topic for conversation or to continue talking about a topic. It is of the type, "what do you want to talk about today" or "will you tell me more about that."

Tentative analysis. The counselor presents an additional aspect or a new approach to the problem being discussed, but in a purely tentative, non-forcing manner. The client feels free to accept or reject the idea. Frequently it is in a question form.

Urging. Those instances in which the counselor puts considerable pressure on a client to accept an idea or course of action. It is characterized by the use of such devices as arguments for the action and occasionally even threats. Rejection of an idea would be an extreme form of urging.

In judging each remark individually, even of the same type listed on the scale, attention must be given to the total

context to determine if that particular remark leads more, less, or the same as the point marked on the scale. While the types of remarks listed on the scale tend to be more consistent in degree of leading than many other types of remarks, it should be noted that a particular urging remark, for example, may represent a weak lead but an urging remark of the rejection type would represent a very strong lead. Generally there is a tendency for those techniques at the right end of the scale to vary more from the median value than those at the left. Some indication of the broad areas in which highly variable and unlisted techniques tend to fall is given in footnote 2 below. Also see Table 3 on page 83 of PRINCIPLES AND PROCEDURES IN STUDENT COUNSELING for some typical score values obtained by a sampling of various kinds of remarks.

(2)

Some techniques are not included on the rating scale either because they occur infrequently or they have such a wide range of leading in terms of context and manner. Definitions follow for help in classifying these remarks in your ratings.

Summary clarification. An organization and summary of the ideas present in a series of client remarks. Since the whole series of remarks is clarified, this technique leads a little more than simple clarification.

Approval. In response to a client remark, a counselor may express approval of selected points and increase the likelihood of their influence. Since the client has stated the point, he feels little pressure. This technique frequently falls within the left half of the scale.

Interpretation. The counselor states something which can be inferred from what the client has said or done, but which the client has not specifically discussed. It has a wide range of amount of lead, shading into (and difficult to distinguish from) clarification at one extreme and urging at the other.

Assurance. In response to a client remark, the counselor makes a response of the type, "Everything is going to be all right." This may lead a great deal if it tends to reject the importance of the client's problem.

Introducing an apparently unrelated topic. In the eyes of the client, the relatedness of a topic which a counselor introduces may vary a good deal, and hence the amount of lead varies considerably. The more unrelated it seems, the more the remark leads. It may seem to the client both a rejection of what he has been discussing and the introduction of a new topic.

Special rules. The matter of (a) counselor replies to client questions, (b) questions asked by the counselor more for his own than for furthering the client's thinking, and (c) structuring speeches represent special situations and will be classified as follows:

(a) When a counselor answers a direct question of the client in a manner that allows the client some freedom in his reply, such a response is considered at about the level of a general lead. For example,

S - Do you have my test scores?
C - I don't have them, but they are readily available to me.

S - I forgot, what day did you set for our next meeting?
C - Next Wednesday at ten o'clock.

(b) Counselor questions, such as the following, which seem irrelevant, lead a great deal and their modal value on

the scale is usually considered as leading more even than a typical urging remark.

(The previous conversation deals with when the counselor asked about the client's notes.)

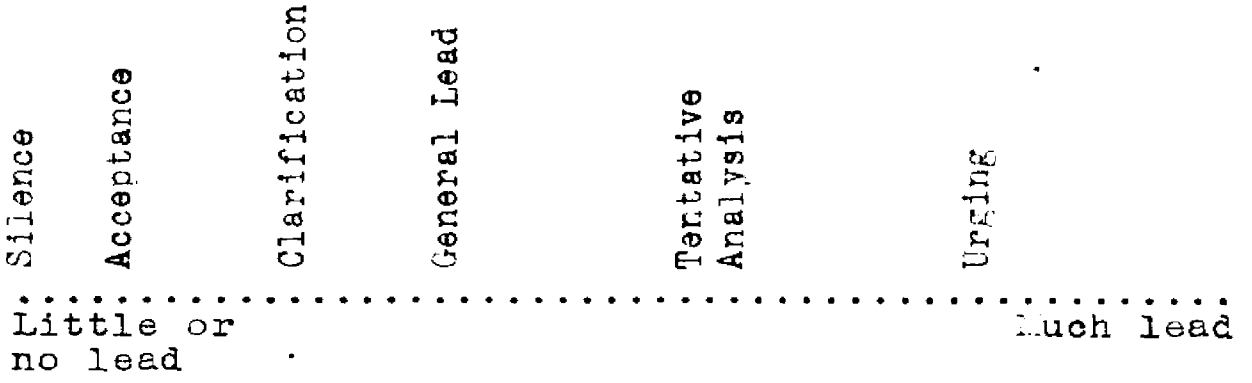
S - They help me. I don't know... there's no much to remember.
C - That's a five hour course, isn't it?
S - I don't know what to do...that's my trouble. We outline every chapter every night.
C - In class?
S - No, we do that in the evening. He assigns lessons to be outlined which I like.
C - Does that count on your grade?

(c) When a counselor gives a structuring speech such as is illustrated in the example, the modal scale value is also considered around the general level of an urging remark.

C - Did the instructor explain to you the function of these interviews?
S - Not exactly, he explained without giving details.
C - I'm available here for one meeting a week to help you with whatever sort of problem you might have. Usually the interview will last about thirty minutes but that depends on what you want to talk about.

In using the rating scale below, which is part of the Single Remark Rating Sheet, each separate counselor remark must be rated by using an individual line and identifying number. A counselor remark is defined as all the counselor talk between two statements by the client. Exceptions to this may occur when the client interjects a remark during a counselor statement or a break in a long counselor speech indicates that more than one "remark" is being made. Notice that silence, which will be shown on the typescript as

"(pause)", when it occurs alone and seems deliberately continued by the counselor is rated as a counselor remark.



Working Relationship.

Good working relationship between the counselor and client may be defined, positively, as the presence of mutual respect and warmth, and of the respectful consideration for each other's ideas and suggestions. It is usually characterized by a pooling of efforts in the attack on the problem and by free talking. It may be defined also as the absence of indications of resistance on the part of the client.

Poor working relationship, then, is the inverse of the above, and is characterized by numerous and/or severe symptoms of resistance on the part of the client. These symptoms may consist of a belligerent rejection of the counselor's point of view, unwillingness or refusal to talk about a real problem, apathy as evidenced by frequent silences or monosyllabic responses or polite speech which remains superficial and unenthusiastic, attempts to close the interview, or other signs of obvious lack of cooperation with the counselor.

In judging poor working relationship, it is necessary to consider both the severity and the frequency of the resistance. That is, outright rejection of the counselor may be indicative of strong resistance. On the other hand, silence and monosyllabic responses at one point may not be serious, but if present throughout a unit, may indicate fairly strong resistance. Research evidence indicates that continued client apathy may be as strong as active resistance. It should also be noted that a silent client may not be evidencing resistance to the counselor but may be confronted with a problem which is difficult to face or verbalize. This latter would not necessarily represent a poor working relationship.

The fact that a client modifies or questions a counselor idea does not necessarily indicate poor working relationship; it is sometimes a sign of good working relationship that a client feels free to respond frankly. It must be judged from the client's manner whether he seems to be showing resistance to the counselor himself or to the ideas. Also notice that a client response of "Mm hmm" is not necessarily indicative one way or the other; other factors must be considered on making the rating.

Working relationship:

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Poor Q1 Md Q3 Excellent

AUTOBIOGRAPHY

I, David Guild Danskin, was born in Boston, Massachusetts, April 17, 1925. I received my elementary and secondary education in the schools of Southern California. My undergraduate training was obtained in California at San Diego State College and the University of Redlands. I received the degree Bachelor of Arts from the latter university in 1950. I received the degree Master of Arts from The Ohio State University in 1951. While earning the degree Master of Arts and working towards the degree Doctor of Philosophy, I held the following positions at The Ohio State University: Assistant Counselor, Occupational Opportunities Service; Graduate Assistant, Research Assistant and Assistant Instructor, all in the Department of Psychology.