AN ANALYSIS OF COUNSELOR SUB-ROLES

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State
University

By

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The Ohio State University
1956

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FOREWORD

The present study, like all exploratory research, is but a beginning in the area of counselor sub-roles. It raises more questions than it answers. However, that is precisely its purpose. It provides, perhaps, additional evidence that objective research in the area of counseling is not only possible, but potentially highly fruitful. Finally, it mirrors the writer's firm conviction that to the extent that counseling aspires to the status of a scientific discipline, it must strive to make its working assumptions, hypotheses, and operations increasingly explicit and communicable. To this end, much more research needs to be devoted to the dynamics of communication between the counselor and client.

ACKNOWLEDGMENT

This study was greatly aided by the work of many individuals. Many members of the Graduate School in the Department of Psychology furnished ideas and criticism for this exposition long before the beginning of the investigation itself.

The author wishes to express his sincere and grateful appreciation to Dr. Francis P. Robinson for his time, suggestions, and his encouragement in the preparation of this study; above all, for his patient understanding of a most impatient candidate. Appreciation is also given to the other members of the reading committee, Dr. John R. Kinzer and Dr. Frank M. Fletcher, for their valuable assistance.

Appreciation is expressed to Dr. Robert J. Wherry who provided expert statistical consultation and assistance for much of the statistical computation.

The author also wishes to express his gratitude to Mrs. Rita Versace for her competent and efficient help in rating typescripts, and in addition, to Miss Nancy Anderson who assisted in the computation of the statistics used in this study.

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CHAPTER I

INTRODUCTION

General Statement and Background of Problem

The giving of advice is a universal human tendency. The giving of professional advice has always been an accepted function of priests and physicians; likewise often of lawyers, teachers, politicians, and many others. However, within the last fifty years the term "counseling" has been applied to a wide range of activities to aid people. It has become more and more widely recognized as an area of professional practice and study. It has been, however, only within the last few decades that professional groups of counselors have arisen independent of the ancient professional groupings. Consequently, the responsibility of this new professional group of counselors is all the greater. Ours is an age of specialization and the specialized counselor is supposed to have something specialized to offer.

That counseling in itself offers an important function is not a controversial matter. It is a widely accepted means of bringing about more satisfactory adjustments of individuals in all walks of life. Its use is increasing tremendously. However, since new concepts in the growing specialty of counseling are involved, research in the area becomes a primary responsibility. As the profession of counseling achieves more and more recognition and power in our society, so much the greater is the responsibility of those involved to find out just what they are actually doing to people--when it is done poorly, when

it is done well, where there can be improvement, and what needs to be corrected. It therefore becomes a necessity that those concerned with counseling practices lay aside a certain amount of time to do basic research on the effectiveness of what is done.

We must not fail to realize, however, that specialization involves many dangers. For one, it demands the giving up of scope and range in order that minute concentration at one particular level is achieved. With this danger in full focus, professional counselors must be constantly on guard against preoccupation with their special areas of competency. They must concern themselves with the more broad perspective of the function which they are carrying out, and with the yet-unfilled need which exists for additional counseling services.

Surveys such as those of Froehlich (37) and Kamm and Wrenn (53), indicate that counseling has become increasingly an important function in secondary schools and universities. Erickson and Smith (36), in discussing the role of counseling in the school guidance program, state "that most of the activities of the guidance program must be planned and carried out for the primary purpose of complementing the counseling service, and that in the absence of counseling as the hub of the guidance program, these activities lose much of their value to the student" (36, p. 99).

Although counseling is probably most widely carried on at the present time in schools and colleges, business and industry have become aware of the value of employee counseling. The pioneer program of employee counseling instituted by the Western Electric Company at its Hawthorne plant in 1937 (84) opened a new vista in labor-

management relations. Since that time the number of companies providing employee counselors has grown quite rapidly. More and more industry is using counseling as one method of improving human relations. The apparent attitude of leaders in business and industry toward employee counseling is expressed by Bellows:

Workers cannot be motivated to produce as a team simply by "cracking the whip." Such tactics lead to chaos in personnel relations and end in industrial warfare. Mutual understanding of problems is needed. Employee counseling is one of the means of communication which may be particularly helpful in increasing worker-management understanding. Managements are now using employee counseling as a means of improving human relations, in recognition of the importance of the human element (8, p. 306).

Counseling also finds wide range usage in many institutional settings, such as the YMCA, YWCA, community mental health centers, and out-patient clinics (53, 106). Brayfield (13), Robinson (80), and Hahn and MacLean (42) have indicated the increasing importance of counseling functions in these settings.

The Armed Service, the United States Employment Service, and the Veteran's Administration have made considerable use of counselors. These agencies have contributed to the rapid growth of counseling by providing counseling services on a nation-wide scale. These programs have enabled communities to develop guidance facilities where they did not exist before. More recently, the Veteran's Administration instituted a service designed to facilitate proper psychological counseling and vocational placement of veterans after they were discharged from veterans' neuropsychiatric hospitals. The primary purpose of this new counseling service was to aid the veteran to understand his vocational needs and potentialities as they were related to his total personality.

The counseling services program in the veterans' hospitals was oriented at conducting a thorough analysis of each veteran's assets and liabilities as determined by psychological examination in the light of systematized vocational information.

The recent passage of Federal legislation during the last session of the 83rd Congress opened a new era in the nation's efforts to rehabilitate its severely handicapped, numbering over two million by the most conservative estimates and increasing at the rate of at least 250,000 annually (106). Attacking the problem of disability on the broadest possible front, the legislation was designed to increase the supply of professional personnel to rehabilitate the handicapped, to aid in the construction or improvement of rehabilitation facilities, to initiate a broad program of research and demonstration in rehabilitation methods and techniques. A State-Federal rehabilitation program has existed since 1920; however, expansion has been initiated as a result of the legislation passed by the 83rd Congress. The purpose of the State-Federal rehabilitation program is to provide services which will enable a physically or mentally impaired person whose impairment constitutes an employment handicap to become most advantageously employed. Among the services routinely provided are medical diagnosis, psychological and vocational diagnosis, counseling and guidance, hospitalization and surgery, vocational training, and placement.

At the heart of this program is the rehabilitation counselor who receives referrals, counsels with the handicapped, and arranges for the services indicated above. The counselor retains responsibility

for the handicapped person's rehabilitation from the time he accepts a case until the client is satisfactorily employed, or until the client no longer needs help. Programs for the training of these rehabilitation counselors have already been initiated in conjunction with the leading universities throughout the country.

The phenomenal growth of counseling functions indicates that there has been a considerable increase in the number of counseling facilities and personnel and that there is a continued demand for their services. Since counseling is carried on in such a wide variety of settings, the widespread and somewhat differing use of counseling has made the term vague. It becomes necessary, therefore, to define what is meant by the term "counseling."

At first glance, activities called counseling appear to represent quite differing activities. Many of the writers in the field seem to have difficulty in agreeing on a definition as to function and purpose. However, there seem to be many overlapping characteristics which are common to most of the definitions. For the purpose of this investigation, the definition proposed by Robinson (80) incorporates the major points of the functions of counseling and seems most adequate. He states that the term "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" (80, p. 3). This will be the meaning given the term "counseling" for the remainder of this study.

At the present time, the move to broaden the term counseling and to improve the competency of the counselor is shown in the American Personnel and Guidance Association activities and in the Conference on the Training of Counselors held by Division 17 of the American Psychological Association (5) (22). These professional steps indicate the interest of the counseling group in improving the competency of their services. Through such conferences, they hope to stimulate painstaking investigations of the nature of the counseling process and its effects on human behavior in order to determine whether counseling is effective in the variety of settings discussed above.

To meet the ever-increasing demand for counseling facilities and trained personnel, those in the counseling field are obligated further to improve the efficacy of their procedures. Such knowledge needs to be based upon research findings; otherwise it is doubtful whether the field of counseling can effectively serve either the best interests of its clients or the counseling profession itself. One of the most important factors in the continued growth of the area of counseling is the increasing experimentation in this area. Research at its best can perhaps help give us some of the necessary answers. Prior to 1940 there had been very little research; it has only been within the last ten to fifteen years that scientific studies on the counseling interview have been investigated. Continued investigation on the counseling process may tell us if counseling is effective as a tool for use in the variety of settings where it is being used.

Historically, the study of the counseling process and its

effects on counselor behavior may be roughly divided into two periods. The earlier period was characterized by certain counselors who attempted to describe and to evaluate counseling on the basis of their own experiences as practicing counselors. Their writings during this period consisted mainly of that of recommended counselor procedures. After 1940, however, there began to appear reports of attempts to submit counseling to scientific study involving adequate controls.

One exception to the void of research efforts prior to the 1940 era which indirectly stimulated research in the use of counseling was the testing movement prior to and during World War I. Under the auspices of the Army and Navy, 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 and Navy, the beginnings of guidance programs could be seen developing in the high schools and in the colleges. This testing movement did not provide, however, for the direct evaluation and study of the counseling process itself; it did, however, augment interest in the area of counseling by helping provide tests as one method for gaining information which could be used in the interview. Within the last thirty years, tests have been used extensively as an aid to diagnosis and prediction.

In addition to the emphasis placed on diagnosis and prediction, there has been an increasing interest in developing theories and evaluating methods of the treatment of individuals. For example, the psychoanalytic literature spoke of internal drives which needed expression; the terms "motivational" and "dynamic" have become such

standard terms in psychology to such a degree that any point of view which is not "motivational" or "dynamic" is frequently rejected. Actually, the term psychoanalysis applies to three different kinds of statements. The first aspect was derived from empirical observations, such as meaningfulness of dreams, the strong relationships existing between parents and children, etc. The second aspect of psychoanalysis had to do with a personality theory of the development of characteristics or behavior dealing with what has been described as the person's emotional life. The third aspect of psychoanalysis is a method of psychotherapy or treatment, which as Alexander and French have pointed out (1), has gone through a series of stages. The system as a whole is concerned with techniques and with principles which attempt to describe and account for human behavior.

The learning theorists have tended to approach personality from a theoretical point of view with an emphasis on the acquisition of behaviors, changes in behavior, the selection of behaviors, etc. They have discussed the stimulus received, the response of the organism, drive-reduction, and reinforcement. Lewin (59), Miller and Dollard (67), and Mowrer (68) have attempted to apply learning theory with the personality structure. In the past, two major types of learning theories have dominated the psychological scene. One type, referred to as S-R theory, is best exemplified by Hull (51). The other, referred to as "cognitive" theory, is best exemplified by Tolman (103). Although there are many minor differences between these two approaches, the major difference appears to be in the use of the concept of reinforcement. The S-R group uses a drive-reduction concept which

endeavors to point out that learning proceeds as a result of the occurrence of events, known as reinforcements, which reduce the physiological drives that activate the behavior. The "cognitive" group, on the other hand, have emphasized subjectively held hypotheses or expectation as a central concept. The effects of reinforcements or external occurrences is to create expectations or hypotheses. Behavior, for this group, is a function of the expectations of the subject or animal and the role of reinforcements is only to change these expectations or to verify or negate the subject's hypotheses regarding the situation (41) (103).

The perceptual theorists present the view that the study of perceptual activity provides a basic approach to an understanding of personality and interpersonal relations. They state that perceptual activity supplies the materials from which the individual constructs his own personally meaningful environment. Blake and Ramsey (11) have recently published a book which has combined in organized form the advances being made in the perceptual approach to personality at a dozen or so different research centers. Throughout the book, it is evident that the perceptual approach lends itself to the formulation of testable hypotheses in the field of personality research. Inherent in the perceptual approach to personality is the emphasis placed upon the learning of the goals of perception as part of the larger background of learning how to satisfy the needs of the individual. In brief, these goals are (1) to keep the world of space a stable one, with all the senses in harmony, and (2) to achieve immediate clarity and definiteness in the apprehension of objects, even though the cues

furnished are ambiguous. These goals ordinarily are not contradictory, that is, in the achieving of one there is the tendency to achieve the other. At the same time, those motives that go beyond perception are satisfied. In the achievement of these goals, the perceptualists maintain that the individual interprets what is given to the senses by what has gone before. They take into account not only the simple frequencies of prior experiences, but also patterns of such experience, and recognize also the distorting influences of "sets" and "apprehensions." The end result is, on the one hand, a world in which the individual feels at home because he knows what to expect, and what he expects does not disagree too much with what he wants. On the other hand, the world may be an inconsistent and terrifying place, where all the individual does is uncertain and dangerous, where he does not learn what to expect, where what he finds is never satisfying. The world does not treat all equally, but the inequalities are determined not only by the ways in which the world treats the individual, but by the ways in which the individual perceives the world as treating him (11). The interest in theories of treatment has stimulated much productive research leading to possible methods of handling and solving the problems which clients have.

More recently, research has also emphasized changes occurring within the client. The question is often raised whether or not any of the changes occurring are simply surface changes or whether they affect what has been thought of as the basic "structure" of personality. There have been many studies which appear to give contradictory results. These objective research findings have utilized test results

and verbal reports of the client as their measurement of changes within the client. Muench (69) was one of the first to measure objectively the personality outcomes of any form of counseling, administering Rorschachs to twelve clients before and after counseling. He used a quantitative method of analysis, based on signs of adjustment and maladjustment proposed by Hertz and Klopfer (55). He found significant changes in these Rorschach indicators in the direction of better adjustment. In a more recent study, Carr (17) found results contradictory to those of Muench. The Bernreuter, the Bell Adjustment Inventory, the Minnesota Multiphasic Personality Inventory, and the Kent-Rosanoff Word Association tests are but a few of the multitude of tests which have been used in order to determine changes occurring within the client.

Lewis (60) made an exhaustive analysis of six cases of adolescent girls who were referred because of serious behavior, personality, and delinquency problems. These girls came in for interviewing contacts during periods ranging from a few months to nearly four years. Very complete records were kept, giving an almost verbatim account of these contacts. This complete recording made it possible to study and classify all of the items of the counselor-client conversation. The verbal reports of the clients in this study revealed changes occurring during the counseling contacts. In the past decade, typescript analysis has been widely used for studying changes which occur within the client. Among the studies are those of Snyder (97), Mowrer (68), Royer (88), Curran (26), Rainy (75), Hogan (49), Haight (43), Stock (99), Hoffman (48), Kahn (52), Dollard (31) and others.

Finally, the most recent area of research and one of most interest in this study is analysis of counselor-client interaction. These investigations have been interested in determining the optimum communication occurring between the counselor and the client during the counseling interview. Bingham and Moore's book, How to Interview, is a classic in the literature which emphasizes the importance of observation as a means for understanding the communication between counselor and client. These authors also stress the importance of adequate tests and records as a basis for guiding the interview in order to cover all of the important details and as a means for increasing counseling effectiveness.

Bales (6) has been interested in the interaction of communication of small groups, hoping that an understanding of the communication process in small groups will lead to generalizations about larger social groups. His analysis of 171 small discussion groups revealed results which described the direction and type of activity, but which did not describe the determinants of the minute by minute progress in the groups.

Perry and Estes (73), with the collaboration of Bales, have applied the "Interaction Process Analysis System" to a study of counseling interviews with a student. The results of this particular investigation appear to be tentative and of a descriptive nature. In any event, they present crucial criticism of the counseling process in the college setting and offer a somewhat rough description of the general nature and conditions of the collaboration between counselor and client.

The work of Robinson (80) and his students has emphasized the use of recorded interviews in studying counselor-client interaction. Emphasis is placed both upon the client and counselor dimensions of the counseling process. Among such studies are those of Elton (33), Davis (29), Muthard (71), Danskin (27), Carnes (25), and others.

The fruitful avenue of scientific research on the counseling process and its effectiveness has been primarily through the use of verbatim typescripts of counseling interviews. The first attempts to use typescripts in counseling research were made in 1940-41.

The earliest workers were faced with the task of determining whether or not typescript analysis could be used in counseling research. In 1941 Porter (74) found that procedures used by the counselor in the counseling situation could be identified by the use of typescripts and treated in a quantitative manner. Snyder (97) in 1943 found additional evidence that counseling interviews could be analyzed and that client responses as well as counselor responses could be identified and treated quantitatively. He found, further, that the effects of counselor statements on client statements could be identified and analyzed.

Following these pioneering methodological studies which indicated that counseling interviews could be quantitatively analyzed, research on the counseling process proceeded in two principal directions. One group was concerned principally with the changes in the client's self-concept during counseling (discussed in the section above); the other group was concerned principally with the dynamics of the interaction between the counselor and client, or as it has been

often referred to, as the social psychology of communication in the counseling interview.

The research in this area has attempted to determine some of the conditions making for optimum communication between the counselor and the client. It is unfortunate that the importance of the communication process within the counseling interview has been somewhat neglected. However, Robinson (83) has recently outlined possible approaches to a study of these communication dynamics. He suggests that the counselor ought to make certain estimates concerning: (a) the client, i.e., kind of problem, degree of motivation, stage in problem, role expected of counselor, and certain client proclivities; and also concerning (b) the field under discussion, i.e., validity of knowledge in that area, learning theory accepted, and certain counselor proclivities (83, p. 168). He goes on to state that the social psychology of the counselor-client interaction pertains to the optimum means of communicating those counselor orientations which help the client to discover insights into his problem and accept them. It also includes optimum means of giving treatment suggestion so they are understood and carried out (83, p. 163). It is hoped that research studies in this area will eventually help determine those characteristics of the counseling process which are most important.

As the present investigation is primarily interested in the interaction or communication between the counselor and the client, the discussion of the pertinent literature will be limited to this area; however, we must realize that the 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 merely an aid to research that the three are studied somewhat individually.

After it had been established that typescripts could legitimately be used in counseling research, the investigators in this area turned their attention to the investigation of the effects of counselor statements upon the progress of the counseling interview. One of the first problems facing the early workers was that of choice of a unit of the counseling interview that would permit observation of the variables under investigation. The earliest studies were concerned with the analysis and the evaluation of single counselor and client statements and portions of single statements as units for interview analysis. For example, the early studies on the effects of specific counselor techniques used the immediately following client statement or a portion of that statement as the analytical unit. Both Porter (74) and Royer (88) used the single remark as their principal unit while Snyder (97) and Covner (25) used idea units.

As later investigators became interested in more delayed effects of the counselor techniques, longer segments of the interview were studied. One of these longer units was the discussion topic, first used by Sherman (96). This new unit consisted of all consecutive counselor and client statements pertaining to the same topic, e.g., study skills, vocational problems, adjustment problems, etc. Following Sherman's study, other workers demonstrated that a counselor's behavior varies between discussion topics. Elton (33),

for example, 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 to the client. Carnes' study was concerned with the extent of counselor flexibility and its relationship to other factors in the interview; the unit of study was the discussion unit. He found that experienced counselors are quite flexible in shifting division of responsibility as they progress through a conference series (15).

The relative effectiveness of larger units used in interview analysis was also studied by Muthard (71). He was interested in studying the effectiveness of the discussion topic, the interview fraction and problem area units. He found that the use of the 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 such larger discussion units and problem area units made it possible to identify shifts in counselor and client behavior as measured by the rating of judges. 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" (71, p. 39). He also suggested that one of the bases for these variations in behavior might be the roles which the counselor and client assume. Robinson (81) has suggested that the roles that counselors and clients assume as the interview progresses would be a worthwhile approach to furthering the study of counseling interviews.

As a result of this interest in the role factor during the

progress of counseling, Danskin (27) attempted to see if the point at which a counselor changes from one role to another could be reliably identified and if the role played between these transition points could be reliably labeled. He found that counselors show a consistency in their behavior as they try to play one or another subordinate role. In brief, he found that judges could agree on both the location and the classification of the roles that counselors play, and that these subordinate roles of the counselor are an important determiner of other dimensions of his behavior.

However, since Danskin's sample of interviews was not large enough to provide normative information about the range and use of counselor roles, the present study is concerned with providing more complete information as to the total range of subordinate roles used in student counseling and as to counselor differences in their use. Furthermore, we will be interested in the significance of some of these subordinate role characteristics.

Purpose of the Study

Primarily, the major purpose of the present study is to determine by objective analysis a more thorough description of the characteristics of the nature and range of counselor sub-roles. The following chapter will present in detail the pertinent research regarding the general concept of roles, the use of roles in the counseling literature, as well as distinguishing between the usual meaning assigned the term "role" and the meaning given in this particular study.

However, for clarification at this point, a brief over view will be presented. The general concept of roles has been rather vague and general. Most of the literature has dealt with sociological studies of roles and has described them in broad terms. That is, a person's role may simply be that of a mother, a short-stop, a teacher, a counselor, etc., and most of the investigation with roles has dealt with these larger role units and with this general meaning. Neiman and Hughes (72), in a review of role literature appearing between 1900 and 1950, state:

The concept of roles 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 consensus. Concomitantly, the concept is found frequently in popular usage which adds further confusion. (72, p. 149)

However, rather than dealing with these general broad roles, this research is interested in the subordinate roles which a counselor plays within his general counseling role in the interview. The term sub-role will be used to indicate this type of subordinate role. For example, while a client is explaining his problem, the counselor may function as a listener, and later he may play a sub-role of helping the client with further elaboration. Then later on in the interview, the counselor may actually direct the client in practice on some skill. Then, if necessary, the counselor may play a subsidiary role of giving the client some needed information.

In this study the term sub-role will refer to that adjudged general purpose or intent which a counselor has for a particular

period in an interview in order to produce certain relationships with the client which he hopes will serve to facilitate the client's solving his problem. This general purpose affects the nature of the counselor's speeches and when this general purpose changes, his remarks similarly are altered in pattern. These purposes can be investigated through patterns of verbal behavior which counselors use within the counseling interview. In rating the sub-roles, the judge needs to be aware of at least three different methods of describing a counselor or his behavior. (1) One can speak, in more general terms, about the overall role of the counselor. In our particular culture, for example, a counselor is thought of as a person who helps individuals solve their problems, increase behavioral maturity, gain insights, make plans or decisions. (2) A counselor's behavior can also be described in terms of longer segments of the interview, as assuming sub-roles which change throughout the interview for the purpose of producing certain results in a particular situation at a given period of time. (3) A counselor's behavior, in terms of single responses of the counselor, can also be described in terms of the specific techniques he is using--for example, general leads, interpretation, clarification, tentative analysis, etc.

This research is interested in the second method of description, that is, with the identification of the changing sub-roles within the interview and with those characteristics of the nature and range of those counselor sub-roles.

Questions Proposed for Analysis

The present investigation is concerned with the analysis of several general sets of questions and is divided into four sections:

(A) Reliability with which Various Counselor Sub-Roles can be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-Role Use Among College Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-Roles; and (D) Data on the Questions Concerning the Range of Sub-Roles Used by College Counselors.

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

A. Questions Concerning Reliability

1. Can these counselor sub-roles be identified and classified?

This entails two steps:

- a) Locating the transition point at which a counselor changes from one sub-role to another, within the interview.
- b) Describing and classifying the sub-roles played by the counselor between these transition points (or within the sub-role unit).

B. Questions Concerning Sub-role Frequency

1. What types of sub-roles are used by counselors in counseling college students and with what frequency?
 - a) How many sub-roles are played by counselors in this sample?
 - b) How frequently does each sub-role occur?
2. What sample of a counselor's behavior is necessary to get a reasonably good picture of his sub-role repertoire, or how

many interviews per client and how many clients does it take to get an adequate sample of a counselor's repertoire of sub-roles?

3. Are twenty counselors adequate to permit generalizations concerning the kinds and frequency of sub-roles used by most counselors of college students? How much different would the distribution be if another sample of counselors were used?

C. Questions Concerning Pattern Similarity of Sub-roles Used

1. Does counselor consistency in going from client to client affect his use of sub-roles? How does the sub-role pattern of individual counselors with one client compare to his sub-role pattern with another client?
2. What are the sub-role patterns used by different counselors? Do these patterns differ or are they similar?
3. Do the various counseling centers influence the patterning of the sub-roles played by counselors? Are there differences emphasized in the counselor training programs which might affect the patterning of the sub-role repertoire?
4. Is the sub-role pattern played by counselors related to the type of problem being discussed? Is the frequency of sub-roles played by counselors related to the problem being discussed?

D. Questions Concerning Range of Sub-roles

1. What is the range of sub-roles used by different counselors? That is, how many kinds of sub-roles does a counselor use?

2. How does the sub-role range of individual counselors with one client compare to his sub-role range with another client? In other words, is a counselor consistent in the range he uses from client to client?
3. Is the pattern of sub-roles utilized by counselors similar in the low, middle, and high range groups?
4. Do the various counseling centers influence the range of the sub-roles played?
5. Is the type of problem being discussed related to the range of sub-roles played by the counselor?
6. What is the typical number of sub-roles that a counselor uses in an interview? That is, do some counselors use a particular sub-role for a long period while others change sub-roles frequently?
7. Do individual counselors utilize the same average number of sub-roles per interview as they work with different clients?

In summary, the major purpose of the present study is to determine by objective analysis a more thorough description of the characteristics of the nature and range of counselor sub-roles. The questions proposed for analysis are divided into four sections: (A) Reliability with which Various Counselor Sub-roles Can Be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-role Use Among College Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-roles; and (D) Data on the Questions Concerning the Range of Sub-roles Used by College Counselors.

CHAPTER II

HISTORY OF THE PROBLEM

The preceding chapter presented a brief over view of the increasing use of counseling in many settings, and the significance of the role of counseling in American society. It was pointed out that the great need existing for this type of service imposed an obligation upon its practitioners to use the method of science to improve the effectiveness of their function. Briefly discussed was the method of typescript research in understanding the dynamics of the counseling process; the different types of units used for studying the counseling conference was seen as one of the chief barriers interfering with the comparison of research findings obtained at the different research centers. Also briefly discussed was the general concept of role and the implications of subsidiary roles as an important determiner of the counselor's behavior within the counseling process.

In the present chapter, research which is pertinent to the present study will be reviewed under the following four topics: (A) Research on the Analysis of Interview Typescripts; (B) Research on Communication; (C) Research on Roles; and (D) Research on Roles in Counseling.

A. RESEARCH ON THE ANALYSIS OF INTERVIEW TYPESCRIPTS

There can be little doubt that the most valid approach to the study of the counseling process lies in the systematic analysis of the

transactions between the counselor and client in the "real life treatment situation." It is equally clear that this must be the ultimate aim of rigorous objective research in this area. Then let us start at this point.

For many years now, there has been concentrated research in the area of counseling and psychotherapy; however, a number of factors impeding such research have caused critics to consider counseling an art rather than a science. A certain background in Freudian, Adlerian, Rankian, and other theories of personality was usually thought necessary for the counselor to be effective in his relationship with the client. The process of counseling that went on within the interview seemed to be a topic too personal and too subjective for research. Perhaps the greatest obstacle that stood in the way of making the field of counseling interviews the object of research has been the difficulty of getting accurate reports--documentation as to what took place in the interview. Critics stated that the subject matter of the counseling hour was particularly elusive, being almost a matter of invisible processes and invisible causes. They stated that such subject matter was so complex that it needed more than the usual amount of concrete inspection before scientific analysis and abstraction could begin.

Another important factor which has hindered research in the area of counseling is that the data of the counseling interview could not be fitted into a suitable framework of theory. There was little relevance given to the observed phenomena. The various theories which were offered to account for the dynamics of the counseling

process presented hypotheses about the events taking place, and attempted to suggest remedies for the correction of the difficulties presented during the counseling conference.

These theories, upon application, were found to be of dubious validity. Perhaps one of the major reasons why such theoretical expositions failed "to deliver the goods," so to speak, was that the usual laboratory experimental designs and methods of minimizing individual differences made it impossible to study the interaction of human behavior within the total life situation. Recent scientific experimentation has established that this very interaction within the total life situation is the crux of the problem of behavior and behavior alteration.

In 1942 Allport (3), presenting his case for the use of the language of personal documents, states that "if the language of personal documents could be shown to enhance understanding, power of prediction, and power of control, above the level which man could achieve through unaided common sense, then those documents must be admitted as a valid scientific method" (3, p. 185).

Through the technique of phonographically recording interviews, it became possible to have a complete and total record of everything that took place in the counseling interview, thus removing the obstacle of what took place during the interview hour.

In a sense, the tape recording is a personal document; through the recorded interview is revealed personal data in their raw state. The client is encouraged to speak for himself, to expose himself; the counselor listens and responds to the stimuli presented as he perceives

and understands them. Here is the needed touchstone of reality--an interaction of subtle nuances. Also in dealing with recordings of successive interviews, we have the possibility of analyzing and abstracting the course of development and the changes occurring within the individual.

By the method of tape recording, we have a realistic--not an artificial--record of the variables involved within the counseling process. The documentary recording has fidelity, is permanent, and constitutes an objective record free from editing or subjective interpretation that might damage its value as unblemished scientific evidence.

Allport states that the dimensions of the tape recording are staggering, that "the investigator is confronted with all of the client's wanderings, false starts, repetitions, lacerations of syntax and grammar, hesitations, cryptic verbal symbols, etc., in all, good psychological data" (3, p. 90). In this type of approach, also, the researcher is aided in maintaining the organismic approach which today is regarded as essential for the study of the total personality. Pioneers in the recording of counseling and psychotherapeutic interviews include Zinn (109), Lasswell (57), Robinson (80), Rogers (85), Covner (25), and Porter (74).

The method of content analysis is a method for studying the content of communication in an objective, systematic, and quantitative way. Berelson (9), one of the earliest investigators of content analysis in communication research, states: "Content is what is said" (9, p. 18). Laswell (57) and Bales (6) were also pioneers in the

application of content analysis to problems of the social sciences, and during the past decade, the method of content analysis has been widely used for studying the recorded material of the counseling interviews.

Early Studies

Little more than a decade ago, investigators of the counseling interview began to use verbatim transcriptions of interviews which had been electrically recorded. Prior to that period, researchers either despaired of the possibility of studying the interview process or admittedly used incomplete case reports. The best of these were based on the combination of notes taken during the interview and immediate recall. Lewis' research (60), frequently quoted in the literature as one of the earliest attempts at the categorization of client responses and the study of these responses within a series of interviews, was based on such protocols. This research, while based on careful records, did not make use of the more exact and complete method of electrical recording of interviews, nor was the formulation of method yet crystallized in the form in which it was later to appear.

In 1942 Porter (74) initiated the use of what has come to be known as typescripts in interview research. He sought to establish a classification system which would describe counseling procedures and bring out the systematic differences which existed among methods. His major contribution was demonstrating that interview behavior, as seen in a typescript, could be conceptualized into useful categories and that these categories could be judged reliably. He devised a set

of categories which defined counseling procedures along a directive--nondirective continuum and assigned weights on this continuum for each category on the basis of combined professional judgments. Through the analysis of recorded interviews, he found that such a classification system could be used with significant reliability and that it could differentiate counseling methods.

Snyder's study (97) in 1945 made its strongest contribution in the development of a similar line of inquiry. He went a step further to explore the relationship between counselor statements and immediately succeeding client statements. Specifically, Snyder found that the nondirective counselor uses a clearly defined method of counseling and that there is a predictable process of counseling for the client. He found that the release of negative feelings was followed by expression of positive attitudes; that following the expression of problem statements, there was the emergence of insight; and that toward the end of counseling, the client increased his planning activity.

Though his research was limited to non-directive counselors, it represented a significant step in interview analysis because he developed a methodology which has served as the base for much of the research since that time. Seeman (93), Aronson (4), Blau (12), Rakusin (76), and Gillespie (38) have made use of it in their investigations.

In an intensive study of one case, Curran (26) chartered a pattern of learning as it occurred in a counseling situation. His study is of special interest for two reasons. First, he measured "insight" by noting instances of the client's connecting two different

problems. Also of interest was Curran's classification of the problems discussed by the client. The problems discussed by the client included: hostility, dependency, insecurity, unhappiness, conflict, discouragement, withdrawal, daydreaming, feelings of inferiority, sex, sin, school work, younger brother, war. The special interest of this classification lies in the fact that while most researchers have only noted whether the client talked about a problem or about something else, Curran described what the problems were that the client talked about. By the end of counseling, in the twentieth interview, he had a coordinated picture of the client's various problems, their interrelation and main causes. Thus Curran developed one method of studying in detail what any given client learns in the course of counseling.

Raimy's work (75) is significant primarily because it heralded a rebirth of the self-concept in counseling and applied the typescript analysis approach to the development of personality theory. It is worthwhile to highlight the significance of this study as a promising model for the study of counseling as it relates to personality theory. Raimy ordered his work thus: he undertook a detailed theoretical consideration of a single construct in counseling and personality theory; he then derived postulates from his theory, made predictions from these postulates with reference to counseling and personality change, and tested these predictions by empirical means. The construct with which he was concerned was one which has come to have a central place in the personality theory associated with psychotherapy and counseling, that is, the construct "concept of self." Raimy (75)

described his thinking thus:

The Self-Concept is the map which each person consults in order to understand himself. The approval, disapproval, or ambivalence he feels for the self-concept is related to his personal adjustment. A heavy weighting of disapproval suggests distress or disturbance. When successful personality reorganization takes place we may also expect a shift from self-disapproval to a self-approving balance. (75, p. 158)

His results supported his hypothesis; cases judged successful showed predicted shifts while in cases judged unsuccessful such shifts were not found.

Time now permits us to bring some perspective to a survey of the work of this early period of research. Of its contributions, it is likely that beyond any substantial addition to knowledge which these studies make, their value lay in the demonstration that the methods of science could be brought successfully to bear upon the data of counseling. It was both the methods used and the order found which opened the way for further research and understanding in this field.

More Recent Studies

Since World War II there has been a recurrence of interest in typescript research. The centers for this type of research have been the Ohio State University, the University of Chicago, the University of Michigan, the University of Missouri, the University of Minnesota, the Pennsylvania State University, and Yale University.

From Roger's recent text (86), it appears that much of the Chicago work up to 1949 has been centered on the changes in the client's attitudes and self percepts during counseling. Much of the process research which followed the formulation of the phenomenological

approach in theory at this period dealt with the various aspects of the construct, the self, as the point of departure of study. Typical of such research are four of the six studies described and analyzed by Raskin (78). Sheerer (95) and Stock (99) took as their point of departure the hypothesis that counseling modifies the characteristic ways in which an individual views himself and others. Sheerer studied those aspects of attitudes toward self and others which could be subsumed as "acceptance of self" and "acceptance of others." She set up a five-point scale expressive of varying degrees of acceptance and rated each relevant item for each interview in ten cases. This procedure resulted in a trend analysis for each case, so that one could observe from the data the systematic variations which occurred during the counseling process. She found that in nine out of ten cases the clients expressed increased acceptance both of self and others as counseling proceeded. Stock utilized a broader but comparable base for her analysis of self-regarding attitudes and attitudes toward others, and her results corresponded closely to those of Sheerer.

Hoffman (48) made a beginning in the direction of studying the relationship between perceptual reorganization and behavior change. He assessed the behavior described by clients while counseling was still in progress. He rated each behavior reported by clients on a three-point scale from immature to mature, and found that cases rated successful or unsuccessful on other grounds could be differentiated on this reported-behavior continuum; the cases judged more successful showed a significantly increased maturity of behavior, while in cases judged less successful no significant change occurred. Raskin (77)

made one of the key postulates of self-theory his point of study and used the construct "Locus of evaluation" to describe this process. This key postulate of self-theory in regard to counseling is that through counseling a person comes to rely more and more upon the evidence of his own senses in establishing a basis for behavior, and less and less upon values and attitudes set by others but not reinforced by his own sensory experience. Raskin hypothesized that in counseling a client would shift his locus of evaluation from relative emphasis upon others as a source of evaluation to relative emphasis upon self as a relevant evaluator of experience and behavior. He set up a "locus of evaluation" scale which ranged from maximum reliance upon self as evaluator to maximum reliance upon others as evaluator, and applied the scale to ten cases. He found that through the course of counseling a significant shift took place in the direction of greater emphasis upon self as evaluator of experience.

When all of these studies on the self and attitudes are taken together, they begin to form a coherent pattern of empirical study with regard to self-theory and the counseling process.

Recent studies at the Chicago center have been centered on those areas which have sought to organize the data of the counseling process within the broader context of personality theory. The Rogers and Dymond text (87) presents studies which provide scientific evidence, based on adequate controls and methods, that people do change as a result of counseling. As such, it is a highly significant contribution to the whole field of personality theory as well as to psychotherapy and counseling.

At Ohio State, the emphasis on typescript research has been focused primarily on the study of the counseling process with special interest in exploring client and counselor interaction as well as the effectiveness of counselor techniques. The Ohio State interview research up to 1950 is summarized and discussed by Robinson (80). As part of its discussion of the entire field of student counseling, this text presents the research pertinent to the efficacy of various counseling procedures. For example, after exploring the role of a particular counseling concept such as resistance or the amount of client talk, studies were then made to determine what counselor techniques will result in successful conferences according to the internal criteria used. The following brief resumé of this research shows that, although the above example is typical, it has not been the only approach used.

The work of Carnes (15) on the extent of counselor flexibility and its relationship to immediate outcomes is typical of the Ohio State studies. Carnes (15) used typescripts of counseling sessions involving both professional and advanced graduate student counselors and clients who were students enrolled in a remedial course, Psychology of Effective Study and Individual Adjustment. Three raters made over-all ratings of the dimension counselor assigning of responsibility for the discussion topics of thirty-two interviews. They also judged the dimension, amount of lead, but on a remark by remark basis. He found that, although his counselors varied a great deal on a mean leading, i.e., a directive, non-directive continuum, they were quite flexible in their use of leading. He also found a wide range of

variability in amount of lead between different types of discussion topics. This variability was even more marked for the counselor dimension, assigning of responsibility. He also analyzed the relationship of his three measures of flexibility to immediate outcome in the discussion unit. In the over-all series of interviews, he found that flexibility was unrelated to such outcomes. Since the least flexible counselor was really quite flexible, he concludes that his findings merely show that beyond a certain level these measures of flexibility are unrelated to outcomes in the interview.

Sherman (96) was the first to make a study using the discussion topic as a unit. She not only demonstrated that this new unit could be used, but also contributed to an understanding of the relationship between counselor techniques and outcomes in the counseling relationships.

Allen (2) studied the characteristic development of the topical unit and found that topics have discernible steps or sections of sequential development, and that successful units usually were better developed than less successful units.

Several studies investigated the relations of specific counselor techniques to immediate outcomes within the interview or interview series. Tindall and Robinson (102) demonstrated that silence can be a successful technique in counseling. In many instances the client did add new information, clarify plans or formulate a statement of his problem after the counselor had been silent. They point out that over-use of silence may cause resistance.

Daulton (28) devised a checklist for studying resistance in the

interview. One of her principal findings was that resistance, as determined by her checklist, is a good measure of working relationship. In a similar study, Davis and Robinson (30) analyzed the relationship of resistance-reducing techniques to counselor technique, topic of the unit and effectiveness of the unit.

In his study of client responsibility, Elton (34) concluded that the primary counselor technique influences the amount of responsibility that the client assumes, but that, even with this effect controlled, differences in responsibility-taking still exist and are related to other outcomes.

Studies on the within-interview-series outcomes of counseling were made by Carnes and Robinson (16), Good and Robinson (39) and McCormick (63). The first of these studies found that the client talk-ratio is not justified as the sole criterion of the effectiveness of the interview. Carnes and Robinson felt that it may reflect rather than lead to insight, working relationship and client responsibility. Good and Robinson found that the correlation between either of two measures of feeling and a composite immediate criterion they used were approximately zero. In his exploratory study of immediate criteria in study skill interviews, McCormick discovered a high relationship between immediate and delayed behaviors within an interview, but found, on the other hand, that immediate conference behavior was not related, in his cases, to the out-of-conference behavior which was measured by reading and work-study skills test results. In general, we learn from the work of Robinson and his students that there is no single type of response by the counselor that works best under all

circumstances. Effectiveness of a response by the counselor probably depends on the expectations of the client (e.g., whether he expects the counselor to give advice or not), on the particular circumstances of the situation, and on the client's ability to tolerate increased self-knowledge at that particular time. We also learn that judgment about the effectiveness of a technique depends on having some measure of effect and that different measures of "effect" yield different judgments about what produces effectiveness. Measures of effectiveness that are considered appropriate by non-directive therapists may not necessarily be considered appropriate by analytic therapists--and vice versa.

The recent emphasis, by the Ohio State group, has been centered in the area of communication or interaction between the counselor and client, and on the concept of roles utilized by both the counselor and the client within the counseling conferences. Robinson (83), in a recent paper, states:

The social psychology of the counselor-client interaction pertains to the optimum means of communicating those counselor orientations which help the client to discover insights into his problem and accept them. It also includes optimum means of giving treatment suggestions so they are understood and carried out. It includes skill in expressing attitudes and ideas in light of the client's characteristics as he enters the conference and of the dynamics of the conference as it progresses. (83, p. 163)

He goes on to state that within recent years some attempts have been made at theoretical formulations in the area of interview dynamics; however, little of this has been followed by research. Rather, the recent studies in the counseling area have described some characteristic dimensions of the counseling process.

Davis (29) recently was concerned with determining whether client characteristics could be categorized on the basis of verbatim transcriptions of counseling interviews. Using a sampling of forty initial interviews obtained from five universities, he had two judges independently read the protocols and rate the following four characteristics of the client: nature of problem, degree of motivation, role expected of counselor, and stage reached by the client in thinking about his problem. Ratings were made about half way through the first interview when the client seemed to have finished an initial telling about his problem (called the "transition point" by Davis) and again a month later after reading the entire first interview. He found that each of these client characteristics can be reliably rated. He also found some suggestive relationships among these client characteristics. For example, he found that students with skill problems expected the counselor to play a more responsible role than with adjustment problems, that the further the client had progressed in his thinking about his problem, the less active a role he expected of the counselor, and that the degree of motivation was positively related to the stage reached by the client in thinking about his problem. He also found that on skill problems the counselors tended to lead more and take more responsibility, but that lead did not vary with the other three client characteristics. Finally, he found a high relationship between degree of client motivation and working relationship in the conference.

Muthard (71) studied the relative effectiveness of larger units in interview analysis. He was interested in studying the effectiveness

of the discussion topic, the interview fraction, and the problem area units. He found that the use of problem area and the discussion topic units brings together similar behaviors and also sets off parts of the interview which are less related. He also 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.

A recent study by Danskin (27) indicates that during segments of the interview, a counselor shows a certain consistency in his behavior as he tries to play one or another subordinate role. In brief, subordinate roles are an important determiner of other dimensions of his behavior.

The studies presented above have been methodological, descriptive, or theoretically oriented. An attempt has been made to include representative and important studies of each type. Unfortunately, we have not yet reached the stage where we can assess the value of such studies in terms of relevancy to theory and hypothesis testing. This would be highly desirable in future research.

B. RESEARCH ON COMMUNICATION

As the present study is interested in studying the communication or interaction that takes place between a counselor and client in a counseling interview, it becomes pertinent, therefore, that we know something about the concept of communication. This section will be devoted to the review of some of the literature on the process of communication and of the dynamics involved.

The literature on communication has been published in many areas not directly related to the study of the counseling interview, and it is hoped that such a review of these areas may furnish information which could be of value to research on counseling. The term "communication," although quite popular in both the biological and social sciences, means quite different things in different areas.

The field of engineering has given the term "communication" its most restricted definition. Shannon (94), one of the earliest engineers to work with the process of communication, 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."
(94, p. 3)

One 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 letter the simplest signals--one dot means "E," dot-dash means "A," etc. The less commonly used letters were assigned more complex combinations--"Q" is dash-dash-dot-dash, "Z" is dash-dot-dash-dot, etc.

With the advent of television, 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 methods 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.

The research on communication which is so strictly defined has but limited value to the psychology of counseling. However, Weaver (94), 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, a very strict definition is given to the term "information." As Miller states, information "...is not synonymous with 'meaning.' Only the amount of information is measured--the amount does not specify the content, value, truthfulness, exclusiveness, history, or purpose of the information" (66, p. 3).

Experimental psychologists have also been interested in communication. They have especially made use of communication theory in their investigations of engineering psychology and equipment design. The design of machines has traditionally been the responsibility of engineers, and the task of discovering the most effective procedures for selecting and training men to use them has been the task for psychologists. The demands of World War II, however, raised many unusual problems of equipment design--problems that drew experimental

psychologists into active collaboration with physicists and engineers. Stevens (98) states that by the end of the war, psychologists were assisting in the design of such varied equipment as radar consoles and scope faces, instrument dials, binoculars, stereoscopic heightfinders, gunsight reticles, underwater sound detection devices, voice communication systems, signal systems, gunsight controls, aircraft cockpits, combat information centers, and synthetic training devices. Psychological research on equipment design has been identified by various names: applied experimental psychology, applied psychophysiology, man-machine systems research, biotechnology, psychotechnology, human engineering, and engineering psychology. Research in engineering psychology concerns itself with the behavior of individuals in complex and continuous tasks, particularly tasks in which skill is exercised in the rapid interpretation of instruments or signals and in the accurate control over sources of external power. Furthermore, machines usually must be designed with reference to many complex and sometimes conflicting considerations. Emphasis, therefore, is given to experimental data relating to complex skills, to interaction effects, and to human performance in a variety of different tasks.

The human engineering group has been most interested in communication theory as applied to both the design of visual displays and auditory displays. In the latter, an on-off or pulsed signal such as that produced by a policeman's whistle, is the simplest type of auditory display. It is possible to transmit quite complex information by means of a temporal pattern of these on-off signals.

Auditory signals are almost always accompanied by other sounds

that carry no useful information (noise). Signal-to-noise ratio is the commonly used measure of the amount of noise interference present. In terms of statistical concepts of communication theory, noise level can be thought of as the probability that any discriminable signal does not represent transmitted information but is simply a fluctuation in the background.

A great many psychological considerations enter into the design of equipment used for the detection, transmission, and reproduction of human speech sounds. In fact, voice communication systems is the most important area in the design of auditory displays.

One of the psychologist's contributions to communication theory is the idea that the talker and the listener are parts of the communication system. Directly from this notion stems the question: can we train talkers to speak intelligibly? Black and Mason (10) have answered it in the affirmative; they found that they could do more to improve communication by training the talker than the engineers could do by developing new and better microphones. Another contribution of the human engineers are the descriptive changes which take place during the individual's communication with another person. For a further summary of research on a great variety of problems in the design of communication systems and the relationships to the human organism, the reader is referred to Miller, Wiener and Stevens (65).

Clinical psychologists and psychiatrists also have been interested in communication. They have attempted studies utilizing communication theory as a basis for restructuring the personality. Ruesch and Bateson (89), 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. (89, p. 134)

However, as in so much of the 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 Reusch 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 (90).

This brief discussion of communication as studied by the engineers, the experimental psychologists 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.

Another area in which some other "communication researchers" have been interested is the interaction of small groups. These investigators 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 (7) has studied 171 small discussion groups. He finds that if participants in a small group are ranked by the total number of acts they initiate,

...they will also tend to be ranked by (1) the number of acts they receive, (2) by the number of acts they address to specific other individuals, and (3) by the number of acts they address to the group as a whole. (7, p.468)

He also states that exceptions to these general tendencies are expected to be diagnostic of special features of the social relationships in the group, and of interest in the comparison of a given group with others. 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 (35) 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.

In the area of remediation, some 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 (20), 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" (20, p. 12).

Social psychologists, sociologists, and anthropologists have also studied communication (44, 110, 35, 20). 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.

Recently a group of investigators are attempting to apply communication theory to the general area of social sciences. Miller and a research group of collaborators at the University of Michigan have recently presented an initial report of their work in progress (66).

In general, it appears that little research has been done on

any of the aspects emphasized in this study. The investigators have studied some associated conditions which may 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. The investigations to date simply have not supplied information on the dynamics affecting the progress of the interview. The present study of the analysis of the nature and range of sub-roles which a counselor plays within the counseling conference may perhaps point up factors which influence the moment by moment communication or interaction between the counselor and the client.

C. RESEARCH ON ROLES

As indicated in the previous chapter, the purpose of the present study is to analyze the nature and range of sub-roles used by the counselor within the counseling interview. Many areas not directly related to counseling have also used the concept of "roles." Primarily, the field of sociology has been most instrumental in contributing the many research investigations of the concept "role" to the literature.

The recent Social Psychology texts which discuss roles either disagree on the definition of the term, or do not define it at all. Neiman and Hughes (72), 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 consensus. Concomitantly, the concept is found frequently in popular usage which adds further confusion. (72, p. 149)

They also continue by stating that in their survey of the concept of role that there is evident almost as much differentiation in the methodological inquiry of the concept as there is differentiation in definition. Yet in spite of this confusion and the lack of general concensus, the concept of role is an integral part of sociological and psychological vocabulary.

With such a widespread use of the term, one would naturally expect a great deal of research on roles in the literature. Rather, there is a dearth of such research. Neiman and Hughes state: "Speculation runs high, while investigation goes begging" (71). Sargent (92) has recently written that the investigation of the term "role" has not yet progressed very far.

Historically, the greatest emphasis has been in the last decade as far as the use of the concept is concerned. Prior to about 1940 the concept was more of an abstract generalization than a research tool. After 1940 more research involving the concept is in evidence. In its early historical development, especially in the area of theoretical assumptions and implications, the frame of reference was almost exclusively that of symbolic interactionism. This trend has continued to the present day as exemplified by those who use the concept as a basic factor in the process of socialization.

In general, most of the role research has resulted in a general description of the various roles.

Cottrell (24) in one of his earlier writings says:

Personality, or the most significant part of it, is the organization of the roles the person plays in group life.... In many, though not all personalities, there is a

predominant or central role that tends to be the most characteristic of the person, while other roles, while present, are organized in subordinate relationships." (24, p. 159)

Carr uses a similar definition: "A social role is a specific pattern of attitudes and behavior which one assumes for a specific situation" (18).

Tash (101) has described the role of the father in the urban-American family.

Kimball Young (107) likewise has a status oriented definition of the concept role, when he defines it in terms of "the function or action of a person in a particular group, usually directed to some end, acceptable to other members of the group, e.g. wage-earner, parent, pastor, citizen, or soldier." Znaniecki (110) uses the concept in a similar manner:

Nearly every individual who participates in the activities which bring a social group into existence becomes also a part of the product itself as a group member.....Being a group member means a specific kind of person who performs a specific kind of role. Every concrete individual performs in the course of his life a number of social roles. Like a theatrical role, a social role involves continual interaction between the performer and other people. The analysis of both roles shows that they are systems of values and activities practically standardized in accordance with a certain pattern--in the theatrical role, they are aesthetic; in the social role, social.

Murphy (70) offers a clear association of the concept role with status:

Role is a social task of function carried out by the individual...Personality is in considerable degree a matter of role behavior; even more, however, it is a matter of role perception and self-perception in the light of the role.

Similarly, Lawlor (58) defines role-playing or role-practice as a

"circular series of integrated patterns which may be labeled role, exhibited when the person is playing a part in a social situation."

Lu (61) has attempted to predict dominant, equalitarina, or submissive roles in marriage. Watson (105) and later Merton (64) have studied the role of the bureaucrat in our society.

Waller (104) 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...(104, 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" (104, p. 326). In all the sociological literature on roles, this is the only discussion of subsidiary roles which might occur within a larger or more general role and it is simply descriptive.

Several researchers have also been concerned with conflicts which occur between roles. Stouffer (100) studied the conflicts faced by persons in jobs similar to those of non-commissioned officers in the Army and foreman 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 (56) studied the conflicts of college women faced with the two roles of the homemaker and the "career girl."

Psychologists have also investigated the role concept. Hartley

and Krugman (44), and Hartley and Rosenbaum (45) have investigated the development of roles in children. 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.

The use of roles in therapy has been described in several articles. Lawlor (58) states that role therapy is (1) "educational in the nature of roles" and (2) "training in the playing of roles" (58, p. 53). Sarbin (91) suggests that role-taking can be a valuable method of therapy. He states that "the number-of-roles dimension is implicit in the application of the role-taking approach to psychopathology; it is a widely accepted postulate that the more roles in a person's behavior repertory, the "better" his social adjustment--other things being equal" (91, p. 53). Cameron and Magaret (14) have argued that the absence of role-taking skills is influential in the development of paranoid disorders. Gough (40) has also implicitly used number-of-roles as a dimension in his role-taking theory of psychopathology. He describes how the residuals of role-enactment ("me's") are integrated into a self-conception, and how the ability to be self-critical is a function of the number of "me's" or the internalization of a "generalized other." Further, "....deficiency in role playing means the incapacity to look upon one's self as an object or to identify with another's point of view...." (40, p. 363).

Kelly (54) in terms of his theory of personal constructs, defines a role as being "a psychological process based upon the role player's construction of aspects of the construction systems of those with whom he attempts to join in a social enterprise. In less precise

but more familiar language, a role is an on-going pattern of behavior that follows from a person's understanding of how the others who are associated with him in his task think. In idiomatic language, a role is a position that one can play on a certain team without even waiting for the signals." Kelly also describes one type of psychotherapy derived from his theoretical position which he has called "Fixed-Role Therapy for the Client." He also discusses the role of the psychotherapist. In this instance, also, Kelly prefers to conceptualize the role of the psychotherapist quite broadly.

In summary, the literature has tended to discuss roles in rather broad and general terms. That is, the behaviors, attitudes, etc., of the father role, the executive role, the therapist role, etc., are described. However, the present study is interested in subsidiary roles of one of these larger roles, namely that of the counselor, and the relationship between these subsidiary roles of the counselor and the outcome of the interview. A recent study by Danskin (27) indicates that during segments of the interview a counselor shows certain consistency in his behavior as he tries to play one or another subordinate role. In brief, he states that such subordinate roles are an important determiner of other dimensions of his behavior. With the exception of Waller (104), who discussed subsidiary roles which might occur within the larger or more general role of the teacher, there have been no other investigations which have been concerned with the subordinate roles that are used to carry out the one large role-unit.

D. RESEARCH ON ROLES IN COUNSELING LITERATURE

The number of investigations of roles in the counseling situation is very meager. The usual approach appears to be to talk descriptively about what a counselor should in general be or do, and then to study the changes in the client's behavior. It would also seem necessary to study what the counselor actually does, and then relate these "doings" to the outcome of the counseling interview. Much of the research has been focused on the specific techniques used, and it has only been recently that any thought has been given to the different sub-roles played by the counselor and their effects.

Robinson (81) 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. Robinson states:

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 attitudes 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" (81, p. 713).

This article, however, contains little research data to give elaboration to his point.

Davis (29) was concerned with determining whether client characteristics could be categorized on the basis of verbatim tran-

scriptions 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" (29, p. 70).

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" (29, p. 172).

Perry and Estes (73) have studied changes in the client's "set" within the counseling interview. They report 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. These clients have preconceived ideas of how the counselor is to behave towards them

and accordingly "set" their perceptions and behaviors to the counseling conference. 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 (6) 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" (73, pp. 104-105).

Muthard (71) 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. This hypothesis was merely suggested by Muthard's data and he did not systematically test it.

In their studies, Davis (29), Perry and Estes (73) and Muthard (71) discussed the general role that the client expected the counselor to play and shifts in counselor and client behavior. Following these hunches, Danskin attempted to locate the transition points at which counselors change from one role to another, and to describe and classify the roles played by the counselors between these transition points. He also attempted to identify and label the roles the client

expects the counselor to play within the interview, and also to relate these expected roles to the outcomes of the interviews. In brief, Danskin's recent study indicates that during segments of the interview a counselor shows a certain consistency in his behavior as he tries to play one or another subordinate role (27). He selected thirty early and late interviews from the conferences of fifteen counselors. Judges, reading these interviews independently, agreed with high reliability upon the points of transition between role-changes and upon the classification of these role segments among thirteen types of roles. He also found that roles frequently changed when the topic of discussion changed. He also found that role-changes occurred within discussion topics. While counselor speeches within a single role segment varied over a wide range of lead, the roles seemed an important determiner of the general level or average degree of lead used. In general, he found that the subordinate roles utilized by the counselor are an important determiner of other dimensions of his behavior.

It is felt that in order to better understand the psychological dynamics of interaction or communication, greater stress should be placed upon the subsidiary roles which are played by the counselor within the interactional process of the counseling interview. Since we believe that the sub-role factor constitutes one essential basis for such understanding, the counseling process between the counselor and the client must in part be based upon a more careful scrutiny of the sub-roles involved. As Danskin's sample of interviews was not large enough to provide normative information about the nature and

range of counselor sub-roles, the present study is interested in providing more complete information as to the total range of sub-roles used in student counseling and something as to counselor differences in their use.

Summary

This chapter has been concerned with research which is pertinent to the present study. The four sections reviewed the research on Typescript Analysis, Communication, Roles, and Roles in Counseling. From this review, it was apparent that very little work has been done in the areas of communication and roles as they relate to the counseling interview. There is need for much research on these topics and their influence on the dynamics of the counseling interview.

The next chapter will contain a description of the problem of this investigation, the nature of the data, the method of research, the treatment of the data, the measures to be used and their reliabilities.

CHAPTER III

METHOD OF RESEARCH

The present study is primarily concerned with those subordinate roles which a counselor plays within the counseling interview and with their relationship to other variables within the counseling process. The term sub-role will refer to that adjudged general purpose or intent which a counselor has for a particular period in an interview in order to produce certain relationships with the client which he hopes will serve to facilitate the client's solving his problem. This general purpose affects the nature of the counselor's speeches and when this general purpose changes, his remarks similarly are altered in pattern. These purposes can be investigated through analyzing patterns of verbal behavior which counselors use within the counseling interview.

The study will also be concerned more specifically with further clarification in regard to the nature and range of counselor sub-roles. It will be an attempt to determine by objective analysis a more thorough description of the characteristics of counselor sub-roles. The investigation is primarily concerned with the analysis of several general sets of questions and is divided into four major sections:

(A) Reliability with which Various Counselor Sub-roles Can Be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-role Use Among College

Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-roles; and (D) Data on the Questions Concerning the Range of Sub-roles Used by College Counselors.

Even though investigators of the counseling process have been aware of the importance of the role-variable, few investigations are to be found in the literature that are directly concerned with it. The techniques which the counselor utilizes, the appropriateness of the sub-roles which he manifests within the interview, the repertoire of discriminative and accurate responses to the given stimuli that he has at his calling--all are a part of the characteristics of the counselor and perhaps influence client behavior.

The present chapter is primarily concerned with three sections: (1) the collection and treatment of the data, that is, with the selection of the interviews, the use of a checklist of sub-roles, and the judges used for the sub-role ratings, (2) obtaining the data, that is, with the description of the procedure used in obtaining the transition points, the counselor sub-roles, and the nature of the client's problem, and (3) statement of the problem and analysis of the data.

COLLECTION AND TREATMENT OF THE DATA

Interviews Selected

Verbatim transcriptions of counseling interviews with college students were used in this study. These interviews were selected from a pool of over 300 interviews obtained from five universities and available at The Ohio State University; all counselors and interviews with two or more clients are used in the present study. Included are

the interviews by twenty experienced counselors from The University of Missouri, The University of Chicago, The University of Michigan, The Ohio State University, and The University of Minnesota. These university counseling centers vary both in counselor methods and client problems, and it was felt that the use of protocols from these five university counseling centers would permit for broader generalizations of the findings.

A total of 165 interviews with forty-six clients were analyzed. This will provide an average sample for each counselor of about eight interviews with two or three clients. The entire series of interviews for each of the selected clients were analyzed in order to obtain more detailed information about the characteristics of the sub-roles used by the counselor which might otherwise typically occur in only one particular portion of the interview series. Hence, we could investigate more effectively the sub-role characteristics within the longitudinal sequence of the counseling process and thus establish the consistency or inconsistency of the characteristics of the sub-roles which the counselor uses. Almost 20,000 Counselor Responses in the sample were read. The twenty counselors utilized from the total pool of sample cases and interviews were selected on the basis that each had counseled with two or more clients with a total of four or more interviews. The sample of counselors, clients, and interviews used in this study are identified in Table I, page 60.

In general, each of the twenty counselors counseled with a minimum of at least two different clients, each presenting different problems. In this way, we are not only able to demonstrate the

TABLE I

THE ESSENTIAL IDENTIFYING DATA OF THE INTERVIEW SAMPLE USED

School	Counselor Code No.	No. of Clients	Client Code No.	No. Inter- views Per Client	Total No. of Interviews	Total No. of Counselor Responses
Missouri	B1	2	1 3	3 3	6	962
Missouri	Di	3	1 2 3	10 4 3	17	1987
Missouri	Pr	2	2 3	4 2	6	769
Missouri	Ru	3	1 2 3	2 2 2	6	570
Missouri	Sh	3	1 2 3	3 3 2	7	572
Missouri	Ya	2	1 2	2 2	4	443
Minnesota	Dk	2	33661 41771	1 2	3	539
Minnesota	D	2	38728 33728	2 3	5	990
Minnesota	A	3	38740 38761 38700	12 3 4	19	3918
Minnesota	C	2	38705 38850	6 7	13	629
Minnesota	B	2	38715 38967	2 2	4	304
Ohio State	Fl	2	Fl-1 Fl-2	8 7	15	1172

Table continued on next page

TABLE I--Continued

School	Counselor Code No.	No. of Clients	Client Code No.	No. Inter- views Per Client	Total No. of Interviews	Total No. of Counselor Responses
Ohio State	F2	2	F2-2 F2-3	2 6	8	1543
Ohio State	F3	2	F3-3 F3-4	4 4	8	1064
Ohio State	F4	2	F4-4 F4-5	2 4	6	722
Ohio State	F5	3	F5-5 F5-6 F5-7	8 8 1	17	1484
Michigan	A	3	15688 17967 18253	3 1 1	5	327
Michigan	B	2	17905 18045	4 3	7	654
Chicago	X	2	Lee Will	1 3	4	208
Chicago	Y	2	Foh Pir	2 3	5	398
Total Number	20	46	46		165	19,255

counselor's opportunity to show his full repertoire of sub-roles and the characteristics of those sub-roles, but also able to establish the consistency of sub-role use by each counselor.

The interviews from the various university counseling centers were represented as being typical of the type of problems and counseling methods found at those institutions. Most were collected as random samples for use in research projects.

While the sample from each institution is probably representative of counseling there, some differences between institutions were found. The University of Chicago interviews tended to deal primarily with adjustment problems. The counselors adhered to client-centered methods at all times, and were concerned mainly with the feeling expressed in the client's statements. The interviews from The Ohio State University dealt primarily with study skills problems of undergraduate students enrolled in a how-to-study course. The counselors were either faculty members of the Department of Psychology or advanced graduate students majoring in counseling psychology. The University of Michigan counseling center works with their student's vocational, educational, and other adjustment problems. The counseling methods used, in this particular sample of interviews, appear to vary considerably, being quite eclectic in nature. In most cases, the interviews from the University of Minnesota seemed to be concerned with vocational and educational problems. In general, the client described his problem, was assigned a battery of tests in the first interview, and returned at a later date to discuss the implications of the test results for the solution of his problems. However, in this sample, one series of interviews was

concerned with a rather intense adjustment problem. The University of Missouri counseling center material was concerned with vocational, educational, and various personal problems. The counselor worked with the client to assist him in integrating the personal, educational, and vocational aspects of his life. The counseling procedure also included psychological and educational testing and interpretation of information about occupations.

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 generalization from the results than the usual study including interviews from only one institution. While twenty counselors do not appear to constitute a large number, these are representative of better counseling being done in American universities.

The Checklist of Sub-roles

The primary purpose of this study is an attempt to determine a more thorough description of the characteristics of counselor sub-roles which a counselor plays in the interview. A checklist of sub-roles was developed by the writer to be used in classifying the sub-roles played by the counselor. The procedures used in forming this checklist of sub-roles will be described in the following paragraphs.

Initially, the checklist of roles devised by Danskin (27) was studied and used as a basis in a small pilot study of five interviews. Each interview was selected at random from the pool of interviews from

the counseling centers at the five universities used in this study and available at The Ohio State University. These interviews were analyzed in order to determine whether or not a further and more intensive investigation of additional counseling interviews would lead to the identification and description of additional sub-roles that counselors play in their conferences with college students; the analysis of these interviews were also focused on the need for more precise definitions of counselor sub-roles already established so as to make them as independent as possible.

The analysis of this small sample of counseling interviews, plus a survey of the periodical literature on the techniques and methods of psychotherapy and counseling as currently used by professional therapists and counselors (32), plus "arm chair" considerations of the writer's personal counseling experiences, suggested the need for not only more precise definitions of counselor sub-roles, but also for additional sub-roles that counselors play.

Thirty interviews, not included in the final study, were then analyzed in a second preliminary study in order to formulate the checklist of sub-roles. Six interviews each from the counseling centers at the five institutions were used. These interviews were read by the writer and a tentative checklist of sub-roles was devised and described.

In order to obtain the reactions from experienced counselors concerning this tentative checklist of counselor sub-roles, it was given to twelve experienced counselors in a variety of counseling settings (ranging from emphasis on vocational and educational problems to emphasis on adjustment and emotional problems) with instructions to describe

what methods or forms of verbal behavior they would use to implement these sub-roles. These experienced counselors were also requested to describe and name, if possible, any other definite sub-roles used by the counselor during the counseling process. A copy of this Initial Checklist is found in Appendix B.

The results of this small survey were then compared with the checklist described by Danskin (27) and with the checklist devised by the writer. An attempt was made to reduce any overlap between the various sub-role categories; a refinement and modification of these sub-roles resulted in a Second Checklist of Sub-roles. This Second Checklist is found in Appendix B.

This classification schema was then presented to three advanced graduate students majoring in counseling psychology who were instructed to read ten interviews (two from each of the five schools) with instructions to classify the sub-roles played by the counselor and to make additional suggestions.

These ratings, along with their suggestions, led to the final form of the checklist of counselor sub-roles and to the preparation of a manual which included: descriptions of each sub-role; instructions for locating transition points between counselor sub-roles; and instructions for classifying the sub-roles. A copy of the Final Checklist (Rating Form #2 for Counselor Sub-roles) is found on page 66. Descriptions of the various sections of the checklist are found in the Manual of Instructions in Appendix A.

RATING FORM #2 FOR COUNSELOR SUB-ROLESIDENTIFYING DATA

SCHOOL _____ TOTAL NUMBER OF INTERVIEWS _____ RATER _____
COUNSELOR _____ INTERVIEW NUMBER _____ DATE _____
CLIENT _____

TRANSITION POINT

NUMBER OF FIRST COUNSELOR SPEECH IN SUB-ROLE UNIT _____

NUMBER OF LAST COUNSELOR SPEECH IN SUB-ROLE UNIT _____

COUNSELOR SUB-ROLES

___ FRIENDLY DISCUSSION	___ LISTENING
___ INFORMATION GATHERING	___ ASKING FOR ELABORATION
___ DIAGNOSING	___ REFLECTING
___ INFORMATION GIVING	___ PARTICIPATING
___ SUPPORTING	___ ADVISING
___ STRUCTURING	___ REJECTING
___ A. ADMINISTRATIVE ARRANGEMENTS	___ TUTORING
___ B. RELATIONSHIP	___ UNCLASSIFIABLE
___ C. FOCUSING OF TOPIC	___ OTHER (ELABORATE BELOW)

COMMENTS:

The Judges

The writer and one other person acted as judges for all of the sub-role ratings in this study, i.e., both for rating transition points between sub-roles and for classifying the sub-roles. Both judges were advanced graduate students in counseling and developmental psychology; each had had extensive graduate training in the practice and theory of counseling and had had considerable professional counseling experience.

In the above ratings, two different judgments were made; in some instances, the judgments were made by the two different judges, while in others, the judgments were made by the same judge (the second rating being made with a minimum of three weeks apart). When a third judgment was needed, either one of the two judges was utilized.

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 the development of the checklist or final study, and discussion of practice ratings in an effort to clear up any misunderstandings.

Ratings of another aspect of the interview were also needed for comparative purposes, i.e., the nature of the client's problem. It was important that these judgments be completely independent so entirely different judges were used for this part. Ratings were available from earlier studies, the judgments being made independently by three judges. These several judges were also advanced graduate students in counseling psychology with considerable training and experience in counseling.

OBTAINING THE DATA

This section describes the procedure used in obtaining the following data: the transition points, the counselor sub-roles, and the nature of the client's problem.

The Transition Point

The first step in the identification of counselor sub-roles was to locate the transition points between sub-roles so that in later categorization, each judge would be dealing with comparable material. To accomplish this, the judges were asked to first read the Manual of Instructions prepared for this purpose (see Appendix A). The two judges read, independently, each of the 165 interviews and designated for each interview, on the Rating Form Number 1 for Counselor Sub-roles (Transition Points), see page 69, the transition points at which a counselor changed from one sub-role to another or in case only one sub-role was used during the entire interview, indicated that no transition point was apparent.

The 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., two judges marking speech 40 and speech 42--was called agreement.

In case the two judges disagreed on the location of a transition point, an additional judge was utilized; for example, this third judge was asked to read the particular portion of the interview in which the discrepancy occurred (plus some additional material) and to designate the transition points or to designate that no transition point was

RATING FORM #1 FOR COUNSELOR SUB-ROLESIDENTIFYING DATA

RATER _____

SCHOOL _____

DATE _____

COUNSELOR _____

CLIENT _____

TOTAL NUMBER OF INTERVIEWS _____

INTERVIEW NUMBER _____

TRANSITION POINT

--	--	--

apparent. A transition point was then designated if at least two of the three judges agreed in selecting one place as a transition point. It was also predetermined that if the three judges all disagreed adjudication would be necessary. This was accomplished through physically meeting and discussing the issue until agreement was reached that a transition point did or did not exist in that section.

Danskin (27) demonstrated the reliability of locating transition points at which counselors change from one role to another. There were eighty-four transition points in his final sample. All three of his judges marked the same transition point forty-one times, and two of the three judges agreed on the location of transition points the other forty-three times. At no time did all three judges disagree. To test the hypothesis of chance agreement, he computed a chi square and found it to be 1326.8. This was sufficient to reject the hypothesis of chance agreement at the .001 level of significance.

A comparable test for the data of the present study was made. The proportion of transition points was determined on which both judges initially agreed and also the proportion in which two of the three judges agreed. In the 165 interviews, a total of 807 transition points were agreed on by at least two of the judges. The percentages of agreement by the judges in this study approximated those in the Danskin study and compared favorably with his data. The computations were sufficient to reject the hypothesis of chance agreement. To test the hypothesis of chance agreement occurring between the judges in locating transition points in the present study, the significance of the differences between the percentages were computed and found to be

statistically significant beyond the .001 level.

The Counselor Sub-roles

After the transition points had been determined for all 165 interviews, the judges were asked to reread the interviews (approximately six weeks after the transition point reading) and classify the sub-role played by the counselor in each sub-role unit. The judges first read the manual for rating of counselor sub-roles (see Appendix A). Practice labeling on interviews not included in the final study were made and a discussion of the practice ratings followed in order to clear up any confusion. Then the sub-role unit or units in each entire interview and in portions of each interview of the interview sample were rated, the judges using a separate checklist for each unit (see page 66 for a copy of the checklist form). The interviews were rated in the same sequence as that used in locating transition points.

Danskin demonstrated the reliability of labeling roles played by counselors in his study (27). In the 114 role units in his sample, all three of the judges agreed sixty-four times in labeling the counselor roles. In addition, two of the three judges agreed forty-four other times, and for only six role units was there complete disagreement.

His data indicated that the average percentage of two judge agreement was 94.74. To test the hypothesis of chance agreement, he compared the number of obtained pairwise agreements between judges with the number of pairwise agreements which could be expected by

chance. His data indicated that the observed number of pairwise agreements is 33.1 standard deviations beyond the number expected by chance. Thus the obtained agreements between judges is significantly (beyond the .001 level) greater than would be expected by chance.

A comparable test was made for the data in the present study. Using the checklist of sub-roles (see page 66), the percentage of sub-role units was determined in which two judges agreed initially and also in which two of three of the judges agreed on the sub-role the counselor played. Two of the judges agreed 121 times in labeling the 135 sub-role units located in a sample of twenty interviews. This represents 90.3 per cent agreement with a range from 71 to 100 per cent for the twenty counselors, and is significant at the .01 level. The obtained agreements between the judges in this study in labeling 135 counselor sub-roles compare favorably with the data in the Danskin study.

Nature of the Client's Problem

It will be recalled that the present study is also concerned with certain other questions that are to be investigated tentatively. In one we are interested in whether the type of problem being discussed is related to the type, frequency, and range of sub-roles played by the counselor. The nature of the client's problem was classified for each sub-role unit in the total number of 165 interviews used in this study according to the classification system of Adjustment problems, Skill problems, Test Interpretation problems, and Special situations (71). A unit was designated as Test Interpretation if the counselor was primarily concerned with telling the 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. Muthard's (71) data indicated that three judges agree eighty-seven per cent of the time when labeling the nature of the client's problem.

In summary, the ratings of judges were used in obtaining the following data: (1) the location of transition points between counselor sub-roles; (2) the sub-roles the counselor played within the interviews; and (3) the nature of the client's problem.

STATEMENT OF THE PROBLEM AND ANALYSIS OF THE DATA

The following section lists the several general sets of questions that this study tries to answer and discusses the procedures used in attempting to answer these questions. The major purpose of the present study is to obtain a more thorough description of the characteristics of the nature and range of counselor sub-roles. More specifically, the several general sets of questions is divided into four sections: (A) Reliability with which Various Counselor Sub-roles Can Be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-role Use Among College Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-roles; and (D) Data on the Questions Concerning the Range of Sub-roles Used by College Counselors.

A. Questions Concerning Reliability

1. Can judges agree on the transition points at which a counselor changes from one sub-role to another?

- a) The number of transition points was determined on which at least two of three judges agreed. The percentage of agreements on these transition points was also determined for the different pairs of judges and for all three judges combined.
 - b) To test the hypothesis of chance agreement occurring between the judges in locating transition points, the significance of the differences between the percentages was computed by the use of chi square.
2. Can judges agree on the sub-role the counselor plays within the sub-role unit?
- a) Using a checklist of sub-roles to answer this question, the percentage of sub-role units was determined in which two judges agreed on the sub-role the counselor played.
 - b) To test the hypothesis of chance agreement occurring between the judges in classifying sub-roles, the significance of the differences between percentages was computed by the use of chi square.
 - c) The pattern of errors made by judges in labeling counselor sub-roles was reported as an indication of possible similarities among the sub-roles.

B. Questions Concerning Sub-role Frequency

1. What types of sub-roles are used by counselors and with what frequency?
 - a) The number of sub-roles played by counselors and the number

of times each sub-role occurred in the 165 interviews was determined.

- b) The Standard Error of Estimate was computed in order to determine if the frequency with which the various sub-roles occurred were significantly different from each other.
2. What sample of a counselor's behavior is necessary to get a reasonably good picture of his sub-role repertoire?
- a) The cumulative number of different counselor's sub-roles was recorded for each interview per client and also for the total number of clients for each interview. The results were plotted and a visual analysis was then made of the resulting curves.
 - b) The typical point in these curves where the cumulative frequency showed little increase was taken as an indication of an "adequate sample" for each counselor.
 - c) "Adequate" was defined as representing that point beyond which there was not a major increment in the number of sub-roles manifested by the counselor.
3. Are twenty counselors adequate to permit generalizations concerning the kinds and frequency of sub-roles used by most counselors of college students?
- a) To obtain a statistical measure of adequacy of sample, the sample group used in the present study was divided into two groups.
 - b) A coefficient correlation was computed between the pattern

of sub-role use in the two groups in order to yield the coefficient of reliability.

- c) The Spearman-Brown "prophecy-formula" was computed to get an estimate of the expected coefficient of reliability of a group had it been twice as large as either of the two groups.
- d) The Standard Error of Estimate was computed to indicate the degree to which predicted frequencies in other comparable groups might fail to correspond to the actual frequency values obtained in the sample used in this study.

C. Questions Concerning Pattern Similarity of Sub-roles Used

- 1. Does counselor consistency in going from client to client affect his use of sub-roles? How does the sub-role pattern of individual counselors with one client compare to his sub-role pattern with another client?
 - a) The type and frequency of sub-roles used by counselors with each of the clients he had counseled was determined.
 - b) The Correlation Profile Statistic (r_p) (see Chapter IV, page 112) was computed in order to determine counselor consistency of sub-roles used in counseling with different clients.
- 2. What are the sub-role patterns used by different counselors? Do these patterns differ or are they similar?
 - a) The type and frequency of sub-roles used by each counselor for their total number of clients was determined.

- b) The Correlation Profile Statistic (r_p) was computed between each of the counselors and presented in a correlation profile matrix.
- 3. Do the various counseling centers influence the patterning of the sub-roles played by counselors? Are there differences emphasized in the counselor training programs which might affect the patterning of the sub-role repertoire?
 - a) The type and frequency of the sub-roles used by each of the counselors "within schools" was determined.
 - b) The Correlation Profile Statistic (r_p) was computed between counselors within a particular center and presented in a correlation profile matrix.
- 4. Is the sub-role pattern played by counselors related to the type of problem being discussed? Is the frequency of sub-roles played by counselors related to the problem being discussed?
 - a) The type of problem being discussed and the sub-roles the counselor played were determined.
 - b) The similarity or difference in sub-role patterns for the differing types of problems presented was indicated by computing the Correlation Profile Statistic (r_p) between the type of problem discussed and the sub-roles played.

D. Questions Concerning Range of Sub-roles

- 1. What is the range of sub-roles used by different counselors?
 - a) The kinds of sub-roles used by different counselors was determined and reported.
- 2. How does the sub-role range of individual counselors with one

client compare to his sub-role range with another client?

- a) The range of sub-roles used by the counselors with each of two clients was determined.
- b) A Pearsonian Correlation Coefficient was computed in order to determine the relationship of the range of sub-roles in going from client to client.

3. Is the pattern of sub-roles utilized by counselors similar in the low, middle, and high range groups?

- a) The low, middle, and high range groups of sub-roles played by counselors was determined.
- b) The Correlation Profile Statistic (r_p) was computed between the pattern of the low, middle, and high range (sub-roles used) groups of counselors to determine similarity or differences.

4. Do the various counseling centers influence the range of the sub-roles played?

- a) The different number of sub-roles used by the sample of counselors for each school was determined.
- b) A Median was computed for each of the schools to determine "center" influence.

5. Is the type of problem being discussed related to the range of sub-roles played by the counselor?

- a) The number of kinds of sub-roles played by counselors according to type of problem discussed was determined and reported.

6. What is the typical number of sub-roles that a counselor uses

in an interview? That is, do some counselors play sub-roles of long duration while others change sub-roles frequently?

a) The average number of sub-roles per interview for each of the counselors was determined and reported.

7. Do individual counselors utilize the same average number of sub-roles per interview as they work with different clients?

a) The average number of sub-roles played by each of the counselors with his different clients was determined.

b) A Pearsonian Correlation Coefficient Statistic was computed to indicate the consistency of counselors in their use of the average number of sub-roles in going from client to client.

CHAPTER IV

PRESENTATION AND DISCUSSION OF RESULTS

The present chapter is concerned with the analysis of these general sets of questions: (A) Reliability with which Various Counselor Sub-roles Can Be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-role Use Among College Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-roles; and (D) Data on the Questions Concerning the Range of Sub-roles Used by College Counselors. In each section the pertinent data are presented and discussed; in addition, data on factors affecting sub-role frequency, sub-role pattern similarity, and sub-role range will be presented. Also, some suggestions for further research which stem from the present study are made.

A. RELIABILITY

This investigation will first briefly describe the reliability with which various counselor sub-roles can be inferred from verbatim transcriptions of counseling interviews. Two steps were followed in obtaining these data: (1) the transition points at which counselors changed from one sub-role to another were located; and (2) the sub-roles played by counselors within these sub-role units were labeled.

1. Location of Transition Points

Table II reports the agreement between the three judges in

TABLE II
NUMBER AND PER CENT OF AGREEMENTS BETWEEN JUDGES IN LOCATING
TRANSITION POINTS BETWEEN COUNSELOR SUB-ROLES

Agreement by only two judges	N	Per Cent
Judge A ₁ and Judge A ₂	593	73.5
Judge B and Judge A ₁ or A ₂	209	25.9
Agreement by Adjudication	5	.6
Total Number Transition Points	807	100

locating transition points between counselor sub-roles in these 165 interviews. It will be recalled that a "transition point" is set when two judges agree on it; 807 such transition points were found. The table reads as follows: two of the judges, A_1 and A_2 agreed, on a first reading of the protocols, on 593 transition points. The third judge, B, then rated those sections where lack of agreements had occurred and agreed with either Judge A_1 or Judge A_2 on 209 points or 25.9 per cent of the total number of transition points. Adjudication on the remaining fifty-five places where a single judge had indicated a transition point resulted in further agreement on five transition points, or .6 per cent of the total number of transition points. The remaining fifty marked disagreements were discarded as the present study is interested only in clean-cut sub-roles; therefore, only those 807 transition points agreed on by two of the three judges will be studied.

Could the judges have agreed this many times by chance? Danskin (27) demonstrated the reliability of locating transition points at which counselors change from one role to another. His different pairs of judges had percentages of agreement of 52 per cent, 82 per cent, and 73 per cent, the Median being at 73 per cent. To test the hypothesis of chance agreement on his data, he computed a chi square statistic and found it to be sufficient to reject the hypothesis of chance agreement at the .001 level of significance. The percentages of agreement for the combination of judges used in the present study was 73 per cent, 82 per cent, and 53 per cent, the Median being at 73 per cent. These percentages compare favorably with those obtained by Danskin (27).

To test the hypothesis of chance agreement occurring between the judges in locating transition points in the present study, the significance of the differences between the percentages was computed by the use of the chi square and found to be statistically significant beyond the .01 level.

It is interesting to note some of the factors relating to judge disagreement in locating transition points. One reason for some of the differences between judges in locating transition points could be the variation in the definiteness of changes between sub-roles. In one instance, for example, it may be quite apparent when a counselor changes from one sub-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 sub-roles, but the exact transition point is not very obvious.

Another factor entering into disagreement between judges in locating transition points could be that a sub-role itself may have its own sub-roles (e.g., a Participating Sub-role may include structuring, diagnosing, information-giving, etc.), and judges differed in their sensitivity to these various sub-role levels. A third factor causing disagreement is that counselors may start to change their sub-roles several times before actually assuming the new sub-role. Several disagreements encountered during the training sessions prior to doing the final ratings for this study were of this latter type; for example, counselors would begin to assume the Asking for Elaboration sub-role, then change to the Information Gathering sub-role, then to a Listening sub-role; after a number of such attempts,

he would assume a more definite sub-role which was more easily determined. It is possible that some of the disagreement in the final ratings was due to this factor.

The total of 807 transition points means that 972 sub-role units were located by the judges. That is, if one transition point was indicated in one interview, then that interview has two sub-role units. Therefore, the 807 transition points in 165 interviews resulted in a total of 972 sub-role units.

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 sub-roles played between these transition points.

2. Classifying Sub-roles Played by Counselors Within Sub-role Units

Can judges agree when labeling the sub-roles played by counselors in this study? Table III reports the average agreement between the two judges. One interview selected at random for each of the twenty counselors is used in this study. The two judges agreed 121 times in labeling the 135 sub-role units located in the twenty interviews. This represents 90.3 per cent agreement with a range from 71 to 100 per cent for the twenty counselors and is significant beyond the .001 level (chi square).

Thus, the judges agreed quite well in labeling the sub-roles. Danskin (27) demonstrated the reliability of labeling roles played by counselors in his study. In the 114 role units in his sample, all three of his judges agreed sixty-four times in labeling the counselor

TABLE III

THE EXTENT TO WHICH TWO JUDGES AGREED WHEN CLASSIFYING COUNSELOR
SUB-ROLES IN SINGLE INTERVIEWS FOR TWENTY COUNSELORS

Counselor	Client	Interview Number	Number of Sub-roles for Each Interview	Per Cent of Agreement
Y	FOH	2	2	100
X	WILL	1	2	100
B	17905	16	4	100
A	15688	2	6	83.3
F4	F4-5	2	12	91.6
F1	F1-1	7	6	100
F5	F5-5	8	5	100
F2	F2-3	1	9	89.8
F3	F3-4	3	14	85.7
Dk	33661	1	8	75.0
D	33728	2	7	71.4
C	38705	2	5	100
B	38715	1	5	80.0
A	38740	8	6	100
D1	1	6f	6	83.3
Ya	1	1a	7	85.7
Ru	3	2b	6	100
Sh	3	2b	7	100
Bl	1	3c	10	90.0
Pr	2	2b	8	75.0
Total Number	20	20	135	

Average Percentage of Agreement..... 90.3

roles. In addition, two of three judges agreed forty-four times, and for only six role units was there complete disagreement. His average percentage of two judge agreement was 94.7. His data indicated that the observed number of pairwise agreements is 33.1 standard deviations beyond the number expected by chance, and thus significantly (beyond the .001 level) greater than would be expected by chance. The obtained agreements between the judges in this study in labeling 135 counselor sub-role units compare favorably with the data in the Danskin study.

It is interesting to note the patterns of errors in labeling as an indication of similarities in sub-roles. All fourteen over-laps occurred between the following pairs of sub-roles: Asking for Elaboration and Information Gathering, Participating and Information Gathering, Participating and Asking for Elaboration, and Friendly Discussion and Structuring.

Part of the lack of complete agreement between 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 attempting to obtain factual information from the client (Information Gathering sub-role) or whether the counselor's intent is aimed at getting a more detailed account of the client's story so that both can obtain a more complete and clearer idea of what the client's problem really is (Asking for Elaboration sub-role). In both of these, the counselor's purpose is aimed primarily at getting information.

It is interesting to note that where confusion occurred through judges using two different categories, each judge was usually consistent in using one label; for example, in the eight disagreements between

Information Gathering or Asking for Elaboration sub-role units, one judge always labeled the unit "Information Gathering" and the other judge labeled it "Asking for Elaboration." Thus, sub-role consistency was present for each of the judges, but the judges were not in agreement on the categories they were using.

Another type of situation causing disagreements in labeling sub-roles occurred when the counselors were concerned with test results. A sub-role was labeled Information Gathering when the counselor was concerned with asking a client about his test scores. Where the test scores and results involved both participants and was integrated with the client's decision making, the sub-role was classified as Participating. At different times, the counselor would be primarily interested in getting factual data (Information Gathering sub-role), but at times, he would temporarily seek the client's reactions to this information (Participating sub-role). In these instances it was difficult to determine which was the primary sub-role being played, Information Gathering or Participating.

In another instance, it was difficult to determine whether or not the Participating sub-role was being played or the Asking for Elaboration sub-role. In both, the purpose appeared to be directed towards a joint attempt to help the client see possible solutions to the problem. Another type of situation causing disagreements in labeling sub-roles occurred when the counselor's purpose was to establish rapport with the client and define the responsibilities of both counselor and client. A sub-role was labeled Friendly Discussion if the counselor was concerned with making the client feel at ease, such

as social conversation during intervals of the counseling process. Where definition and explanation of the counseling process itself was involved, and the responsibilities of both counselor and client were explained, the sub-role was classified as Structuring. However, the counselor would occasionally make use of verbal statements of social conversation in his attempt to structure the counseling relationship. In these instances, again, it was difficult to determine which was the primary sub-role being played, Friendly Discussion or Structuring.

Another factor causing disagreement between the judges could be the lack of sufficient samples of clear-cut verbal behavior manifested by the counselors in the units which would permit for more differentiation among the sub-role categories.

In addition to the above factors which may have caused disagreements in labeling sub-roles, another possible cause could, of course, be the lack of refined definitions of counselor sub-roles. However, there were many more agreements than disagreements on these six sub-roles, indicating that the sub-role categories utilized are adequate for our study. The unclassified sub-roles will be discussed later in the chapter. None the less, future research is still needed to develop more precise descriptions of counselor sub-roles.

B. SUB-ROLE FREQUENCY

The results reported in the above two sections (Locating Transition Points and Classifying Sub-roles) lend support to Danskin's recent study that subordinate roles of the counselor can be reliably inferred from verbatim transcriptions of counselor interviews. The

present study hopes to provide more complete information as to the frequency pattern and range of sub-roles used in student counseling and something as to counselor differences in their use.

The repertoire of sub-roles used by counselors can be extremely useful in working with counselors-in-training who might be playing a minimum of sub-roles, or who may have no idea of the sub-roles they should play or the sub-roles that may be most effective at a certain point in the counseling process. Any reference to the descriptions of sub-roles that qualified, experienced counselors play would aid the "novice" counselor in increasing his repertoire of sub-roles. Previous supervisory practices have often dealt with the amount of or degree of certain techniques in specific speeches; however, it would now appear that the sub-role repertoire dimension would give another and larger basis for making supervisory suggestions.

Also, the listing of counselor sub-roles makes it possible to determine the situations in which the various sub-roles might lead to optimum interview outcome. It may well be that certain sub-roles may be more appropriate while discussing a certain type of problem and the use of different sub-roles might lead to more effective outcomes of the interview while discussing another type of problem. It may also be desirable for a counselor to change the sub-role he plays as the interview progresses. For example, a counselor may play an Information Gathering or Information Giving sub-role early in the interview, and then shift to Participating, Reflecting, or Structuring sub-roles later in the interview. Data on these questions will be reported in this and the next sections of this chapter.

Types and Frequency of Occurrence of Sub-roles
Used by Counselors in All the Interviews

What types of sub-roles are used by counselors in counseling college students and with what frequency? Table IV presents the number of times the various sub-roles occurred in the 165 interviews used in this study. It is evident that certain sub-roles were played more frequently than others. The Asking for Elaboration, Information Giving, Participating, Friendly Discussion, and Structuring sub-roles of Administrative Arrangements and Focusing of Topic tended to be utilized most often by counselors in their conferences.

This combination appears logical enough in that the counseling process is one in which there is a mutual understanding between counselor and client, and where a sharing of ideas is concerned with the ultimate aim of helping the client adjust more effectively to himself and to his environment. Such a process can best be brought about through a mutual sharing of information, a friendly atmosphere where defenses are minimized, and where both parties, working together as a team, collaborate in a mutually shared and planned counseling experience, hoping to arrive at some solution to the problem at hand. The sub-roles which appear to be most frequently used serve the purpose of conveying to the client that there is a relationship of understanding and support which seems to be the underlying basis for a productive "hour."

In general, however, all of the sub-roles, except for Rejecting, were used quite frequently by the counselors from the five counseling centers. The Advising, Relationship, and Information Gathering sub-

TABLE IV

RANK ORDER FREQUENCY OF SUB-ROLES PLAYED BY TWENTY
COUNSELORS IN FIVE COUNSELING CENTERS

Sub-role	N
Asking for Elaboration	153
Information Giving	124
Participating	104
Friendly Discussion	99
Structuring:	
Administrative Arrangements	78
Structuring:	
Focusing of Topic	70
Advising	57
Structuring:	
Relationship	56
Information Gathering	51
Listening	37
Reflecting	34
Tutoring	34
Supporting	29
Diagnosing	28
Rejecting	15
Unclassifiable	3
Total	972

roles were used next most frequently and approximately the same number of times by the counselors (about $2\frac{1}{2}$ times per counselor on the average). The next group of sub-roles of similar frequency (average of 1 or $1\frac{1}{2}$ per counselor) consisted of Listening, Reflecting, Tutoring, Supporting and Diagnosing sub-roles. It may be that counselors use certain combination of sub-roles (discussed earlier) more frequently because they seem to be more basically related to the general function and purpose of the counseling interview; the less frequently used sub-roles, on the other hand, may be more dependent on certain factors which characterize the interview, such as the type of problem being discussed (Tutoring sub-roles are used more frequently with Skill problems), or the differences in the characteristics of a particular counseling center (Reflecting sub-roles are used more frequently by counselors from the Chicago center).

The minimal use of the Rejecting sub-role also tends to corroborate present-day thinking in regard to counseling practice and philosophy. The small number of ratings in the unclassifiable category of the sub-role checklist shows the adequacy of the sub-role listing. From the comments written by the judges when using this category, such words as the following appeared: pontificating, philosophizing, idealizing opinion-giving, value-setting, quoting from history and literature, etc. The description of the material in the three sub-role units labeled as "unclassifiable" tended to fall somewhere within the description limits given to the Friendly Discussion and Information Gathering sub-role categories. Since the data described above did not seem to fit into any one sub-role category

listed in the checklist, the judges utilized the Unclassifiable category. There always seems to be odd, idiosyncratic sub-roles which are used by individual counselors. Even though the sub-role category system used in the present study appears to be more than adequate, we will need a "miscellaneous" category also.

The factors which affect the frequency with which the sub-roles are played and which affect the range or repertoire of counselor sub-roles will be discussed in the following sections. However, before attempting to answer some of these questions, two prior questions must first be discussed: (1) what sample of a counselor's behavior is necessary to get at a reasonably good picture of his sub-role repertoire? and (2) are twenty counselors adequate to permit generalizations concerning the frequency and range of sub-roles used by counselors in counseling college students?

Interview Sample of Counselors Needed to Establish Sub-role Repertoire

What sample of a counselor's behavior is necessary to get a reasonably good picture of his sub-role repertoire, or how many interviews per client and how many clients does it take to get an adequate sample of a counselor's repertoire of sub-roles? The term "adequate" is defined as representing that point beyond which there is not a major increment in the number of sub-roles manifested by the counselor.

Five of the counselors had long series of interviews which could be analyzed to see if the smaller samples for the other counselors used in the study was probably adequate. It will be noted

below that each of these counselors had two or three clients and a total of from thirteen to nineteen interviews.

Counselor	School	Clients	No. of Interviews
F1	Ohio State	2	15
F5	Ohio State	3	17
D1	Missouri	3	17
A	Minnesota	3	19
C	Minnesota	2	13

The other fifteen counselors sampled in this study also had two or three clients, but the interviews for each only totaled three to eight because these were all that had occurred. It is important also to determine if these fifteen individual samples seem adequate to measure the basic sub-role repertoire of these counselors.

Figures 1 through 5 show for each of the five counselors:

(1) the cumulative number of different counselor sub-roles recorded for each of his clients, and (2) the cumulative number of the different counselor sub-roles treated collectively for his total number of clients. The cumulative number of sub-roles played by the counselor is shown on the ordinate of the chart. The abscissa numbering indicates the interview number. According to the rating system used (see Chapter III), fifteen sub-roles were possible (not counting unclassifiable).

Figure 1 gives the data for Counselor F1. The data indicate that for Client 1, the counselor used five sub-roles in the first interview, two more in the second interview, no new ones in the third

Fig. 1.--The cumulative number of counselor sub-roles for Counselor F1 recorded for each interview per client and treated collectively for total number of clients recorded for each interview per client.

interview, one new one in the fourth, and no more new ones throughout the remaining four interviews. Thus, he utilizes a cumulative number of eight sub-roles during the total of eight interviews. It is interesting to note that the peak is reached by the fourth interview and that the counselor keeps within this repertoire of sub-roles for the remainder of the interview series, even though variation occurred in the problem presented by the client beyond the fourth interview. The counselor maintained his repertoire of sub-roles, perhaps, either because new sub-roles simply were not available to him, or simply because any variation in the problem presented by the client was not deemed important enough to vary his sub-role use.

With Client 2, the counselor starts out with four sub-roles and adds an occasional new sub-role in successive interviews; particularly note that a new sub-role is added in interviews six and seven. A total number of ten sub-roles is utilized with Client 2. In analyzing the protocols, certain observations can be made; the counselor's use of two more sub-roles during the latter phases of the total interview series seemed to be due to two factors: (1) certain sub-roles, such as Friendly Discussion, were not utilized until the counseling was almost terminated (hence the rise in cumulative number), and (2) a completely new problem was offered by the client during the latter stages of the interview sequence; therefore, the counselor in his Structuring sub-role of terminating the conference was forced to make use of an additional sub-role not formerly deemed necessary.

However, note that the data for the cumulative number of counselor sub-roles treated collectively for the two clients indicate a

total of only eleven sub-roles utilized by the counselor, with the "break" occurring at the fourth interview. The "new" sub-roles occurring with Client 2 in interviews six and seven had occurred earlier with Client 1. Thus, a sample of four interviews with each of two clients seems sufficient to establish the repertoire of sub-roles of Counselor F1.

Figure 2 presents the data for Counselor F5. With Client 7, a total of two interviews occurred; a total cumulative number of four sub-roles was utilized by the counselor throughout this interview series. With Client 6, the counselor started out with seven sub-roles and adds to his repertoire use up to the fourth interview, after which he does not use any new sub-roles. A cumulative number of thirteen sub-roles was used with the "break" appearing at the fourth interview. With Client 5, the peaks are reached at two points, the fourth and seventh interviews where one more sub-role was utilized. This makes a total of ten cumulative sub-roles used with Client 5.

When the cumulative number of counselor sub-roles treated collectively for the three clients are used, the data reveal a total of thirteen sub-roles utilized by this counselor in counseling with college students with the "break" occurring at the fourth interview. Thus, it appears that a sample of four interviews with each of three clients is sufficient to establish the repertoire of sub-roles for this counselor.

Figure 3 presents the data for Counselor D1. Observation of the results for the three clients indicate that the repertoire of

Fig. 2.--The cumulative number of counselor sub-roles for Counselor F5 recorded for each interview per client and treated collectively for total number of clients recorded for each interview per client

Fig. 3.--The cumulative number of counselor sub-roles for Counselor Di recorded for each interview per client and treated collectively for total number of clients recorded for each interview per client.

sub-roles can again be established during the early interviews of the conference series. Clients 2 and 3 had such a small number of interviews that it is difficult to determine where the "break" would have occurred had there been a longer series of interviews, but with Client 2 the peak is reached during the second interview. With Client 1, the peaks occur in the third and sixth interviews; but in this latter instance only one new sub-role occurs in the seven interviews after the third interview.

When the three clients are combined, the repertoire of sub-roles for this counselor is established fairly well by the third interviews, with only one new sub-role appearing at the sixth interview; a total of twelve cumulative sub-roles were utilized for these three clients.

Figure 4 presents the data for Counselor A with three clients. Both Clients 38761 and 38700 had short series of interviews (three and four respectively) and it is difficult to predict what the counselor's sub-role repertoire would have been had more interviews occurred; nevertheless, the data indicates that the sub-role repertoire may be established quite early in these conference series, i.e., in the first and in the third interviews. It is interesting to note that even with a long series of twelve interviews for Client 38740, the counselor's sub-role repertoire can be fairly well established in the early portions of the total conference series; that is, only two new sub-roles are added in the next nine conferences after the third interview.

Looking at the cumulative curve for all three clients we see

Fig. 4.--The cumulative number of counselor sub-roles for Counselor A recorded for each interview per client and treated collectively for total number of clients recorded for each interview per client.

that the "new" sub-roles which occurred later in the long series had already occurred in the early interviews of the other two clients. Inspection of Figure 4 indicates that the repertoire of sub-roles for Counselor A can be determined by the third interview with three clients.

It would appear that this particular counselor makes use of his full repertoire of sub-roles during the early interviews and maintains them throughout the conference series. In the case of Client 38740, with a sample of twelve interviews, one begins to speculate about the flexibility of a counselor in his "approach" to the counseling conference. Even though a total of thirteen sub-roles are utilized (and, indeed, thirteen out of a possible fifteen is a large range), the fact that they are all used during the opening conferences leads one to wonder if flexibility is dependent solely on the amount or range of one's repertoire.

It may be that when a counselor extends his wide range of sub-roles prematurely, it may result in confusion and bewilderment on the part of the client's expectations and indirectly affect not only the topics presented by the client in later interviews, but also the outcome of the counseling conference.

Figure 5 presents the data for Counselor C. Inspection of the results indicate that with Client 30705, a total of ten sub-roles are used, the "break" occurring in the fifth interview; with Client 38850, ten sub-roles are also utilized with the "break" occurring at the fourth interview.

Inspection of the curve for the combined clients reveals that

Fig. 5.--The cumulative number of counselor sub-roles for Counselor C recorded for each interview per client and treated collectively for total number of clients recorded for each interview per client.

there is a gradual increase in the use of counselor sub-roles with the peak occurring at the fifth interview. A total of twelve sub-roles is utilized by this counselor by the fifth interview and used thereafter. Here it seems that a sample of five interviews is sufficient to establish the repertoire of sub-roles for this particular counselor.

In looking at the data of the five counselors collectively, certain trends appear: (1) the use of counselor sub-roles are usually determined early in the conferences regardless of the total length of the interview series, and (2) although variations occur with different clients, counselors in general have a tendency to stay within this repertoire of sub-roles once it has been established in the early interviews regardless of the particular client or the nature of new problems presented.

In determining what generally might be said to represent an adequate sample of a counselor's sub-roles, we might list here the points in these interview series where an adequate sample of each counselor's repertoire of sub-roles seems to have been established, i.e., 4, 4, 3, 3, 5. It looks as if by the third or the fourth interview with several clients, we can establish the usual limits of a counselor's repertoire of sub-roles.

Table V presents the data for the fifteen remaining counselors (from the total sample of twenty counselors). The data consists of the cumulative number of counselor sub-roles used by each counselor in his first interviews, second interviews, etc., for his total number of clients. A "break-over" point is also indicated where possible for

TABLE V

CUMULATIVE NUMBER OF COUNSELOR SUB-ROLES USED
BY EACH OF FIFTEEN COUNSELORS WITH ALL OF
HIS CLIENTS IN SUCCESSIVE INTERVIEWS

Counselor	Number of Clients	Number of Interviews						"Break-over" Point
		1	2	3	4	5	6	
Dk	2	9	9					1
D	2	5	9	9				2
B	2	6	8					?
B	2	7	10	10				2
A	3	6	11	11				2
F2	2	10	10	10	10	11	11	1 & 5
F3	2	5	9	12	12	12		3
F4	2	8	8	8	8			1
X	2	4	4	4				1
Y	2	2	3	3	4			?
B1	2	6	9	11				?
Pr	2	6	7	7	7			2
Ya	2	8	9					?
Ru	3	8	9					?
Sh	3	7	8	8				2
Median		=						2

each counselor. Because of the smaller number of interviews, however, each counselor had less opportunity, perhaps, to show his full repertoire of sub-roles, and any conclusions on "break-over" point must be interpreted with caution.

An inspection of this table shows that these counselors, also, have the tendency to establish their repertoire of sub-roles early in their conferences and to use these sub-roles throughout the remainder of the interview series. Eight of the ten determinable "break-over" points occur by the second interview; due to the small number of interviews for five of the counselors, the "break-over" points could not be determined. In general, there seemed to be a tendency for the counselors in this sample to establish a plateau by the second interview in the use of their sub-role repertoire. It will be recalled that the "break-over" points for the five counselors with the long series of interviews occurred at the third or fourth interviews; had the interview sample been larger for the fifteen counselors (see Table V), an occasional sub-role might have been added which would have extended more "break-over" points to the third or fourth interviews, giving results similar to those of the five counselors with the longer series of interviews.

These data and the more adequate sample of counseling interviews with the five counselors charted earlier indicate that a counselor's repertoire of sub-roles can usually be established when data are available from two or three clients with a sample from a total of four to eight interviews. Reference to Table I (page 60) will show that the great majority of our twenty counselors have this large a sample of

their counseling behavior, i.e., sixteen counselors have five or more conferences and only one has a sample of three conferences. We can assume that these samples will give a good, if not quite a complete picture of each of these counselor's repertoire of sub-roles. The sample is adequate to show practically all of the sub-roles these counselors use and should give a good picture of their relative frequency of use by all twenty counselors. In summary, it appears that we can determine the repertoire of a counselor's sub-roles early in the interview series as well as determine the number and type of sub-roles he uses.

Some observations from reading the protocols may be of interest. There is some evidence that there is a tendency for counselors to have favorite sub-roles and to use them fairly consistently throughout the entire conference series. One counselor, for example, maintained his repertoire of sub-roles even though there was an obvious "shift" in the nature of the client's problem. This "shift" seemed to necessitate a change in purpose on the part of the counselor. However, the interview protocols indicated that he did not make use of any new sub-roles to meet this "shift"; rather, he maintained those sub-roles from the earlier conferences. We can speculate that he either had reached his limits in his ability to play more sub-roles, or that he felt more comfortable with those sub-roles he had been using.

In the Minnesota interviews, vocational problems are emphasized and test administration apparently represents a part of the counselor's function. This test administration duty usually occurred during the latter phases of the interview series and had the tendency to markedly

change the relationship after it and the sub-role repertoire had been fairly well established in the earlier conferences. It is obvious that the new sub-role played was part of the counselor's total repertoire of sub-roles; nevertheless, appearing so late as it did in the interview series, it had a tendency to cause some fluctuation during the course of the sub-roles played and therefore had a tendency to distort any trends that otherwise may have been more apparent.

In the Missouri group, one of the counselors utilized a new sub-role during the sixth interview and played it frequently for the remaining six interviews. This sub-role, appearing when it did, may also have had the tendency to make some of the trends appear somewhat more erratic.

What factors, therefore, determine when a sub-role will be played, and do factors other than chance determine the differences of occurrence of sub-roles during the sequence of the total number of conferences? It would be interesting to speculate as to the reasons for the differences. It may be that counselors play certain sub-roles for a period of time only to change to a new sub-role simply because he feels that he must do so in order to break the pattern of repetition. Further research might well investigate these differences in the frequency and types of sub-roles played by different counselors in relation to the time-sequence element of the counseling process.

The trends reported in this section can be used to point up the variety of behavior that a counselor can use and therefore have implications for counselor-training programs. If the repertoire of a counselor's sub-roles can readily be determined early in the

training program, supervision could be oriented towards increasing or decreasing the sub-role repertoire, depending upon the appropriateness of the sub-role being played in relation to the other variables operating during the counseling process (assuming we know what these relationships are). The inability for a counselor to "shift" his sub-roles, for example, when new material is introduced by the client may lead to a better understanding of certain personality characteristics of the counselor-in-training in relation to the outcome of counseling and the behavior of clients undergoing the counseling itself. Research is needed to investigate these relationships.

Also, establishing more definitely the repertoire of a counselor's sub-roles early in the training program might make it possible to determine more accurately those situations which would lead to more effective interview outcomes. For example, certain limits placed on the sub-role repertoire, either early or later in the interview series, might lead to a better relationship with the client and thus to more meaningful results. Perhaps if counselors are given more of an opportunity in counselor-training-programs to express a sub-role repertoire, more methods can be utilized to increase the effectiveness of the counseling process. Here again, research is needed.

Adequacy of Present Counselor Sample for Permitting
Generalizations Concerning Kinds and Frequency of
Sub-roles Used by College Graduates

Are twenty counselors sufficient to permit generalizations

concerning the kinds and frequency of sub-roles used by most counselors of college students? How much different would the distribution of counselor sub-roles be if another sample of counselors were used?

Actually, any answer would depend upon the area and degree of prediction needed. Table IV (page 91) presented the number of sub-roles used by twenty counselors (from five colleges) with forty-six clients in 165 interviews. Even though any interpretation must proceed with caution, the high frequencies of most of the cells and the large differences between cells give some assurance that differences exist which would permit generalizations to be made concerning the kinds and frequency of sub-roles played by college counselors.

To obtain a statistical measure of adequacy of sample, our sample group was divided into two groups of ten counselors each in order to determine how well one sample predicts another. A coefficient correlation was computed between the two groups of counselors ($N = 10$) selected from a stratified (by schools) random sample of the twenty counselors used in this study in order to yield a coefficient of reliability. Table VI presents the data for these two groups. The coefficient of correlation between the two groups yields the coefficient of reliability of .896, which accounts for 80 per cent of the variance occurring.

An estimate was then made of the expected coefficient of reliability of a group had it been twice as large as either of the two groups, i.e., an N of 20; this was obtained by the use of the Spearman-Brown "prophecy formula." This was found to be .941; thus, we can predict what the correlation expected would be if it were taken

TABLE VI

NUMBER OF CUMULATIVE SUB-ROLES EACH COUNSELOR PLAYED AND THE NUMBER OF TIMES HE PLAYED EACH SUB-ROLE FOR TWO GROUPS OF COUNSELORS (N = 10) SELECTED FROM A STRATIFIED RANDOM SAMPLE OF TWENTY COUNSELORS

Sub-Role	Counselor											Total 10 Co.	Counselor											Total 10 Co.
	C	Dk	B	Y	F5	F2	Sh	F3	Bl	Di	Ya		B	X	Pr	F4	Rn	D	F1	A	A			
Fr. Disc.	9	1	3		12	6	1	5	1	14	52	3	2		4	8	8	3		5	14	47		
Infor. Gath.	6		2		2	4			3	6	23	1	2		2	1	2	3	2	3	12	28		
Diagnosing	4	3	1			1	6		2	3	20	1									7	8		
Infor. Giving	1	1			13	5	6	5	16	10	57	7	6		5	5	5	7	9	5	18	67		
Support.	2				6	2	3	5		3	21					2	2		4			8		
Structuring:																								
Ad. Arr.	7	2	5	1	3	3	4	2	4	11	42	3	2	2	4		3	6	2	3	11	36		
Structuring:																								
Relating	2	2	6	1	2		6	1	2	6	28	1	1	1	6		6	1	4	3	5	28		
Structuring:																								
Foc. of top.	4	2	2		8	8	1	6	4	7	42	4				3	1		10	1	9	28		
Listening			8	1	1			3	11	5	29										8	8		
Ask-Elab.	2	5	1		19	9	10	12	10	19	87	8	1	1	7	10	7	3	15	6	8	66		
Reflecting	2	2	8	5				2			19			5					6	1	3	15		
Participating	9	5	7		10			7	7	17	62		2		7		5	5	2	3	18	42		
Advising	1				10	12		3	2	4	32	5	2			8		1	4	1	4	25		
Rejecting					5	1		1			7							1		2	5	8		
Tutoring					9	9		3			21					3			10			13		
Unclass.	2									1	3													
Total											545											427		
Cumulative No. of Diff. Sub-roles Played Minus Un- classifiable	12	9	10	4	13	11	8	13	11	12	15	9	8	4	7	8	9	9	11	11	13	15		
No. of sub-role Units Played	51	23	43	8	100	60	37	55	62	106	545	33	18	9	35	40	39	30	68	33	122	427		

between the total group ($N = 20$ counselors) and another group of twenty counselors instead of between the two groups of ten counselors each.

The Standard Error of Estimate was computed for the distribution in Table IV and found to be 4.78. This enables us to indicate the degree to which the predicted frequencies in other comparable groups might fail to correspond to the actual frequency values obtained here. An inspection of Table IV (see page 91) indicates that most of the scores obtained from the sample of twenty counselors in this study are significantly different from each other. We can say with some assurance that the rank order of frequency obtained there would, in great part, hold true for another comparable group.

C. PATTERN SIMILARITY OF SUB-ROLES USED

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

Counselor Consistency in Going from Client to Client

Does counselor consistency in going from client to client affect his use of sub-roles? How does the sub-role pattern of individual counselors with one client compare to his sub-role pattern with another client?

Recently, research designs have created the need for the mathematical treatment of the matching of patterns for agreement or disagreement. Because of the nature of the question posed above, a

statistic was required which would tell us something about the extent of agreement of the pattern used with Client A with the pattern used with Client B, in terms of some over-all index of the deviations of the two patterns with respect to the frequency of sub-roles used in each category.

Cattell (19) states that the Chi-square statistic suggests itself but is actually not suitable because it gives only a measure of departure of agreement from chance, whereas what is needed is a statistic that is quantitatively more similar to the correlation coefficient. Since an index with properties similar to those of the correlation coefficient is desired, the Pattern Similarity Index, which is referred to as r_p , was utilized for the results obtained in this section (19, p. 279). In brief, the r_p index operates upon data which have first been converted into standard scores with respect to each element or dimension of the pattern in order to give equal weight to each of the variables. It thus operates on the individual difference of the two patterns with respect to each and every category, and expresses the result in terms of some distribution expected from chance alone (19).

Whereas the correlation coefficient reflects a relationship, the coefficient of pattern similarity reflects a relationship in terms of two aspects of pattern: that is, it reflects not only the degree of relationship between comparable cells in the two distributions, but also the relationship between cells in the same distribution. Cattell states that the r_p can be interpreted as a correlation coefficient. However, we must be cautious in interpreting the r_p in the

same manner as the Pearson Product Correlation, for though the distributions of r_p and r are similar, the r_p yields fewer negative values than r (19, p. 291). Cattell states:

There is some predominance of positive coefficients, probably due to a real tendency of culture patterns, but otherwise the coefficients (r_p 's) manifest a general distribution sufficiently similar to that of ordinary coefficients to suggest that r_p 's may be considered in practical matters to have approximately similar significance. (19, p. 293)

It might also be noted that in a distribution of r_p 's for a sample of 2278 culture pattern comparisons, Cattell obtained few high positive coefficients (19, pp. 290-292). It may be that fewer high positive r_p 's are actually obtained than with the usual correlation coefficient.

Tables VII through XXVI present the type and frequency of sub-roles used by the individual counselors with each of the clients he counseled. In some cases the number of interviews with a client was so small, i.e., only one interview, that the sample was felt to be inadequate and r_p 's with this client will be omitted in the discussion. Where the counselors had counseled with three clients, all three comparisons between clients were made, but his median r_p is used as indicative of that counselor's consistency.

TABLE VII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR B1 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR B1

<u>Clt.</u>	<u>Number Inter.</u>	<u>Fr.</u>	<u>Inf.</u>		<u>Inf.</u>		<u>Adm.</u>		<u>Foc.</u>		<u>Ask</u>					
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
1	3	1	1	1	6	0	2	2	1	7	4	0	2	2	0	0
3	3	0	2	1	10	0	2	0	3	4	6	0	5	0	0	0

rp = .60

TABLE VIII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR D1 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR D1

Clt.	Number Inter.	Fr.	Inf.		Inf.		Adm.		Foc.		Ask					
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
1	10	7	1	3	0	0	7	4	7	3	14	0	13	4	0	0
2	4	6	4	0	6	0	1	1	0	2	3	0	1	0	0	0
3	3	1	1	0	4	3	3	1	0	0	2	0	3	0	0	0

$$r_{p12} = .05$$

$$r_{p13} = .14$$

$$Mdn. = .14$$

$$r_{p23} = .26$$

TABLE IX

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR Pr WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR Pr

<u>Clt.</u>	<u>Number Inter.</u>	Fr.	Inf.		Inf.		Adm.		Foc.		Ask					
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
2	4	4	1	0	3	0	3	4	0	0	5	0	6	0	0	0
3	2	0	1	0	2	0	1	2	0	0	2	0	1	0	0	0

$$r_p = .55$$

TABLE X

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR R₁ WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR R₁

<u>Clt.</u>	<u>Number Inter.</u>	Fr.	Inf.	Inf.	Adm.	Poc.	Ask	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.									
1	2	3	0	0	2	0	1	1	0	0	2	0	2	0	0	0
2	2	4	1	0	1	2	1	3	1	0	4	0	2	0	0	0
3	2	1	1	0	2	0	1	2	0	0	1	0	1	0	0	0

$$r_{p_{12}} = .62$$

$$r_{p_{13}} = .52$$

$$Mdn. = .52$$

$$r_{p_{23}} = .39$$

TABLE XI

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR Sh WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR Sh

		Fr.	Inf.		Inf.		Adm.		Foc.		Ask					
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
Clt.	Number Inter.															
1	3	0	0	5	1	1	2	2	0	0	7	0	0	0	0	0
2	2	0	0	1	3	1	1	2	1	0	1	0	0	0	0	0
3	2	1	0	0	2	1	1	2	0	0	2	0	0	0	0	0

$$r_{p12} = .21$$

$$r_{p13} = .32$$

$$Mdn. = .32$$

$$r_{p23} = .61$$

TABLE XII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR Ya WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR Ya

<u>Clt.</u>	<u>Number Inter.</u>	<u>Fr.</u>	<u>Inf.</u>		<u>Inf.</u>		<u>Adm.</u>		<u>Foc.</u>		<u>Ask</u>					
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
1	2	1	0	0	1	0	1	0	4	0	5	0	0	4	0	0
2	2	2	1	1	6	0	2	1	0	0	3	0	0	1	0	0

$$r_p = .19$$

TABLE XIII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR Dk WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR Dk

Clt.	Number Inter.	Fr.	Inf.		Inf.	Adm.		Foc.	Ask							
		Disc.	Gath.	Dia.	Giv. Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.	
33661	1	1	0	0	1	0	0	1	0	0	0	2	3	0	0	0
41711	2	0	0	3	0	0	2	1	2	0	5	0	2	0	0	0

r_p not computed

TABLE XIV

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR D WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR D

Clt.	Number Inter.	Fr.	Inf.		Inf.	Adm.		Foc.	Ask							
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
38728	2	1	2	0	3	0	2	1	0	0	1	0	1	0	1	0
33728	3	2	1	0	4	0	4	0	0	0	2	0	4	1	0	0

$$r_p = .53$$

TABLE XV

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR A WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR A

Clt.	Number Inter.	Fr.	Inf.		Inf.	Adm.		Foc.		Ask						
		Disc.	Gath.	Dia.	Giv. Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.	
38761	3	0	7	0	7	0	0	1	0	0	1	0	0	0	0	0
38700	4	4	2	0	5	0	3	0	2	0	2	0	3	2	0	0
38740	12	10	3	7	6	0	8	4	7	8	5	3	15	2	5	0

$$r_{p_{12}} = .26$$

$$r_{p_{13}} = -.08 \quad \text{Mdn.} = .26$$

$$r_{p_{23}} = .30$$

TABLE XVI

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR C WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR C

Clt.	Number Inter.	Fr.	Inf.		Inf.		Adm.		Foc.		Ask					
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
38705	6	5	3	3	1	1	3	2	0	0	1	1	3	0	0	0
38850	7	4	3	1	0	1	4	0	4	0	1	1	6	1	0	0

$$r_p = .67$$

TABLE XVII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR B WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR B

<u>Clt.</u>	<u>Number</u> <u>Inter.</u>	<u>Fr.</u>	<u>Inf.</u>		<u>Inf.</u>		<u>Adm.</u>		<u>Foc.</u>		<u>Ask</u>					
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
38715	2	0	2	0	3	0	1	1	0	0	0	0	1	0	0	0
38967	2	2	0	0	3	0	1	0	0	0	1	0	2	1	0	0

$$r_p = .34$$

TABLE XVIII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR F1 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR F1

<u>Clt.</u>	<u>Number Inter.</u>	<u>Fr.</u>	<u>Inf.</u>	<u>Inf.</u>	<u>Adm.</u>	<u>Foc.</u>	<u>Ask</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>									
F1-1	8	0	2	0	4	0	1	3	5	0	10	5	0	0	0	7
F1-2	7	0	0	0	5	4	1	1	5	0	5	1	2	4	0	3

$$r_p = .37$$

TABLE XIX

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR F2 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR F2

<u>Clt.</u>	<u>Number</u> <u>Inter.</u>	<u>Fr.</u>	<u>Inf.</u>	<u>Inf.</u>	<u>Adm.</u>	<u>Foc.</u>	<u>Ask</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>									
F2-2	2	2	1	1	3	0	1	0	1	0	3	0	0	2	0	1
F2-3	6	4	3	0	2	2	2	0	7	0	6	0	0	10	1	8

$$r_p = .52$$

TABLE XX

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR F3 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR F3

Clt.	Number Inter.	Fr.	Inf.		Inf.	Adm.		Foc.	Ask							
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
F3-3	4	2	0	0	3	5	2	0	3	1	5	0	5	1	1	2
F3-4	4	3	0	0	2	0	0	1	3	2	7	2	2	2	0	1

$$r_p = .37$$

TABLE XXI

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR F4 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR F4

<u>Clt.</u>	<u>Number Inter.</u>	<u>Fr.</u>	<u>Inf.</u>	<u>Inf.</u>	<u>Adm.</u>	<u>Foc.</u>	<u>Ask</u>									
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
F4-4	4	7	0	0	4	1	0	0	1	0	8	0	0	6	0	1
F4-5	2	1	1	0	1	1	0	0	2	0	2	0	0	2	0	2

$$r_p = .42$$

TABLE XXII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR F5 WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR F5

<u>Clt.</u>	<u>Number Inter.</u>	<u>Fr.</u>	<u>Inf.</u>		<u>Inf.</u>		<u>Adm.</u>		<u>Foc.</u>		<u>Ask</u>					
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Refl.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
F5-5	8	5	0	0	6	4	1	0	3	0	11	0	7	5	1	5
F5-6	8	6	2	0	7	2	1	2	5	1	7	0	3	4	4	4
F5-7	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0

$$r_{p56} = .61$$

(r_p for other not computed because of only one interview in seven)

TABLE XXIII

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR A WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR A

		Fr.	Inf.		Inf.		Adm.		Foc.		Ask					
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
<u>Clt.</u>	<u>Number</u> <u>Inter.</u>															
15688	3	1	1	0	2	0	1	0	0	0	2	1	2	0	0	0
17967	1	1	1	0	0	0	1	1	1	0	1	0	0	0	0	0
18253	1	3	1	3	0	0	1	2	0	0	3	0	1	1	2	0

No r_p 's computed because of one interview in 17967 and 18253.

TABLE XXIV

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR B WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR B

<u>Clt.</u>	<u>Number Inter.</u>	Fr.	Inf.		Inf.	Adm.		Foc.		Ask						
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Adv.	Rej.	Tutor.
18045	4	2	2	1	0	0	2	5	1	2	0	3	3	0	0	0
17905	3	1	0	0	0	0	3	1	1	6	1	5	4	0	0	0

$$r_p = .30$$

TABLE XXV

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR X WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR X

<u>Clt.</u>	<u>Number Inter.</u>	<u>Fr.</u>	<u>Inf.</u>		<u>Inf.</u>		<u>Adm.</u>		<u>Foc.</u>		<u>Ask</u>					
		<u>Disc.</u>	<u>Gath.</u>	<u>Dia.</u>	<u>Giv.</u>	<u>Sup.</u>	<u>Arr.</u>	<u>Relat.</u>	<u>Topic</u>	<u>List.</u>	<u>Elab.</u>	<u>Ref.</u>	<u>Part.</u>	<u>Adv.</u>	<u>Rej.</u>	<u>Tutor.</u>
LEE	1	0	0	0	0	0	0	1	0	0	1	2	0	0	0	0
WILL	3	0	0	0	0	0	2	0	0	0	0	3	0	0	0	0

r_p not computed.

TABLE XXVI

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELOR Y WITH
EACH OF THE CLIENTS HE HAS COUNSELED

SUB-ROLES UTILIZED BY COUNSELOR Y

<u>Clt.</u>	<u>Number Inter.</u>	Fr.	Inf.		Inf.		Adm.		Foc.		Ask					
		Disc.	Gath.	Dia.	Giv.	Sup.	Arr.	Relat.	Topic	List.	Elab.	Ref.	Part.	Adv.	Rej.	Tutor.
FOH	2	0	0	0	0	0	1	1	0	0	0	2	0	0	0	0
PIR	3	0	0	0	0	0	0	0	0	1	0	3	0	0	0	0

$$r_p = .66$$

The distribution of r_p 's is shown in Table XXVII below. It will be noted that the r_p distribution range from .14 to .67 with the median occurring at .42. It is also interesting to note the large "break" occurring between the r_p values .42 and .52.

TABLE XXVII

THE DISTRIBUTION OF THE PATTERN SIMILARITY INDICES (r_p)
BETWEEN CLIENTS FOR EACH COUNSELOR WITH AN ADEQUATE
SAMPLE OF SUB-ROLES FOR THE CLIENTS HE HAS COUNSELED

r_p	School	Number Interviews	Number Sub-Roles
.67	Minnesota	13	49
.66	Chicago	5	8
.61	Ohio State	16	96
.60	Missouri	6	62
.55	Missouri	6	35
.53	Minnesota	5	30
.52	Missouri	6	20
.52	Ohio State	8	60
Mdn.----- .42	Ohio State	6	40
.37	Ohio State	15	68
.37	Ohio State	8	55
.34	Minnesota	4	18
.32	Missouri	5	27
.30	Michigan	7	43
.26	Minnesota	15	99
.19	Missouri	4	33
.14	Missouri	13	81

An inspection of the Pattern Similarity Indices (r_p) reveals that counselors, in general, are fairly consistent in their use of sub-roles in counseling with different clients (the median is .42). It is interesting to note some of the factors which may have caused the relationships between the patterns of sub-roles occurring as they did. Why are some counselors more consistent than others? Does the rather

large "break" in r_p 's between .42 and .52 mean anything?

First, let us explain reasons for the rather large "break" occurring between the top and bottom r_p coefficients. We can only speculate about some of the contributing factors which may have determined this type of grouping. This may be an accidental "break" or perhaps certain counselors tend to be consistent in their use of sub-role patterns, while other counselors tend to vary their pattern of sub-roles in going from client to client.

It might be that counseling center differences tend to contribute to the relationships between the sub-role patterns. Inspection of Table XXVII (page 135), however, shows that the pattern similarity profiles of counselors are not grouped according to the different "school"; rather, different counselors from the same counseling centers vary considerably in sub-role pattern consistency. Consistency, itself, may be a variable differentiating between counselors; what causes consistency or inconsistency? Is it an important contributing variable? We simply do not know. Future research is needed not only to clarify those variables which seemingly affect relationships between sub-role pattern use, but also to determine more accurately the sub-role patterns of counselors.

Pattern similarity depends, in part, on the frequency of the sub-roles being played; however, when sub-roles from only a few interviews are available, many zero cells occur and small differences in frequency lower the relationship. Initially, it seemed that the differences in the total number of interviews occurring with the different clients (for each counselor) was an important factor in determining the direction

of the relationship of pattern similarity. Another factor, apparently determining the relationship, was thought to be the time-element, that is, the length of the interview. This might influence the counselor's opportunity of not only playing a certain number of sub-roles, but also the number of times he played them. Since frequency of the sub-roles played is, in part, a function of both the number and length-in-time of the conferences, it was interesting to speculate what the results would have been had these two variables been held constant. The writer's own guess was that the Pattern Similarity Index of sub-roles would have been greater than the results obtained.

Inspection of Table XXVII shows the number of interviews and the number of sub-roles played for each counselor with the clients he has counseled. Note, however, that both the number of interviews and the frequency of sub-roles played are quite similar in the two groups "above" and "below" the median r_p . Medians were computed for both the number of interviews which had occurred and for the number of sub-roles played for both groups "above" and "below" the median correlation; these were found to be 6 and 7 respectively for the interview variable, and 42 and 43 for the number of sub-roles played.

It appears, therefore, that school, the total number of interviews occurring with the different clients and the number of sub-roles played are not too important in determining the direction of the relationship of pattern similarity. Actually, any differences which may be determining factors are unknown at the present time. It may be, however, that differences are due to a basic counseling philosophy; in any event, research is needed to investigate those variables which

tend to affect relationships of pattern similarity.

However, one important factor contributing to the degree of relationship between patterns of sub-role similarity is the lack of variability in the scores found in the cells. While computing the r_p statistic, it was noted that even though the frequencies in the individual cells for the clients being compared were quite similar, the over-all distribution of the frequencies caused great variability in the standard scores which in turn influenced the r_p statistic. With a restricted range of scores, the standard scores varied with small numerical differences, thus giving lower r_p 's than if we had had a greater amount of variability in the scores themselves. Inspection of Tables VII through XXVI reveals that in many cases, the range of scores between the different clients were of a restricted range. Had the scores been of greater range, the r_p 's might have been significantly greater. It might well be that future research on counselor consistency in going from client to client should direct itself toward obtaining an even larger sample of interviews in order to obtain a more adequate number of counselor sub-roles with each client.

Sub-role Patterns Used by Different Counselors

What is the pattern of use by different counselors? Do these patterns differ or are they similar? Table XXVIII presents the type and frequency of sub-roles used by each of the twenty counselors for their total of clients. The data from this table was used to compute the r_p indices between the counselors used in the present study.

TABLE XXVIII

SUB-ROLES USED BY 20 COUNSELORS (FROM 5 COLLEGES) WITH 46 CLIENTS
IN 165 INTERVIEWS

School	Mo.							Minn.				OSU						Mich.		Chi.		Total All
Counselor	Bl	Di	Pr	Ru	Sh	Ya	Dk	D	A	C	B	F1	F2	F3	F4	F5	A	B	X	Y	Counselors	
No. Clients	2	3	2	3	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2		
No. Interviews	6	17	6	6	7	4	3	5	19	13	4	15	8	8	6	17	5	7	4	5		
Sub-roles																						
Friendly Disc.	1	14	4	8	1	3	1	3	14	9	2		6	5	8	12	5	3			99	
Inform. Gath.	3	6	2	2		1		3	12	6	2	2	4		1	2	3	2			51	
Diagnosing	2	3			6	1	3		7	4			1					1			28	
Inform. Giv.	16	10	5	5	6	7	1	7	18	1	6	9	5	5	5	13	5				124	
Supporting		3		2	3					2		4	2	5	2	6					29	
Structuring:																						
Admin. Arr.	4	11	4	3	4	3	2	6	11	7	2	2	3	2		3	3	5	2	1	78	
Relation.	2	6	6	6	6	1	2	1	5	2	1	4		1		2	3	6	1	1	56	
Focus. Topic	4	7		1	1	4	2		9	4		10	8	6	3	8	1	2			70	
Listening	11	5							8					3		1		8		1	37	
Asking Elab.	10	19	7	7	10	8	5	3	8	2	1	15	9	12	10	19	6	1	1		153	
Reflecting							2		3	2		6		2			1	8	5	5	34	
Particip.	7	17	7	5			5	5	18	9	2	2		7		10	3	7			104	
Advising	2	4				5		1	4	1	2	4	12	3	8	10	1				57	
Rejecting								1	5				1	1		5	2				15	
Tutoring												10	9	3	3	9					34	
Unclass.		1								2											3	

(Table continued on next page)

TABLE XXVIII--Continued

School Counselor	Mo.								Minn.				OSU					Mich.		Chi.		Total All Counselors
	Bl	Di	Pr	Ru	Sh	Ya	Dk	D	A	C	B	F1	F2	F3	F4	F5	A	B	X	Y		
No. Clients	2	3	2	3	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2		
No. Interviews	6	17	6	6	7	4	3	5	19	13	4	15	8	8	6	17	5	7	4	5		
No. S-R Units	62	106	35	39	37	33	23	30	122	51	18	68	60	55	40	100	33	43	9	8	972	
Ave. per interview	10.3	6.3	5.8	6.5	5.3	8.3	7.7	6.0	6.4	3.9	4.5	4.6	7.5	6.9	6.7	5.9	6.6	6.1	2.3	1.6	5.9	
Diff. S-R used	11	12	7	9	8	9	9	9	13	12	8	11	11	13	8	13	11	10	4	4	15	

Table XXIX presents the intercorrelations among the twenty counselors, comprising a total of 190 such r_p 's computed.

The intercorrelations range from $-.25$ to $.88$, with the Median centering at $.22$. The data suggest that there is some relationship existing between counselors in their use of sub-role patterns. However, individual counselors have a tendency to differ more in their use of sub-role patterns than do individual counselors in moving from client to client (the Median r_p was $.42$ for the latter). It is interesting to note that a total of forty-six negative profile correlations occurred. It would appear, then, that counselors have a tendency to make use mostly of differing patterns of sub-roles while counseling with college students. One possible reason for similarities and differences manifested in the use of sub-roles by different counselors may be the differing characteristics of the counseling centers, e.g., kinds of clients, training emphasis, etc. Let us look at some factors which possibly determine this similarity or the lack of it.

1. Patterns of Sub-roles and Different Counseling Centers. Do the various counseling centers influence the patterning of the sub-roles played by counselors? Are there differences emphasized in the counselor training programs which might affect the patterning of the sub-role repertoire?

Indication of the effects of counseling centers is found in the results of Table XXIX. Here the r_p 's between counselors within a "center" are enclosed by a triangular heavy line; these r_p 's indicate

TABLE XXIX

THE CORRELATION PROFILE MATRIX (R_p) BETWEEN TWENTY COUNSELORS INDICATING A
PATTERN SIMILARITY INDEX FOR THE TYPE AND FREQUENCY OF SUB-ROLES PLAYED

	Bl	Di	Pr	Ru	Sh	Ya	Dk	D	A	C	B	F1	F2	F3	F4	F5	A _M	B _M	X	Y
Bl	x	.36	.28	.18	.24	.37	.26	.39	.44	-.14	.51	.17	.00	.39	.11	.24	.28	.03	.09	-.10
Di		x	.74	.70	.27	.37	.51	.51	.54	.55	.40	.15	.10	.59	.41	.52	.66	.10	-.08	-.01
Pr			x	.80	.36	.25	.50	.56	.44	.30	.44	.11	-.04	.36	.13	.32	.72	.19	-.03	-.10
Ru				x	.34	.28	.30	.40	.37	.39	.40	.09	.01	.36	.29	.39	.76	.03	-.03	-.13
Sh					x	.40	.34	.19	.03	-.06	.22	.27	.02	.22	.17	.18	.34	-.11	-.01	-.10
Ya						x	.14	.29	.22	-.05	.45	.43	.47	.40	.63	.56	.47	-.19	-.05	-.15
Dk							x	.25	.22	.44	.11	.28	-.07	.38	.03	.28	.25	.08	.10	.01
D								x	.67	.30	.75	.01	.06	.13	.08	.23	.58	.04	-.04	-.02
A									x	.44	.59	-.08	-.07	.12	.03	.15	.46	.08	-.12	-.09
C										x	.21	-.16	-.06	.04	-.03	.01	.21	.13	-.06	-.05
B											x	.25	.19	.17	.27	.34	.53	.02	.01	-.01
F1												x	.50	.47	.34	.43	.24	-.15	.05	-.00
F2													x	.24	.68	.45	.09	-.25	-.11	-.18
F3														x	.47	.72	.31	-.07	-.07	-.11
F4															x	.73	.34	-.21	-.07	-.15
F5																x	.44	-.19	-.16	-.21
A _M																	x	.04	-.03	-.10
B _M																		x	.31	.45
X																			x	.88
Y																				x

Mdn. = .22

that there is a higher relationship existing between the counselor's patterns of sub-roles within schools than between schools. Three schools have a large enough number of counselors in each sample to give reliable findings. The Median was computed for these constellations of r_p 's and found to be .36 for the Missouri group, .137 for the Minnesota group, and .48 for the Ohio State group.¹ On the other hand, the Median r_p between counselors of differing schools is only .13 (based on 153 r_p 's). Possibly one explanation is that each school attracts different types of problems, or the university's training emphasis affects the patterning of sub-roles played by the counselors. Since Cattell found the r_p 's tending toward the positive, the .13 of our distribution represents little or no similarity between schools.

Inspection of Table XXVIII shows that much of the similarity between counselors in a particular school is due to the frequency with which certain few sub-roles were played. For example, the Ohio State counselors were the only ones in the sample to make use of the Tutoring sub-role, playing it a total of thirty-four times. The Missouri group, on the other hand, never utilized the Reflecting sub-role, the Rejecting sub-role, nor the Tutoring sub-role. There was a tendency on their part to "hit" both the Information-Giving and Asking for Elaboration sub-roles. The Minnesota group of counselors, also, did not utilize the Tutoring sub-role, having the tendency, on the other hand, to play the Participating, the Friendly Discussion, and Structuring-Administrative

¹The number of counselors in both the Chicago and Michigan sample was too small to indicate any reliable findings. The correlation profile for the Chicago group of two counselors is .88 and for the Michigan group of two counselors is .04.

Arrangements sub-roles more often.

Part of the explanation for the similarity in the pattern of sub-roles among the counselors within certain "schools" may be the differing characteristics of the counseling centers themselves. The differences may be due not only to the different types of problems they attract or the emphasis placed on the philosophical and theoretical approaches to counseling which indirectly affect the counselor training programs, but also due to how the counseling program is set up, to the local reputation of the counseling center among the students using their services, and to the needs of the counselors in meeting the functions of the particular agency in which they are participating.

A reading of the typescripts indicated that different problems also tended to be treated more often in some of the centers. For example, Minnesota and Missouri emphasized vocational problems, Chicago emphasized adjustment problems, Ohio State treated study-skill problems predominantly, and Michigan treated vocational and emotional adjustment problems. The tendency for certain counseling centers to deal with particular kinds of problems may be due to the sub-role patterns which the counselors in the various counseling centers like to play, or it may be that the particular problems showing up determine the sub-role patterns. (A later section will discuss the relation of type of problem being presented to the sub-role pattern played by the counselor.)

It will be recalled above that the median r_p (see Table XXIX) between counselors at the different "schools" was rather low (.13), which seems to indicate that different counselors at the different counseling centers tend to be unrelated in their use of sub-role

patterns. However, it is also interesting to note that some counselors seem to be quite similar in sub-role pattern to counselors within other centers. Inspection of Table XXIX shows that Michigan Counselor A_M is quite similar in his sub-role pattern with several counselors from the Minnesota, Missouri, and Ohio State centers, e.g., he has r_p 's over .50 with Counselors Di, Pr, and Ru at Missouri, and with Counselors B and D at Minnesota. Counselor Di at Missouri also shows similarity to several counselors at other schools, e.g., his r_p 's are over .50 with Counselors D, A, and C at Minnesota, A_M at Michigan, and F3 and F5 at Ohio State. It might be that counselors who received their counselor-training at other centers would have the tendency for their sub-role pattern to be similar with counselors within that particular school. Di was a graduate student at Missouri, however, and we were unable to obtain any information concerning the training of Counselor A_M .

Inspection of Table XXIX also shows that three counselors (X, Y and B_M) in particular tended to differ completely in their use of the sub-role pattern from most all of the other nineteen counselors used in the sample. Again, we can only speculate as to some of the contributing factors: the differences may be due not only to the training-background and experience of the counselors, but also to the personality of the counselor himself. One of the most important variables in the counseling relationship is the personality of the counselor; students of counseling have long been aware of this, but few investigations are to be found in the literature that are directly concerned with this topic. Research is needed to investigate the relationship of certain personality characteristics to patterns of sub-roles used.

In general, however, the data seem to indicate that counselors within a particular center are more closely related in their use of sub-role patterns than they are with counselors from other counseling centers.

Table XXX summarizes the frequency and per cent with which the sub-roles occurred in each of the five counseling centers utilized in the present study. Inspection of the table shows that the counselors in only one school played the Tutoring sub-role; the Reflecting sub-role was played quite heavily by the counselors from another counseling center, e.g., more than three-fifths of the total number of sub-roles utilized. The Diagnosing sub-role, as well as the Supporting sub-role, was played by counselors in three of the five "centers" sampled; the Advising sub-role, on the other hand, was played most frequently by counselors in one particular school. The Friendly Discussion, Information Gathering, Information Giving, Participating, and Asking for Elaboration sub-roles were played by the counselors in four of the five "schools." The Administrative Arrangements and Relationship sub-roles were used quite frequently by the counselors in all of the schools sampled; the Focusing of Topic sub-role, on the other hand, was utilized more often by the counselors in two particular centers. The counselors from one "school," in particular, played a rather small number of sub-roles but played them more frequently than did the counselors from the other centers.

2. Range of Sub-roles Played by Counselors. Does the range of sub-roles played by counselors influence the sub-role pattern of

TABLE XXX

PER CENT AND FREQUENCY WITH WHICH SUB-ROLES OCCURRED IN EACH
COUNSELING CENTER FOR ALL COUNSELORS PER SCHOOL

SUB-ROLE	Counseling Center										TOTAL	
	Mo.		Minn.		O.S.U.		Mich.		Chic.			
	f	%	f	%	f	%	f	%	f	%	f	%
Friendly												
Discussion	31	10	29	12	31	9	8	11	0	0	99	10
Information												
Gathering	14	4	23	10	9	3	5	6	0	0	51	5
Diagnosing	12	4	14	6	1	0	1	1	0	0	28	3
Information												
Giving	49	16	33	14	37	12	5	6	0	0	124	13
Supporting	8	3	2	1	19	6	0	0	0	0	29	3
Structuring:												
Adm. Arrs.	29	9	28	11	10	3	8	11	3	17	78	8
Relationship	27	8	11	5	7	2	9	12	2	12	56	6
Focusing of												
topic	17	5	15	6	35	10	3	4	0	0	70	7
Listening	16	5	8	3	4	1	8	11	1	6	37	4
Asking for												
Elaboration	61	20	19	8	65	21	7	9	1	6	153	16
Reflecting	0	0	7	3	8	2	9	12	10	59	34	4
Participating	37	12	40	16	19	6	10	13	0	0	106	11
Advising	11	4	7	3	37	12	1	1	0	0	56	6
Rejecting	0	0	6	2	7	2	2	3	0	0	15	1
Tutoring	0	0	0	0	34	11	0	0	0	0	34	3
Total	312	100	242	100	323	100	76	100	17	100	970	100

counselors? Inspection of Table XXVIII (page 139) shows that two of the counselors used a rather narrow range of sub-roles (four each), while the other eighteen counselors made use of seven to thirteen sub-roles. No counselor in the sample played all of the fifteen listed sub-roles. Inspection of Table XXIX (page 142) shows that the two counselors (discussed above) who played a small range of sub-roles manifested a high degree of pattern similarity between themselves (the r_p coefficient was .88); at the same time, they showed either a very low or negative relationship in sub-role pattern similarity with the rest of the counselors used in the sample of the present study. Though a sample of two counselors is somewhat small to indicate any reliable findings, the differences which occurred in the range of sub-roles used may be related to the major variation in the sub-role patterns played between the counselors. From other evidence we know that counselors X and Y are non-directive in orientation. It may very well be that this orientation is an important factor in determining the limited range of sub-roles and the similarity pattern of sub-roles used. The next major section, RANGE OF SUB-ROLES, discusses more fully some questions concerning the range of sub-roles used by counselors; one question, in particular, concerns itself with the pattern of sub-roles played by counselors in relation to the range of sub-roles used.

Type of Problem Being Discussed and Sub-role Frequency

Is the frequency of sub-roles played by counselors related to the problem being discussed? Table XXXI presents the data showing the sub-roles the counselors played while certain types of problems were

TABLE XXXI

TYPE OF PROBLEM BEING DISCUSSED AND
THE SUB-ROLES THE COUNSELORS PLAYED

Sub-Role	Type of Problem							
	Adjustment				Test			
	N = 465				Interpre- tation			
	N = 52				Special			
	f	%	f	%	f	%	f	%
Friendly Discussion	7	2	3	1	2	5	86	44
Information Gathering	31	7	5	2	5	10	4	2
Diagnosing	24	5	3	1	3	7	0	0
Information Giving	61	13	33	13	25	49	6	3
Supporting	6	1	19	7	0	0	3	2
Structuring:								
Administrative								
Arrangements	5	1	2	1	0	0	69	35
Relationship	44	9	3	1	1	2	9	5
Focusing of topic	35	8	28	11	0	0	6	3
Listening	32	7	2	1	1	2	2	1
Asking for Elaboration	85	18	56	22	4	8	4	2
Reflecting	30	6	6	2	0	0	0	0
Participating	76	16	19	7	6	12	3	2
Advising	17	4	37	14	2	4	1	1
Rejecting	10	2	5	1	0	0	0	0
Tutoring	0	0	39	15	0	0	0	0
Unclassifiable	2				3		2	
Totals	465	100	260	100	52	100	195	100
Number of Different Sub-roles Played	14	93	15	100	9	60	11	73

being discussed. Inspection of this table indicates some associative trends and many of the combinations seem to be logical enough.

When talking with a client who presents an Adjustment problem, counselors in this sample frequently played (ten per cent or more) Asking for Elaboration, Participating, and Information Giving sub-roles. When discussing Skill problems, counselors predominately played (ten per cent or more) the Asking for Elaboration, the Tutoring, the Advising, the Information Giving, and the Focusing of Topic sub-roles. When interpreting tests, counselors overwhelmingly played (forty-eight per cent) the Information Giving sub-role and also the Participating and Information Gathering sub-roles. In Special situations, the counselors made overwhelming use (thirty-five per cent or more) of the Friendly Discussion and Administrative Arrangements sub-roles; that is, the counselors were usually arranging for testing, setting the times for the next interviews, structuring and answering special questions or just carrying on a social conversation.

The relationships in sub-role patterns for the differing types of problem can be shown by computing the Correlation Profile Statistic (r_p) between these columns in Table XXXI. The results are indicated in Table XXXII. In general, the obtained r_p 's indicate that there are significant differences in the sub-role patterns used by counselors in discussing different kinds of problems. Problems, therefore, become an important dimension when talking about the counseling process. There is a definite need for research to differentiate more clearly the types of problems being discussed in the counseling process.

Although sub-role patterns appear to differ for the kinds of

TABLE XXXII

THE CORRELATION PROFILE MATRIX (r_p) BETWEEN THE
TYPE OF PROBLEM DISCUSSED AND SUB-ROLE PATTERN

	Adjustment	Skill	Test Interpretation	Special
Adjustment	x	.26	.30	-.14
Skill		x	.14	-.15
Test Interpretation			x	-.07
Special				x

problems being discussed, the "patterns" tend to behave in a meaningful fashion within the particular problem presented; for example, inspection of the percentage columns in Table XXXI indicate that the Friendly Discussion and Administrative Arrangements sub-roles are played much more often in Special situations than in Adjustment, Skill, and Test Interpretation situations; also note that different sub-role combinations within a problem unit are utilized more often than between problems. For example, the Supporting and Administrative Arrangements sub-roles are not used in Test Administration situations, and the Tutoring, Rejecting, and Reflecting sub-roles are not played in either the Test Administration or Special situations. Analysis of Table XXXI (frequency columns) indicate that there are differences in sub-role patterns used.

The differences in frequency of certain sub-roles stand out quite prominently and constitute dominant factors in the differences between the sub-role patterns. For example, the Friendly Discussion and Administrative Arrangements sub-roles were used more frequently with Special problems than with the other kind of problems. On the other hand, the Information Giving sub-role was played forty-nine per cent of the time with Test Interpretation problems and only from three to thirty-three per cent with the other problems; the Asking for Elaboration and Reflecting sub-roles were used more frequently with both the Adjustment and Skill problems, while the Tutoring sub-role was used only with the Skill problem.

In summary, it seems that the kind of problem being discussed differentiates between the sub-role patterns that are played by

counselors; also indicated is the need for further research to discriminate more clearly between the types of problems that are usually presented during the counseling hour since the nature of the problem being discussed appears now to take on a more important aspect in the counseling process than heretofore suspected.

In summary of the data on the above major section, pattern similarity of sub-roles, the following conclusions are suggested:

- (1) counselors are fairly consistent in their use of sub-role patterns in counseling with different clients;
- (2) individual counselors have a tendency to differ more in their use of sub-role patterns than do individual counselors in moving from client to client;
- (3) counseling centers tend to influence the patterning of sub-roles played by counselors; counselors within a particular "school" are more closely related in their use of sub-role patterns than they are with counselors from other counseling centers;
- (4) counselors from different centers usually show almost no similarity in pattern;
- (5) the data suggest that the range of sub-roles played by the counselor may be related to the similarity of pattern of sub-roles used; and
- (6) the type of problem being discussed differentiates between the sub-role patterns that are played by counselors.

D. RANGE OF SUB-ROLES

In addition to studying the questions posed in the above sections which were concerned primarily with the reliability, the frequency, and the pattern of counselor sub-roles, this investigation will also study some questions concerning the range of sub-roles used by

counselors in counseling with college students. This section will present and discuss the data on the following topics: (1) The Range of Sub-roles Used by Counselors, (2) Factors Influencing Range, and (3) The Average Number of Sub-roles Per Interview Played by Counselors.

1. Range of Sub-roles Used by Counselors

What is the range of sub-roles used by different counselors? Inspection of Table XXVIII (page 139) shows that no counselor in the sample used in this study played all of the fifteen listed sub-roles; rather, the number of sub-roles played ranged from a total of four to thirteen, with the median occurring at 9.5 (63 per cent of the fifteen sub-roles). Because of the extent of the sample used in this study, each of the twenty counselors had a good opportunity to show his repertoire of sub-roles. It is interesting to note that seventeen of the twenty counselors typically played more than half of the sub-roles described in the checklist.

How does the sub-role range of individual counselors with one client compare to his sub-role range with another client? In other words, is a counselor consistent in the range he uses from client to client? A Pearsonian Correlation Coefficient was computed for the range of sub-roles used by the twenty counselors with each of two clients he had counseled. In those six instances where a counselor had a sample of three clients, the client with the least number of interviews was eliminated, as it was felt that the counselor did not have as good an opportunity to show his full range of sub-roles as with a client with a greater number of interviews. The obtained correlation coefficient was .76, which indicates that counselors are quite

consistent in their use of the number of kinds of sub-roles in going from client to client. It will be recalled also that counselors were fairly consistent in the use of sub-role patterns in counseling with different clients. These data seem to indicate that counselor consistency is also an important dimension when talking about the counseling process, and research is needed not only to clarify counselor consistency in regard to the use of sub-roles, but also to differentiate more clearly between the range and patterns of sub-roles which counselors apparently utilize while counseling.

Is the pattern of sub-roles utilized by counselors similar in the low, middle, and high range groups? The low, middle, and high range groups of sub-roles played was arbitrarily set at 4, 8-9, and 12-13 respectively because of "breaks" in the distribution (see Table XXVIII). The Correlation Profile Statistic (r_p) was computed between the pattern of the low, middle, and high range groups of counselors. The results are presented in Table XXXIII. In general, the obtained r_p 's indicate that the low range group of counselors differ significantly in sub-role patterns used from those counselors who use a middle or high range of sub-roles. The range of sub-roles, therefore, also becomes an important dimension when talking about the counseling process; there is a definite need for research to differentiate more clearly not only the number of sub-roles played, but also the effectiveness of the sub-role range in a counseling conference.

We can only speculate as to reasons for the differences occurring in the range of the sub-role repertoire; it may be that counselors only play certain sub-roles to the exclusion of others. Future research might

TABLE XXXIII

THE CORRELATION PROFILE MATRIX (r_p) BETWEEN THE LOW, MIDDLE,
AND HIGH RANGE GROUPS OF SUB-ROLES AND SUB-ROLE PATTERN

	Low Range	Middle Range	High Range
Low Range Sub-Roles	x	-.09	-.15
Middle Range Sub-Roles		x	.68
High Range Sub-Roles			x

well investigate these differences in the number of sub-roles played by different counselors. One possible cause for the differences in the number of sub-roles played may be the differing characteristics of the counseling centers from which the sample of counselors was selected. (It is interesting to note that two of the three counselors who played a smaller number of sub-roles from the larger number of sub-role categories were counselors located in one particular counseling center.) The differences may be due to the different types of problems presented by the clients, or to the local training emphasis which may indirectly affect the range of the sub-roles played. Other differences causing the range of counselor sub-roles played within a certain "center" may be due also to the organization and functions of the particular setting, its reputation among the students, and to the predilection of the counselors for favorite topics and methods.

Are differences in the range of sub-roles played related to interview outcome? If the range of sub-roles played is an important factor in the counseling process, then counselors may need to increase their repertoire; on the other hand, it may well be that a restricted repertoire of sub-roles is satisfactory, the claim being that a wide range of sub-roles may cause the counselor to move too fast, make mistakes in communications to the client and thus arouse resistance and confusion in the client. Research is needed in order to determine what factors influence the sub-role pattern that counselors play and how important the use of an extended repertoire of sub-roles might be.

2. Factors Influencing Range

What factors determine sub-role range? Are there differences between the various counseling centers which influence the range of sub-roles played? Is the type of problem being discussed related to the range of sub-roles played by the counselor? Do counselors prefer to play a definite range of sub-roles? These questions will be next discussed.

Do the various counseling centers influence the range of the sub-roles played? Inspection of Table XXXIV shows the different number of sub-roles used by the sample of counselors for each school in the present study. A Median was computed for each of the schools and found to be: Missouri--9.00; Minnesota--9.00; Ohio State--11.00; Michigan--10.50; and Chicago--4.00. The data suggest (with the exception of the Chicago sample) that the range of sub-roles utilized by counselors are not essentially differentiated by particular "centers." It is known, of course, that the "Chicago group" emphasizes a particular "brand" of counseling procedures (Rogerian therapy). Rogers would probably say that his method would lead to a limited range of sub-roles and would claim that a restricted range of sub-roles is satisfactory. It is also interesting to note in Table XXXIV (see last row) that the total number of sub-roles played by all of the counselors within each school are: Missouri--12; Minnesota--14; Ohio State--15; Michigan--13; and Chicago--5. Again, with the exception of the Chicago group, counseling centers tend to obtain a wide variety of sub-roles when their counselors counsel college students.

Is the type of problem being discussed related to the range of

TABLE XXXIV

THE TYPE AND FREQUENCY OF SUB-ROLES USED BY COUNSELORS IN EACH OF
THE COUNSELING CENTERS SAMPLED

Sub-Roles																
																No. Diff. Sub-roles
Missouri	Fr.	Inf.		Inf.		Adm.		Foc.		Ask						
Counselor	Disc.	Gath.	Diag.	Giv.	Supp.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Advis.	Reject.	Tutor.	Played
Bl	1	3	2	16	0	4	2	4	11	10	0	7	2	0	0	11
Di	14	6	3	10	3	11	6	7	5	19	0	17	4	0	0	12
Pr	4	2	0	5	0	4	6	0	0	7	0	7	0	0	0	7
Ru	8	2	0	5	2	3	6	1	0	7	0	5	0	0	0	9
Sh	1	0	6	6	3	4	6	1	0	10	0	0	0	0	0	8
Ya	3	1	1	7	0	3	1	4	0	8	0	0	5	0	0	9
Total	31	14	12	49	8	29	27	17	16	61	0	37	11	0	0	12
																Mdn. = 9

Sub-Roles																
Minnesota	Fr.	Inf.		Inf.		Adm.		Foc.		Ask						No. Diff.
Counselor	Disc.	Gath.	Diag.	Giv.	Supp.	Arr.	Relat.	Topic	List.	Elab.	Refl.	Part.	Advis.	Reject.	Tutor.	Sub-roles Played
Dk	1	0	3	1	0	2	2	2	0	5	2	5	0	0	0	9
D	3	3	0	7	0	6	1	0	0	3	0	5	1	1	0	9
A	14	12	7	18	0	11	5	9	8	8	3	18	4	5	0	13
C	9	6	4	1	2	7	2	4	0	2	2	9	1	0	0	12
B	2	2	0	6	0	2	1	0	0	1	0	2	2	0	0	8
Total	29	23	14	33	2	28	11	15	8	19	7	40	7	6	0	14
																Mdn. = 9

Table continued on next page

TABLE XXXIV--Continued

Sub-Roles

Ohio State Counselor	Fr. Disc.	Inf.		Inf. Giv.	Supp.	Adm.		Foc. Topic	List.	Ask		Part.	Advis.	Reject.	Tutor.	No. Diff. Sub-roles Played
		Gath.	Diag.			Arr.	Relat.			Elab.	Refl.					
F1	0	2	0	9	4	2	4	10	0	15	6	2	4	0	10	11
F2	6	4	1	5	2	3	0	8	0	9	0	0	12	1	9	11
F3	5	0	0	5	5	2	1	6	3	12	2	7	3	1	3	13
F4	8	1	0	5	2	0	0	3	0	10	0	0	8	0	3	8
F5	12	2	0	13	6	3	2	8	1	19	0	10	10	5	9	13
Total	31	9	1	37	19	10	7	35	4	65	8	19	37	7	34	15

Mdn. = 11

Sub-Roles

Michigan Counselor	Fr. Disc.	Inf.		Inf. Giv.	Supp.	Adm.		Foc. Topic	List.	Ask		Part.	Advis.	Reject.	Tutor.	No. Diff. Sub-roles Played
		Gath.	Diag.			Arr.	Relat.			Elab.	Refl.					
A	5	3	0	5	0	3	3	1	0	6	1	3	1	2	0	11
B	3	2	1	0	0	5	6	2	8	1	8	7	0	0	0	10
Total	8	5	1	5	0	8	9	3	8	7	9	10	1	2	0	13

Mdn. = 10.5

Sub-Roles

Chicago Counselor	Fr. Disc.	Inf.		Inf. Giv.	Supp.	Adm.		Foc. Topic	List.	Ask		Part.	Advis.	Reject.	Tutor.	No. Diff. Sub-roles Played
		Gath.	Diag.			Arr.	Relat.			Elab.	Refl.					
X	0	0	0	0	0	2	1	0	0	1	5	0	0	0	0	4
Y	0	0	0	0	0	1	1	0	1	0	5	0	0	0	0	4
Total	0	0	0	0	0	3	2	0	1	1	10	0	0	0	0	5

Mdn. = 4

sub-roles played by the counselor? Table XXXI (page 149) shows the kinds of sub-roles played by the counselors in this sample according to the type of problem discussed. The data suggest that the range of sub-roles played is not different between Skill and Adjustment problems, but the range is somewhat less in discussing Test Interpretation and Special problems. When talking with clients who have Adjustment or Skill problems, the counselors played 93 or 100 per cent of the sub-roles listed. When interpreting tests, counselors played 60 per cent of the sub-roles listed; in Special situations, the counselors utilized 73 per cent of the sub-roles. However, referring back to our earlier discussion of patterns, it can be said that the type of problem being discussed by the client affects counselor pattern of sub-roles more than it does the range of sub-roles played by the counselor.

Do counselors prefer to play a definite range of sub-roles? While the data indicate that counselors tend to be consistent in their use of sub-roles, do they desire to be consistent because they feel that it is "good" to do so? Any attempt to answer this question would be difficult to do and the brief discussion here is only of an exploratory nature. It may be that counselors play a certain number of sub-roles because of the type of counselor-training they have received and the type of counseling experience they have encountered; the results that counselors have had with certain clients in interview situations may be another factor which determines the range of sub-roles they prefer to play. The differences may be due to the philosophical and theoretical approaches to counseling which may indirectly affect the use of the sub-role range; or it may be that the personality of the

counselor himself is the important variable which determines the number of sub-roles he plays. Research is needed to investigate counselor characteristics in relation to the range of sub-roles played.

3. Number of Sub-roles Per Interview Played by Counselors

What is the typical number of sub-roles that a counselor uses in an interview? Inspection of Table XXVIII (page 139) shows that the average number of sub-roles per interview for these twenty counselors ranges from 1.6 to 10.3. The average for all counselors is 5.9 sub-roles per interview; the median is 6.2 sub-roles. It would be useful to try to determine the importance of the number of sub-roles played in any interview. However, this would be difficult to do and discussion here is only of an exploratory nature. First, do individual counselors utilize the same average number of sub-roles per interview as they work with different clients? A Pearsonian Correlation Coefficient Statistic was computed for the average number of sub-roles played by each of the twenty counselors with his different clients. The obtained correlation coefficient was .83 which indicates that counselors are quite consistent in the use of the average number of sub-roles in going from client to client; thus, the data in this section also lends support to the results obtained in previous sections that counselors, in general, have the tendency to be consistent in the use of sub-roles in counseling with different clients.

What affects the average number of sub-roles per interview? We can only speculate: perhaps some of the factors are habitual repertoire patterns, the personality and counseling background of the

particular counselor, the type of problem being discussed, or the orientation of a certain counseling center. Here, again, research is needed to investigate those factors which determine or influence the average number of sub-roles played by counselors while counseling with different clients.

It may be that some counselors try to use sub-roles for longer periods while others quickly jump from one sub-role to another; it may be that some counselors have no idea of the sub-roles they play or the sub-roles they should play. If there are such differences, we do not know if the number of sub-roles played in a typical interview influences interview outcome. Are counselors more effective while playing a larger number of sub-roles or does the utilization of a wide range of sub-roles in any one interview cause for confusion and misconception on the part of the clients? Is the counselor who uses a small number of sub-roles perceived by the client as being unproductive, rigid, consistent? Does the client perceive the counselor who uses a large number of sub-roles as being unpredictable, erratic, inconsistent? Research is needed to determine the importance of the number of sub-roles played during the conferences of the counseling sequence.

Table XXVIII (page 139) also indicates that the average number of sub-roles per interview differs not only for the different counselors "within schools," but also for counselors "between schools." This suggests that perhaps "different centers" is not as important a factor in determining the number of sub-roles played per interview as is the "human element." Research is definitely needed to investigate the personality characteristics of the counselor which may tend to be

related to the number or length of sub-roles played.

SUGGESTIONS FOR FURTHER RESEARCH

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

1. The present study suggests some need for more precise definitions of counselor sub-roles. In classifying the sub-roles in this study, the disagreements between the judges were somewhat systematic. That is, the patterns of errors in labeling indicate similarity in some of the sub-role units; for example, all fourteen disagreements of a third with two other judges occurred between the following pairs of sub-roles: Asking for Elaboration and Information Gathering, Participating and Information Gathering, Participating and Asking for Elaboration, and Friendly Discussion and Structuring. It would seem advisable that future research on sub-roles give more precise definitions to these sub-roles so as to make them as independent as possible.
2. The list of sub-roles used in this study may not be complete enough if applied to non-college populations or to non-counseling (as done with students) situations. Future research might give attention to locating and describing additional sub-roles that counselors play.
3. The various type of sub-roles played by counselors seem to occur with significantly different frequencies. Some of the factors which determine when a sub-role is played are: (a) the type of

problem being discussed; (b) the differing characteristics of counseling centers; (c) the time-sequence element of the counseling process; and (d) the predilection of counselors for certain types of sub-roles. Research should investigate additional factors influencing how often a sub-role occurs.

4. The trends reported in this study point out the variety of behavior that a counselor can use and therefore have implications for counselor-training programs. Establishing more definitely the repertoire of a counselor's sub-roles early in the training program might make it possible, if needed, to help him enlarge his repertoire of sub-roles. Research is needed to investigate the relation of certain personality characteristics of the counselor and of the client to the suitability of certain sub-roles.
5. There seem to be some contributing factors which determine the sub-role patterns of counselors. Research is needed to find what determines consistency-inconsistency patterns of sub-role use by different counselors in going from client to client.
6. There are significant differences in the sub-role patterns used by counselors in discussing different kinds of problems. Problems seem to be an important dimension when talking about the counseling process. There is definite research needed to differentiate more clearly the types of problems being discussed in the counseling process.
7. Differences occur in the range of the sub-role repertoire used; it may be that counselors only play certain sub-roles to the

exclusion of others. Some of the factors which contribute to the differences are: (a) the differing characteristics of the counseling centers; (b) the different types of problems presented by the clients; (c) the local training emphasis which may indirectly affect the range of the sub-roles played; (d) the organization and functions of a particular setting; and (e) the predilection of the counselors for favorite topics and methods. Future research might well further investigate these differences in the number of sub-roles played by different counselors.

8. The data in the present study suggest that the range of sub-roles played by the counselor may be an important factor in determining the similarity pattern of the sub-roles used; research is needed to determine the relation of the range and pattern of sub-roles used to the outcome of a counseling conference; research is also needed to investigate those factors which determine what sub-roles are needed that will be the most effective in a particular kind of counseling situation.
9. Are differences in the range of sub-roles played related to interview outcome? If the range of sub-roles played is an important factor in the counseling process, then counselors may need to increase their repertoire; on the other hand, it may well be that a restricted repertoire of sub-roles is satisfactory. Research is needed in order to determine what factors influence the sub-role pattern that counselors play and how important the use of an extended repertoire of sub-roles might be. Research is also needed to determine any characteristic differences between those counselors

who play a wide range of sub-roles and those counselors who manifest a narrow range of sub-roles.

10. Perhaps the most important emphasis of future research should be oriented toward validity investigations concerning the "success" of the counseling process; such investigations have been difficult because of the very nature of the criteria itself. It is obvious that the internal or immediate criteria, most commonly utilized, are merely assessments of a symptomatic nature and can not be regarded as corresponding to the delayed outcomes of an external evaluation. Research is needed to investigate the degree of correspondence between the reported behavior within the counseling situation and the actual behavior--external and foreign--to the structured interview situation.

SUMMARY

The following conclusions have been suggested by the data on the various questions concerning counselor sub-roles which have been discussed in this chapter.

Reliability

1. Judges can agree at a statistically significant level in locating transition points between counselor sub-roles.
2. Judges can agree at a statistically significant level when classifying sub-role units.
3. The results obtained in this section are comparable to those of Danskin.

Sub-role Frequency

1. All of the sub-roles defined occurred in the sample of 972 sub-roles studied. Some sub-roles occur significantly more often than other sub-roles. The Asking for Elaboration, Information Giving, Participating, Friendly Discussion, and Structuring sub-roles of Administrative Arrangements and Focusing of Topic were utilized most often by counselors in their conferences. The Supporting, Diagnosing, and Rejecting sub-roles were played the least by counselors in their interviews.
2. The extent of use of a counselor sub-role repertoire is usually determined early in the conference series regardless of the total length of the interview series.
3. Counselors, in general, have a tendency to stay within their repertoire of sub-roles once it has been established regardless of the particular client or of the change in the nature of the problems presented.
4. The sample of counselors used in this study is adequate to permit generalizations concerning the kinds and frequency of sub-roles used by counselors of college students. The frequency varies from 3 to 153 and the Standard Error of Estimate score was 4.78.

Pattern Similarity of Sub-roles

1. Counselors utilize a similar pattern of sub-role units with different clients even though clients in themselves differ and the nature of the problems presented are different. The median r_p was .42.

2. There is some similarity existing between counselors in their use of sub-role patterns (median r_p was .22); however, individual counselors have a tendency to differ more in the use of their sub-role patterns than do individual counselors in moving from client to client.
3. Counselors within a particular setting tend to use similar patterns of sub-roles (median r_p of .36, .37, and .48 for three centers).
4. Counselors at different centers tend to use different patterns (median r_p was .13) of sub-roles. However, some counselors are quite similar in sub-role pattern use to counselors within other counseling centers.
5. The frequency of the sub-roles played by counselors are related to the type of problem being discussed. The Asking for Elaboration, Participating, and Information Giving sub-roles are played frequently (10 per cent or more) when discussing an Adjustment problem; the Asking for Elaboration, Tutoring, Advising, Information Giving, and Focusing of Topic sub-roles are used predominately when discussing Skill problems (10 per cent or more); when interpreting tests, counselors overwhelmingly played (48 per cent) the Information Giving, Participating, and Information Gathering sub-roles; in Special situations, counselors made overwhelming use (33 per cent or more) of Friendly Discussion and Administrative Arrangements sub-roles.
6. There are significant differences in the sub-role patterns used by counselors in discussing different kinds of problems; that is,

the kind of problem being discussed tends to differentiate between the sub-role patterns that are played by counselors.

Range of Sub-roles

1. Counselors tend to play a fairly wide range of sub-roles; seventeen of the twenty counselors sampled in this study played more than sixty per cent of the fifteen sub-roles described in the checklist.
2. There are significant differences in the range of sub-roles used by counselors, e.g., four to thirteen.
3. Counselors are quite consistent in their use of the number of sub-roles in going from client to client ($r = .76$).
4. The data indicate that the group of counselors who used a low range of sub-roles differed significantly in sub-role patterns played from those groups of counselors who use a middle or high range of sub-roles.
5. The data suggest (with the exception of the Chicago sample) that the range of sub-roles utilized by counselors are not essentially differentiated by a particular "center."
6. The type of problem being discussed by the client seems to be somewhat related to the range of sub-roles played by counselors; however, the type of problem being presented by the client affects the counselor pattern of sub-roles more than it does the range of sub-roles played by the counselor.
7. The average number of sub-roles per interview range from 1.6 to 10.3 with an average of 5.9 sub-roles per interview for all counselors.

8. Counselors are quite consistent in the use of the average number of sub-roles in going from client to client ($r = .83$); this lends further support to the results obtained in previous sections that counselors, in general, have the tendency to be consistent in the use of sub-roles in counseling with different clients.
9. The data indicate that there are differences in the average number of sub-roles per interview not only for the different counselors "between schools," but also for counselors "within schools."

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction and Purpose of Study

Within the last fifty years, the term "counseling" has been applied to a wide range of activities to aid people. It has become more and more widely recognized as an area of professional practice and study. Also, counseling has branched out and become an important activity carried out in schools and universities, industry, government agencies and community services. The phenomenal growth of counseling functions indicates that there has been a considerable increase in the number of counseling facilities and personnel and that there is a continued demand for their services. Consequently, the widespread and somewhat differing use of counseling has made the term vague. Since new concepts in any growing specialty are involved, research in the area becomes a primary responsibility; however, knowledge about factors influencing the counseling interview and the processes within the interview are still limited. Continued research, therefore, needs to be conducted to make available more information about this counseling process and the effectiveness of what is done.

Prior to 1940 there had been very little research on the counseling interview. Only within the last ten to fifteen years have scientific studies on the counseling interview been carried out. Continued investigation on the counseling process may tell us if counseling is effective as a tool for use in the variety of settings

where it is being used.

Historically, the study of the counseling process and its effects on counselor behavior may be roughly divided into two periods. The earlier period was characterized by certain counselors who attempted to describe and to evaluate counseling on the basis of their own experiences as practicing counselors. After 1940, however, there began to appear reports of attempts to submit counseling to scientific study involving adequate controls.

One exception to the void of research efforts prior to 1940 which indirectly stimulated research in the use of counseling was the testing movement 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 the high school and in the colleges. The testing movement did not provide, however, for the direct evaluation and study of the counseling process itself; it did, however, augment interest in the area of counseling by helping provide tests as one method for gaining information which could be used in the interview. Within the last thirty years, tests have been used extensively as an aid to diagnosis and prediction.

In addition to the emphasis placed on diagnosis and prediction, scientific studies of the counseling interview generally have followed three major 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 major areas of (1) diagnosis, (2) treatment, and (3) communication are not separate discrete areas. They are all inter-related and knowledge in all three areas is necessary for good counseling. It is only as an aid to research that the three are studied somewhat independently.

One major group of investigators have been concerned principally with the dynamics of the interaction between the counselor and client, or as it has been referred to, as the social psychology of communication in the counseling interview. The research in this area has attempted to determine some of the conditions making for optimum communication between the counselor and client.

Nearly all the research on the interaction between counselor and client has been concerned with the analysis of verbatim transcriptions of counseling interviews. Following the pioneering methodological studies which indicated that counseling interviews could be quantitatively analyzed, research on the counseling process proceeded to study counselor behavior. At first the investigators in this area turned their attention to the analysis of single counselor remarks. Later research showed that counselors tended to vary their behavior when discussing different topics. Elton (33), for example, 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 to the client.

As later investigators became interested in more delayed effects of the counselor techniques, longer segments of the interview were studied. One of these longer units was the discussion topic, first used by Sherman (96). This new unit consisted of all consecutive counselor and client statements pertaining to the same topic, e.g., study skills, vocational problems, adjustment problems, etc. Following Sherman's study, other workers demonstrated that a counselor's behavior varies between discussion topics.

The relative effectiveness of larger units used in interview analysis was also studied by Muthard (71). He found that the use of the 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 such larger 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. Robinson (83) has suggested that the roles the counselors and clients assume as the interview progresses would be a worthwhile approach of furthering the study of counseling interviews.

As a result of this interest in the role factor during the progress of counseling, Danskin (27) attempted to see if the point at which a counselor changes from one role to another could be reliably identified and if the role played between these transition points could be reliably labeled. He found that counselors show a consistency in their behavior as they try to play one or another role. In brief,

he found that judges could agree on both location and classification of the roles that counselors play, and that these roles of the counselor are an important determiner of other dimensions of his behavior. However, since the sample of interviews used by Danskin was not large enough to provide normative information about the nature and range of counselor roles, the present study is concerned with providing more complete information as to the use and total range of subordinate roles used in student counseling and as to counselor differences in their use. Furthermore, we will be interested in the significance of some of these subordinate role characteristics.

Primarily, the major purpose of the present study is to determine by objective analysis a more thorough description of the characteristics of the nature and range of counselor sub-roles; involved is the analysis of several general sets of questions which are divided into four sections: (A) Reliability with which Various Counselor Sub-roles Can Be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-role Use Among College Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-roles; and (D) Data on the Questions Concerning the Range of Sub-roles Used by College Counselors.

Collection and Treatment of Data

Interviews. A total of 165 interviews from counseling centers at five universities are included in this study. These interviews were selected from a pool of over 300 interviews obtained from the

five universities and available at The Ohio State University. Included are the interviews by twenty experienced counselors from The University of Missouri, The University of Minnesota, The University of Chicago, The Ohio State University, and The University of Michigan. These university counseling centers vary both in counselor methods and client problems, and it was felt that the use of protocols from these five university counseling centers would permit for broader generalizations of the findings.

The total of 165 interviews held with forty-six clients provided an average sample for each counselor of about eight interviews with two or three clients. The entire series of interviews for each of the selected clients were analyzed in order to obtain more detailed information about the characteristics of the sub-roles used by the counselor which might otherwise typically occur in only one particular portion of the interview series. Hence, we could investigate more effectively the sub-role characteristics within the longitudinal sequence of the counseling process and thus establish the consistency or inconsistency of the characteristics of the sub-roles which the counselor uses.

The twenty counselors were selected on the basis that each had counseled with two or more clients with a total of four or more interviews. In this way, we are not only able to demonstrate the counselor's opportunity to show his full repertoire of sub-roles and the characteristics of those sub-roles, but also able to establish the reliability of the characteristics of the sub-roles of each counselor.

Checklist of Sub-roles. A checklist of sub-roles was developed by the writer to be used in classifying the sub-roles played by the counselor. Initially, the checklist of roles devised by Danskin (27) was studied and used as a basis in a small pilot study of five interviews. These interviews, selected at random, were analyzed in order to determine whether or not a further and more intensive investigation of additional counseling interviews would lead to the identification and description of additional sub-roles that counselors play in their conferences with college students. The analysis of this small sample of counseling interviews, plus a survey of the periodical literature on the techniques and methods of psychotherapy and counseling as currently used by professional therapists and counselors (32), plus "arm chair" considerations of the writer's personal counseling experiences, suggested not only the need for more precise definitions of counselor sub-roles, but also for additional sub-roles that counselors play.

Thirty interviews, not included in the final study, were then analyzed in a second preliminary study (six interviews each from the five counseling centers were used) and a tentative checklist of sub-roles were devised and described. This checklist was given to twelve experienced counselors in a variety of settings with instructions to describe what methods or forms of verbal behavior they would use to implement these sub-roles; in addition, they were requested to describe and name, if possible, any other definite sub-roles not described in the checklist, but which they felt were definite sub-roles used by the counselor during the counseling process. The results of this survey resulted in refinement and modification of the initial checklist

and a second checklist evolved. This classification schema was then presented to three advanced graduate students majoring in counseling psychology who were instructed to read two interviews from each of the five schools, with instructions to classify the sub-role played by the counselor and to make additional suggestions.

These ratings, plus suggestions from the judges, led to the final form of the checklist of counselor sub-roles and to the preparation of a manual which included: (1) descriptions of each sub-role; (2) instructions for locating transition points between counselor sub-roles; and (3) instructions for classifying the sub-roles. A copy of the final checklist (Rating Form #2 for Counselor Sub-roles) is found in Chapter III, page 66. Descriptions of the various sections of the checklist are found in the Manual of Instructions (see Appendix A).

Judges. The writer and one other person acted as judges for all of the sub-role ratings in this study. Both judges have had extensive counseling experience. For all of the ratings, two different judgments were made; in some instances, the judgments were made by the two different judges, while in others, the judgments were made by the same judge (the second rating being made with a minimum of three weeks apart). When a third judgment was needed, either one of the two judges was utilized.

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.

Ratings of another aspect of the interview were also needed for comparative purposes, i.e., the nature of the client's problem. These ratings were made by persons other than the three judges in this study. These other judges had had considerable training and experience in counseling and in rating interview protocols.

Obtaining the Data

Transition Point. In locating transition points, judges first read the Manual of Instructions prepared for this purpose (see Appendix A). The judges read each of the 165 interviews and designated the transition points for each interview on the Rating Form #1 for Counselor Sub-roles (see page 69), 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., two judges marking speech 40 and speech 42 was called agreement.

Counselor sub-roles. Approximately six weeks after locating transition points, the judges were asked to classify the sub-role played by the counselor in each sub-role unit. The judges first read the Manual of Instructions for the rating of counselor sub-roles

(Appendix A). The sub-role unit or units in each entire interview and in portions of each interview of the interview sample were rated; the judges used a separate checklist for each sub-role unit (see page for a copy of the checklist form). The interviews were rated in the same sequence as that used in locating transition points.

Nature of the Client's Problem. The type of problem being discussed in each sub-role unit was classified by judges according to the classification system of Adjustment, Skill, Test Interpretation, or Special problems (33).

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.

A. Conclusions Concerning Reliability

1. Judges can agree at a statistically significant level on the location of transition points between counselor sub-roles. In this sample of 165 interviews, two of the three judges agreed on 807 transition points. The percentage of agreements on these transition points was also determined for the different pairs of judges. The percentages of agreement for the combination of judges was 73 per cent, 82 per cent, and 53 per cent, the Median being at 73 per cent. To test the hypothesis of chance agreement occurring between the judges, the significance

of the differences between percentages was computed and found to be statistically significant beyond the .01 level.

2. Judges can agree in classifying the sub-roles played by counselors between transition points. In labeling a sample of 135 sub-role units, the two judges agreed 121 times; this represents 90.3 per cent agreement with a range from 71 to 100 per cent and is significant beyond the .001 level.
3. Such a list of counselor sub-roles can be used to point up the variety of behavior that a counselor uses. This would be quite useful in working with counselors-in-training who might be playing only one or two sub-roles, or who may have no idea of the sub-roles they should play. Previous supervision of counselors-in-training has often dealt with the kinds of techniques in specific speeches. However, sub-roles seem to give a much larger basis for making supervisory suggestions. Also, a list of counselor sub-roles makes it possible to determine the situations in which the various sub-roles might lead to optimum interview outcome; for example, certain sub-roles may be more appropriate while discussing one type of problem and the use of different sub-role units might lead to good outcomes while discussing another type of problem.

B. Conclusions Concerning Sub-role Frequency

1. Some sub-roles occur significantly more often than other sub-roles. The Asking for Elaboration, Information Giving, Participating, Friendly Discussion, and Structuring sub-roles of Administrative Arrangements and Focusing of Topic were

utilized most often by counselors in their conferences. This combination appears logical enough in that the counseling process is one in which there is a mutual understanding between counselor and client, and where a sharing of ideas is concerned with the ultimate aim of helping the client adjust more effectively to himself and to his environment. In general, however, all of the sub-roles, except for Rejecting, were used quite frequently by the counselors from the five counseling centers. The minimal use of this latter sub-role tends to corroborate present-day thinking in regard to counseling practice and philosophy.

2. The use of counselor sub-roles is usually determined early in the conference series regardless of the total length of the interview series. Counselors, in general, have a tendency to stay within their repertoire of sub-roles once it has been established regardless of the particular client or of the change in the nature of the problem presented. The cumulative number of counselor sub-roles recorded for each interview per client and treated collectively for the total number of clients recorded for each interview per client was plotted, and a visual analysis made of the resulting curves. The data indicate that a counselor's repertoire of sub-roles can usually be established when data are available from two or three clients with a sample from a total of four to eight interviews.
3. The sample of counselors used in this study is adequate to permit generalizations concerning the kinds and frequency of

sub-roles used by counselors of college students. A coefficient of correlation was computed in order to yield the coefficient of reliability of a group of one-half the length of the original sample. The result of the split-half reliability coefficient for the two groups of counselors is .896, which accounts for 80 per cent of the variance occurring. An estimate was made of the expected coefficient of reliability of a group had it been twice as large as either of the two groups; the Spearman-Brown "prophecy-formula" was computed and found to be .941. The Standard Error of Estimate was computed and found to be 4.78. The data indicate that most of the scores obtained from the sample of twenty counselors in this study are significantly different from one another.

G. Conclusions Concerning Pattern Similarity of Sub-roles

1. Counselors utilize a similar pattern of sub-role units with different clients even though clients in themselves differ and the nature of the problems presented are different. The Correlation Profile (r_p) computations reveal that counselors, in general, are fairly consistent in their use of sub-roles in counseling with different clients (the median r_p is .42).
2. There is some similarity existing between counselors in their use of sub-role patterns (median r_p was .22); however, individual counselors have a tendency to differ more in the use of their sub-role patterns than do individual counselors in moving from client to client.

3. Counselors "within" a particular counseling center tend to use similar patterns of sub-roles, that is, there is a higher relationship existing between the counselors' patterns of sub-roles within schools than between schools. The median r_p 's for three schools were .36, .37, and .48.
4. Counselors at different centers tend to use different patterns (median r_p was .13) of sub-roles. However, some counselors are quite similar in sub-role pattern use to counselors within other counseling centers.
5. The frequency of the sub-roles played by counselors is related to the type of problem being discussed. The Asking for Elaboration, Participating, and Information Giving sub-roles are played frequently (10 per cent or more) when discussing an Adjustment problem; the Asking for Elaboration, Tutoring, Advising, Information Giving, and Focusing of Topic sub-roles are used predominately (10 per cent or more) when discussing Skill problems. When interpreting tests, counselors overwhelmingly played the Information Giving (48 per cent), Participating, and Information Gathering sub-roles (10 per cent or more); in Special situations, counselors made overwhelming use (33 per cent or more) of Friendly Discussion and Administrative Arrangements sub-roles.
6. The r_p statistic shows that there are significant differences in the sub-role patterns used by counselors in discussing different kinds of problems. The r_p computations range from -.15 to .30. Indicated is the need for further research to discri-

minate more clearly between the types of problems that are usually presented during the counseling hour since the nature of the problem being discussed appears now to take on a more important aspect in the counseling process than heretofore suspected.

D. Conclusions Concerning Range of Sub-roles

1. Counselors tend to play a wide range of sub-roles; seventeen of the twenty counselors sampled in this study played more than 60 per cent of the fifteen sub-roles described in the checklist. No counselor used all of the fifteen listed sub-roles; rather, the number of sub-roles played ranged from a total of four to thirteen, with the median occurring at 9.5.
2. Counselors are quite consistent in their use of the number of kinds of sub-roles in going from client to client. The obtained correlation coefficient was .76; it will be recalled that counselors were also fairly consistent in the use of sub-role patterns in counseling with different clients. The data seem to indicate that counselor consistency is also an important dimension when talking about the counseling process, and research is needed to clarify the concept of counselor consistency.
3. Counselors who use a low range of sub-roles differ significantly in the sub-role pattern they manifest from those counselors who use a middle or high range of sub-roles. The low, middle, and high range groups of sub-roles played was arbitrarily set at 4, 8-9, 12-13 respectively because of

"breaks" in the distribution. The Correlation Profile statistic (r_p) was computed between the low, middle, and high range groups of counselors and the results indicate significant differences ($-.09$, $-.15$, and $.68$).

4. The data suggest that (with the exception of the Chicago sample) the range of sub-roles utilized by counselors are not essentially differentiated by particular "centers." The total number of sub-roles played by all of the counselors within each school are: Missouri--12; Minnesota--14; Ohio State--15; Michigan--13; and Chicago--5. With the exception of the Chicago group, counselors in counseling centers tend to use a wide variety of sub-roles while counseling college students.
5. The type of problem being discussed by the client seems to be somewhat related to the range of sub-roles played by all counselors; however, the range of sub-roles played is not differentiated between Skill and Adjustment problems. When talking with clients who have Adjustment or Skill problems, the counselors altogether played 93 or 100 per cent of the sub-roles listed. When interpreting tests, counselors together played 60 per cent of the sub-roles listed; in Special situations, the counselors altogether utilized 73 per cent of the sub-roles. In general, the type of problem being presented by the client seems to affect the counselor pattern of sub-roles more than it does the range of sub-roles played by the counselor.

6. Future research is needed to explore the relationship between the range of counselor sub-roles played and the outcome of the counseling conferences. Are there any characteristic differences between those counselors who play a wide range of sub-roles and those counselors who manifest a narrow range of sub-roles? Would such differences be determining factors in regard to the effectiveness of an interview?
7. The average number of sub-roles that a counselor uses per interview range from 1.6 to 10.3 with an average of 5.9 sub-roles played per interview for all counselors. Research is needed to determine the importance of the number of sub-roles played in any interview.
8. Counselors are quite consistent in their use of the number of sub-roles in going from client to client (the obtain correlation was .83); this lends further support to the results obtained in previous sections that counselors, in general, have the tendency to be consistent in the use of sub-roles in counseling with different clients.
9. The data indicate that there are differences in the average number of sub-roles per interview not only for the different counselors "within schools," but also for counselors "between schools." This suggests that perhaps "different centers" are not as important a factor in determining the differences in the number of sub-roles played. It may be the human element which is a more important determiner in the use of the number of sub-roles played. Research is definitely needed to investigate the effect of personality characteristics here.

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APPENDIX A
MANUAL OF INSTRUCTIONS
RATING COUNSELOR SUB-ROLES

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The major purpose of the present study is to determine by objective analysis a more thorough description of the characteristics of the nature and range of counselor sub-roles. More specifically, the several general sets of questions proposed will be divided into four sections and will be concerned with: (A) Reliability with which Various Counselor Sub-roles Can Be Inferred from Verbatim Transcriptions of Counseling Interviews; (B) Data on the Questions Concerning Frequency of Sub-role Use Among College Counselors; (C) Data on the Questions Concerning Pattern Similarity in Counselor Use of Sub-roles; and (D) Data on the Questions Concerning the Range of Sub-roles Used by College Counselors. In each section the pertinent data are presented and discussed.

In addition, the study will also be concerned with the data on those factors affecting sub-role frequency, sub-role pattern similarity, and sub-role range. These factors are: (1) Counselor Consistency in Going from Client to Client; (2) The Type of Problem Discussed; and (3) Differences in Counseling Center Orientation. Also, suggestions for further research which stem from the present study will be made. One such suggestion concerns itself with the following hypothesis (assumed to be empirically verifiable); the greater the range of sub-roles utilized by the counselor, the more effective he will be in aiding the client formulate possible solutions to the problem areas.

The general concept of role has been rather vague and poorly defined. It generally involves the assumption of a process of interaction or communication. In general, roles have commonly been described in broad terms, that is, a person's role may simply be that of a mother, a short-stop, a teacher, a counselor, etc., and most of the work with roles have dealt with these larger role units.

One appropriate definition of a role is: "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." Another definition states "that there is a predominant or central role that tends to be characteristic of the person, while other roles, while present, are organized in subordinate relationships: thus the role is the organization of habits and attitudes of the individual appropriate to a given position in a system of social relationships."

However, rather than dealing with these general broad rules, this research is interested in the subordinate roles which a counselor plays within the counseling interview, that is, what are the smaller or subsidiary roles a person assumes within his larger role as a counselor. The term sub-role will be used to mean this type of role. For example, while a client is explaining his problem, the counselor may function as a listener, or he may play a sub-role of helping the client with further elaboration. Then later on in the interview, the counselor may actually direct the client in practice on some skill. Then, if necessary, the counselor may later play a subsidiary role of giving the client some needed factual information.

Preliminary work has indicated that during segments of the interview, a counselor demonstrates a certain consistency in his behavior as he tries to play one or another sub-role. Initial research has indicated that such sub-roles do emerge in the interaction process of the counseling hour and can be described with the same formal characteristics as the traditional concept of roles.

In this study the term sub-role will refer to that adjudged general purpose or intent which a counselor has for a particular period in an interview in order to produce certain relationships with the client which he hopes will serve to facilitate the client's solving his problem. This general purpose affects the nature of the counselor's speeches and when this general purpose changes, the counselor's remarks similarly are altered in pattern. These purposes can be investigated through patterns of verbal behavior which counselors use within the counseling interview.

In rating the sub-roles, the judge needs to be aware of at least three different methods of describing a counselor or his behavior. (1) One can speak, in general terms, about the overall role of the counselor. In our particular culture, for example, a counselor is thought of as a person who helps individuals solve their problems, increase behavioral maturity, gain insights, make plans or decisions. (2) A counselor's behavior can also be described, especially for longer segments of the interview, as assuming sub-roles which change throughout the interview for the purpose of producing certain results in a particular situation at a given period of time. (3) A counselor's behavior, especially single responses, can

also be described in terms of the specific techniques he is using, for example, general leads, interpretation, clarification, tentative analysis, etc.

This research is interested in the second method of description, that is, the identification of the changing sub-roles within the interview.

The judges, therefore, will be asked to make the following ratings:

1. Locate the transition points between counselor sub-roles;
2. Label the sub-role being played.

The Transition Point

In considering the first rating, 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 client.

In the following example the counselor indicates that he is assuming a new sub-role at /// in Line 247. Previous discussion was concerned with the counselor giving factual information to the student.

243 Co. Because it's something you sort of work up into and there'd be nobody that could predict that you would be able to do that

Clt. Of course, I don't know if I'd like that job.... personnel manager.....I think it's kind of... it's a.....headache....I think I mean..... I mean.....it's always.....something going on and.....(laughs).....something....

244 Co. So many decisions having to be made.....

244 Clt. Yeah.....

245 Co. So many.....so much responsibility.....and so on.

245 Clt. Uh hu.

(Long pause)

Clt. I think that's about it.

246 Co. That's sort about it for today?

246 Clt. I think so.

247 Co. Uh hu.//Well, why don't you finish the testing then.....at your leisure.....

247 Clt. Uh hu.

248 Co. Do you think you might be able to do that within the next week.....

Of course, not every interview will have as definite transition points as the example given. It is quite possible that a counselor might play the same sub-role throughout the entire interview. Also, a counselor might gradually shift his sub-role so that 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 counselors speeches would be necessary to constitute and to identify a sub-role. Within one sub-role, such as "participating," a counselor may use varying speech techniques from acceptance remarks

to interpretation remarks, but there is an overriding purpose characteristic of all his remarks. In addition, if a counselor were playing one sub-role, such as "participating," and a client asked a specific 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 "participating." However, if the counselor continued to give the client information, or changed the purpose or intent or tone of his speeches in some way from that "participating," he would be playing a new sub-role.

However, it is quite possible that a single long counselor speech, in itself, might constitute a sub-role. Within one sub-role, such as "structuring," relationship, a counselor might utilize one long speech indicating his relationship to the client and the usual counseling procedure. For example, he might be informing the client that the counseling relationship is one in which both counselor and client have their distinct responsibilities and in which both work together in a kind of partnership arrangement. While the typescript shows only one long speech, the student has probably been nodding his head in acceptance so that a sub-role unit is indicated.

In another situation, a counselor may finish sub-role A. Then for one or two speeches he may be playing sub-role B, and then go on and play a long new sub-role C. This could either be rated as two sub-roles (A and C) or as three sub-roles (A, B, and C), depending upon the definiteness of the brief "in-between" sub-role B.

In rating, a judge should not confuse a counselor's sub-role

with the specific techniques used by the counselor. While an assumed sub-role will affect 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 one sub-role. The judge should not try to make every variation into a sub-role; neither should he see each counselor as playing only one sub-role. Check transition points where changes in sub-roles seem clear. If a section seems ambiguous, that is, seems to have differences and yet these variations are not clear, call it one sub-role and describe your reactions fully under "comments."

Materials to be Used

Verbatim transcripts of interviews from counseling centers of college students are used. Twenty counselors were selected from the counseling centers at Chicago, Missouri, Michigan, Ohio State, and Minnesota. The total of 165 interviews held with forty-six clients are to be analyzed. This will provide an average sample for each counselor of about eight interviews with two or three clients. The entire series of interviews for each of the selected clients will be analyzed in order to obtain more detailed information about the characteristics of sub-roles used by the counselor which might otherwise typically occur in only one particular portion of the interview series. Hence, we can investigate more effectively the

RATING FORM #1 FOR COUNSELOR SUB-ROLESIDENTIFYING DATA

SCHOOL _____ TOTAL NUMBER OF INTERVIEWS _____ RATER _____
COUNSELOR _____ INTERVIEW NUMBER _____
CLIENT _____ DATE _____

TRANSITION POINT

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RATING FORM #2 FOR COUNSELOR SUB-ROLESIDENTIFYING DATA

SCHOOL _____ TOTAL NUMBER OF INTERVIEWS _____ RATER _____
COUNSELOR _____ INTERVIEW NUMBER _____ DATE _____
CLIENT _____

TRANSITION POINT

NUMBER OF FIRST COUNSELOR SPEECH IN SUB-ROLE UNIT _____

NUMBER OF LAST COUNSELOR SPEECH IN SUB-ROLE UNIT _____

COUNSELOR SUB-ROLES

_____ FRIENDLY DISCUSSION	_____ LISTENING
_____ INFORMATION GATHERING	_____ ASKING FOR ELABORATION
_____ DIAGNOSING	_____ REFLECTING
_____ INFORMATION GIVING	_____ PARTICIPATING
_____ SUPPORTING	_____ ADVISING
_____ STRUCTURING	_____ REJECTING
_____ A. ADMINISTRATIVE ARRANGEMENTS	_____ TUTORING
_____ B. RELATIONSHIP	_____ UNCLASSIFIABLE
_____ C. FOCUSING OF TOPIC	_____ OTHER (ELABORATE BELOW)

COMMENTS:

sub-role characteristics within the longitudinal sequence of the counseling process and will be able to establish the consistency of the characteristics of sub-roles the counselor uses.

The twenty counselor utilized were selected on the basis that each had counseled with two or more clients with a total of four or more interviews.

Procedures

Two separate ratings will be made: (1) locating the transition points between the counselor sub-roles, and (2) labeling the counselor sub-roles. At the top 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 counselor code number, the client code number, the total number of interviews, the number of this particular interview, the rater's name and the date of the rating.

A. Locating Transition Points (use Rating Form #1 for Counselor-Sub-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 165 interviews.

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

1. Rating sheets will already have been filled out with the identifying data.

2. Read the indicated sub-role unit and check which phrase best describes the sub-role played. (See succeeding directions for definitions to follow.) Use a separate rating form for each sub-role unit.
3. When an interview has been completed, clip all of the separate rating sheets for that interview together. Check and see that all of the rating forms are properly labeled.

The following sections describe the sub-roles listed on the checklist and describe how to use the list.

Description of Counselor Sub-roles

1. The Friendly Discussion Sub-role. This sub-role is typified by counselor statements of friendly discussion with the client. Such statements are unrelated to the client's problems and are designed primarily to maintain a positive rapport with the client. In general, they are of a non-problem solving nature. The counselor and client appear to be carrying on a social conversation while getting seated or in leaving, or they may be just visiting at intervals during the process of the interview.

Example:

1. Co. Isn't it beautiful outside.....
1. Clt. Oh, yes....just hope it'll last now....for a while..
2. Co. (Laughs)
2. Clt. Of course this is the second day.....it's bound to rain tomorrow.....
3. Co. I think the radio did predict rain.
3. Clt. Of course....it's just what we need.....can really get started growing things out in the back yard.....
4. Co. Garden?

4. Clt. Yeah, trying to get a garden planted out in the back yard....last year, uh.....didn't do too well.....
5. Co. Well, perhaps you'll do much better this year....guess the weather really has a lot to do with it.

2. The Information Gathering Sub-role. In this sub-role the counselor statements are directed towards obtaining specific information about the client. Their purpose is to inform the counselor without particularly furthering the client's thinking. Usually the counselor asks quite specific questions that require the giving of a factual answer. The counselor may be filling out a questionnaire. Such counselor statements are aimed at obtaining a clearer picture of the client's background, feelings, complaints.

Example:

70. Clt. I want to do as much as I can....to really go ahead and do it, cause I don't want to be here wastin' my time or.....wastin' your time, or anybody else's time as far as that goes, cause, because it's been some time since I've been away from it all, and I dunno. It just seems funny to....get back in the swing.
71. Co. You were in the service, were you?
71. Clt. Yeah, I was, I was.....
72. Co. The ah.....what major do you have here?
72. Clt. Well, at the present time, I haven't quite decided any major at all.
73. Co. Mmm Hmmm.
73. Clt. I sort of thought this year I'd get what I want, why, I'd go ahead and see what major I want later.
74. Co. Ah, you're on.....ah, here on the G.I. bill and you're thought is.....you want a college...degree.
74. Clt. That's right.

75. Co. And ah....this is your first year, you're exploring around and then you will pick this thing....will pick up your major?

75. Clt. Yeah.....

76. Co. Well, I suppose, then,.....now, you're enrolled in the college.....

76. Clt. Yeah....and I.....

77. Co. How many hours do you have this quarter?

3. The Diagnosing Sub-role. In this sub-role the counselor's statements appear to be directed towards getting a thorough picture of the client's problem. The counselor is trying not only to understand what the client's problem is but also getting an idea of some of the causes. The counselor is drawing out information and/or ideas from the client. The counselor questions in order to make a judgment which will then determine the method for solving the problem. The client may for the moment be in the dark as to what is the meaning of the questions; such statements may also serve to aid the counselor in formulating tentative hypotheses concerning the client's basic difficulties and possibly lay the ground work for a concerted plan of attack.

Example:

23. Co. Your father wasn't a farmer, was he?

23. Clt. No, he dealt with the farmers.....

24. Co. I see. (Pause) His background, in turn, I suppose... was.....pretty strict, he was brought up in a strict.....atmosphere?

24. Clt. Well, I wouldn't say that. Well, as far as the..... customs and ideas...I think so....his father.....I didn't think was too aggressive or anything.....when

he took over the business why.....he had to do it the hard way, get out and do hard work.

25. Co. Uh hu. (Pause)

25. Clt. I suppose, I don't know...of....of course, I didn't know his dad very long, uh, why he died when I was 10 or so. But he was quite easy going and not too strict.

26. Co. Was he pretty enthusiastic about your athletics?

26. Clt. No, he had no policy.....he didn't except for football, he didn't like that. He didn't think I was quite tough enough for it, but he is a slave to work, he thrives on work.

27. Co. He drives himself pretty hard.

27. Clt. Yeah.....too hard.

28. Co. Pretty keen on education, too?

28. Clt. Oh, high school, anyway; he thinks it is a waste of time.....I don't know probably he does because it has taken me so darned long. I know he doesn't want anything to do with the army (laughs) so I guess he wants now to get in a job so he won't have to worry.

29. Co. Part of his feeling based on your experience?

29. Clt. No.....on his.

a) The Diagnosing Sub-role Versus the Information Gathering Sub-role. In the diagnosing sub-role, the counselor is

trying to get a clearer picture of what the client's problem is. In the information gathering sub-role, the counselor is usually gathering information not immediately organized about the client's problem. An example of this maybe the counselor's filling out of a questionnaire about the client. In general, the "intent" or "purpose" of the counselor is important here. For example, the counselor may be information

gathering in order to help him understand and establish a better working relationship with the client, whereas in the diagnosing sub-role, the counselor desires more clear-cut information in order to make an evaluation, and in so doing, may utilize counselor verbal techniques aimed at getting this information so as to have a basis for the evaluation.

4. The Information Giving Sub-role. The counselor statements supply factual data to the client, and offers authoritative explanations. The counselor here is giving information to the client with no immediate pressure for action. The counselor may be explaining, describing, confirming, repeating, or interpreting something to the client; any statements to questions about the nature of psychology, or any other informational material which are recognizable as a generally established fact; any personal information about the counselor.

Example:

11. Co. Well, I'll tell you about these tests then. We can give you some idea of what your interests are like. We can give some idea of what mental ability is like. Although having gone as far as you have, you ought to have a pretty good idea of what your mental ability is like to begin with. We can give you a little idea about personality, not a great deal, though, from these tests.
11. Clt. Well, I think that that kind of information will help you out. Just, uh.....how conclusive are your tests? I mean.....ah.....
12. Co. They aren't going to give you any answers.
12. Clt. Well.....

13. Co. Well, to begin.....ah.....looking at your kider, you'll notice here for instance.....these things measure interest in two ways.....ah.....how you feel about your different activities, which you prefer. And this one here actually gives you these things to respond to and then, then.....ah, compares you with people who are out in the field active on the job and content, happy with what they are doing.

13. Clt. Uh hu.....

14. Co. Now, you'll notice here most engineers,....I'll show you a typical engineering profile in a minute. Here in this, this is called physical science area, this area here. Your interests are practically in every case dissimilar.

14. Clt. Oh, I kinda thought it would come out that way. I mean, I sort of had that in mind. Lots of my answers, you know, in that respect, that's where I thought they might be actively dissimilar.

15. Co. Yeah. The same way here in the biological sciences area. Practically all are dissimilar. In the technical area most engineers come out here farther than you have. You have some, that are indefinite, some that are slightly similar, but most of them are very weak.

5. The Supporting Sub-role. A counselor playing this sub-role reacts in such a way that the client is given support in his attack on the problem. The tone of the sub-role seems to be that of the counselor approving of the client's actions or statements, or by reassuring the client to accept or carry out some activity which either has suggested. A single approval remark by the counselor would not necessarily mean that he is playing the supporting sub-role. However, several approval and/or reassurance remarks would tend to indicate such a sub-role. ★

Example:

33. Co. Looks to me like, as you said in your paper, I...I believe you mean that. It was my impression that you...

worked seriously here.

33. Clt. Yeah, I....I had in mind what I wanted to accomplish, and think I've done it, so I.....I consider it a success. Ah, someone else may have had nine hundred words a minute, an aim, and accomplished that, and welll.....they're a success. I didn't have that.. aim to start with.

34. Co. With your ambition for.....within reason, I think you've.....with the exception we've mentioned..... ah, you have accomplished them.

34. Clt. Mmm Hmmm.

35. Co. Actually now, we can sew it up then, Bob, I think you've done a good job, I really do mean that.

35. Clt. Uh hu.....thanks, probably.....

36. Co. Yeah, especially on those notes, uh, you've done a.... a....careful, uh, a good careful job on it.

36. Clt. Well, it.....

37. Co. I think that's quite good.....now this project looks... even better than the first one, I'd say.....

37. Clt. Yeah, it did go much better.

6. The Structuring Sub-role. The description of this sub-role is broken down into three parts or situations which seem to best typify the sub-role. In general, these are concerned with those counselor remarks which define and explain the counseling situation, and which emphasize the nature of the process of counseling itself. The counselor's speeches indicate the purposes the interview may be expected to accomplish or the responsibilities of both the client and the counselor. In checking, check the type (A, B or C) which seems to be present.

A. Administrative Arrangements. The counselor seems to be performing an administrative duty, that is, making plans for the

following interviews, making arrangements for test taking, etc.

Example:

251. Co. And then maybe if you have time, you'd like to go over and get that information from the.....Mr. X over in the general college. Perhaps I'd better call and set it up for you.
251. Clt. This week, you mean?
252. Co. Would you like to?
252. Clt. Well, I wouldn't want to go this week.
253. Co. Uh hu.
253. Clt. Could it wait.....wait.....could it wait.....
254. Co. Well, just as you like.
254. Clt. I would like to get that information though.
255. Co. Well, then we'll make an appointment now,..... as you go out.....because we are getting pretty filled up.
255. Clt. All right.
256. Co. O.K., then we'll make it.....
256. Clt. Say, oh.....about.....two weeks....in two weeks then, is that too late?
257. Co. Whatever you say....uh, if you'll come with me, we'll go out and put it down then. That way, we'll have it, and I'll call Mr. X and make the necessary arrangements for it. O.K.?

B. Relationship. The counselor is indicating the nature of his relationship to the client during the counseling hour. For instance, his speeches might inform the client that the relationship is one in which both counselor and client have their distinct responsibilities and in which both

work together in a kind of partnership rather than each merely expecting the other to do all the work; or a non-directivist might describe his relationship with the client.

Example:

12. Co. Well, I think this....uh....while we can't, uh, absolutely promise to help you, that is.....to be effective in helping you, uh, we.....certainly.....this kind of situation represents then....kind of situation with which we....do help people. People come in....into talk this kind of situation over and.....try to see if.....he can't, if they can't find some satisfactory answer to it. It seems like you've reached the point then, where you're almost ready to stop or drop it.
12. Clt. (Little laugh) As far as my desires are concerned, I am willing to drop it.....drop out. As I mentioned in my letter to you, the thing that deters me is that I don't have anywhere to go, and there'd be a negative reaction from my family and.....relatives.....
13. Co. And you're coming here as a last step?
13. Clt. Right.
14. Co. Uh hu.....yeah.
14. Clt. I was.....uh, thinking, that.....most likely you would....your organization if you decide to try to help me would....think that more, ah, tests of uh.. vocational abilities and preferences would be.....helpful in, perhaps, suggesting that, I, what I should do.
15. Co. You seem to be asking for some testing then.....to give you some information on which to base your decision.
15. Clt. If you think it would be worth while.
16. Co. Well, uh hu, that would be something to discuss. That is, we could give you, beyond what you've got now and try to figure out and try to figure out... whether, that was going to be helpful here. One of the impressions I have from, uh, your letter....is

that, uh, what seems to.....is of greater concern to you is not so much the issue of your knowledge of yourself, of your abilities. You've gotten some indications of that all along. But you, ah, have a feeling of.....having.....you seem to express a feeling for.....having done what you, you're doing, by being pushed into it.

16. Clt. That's true.

17. Co. Now the main way we can help you is through a situation like that is not to.....not so much through tests, through giving you more information, but more through just kind of trying to think through all that.....is involved in that; trying to see if.....in the piecing of things out, they can find a basis for positive action for themselves.

C. Focusing of Topic. The counselor is making an effort to direct the counseling toward a topic he feels is important, onto a central conflict, or onto decisive issues which may lead toward productive and realistic objectives. The topic may have been introduced by the client in a previous interview or an earlier portion of the counseling hour. The counselor's speeches are aimed at changing the direction of the discussion by re-opening a previously stated topic or opening a new one, such as, "Let's go back," or "Have you thought of"? "Can't you tell me more about it"?

Example:

148. Co. Look, why don't we go back to what we were discussing earlier, that is, this new higher level method.....do you want to ah.....ah work this coming week on ah.....this survey method.....ah rather intensively, and ah.....and then, ah next week, see if we can, ah,.....determine an.....any progress in the use of it?

148. Clt. OK, you mean in which course?

149. Co. With any course you've chosen.
149. Clt. Mmmmm Hmmmmmm, yeah, we made an outline today that we were supposed to hand in.
150. Co. See, ah.....you see you might ah.....develop a survey method to the place where we can ah..... use that to predict an....mid-term questions with that course.
150. Clt. Mmmmmmm Hmmmmmm.
151. Co. And ah.....develop a useful skill for ah..... anticipating an.....what the important parts are in the examination. These would be helpful in...
151. Clt. Mmmmmmm.....OK.
152. Co. So you see, uh, that.....uh, so far today, we've ah.....at least gotten into this thing as one of the things that might ah....we can work at and ah.....you feel.....that it might be worth while, ah, to practice on it, and ah....if you, then the next time, want to do that....than ah....next time we can get together, we can think, ah.....a little more about it in applying it to quiz prediction, and in the meantime, it might be well just to practice it on the use of it in making out your outlines.

7. The Listening Sub-role. In this sub-role, the counselor permits the client to pursue the particular topic in his own way. Therefore, the counselor assumes little responsibility. The client does most of the talking while the counselor says little or interjects nearly neutral statements such as, "yes," "I see," "Mm Hm," etc. Silence and an occasional general lead may also be present. The counselor's statements may indicate understanding or assent, passive acceptance, or simple agreement, but which do not imply approval or disapproval.

Example:

42. Clt. And I really think that's the reason for the criticism

leveled there. It's probably jealousy, nevertheless it hurts.

42. Co. Uh hu.

43. Clt. And.....uh, I would like to get things back where they were. I'd like to be able to talk to her again without feeling this,.....and, uh, as threatened.

43. Co. Uh hu, I see.....

44. Clt. As if anything that I have to say.....is.....not going to be met with any kind of approval, as if she feels me.....a.....fool; thinks that I am....I think that she does.

44. Co. Uh hu.....

45. Clt. She would really.....ah.....think me a fool for making the choice and she's not, uh,.....she's not unselfish or anything like that.

45. Co. Hmmmm, UH HU.

8. The Asking for Elaboration Sub-role. In this sub-role, the counselor's verbal behavior is aimed at questioning the client in order to help him and the client understand the origin of his difficulties. The counselor's purpose here is getting at pertinent information other than that received spontaneously from the client. Here is a "steering" type of process, away from and towards certain experiences which might be too frightening for the client to face and which might encourage him to repress such information. Such counselor statements would include asking proper, incisive questions that require concrete details in their answers, using exploratory questions which may then lead to significant material although in themselves they are not important. The counselor's intent is to make certain that the client's full story, and not merely selective parts of it, is obtained. Counselor statements

such as "What happened then?", "How do you mean?", "Tell me more about it," encourage the client to continue, in general, the counselor's verbal behavior is aimed at getting a more elaborate description of the client's problems.

Example:

14. Clt. She is.....just things like that, I mean.....she is actually a character, boy! (Laughs)

(Pause)

15. Co. Well, how have things been going otherwise?

15. Clt. Well, pretty good, I have no correspondence.

16. Co. Mmmmm Hmmmmmm.

16. Clt. I wrote this buddy of mine that I told you about staying at his place, but I don't know, I never did hear from him, so,.....

17. Co. You don't particularly care about going back home?

17. Clt. Well, there's nothing to do, as far as I'm concerned, at home, I mean, the family lives outside the city about 20 miles and it's right out in God's country. I mean, there isn't a damn thing to do out there.

18. Co. Uh hu.....and how do you feel about the situation of not having heard from the girl?

18. Clt. Oh, quited down, quite a bit. I mean, certain days, why, I tell myself, well, today, there's going to be a letter, you know, and ah, well, what the hell, I didn't get any, so I.....I resolved myself not, that there's nothing there.....

19. Co. Uh, hu.....Can you tell me a little more about that... ah....so that, ah, we can, uh, see something that perhaps fits into the larger aspect of the problem of uh, ah, whether or not you're going to, uh, the decisions that are going to have to be made?

a) The Asking for Elaboration Sub-role Versus the Information

Gathering Sub-role. In both of these the counselor's purpose

is aimed primarily at getting information, but in the information gathering sub-role, the counselor's statements are aimed at obtaining specific information about the client for the counselor's use. In the Asking for Elaboration sub-role, however, the counselor's intent is aimed at getting a more detailed account of the client's story so that both can obtain a more complete and clearer idea of what the client's problem really is.

- c) The Asking for Elaboration Sub-role Versus the Diagnosing Sub-role. In both of these sub-roles the counselor's purpose is getting at a clearer picture of the client and of his problem; however, in the Diagnosing sub-role, the counselor is also trying to get an idea of some of the causes. He questions in order to make a judgment which will then determine the method for solving the problem. He also seems to be questioning in order to make up his own mind without, for the moment, trying to improve the client's thinking at the same time. In the Asking for Elaboration sub-role, the counselor questions in order to obtain more information from the client so both can more clearly see the many facets of the reported problem.

9. The Reflecting Sub-role. This sub-role is characterized by counselor statements which seem to clarify or reproduce the attitudes and feelings which are inherent in the responses of the client, and which the counselor infers from the client's speeches. The counselor introduces no new ideas or thoughts, but limits himself to the statements which either image or clarify the "feeling".

aspects in the client's statements. The counselor statements may rephrase the client's communications in more concise or clearer terms; the wording of the counselor, however, need not be identical with that of the client. The counselor is trying to show that he is accurately recognizing the important ideas of the client's statements by understanding them. The primary purpose here is to demonstrate the counselor's understanding of the attitudes and feelings of the client without any effort or attempt to organize or interpret them. This is a typical non-directive sub-role.

Example:

19. Clt. Mmm. Well, here, if I spent.....say I'd have three more years to go, at approximately five hundred dollars a year, living at home, I just don't feel that what I.....my ultimate end would not be worth it. I just don't, it just....I just don't seem to have any motivation to do anything.
20. Co. The gain wouldn't be worth the cost, and yet you don't have that.....
20. Clt. Well, I mean, aside from that, just at the present, the way things are going, I have no motivation to.... I guess that's it. I'm just not, I have no goal, it's no longer a goal. I mean, that's what I'm working for, but it doesn't appear to me as a goal.
21. Co. Mmmmm Hmmm. Going through the motions, but not really seeing the goal there as something of value.
21. Clt. M-Hm. I just don't feel....I feel I'm drifting.
22. Co. Without direction (pause) like a ship without a rudder.
22. Clt. Yeah, and on top of everything else, I can't see any practical value of all the aspects. I mean it's a very bad thing, but here I.....see, I have a chemistry major with other science minors for my....teaching purposes, and I can't see where the value is of taking

some of the subjects I will be taking. Struggle all through those to become a teacher. I don't see where it is needed.

- 23. Co. Seeing all them as so unimportant adds to the problem.
- 23. Clt. M-hm. I just don't feel myself capable of doing any, anything.
- 24. Co. You're at the point where you really doubt your ability in anything at all.
- 24. Clt. Of course besides making myself miserable, and I'm making the whole family miserable too.
- 25. Co. You feel it's pretty hard on them too.
- 25. Clt. Definitely. (Pause)
- 26. Co. And that bothers you?

- 10. The Participating Sub-role. The counselor and client both are interacting and working together as a team, collaborating in a mutually shared and planned counseling experience, and trying to arrive at some solution to the problem at hand. There is a mutual searching for and drawing out of factors which might help contribute to the situation at hand, and the counselor statements serve to convey to the client that there is a relationship of understanding with the counselor. The counselor uses a range of techniques which may include clarification, acceptance remarks, interpretations, and lead questions as well as suggesting ideas for the client to react to. The counselor may ask for elaborations or expressions of feelings, attitudes, opinions, and these counselor speeches serve to augment reactions from the client. Such counselor remarks permit the client to express his ideas and reactions to the new information gathered. The

counselor's statements are phrased so the client may either accept or reject them.

Example:

45. Co. Well, let's look at it in this way. Instead of saying that the interest must be intrinsically within the school work itself, it will be in the ultimate goal of establishing yourself as a successful individual so that you can then make some of these contacts.
45. Clt. Mm-Hm. And that is about, that is about the general idea. I can see it now, and I think I'll be able to do something about it, now that I see it, actually... what I had in mind in a sort of round about way when I was up on that little pedestal.....
46. Co. Then actually this thing had nothing to do with your ultimate success, only as success as you viewed it at that time within that environment.
46. Clt. Yeah, that was about the basis of everything at that time, see, and, ah, I mean, it's normal. It seemed average and everything else, and that about was what it was. As far as I was concerned, graduating from school and being a helluva big success and really working at it very hard. So, when the bottom was kicked out from under me, it all came down and it was a helluva jar. I mean, it gave me the impression..... it gave me the idea in myself that.....because as it happened, I couldn't be a success and then I started to fight like hell trying to get back up there and I kept falling back down, see?
47. Co. Yeah. All right. Then, let's carry it a step further. When this happens to someone else, are you inclined to laugh at them? Or, do you take it pretty much as, well, that's just a situation that happens to everyone?
47. Clt. Well, no, I had a particular instance of something like that, and there was this fellow, and uh, I took it into consideration and I tried to see how it was, and uh, yeah, I began to realize that it just wasn't only me that was getting kicked around, but that, uh, there were uh, some others in the same set-up, and uh, there were some effects there, and then it seemed that it, uh, sort of uh, well, uh, things became, those

very things started to get....getting more minor and minor every day, but it does have some effect..... it has to.....

48. Co. Uh hu, and what is so intriguing is why you think that there is this necessity for you to be doing these things in the light of your explaining it to yourself.

48. Clt. Yeah, I guess that is about it. I mean, it's about that way, I imagine.....I may be wrong but, I suppose that is about the way most guys go at something like that, and I mean, regardless of what, what the ultimate purpose in mind is, I mean, well, it becomes more and more unimportant, and I think that I'm becoming to see that....that what I've been thinking and actually doing is not only the wrong thing, but that I've been fooling myself.

a) The Participating Sub-role Versus the Asking for Elaboration

Sub-role. The Asking for Elaboration sub-role is directed particularly towards the counselor's questioning of the client in order to obtain more information from the client so that both can more clearly see the many facets of the reported problem. The Participating sub-role is directed towards a joint attempt to help the client see possible solutions to the problem.

11. The Advising Sub-role. In this sub-role, the counselor statements are concerned with convincing the client as to a diagnosis or course of action. The tone of the counselor's speeches seems to be that of the counselor urging the client to accept or carry out something the counselor has suggested, or advising the client to accept his suggestions or planned course of action. In general, these counselor speeches attempt to persuade the client to accept an alternative point of view; an implication that the client

should change his attitudes or behavioral activities.

Example:

110. Co. Is there anything that you'd especially want to work on over this next week? Between now and the start of.....uh, the next time we see each other, why don't you, uh, do you feel like you'd want to just go ahead and get ready for your Spanish test and do it that way.
110. Clt. Well, probably, the time schedule is.....
111. Co. You could do.....uh, get started on that.....
111. Clt. I suppose, then, after that, I could.....
112. 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.
112. Clt. I'd have to carry the book with me then.....because I can remember something just about that long.
113. 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.
113. Clt. Yeah.
114. Co. Have you used a thing like a date book?
114. Clt. Yeah, somebody always asks me something.
115. Co. Well, these small date books are pretty handy for a person who lives, uh.....who lives an active social life and needs to keep appointments.
115. Clt. I see it in a "black" book.
116. Co. Well, then ah.....between now and next week you'll try to work out this thing.....and that will give you a chance to see how well you can carry this out for next week, and then we'll revise it in a week.

a) The Advising Sub-role Versus the Participating Sub-role.

In the Participating sub-role, the counselor and client seem to be working together more as an equal team towards

a clarification or solution to the problem. Here the counselor's suggestions are tentative, and the client can take or leave them. In the Advising sub-role, the counselor is taking more responsibility and is urging the client to accept what the counselor has suggested as a possible solution.

- b) The Advising sub-role Versus the Diagnosing sub-role. In the Diagnosing sub-role, the counselor is trying to get a clearer picture of the client's problem. In the Advising sub-role, he is urging the client to accept certain suggestions or actions.

12. The Rejecting Sub-role. This sub-role is typified by those statements which serve as an evasion on the part of the counselor if he is at a loss where to turn. The counselor speeches imply indecision, denial, rejection, antagonism, hostility, or his reluctance to accept statements made by the client. The counselor may do this by indicating by his negatively worded speeches that he is hesitant about agreeing with previous statements made by the client. This does not include negative replies to direct questions asked by the client. The counselor's statements may also indicate references of doubt, sarcasm, disapproval, dislike and opposition of the client as a person or about his plans; the counselor speeches may also point out errors or possible weaknesses in a course of action proposed by the client.

Example:

116. Clt. Well, we're, we're having a mid-term Friday. I'm taking it over.
117. Co. You're taking it over?
117. Clt. Yes, and I uh, planned on studying all evening this evening on it. But I don't know, uh, whether or not that's the correct to do or not. Spend the whole evening on something like that, and uh, and I think that, uh, I've already had it once, and uh, I don't think that, uh, any study will do.....
118. Co. What! Putting off all your studying.....?
118. Clt. That's what I planned on doing this evening, putting off everything else and staying on the other....uh, the algebra, uh, it's newer, and uh,.....
119. Co. Well, in general, it's not a good idea to put all of your work off until the time before the exam, and planning to study the way that you indicate is really not such a good idea, uh, in fact, you might consider some planning, uh, that is, it's not too good just the night before.....you might find that you have to.....won't be able to have quite the time you think, it does seem like quite a bit of.....
120. Clt. Well, they told us while we were covering this chapter that.....that.....we should, ah, oh.....if forget, to ah, take a break and review in the middle of the week, but really to hit hard the night before.....
120. Co. Of course, distributing your learning is quite good, but to wait till the night before, or to forget about it because you've already had it; why uh.....that idea is not too good, that.....not do so well, and it doesn't fit in with your ah.....wanting to really do well this time.

13. The Tutoring Sub-role. In this sub-role, the counselor is directing practice in some specific skill. He is manifesting behavior similar to that of a teacher or instructor. In general, the tone of this sub-role seems to be that of the counselor handling problems in skill learning.

Example:

77. Co. Do you have the textbook with you?
77. Clt. Yeah, ah.....
78. Co. All right, here is the chapter assigned, and you uh, ah, start here, first look at the headings....the front page, and uh.....well, you call this, ah, surveying the material. It's a sort of an initial exploration of the chapter, and then what does this do for you?
78. Clt. Well, it helps tell you about ah.....what the, ah... the ah,.....what's the new chapter all about.
79. Co. Right. So that you're feeling out.....before you start reading it in detail what the ah.....what's... you have some pretty good ideas about it. Now, after you've made this survey, what's the next step?
80. Clt. Read the chapter and ah.....read the first part and ah.....
80. Co. Well, before reading, you ask a question about it, it's a little nemonic device, in that, in this method, and you always "question" the heading and this is important, and then you read in order to get the answer to the heading.
81. Clt. And then, after you find the answer to it, uh, why...
81. Co. You then, uh, recite back to yourself the answer that you found to the question, and if you want to, you jot down on your paper the answer to the "question" in your own words, like for example, look here....to this particular heading, you put down the answer.
82. Clt. Uh hu.
82. Co. And now here, uh.....there may be.....several points of importance in this, and then look for the cues.....to what might be.....the important part.... of the.....section here.

a) The Tutoring Sub-role Versus the Participating Sub-role.

In the Participating sub-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 tutoring sub-role, the counselor is taking more responsibility. He is directing the client in some skill-practice and suggesting to the client possible solutions for a particular study program.

- b) The Tutoring Sub-role Versus the Advising Sub-role. In both sub-roles, the counselor may be making suggestions for the client to follow. If the suggestions are concerned about skills, for example, study skills, label the sub-role tutoring. If the suggestions are not skill oriented, but deal with some adjustment problems, label the sub-role advising.

14. Other Sub-roles. If the counselor appears to be playing a definite sub-role which is not described by one of the above sub-role categories, but which the judge can describe and if possible name, check this category. Then in the space providing, the judge is to name the sub-role being played, and to describe the sub-role briefly.
15. Unclassifiable. If the behavior of the counselor does not seem to be characterized by a constant sub-role that is classifiable into any one of the other sub-role categories, check this category and make appropriate remarks under the section "comments."

Procedures

After the judges have located the transition points in all 165 interviews and indicated the limits of the sub-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 judge agreement, it is suggested that the judges refer to the descriptions of the counselor sub-roles frequently.

If the judge has any comments, he should write them out in the section "Comments" under the counselor sub-role phrases. These comments will be helpful in evaluating any cases in which there is disagreement or confusion. If the judge checks the "Unclassifiable" category, 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.

APPENDIX B

INITIAL CHECKLIST OF SUB-ROLES

SECOND CHECKLIST OF SUB-ROLES

SUMMARY DATA SHEETS

INITIAL CHECKLIST OF SUB-ROLES

WE ARE ATTEMPTING TO DETERMINE SOME GENERAL DEFINITIONS OF COUNSELOR ROLES UTILIZED IN THE COUNSELING PROCESS.

ONE DEFINITION OF A COUNSELING ROLE IS: A COUNSELOR'S ROLE IS A PATTERN OR TYPE OF SOCIAL BEHAVIOR WHICH SEEMS SITUATIONALLY APPROPRIATE TO HIM IN TERMS OF THE OBJECTIVES IN THE COUNSELING SITUATION.

LISTED BELOW ARE ROLES WHICH WE BELIEVE COUNSELORS FREQUENTLY PLAY IN COUNSELING INTERVIEWS.

ASSUME THAT YOU ARE A COUNSELOR IN A COUNSELING SITUATION AND DESIRE TO PLAY EACH OF THESE ROLES.

PLEASE DESCRIBE WHAT METHODS OR FORMS OF VERBAL BEHAVIOR YOU WOULD USE TO IMPLEMENT THESE ROLES.

SOCIALIZING ROLE

STRUCTURING ROLE

LISTENING ROLE

INFORMATION GATHERING ROLE

INFORMING ROLE

EXPLORING ROLE

ADVISING-TUTORING ROLE

DIAGNOSING ROLE

INTERPRETING ROLE

INITIATING ROLE

SUPPORTING ROLE

DIRECTING ROLE

REDIRECTING ROLE

REFLECTING ROLE

RESISTING ROLE

CRITICIZING ROLEUNCLASSIFIABLE ROLE

OTHER ROLES (PLEASE DESCRIBE AND NAME, IF POSSIBLE, ANY OTHER)
DEFINITE ROLES NOT DESCRIBED ABOVE, BUT WHICH YOU
FEEL IS A DEFINITE ROLE IN THE COUNSELING PROCESS

SECOND CHECKLIST FOR COUNSELOR SUB-ROLESIDENTIFYING DATA

SCHOOL _____

RATER _____

COUNSELOR _____

DATE _____

CLIENT _____

TOTAL NUMBER OF INTERVIEWS _____

INTERVIEW NUMBER _____

TRANSITION POINT

NUMBER OF FIRST COUNSELOR SPEECH IN SUB-ROLE UNIT _____

NUMBER OF LAST COUNSELOR SPEECH IN SUB-ROLE UNIT _____

COUNSELOR SUB-ROLES

FRIENDLY DISCUSSION PATTERN _____	SUPPORTING PATTERN _____
STRUCTURING PATTERN _____	A. APPROVAL AND ENCOURAGEMENT _____
LISTENING PATTERN _____	B. REASSURANCE _____
REFLECTING PATTERN _____	REJECTING PATTERN _____
CLARIFYING PATTERN _____	A. DISAPPROVAL & CRITICISM _____
COLLABORATING PATTERN _____	B. RESISTANCE _____
FOCUSING PATTERN _____	PERSUADING PATTERN _____
INFORMATION GATHERING PATTERN _____	A. MARSHALLING EVIDENCE _____
PROBING PATTERN _____	B. ADVISING _____
INFORMATION GIVING PATTERN _____	C. TUTORING _____
DIAGNOSING PATTERN _____	OTHER PATTERNS _____
INTERPRETING PATTERN _____	_____
PROPOSING PATTERN _____	_____
	UNCLASSIFIABLE _____

COMMENTS:

SCHOOL Missouri COUNSELOR B1 CLIENT 1

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1											1	
Information Gathering	1												1	
Diagnosing		1											1	
Information Giving	2	3	1										6	
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1											2	
B. Relationship			2										2	
C. Focusing of Topic		1											1	
Listening	1	4	2										7	
Asking for Elaboration	1	2	1										4	
Reflecting														
Participating			2										2	
Advising			2										2	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	7	6										11	
Cumulative Kinds	5	8	11										11	
Number of Sub-roles	6	13	10										29	

SCHOOL Missouri COUNSELOR Bl CLIENT 3

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion														
Information Gathering	2												2	
Diagnosing	1												1	
Information Giving	2	3	6										10	
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1											2	
B. Relationship														
C. Focusing of Topic		1	2										3	
Listening		1	3										4	
Asking for Elaboration	1	3	2										6	
Reflecting														
Participating		1	4										5	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	6	5										8	
Cumulative Kinds	5	8	8										8	
Number of Sub-roles	7	10	16										33	

SCHOOL	Missouri	COUNSELOR												Di	CLIENT												1
		Interviews												Freq.	Cum.												
Sub-roles	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients													
Friendly Discussion	1		1	1			1		1	2			7														
Information Gathering	1												1														
Diagnosing			1						2				3														
Information Giving																											
Supporting																											
Structuring																											
A. Administrative																											
Arrangements	1		1	1		1	1	1	1				7														
B. Relationship	2			1						1			4														
C. Focusing of Topic		1	1	2	1			1		1			7														
Listening			1		1					1			3														
Asking for Elaboration	2	1	1	1	1	2	1	2		3			14														
Reflecting																											
Participating	1	1	2	2	1	1	1	2	1	1			13														
Advising						1	1		1	1			4														
Rejecting																											
Tutoring																											
Unclassifiable																											
Other (Elaborate Below)																											
Total Kinds Sub-roles	6	3	7	6	4	4	5	4	5	7			19														
Cumulative Kinds	6	7	9	9	9	10	10	10	10	10			10														
Number of Sub-roles	8	3	8	8	4	5	5	6	6	10			63														

SCHOOL Missouri COUNSELOR Di CLIENT 2

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion		1	1	4									6	
Information Gathering	1	1		2									4	
Diagnosing														
Information Giving		2	1	3									6	
Supporting														
Structuring														
A. Administrative Arrangements	1												1	
B. Relationship		1											1	
C. Focusing of Topic														
Listening		2											2	
Asking for Elaboration		2	1										3	
Reflecting														
Participating		1											1	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	2	7	3	3									8	
Cumulative Kinds	2	8	8	8									8	
Number of Sub-roles	2	10	3	9									24	

SCHOOL Missouri COUNSELOR Di CLIENT 3

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1											1	
Information Gathering			1										1	
Diagnosing														
Information Giving	1	2	1										4	
Supporting		3											3	
Structuring														
A. Administrative Arrangements	1	2											3	
B. Relationship		1											1	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1		1										2	
Reflecting														
Participating		2	1										3	
Advising														
Rejecting														
Tutoring														
Unclassifiable			1										1	
Other (Elaborate Below)														
Total Kinds Sub-roles	3	6	5										9(8)	
Cumulative Kinds	3	7	8										8	
Number of Sub-roles	3	11	5										19	

SCHOOL	Missouri												COUNSELOR	Pr												CLIENT	2											
													Interviews												Freq.	Cum.												
Sub-roles	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients																								
Friendly Discussion	2	2											4																									
Information Gathering		1											1																									
Diagnosing																																						
Information Giving			1	2									3																									
Supporting																																						
Structuring																																						
A. Administrative																																						
Arrangements	1	2											3																									
B. Relationship	3		1										4																									
C. Focusing of Topic																																						
Listening																																						
Asking for Elaboration	2	2		1									5																									
Reflecting																																						
Participating	3	1	1	1									6																									
Advising																																						
Rejecting																																						
Tutoring																																						
Unclassifiable																																						
Other (Elaborate Below)																																						
Total Kinds Sub-roles	5	5	3	3									7																									
Cumulative Kinds	5	6	7	7									7																									
Number of Sub-roles	11	8	3	4									26																									

SCHOOL Missouri COUNSELOR Pr CLIENT 3

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion														
Information Gathering	1												1	
Diagnosing														
Information Giving		2											2	
Supporting														
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship	1	1											2	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1	1											2	
Reflecting														
Participating		1											1	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	4											6	
Cumulative Kinds	4	6											6	
Number of Sub-roles	4	5											9	

SCHOOL Missouri COUNSELOR Ru CLIENT 1

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	2	1											3	
Information Gathering														
Diagnosing														
Information Giving	2												2	
Supporting														
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship		1											1	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1	1											2	
Reflecting														
Participating	1	1											2	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	4											6	
Cumulative Kinds	5	6											6	
Number of Sub-roles	7	4											11	

SCHOOL Missouri COUNSELOR Ru CLIENT 2

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		4											4	
Information Gathering		1											1	
Diagnosing														
Information Giving		1											1	
Supporting	1	1											2	
Structuring														
A. Administrative Arrangements		1											1	
B. Relationship	3												3	
C. Focusing of Topic		1											1	
Listening														
Asking for Elaboration	2	2											4	
Reflecting														
Participating	1	1											2	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	8											9	
Cumulative Kinds	4	9											9	
Number of Sub-roles	7	12											19	

SCHOOL	Missouri												COUNSELOR	Ru												CLIENT	3											
	Interviews												Freq.	Cum.																								
Sub-roles	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients																								
Friendly Discussion		1											1																									
Information Gathering	1												1																									
Diagnosing																																						
Information Giving	1	1											2																									
Supporting																																						
Structuring																																						
A. Administrative																																						
Arrangements	1												1																									
B. Relationship		2											2																									
C. Focusing of Topic																																						
Listening																																						
Asking for Elaboration		1											1																									
Reflecting																																						
Participating		1											1																									
Advising																																						
Rejecting																																						
Tutoring																																						
Unclassifiable																																						
Other (Elaborate Below)																																						
Total Kinds Sub-roles	3	5											7																									
Cumulative Kinds	3	7											7																									
Number of Sub-roles	3	6											9																									

SCHOOL Missouri COUNSELOR Sh CLIENT 1

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion														
Information Gathering														
Diagnosing	1	3	1										5	
Information Giving	1												1	
Supporting	1												1	
Structuring														
A. Administrative														
Arrangements		1	1										2	
B. Relationship	1	1											2	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1	3	3										7	
Reflecting														
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	4	3										6	
Cumulative Kinds	5	6	6										6	
Number of Sub-roles	5	8	5										18	

SCHOOL Missouri COUNSELOR Sh CLIENT 2

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion														
Information Gathering														
Diagnosing	1												1	
Information Giving	2	1											3	
Supporting		1											1	
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship	1	1											2	
C. Focusing of Topic	1												1	
Listening														
Asking for Elaboration	1												1	
Reflecting														
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	6	3											7	
Cumulative Kinds	6	7											7	
Number of Sub-roles	7	3											10	

SCHOOL	Missouri				COUNSELOR	Sh				CLIENT	3			
													Freq.	Cum.
Interviews													This	All
Sub-roles	1	2	3	4	5	6	7	8	9	10	11	12	Client	Clients
Friendly Discussion		1											1	
Information Gathering														
Diagnosing														
Information Giving		2											2	
Supporting		1											1	
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship	1	1											2	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1	1											2	
Reflecting														
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	3	5											6	
Cumulative Kinds	3	6											6	
Number of Sub-roles	3	6											9	

SCHOOL Missouri COUNSELOR Ya CLIENT 1

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	1												1	
Information Gathering														
Diagnosing														
Information Giving	1												1	
Supporting														
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship														
C. Focusing of Topic	1	3											4	
Listening														
Asking for Elaboration	2	3											5	
Reflecting														
Participating														
Advising	1	3											4	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	6	3											6	
Cumulative Kinds	6	6											6	
Number of Sub-roles	7	9											16	

SCHOOL Missouri COUNSELOR Ya CLIENT 2

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion		2											2	
Information Gathering	1												1	
Diagnosing		1											1	
Information Giving	2	4											6	
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1											2	
B. Relationship	1												1	
C. Focusing of Topic														
Listening														
Asking for Elaboration	2	1											3	
Reflecting														
Participating														
Advising		1											1	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	6											8	
Cumulative Kinds	5	8											8	
Number of Sub-roles	7	10											17	

SCHOOL Minnesota COUNSELOR Dk CLIENT 33661

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	1												1	
Information Gathering														
Diagnosing														
Information Giving	1												1	
Supporting														
Structuring														
A. Administrative Arrangements														
B. Relationship	1												1	
C. Focusing of Topic														
Listening														
Asking for Elaboration														
Reflecting	2												2	
Participating	3												3	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5												5	
Cumulative Kinds	5												5	
Number of Sub-roles	8												8	

SCHOOL Minnesota COUNSELOR Dk CLIENT 41711

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion														
Information Gathering														
Diagnosing	1	2											3	
Information Giving														
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1											2	
B. Relationship	1												1	
C. Focusing of Topic	1	1											2	
Listening														
Asking for Elaboration	3	2											5	
Reflecting														
Participating	1	1											2	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	6	5											6	
Cumulative Kinds	6	6											6	
Number of Sub-roles	8	7											15	

SCHOOL Minnesota COUNSELOR D CLIENT 38728

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1											1	
Information Gathering	1	1											2	
Diagnosing														
Information Giving	1	2											3	
Supporting														
Structuring														
A. Administrative														
Arrangements	2												2	
B. Relationship		1											1	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1												1	
Reflecting														
Participating		1											1	
Advising														
Rejecting		1											1	
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds sub-roles	4	6											8	
Cumulative Kinds	4	8											8	
Number of Sub-roles	5	7											12	

SCHOOL Minnesota COUNSELOR D CLIENT 33728

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion		2											2	
Information Gathering	1												1	
Diagnosing														
Information Giving	1	1	2										4	
Supporting														
Structuring														
A. Administrative														
Arrangements	1	2	1										4	
B. Relationship														
C. Focusing of Topic														
Listening														
Asking for Elaboration			2										2	
Reflecting														
Participating		2	2										4	
Advising	1												1	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	4	4										7	
Cumulative Kinds	4	6	7										7	
Number of Sub-roles	4	7	7										18	

SCHOOL Minnesota COUNSELOR A CLIENT 38761

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion														
Information Gathering	3	1	3										7	
Diagnosing														
Information Giving	2	1	4										7	
Supporting														
Structuring														
A. Administrative														
Arrangments														
B. Relationship	1												1	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1												1	
Reflecting														
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	2	2										4	
Cumulative Kinds	4	4	4										4	
Number of Sub-roles	7	2	7										16	

SCHOOL Minnesota COUNSELOR A CLIENT 38700

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1	2	1									4	
Information Gathering	1			1									2	
Diagnosing														
Information Giving	1	2	2										5	
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1	1										3	
B. Relationship														
C. Focusing of Topic			1	1									2	
Listening														
Asking for Elaboration	1	1											2	
Reflecting														
Participating	1	1		1									3	
Advising			1	1									2	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	5	5	5									8	
Cumulative Kinds	5	6	8	8									8	
Number of Sub-roles	5	6	7	5									23	

SCHOOL Minnesota COUNSELOR A CLIENT 38740

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion			1	1	1		2		2	1	1	1	10	
Information Gathering	2						1						3	
Diagnosing			1	1		3	1	1					7	
Information Giving	1		1			1		1			1	1	6	
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1		1		2		1	1		1		8	
B. Relationship	1		1	1								1	4	
C. Focusing of Topic						1	1	1	2	2			7	
Listening	2			1		1			1	1	1	1	8	
Asking for Elaboration	1			1	1	1			1				5	
Reflecting	1		1	1									3	
Participating		1			1		1	2	3	4	1	2	15	
Advising											2		2	
Rejecting			1	1					3				5	
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	7	2	6	8	3	6	5	5	7	4	6	5	13	
Cumulative Kinds	7	8	11	11	11	12	12	12	12	12	13	13	13	
Number of Sub-roles	9	2	6	8	3	9	6	6	13	8	7	6	83	

SCHOOL Minnesota COUNSELOR C CLIENT 38705

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	1	1		1	1	1							5	
Information Gathering	2				1								3	
Diagnosing		1	1	1									3	
Information Giving		1											1	
Supporting	1												1	
Structuring														
A. Administrative Arrangements	1	1	1										3	
B. Relationship					1	1							2	
C. Focusing of Topic														
Listening														
Asking for Elaboration			1										1	
Reflecting		1											1	
Participating			1	1		1							3	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	5	4	3	3	3							10	
Cumulative Kinds	4	7	9	9	10	10							10	
Number of Sub-roles	5	5	4	3	3	3							23	

SCHOOL Minnesota COUNSELOR C CLIENT 38850

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion				1	1	2							4	
Information Gathering	2				1								3	
Diagnosing			1										1	
Information Giving														
Supporting	1												1	
Structuring														
A. Administrative Arrangements	1	1		1			1						4	
B. Relationship														
C. Focusing of Topic			2		2								4	
Listening														
Asking for Elaboration			1										1	
Reflecting		1											1	
Participating	2	1		1	2								6	
Advising				1									1	
Rejecting														
Tutoring														
Unclassifiable						1	1						2	
Other (Elaborate Below)														
Total kinds Sub-roles	4	3	3	4	4	2	2						10	
Cumulative Kinds:	4	5	8	10	10	10	10						10	
Number of Sub-roles	6	3	4	4	6	3	2						28	

SCHOOL Minnesota COUNSELOR B CLIENT 38715

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion														
Information Gathering	1	1											2	
Diagnosing														
Information Giving	2	1											3	
Supporting														
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship		1											1	
C. Focusing of Topic														
Listening														
Asking for Elaboration														
Reflecting														
Participating	1												1	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	3											5	
Cumulative Kinds	4	5											5	
Number of Sub-roles	5	3											8	

SCHOOL Minnesota COUNSELOR B CLIENT 38967

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		2											2	
Information Gathering														
Diagnosing														
Information Giving	2	1												
Supporting														
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship														
C. Focusing of Topic														
Listening														
Asking for Elaboration	1												1	
Reflecting														
Participating	1	1											2	
Advising	1												1	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5	3											6	
Cumulative Kinds	5	6											6	
Number of Sub-roles	6	4											10	

Y

SCHOOL	Ohio State												COUNSELOR	Fl												CLIENT	Fl-1											
Sub-roles	Interviews												Freq. This Client	Cum. All Clients																								
	1	2	3	4	5	6	7	8	9	10	11	12																										
Friendly Discussion																																						
Information Gathering				1			1								2																							
Diagnosing																																						
Information Giving	1		1				2								4																							
Supporting																																						
Structuring																																						
A. Administrative																																						
Arrangements	1														1																							
B. Relationship	2							1							3																							
C. Focusing of Topic		1	1	1	1		1								5																							
Listening																																						
Asking for Elaboration	1	3	1	1	2	1		1							10																							
Reflecting		1	1		1		1	1							5																							
Participating																																						
Advising																																						
Rejecting																																						
Tutoring	2	1		1	1	1	1								7																							
Unclassifiable																																						
Other (Elaborate Below)																																						
Total Kinds Sub-roles	5	4	4	4	4	2	5	3							8																							
Cumulative Kinds	5	7	7	8	8	8	8	8							8																							
Number of Sub-roles	7	6	4	4	5	2	6	3							37																							

SCHOOL	Ohio State	COUNSELOR												F1	CLIENT												F1-2
		Interviews													Freq. This Client	Cum. All Clients											
Sub-roles		1	2	3	4	5	6	7	8	9	10	11	12														
Friendly Discussion																											
Information Gathering																											
Diagnosing																											
Information Giving		1		1	1		2							5													
Supporting			1		2	1								4													
Structuring																											
A. Administrative																											
Arrangements							1							1													
B. Relationship								1						1													
C. Focusing of Topic		1	1	1	1			1						5													
Listening																											
Asking for Elaboration		1	1	1			1	1						5													
Reflecting		1												1													
Participating				1	1									2													
Advising			1		1	2								4													
Rejecting																											
Tutoring			1			1	1							3													
Unclassifiable																											
Other (Elaborate Below)																											
Total Kinds Sub-roles		4	5	4	5	3	4	3						10													
Cumulative Kinds		4	7	8	8	8	9	10						10													
Number of Sub-roles		4	5	4		6	4	5	3					31													

SCHOOL	Ohio State												COUNSELOR	F2												CLIENT	F2-2											
													Interviews												Freq.	Cum.												
Sub-roles													1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients												
Friendly Discussion															2											2												
Information Gathering													1													1												
Diagnosing													1													1												
Information Giving													3													3												
Supporting																																						
Structuring																																						
A. Administrative																																						
Arrangements													1													1												
B. Relationship																																						
C. Focusing of Topic													1													1												
Listening																																						
Asking for Elaboration													1		2											3												
Reflecting																																						
Participating																																						
Advising															2											2												
Rejecting																																						
Tutoring															1											1												
Unclassifiable																																						
Other (Elaborate Below)																																						
Total Kinds Sub-roles													6		4											9												
Cumulative Kinds													6		9											9												
Number of Sub-roles													8		7											15												

SCHOOL	Ohio State	COUNSELOR		F2		CLIENT		F2-3						
Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	1	2			1								4	
Information Gathering	1	1			1								3	
Diagnosing														
Information Giving					1	1							2	
Supporting	1					1							2	
Structuring														
A. Administrative Arrangements	1					1							2	
B. Relationship														
C. Focusing of Topic		1	1	3	1	1							7	
Listening														
Asking for Elaboration	1	2	1		1	1							6	
Reflecting														
Participating														
Advising	3	4		1	1	1							10	
Rejecting					1								1	
Tutoring	1	1	2	1	2	1							8	
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-Roles	7	6	3	3	8	7							10	
Cumulative Kinds	7	8	8	8	10	10							10	
Number of Sub-roles	9	11	4	5	9	7							45	

SCHOOL	Ohio State	COUNSELOR				F3	CLIENT				F3-3				
		Interviews												Freq.	Cum.
Sub-roles	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients	
Friendly Discussion		1	1										2		
Information Gathering															
Diagnosing															
Information Giving		1		1				1					3		
Supporting		2		1				2					5		
Structuring															
A. Administrative Arrangements								2					2		
B. Relationship															
C. Focusing of Topic		1	1	1									3		
Listening			1										1		
Asking for Elaboration		1	2	1				1					5		
Reflecting															
Participating		1	1	2				1					5		
Advising				1									1		
Rejecting			1										1		
Tutoring		2											2		
Unclassifiable															
Other (Elaborate Below)															
Total Kinds Sub-roles		7	6	6				5					11		
Cumulative Kinds		7	9	10				11					11		
Number of Sub-roles		9	7	7				7					30		

SCHOOL Ohio State COUNSELOR F3 CLIENT F3-4

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion				1	2								3	
Information Gathering														
Diagnosing														
Information Giving			2										2	
Supporting														
Structuring														
A. Administrative Arrangements														
B. Relationship	1												1	
C. Focusing of Topic	2			1									3	
Listening			2										2	
Asking for Elaboration	1		4	2	2								7	
Reflecting	1		1										2	
Participating			1		1								2	
Advising			2										2	
Rejecting														
Tutoring	1												1	
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	5		6	3	3								10	
Cumulative Kinds	5		9	10	10								10	
Number of Sub-roles	6		12	3	4								25	

SCHOOL Ohio StateCOUNSELOR F4CLIENT F4-4

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion	1												1	
Information Gathering	1												1	
Diagnosing														
Information Giving		1											1	
Supporting	1												1	
Structuring														
A. Administrative Arrangements														
B. Relationship														
C. Focusing of Topic	1	1											2	
Listening														
Asking for Elaboration	1	1											2	
Reflecting														
Participating														
Advising	2												2	
Rejecting														
Tutoring	1	1											2	
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	7	4											8	
Cumulative Kinds	7	8											8	
Number of Sub-roles	8	4											12	

SCHOOL Ohio StateCOUNSELOR FlCLIENT Fl-5

Sub-Roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		3	3	1									7	
Information Gathering														
Diagnosing														
Information Giving	1	1		2									4	
Supporting			1										1	
Structuring														
A. Administrative Arrangements														
B. Relationship														
C. Focusing of Topic				1									1	
Listening														
Asking for Elaboration	1	4	2	1									8	
Reflecting														
Participating														
Advising	1	2	2	1									6	
Rejecting														
Tutoring	1												1	
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	4	4	4	5									7	
Cumulative Kinds	4	5	6	7									7	
Number of Sub-roles	4	10	8	6									28	

SCHOOL	Ohio State												COUNSELOR	F5												CLIENT	F5-5											
Sub-roles	Interviews												Freq. This Client	Cum. All Clients																								
	1	2	3	4	5	6	7	8	9	10	11	12																										
Friendly Discussion			1	2	1			1					5																									
Information Gathering																																						
Diagnosing																																						
Information Giving		2		1			2	1					6																									
Supporting				2	1			1					4																									
Structuring																																						
A. Administrative																																						
Arrangements	1												1																									
B. Relationship																																						
C. Focusing of Topic		1		1			1						3																									
Listening																																						
Asking for Elaboration	2	2	3	1	1		2						11																									
Reflecting																																						
Participating				2	3	1	1						7																									
Advising	1		1		1		1	1					5																									
Rejecting							1						1																									
Tutoring		1	2			1		1					5																									
Unclassifiable																																						
Other (Elaborate Below)																																						
Total Kinds Sub-roles	3	4	4	6	5	2	6	5					10																									
Cumulative Kinds	3	6	7	9	9	9	10	10					10																									
Number of Sub-roles	4	6	7	9	7	2	8	5					48																									

SCHOOL Ohio State COUNSELOR F5 CLIENT F5-6

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion		1		1		1	2	1					6	
Information Gathering				1	1								2	
Diagnosing														
Information Giving			1	1	2	1	1	1					7	
Supporting	2												2	
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship	1							1					2	
C. Focusing of Topic		1	1		1	1	1						5	
Listening				1									1	
Asking for Elaboration	1	1	1		2	1		1					7	
Reflecting														
Participating		1						2					3	
Advising	1		2				1						4	
Rejecting	1			1	2								4	
Tutoring	2	1				1							4	
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	7	5	4	5	5	5	4	5					13	
Cumulative Kinds	7	10	11	13	13	13	13	13					13	
Number of Sub-roles	9	5	5	5	8	5	5	6					48	

SCHOOL Ohio State COUNSELOR F5 CLIENT F5-7

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1											1	
Information Gathering														
Diagnosing														
Information Giving														
Supporting														
Structuring														
A. Administrative														
Arrangements		1											1	
B. Relationship														
C. Focusing of Topic														
Listening														
Asking for Elaboration		1											1	
Reflecting														
Participating														
Advising		1											1	
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles		4											4	
Cumulative Kinds		4											4	
Number of Sub-roles		4											4	

SCHOOL Michigan COUNSELOR A CLIENT 18253

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1											1	
Information Gathering		1											1	
Diagnosing														
Information Giving		2											2	
Supporting														
Structuring														
A. Administrative														
Arrangements		1											1	
B. Relationship														
C. Focusing of Topic														
Listening														
Asking for Elaboration		2											2	
Reflecting		1											1	
Participating		2											2	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles		7											7	
Cumulative Kinds		7											7	
Number of Sub-roles		10											10	

SCHOOL Michigan COUNSELOR A CLIENT 17967

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	1												1	
Information Gathering	1												1	
Diagnosing														
Information Giving														
Supporting														
Structuring														
A. Administrative														
Arrangements	1												1	
B. Relationship	1												1	
C. Focusing of Topic	1												1	
Listening														
Asking for Elaboration	1												1	
Reflecting														
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	6												6	
Cumulative Kinds	6												6	
Number of Sub-roles	6												6	

SCHOOL Michigan COUNSELOR A CLIENT 15688

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion	1	1	1										3	
Information Gathering			1										1	
Diagnosing														
Information Giving		1	2										3	
Supporting														
Structuring														
A. Administrative														
Arrangements		1											1	
B. Relationship	1		1										2	
C. Focusing of Topic														
Listening														
Asking for Elaboration	1		2										3	
Reflecting														
Participating		1											1	
Advising		1											1	
Rejecting		1	1										2	
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	3	6	6										9	
Cumulative Kinds	3	8	9										9	
Number of Sub-roles	3	6	8										17	

SCHOOL	Michigan			COUNSELOR			B			CLIENT			18045		
													Freq.	Cum.	
													This	All	
													Client	Clients	
Interviews															
Sub-roles	1	2	3	4	5	6	7	8	9	10	11	12			
Friendly Discussion		1	1										2		
Information Gathering		2											2		
Diagnosis		1											1		
Information Giving															
Supporting															
Structuring															
A. Administrative															
Arrangements		1	1										2		
B. Relationship	3	1	1										5		
C. Focusing of Topic		1											1		
Listening	1	1											2		
Asking for Elaboration															
Reflecting	2		1										3		
Participating	1	1	1										3		
Advising															
Rejecting															
Tutoring															
Unclassifiable															
Other (Elaborate Below)															
Total Kinds Sub-roles	4	8	5										9		
Cumulative Kinds	4	9	9										9		
Number of Sub-roles	7	9	5										21		

SCHOOL Michigan COUNSELOR B CLIENT 17905

Sub-roles	Interviews												Freq.	Gum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion		1											1	
Information Gathering														
Diagnosing														
Information Giving														
Supporting														
Structuring														
A. Administrative														
Arrangements	1		1									1	3	
B. Relationship												1	1	
C. Focusing of Topic	1												1	
Listening	4	1	1										6	
Asking for Elaboration	1												1	
Reflecting	3		1									1	5	
Participating	2		1									1	4	
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Other Kinds Sub-roles	6	2	4									4	8	
Cumulative Kinds	6	7	7									8	8	
Number of Sub-roles	12	2	4									4	22	

SCHOOL	Chicago	COUNSELOR												X	CLIENT	Lee
		Interviews												Freq.	Cum.	
Sub-roles		1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients	
Friendly Discussion																
Information Gathering																
Diagnosing																
Information Giving																
Supporting																
Structuring																
A. Administrative Arrangements																
B. Relationship		1												1		
C. Focusing of Topic																
Listening																
Asking for Elaboration		1												1		
Reflecting		2												2		
Participating																
Advising																
Rejecting																
Tutoring																
Unclassifiable																
Other (Elaborate Below)																
Other Kinds Sub-roles		3												3		
Cumulative Kinds		3												3		
Number of Sub-roles		4												4		

SCHOOL Chicago COUNSELOR X CLIENT Will

Sub-roles	Interviews												Freq.	Cum.
	1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients
Friendly Discussion														
Information Gathering														
Diagnosing														
Information Giving														
Supporting														
Structuring														
A. Administrative														
Arrangements	1	1											2	
B. Relationship														
C. Focusing of Topic														
Listening														
Asking for Elaboration														
Reflecting	1	1	1										3	
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	2	2	1										2	
Cumulative Kinds	2	2	2										2	
Number of Sub-roles	2	2	1										5	

SCHOOL	Chicago	COUNSELOR												Y	CLIENT												FOH	
		Interviews													Freq.	Cum.												
Sub-roles		1	2	3	4	5	6	7	8	9	10	11	12	This Client	All Clients													
Friendly Discussion																												
Information Gathering																												
Diagnosing																												
Information Giving																												
Supporting																												
Structuring																												
A. Administrative Arrangements		1												1														
B. Relationship			1											1														
C. Focusing of Topic																												
Listening																												
Asking for Elaboration																												
Reflecting		1	1											2														
Participating																												
Advising																												
Rejecting																												
Tutoring																												
Unclassifiable																												
Other (Elaborate Below)																												
Total Kinds Sub-roles		2	2											3														
Cumulative Kinds		2	3											3														
Number of Sub-roles		2	2											4														

SCHOOL Chicago COUNSELOR Y CLIENT PIR

Sub-roles	Interviews												Freq. This Client	Cum. All Clients
	1	2	3	4	5	6	7	8	9	10	11	12		
Friendly Discussion														
Information Gathering														
Diagnosing														
Information Giving														
Supporting														
Structuring														
A. Administrative														
Arrangements														
B. Relationship														
C. Focusing of Topic														
Listening				1									1	
Asking for Elaboration														
Reflecting	1		1	1									3	
Participating														
Advising														
Rejecting														
Tutoring														
Unclassifiable														
Other (Elaborate Below)														
Total Kinds Sub-roles	1		1	2									2	
Cumulative Kinds	1		1	2									2	
Number of Sub-roles	1		1	2									4	

AUTOBIOGRAPHY

I, Abe Edward Hoffman, was born in Canton, Ohio, on June 19, 1924. I received my elementary and secondary school education in the schools of Canton, Ohio. My undergraduate training was obtained at Miami University, Oxford, Ohio, and The Ohio State University. I received the degree Bachelor of Arts from the latter university in 1946. I received the degree Master of Arts from The University of Chicago, Chicago, Illinois, in 1948. While completing the requirements for the degree Master of Arts, I held the position of Research Assistant at the University of Chicago. From 1948 to 1950 I served an internship in Clinical Psychology at the Cuyahoga Falls State Receiving Hospital, Cuyahoga Falls, Ohio. While completing the requirements for the degree Doctor of Philosophy at The Ohio State University, I held the following positions: Graduate Assistant, Teaching Assistant, and Assistant Instructor, all in the Department of Psychology; in addition, I completed the Veteran's Administration Counseling Psychology Program at the Chillicothe Veteran's Administration Hospital, Chillicothe, Ohio.