

THE UNIVERSITY OF CALGARY

EFFECTS OF COUNSELLOR-CLIENT CONCEPTUAL
SYSTEMS IN COUNSELLING

by

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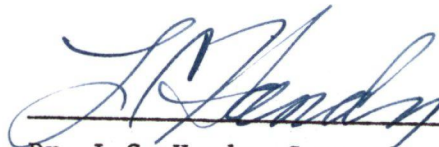
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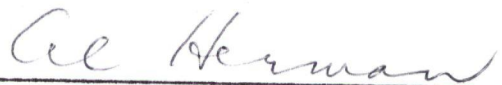
THE UNIVERSITY OF CALGARY

FACULTY OF GRADUATE STUDIES

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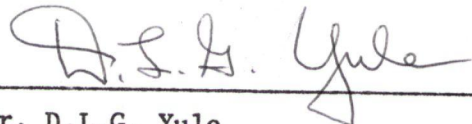
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ABSTRACT

This study attempted to discover if the conceptual system of the counsellor or client has any effect on satisfaction of either the counsellor or client. It explored how conceptual systems affected the counsellor's and client's feelings of satisfaction in an attempt to discover if there exists an "ideal" conceptual system for the counsellor.

The sample used for this study was 15 counsellors and 70 of their clients at two postsecondary educational institutions in Calgary.

Conceptual systems were measured by using the This I Believe Test developed by O.J. Harvey (1964, 1965, 1966, 1967).

Satisfaction was measured by using an instrument developed by Frank and Anderson (1971); attraction was measured by using an instrument developed by Byrne and Nelson (1965).

The results indicate that counsellors' satisfaction and attraction ratings were not affected by conceptual system. The clients' ratings of satisfaction and attraction were affected both by their own conceptual system and by that of their counsellor. System 1 clients, as a group, reported greater satisfaction than other systems of clients. Clients of System 1 counsellors reported less satisfaction. Clients of System 4 counsellors reported greater satisfaction. System 1 clients of System 1 counsellors reported less satisfaction, while System 1 clients of System 4 counsellors reported greater satisfaction.

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CHAPTER I

INTRODUCTION OF THE STUDY

A person's prejudices and preconceptions can affect the way in which he responds to situations and the way in which he interacts with others. Over a period of time individuals may develop particular ways of responding to situations or people on the basis of underlying beliefs, values, or attitudes. In order to explain this process, Harvey, Hunt and Schroder (1961) developed a theory of cognitive structure which suggests that persons can be classified into one of four categories or "systems" based on the way in which they respond to persons or situations. In later work, Harvey (1964, 1965, 1966, 1967) developed an instrument to measure what he calls "conceptual or belief systems". Harvey's belief system can be described as the systematic manner in which a person will construe and interpret ego-involving stimuli or social situations (Harvey, 1973). He maintains that conceptual system will have a greater effect in an ego-involving situation than in a situation where there is less ego involvement.

After studying over 1000 teachers Harvey (1973) has concluded that belief system of a teacher has a significant effect on the way he teaches and treats students. He also reports that "the belief system of the students appears to affect their attitudes towards learning, towards teachers, towards themselves and to influence their performance on a wide variety of tests and tasks (Harvey, 1973, p. 7)."

Other studies support Harvey's findings. For example, Runkel (1956) found that students with cognitive structures similar to that of their teachers received significantly better grades than those with dissimilar cognitive structures, due to better communication between the teacher and pupil.

Harvey (1973) concludes that:

. . . the attitudes and performance of the students tend to interact with the belief system and practices of teachers. Concreteness-abstractness or cognitive complexity of a teacher is doubtlessly a factor that affects a teacher's classroom performance. (Harvey, 1973, p. 34).

Students' and teachers' behaviour appears to be affected by their conceptual system, but it is not known if this relationship holds true for the counselling setting. This study will attempt to discover if the conceptual system of the counsellor or client will have any effect on the satisfaction or attraction reported by either the counsellor or client.

The study will explore how conceptual systems affect the counsellor's and client's feelings of satisfaction and attraction to each other in an attempt to discover if there is an "ideal" conceptual system for counsellor, or if by matching counsellor and client by their conceptual system greater "satisfaction" with counselling can be achieved.

The basic questions asked are:

- (1) Do clients in general feel greater satisfaction with counsellors of one conceptual system rather than another?
- (2) Do counsellors in general feel greater satisfaction with clients of one conceptual system rather than another?

- (3) Is there an optimal match of counsellors and clients to produce greater satisfaction?

CHAPTER II

REVIEW OF RESEARCH

The application of cognitive structure to the classroom setting has been extensively researched and those results, together with a few studies of the relationship of cognitive structure to counselling relationships, provide much of the background for the present study.

Little research has been carried out on the effect of the cognitive structure of counsellor and client on the outcomes of therapy. McLachlan (1972) has found no previous research with a direct application of cognitive structure theory to psychotherapy, in terms of a matching model, but an investigation of the literature for this study has found a few examples.

Carr (1969) found that clients of therapists of similar cognitive structure showed significantly more improvement than clients of therapists with more divergent cognitive structure. In this study, Carr used an instrument developed by Hunt to measure cognitive structure which is based on the same theory as Harvey's instrument.

It was found by Spolsky (1965) that clients who were "compatible" with their therapist were influenced more by the therapist, although Spolsky never gave a clear definition of what was meant by "compatible".

McLachlan (1972) observed that those "patients" paired with therapists of the same conceptual system showed significantly greater benefit from group therapy than "patients" paired with therapists of differing conceptual systems.

Before reviewing the classroom literature, a brief description of the four conceptual systems is in order. Harvey (1961, 1964, 1968, 1973), in various articles and writings, describes the four conceptual systems in depth. These descriptions are in Appendix A. A brief summary of each of the four conceptual systems is as follows:

System 1. System 1 individuals are dogmatic and authoritarian, very rule oriented and they have a high need for structure and order. They are conventional and are dependent on social roles to guide their behaviour. They defer to persons in positions of high status.

System 2. System 2 individuals rebel against authority, social norms, and anything that appears conventional. They try to avoid any dependence on others, God, or any traditions. They are guided more by rebellion than a positive personal approach to life.

System 3. System 3 individuals are dependent upon others and attempt to have others dependent on them. They are concerned about being accepted socially.

System 4. System 4 individuals are much more relative in their thoughts and actions. They are not very dogmatic or authoritarian. They rely more on their own opinions and perceptions than others yet are very practical, and they can accept and integrate new ideas with ease.

Harvey has extensively studied the conceptual system of teachers and the effect this has on classroom atmosphere, students, and method of teaching. These studies can provide much information about the effects of conceptual systems (as measured by Harvey) on interpersonal interaction. Of the over 1000 teachers whose cognitive structures have been analysed, there have been only three teachers classified as

System 2. Hence, in the following studies of teachers and classroom settings, no data is available for System 2 teachers. The rebellious System 2 type of individual may find it impossible to be happy in a profession as structured and rigid as teaching. This may partially account for such a small number of System 2 teachers.

Oswald and Broadbent (1972) found that teachers of low conceptual level, System 1, exhibited less reflective teaching, and strong tendencies toward structuring the situation. These results would tend to indicate that cognitive structure does have a direct influence on a person's teaching methods.

Murphy and Brown (1970) found that:

. . . as teachers' abstractness increased, teaching styles became increasingly characterized by more sanctioning or search behaviour, more handling of information by helping students theorize and express themselves, less questioning for precise answers, and less sanctioning of specific attainment. Also, more abstract teachers did less lecturing, conducted less amplified recitation, and produced more reflective behaviour (Murphy and Brown, p. 537).

They also found that System 1 teachers did much more lecturing or delivering of information, asked highly specific questions, and stated rules as prescriptions.

Murphy and Brown (1970) discovered that System 3 teachers allowed less class structure and asked more "why" questions. They permitted students to verbalise and to go unchallenged about their feelings, and showed more differentiation of concepts.

System 4 teachers tended to be more abstract, more spontaneous, reflected more alternative conceptual schemata, and often made comments such as, "How do you feel when this happens?" The Murphy and Brown study further strengthens the position that cognitive structure affects one's behaviour.

In 1966, Harvey, White, Prather, Alter and Hoffmeister reported that System 4 teachers were significantly more resourceful, less dictatorial, and less punitive than System 1 teachers, while System 3 teachers scored intermediately on all three factors.

Prather, Harvey and Coates (1970) found children representing System 1 and 3 rated their teachers more favourably than children of System 4. System 2 children rated their teachers especially unfavourably. The children also rated System 3 teachers the highest on fostering hostility.

Harvey, Wells, Schmidt and Grimm (1973) found that the subject taught by a teacher did not significantly influence ratings made by his students of him, but the teacher's belief system did. The belief system of the students also significantly affected the ratings they made of their teachers. Onyike (1971) studied the belief system of students in a racially mixed high school and found that the race of neither the students nor the teachers significantly affected how the teachers were rated by the students, but the belief system of the teachers did. The least favourable ratings were made of teachers of abstract conceptual level, System 4, by students of abstract conceptual level (System 4). The next lowest ratings were made of teachers of concrete conceptual level, (System 1) by System 1 students. The findings of both Harvey et al (1970) and Onyike (1971) reflect the importance of conceptual systems of teachers and students on preference ratings in the classroom.

Harvey (1973) concludes that "the attitudes and performance of students tends to interact with the belief systems and practices of teachers," and that "concreteness-abstractness or cognitive complexity

of teachers is doubtlessly a factor that affects a teacher's classroom performance."

There appears to be no information on teachers' own feelings about students or teaching, but one might conclude that, since there are few System 2 teachers, System 2's must not find teaching an inviting profession.

Conceptual systems have been shown to affect the teacher-student relationship; hence, it would seem probable that conceptual systems would also affect the counsellor-client relationship. Little research has been done dealing directly with conceptual systems of counsellor and client and the effects they have on the counselling relationship. The present study attempts to investigate the effects of this variable on the feelings of counsellor and client satisfaction with the counselling relationship.

Satisfaction with the counselling relationship was chosen rather than "client improvement" because of the difficulty of defining client improvement in a wide variety of counselling situations. Satisfaction itself appears to relate to the relationship that is established between counsellor and client, and also is a necessary, if not a sufficient requirement for good counselling.

Definition of Terms

The following terms are crucial to the present study and are defined in the following manner:

Client. An individual who seeks the counsellor's help or advice professionally, who is seen for at least one-half hour. He must be seen individually and must never previously have had a professional or close relationship with the identified counsellor.

Continuing Client. A client who has kept ongoing contact with the counsellor by having at least a second interview within one month.

Satisfaction. The term satisfaction is used in this study to refer to the score obtained on a self-report questionnaire developed by Frank and Anderson (1971) and revised by Liebig (1972). It measures such factors as attraction, satisfaction and the interview experience, and satisfaction with task and performance in the interview.

Hypotheses

The following Null Hypotheses are derived from the preceding discussion of the literature.

Hypothesis 1. The conceptual system of the counsellor and client will not interact to affect the client's or counsellor's ratings of satisfaction with the counselling interview.

Hypothesis 2. The conceptual system of the counsellor will have no effect on the counsellor's ratings of his satisfaction with the counselling interview.

Hypothesis 3. The conceptual system of the counsellor will have no effect on the client's ratings of his satisfaction with the counselling interview.

Hypothesis 4. The conceptual system of the client will have no effect on the counsellor's ratings of his satisfaction with the counselling interview.

Hypothesis 5. The conceptual system of the client will have no effect on the client's ratings of his satisfaction with the counselling interview.

CHAPTER III

METHODOLOGY OF THE STUDY

This study is concerned with the relationship between the conceptual systems of counsellor and client and how this affects their respective feelings of satisfaction with the counselling experience. A measure of the counsellor's and client's conceptual system was obtained before the counselling interview. After the first client-counsellor interview, a measure of the counsellor's and of the client's "Task Satisfaction," "Interview Satisfaction," and attraction to the other member of the dyad was obtained. The data were examined for the effect of conceptual system on the ratings of satisfaction.

Subjects

Counsellors at two post secondary institutions in Calgary were asked to participate in this study. Ten counsellors from Mount Royal College Counselling Centre and five counsellors from The University of Calgary Counselling Centre agreed to participate in the study. Only one counsellor declined to participate.

Following the counsellor's agreement to participate in the study, the first five new clients he was able to see were asked to take part. This procedure thus provided a random selection of clients.

Seventy clients and 15 counsellors were involved in the study. Each counsellor attempted to see five new clients during the available time, but because of administrative problems, one counsellor had only two new clients, and three counsellors had four clients each.

There were four new clients who refused to participate in the study, and five others did not complete both the satisfaction questionnaire and the This I Believe Test, thereby eliminating their results from the subject pool.

Instruments

This I Believe Test. The This I Believe (TIB) Test, devised by O.J. Harvey (1964, 1965, 1966, 1967), is a semiprojective sentence-completion test which measures conceptual system. This test requires the individual to state his beliefs on such topics as marriage, people, religion, faith, people on welfare, pornography, compromise, friendship, and immorality by responding to "This I believe about . . ." Each topic is to be covered in approximately three sentences by the subject. The entire test takes about 20 minutes to complete, allowing the subject one and three-quarters minutes to write on each topic.

The TIB Test has been used in at least 100 studies (Harvey, 1973) to assess level of conceptual belief as developed by Harvey et al (1961). Test-retest reliabilities within one week and after six months are in the high 80's (Harvey, 1973).

Harvey (1973) reports, from a study of several thousand students, that 35 per cent are System 1, 15 per cent are System 2, 20 per cent are System 3, and 7 per cent are System 4; the other 23 per cent are a combination of systems, i.e. 1-3, 1-2, 3-4, 2-4, etc.

The Satisfaction and Attraction Questionnaire. The Satisfaction Questionnaire was originally developed by Frank and Anderson (1971) to measure satisfaction in small task-oriented groups. In 1972, Liebig altered the basic questionnaire slightly so as to apply it to the

interview situation, and he performed a factor analysis on his results using the questionnaire to determine construct validity and to increase the instrument's efficiency.

The Satisfaction and Attraction Questionnaire used by Liebig (1972) remained essentially the same except for a few phrase changes. The questionnaire contains 19 items; the first 17 items are the "Satisfaction Questionnaire" used by Liebig (1972) and the last two items (numbers 18 and 19) are an attraction scale developed by Byrne and Nelson (1965) (see Appendices B and C).

The outcome of the factor analysis conducted by Liebig (1972) on the Satisfaction Questionnaire resulted in two factors which accounted for 41.22 per cent of the variance; the remaining four factors accounted for 3.07 per cent of the successive variance.

The first factor consists of items concerning attitudes on satisfaction with the interview experience (Liebig, 1972) called here "Interview Satisfaction." Seven items loaded on this factor; they are items 3, 7, 9, and 13 through 16 (see Appendices B and C).

The second factor concerns the subject's satisfaction with task and performance in the interview, called here "Task Satisfaction." This factor contains four items (numbers 1 to 4) on the Satisfaction Questionnaire (see Appendices B and C).

Scoring of the Satisfaction Questionnaire was done by assigning a value (from one to seven) to scaled response to each item, where one represents greatest satisfaction. Thus, for each factor a summary score was obtained; the lower the score, the greater the satisfaction of the subject.

The ~~Attraction~~ measure was taken from Liebig's (1973) study, where he used it in conjunction with the Satisfaction Questionnaire. The ~~Attraction~~ measure is a two item measure developed by Byrne and Nelson (1956). They report a split half reliability of .85 on over 1000 subjects for these two items. The two items are numbered 18 and 19 on the Questionnaire (see Appendices B and C).

Procedure

The counsellors were administered the TIB Test at their Counselling Centres before the study was fully explained to them. This was done because it was felt if the counsellors had complete knowledge of the study, they might respond differently to the TIB Test.

When a client came to the Counselling Centre, he was given an information sheet (see Appendix D), describing the study. The experimenter then answered questions the client may have had regarding the study. If the client agreed to participate in the study, he was then taken into a separate room where he was given the TIB Test by the experimenter. After completing the TIB Test, the client was seen, for the first time, by the counsellor.

Immediately after the first counselling session, the client returned to the room where he had completed the TIB Test and was given the client's form of the Satisfaction Questionnaire (see Appendix C). He was assured that his responses would not be seen by the counsellor.

After seeing a client who was a subject in the study, the counsellor completed the counsellor's form of the Satisfaction Questionnaire (see Appendix B).

If a client was a continuing client (as defined in Chapter II) and returned for a second interview within one month, but was not to return for a third interview, both counsellor and client completed the Satisfaction Questionnaire immediately after the second interview. The client was given the Satisfaction Questionnaire by the secretary and asked to complete it in the waiting room, while the counsellor completed his copy of the Satisfaction Questionnaire in his office.

If the client was a continuing client who returned for a third interview, then the counsellor and the client completed the Satisfaction Questionnaire immediately after that interview.

There were only two continuing clients in the subject pool, so therefore there are no results reported on continuing clients in this study.

Treatment of Data

The TIB Tests were scored by O.J. Harvey and his associate. This enabled the TIB Tests to be scored in the most accurate manner. The TIB Tests were scored on the four dimensions of conceptual levels or some mixture of the two systems. Protocols which were of mixed systems were scored with a primary and secondary system. For the purposes of this study, the primary system was used to categorise the subject. This was necessary in order to simplify the design and to keep the study within practical limitations.

The Satisfaction Questionnaire results were obtained by summing the items loading on each factor, and by summing the two items on the Attraction scale; this was done by using computer program FPYVAN (Pysh, 1969).

The value given to the subject's response on each item ranged from "one" to "seven," with "one" representing "most satisfaction," and "seven" representing "least satisfaction". Therefore, it can be seen that the lower the score, the greater the subject's satisfaction.

The hypotheses were statistically tested by computing the analysis of variance using NYBMUL program (1968). The following model was used for the analysis:

$$Y_1 = A + B + AB + C(A) + \text{error}$$

$$Y_2 = A + B + AB + C(A) + \text{error}$$

Y_1 = satisfaction and attraction of client

Y_2 = satisfaction and attraction of counsellor

A = Conceptual System of counsellor

B = Conceptual System of client

C = effect due to individual counsellor.

A probability level of .05 was used to test for significance.

The test for significance of the B effect (Conceptual System of client) and the AB effect (Conceptual System of counsellor interacting with Conceptual System of client) was modified to a two-way analysis of variance from this model, as there was not an adequate sample size to use the entire model except for testing the A effect.

Analysis of variance was chosen over other possible statistical techniques such as chi square because of its greater power.

CHAPTER IV

RESULTS OF THE STUDY

The first section of this chapter deals with the general frequency distribution of subjects. The next five sections deal with the results of the statistical analyses as related to each of the hypotheses.

Frequency Distribution

The conceptual system of each of the 15 counsellors and 70 clients participating in the study was determined with the TIB Test. It was found that of the 15 counsellors, two were categorised as System 1, one was System 2, six were System 3, and six were System 4.

Of the 70 clients, 43 were System 1, 12 were System 2, six were System 3, and nine were System 4.

Figure I shows the breakdown in percentages of counsellors and clients for each of the four conceptual systems, providing an immediate comparison of frequency distribution between the two groups (see Figure 1).

Figure 1:

Percentage of Counsellors and Percentage of Clients
in each Conceptual System

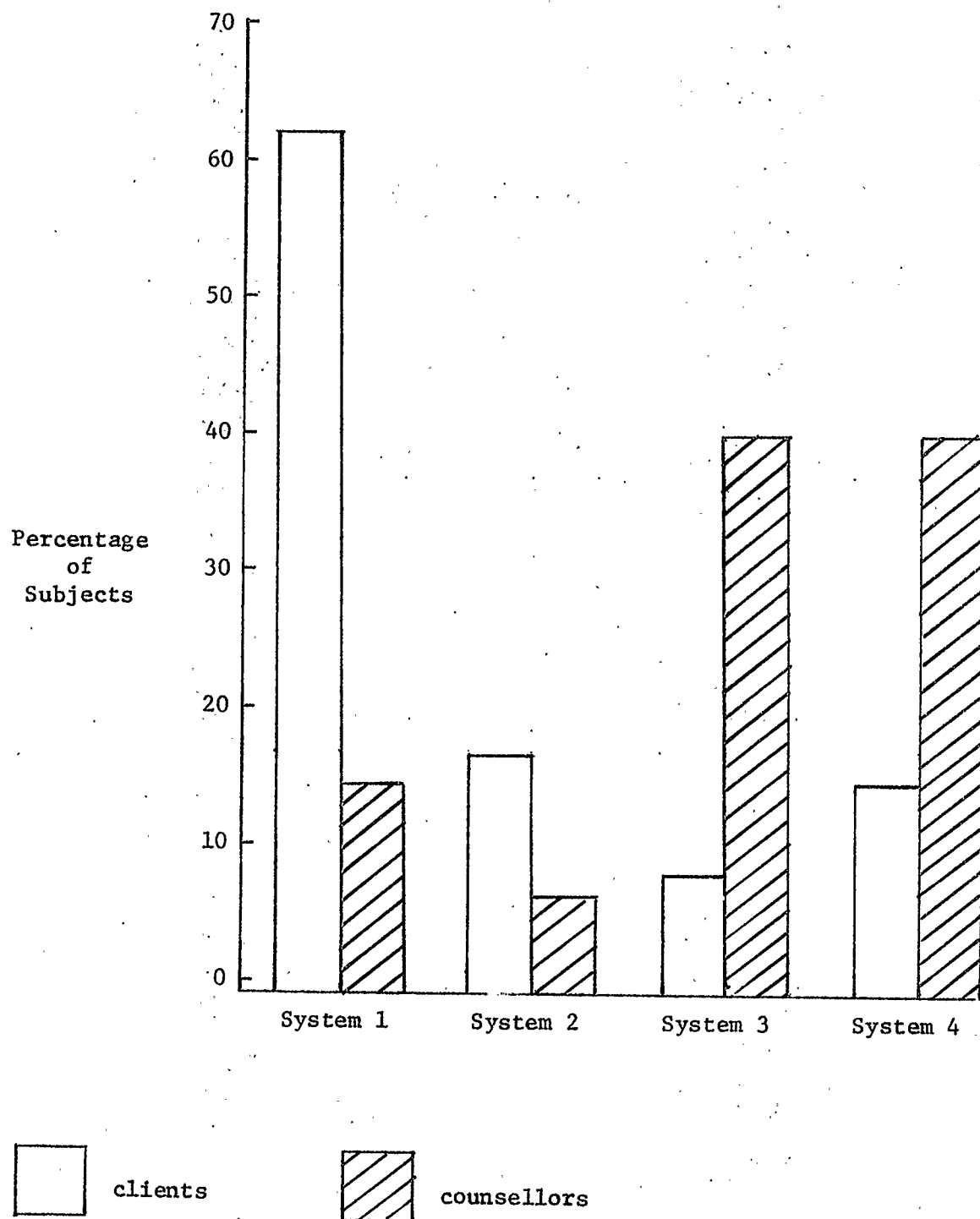


Table 1 shows the frequency distribution of the counsellor-client dyads within the four conceptual systems.

Table 1

Frequency Distribution of each Counsellor-Client Dyad by Conceptual System

| | Clients | | | |
|----------|----------|----------|----------|----------|
| | System 1 | System 2 | System 3 | System 4 |
| System 1 | 5 | 3 | 0 | 2 |
| System 2 | 4 | 0 | 0 | 1 |
| System 3 | 15 | 5 | 3 | 3 |
| System 4 | 19 | 4 | 3 | 3 |

Analysis of the results of the Satisfaction and Attraction Questionnaire was done in four sections. These were: (1) the summed total of the individual's response to the 19 items on the Satisfaction and Attraction Questionnaire; (2) the summed responses to the two items on the Attraction measure; (3) the summed responses to the seven items on Factor One of the satisfaction and attraction measure, labelled "Interview Satisfaction"; and (4) the summed responses to the four items on Factor Two of the Questionnaire, labelled "Task Satisfaction".

As noted in Chapter III, a low score on each of the four sections of the Satisfaction and Attraction Questionnaire indicates greater satisfaction or attraction.

Hypothesis 1

Hypothesis 1 in the null form states that the conceptual system of the counsellor and client will not interact to affect the client's or counsellor's ratings of satisfaction or attraction.

The data indicates that this hypothesis must be partially rejected because the system of the counsellor and client did interact to affect the client's ratings of satisfaction and attraction, but not the counsellor's ratings.

The following results were found: (1) there was no significant interaction effect due to conceptual system of the counsellor's ratings of satisfaction and attraction (see Table 2); (2) System 1 clients with System 1 counsellors were significantly less attracted to their counsellors and less satisfied with the interview experience (Factor One) ($p < .05$); and (3) System 1 clients of System 4 counsellors reported significantly greater attraction to the counsellor, and significantly greater satisfaction with the interview (Factor One) ($p < .01$) as noted in Table 3.

Table 2

Mean Value of the Counsellors' Responses on
the Satisfaction and Attraction Measure

| Attraction | | | | | |
|----------------------------|------------------|-----|-----|-----|-----|
| System of Counsellor | System of Client | | | | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 4.6 | 3.3 | - | 4.5 |
| | 2 | 2.5 | - | - | 8.0 |
| | 3 | 3.6 | 3.2 | 5.3 | 3.3 |
| | 4 | 3.8 | 5.3 | 2.7 | 5.3 |

Table 2 (continued)

| Factor One "Interview Satisfaction". | | | | | |
|--------------------------------------|---|------------------|------|------|------|
| System of Counsellor | | System of Client | | | |
| | | 1 | 2 | 3 | 4 |
| | 1 | 15.6 | 15.3 | - | 14.0 |
| | 2 | 13.0 | - | - | 25.0 |
| | 3 | 14.5 | 14.0 | 15.3 | 12.3 |
| | 4 | 12.8 | 16.3 | 10.7 | 17.3 |

| Factor Two "Task Satisfaction" | | | | | |
|--------------------------------|---|------------------|------|-----|------|
| System of Counsellor | | System of Client | | | |
| | | 1 | 2 | 3 | 4 |
| | 1 | 8.2 | 7.7 | - | 9.5 |
| | 2 | 7.8 | - | - | 20.0 |
| | 3 | 10.7 | 11.2 | 8.0 | 9.3 |
| | 4 | 8.8 | 12.5 | 8.7 | 12.3 |

| Total Satisfaction Questionnaire | | | | | |
|----------------------------------|---|------------------|------|------|------|
| | | System of Client | | | |
| | | 1 | 2 | 3 | 4 |
| System of Counsellor | 1 | 43.6 | 41.0 | - | 42.5 |
| | 2 | 34.5 | - | - | 74.0 |
| | 3 | 46.6 | 46.0 | 41.0 | 38.3 |
| | 4 | 42.2 | 46.3 | 40.3 | 54.3 |

Table 3

Mean Value of the Clients' Responses on the
Satisfaction and Attraction Measure

| Attraction | | | | | |
|----------------------------|------------------|------|-----|-----|-----|
| System of Counsellor | System of Client | | | | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 4.8* | 4.0 | - | 3.0 |
| | 2 | 3.3 | - | - | 8.0 |
| | 3 | 3.7 | 3.4 | 4.3 | 2.7 |
| | 4 | 2.4* | 2.5 | 3.3 | 4.0 |

| Factor One "Interview Satisfaction" | | | | | |
|-------------------------------------|------------------|-------|------|------|------|
| System of Counsellor | System of Client | | | | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 12.0* | 11.3 | - | 16.0 |
| | 2 | 10.8 | - | - | 20.0 |
| | 3 | 10.3 | 14.6 | 14.3 | 9.0 |
| 4 | 7.9** | 7.5 | 9.7 | 10.0 | |

| Factor Two "Task Satisfaction" | | | | | |
|--------------------------------|---|------------------|------|-----|------|
| System of Counsellor | | System of Client | | | |
| | | 1 | 2 | 3 | 4 |
| | 1 | 7.8 | 8.0 | - | 10.0 |
| | 2 | 6.5 | - | - | 16.0 |
| | 3 | 8.0 | 11.6 | 9.7 | 7.0 |
| | 4 | 6.6 | 6.8 | 8.0 | 9.0 |

Table 3 (continued)

| Total Satisfaction Questionnaire | | | | | |
|----------------------------------|------------------|------|------|------|------|
| System of Counsellor | System of Client | | | | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 37.0 | 37.3 | - | 40.5 |
| | 2 | 36.0 | - | - | 64.0 |
| | 3 | 38.6 | 43.0 | 47.7 | 36.7 |
| | 4 | 31.9 | 34.0 | 42.0 | 37.0 |

* = $p < .05$ ** = $p < .01$ Hypothesis 2

Hypothesis 2 in the null form states that the conceptual system of the counsellor will have no effect on the counsellor's ratings of his satisfaction or attraction.

The data indicates that Hypothesis 2 must be accepted in the null form because there was no statistically significant effect on the counsellor's ratings due to his conceptual system (see Table 4).

Table 4

Mean Score of the Counsellors' Satisfaction and Attraction
Ratings for each System of Counsellor

| System of Counsellor | Number of Counsellors | Number of Clients per System of Counsellor | Attraction | Factor One (Interview Satisfaction) | Factor Two (Task Satisfaction) | Total Satisfaction and Attraction Questionnaire |
|----------------------------|-----------------------------|---|------------|---|--------------------------------------|--|
| 1 | 2 | 10 | 4.2 | 15.2 | 8.3 | 42.6 |
| 2 | 1 | 5 | 3.6 | 15.4 | 10.2 | 42.4 |
| 3 | 6 | 26 | 3.7 | 14.2 | 10.3 | 44.9 |
| 4 | 6 | 29 | 4.1 | 13.6 | 9.7 | 43.8 |

Hypothesis 3

Hypothesis 3 in the null form states that the conceptual system of the counsellor will have no effect on the client's ratings of his satisfaction.

The data indicates that Hypothesis 3 is only partially supported. There was no statistically significant effect due to the counsellor's conceptual system for clients of System 2 and System 3 counsellors. Clients of System 1 counsellors were affected on one factor, and clients of System 4 counsellors were affected on three of the four factors. Clients of System 1 counsellors reported significantly ($p < .05$) less "Interview Satisfaction" (Factor One). Clients of System 4 counsellors reported significantly greater satisfaction and attraction on three of the four measures of Satisfaction and Attraction (see Table 5). The clients of System 4 counsellors reported significantly greater attraction ($p < .01$) to the counsellors, and significantly greater "Interview Satisfaction" (Factor One) ($p < .01$).

Table 5

Mean Score of the Clients' Satisfaction and Attraction
Ratings for each System of Counsellor

| System of Counsellor | Number of Counsellors | Number of Clients per System of Counsellor | Attraction | Factor One (Interview Satisfaction) | Factor Two (Task Satisfaction) | Total Satisfaction and Attraction Questionnaire |
|----------------------------|-----------------------------|---|------------|---|--------------------------------------|--|
| 1 | 2 | 10 | 4.2* | 12.6 | 8.3 | 37.8 |
| 2 | 1 | 5 | 4.2 | 12.6 | 8.4 | 41.6 |
| 3 | 6 | 26 | 3.6 | 11.5 | 8.8 | 40.3 |
| 4 | 6 | 29 | 2.7** | 8.3** | 7.0 | 33.8* |

* = $p < .05$

** = $p < .01$

Clients of System 4 counsellors also reported significantly greater satisfaction and attraction on the satisfaction and attraction measure as a whole ($p = .02$). On the measure of "Task Satisfaction" (Factor Two), the clients of System 4 counsellors reported greater "Task Satisfaction" but the effect did not reach the required level of significance ($p = .08$).

Hypothesis 4

Hypothesis 4 in the null form states that the conceptual system of the client will have no effect on the counsellor's ratings of his satisfaction.

Hypothesis 4 must be accepted as the data indicates no significant differences due to the client's conceptual system were found on the counsellor's satisfaction and attraction measures. On the measure of "Task Satisfaction" counsellors of System 4 clients reported less satisfaction, although this difference was not significant ($p = .06$) (see Table 6).

Table 6

Mean Score of the Counsellors' Satisfaction and Attraction
Ratings for each System of Client

| System of Client | Number of Clients | Attraction | Factor One (Interview Satisfaction) | Factor Two (Task Satisfaction) | Total Satisfaction and Attraction Questionnaire |
|------------------------|-------------------------|------------|---|--------------------------------------|--|
| 1 | 43 | 3.7 | 13.7 | 9.3 | 43.1 |
| 2 | 12 | 3.9 | 15.1 | 10.8 | 44.8 |
| 3 | 6 | 4.0 | 13.0 | 8.3 | 40.7 |
| 4 | 9 | 4.8 | 15.8 | 11.6 | 48.6 |

Hypothesis 5

Hypothesis 5 in the null form states that the conceptual system of the client will have no effect on the client's ratings of his satisfaction.

The data indicates Hypothesis 5 must be accepted in the case of Systems 2, 3 and 4 clients, but rejected in the case of System 1 clients, who reported significantly greater satisfaction on three of the four measures of satisfaction and attraction.

System 1 clients reported significantly greater "Interview Satisfaction" (Factor One) ($p = .03$), as well as significantly greater "Task Satisfaction" (Factor Two) ($p = .04$), and significantly greater satisfaction and attraction on the entire 19 item Satisfaction and Attraction Questionnaire ($p = .03$) (see Table 7).

Table 7

Mean Score of the Clients' Satisfaction and Attraction
Ratings for each System of Client

| System of Client | Number of Clients | Attraction | Factor One (Interview Satisfaction) | Factor Two (Task Satisfaction) | Total Satisfaction and Attraction Questionnaire |
|------------------------|-------------------------|------------|---|--------------------------------------|--|
| 1 | 43 | 3.2 | 9.5* | 7.2* | 35.2* |
| 2 | 12 | 3.3 | 11.4 | 9.1 | 38.6 |
| 3 | 6 | 3.8 | 12.0 | 8.8 | 44.8 |
| 4 | 9 | 3.2 | 12.1 | 9.3 | 40.4 |

* = $p < .05$

Summary

In summary, the interaction of the conceptual system of counsellor and client did not affect the counsellor's ratings of satisfaction or attraction and had marginal effect on the client's ratings.

The counsellors' ratings of satisfaction appeared to be independent of their own conceptual system and the conceptual system of their clients.

The conceptual system of the counsellor as well as that of the client did affect the client's ratings. Clients were less satisfied with System 1 counsellors and more satisfied with System 4 counsellors. System 1 clients as a group reported greater satisfaction than did other clients.

CHAPTER V

DISCUSSION AND CONCLUSIONS

This study deals with the conceptual systems of counsellors and clients, and the effects these had on their satisfaction with the counselling experience and with their feelings of attraction to each other.

An instrument developed by Harvey (1964, 1965, 1966, 1967), called the "This I Believe" Test (TIB) was used to measure the subject's conceptual system. An instrument developed by Frank and Anderson (1971) and revised by Liebig (1972) was used to measure satisfaction, and a two item instrument developed by Byrne (1969) was used to measure attraction. These two instruments were combined into one Satisfaction and Attraction Questionnaire.

Fifteen counsellors and 70 clients were subjects in the study.

The following null hypotheses were investigated:

Hypothesis 1. The conceptual system of the counsellor and client will not interact to affect the client's or counsellor's ratings of satisfaction.

Hypothesis 2. The conceptual system of the counsellor will have no effect on his own ratings of his satisfaction.

Hypothesis 3. The conceptual system of the counsellor will have no effect on the client's ratings of his satisfaction.

Hypothesis 4. The conceptual system of the client will have no effect on the counsellor's ratings of his satisfaction.

Hypothesis 5. The conceptual system of the client will have no effect on his own ratings of his satisfaction.

Hypotheses 2 and 4 in the null form were supported by the data; hypotheses 1, 3, and 5 were partially rejected.

Hypotheses 2 and 4 were concerned with the counsellor's ratings of satisfaction and attraction to his client; in no instances were the counsellor's ratings affected by either his own conceptual system or the conceptual system of his client. This may be accounted for by the fact that all the counsellors were experienced in counselling and had extensive experience with clients of all four conceptual systems and thus have learned methods of counselling that are satisfying to themselves. There may also be a factor of "natural selection," in that counsellors who did not attain some level of satisfaction as a counsellor would then seek some other occupation.

The client's ratings of satisfaction and attraction were affected in some cases by both the client's conceptual system and the counsellor's conceptual system (Hypotheses 3 and 4).

Clients of System 1 counsellors were least satisfied with the interview. The System 1 person is said to be rigid and structured; he is high on absolutism and closedness of thought and belief (Harvey, 1964). These characteristics in a counsellor may make it difficult for him to appear warm and personal, and to be open to the client's needs. However, the System 1 person also has a high need for structure-order (Harvey et al, 1968), and is very task oriented. It may be because of these traits that the clients did not rate the System 1 counsellor low on "Task Satisfaction".

Clients of System 4 counsellors reported significantly greater attraction and "Interview Satisfaction" as well as responding more favourably to the entire Questionnaire. The System 4 person can be described as relative in thought and action, creative, tolerant of stress and diverse ideologies, not punitive, and with high task orientation (Harvey, 1964, 1973). A counsellor with these characteristics would be likely to respond to the client's needs, and to appear very understanding and warm to the client. This would help to explain why the System 4 counsellors received the best ratings from their clients.

System 1 clients reported significantly greater "Interview Satisfaction," and "Task Satisfaction" as well as significantly greater satisfaction as reported on the entire 19 item Questionnaire. The System 1 person as described by Harvey has high evaluativeness, high positive dependence on, or cathexis with, representatives of institutional authority, and high identification with social roles and status positions (Harvey, 1964). If the System 1 client saw the counsellor as a person of high status and a representative of institutional authority, he may feel very satisfied talking with such a person, but more because of the counsellor's position than because of his counselling techniques.

System 1 clients of System 4 counsellors reported significantly greater attraction and "Interview Satisfaction". The System 1 client may be looking for a counsellor to look up to; the System 4 counsellor described earlier would appear to offer this as well as providing acceptance of differing view points. His high task orientation should satisfy the System 1 client's needs for something concrete.

The System 1 client of a System 1 counsellor reported significantly less attraction and "Interview Satisfaction". As the System 1 person is described as having "high absolutism and closedness of thought and belief (Harvey, 1964, p. 209)," if two such persons did not agree on the same way of looking at an issue neither would be likely to accommodate the other's point of view, leading to an unresolved conflict.

Limitations of the Study

It is difficult to make any firm conclusions from this study, as the sample size of both counsellors and clients was not sufficiently large.

The theoretical basis behind conceptual system theory is still at an early stage of development and more information is needed on how people can be helped to change from one system to another assuming if this is desirable.

Because there were only two system 1 counsellors and only one System 2 counsellor, the effect of conceptual system could not be completely examined for System 1 and 2 counsellors. This distribution may be idiosyncratic to this sample of the counsellors or due to the System 1 and 2 counsellors not finding counselling satisfying and therefore leaving the vocation.

There were only nine System 3 and 12 System 4 clients, thereby limiting interpretations of the data. Again this distribution may be idiosyncratic to this sample, or it may be a reflection of the types of people who seek counselling.

It should be noted that the results in this study differed in several ways from those of previous studies dealing with teachers and students in the classroom. The reason for this difference should be more thoroughly investigated.

Only the primary conceptual system of each subject was used as a basis for categorizing him. It is possible that by ignoring the individual's secondary system, the findings could be contaminated. However, it is not known how much effect the secondary system has on behaviour, and it was decided the effort of screening out subjects of mixed systems would not be worth the difficulty.

This study examines counsellor and client satisfaction with only the initial interview; examination of a continuing relationship may produce different results. Counsellors and clients may perceive a counselling relationship that lasts only one session as being more satisfying than one that continues, because of a quick resolution of the problem.

Satisfaction was used as a measure of the effects of the counselling experience in this study, which in itself is a firm basis for initial investigation in this area, but "outcome" as a measure of the effects of counselling needs to be investigated at some later date.

Implications of the Study

Additional research to strengthen the findings of this study would be necessary to support implications for counsellor training and selection.

In terms of counsellor training, it appears that the more flexible, non-judgmental, task oriented counsellor (typical of System 4) has clients that are more satisfied with counselling. One aim of counsellor training programmes, therefore, should be to help counselling students integrate these qualities into their personalities.

With respect to counsellor selection, it appeared that there was one system of counsellor that was better at satisfying client's needs, and one system of counsellor that was clearly less able to satisfy client's

needs. Therefore, there is no reason to believe a model which matches clients of certain conceptual systems with certain types of conceptual systems with certain types of counsellors is beneficial. Since the System 4 counsellor appears to satisfy the needs of all systems of clients, counselling centres should seek out System 4 counsellors. Similarly, System 1 counsellors do not seem to meet the needs of clients, so these individuals should be discouraged from entering the profession.

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APPENDIX A

DEFINITION OF THE FOUR CONCEPTUAL SYSTEMS

Harvey, in various articles and writings, describes the four conceptual systems in the following manner.

System 1. The most concrete mode of construing the world treated by Harvey et al (1961).

. . . conforming to the omnipotently and omnisciently-imposed standards . . . high absolutism and closedness of thought and belief; high evaluativeness; high positive dependence on, or cathexis with representatives of institutional authority; high identification with social roles and status positions; high conventionality; high ethnocentrism; . . . they score the highest of the four groups on the F Scale (Harvey, 1964).

. . . high need for structure-order (Harvey, Prather, White and Hoffmeister, 1968).

System 2.

Distrustful of authority-related cues, but at the same time are devoid of any other reliable and stable guidelines. . . . seem to be in a psychological vacuum guided more by rebellion against the formal norms of society and perceived social pressures than by positive adherence to personally derived standards . . . high drive toward autonomy, and an avoidance of dependence on God, tradition . . . next to the lowest scoring on the F Scale of the four groups (Harvey, 1964).

Fearful of being deceived or in some way exploited once they allow themselves to become . . . close to and, to them, effectively dependent upon another person (Harvey, 1973).

System 3.

Develops a generally inflated notion of himself as a casual agent in affecting desired outcomes . . . most acquiescent of the four systems . . . avoids being thrust on his own (Harvey, 1964).

The most central concerns of the System 3 individuals focus around manifesting socially desired behaviour and through this attaining personal acceptance and approval of themselves and fostering a kind of dependence of others upon them (Harvey, 1973).

System 4.

Information oriented, relative in thought and action
... more reliant upon his own opinions and perceptions
... scores the lowest of the four groups on the F Scale
(Harvey, 1964).

.....

The most creative, the most tolerant of stress and of
diverse ideologies and behaviour, and the least punitive,
... supportive of others' independence and autonomy, and
are characterized by high task orientation, information
seeking (Harvey, 1973).

APPENDIX B
SATISFACTION AND ATTRACTION QUESTIONNAIRE -
COUNSELLOR'S FORM

EVALUATION OF INTERVIEW

These forms are for your evaluation of the interview you just participated in. We have tried to cover many aspects of the interview. The best answer to each question is your personal opinion.

Check the space which best describes your evaluation of the interview you have just experienced. For example, if you did not enjoy discussing the topic, you would probably place a check as in the illustration below.

| | | | | | | |
|-------------------------|---------------|---------------------------|-----------------------|---------------------|---------|----------------------|
| | ✓ | | | | | |
| Did not enjoy at all | Did not enjoy | Slightly did not enjoy | Neutral or average | Enjoyed slightly | Enjoyed | Enjoyed very much |

1. How satisfied were you with the interview?

| | | | | | | |
|----------------------|--------------|--------------------------|-----------------------|-----------------------|-----------|-------------------|
| | | | | | | |
| Very dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral or average | Slightly satisfied | Satisfied | Very satisfied |

2. How satisfied were you with your own performance?

| | | | | | | |
|----------------------|--------------|--------------------------|-----------------------|-----------------------|-----------|-------------------|
| | | | | | | |
| Very dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral or average | Slightly satisfied | Satisfied | Very satisfied |

3. How much did you enjoy working with the client?

| | | | | | | |
|-------------------------|---------------|---------------------------|-----------------------|---------------------|---------|----------------------|
| | | | | | | |
| Did not enjoy at all | Did not enjoy | Slightly did not enjoy | Neutral or average | Enjoyed Slightly | Enjoyed | Enjoyed very much |

EVALUATION OF INTERVIEW (continued)

4. How much did you enjoy discussion this particular topic?

| | | | | | | |
|-------------------------|---------------|---------------------------|-----------------------|---------------------|---------|----------------------|
| Did not enjoy at all | Did not enjoy | Slightly did not enjoy | Neutral or average | Enjoyed slightly | Enjoyed | Enjoyed very much |
|-------------------------|---------------|---------------------------|-----------------------|---------------------|---------|----------------------|

5. How would feel if you were told your interview was not a good one?

| | | | | | | |
|--|------------------------|------------------------------------|-----------------------|--------------------------|--------------|----------------------|
| Would not bother me in the least | Would not bother me | Slightly would not bother me | Neutral or average | Slightly disappointed | Disappointed | Very disappointed |
|--|------------------------|------------------------------------|-----------------------|--------------------------|--------------|----------------------|

How would you rate your interview experience?

| | | | | | | | |
|------------------|---------|---------|---------|---------|---------|---------|-----------------|
| 6. Not effortful | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Effortful |
| 7. Interesting | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Not interesting |
| 8. Easy | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Difficult |
| 9. Pleasant | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Unpleasant |
| 10. Rewarding | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Unrewarding |
| 11. Valuable | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Worthless |
| 12. Beneficial | _____ : | _____ : | _____ : | _____ : | _____ : | _____ : | Harmful |

EVALUATION OF INTERVIEW (continued)

How would you rate the "atmosphere" of your interview?

- | | | | | | | | | | | | | | | |
|-----------------|-------|---|-------|---|-------|---|-------|---|-------|---|-------|---|-------|-------------|
| 13. Pleasant | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Unpleasant |
| 14. Warm | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Cold |
| 15. Friendly | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Unfriendly |
| 16. Cooperative | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Competitive |
| 17. Not serious | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Serious |

18. How much do you like or dislike the client as a person?

| | | | | | | |
|-------------------|-------|------------------|-----------------------|---------------------|---------|----------------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Like very much | Like | Like slightly | Neutral or average | Dislike slightly | Dislike | Dislike very much |

19. How much would you like or dislike working with this person again?

| | | | | | | |
|-------------------|-------|------------------|-----------------------|---------------------|---------|----------------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Like very much | Like | Like slightly | Neutral or average | Dislike slightly | Dislike | Dislike very much |

Counsellor's Name: _____

First Session: _____

Client's Name: _____

Second Session: _____

Date: _____

Third Session: _____

APPENDIX C
SATISFACTION AND ATTRACTION QUESTIONNAIRE -
CLIENT'S FORM

EVALUATION OF INTERVIEW

These forms are for your evaluation of the interview you just participated in. We have tried to cover many aspects of the interview. The best answer to each question is your personal opinion.

Check the space which best describes your evaluation of the interview you have just experienced. For example, if you did not enjoy discussing the topic, you would probably place a check as in the illustration below.

Did not enjoy at all Did not enjoy Slightly did not enjoy Neutral or average Enjoyed slightly Enjoyed Enjoyed very much

✓

1. How satisfied were you with the interview?

Very dissatisfied Dissatisfied Slightly dissatisfied Neutral or average Slightly satisfied Satisfied Very satisfied

2. How satisfied were you with your own performance?

Very dissatisfied Dissatisfied Slightly dissatisfied Neutral or average Slightly satisfied Satisfied Very satisfied

3. How much did you enjoy working with the interviewer?

Did not enjoy at all Did not enjoy Slightly did not enjoy Neutral or average Enjoyed slightly Enjoyed Enjoyed very much

EVALUATION OF INTERVIEW (continued)

4. How much did you enjoy discussing this particular topic?

| | | | | | | |
|-------------------------|---------------|---------------------------|-----------------------|---------------------|---------|----------------------|
| Did not enjoy at all | Did not enjoy | Slightly did not enjoy | Neutral or average | Enjoyed Slightly | Enjoyed | Enjoyed very much |
|-------------------------|---------------|---------------------------|-----------------------|---------------------|---------|----------------------|

5. How would you feel if you were told your interview was not a good one?

| | | | | | | |
|--|------------------------|------------------------------------|-----------------------|--------------------------|--------------|----------------------|
| Would not bother me in the least | Would not bother me | Slightly would not bother me | Neutral or average | Slightly disappointed | Disappointed | Very disappointed |
|--|------------------------|------------------------------------|-----------------------|--------------------------|--------------|----------------------|

How would you rate your interview experience?

| | | | | | | | | | | | | | | |
|------------------|-------|---|-------|---|-------|---|-------|---|-------|---|-------|---|-------|-----------------|
| 6. Not effortful | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Effortful |
| 7. Interesting | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Not interesting |
| 8. Easy | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Difficult |
| 9. Pleasant | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Unpleasant |
| 10. Rewarding | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Unrewarding |
| 11. Valuable | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Worthless |
| 12. Beneficial | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Harmful |

EVALUATION OF INTERVIEW (continued)

How would you rate the "atmosphere" of your interview?

- | | | | | | | | | | | | | | | |
|-----------------|-------|---|-------|---|-------|---|-------|---|-------|---|-------|---|-------|-------------|
| 13. Pleasant | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Unpleasant |
| 14. Warm | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Cold |
| 15. Friendly | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Unfriendly |
| 16. Cooperative | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Competitive |
| 17. Not serious | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | : | _____ | Serious |

18. How much do you like or dislike the interviewer as a person?

| | | | | | | |
|-------------------|------|------------------|-----------------------|---------------------|---------|----------------------|
| Like very much | Like | Like slightly | Neutral or average | Dislike slightly | Dislike | Dislike very much |
|-------------------|------|------------------|-----------------------|---------------------|---------|----------------------|

19. How much would you like or dislike working with this person again?

| | | | | | | |
|-------------------|------|------------------|-----------------------|---------------------|---------|----------------------|
| Like very much | Like | Like slightly | Neutral or average | Dislike slightly | Dislike | Dislike very much |
|-------------------|------|------------------|-----------------------|---------------------|---------|----------------------|

Initials: _____

Date: _____

APPENDIX D
INFORMATION SHEET

Hello! I wonder if you could help me. I am a graduate student at The University of Calgary, investigating how people feel about their counselling experience.

What I need you to do won't take much time. It's in two parts. The first is to fill out an opinion survey. You can do this before you see your counsellor for the first time. This will take about 20 minutes.

The second is to fill out a questionnaire about your feelings concerning your counselling interview. Someone will give these to you-- the first after your first interview, the second after your second or third interview. They should take only five minutes each.

If you have any questions, please call me anytime at 284-5700.

Please be assured this information will be treated as strictly confidential, and your responses will be combined with other people's, and no one will see them besides myself.

Thank you for your help.

Bill Coleman