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THE RELATIONSHIP OF EMPATHIC PERCEPTION AMONG COUNSELOR CANDIDATES TO RAPPORT VARIABLES IN COUNSELING PRACTICUMS

by

John Anton Axelson

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of the requirements for the degree of
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CHAPTER I

THE NATURE OF THE STUDY

A major and desirable outcome in the preparation of counselors is increased understanding and sensitivity toward the needs of others. This is usually included in counselor education through didactic instruction and exposure to practical experiences in a counseling practicum. In more general terms, the development of a counselor can be looked upon as the development of effective, satisfying human relationships. If a counselor candidate begins to develop or display increased overt behavior which is indicative of understanding of others, it might be assumed that change has occurred in that candidate's perceptual field. Depending on the permanency of the change, the behavior could be expected to transfer to activities on the job. Thus, a broad, but obviously desirable, goal in counselor education is for counselor candidates to become more understanding of the needs of others. Combs and Snygg state,

> Since perception is an internal process not open to direct manipulation from without, change in behavior cannot be brought about directly, but only through the kinds of experiences people are exposed to. From a perceptual frame of reference therefore, the emphasis in dealing with people is upon the creation of kind of situation which facilitate or assist the process of perceptual change.[1]

[1] A.A. Combs and D. Snygg, Individual Behavior (Revised Edition; New York, 1959), p. 312.

Along with didactic instruction, a counseling practicum is a means whereby counselor candidates can engage in activities which increase their sensitivity toward others. "Sensitivity," in this study, refers to empathic perception. That is, empathic perception, as used in this study, is theoretically defined as the total cognitive and conative awareness by a perceiver of the interpersonal relationships that are characteristic of other individuals with whom the perceiver verbally and visually communicates. Operationally, it is defined as the discrepancy between how an individual rates himself in interpersonal processes and how a perceiver predicts that individual will rate himself. The lower the discrepancy score the greater is the empathic perceptual skill for the perceiver.

Interest is currently displayed in the role which the small discussion group plays in shaping skills and counseling attitudes of counselor candidates enrolled in a counseling practicum. A tremendous force appears to exist within a small group; this force has been demonstrated to significantly affect perceptions of the members who make up a group. Burke and Bennis point out,

> An important goal of many groups is the induction of changes in the people participating in the group experience. These changes may be of many types, including a wide variety of perceptual and attitudinal changes in the group members, and acquisition of new cognitive skills and information, and the modification of overt behavioral responses, both in the group and, ultimately, in other social interaction settings in which the individual participates.[2]

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[2] R.L. Burke and W.G. Bennis, "Changes in Perception of Self and Others During Human Relations Training," Human Relations, XIV (1961), p. 165.

Although the literature is rich in describing the potential of group forces for behavior change in individuals, no specifics are revealed for counselor education. It occurs to the writer how often counselor educators praise the dynamic qualities of group activities, but yet find it difficult to explain just what does occur. They feel confident that phenomena exist in group interaction which affect the educational development of counselors. Prominent among these phenomena is the description that candidates become "sensitized" to each other; they learn to give and take and develop depth of understanding with each other. If such desirable interpersonal attitudes appear, group interaction as a medium in counselor education could be scrutinized and further understood. If it can be assumed that group interaction is a potential medium in the development and practice of empathic skills in counselor candidates, what is the nature of the relationship between these interactions and empathy? Specifically, this study probes the rapport structure of interpersonal relationships as it is thought to influence the empathic perceptual process. This is accomplished by examining small discussion groups of counselor candidates in four different counseling practicums.

Theoretical Background

Perceptual Processes

When an individual is asked to try to project himself into the place of another person and attempts to rate that

person according to how that person would rate himself, it might be expected that distortion would occur depending on the needs and characteristics of the perceiver, the perceived, and the situation. Much attention has been paid in the past to object perception and results thereof indicate the existence of such a phenomenon. Individuals, because of past experiences, perceive what they want to perceive about some object, in spite of the reality of the existing object. This is especially demonstrated in sensory illusion experiments conducted by Gestalt psychologists. The functioning of empathy, perhaps, can be considered as analogous to the functioning of the sensory organs. Sensory information depends upon the sender, receiver and the stimuli being sent or received. It could be assumed that some of the basic variables influencing the functioning of the sensory organs might operate in the functioning of empathic perception. Since there seems to be some similarity among individuals in perceptual error (distortion or discrepancy) toward material objects, it might also be assumed that similarity exists in perceptual error toward people. Thus, the greater variance of experiences an individual has, the greater variance are the meanings which he places upon stimuli around him.

Perception theory, as described by Combs and Snygg,[3] holds that individuals, through learning experiences, develop unique perceptual fields. Some perceptual fields

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[3]Combs and Snygg, op. cit.

are more highly differentiated than others; that is, individuals have successfully adapted to many kinds of experiences. Since the quality of the perceptual field, both cognitive and conative, determines overt behavior, it could be expected that individuals with highly differentiated perceptual fields would display different empathic behavior than would those with less differentiated fields. Combs and Snygg call individuals with highly differentiated perceptual fields, "adequate" personalities. On the other hand, "inadequate" personalities, because their perceptual fields are less differentiated, will be less able to cope with environmental influences in an effective way. They are likely to perceive the behavior of others as being threatening to their own self-enhancement and maintenance, and, thus, preoccupy themselves with their own defense mechanisms. A person who has an adequate perceptual field is under no great necessity for self defense and so has no need to distort his perceptions or to select them in terms of his peculiar unfulfilled goals. He has a wider phenomenal field on which to base his behavior because he is more open to experience. He should be able to place himself in a poor or unflattering light if necessary, and this makes possible perceptual data not open to the individual who is fearful and defensive of self.

It could be assumed that if environmental influences are characterized by feelings of acceptance, understanding

and ease of communication (rapport) among individuals, defensiveness (and the resulting distortion of perception) should be at a minimum. This, precisely, is the major endeavor of this study – to better understand the rapport elements of instructional groups and situations which might be related to the facilitation or detriment of the empathic process among counselor candidates.

Group Processes

Now that basic concepts related to the individual perceptual processes have been described, what might be the characteristics of the group processes which contribute to a rapport atmosphere? The basic theories of W. R. Bion,[4] as modified by Thelen[5] and others, provides the main ideas for this study.

Bion emphasizes the Freudian belief that individual and group psychology cannot be absolutely differentiated because the psychology of the individual is itself a function of the relationship between one person and another.

> The individual is, and always has been, a member of a group, even if his membership of it consists of behaving in such a way that reality is given to an idea that he does not belong to a group at all. The individual is a group animal at war, both with the group and with those aspects of his personality that constitute his 'groupishness.'[6]

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[4] W.R. Bion, Experiences in Groups and Other Papers (New York, 1961).

[5] H. Thelen and D. Stock, Methods for Studying Work and Emotionality in Group Operation (Chicago, 1954).

[6] Bion, op. cit., p. 167.

Bion further believes, except for mechanics of study and research, that it is not necessary for members to be together to constitute a group. He feels that group behavior is not necessarily just a result of people being together, but that in all of us there are the properties of group membership.

> The apparent difference between group psychology and individual psychology is an illusion produced by the fact that the group brings into prominence phenomena that appear alien to an observer unaccustomed to using the group.[7]

Bion states that behavior in groups can be described by four basic emotional behavior modalities: dependency, pairing, fight, and flight. Individuals and the leader operate in a group through expression of these four basic behavior modalities. Different groups could be expected to be characterized by different modalities depending upon the "valencies" (needs) of different members and the leader for a certain type behavior and also upon the configuration which is created by the assimilation of members with different (or similar) valency patterns. Groups can be expected to enter, leave, and perhaps re-enter, varying modes of need-expressing behavior, which are akin to the individual psychological protective mechanisms as described by Combs and Snygg. Thus, thrown into a situation which is anticipated, in differential degrees by different individuals, to be evaluative or critical, threat is most likely to be felt and the individual will

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[7] Bion, op. cit., p. 169.

seek to maintain or enhance himself on an emotional level. Emotional mechanisms are self-defeating mechanisms when they interfere with accurate, effective interpersonal perceptual processes.

Apparently, according to Bion, if a group has some formal, assigned structure, the likelihood of emotional needs interfering with the group process is reduced; but regardless of the group organization, interpersonal difficulty can be expected when group members work on their own emotional needs rather than the task at hand. "Basic assumptions," to Bion, means the basic emotional needs and reactions that one can assume will occur in group activity.

> I think the struggles of the individual to preserve his distinctiveness assumes different characteristics according to the state of mind of the group at any given moment. Group organization gives stability and permanence to the work group, which is felt to be more easily submerged by the basic assumptions if the group is unorganized.... The counterpart of cooperation in the basic assumption group is valency - a spontaneous, unconscious function of the gregarious quality in the personality of man. It is only when the group begins to act on a basic assumption that difficulties arise.[8]

All need-expressive behavior is not necessarily detrimental to the rapport atmosphere prevailing in a group. Some behavior will have no effect, while some will serve as catalytic agents in group interaction.

> All groups stimulate and at the same time frustrate the individuals composing them; for the individual is impelled to seek the satisfaction of his needs in his group and is at the same time inhibited in this aim by the primitive fears that the group arouses.[9]

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[8] Bion, op. cit., p. 170.

[9] ____, op. cit., p. 188.

Ideally, and therapeutically, Bion believes, the group should be a pairing group. This need, or desire, to relate with others is undoubtedly a basic motivational factor in the concept of rapport. It provides a reason for wanting to establish and maintain close relations with other individuals.

Bion's clear summary of the group process according to his concepts is worthy of an entire quote:

> To recapitulate: any group of individuals met together for work shows work-group activity, that is, mental functioning designed to further the task in hand. Investigation shows that these aims are sometimes hindered, occasionally furthered, by emotional drives of obscure origin. A certain cohesion is given to these anomalous mental activities if it is assumed that emotionally the group acts as if it had certain basic assumptions about its aims. These basic assumptions, which appear to be fairly adumbrated by three formulations, dependence, pairing, and fighting or flight, are, on further investigation, seen to displace each other as if in response to some unexplained impulse.[10]

Rapport Elements

Empathy, in this study, is looked upon as a part of group processes, rather than an entity in itself. Farber points out that empathy may be reviewed more profitably as a social process than as a capacity.[11] Most research on empathy endeavors to describe it as a trait possessed by individuals in varying degrees or amounts. Empathy, as a characteristic of the relationships among individuals, is assumed to be associated with and influenced by

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[10]Bion, op. cit., p. 188

[11]B. Farber, "Elements of Competence in Interpersonal Relations," Sociometry, XXV (1962), pp. 30-47.

interpersonal variables. The following theoretical variables are believed to operate in a group situation and tend to influence empathic perception. These variables are termed, "rapport variables," because their presence, or absence, is assumed to affect interpersonal relationships which in turn affect empathic perception. The hypotheses, which follow in a later section, are constructed with these variables in mind: (1) personal adequacy, (2) emotional needs, (3) self-projection, (4) perceptual distortion, and (5) conscious awareness. Two additional variables, not directly related to interpersonal processes, are examined: (1) chronological age of the group members and (2) scholastic aptitude of the group members. The purpose of these last two variables is to provide a type of external control over the other variables as well as to contrast static variables with dynamic variables. The conceptual foundation for each of the rapport variables is discussed in the following subsections.

Personal Adequacy

It is theorized that the feelings of personal adequacy which counselor candidates bring with them into a practicum situation have a bearing on the development of the rapport atmosphere. Feelings of personal adequacy are more likely to facilitate interpersonal communication than are feelings of personal inadequacy.

Emotional Needs

It is theorized that emotional needs are expressions of self-enhancing and maintaining behavior. The predominance and intensity of emotional needs are likely to have a bearing on rapport atmosphere. Six basic emotional needs as expounded by W.R. Bion and akin to the psychological defense mechanisms as described by Freud are followed in the study.

Self-Projection

Does self-concern, or self-centeredness, interfere with effective interpersonal communication? If an individual's attention is concentrated upon himself, rather than others, it appears likely that the interpersonal qualities of understanding, communication, and acceptance would be weakened. In other words, the rapport bonds would stand little chance of being strengthened.

Perceptual Distortion

If unconscious psychological set operates in interpersonal relationships, clarity of perceiving others is lessened and misunderstanding is likely to result. The existence of perceptual predispositions narrows and stereotypes what might otherwise be objective and free-flowing rapport qualities.

Conscious Awareness

Conscious understanding and sensitivity toward others is likely to strengthen rapport atmosphere. Must empathy

be a conscious process to be most accurate? Are empathic counselor candidates fully aware of other candidates whom they feel they know the best, or is the empathic process largely a function of the unconscious mind? Empathy, in some studies takes on an aurora of mysticism with the implication that it is the function of sensitive feelings on a subconscious level. It is an assumption in this study that empathic perception is a function of the amount of conscious awareness which a candidate has of the identity and presence of other candidates. That is, the more rational and clear is the perceptual image which a candidate has of another candidate, the more accurate will be his empathic perception of that candidate.

This study investigates one semester of counselor candidate discussion groups in four separate counseling practicums. Specifically, the amount of empathic perception and the rapport variables among counselor candidates in each situation are measured and analyzed.

Description of the Four Practicum Situations

Situation A is a National Defense Education Guidance Institute. The organization of the Institute is planned to be highly permissive and free-flowing with much emphasis upon interaction among candidates and staff. Approximately ninety-four hours of scheduled discussion meetings are held for practicum groups during one semester. However, actual

face-to-face contact is practically continuous on a daily basis. Much staff assistance and support is provided.

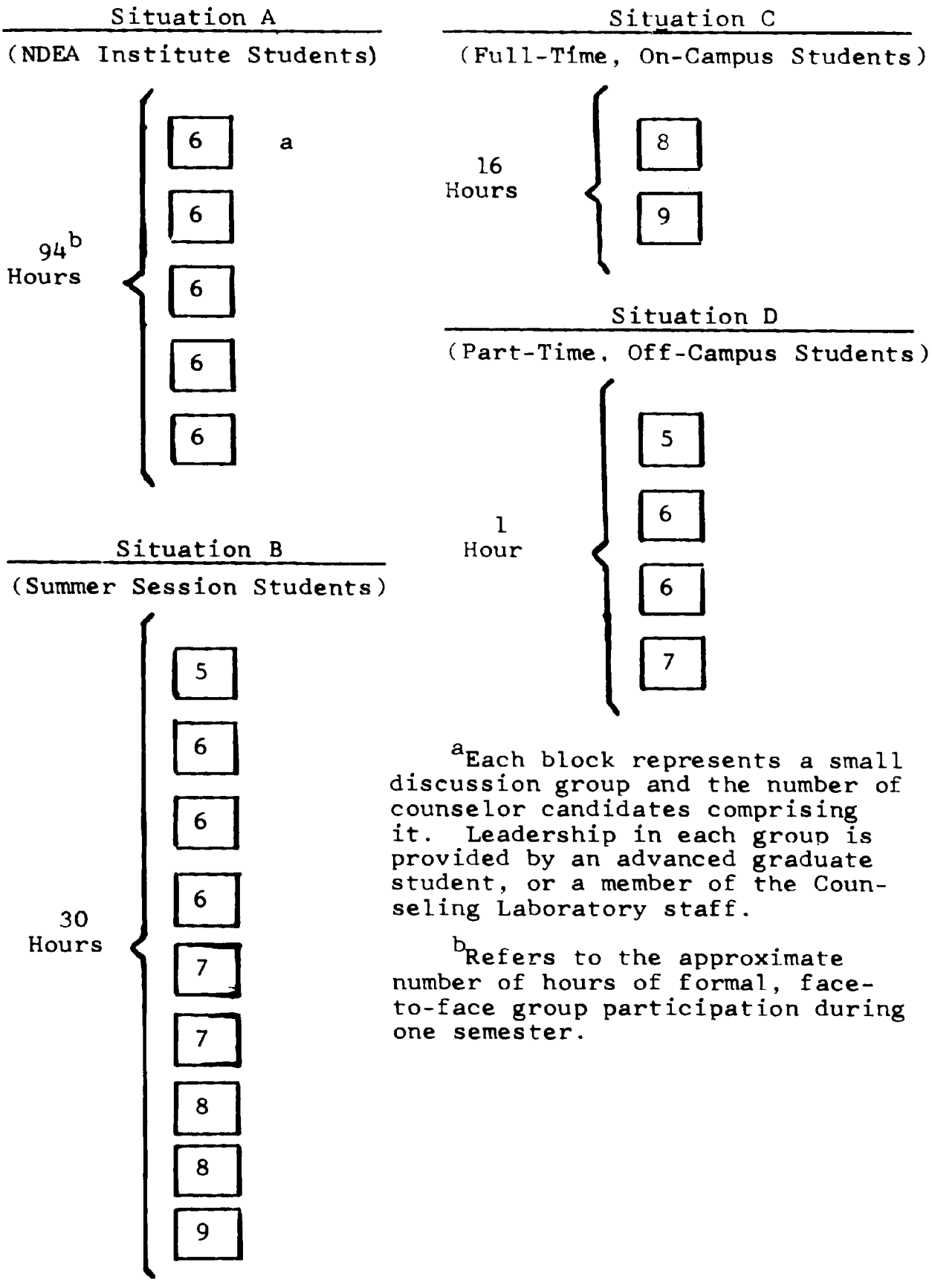
Situation B, and the following two situations, Situation C and Situation D, are practicums organized in a traditional manner. As much emphasis, as possible with available staff, is placed on fostering compatible and permissive relationships in group discussion. The groups in Situation B have an approximate total of thirty hours of daily scheduled one-hour meetings. Since this is a summer session in Situation B, activities, and possibly interpersonal relationships, are expected to be more intense.

Situation C is comprised of full-time, on-campus students. The groups meet for approximately sixteen hours, one hour per week, for the semester. The members in this practicum are observed to be independent and youthful. The opportunity for more face-to-face interaction is limited because scheduled time in the laboratory is quite diverse.

Situation D is comprised of older, part-time off-campus students who work during the week and attend the practicum on Saturdays. The discussion groups might be termed "paper groups." A printed list of groups and the members is handed out to the candidates at the beginning of the semester, but only one formal meeting of the groups is held. The availability of staff leadership is severely limited. However, the candidates are observed to "cluster" together, on their own initiative, according to their group assignments on the printed sheet. For example, the group

members often have coffee together. Typically, most Saturday practicums display a type of group spirit.

Figure 1, on the following page, shows the number of small, discussion groups and the number of counselor candidates in each group for each of the four practicum situations.



[a]Each block represents a small discussion group and the number of counselor candidates comprising it. Leadership in each group is provided by an advanced graduate student, or a member of the Counseling Laboratory staff.

[b]Refers to the approximate number of hours of formal, face-to-face group participation during one semester.

Figure 1. Description of the Four Practicum Situations

Hypotheses

Basic Hypothesis:

Facilitation of empathic perception among counselor candidates in counseling practicums is a function of the elements of rapport which characterize the practicums in which the perceiving occurs.

Subhypotheses:

Rationale: Empathic perception is facilitated if candidates perceive their past interpersonal relationships as being satisfying and adequate.

Hypothesis 1: There is a significant tendency for personal adequacy to be positively associated with empathic perception.

Rationale: Empathic perception is facilitated according to the emotional needs which are predominant among candidates.

Hypothesis 2: There is a significant tendency for emotional needs to be negatively associated with empathic perception.

Rationale: Empathic perception is facilitated when candidates are less concerned with maintaining and enhancing their own emotional needs.

Hypothesis 3: There is a significant tendency for self-projection to be negatively associated with empathic perception.

Rationale: Empathic perception is facilitated when candidates perceive the inner, real self of other candidates and less of their exterior, maintaining and enhancing emotional needs.

Hypothesis 4: There is a significant tendency for perceptual distortion to be associated with empathic perception.

Rationale: Empathic perception is facilitated when candidates are consciously aware and understanding of the emotional needs of other candidates.

> Hypothesis 5: There is a significant tendency for conscious awareness to be positively associated with empathic perception.

Rationale: The chronological age of candidates is conceived as a static variable and assumed to have little influence upon empathic perception; it is applied in this study as an external, constant variable and is contrasted with the previously stated process variables.

> Hypothesis 6: There is no significant tendency for chronological age to be associated with empathic perception.

Rationale: The scholastic aptitude of candidates is conceived as a static variable and assumed to have little influence upon empathic perception; it is applied in this study as an external, constant variable and is contrasted with the previously stated process variables.

> Hypothesis 7: There is no significant tendency for scholastic aptitude to be associated with empathic perception.

Limitations

It is expected that unknown variables operate in this study in an indeterminable manner and which affect the data collected. Contamination, for example, is expected from the interaction between practicum supervisor (group leader) and group members. The operation of practicum programs, also, is not necessarily consistent from semester to semester. Generalization of the results of this study is formally limited to the counseling practicum program and staff at The University of Michigan at this

time and to the types of students for which those in the various groups may be considered to be random samples.

Summary

The usefulness and importance that permissive interaction and discussion in small groups, and in a counseling practicum in general, provides in the personal and intellectual development of a counselor has been described. The small group especially performs this function when the candidate is at the counseling practicum level of his education. Here, it seems, is where he might need the most support to develop his confidence in becoming a good counselor. Better understanding of the perceptual functioning of such groups in different situations enables group leaders and group members to perform more effectively in interpersonal processes. Development of a counselor's ability to understand others as they see themselves is highly significant in the training of a counselor. This is the concept of empathy. Increased understanding of the rapport variables related to empathic perception is an aid in counselor education. This study, then, is the examination of small counselor candidate discussion groups in four different counseling practicum situations. Evidence related to a basic question is sought in this study: What is the relationship between empathic perception and certain elements of rapport among counselor candidates?

CHAPTER II

RELATED LITERATURE AND RESEARCH

The organization of this chapter is developed according to the topics that have been researched. These topics appear to fall into natural categories and represent what has apparently been the prevailing interest to researchers in the field. These, most logically, seem to fall into three broad categories: (1) the nature of empathy, (2) individual influences on empathy, and (3) situational influences on empathy.

Nature of Empathy

Historical Background

Empathy, as an accepted psychological concept, appears to be somewhat neglected as an extensive topic of research since the term was first used by T. Lipps in 1903 to mean a private "feeling into."[1] Part of the problem has been the development of good measures to test empathy. Dymond was the first to use the concept in a sense that it could be measured (predictive empathy).[2] Her pioneering work has

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[1]Lipps, Aesthetic (Hamburg, 1903), p. 247.

[2]R. Dymond, "A Scale for the Measurement of Empathic Ability," Journal of Consulting Psychology, XIII (1949), pp. 127-133.

set the trend for much of the subsequent research, especially the acceptance of empathy as a score representing the discrepancy between judges' perception of the behavior and feelings of others and how those others actually rate their behavior and feelings. The theoretical concepts and bases for empathy have undergone various shifts from the idea that empathic ability is characteristic of an individual's personality to the idea that empathy is a mass relationship among many individuals; that is, knowledge of the role of the average person in a particular group is evidence of the operation of empathy.[3] Hastorf and Bender further define empathy by setting it aside from the phenomenon of self-projection which prejudices so many perceptual rating situations.[4] The phenomenon of empathy is often described in art and literature fields. The ability to empathize with an object is important to the aesthetic appreciation of it; that is, "feeling" for the artist is accomplished by "feeling" for his work.[5]

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[3]H. Lindgren and J. Robinson, "Evaluation of Dymond's Test of Insight and Empathy," Journal of Consulting Psychology, XVII (1953), p. 176.

[4]A. Hastorf and I. Bender, "A Caution Respecting the Measurement of Empathic Ability," Journal of Abnormal and Social Psychology, XLVII (1952), pp. 574-576.

[5]K. Gordon, "A Device for Demonstrating Empathy," Journal of Experimental Psychology, XVII (1934), pp. 892-893.

Theoretical and Conceptual Definitions of Empathy

Empathy is described as a form of molar behavior which involves the process of putting one's self in the place of the other person in communication through significant symbols. This involves taking on various roles at different times according to an individual's motivation, available means to a goal, anticipation of a goal, and the value system used to interpret mean-goal behavior. These factors operate with groups of individuals as well as with individual relationships.[6]

Another point of view suggests the implications that role behavior has on empathic processes. As a child distinguishes the self from the not-self, he learns necessary techniques for establishing the most satisfying relationships with others in his environment. Through imitation, he develops skill in shifting roles; that is, he takes on different perspectives in a world that is not absolute.[7] This could be the stage where he learns to identify with others and put himself in their place. Research indicates a positive relationship between sensitivity to the feelings and emotions of others (empathic ability) and the ability to see what is happening in role-playing situations.[8]

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[6] F. Fearing, "Toward a Psychological Theory of Human Communication," Journal of Personality, XXII (1953), p. 79.

[7] J. Moreno, Psychodrama, Vol. I (New York, 1946), pp. 61-62.

[8] M. Luszki, Empathic Ability and Social Perception (Unpublished University of Michigan Doctoral Dissertation, 1951).

Empathy is viewed as the basic process in all successful social interaction.[9] Empathy makes it possible for a group leader to create an accepting atmosphere. It is also described as a part of the therapeutic process in counseling; the greater is the ability to be empathic, the greater is the ability to communicate.[10] Empathy is essential in the work of the novelist:

> ...to describe a murder convincingly, the writer must harbor a murder inside him. Empathy can be described as a process of 'projection' or 'introjection;' both are metaphors referring to the experience of partial identity between the subject's mental processes and those of another, with the resulting insight into the other's mental state and participation in his emotions. Empathy becomes sympathy when to this mental resonance is added an active desire to collaborate and help.[11]

Empathy is also viewed as an ability to feel with an ever-increasing number of another's fellow human beings, not only to receive love and care but to love and be loved in a wide-ranging fellowship of mutual support and appreciation.[12]

The most widely accepted definition of empathy describes it as "the imaginative transposing of oneself

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[9]L. Cottrell Jr., "Some Neglected Problems in Social Psychology," American Sociology Review, XV (1950), p. 707.

[10]C. Rogers, Client Centered Therapy (Boston, 1951).

[11]A. Koestler, "The Novelist Deals with Characters," Saturday Review of Literature, XXXII (1949), pp. 7-8.

[12]B.W. Overstreet, "The Power to Feel with," National Parent Teacher, XLVII (1952), pp. 10-12.

into the thinking, feeling and acting of another and so structuring the world as he does."[13]

According to Buchheimer's comprehensive review of the literature, "...present thinking in the field of empathy defines it as a process comprising several dimensions. Behavior on these dimensions leads to a consistency of interaction between people."[14]

Multidimensions of Empathy

College students judged twenty-four filmed interviews in one research study. The conclusions of the investigators suggest that interpersonal perception, like intelligence, has many complex parts.

> ...there is a general ability to perceive others accurately. This general ability, however, consists of two (at least) independent parts: Sensitivity to the Generalized Other and Interpersonal Sensitivity in Bronfenbrenner's terminology, or Stereotype Accuracy and Differential Accuracy in Cronbach's terminology.[15]

Statistically, it is shown that a person's prediction scores tend to fall in the same ranges when he is judging different individuals; thus, the idea that empathy is a general trait is suggested. The concept of stereotype

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[13] R. Dymond, "Personality and Empathy," Journal of Consulting Psychology, XIV (1950), pp. 343-350.

[14] A. Buchheimer, "The Development of Ideas About Empathy," Journal of Counseling Psychology, X (1963), p. 64.

[15] V. Cline and J. Richards, "Accuracy of Interpersonal Perception – a General Trait?" Journal of Abnormal and Social Psychology, LX (1960), p. 5.

accuracy grew out of this; that is, individuals do not respond to specific others, but only to the set perception which they have of a general other, according to the particular behavior being judged, One writer feels that individuals follow the tendency of all perceivers in making accurate predictions. There is a common perception which most individuals have regardless of the situation or the individual. This is different, he says, from accuracy in taking the role of the Other, which follows more closely the definition of empathy.[16]

Studies of interpersonal perception are critized on the grounds that the orthodox measurement schemes do not really get at empathy. The importance of considering "intermediary keys" in the accurate measurement of empathy is stressed. Intermediary keys which should be taken into consideration are: (1) both the judge and the subject might have similar tendencies on the response continuum; any generality of judging ability could likely be due to real similarity between the persons, and (2) some items might be favored more than others; there is a possibility of a central tendency of predictions or self-descriptions.[17]

Other investigators also take the orthodox studies of interpersonal perception to task. It is believed that

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[16] N. L. Gage, "Accuracy of Social Perception and Effectiveness in Interpersonal Relationships," Journal of Personality, XII (1953), pp. 128-141.

[17] N. L. Gage, G. S. Leavitt, and G. C. Stone, "The Intermediary Key in the Analysis of Interpersonal Perception," Psychological Bulletin, LIII (1956), pp. 258-266.

perceptual accuracy, in most research, is more of a global process than a one-to-one response to cues received from the other person.

> It is believed that accuracy in social perception constitutes a general trait. But accuracy has different operational definitions in different studies; this alone is sufficient to account for the contradictory evidence reported. Interpersonal perception makes different demands on the Judge, varying with the degree of acquaintance between the Judge and the Other, and with the degree of extrapolation required from Input to Outtake.[18]

Another point of view, on the other hand, questions whether there is a general trait of perceptiveness. The question was studied by investigating the generality tendency over different procedures and, also, over a period of time. Sixty-five medical students comprised the population studied for generality-over-different procedures. Five different measurement schemes were applied: observations of ten films of physicians interviewing patients, responses to the Minnesota Multiphasic Personality Inventory, a vocational test, a reticence test, and a sociometric test (ratings within ten-member groups). Seventy-two senior medical students were studied to determine the generality-over-time of accuracy and response sets. The investigators conclude that the theory of a general ability to perceive is not supported. Individuals who are good or poor on one measurement device are not necessarily good or poor on

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[18]N. L. Gage and L. J. Cronbach, "Conceptual and Methodological Problems in Interpersonal Perception," Psychological Review, LXII (1955), p. 421.

another. There are significant, but low, relationships over-time-for-accuracy scores. The response set scores are significantly high over time. Thus, response sets are apparently more stable elements than differential accuracy scores.[19] It is also found that the accuracy of an individual in predicting a certain aspect of another person is not necessarily related to that individual's accuracy in predicting another, different, aspect of the other person.[20] Similar results are noted in another study: forty-six students in a college psychology class predicted the responses of three other students in the class on the Minnesota Inventory of Social Behavior, A-S Reaction Study, and A Study of Motives. It is noted in this study that a successful forecaster in one scale does not have similar success in either of the other two scales.[21] Quite possibly, the discrepancy in judges' accuracy from scale to scale, which was described in the three previous studies, could be due to the differential difficulty of the behavior (items) being predicted, differential empathy, or simply, inadequate opportunity to become sensitized to the other person.

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[19]W. J. Crow and K. R. Hammond, "The Generality of Accuracy and Response Sets in Interpersonal Perception," Journal of Abnormal and Social Psychology, LIV (1957), pp. 384-390.

[20]U. Foa, "Empathy or Behavioral Transparency?" Journal of Abnormal and Social Psychology, LVI (1958) pp. 62-66.

[21]I. E. Bender and A. H. Hastorf, "The Perception of Persons: Forecasting Another Person's Responses on Three Personality Scales," Journal of Abnormal and Social Psychology, XLV (1950), pp. 556-561.

The existence and strength of attitude toward different others within and across different dimensions has also been studied. Sixty-two psychology class students observed thirty-second motion pictures of thirty different individuals and then rated them according to the Guilford-Zimmerman Temperament Survey. Although the results support the concept of a general response set, intra-judge consistency relative to stimulus factors is statistically fragile. No differences in sex are noted.[22]

The Problem of the Perceiver's Own Bias

Researchers are aware of the problem of self-projection of one's own attributes onto others in empathic perception. There seems to be ample evidence that this projection does exist and should be taken into account. Some researchers, recognizing this problem, have developed a "refined empathy score." By comparing the predicted score with the predictor's score as well as with the score of the person whose score is being predicted, they arrive at a projection score as well as an empathy score. The projection score is then subtracted from the empathy score to arrive at the refined score. The researchers feel that this process provides a more accurate measurement of empathy.[23] The original study, however, allows judges the

[22] C. Gross, "Intrajudge Consistency in Ratings of Heterogeneous Persons," Journal of Abnormal and Social Psychology, LXII (1961), pp. 605-610.

[23] I. Bender and A. Hastorf, "On Measuring Generalized Empathic Ability (Social Sensitivity)," Journal of Abnormal and Social Psychology, XLVIII (1953), pp. 503-506.

freedom of choice in picking an individual for rating, thus the influence of choosing an individual who might, in reality, be similar to the judge is not controlled.[24] In this thesis, all the members of a particular practicum group are judged, thus minimizing the probabilities of a judge judging only those who are similar to himself, while increasing the accuracy for determining the amount of actual self-projection operating.

Another investigator had college students in two classes check twenty pairs of opposite traits according to how they thought certain other stimulus persons in the classes checked them. It was hypothesized that the attribution of one's traits to others may not be a homogeneous mental set, but two predispositions: (1) attribution of traits in which ideal and real self coincide and (2) attribution of traits in which ideal and real self differ. The results indicate that there is a general tendency for persons to perceive their ideal-congruent traits in others to a greater extent than their ideal-discrepant traits. Apparently individuals feel more alone in their shortcomings.[25] Another study probes the conditions under which a person attributes his own attitudes and opinions to others. The investigators conclude that people tend to

[24]A. Hastorf and I. Bender, "A Caution Respecting the Measurement of Empathic Ability," Journal of Abnormal and Social Psychology, XLVII (1952), pp. 574-576.

[25]E. Alfert, "Two Components of Assumed Similarity," Journal of Abnormal and Social Psychology, LVI (1958), pp. 135-138.

project good attitudes to those they like and negative attitudes to people they dislike.[26]

The authors in one study hypothesized that projection is negatively related to empathy and that empathy is positively related to reality. They theorized that empathy requires realism in seeing others, while projection, which is a defense mechanism, involves a lack of reality testing. Seventy-four college students answered the Guilford-Martin Inventory of Factors and two weeks later, again answered it, but according to how they thought their peers would answer it. Projection is defined as occurring when fifty-one per cent of the group said they did not have the trait in question, empathy is defined as occurring when fifty-one per cent of the group said they did have the trait, and reality is defined as when fifty-one per cent of others also said that others possessed the trait. Correlation coefficients supported the hypotheses.[27]

Twenty-nine married couples filled out the California Test of Personality, first for themselves and then according to how they thought their spouse did it. The correlation between the two (empathy) is .70. The evidence also suggests that empathy and projection are not necessarily contradictory and tend to co-exist. It is also noted that

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[26]V. Vroom, "Projection, Negation, and the Self-Concept," Human Relations, XII (1959), pp. 335-344.

[27]R. D. Norman and P. Ainswork, "The Relationships Among Projection, Empathy, Reality and Adjustment, Operationally Defined," Journal of Consulting Psychology, XVIII (1954), pp. 53-58.

males are far superior to females, but that the males also do more projection.[28] The results of another study indicate that empathic ability is a negative function of projection of self on to another and a positive function of the degree of similarity in experiences.[29]

Summary

Theoretically and historically, the study of interpersonal perception has evolved from a study of traits to a study of processes. The evidence for the existence of a general empathic, or judging, ability is not conclusive, but support for specific, or differential, types of prediction is more promising. Whether differential predictive factors do operate, or whether other psychological principles can better explain score differences, depends on which concepts the reader may wish to choose.

Apparently, in most cases, a phenomenon seems to operate in interpersonal perception which influences the accuracy of prediction. People are perceived not as they really are (or, as they describe themselves on various scales), but as the perceiver casually makes them appear. Whether this is due to perceptual distortion, poor response items, or lack of perceptual ability is debatable.

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[28]R. C. Cowden, "Empathy or Projection?", Journal of Clinical Psychology, XI (1955), pp. 188-190.

[29]K. O Sandborn and C. McGuire, "Empathic Ability as a Function of Similarity and Motor Response," American Psychologist, X (1955), p. 346.

Distortion, through psychological sets and self-projection, does appear to be confirmed in some studies. Of course, this could also imply the existence of the phenomenon of stereotype accuracy, or, simply, perceptual congruity or real similarity between perceiver and perceived.

The particular behavior being predicted, the length of acquaintance, and the measurement device all influence judging responses and accuracy. Because of the great difference in research methodology, more questions have perhaps been created than answered. The next section discusses individual traits related to interpersonal perception.

Individual Influences

Research in this section is presented in an endeavor to describe individual variables which are related to empathy. Because these variables are of an individual nature, it might be assumed that they are more basic to human behavior, or, in Cronbach's terms, a part of the "constant process."[30] The research, as discussed in the previous section, indicates that psychological set and projection appear to operate in judging others. The influence of personality and behavior characteristics will now be examined.

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[30]L. J. Cronbach, "Processes Affecting Scores on 'Understanding of Others' and 'Assumed Similarity,'" Psychological Bulletin, LII (1955), p. 190.

Personal Adjustment

When an individual is not able to accept himself, it could be expected that he exerts much of his energy and preoccupations with himself rather than those around him. Carl Rogers asserts that "...when an individual...accepts (himself)...then he is necessarily more understanding... and accepting of others as separate individuals."[31]

One investigator had eighty-two male high school seniors describe themselves, their fathers, and their male teachers according to adjectives arranged in a Q-sort. The results indicate that self-acceptance is significantly correlated with acceptance of father and teachers.[32] Through the principle of stimulus generalization, it might be expected that an individual who accepts himself would be more accepting and sensitive to those around him. That is, he would be more open to environmental experience. Evidence in support of this hypothesis is noted by another investigator who studied thirty male undergraduate college students. This investigator believes that defensiveness is related to perceptual denial of environmental aspects. Students' perception of self was estimated through a Q-sort of self-descriptive statements along with projective material. Environmental perceptions were determined by responses to neutral and threatening words and through tachistoscopic material. The results indicate that the

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[31]C. Rogers, Client Centered Therapy (Boston, 1951), p. 520.

[32]R. Suinn, "The Relationship between Self-Acceptance and Acceptance of Others," Journal of Abnormal and Social Psychology, LXIII (1961), pp. 37-42.

more inaccurate and faulty the individual's perception of his environment, the more inaccurate and faulty are his perceptions of himself. The more inaccurate and faulty the individual's perception of himself and his environment, the more inadequate is his personal adjustment.[33]

A most thorough and critical review of research pertinent to the topic is presented by Taft who concludes that the ability to judge others on analytic modes correlates positively with emotional adjustment. He suggests that personal bias enters into the judging by maladjusted individuals. "But there is a need for further study in the case of nonanalytic modes in judging in which the evidence is more contradictory."[34] Taft also points out that evidence seems to support the contention that social detachment is a necessary prerequisite for making accurate judgements of others. It is noted, for example, that physical scientists are superior. Dymond also presents evidence to support the contention that individuals who possess empathic ability are better adjusted and secure than those who do not.[35]

Sixty-six applicants to medical school completed an interpersonal prediction task in one study. The amount of

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[33]B. Chodorkoff, "Self-Perception, Perceptual Defense, and Adjustment," Journal of Abnormal and Social Psychology, XLVIII (1954), pp. 508-512.

[34]R. Taft, "The Ability to Judge People," Psychological Bulletin, LII (1955), pp. 1-23.

[35]R. Dymond, "Personality and Empathy," Journal of Consulting Psychology, XIV (1950), pp. 343-350.

ego-control which was characteristic of each of the applicants was determined according to a fifty-four adjective Q-sort. The applicants then observed nine films taken of Air Force captains who were interviewed under stress and attempted to predict, on the basis of the film, how each captain described himself according to the fifty-four adjective Q-sort. Results indicate that applicants whose ego is appropriately controlled (i.e., ego-needs gratified in accordance with social reality) are the most accurate. The sample correlation coefficient is .33. The least effective judges are those applicants whose ego is over-controlled (i.e., repression of needs) with a coefficient of .28. The sample coefficient for under-controlled applicants (i.e., distractable, loosely organized) is .31.[36]

Teachers were asked by one investigator to predict average responses of the opinions of students on sixty different attitudinal questions related to school activities. The sample correlation between their prediction and how well they were liked by students is .50. Forty high school seniors were also given a sociometric test and a sample correlation coefficient of .40 is indicated between accuracy (both for the group norm and for individuals) and pupil's quickness and accuracy at sizing up a newcomer to

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[36]B. Baker and J. Block, "Accuracy of Interpersonal Prediction as a Function of Judge and Object Characteristics," Journal of Abnormal and Social Psychology, LIV (1957) pp. 37-43.

class. A sample correlation coefficient of .45 is indicated between popularity in social activities and accuracy of perception.[37]

Another investigator studied the empathic ability of counselors toward their clients and found that high empathy counselors tend to be higher on the neurotic and psychotic scales of the Minnesota Multiphasic Personality Inventory, while low empathy counselors are higher on behavior problem scales of the MMPI. There is no trend indicated toward a relationship between empathy and acceptance of self or discrepancy between real and ideal self according to the Index of Adjustment and Values.[38]

Authoritarian Characteristics

The tendency in individuals toward aggressive and dominating impulses has long been studied in psychoanalytical theory. The need to have control over others and how it affects one's ability to be empathic with others is a topic of study.

One investigator, using two hundred and thirty-six college students derived three personality groups: (1) consistently authoritarian, (2) highly agreeing, and (3) consistently nonauthoritarian. After meeting in pairs for

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[37] N.L. Gage, "Explorations in the Understanding of Others," Educational and Psychological Measurement, XIII (1953), pp. 14-26.

[38] C.J. Daane, A Study of Empathic Ability and Related Variables among Trained and Practicing Counselors, (Unpublished Indiana University Doctoral Dissertation, 1955).

fifteen minutes, the students completed a twenty-six adjective rating scale on themselves and their partners. The results indicate no differences in the relative accuracy of the three groups.[39]

Using the F-scale of the California Test of Personality, Scodel and Mussen found that nonauthoritarians possess greater interpersonal sensitivity and insight than do authoritarians.[40] However, in a later study, Scodel and Freedman paired authoritarians with authoritarians and nonauthoritarians with nonauthoritarians, again according to scores on the F-scale, and found that authoritarians tend to make accurate judgments about other authoritarians and nonauthoritarians tend to make inaccurate judgment about other nonauthoritarians. The investigators interpret these results:

> The highs' strong need to identify with an ingroup of superior status results in perceptual distortions which exaggerate and extend the similarities between themselves and their peers.[41]

The discrepancy in the two studies apparently led Crockett and Meidinger to duplicate the Scodel and Mussen study.

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[39] H. C. Schulberg, "Authoritarianism, Tendency to Agree, and Interpersonal Perception," Journal of Abnormal and Social Psychology, LXIII (1961), pp. 101-108.

[40] A. Scodel and P. Mussen, "Social Perceptions of Authoritarians and Nonauthoritarians," Journal of Abnormal and Social Psychology, XLVIII (1953), pp. 181-184.

[41] A. Scodel and M. Freedman, "Additional Observations on the Social Perceptions of Authoritarians and Nonauthoritarians," Journal of Abnormal and Social Psychology, LII (1956), pp. 92-95.

Hypothesizing that high authoritarians tend to estimate their peers as also being authoritative, they had ninety students meet in pairs for discussion. They assigned them, according to scores on the F-scale, so that thirty pairs were highly authoritarian, thirty were low authoritarian, and thirty in which one was high authoritarian and one was low authoritarian. After the discussions, the students estimated their partners' responses to the F-scale. The results support the hypothesis. High authoritarians are very similar to the mean of the high authoritarians' own scales, regardless of the partner's actual positions on the F-scale. Low authoritarians, however, significantly judge others higher than they actually are. Thus, the tendency is for high authoritarians to accurately estimate other high authoritarians, but for low authoritarians to over-estimate other low authoritarians. As in Scodel and Mussen's study, they suggest that authoritarians tend to project their own responses upon their partners. However, the accuracy of this explanation is questioned when the profile similarity scores (i.e., comparing the judge's estimate of his partner with the judge's own responses) are analyzed. In this case, high authoritarians are no more likely than low authoritarians to have higher assumed similarity scores. Thus, Scodel and Mussen's projection hypothesis is not confirmed.[42]

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[42]W.H. Crockett and T. Meidinger, "Authoritarianism and Interpersonal Perception," Journal of Abnormal and Social Psychology, LIII (1956), pp. 378-380.

Another study also uses the F-scale in determining the authoritarian characteristics of one hundred and four college students. In addition, the students were to give responses to the F-scale which they thought typical college students would give. The results indicate that nonauthoritarians are more accurate than authoritarians in estimating the true "group average." However, this conclusion is somewhat dampened by the general tendency for all the judges to estimate higher, which happens, in this case, to make the estimates of the nonauthoritarians more accurate.[43] Although an artifact of the measurement scheme appears to be operating in this study, the tendency to "estimate" others higher is also evident in the Crockett and Meidinger study cited on the previous page. Possibly, individuals who are less inclined toward authoritarian modes of behavior have a greater tendency to attribute the characteristic to others which they might desire in themselves.

One investigator had thirty-two male undergraduate college students who scored as high authoritarians on the F-scale and thirty-two male students who scored as low authoritarians on the F-scale, discuss and compose a script involving a human relations problem. Each group contained four members and a leader was assigned from the group. The

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[43] W. Rabinowitz, "A Note on the Social Perceptions of Authoritarians and Nonauthoritarians," Journal of Abnormal and Social Psychology, LIII (1956), pp. 384-386.

influence of authoritarian attitudes, both leader and follower, on group behavior was studied. The results indicate that,

> ...the behavior of leaders is, to a significant degree, a function of the attitudes or personality characteristics of the followers. Conversely, the behavior of followers is found to be significantly a function of the attitudes or personality characteristics of the leaders...the significant interactions indicate that differences between F-plus and F-minus leaders are contingent on whether the followers are high or low F, and vice versa.[44]

Biosocial Characteristics

Characteristics which the individual has little control over and the effect upon empathic perception appears to be an ill-fated area of study. However, researchers have investigated and come up with conclusions pertinent to the topic.

In his review of analytical perception, Taft has noted,

> There is generally a positive relationship between intelligence and ability to judge others analytically but the nonanalytical (empathy?) modes of judging tend to manifest lower correlations between intelligence and accuracy of judgment.[45]

A correlation coefficient of only .14 is indicated between empathy and total scores on the American Council on Education ability test.[46] Other writers believe that the

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[44] W. Haythorn and others, "The Effects of Varying Combinations of Authoritarian and Equalitarian Leaders and Followers," Journal of Abnormal and Social Psychology, LIII (1956), pp. 210-219.

[45] R. Taft, op. cit., p. 10.

[46] R. Dymond, op. cit.

correlation between person-perception with intelligence seems to indicate that "general mental ability" is related to the general ability to understand others.[47] It appears that intelligence, which basically is a matter of perceiving relationships, obviously would be related to analyzing people; however, if empathy does include other feeling factors, as most definitions imply, an essential factor has been neglected in the scrutiny of the relationship between intelligence and empathy.

Another point of view suggests that perception is accurate only in so far as an individual's total experience will permit. Thus, intelligence is a function of the build-up and utilization of experiences:

> ...the behavior of the individual will be dependent upon the perceptions that the individual makes in his phenomenal field at the moment of action. The effectiveness of his behavior will necessarily be a function of the adequacy of those perceptions.[48]

According to this theoretical definition of intelligence, an individual's emotional and intellectual experiences contribute to his accuracy of perception. This particular viewpoint would seemingly include the emotive factor while most other theoretical and procedural approaches to qualifying intelligence only include the intellectual and skillful manipulation of abstract symbols.

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[47] N. L. Gage and L. J. Cronbach, "Conceptual and Methodological Problems in Interpersonal Perception," Psychological Review, LXII (1955), pp. 411-423.

[48] A. Combs, "Intelligence from a Perceptual Point of View," Journal of Abnormal and Social Psychology, XLVII (1952), pp. 662-663.

A marked increase in empathy between ages seven and eleven has been indicated.[49] The ability to judge emotional expressions appears to increase with age. However, according to Taft, no increase with age has been found in adults on various tests of ability to judge others.[50]

A study of the empathic perception of husbands and wives indicates no differences between husbands predicting their wives' responses nor wives predicting their husbands' responses.[51] This seems to be in contradiction to Cowden's study where the husbands were far superior to the wives.[52] The review by Taft points out that the weight of the evidence is in favor of no sex, or perhaps slightly superior ability in women. It appears that the evidence is inconclusive and nothing definite can be stated whether one or the other is superior.

Characteristics of the Behavior

The previously discussed topics of research are concerned with particular traits of the individual which are related to his ability to be empathic with others. However, some researchers have turned the investigation toward the

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[49]R. Dymond, "Measurable Changes in Empathy with Age," Journal of Consulting Psychology, XVI (1952), pp. 202-206.

[50]R. Taft, op. cit., p. 7.

[51]B. Notcutt and A. Silva, "Knowledge of Other People," Journal of Abnormal and Social Psychology, XLVI (1951), pp. 30-37.

[52]R. C. Cowden, op. cit.

characteristics of the behavior being judged. That is, perhaps the accuracy of the empathic process is a function of the stimulus being predicted. Perhaps, some traits are less ambiguous than others.

The empathic perception of four hundred and ninety Israeli factory workers and fifty-one foremen was studied by asking them to respond to two sets of pictures involving job situations. They predicted which of the two sets they thought the foreman would choose and which the worker would choose. Among other conclusions, it is indicated that the values of workers are more transparent than the values of foremen.

> It seems, therefore, that unambiguous behavior is more likely to be perceived in the same manner by different people than ambiguous behavior...it may be suggested that the type of behavior to be guessed is one of the variables that should be taken into account in the design of studies of social perception and empathy. Failure to control the variable can introduce a source of unexplained variance.[53]

In a previously cited article, Baker and Block sought "to see whether the level of accuracy achieved in an interpersonal prediction task is predictably affected by systematically selecting the objects of prediction." They hypothesized that the harder it is to like a person, the harder it is to understand (empathize?) him. Six psychologists were asked to Q-sort fifty-four adjectives to predict the self-description of a hypothetical individual

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[53]U. Foa, "Empathy or Behavioral Transparency?," Journal of Abnormal and Social Psychology, LVI (1956), pp. 62-65.

characterizing himself in the most favorable light. The correlation among the six psychologists was .94. This composite "ideal" was then correlated with the Q-sorts of one hundred subjects to arrive at three levels of self-favorableness: high, middle, and low. Sixty-six applicants to medical school then attempted to predict the Q-sorts of a representative sample of the one hundred subjects after viewing an interview with them on film. The most favorable social objects were most readily predicted (sample correlation of .42), while the middle and lowest self-favorableness did not differ reliably in predictability (.24 and .27, respectively).[54]

Another previously cited study has indicated that authoritarians tend to make accurate judgment about other authoritarians, but nonauthoritarians tend to make inaccurate judgments about other nonauthoritarians.[55]

The perception of union men has been studied. College psychology students were asked to describe a factory worker by choosing from a series of adjectives. The subjects apparently had no significant difficulty as long as the adjectives fit their preconceived notions of a factory worker; however, they became confused when the word "intelligent," was added and their responses to this adjective differed by,

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[54]B. Baker and J. Block, op. cit.

[55]A. Scodel and M. Freedman, op. cit.

> ...straightforward denial of the existence of the disturbing element...wrapping it up in another context so that the characteristic that conflicts with the stereotype is rendered impotent, or reinterpreting the attribute so that it loses the conflict-producing characteristics.[56]

Summary

A definite trend is suggested for personal adjustment to be associated with effectiveness in interpersonal perception. "Personal adjustment" is described in different ways. Whatever the manner of defining just exactly what constitutes "adjustment," the evidence seems to show that individuals who do not accept themselves, who do not perceive themselves accurately, who possess rigid ego-controls, who are not as well liked by others, and who are less secure are not as accurate in interpersonal perception.

According to perceptual field theory, an individual whose personality is characterized by authoritarian behavior should have a more rigid perceptual field; that is, he might tend to be less perceptive. However, according to the studies described, the evidence supporting such a viewpoint is inconclusive. A tendency for high authoritarians to be more accurate in perceiving other high authoritarians while nonauthoritarians were less accurate in perceiving other nonauthoritarians is noted.

Intelligence appears to have little relationship with empathy, but an association does appear between intelligence

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[56] M. Haire and E. Grunes, "Perceptual Defenses: Processes Protecting an Original Perception of Another Personality," Human Relations, III (1950), pp. 403-412.

and analytical judgments of others. Possibly, the lack of conclusive relationships with empathy might indicate that the "feeling" aspect of empathy cannot be linked with typical measurements of intelligence (i.e., as a cognitive process). Empathy appears to increase with age in children, but nothing conclusive is demonstrated for adults. Sex differences are inconclusive for empathic accuracy.

Some researchers feel that the degree of ambiguity in the behavior being predicted influences empathic accuracy. Obviously, whether or not the behavior being predicted is more or less ambiguous, the judging process still occurs in the mind of the empathizer. However, favorable objects appear to be more accurately perceived than unfavorable. "Favorable" might also be viewed as whether or not it fits into preconceived (stereotype) notions.

Situational Influences

The previous section studied typical unitary traits thought to be related to the empathic processes. This section describes research concerning situational, or environmental, characteristics; this might be viewed as the variable process of perception as opposed to the constant process.

As was previously noted, much attention has been paid to basic, individual factors which are thought to influence interpersonal perception. Taft appears to take a definite stand on the topic:

> The degree to which a person can make accurate judgments about others is a function of his general ability to judge and of specific situational and interactional factors, but the greater his ability to judge, the less will be the relative influence of the specific factors.[57]

Another viewpoint, however, is indicated:

> If all the laws of psychology were known, one could make a prediction about the behavior of a man only if in addition to the laws, the special nature of the particular situation were known.[58]

It is pointed out that "...the dimensions used in judgment of others are a function of the Ss doing the judging, the Os being judged, and the situation and the interaction among the variables."[59]

Group Structure

Group size and the effect upon verbal relationships was studied by measuring the direction and frequency of remarks in groups ranging in size from five to twenty members. The progressive decrease in per cent of relationships possible as the size increases is noted. It is also concluded that a reticent group relates best when there are less than nine members.[60] Kidd also studied group sizes,

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[57] R. Taft, op. cit., p. 6.

[58] K. Lewin, Principles of Topological Psychology (New York, 1936), p. 11.

[59] L. Beach and M. Wertheimer, "A Free Response Approach to the Study of Person Cognition," Journal of Abnormal and Social Psychology, LXII (1961), p. 367.

[60] G. Castore, "Number of Verbal Interrelationships as a Determinant of Group Size," Journal of Abnormal and Social Psychology, LXIV (1962), pp. 456-458.

ranging from two to six members, and found that increasing the group size decreases task performance. His groups worked together for one, two, or three hours on a puzzle task and then attempted to estimate how many times a light flickered after being given a fake group average (social influence). He found a trend for the larger groups to have a larger social influence, but duration of participation was not an effective factor in social influence.[61] The strong influence of group pressures is also indicated by Asch who found that some subjects could be made to declare the shorter of two lines was actually longer, if all other members of their group (all experimental "plants") declared such was the case.[62]

The conditions affecting conformity to group norms were studied by using twenty-one groups ranging in size from two, three, four, and nineteen members. The group members were shown nine photographs and asked to estimate the intelligence of the individual. Fictitious group means were reported and then the members were again asked to judge the intelligence. Results indicate that the degree of conformity is not affected by group size which appears in contradiction with the results obtained by Kidd's study

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[61] J. S. Kidd, "Social Influence Phenomena in a Task-Oriented Group Situation," Journal of Abnormal and Social Psychology, LVI (1958), pp. 13-17.

[62] S. E. Asch, "Effects of Group Pressure upon the Modification and Distortion of Judgments," Groups, Leadership and Men: Research in Human Relations, ed. H. Guetskow (Pittsburgh, 1951).

of social influence. However, degree of comformity is found to be a function of distance from the group norm: the greater distances make for greater conformity. Conformity also occurs within the first few exposures to the group norm; additional exposures are not accompanied by additional conformity. It is also indicated that, according to intercorrelations between conformity scores, conformity is not a general personality characteristic but appears to be a highly situational variable.[63]

The office force of a large industrial organization was used to study the relationships among employee attitudes, productivity, and supervisor sensitivity. The results indicate no correlation between group size (the departments ranged from seven to forty-one members) and the variables. However, significant correlations are noted between supervisor sensitivity and the variables.

> ...more sensitive the supervisor is to employee attitudes, the more favorable is the employee attitude toward him...the company and plant management.

Because of the overlap of association among all the variables, the study also noted that sensitivity is global; that is, sensitivity to one phase of the work situation means sensitivity to others also.[64]

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[63] S. C. Goldberg, "Three Situational Determinants of Conformity to Social Norms," Journal of Abnormal and Social Psychology, XLIV (1954), pp. 325-329.

[64] B. F. Nagle, "Productivity, Employee Attitude and Supervisor Sensitivity," Personnel Psychology, VII (1954), pp. 219-233.

It was hypothesized in one study that members of a group in which there is a high degree of interaction perceive more similarity between themselves and other members than members of a group in which there is a low degree of interaction. Results support the hypothesis. An additional association is noted between perception of similarity to other subjects and desire to get to know them.[65]

Another study hypothesized that members of a group will perceive each other in a similar way if group interaction is constructive. Thirteen pairs of subjects each predicted their partners' responses on the Rosenzweig Picture-Frustration Study followed by group interaction by the experimentals and individual tasks by the controls. The study concludes,

> ...in a constructive group interaction situation in which mutual agreement on experiences and preferred activities is emphasized, members come to perceive their partners as more similar to themselves.[66]

The effect of group structure upon group norm was studied by comparing group-centered units with leader-centered units. The experimental group-centered units sat in a circle and discussed topics together with the teacher acting as a member. The control leader-centered units sat in

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[65] E. Stotland and N. Cottrell, "Group Interaction and Perceived Similarity of Members," Journal of Abnormal and Social Psychology, LXI (1960), pp. 335-340.

[66] J. Bieri, "Changes in Interpersonal Perceptions Following Social Interaction," Journal of Abnormal and Social Psychology, XLVIII (1953), pp. 61-66.

rows and discussed topics with the teacher as the leader. Pre- and post-estimates of the length of a rectangle were given by members of the units following presentation of individual estimates and their average; the difference between the first and second judgments was taken as a measure of convergence for the group. Perceptions in the group-centered unit shifted more in the direction of a common norm than did the perceptions of members in the leader-centered units. It is concluded,

> Group-centered structure can thus be said to have more power to alter the perceptions of individuals in the direction of a common norm than has leader-centered structure.[67]

Group Atmosphere

It is demonstrated and generally accepted that individuals function best and most open when the psychological atmosphere is characterized by acceptance, understanding, and ease of communication (rapport). Diskin, although studying empathy as an individual predictive ability in his doctoral study, found that student teachers who are most empathic also have the most harmonious classroom situation.[68] Was the situation conducive to displaying empathic feelings or did the teachers have the empathic ability to

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[67] E. W. Bovard, "Group Structure and Perception," Journal of Abnormal and Social Psychology, XLVI (1951), pp. 398-405.

[68] P. Diskin, A Study of Predictive Empathy and the Ability of Student Teachers to Maintain Harmonious Interpersonal Relations in Selected Elementary Classrooms (unpublished University of Michigan Doctoral Dissertation, 1955).

create such an atmosphere of rapport? Empathy, it seems, is a relationship among individuals, not a trait displayed by one individual; or were the teachers able to generate empathy to others which in turn resulted in the atmosphere conducive for empathy to be present?

Ten, five-member groups discussed human relation problems for three hours per week for six weeks in another study. They were paired for cooperative versus competitive behavior. Results indicate that greater productivity and less insecurity is most characteristic of a cooperative group than a competitive group.

> The inter-communication of ideas, the coordination of efforts, the friendliness and pride of one's group which are basic to group harmony and effectiveness appear to be disrupted when members see themselves to be competing for mutually exclusive goals.[69]

Researchers, in another study, investigated group cohesiveness and hostility by having twenty-six groups discuss attitudes pertaining to college life; thirteen groups were described as having high cohesiveness and thirteen as having low cohesiveness. Degree of cohesiveness was determined by answers to questions concerning what type of persons they would like to work with, and, also, the members of the low cohesive group were told that they wouldn't get along. A hostile environment was created by the leader treating the group in an unjust, arbitrary, and

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[69]M. Deutch, "An Experimental Study of the Effects of Cooperation and Competition upon Group Process," Human Relations, II (1949), pp. 199-231.

insulting manner for a period of six minutes. Group behavior was checked through one-way windows, questionnaires, and interviews. Results indicate that highly cohesive groups are able to express more hostile and cathartic responses and physical behavior is less restrained. Apparently, the perceptual field for the cohesive groups is more open, free-flowing, and unhampered by defense mechanisms.[70]

The relationship between the pyschological atmosphere of a group and accuracy of social perception has been studied by Exline. He predicted that members of congenial groups are more accurate than noncongenial groups in perceiving task-oriented behavior, but that members of noncongenial groups are more accurate than members of congenial groups in perceiving ego-oriented behavior. He structured twenty-eight college instructional groups, composed of four to five members each, by implying to the members ahead that they would be in congenial groups or that their group had very low capacity for congeniality as based on personality tests. Validity of this arrangement was then determined by asking the groups how well they liked each other. The groups were given a role-playing situation involving vocational counseling. Each member was asked to rank the other members according to four orientations to counseling (ego or task) as he thought they would rank them. The prediction that task-oriented phenomena are more accurately perceived in congenial group atmosphere was upheld. However, noncongenial groups were not more accurate

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[70]A. Pepitone and G. Reichling, "Group Cohesiveness and the Expression of Hostility," Human Relations, VIII (1955), pp. 327-337.

in perceiving interpersonal relations than were congenial groups. Interestingly, women were significantly more accurate than men in perceiving interpersonal relationships. In summary, Exline concludes:

> ...social climates can predictably affect the perception of task-oriented behavior variables, but that further research on the relationships among social climate, ego-oriented behavior, and accuracy in social perception is necessary.[71]

Group Leadership

The influence of the leader upon group interrelationships is demonstrated. Ten-member high school groups discussed how to set up a T.V. or radio quiz show. The results indicate that a teacher who persuades by divide and conquer gets inner resistance from the group members. When goals of teacher and class are not in conflict, the teacher's efforts are supported by development of group pressure.[72] Authoritarian and equalitarian leaders and followers have been studied. Sixteen groups consisting of four members discussed and composed a script involving a human relation problem. The investigators conclude that differences in interaction behavior is dependent on both leader and follower.[73]

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[71]R. Exline, "Group Climate as a Factor in the Relevance and Accuracy of Social Perception," Journal of Abnormal and Social Psychology, LV (1957), pp. 382-388.

[72]N. Flanders and S. Havumaki, "Group Compliance to Dominative Teacher Influence," Human Relations, XIII (1960), pp. 67-82.

[73]W. Haythorn and others, op. cit.

It is demonstrated that experiences in non-psychotherapeutically oriented groups can result in changes in attitudes toward the self and toward others. The members tend to take on the same behavior as the leader; in this case, the leader is described as being warm, accepting, and understanding. A significant reduction in the discrepancy scores between the real and ideal self was also noted following the completion of the course.[74]

The relationship between leadership and empathy has been studied. Eighteen, five-member, leaderless groups discussed a human relation problem for thirty minutes. At the end of the discussion each member ranked other members in terms of leadership and also completed the Dymond and Kerr scales for empathy. Significant sample correlation coefficients of .25 and .18 are noted between leadership amd empathy. The investigators conclude:

> ...we might expect to account for about 20% of the variance in leadership scores, on the basis of the empathic ability to understand the phenomenological fields of others, and consequently their needs.[75]

Feelings and Needs Among Group Members

Feelings and attitudes which group members have toward themselves and others in the group affect perceptual

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[74]H. Grater, "Changes in Self and Other Attitudes in a Leadership Training Group," Personnel and Guidance Journal, XXXVII (1959), pp. 493-496.

[75]G. B. Bell and H. E. Hall, "The Relationship between Leadership and Empathy," Journal of Abnormal and Social Psychology, XLIX (1954), pp. 156-157.

accuracy. Tagiuri and others asked members of small therapy groups to express their likes and dislikes for each other, and to express also their guesses as to who likes and dislikes them. This process is apparently a type of "reverse" empathy; that is, in place of the individual attempting to predict other's responses, he attempts to predict how others respond toward him. The investigators collected their data after the ten-member groups had discussed everyday problems for twelve two-hour meetings. Three categories were derived from the responses: (1) accepted, (2) rejected, and (3) indifferent. These responses were compared against a "robot," or statistical model, which was constructed according to purely random, chance perceptions. Results indicate that individuals who are most accepted in a group are also most accurate in recognizing how others feel toward them. The authors speculate that the rejected individuals are less accurate in recognizing how others feel toward them because cues of rejection are perceptually denied as an act of ego defense. The principle of "congruency" was also substantiated; when individuals accept another, they also see him as accepting. This was not true for those individuals who had mutual preferences, for which there was no relationship.[76]

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[76]R. Tagiuri and others, "Some Determinants of the Perception of Positive and Negative Feelings to Others," Journal of Abnormal and Social Psychology, XLVIII (1953), pp. 585-592.

The relationship between acceptance-rejection and perceptual accuracy was studied by Fiedler and others. Twenty-six fraternity men, who knew each other for at least three months, named their best and least liked fellow group member. Each also described his own real and ideal self, and predicted the real self-description of his best and least liked fellow group member. Seventy-six statements descriptive of personality traits were sorted according to the Q-technique. Perceptions of chosen and rejected groups were compared. The investigators hypothesized that unconscious attitudes in social relationships are determined by a systematic distortion in the perception of others. The data suggest the following perceptual distortions: (1) individuals perceive group members they like best as more similar to themselves than those they like least and (2) individuals perceive group members liked best as more similar to their ideal self than those they liked least.[77]

In a later study, Fiedler studied the relationship between empathy for preferred and rejected co-workers and group effectiveness. Fourteen high school basketball teams and twenty-two surveying teams comprised the samples. Effectiveness was determined by number of games won for the basketball teams and instructor's ratings for the surveying teams. Results indicate that the more is the similarity

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[77]F. Fiedler and others, "Unconscious Attitudes as Correlates of Sociometric Choice in a Social Group," Journal of Abnormal and Social Psychology, XLVII (1952), pp. 790-797.

(Assumed Similarity) between a member and the responses of preferred co-members, the more effective is the team. Fiedler believes that low similarity scores reflect lack of emotional involvement with teammates. Also, as in previous studies, subjects assume greater similarity between themselves and their positive choices.[78]

The effect of similarity of perception upon communication effectiveness was studied. Dyads (pairs of individuals) were used to obtain the data. Individuals in twenty pairs were asked to decide which one of three pictures of emotional expressions was more different from the other two; this procedure was used to determine perceptual similarity. Communication was measured by messages sent between the individuals in attempts to determine which pictures had been chosen. Results indicate that the greater is the perceptual similarity, the greater is the communication effectiveness of the dyad.[79]

Pairs were also used by another investigator to study the effect of self-centeredness on empathic perception. Twenty-six pairs of college students discussed a topic for five minutes at two different times. The first time, they were instructed to focus attention upon their self. The second time, they were instructed to focus attention upon their partner. Before and after each discussion, they filled in the Allport-Vernon Scale of Values as they

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[78]F. Fiedler, "Assumed Similarity Measures as Predictors of Team Effectiveness," Journal of Abnormal and Social Psychology, XLIX (1954), pp. 381-388.

[79]H. Triandis, "Cognitive Similarity and Communication in a Dyad," Human Relations, XIII (1960), pp. 175-183.

thought their partners had filled it in. Conclusions indicate that when an individual focuses attention upon himself, he projects his own constructs upon the other person. Focusing attention upon the other person increases accuracy of prediction.[80]

Favorable attitudes of group members toward self and others as related to perceptual accuracy toward others was studied by another investigator. Three five-member groups planned a skit, working on it for thirty minutes. After the discussion, a multiple-choice questionnaire was filled out which measured attitudes and accuracy of prediction of other members. Analysis of variance indicates that group members whose feelings toward one another are favorable or similar tend to be more accurate in estimating one another's feelings. Also, group members whose feelings toward themselves are favorable or similar tend to be more accurate in estimating each other's feelings.[81]

Disputing empathic accuracy scores as being more a result of statistical artifact, Berlew studied the motives behind score differentials. Eight groups, each containing approximately six members, met for two and a half hours to discuss approaching exams. After the discussion, the group

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[80] R. Lundy, "Assimilative Projection and Accuracy of Prediction in Interpersonal Perceptions," Journal of Abnormal and Social Psychology, LII (1956), pp. 33-38.

[81] J. Suchman, "Social Sensitivity in the Small Task-Oriented Group," Journal of Abnormal and Social Psychology, LII (1956), pp. 75-83.

members predicted the responses of other members according to six desirable and six unfavorable adjectives. Achievement, Power, and Affiliation motive needs of the judges were also determined. He found that judges with moderate motivation (three motive scores combined) obtained higher sensitivity scores.[82] Possibly, an individual who scores around the mean on one measurement device, might also score around the mean of another. Although, theoretically, it could also be suggested that individuals who possess high or low motive strength might not be able to interact as effectively with others.

Training Programs

Because empathy is important in so many situations, training programs have attempted to increase empathic accuracy. Crow studied one such program. Seventy-two senior year medical students observed films of patients being interviewed by physicians. Observations were made at the beginning, during, and at the end of the school year. Half of the students received special training in patient-physician relationships. The responses of the interviewed patients on the Minnesota Multiphasic Personality Inventory were predicted by the students. Surprisingly, the experimental group was less accurate in perceiving the patients than was the control group. However, the experimental

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[82]D. E. Berlew, "Interpersonal Sensitivity and Motive Strength," Journal of Abnormal and Social Psychology, LXIII (1961), pp. 75-83.

group increased in their variability in estimations significantly more than did the control group. The author speculates that training programs devoted to increasing accuracy of interpersonal perception run the risk of decreasing accuracy when they increase the trainee's responsiveness to individual differences.[83]

Human relations training groups have been studied to better understand the effect that group interaction has upon perceptual clarity toward self and others. The Group Semantic Differential was administered to the groups during the middle of the first week and during the last week. Two major concepts were measured: (1) the way that the individual actually saw himself in the group and (2) the way he would like to be in the group. These concepts, and how he saw other members, were rated against three factors: (1) friendliness, (2) dominance, and (3) participation. Analysis of the results indicates that 86 per cent of the total variance is accounted for by perceptions by members of self and others. There were also significant changes over time: (1) changes in perceived real self were greater than ideal self, (2) similarity between an individual's real self and perception of him by others increased, and (3) variance between members in their perception of individuals on the participation dimension decreased.[84]

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[83]W.J. Crow, "The Effect of Training Upon Accuracy and Variability in Interpersonal Perception," Journal of Abnormal and Social Psychology, LV (1957), pp. 355-359.

[84]R. Burke and W. Bennis, "Changes in Perception of Self and Others During Human Relations Training," Human Relations, XIV (1961), pp. 165-182.

Summary

Since the major thrust of this thesis is toward a better understanding of environmental (i.e., group and situational) influences upon the empathic process, the preceding section is especially pertinent.

It is pointed out that the larger the group size, the less opportunity there is for verbal relationships and the less effective is task performance. However, evidence that group size influences the tendency toward conformity to a group norm of behavior or to affect interpersonal sensitivity is inconclusive. Research does suggest that the amount and kind of interaction influences interpersonal perceptual processes. The greater and more positive is the interaction, the more similar do the group members see themselves. For example, "group-centered" activity is demonstrated to induce group norms more readily than does "leader-centered" activity. Studies also seem to suggest that conformity occurs in the early stages of participation. Undoubtedly, the influence of group norms has a bearing upon the empathic perceptual process of the members and it might be suggested that an increase in congruity of behavior would increase empathic accuracy. It should not be construed that conformity in thinking is implied here. Congruity in perception implies that group members have become sensitized and understanding of each other. This might be conceived as a stage toward freedom from the restraints of emotional defense mechanism and toward rational relationships.

Positive interaction is also described in other ways by researchers and is associated with certain dimensions: "Harmonious," "congenial," "cooperative," and "cohesive," atmospheres are related to empathy, productivity and security, and cathartic release of hostility, respectively. The group leader also affects the behavior of the members in a manner which is similar to the manner in which he acts.

Feelings and needs among group members influence their empathic perceptual accuracy toward each other. Self-centeredness promotes self-projection, while favorable attitudes toward others and moderate motivation are associated with accuracy of perception. Individuals who are most accepted in a group possess most accurate perception, while the rejected ones are least accurate. Evidence also indicates that individuals perceive those they like as being similar to themselves; the more similar are group members' perceptions, the more effective is their communication and the more effective they operate as a team. Training programs increase sensitivity of participants toward individual differences of others. Greater changes in the perception of the "real" aspects of one's self rather than what the individual might view as "ideal" are also noted.

CHAPTER III

DESIGN AND INSTRUMENTATION

The concept of empathic perception is accentuated in this study, rather than the concept of empathy. The process of viewing another individual from his frame of reference is a perceptual process. Buchheimer stresses, "Though affective in part, empathy is an abstract and abstracting process."[1] It is doubtful whether any researcher has validly measured affect. Affect and feeling are internal phenomena, not open to scientific scrutiny. However, it is assumed that empathic perception operates in all situations at many differential levels of accuracy and sensitivity. We continually judge and evaluate other people around us in our daily course of living. It appears challenging to seek variables which stimulate this confluent, perceptual process.

Perception can only be measured through basically intellectual, cognitive processes. Although empathic relationships possibly begin on a cognitive level, a potential level of feeling and affect might also be possible. This potential level probably affords the greatest flow of interpersonal data among individuals; literally, it is a merging, or congruence, of perceptual fields. Although measurement

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[1]A. Buchheimer, "The Development of Ideas about Empathy," Journal of Counseling Psychology, X (1963), p. 64.

of empathic perception in this study is strictly by a rating formula, it seems likely that some affective sensation adds to the differentiation of the perceptual field. It is an unknown that one assumes might have occurred and, as such, has added to the score distribution in an indeterminable way.

Assumptions

1. Although empathic perception is not completely measurable, it is possible to measure certain elements of behavior which represent empathic perception.

2. Although rapport is not completely measurable, it is possible to measure certain elements of behavior which represent rapport.

3. Empathic perception is differential according to the particular psychological needs which are empathically perceived in others; some needs, because of perceptual interference, will be less accurately perceived than will others. This could be a consistent phenomenon from group to group, and situation to situation, or it could be variable depending upon the rapport features of the group or the situation.

4. Empathic perception is related to the rapport variables that are characteristic of each situation. The greater the perception, the more varied will be the rapport variables in the situation.

Design Construction and Measurement Methods

Empathic Perception

This study follows the orthodox procedure for measuring empathy by having a judge make predictions about the responses of others with whom the judge has had opportunity to verbally and visually communicate. A judge's predictions are compared with a predictee's actual responses and differences are noted. This particular measurement of the perceptual process has a number of advantages: (1) it requires no subjective judgment on the part of the investigator and therefore is relatively objective, (2) the results can be expressed in quantitative terms, and (3) the procedure has a logical "face validity."

In this study, the candidate rates himself on the sixty-item Group Behavior Inventory (Appendix I shows the GBI and the complete instructions) and also individually rates each other member of his small group according to how he feels (i.e., predicts) each member rates himself. The items in the GBI are constructed according to emotional need theory as described by W. R. Bion (Chapter I) and are described more fully in a later section. Discrepancy scores (i.e., differences between a candidate's predictions of his fellow group members' responses and their actual responses) which a candidate makes in perceiving each of his fellow group members are totaled and divided by the number of

fellow members. The sixty items on the GBI test for six different emotional need categories (ten items for each category). Thus, each candidate has differential scores according to his empathic perception of the emotional needs of his fellow group members: (1) dependency, (2) counter-dependency, (3) pairing, (4) counter-pairing, (5) fight, (6) flight, and (7) total (the mean of the preceding six scores).

Rapport Variables

Three of the rapport variables (perceptual distortion, emotional needs, and self-projection) have the advantage of being a direct part of the same perceptual process involved in the empathic prediction; no other instruments were involved which might introduce unknown, influential forces.

1. Perceptual Distortion scores are calculated in the same manner as the empathic perception discrepancy scores, except, in place of the absolute discrepancy, the algebraic discrepancy is calculated between predicted and actual responses. The positive and negative numbers thus obtained are then algebraically added to twenty to eliminate the sign. Thus, a score above twenty indicates overrating and a score under twenty represents underrating in perceiving the needs of others.

2. Emotional Need scores are derived according to how a candidate rates himself in his particular practicum group. The total ratings are simply added up according to each emotional need modality.

3. Self-Projection scores are derived by simply noting the difference between a candidate's own responses and his empathic perception of the responses of other fellow group members, again according to the emotional need categories. Thus, the score indicates the "closeness" between how a candidate rates himself and how he rates others. The lower the score, the greater the amount of self-projection.

4. Awareness Indices are measured by the relationship between the ranking of fellow group members according to how well a candidate says he knows them and the ranking according to how well he knows them as shown by his empathic perception discrepancies. The rank-order correlation between the two rankings is calculated and this then constitutes the awareness index. Thus, an awareness index is a measure of a candidate's conscious awareness of his own empathy toward other candidates. However, hereafter, this concept is operationally utilized as a measurement of a candidate's "conscious awareness of the emotional needs" of others. The following statistical formula is used in calculating the rank-order correlation: $\rho = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$. Since a correlation coefficient is not usually considered a score, the term, "index," is used. Each coefficient is algebraically added to 1.00 and the result multiplied by one hundred. Thus, the greater is the awareness index, the greater is the conscious understanding which the candidate has of his fellow group members.

5. Personal Adequacy scores are determined by an external measurement device, the Index of Adjustment and Values. The authors of the IAV view it as a "perceptual technique."[2] Many studies have utilized the IAV and it appears to possess relatively high reliability and suitable validity.[3,4] It is felt that a measurement of personal adequacy of the candidates prior to entering into the group processes is necessary, especially since research (Chapter II) seems to indicate some relationship between adjustment and empathy. It appears logical that previous interpersonal relationships would affect the rapport atmosphere of the groups. While all other data are gathered at the end of the semester, personal adequacy scores are collected at the beginning of the semester before the candidates have extensive opportunity to interact. The Index is a device which contains forty-nine traits pertaining to personality (Appendix III shows the Index and the complete instructions). The subject completes a three-step procedure according to two different perceptions:

(1) Rates the traits, on a five-point scale, as they apply to himself:
   1. How much of the time the trait is descriptive of him (real self)
   2. How much he likes or dislikes the trait (self acceptance)

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[2]R. E. Bills and others, "An Index of Adjustment and Values," Journal of Consulting Psychology, XV (1951), pp. 257-261.

[3]G. E. Roberts, "A Study of the Validity of the Index of Adjustment and Values," Journal of Consulting Psychology, XVI (1952), pp. 302-304.

[4]R. E. Bills, "Rorschach Characteristics of Persons Scoring High and Low in Acceptance of Self," Journal of of Psychology, XVII (1953), pp. 36-38.

3. How much of the time he would like the trait to be characteristic of him (ideal self)

(2) Rates the traits, on a five-point scale, as he thinks <u>others</u> in his peer group see themselves:

(using the same three-step procedure as above)

Since the great majority of the counselor candidates are teachers, teacher peer groups are most often used in rating "others." From this instrument, the following scores are derived:

(1) Discrepancy between the real self and the ideal self
(2) Discrepancy between the real self and the ideal self of others
(3) Amount of acceptance of self
(4) Amount of acceptance of self by others

6. <u>Scholastic Aptitude</u> scores are determined by the <u>Ohio State University Psychological Test</u>, Form 26. Although Form 26 is an experimental test for which standardization data are still being gathered, it is based upon past forms of the OSUPT. The OSUPT has long been known for its reliability and validity and Form 26 undoubtedly benefits from the exacting test construction procedure employed in the development of earlier forms. The OSUPT has been refined over the years since 1919 by means of repeatedly applying item selection procedures based upon a general ability to earn college grades. It is both a verbal and power test— the characteristics most typical of college level work. The total raw scores (number of correct answers) are used in comparisons.

Figure 2, on the following page, illustrates the research design in this study and Figure 3 lists the complete scores which are derived from the design.

COUNSELOR CANDIDATE
(at the start of the semester)

↓

(1) Rates himself and "others" on the Index of Adjustment and Values → Personal Adequacy scores

(2) Takes the Ohio State University Psychological Test → Scholastic Aptitude score

(after one semester of practicum interaction with other counselor candidates)

↓

(3) Rates himself on the Group Behavior Inventory → Emotional Need scores

(4) Predicts how each of his fellow group members will rate themselves on the GBI. The average discrepancy between his predictions and their own self-ratings is calculated. → Empathic Perception Discrepancy scores

(5) The algebraic discrepancy between his predictions and their own self-ratings is calculated → Empathic Perception Distortion scores

(6) The discrepancy between his predictions and his own self-ratings is calculated. → Self-Projection scores

(7) Ranks his fellow group members according to how well he knows them. The rank-order correlation between this and the Empathic Perception Discrepancy scores which he made in predicting their responses (Step 4, above) is calculated. → Awareness Indices

Figure 2 -- Design Schema

(1) Personal Adequacy (four scores)

Discrepancy between the Real and the Ideal Self
Discrepancy between the Real and the Ideal Self of Others
Acceptance of Self
Acceptance of Self by Others

(2) Scholastic Aptitude (one score)

Raw score according to number of correct answers

(3) Emotional Needs (six scores)

Dependency	Counter-Dependency
Pairing	Counter-Pairing
Fight	Flight

(4) Empathic Perception Discrepancy (seven scores)

Empathic Perception of Dependency Needs
Empathic Perception of Pairing Needs
Empathic Perception of Fight Needs
Empathic Perception of Counter-Dependency Needs
Empathic Perception of Counter-Pairing Needs
Empathic Perception of Flight Needs
Total Empathic Perception of Emotional Needs

(5) Empathic Perception Distortion (seven scores)

Perceptual Distortion of Dependency Needs
Perceptual Distortion of Pairing Needs
Perceptual Distortion of Fight Needs
Perceptual Distortion of Counter-Dependency Needs
Perceptual Distortion of Counter-Pairing Needs
Perceptual Distortion of Flight Needs
Total Perceptual Distortion of Emotional Needs

(6) Self-Projection (seven scores)

Self-Projection of Dependency Needs
Self-Projection of Pairing Needs
Self-Projection of Fight
Self-Projection of Counter-Dependency Needs
Self-Projection of Counter-Pairing Needs
Self-Projection of Flight Needs
Total Self-Projection of Emotional Needs

Figure 3 -- Scores as Obtained from the Research Design

(7) Conscious Awareness Indices (seven indices)

Awareness of Dependency Needs
Awareness of Pairing Needs
Awareness of Fight Needs
Awareness of Counter-Dependency Needs
Awareness of Counter-Pairing Needs
Awareness of Flight Needs
Total Awareness of Emotional Needs

Figure 3 -- Scores as Obtained from the Research Design (Continued)

Design Limitations

Undoubtedly, there are many sources of variance and influence in the measurement of perception. However, theoretically and indirectly, some of these sources are perhaps the phenomena which are being sought in this study. In the process of answering the tests, candidates analyze, integrate, and respond to each other; here, according to their past group experience, is where empathy, self-projection, distortion, self-feelings, and conscious awareness all occur. In this design, the sources of variance in empathic perception discrepancy scores are accepted, not necessarily as limitations, but as natural perceptual interferences which can be measured.

The rating scales are administered to all the candidates by the investigator, except for Situation B where group leaders administer the scales after meeting with the investigator. Only those candidates who are enrolled in the practicum programs are used; it is a study of a specific operation in a specific setting. Conclusions resulting from this study are formally applicable only to populations of which the samples under study may be considered to be random.

The scales used in this study are not refined measurements. Item analysis and intercorrelation of items are not attempted.

A fatigue factor may enter into the testing procedure. Since the Group Behavior Inventory contains sixty items, sixty predictions for each member of his group are made by a candidate. However, it can be assumed that the more difficult the task, the greater is the fatigue and boredom. It seems that those subjects who experience fatigue might also have less empathic perceptual data from which to draw; when cognitive perceptual decisions cannot be made, other, perhaps more emotional or defensive, means are utilized by subjects to fill in the gaps.

Development of Rating Scales

The Group Behavior Inventory (as titled by the investigator) is used to measure the perceptual processes previously discussed. The GBI originally was a Q-sort device developed by researchers who studied W. R. Bion's concepts of group operation.[5] Because the Q-sort technique is quite time-consuming for the examinee, it is decided to construct an inventory using the original sixty items and a five-point scale to rate each item. The meaning of only one item is restated to fit the nature of the counseling practicum groups. Although Bion describes only four behavior modalities, the original researchers developed two additional categories: (1) counter-dependency and (2) counter-pairing.

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[5]H. A. Thelen and others, Methods for Studying Work and Emotionality in Group Operation (Chicago, 1954), pp. 132-141.

1	2	3	4	5
Not At All Like	Slightly Like	Somewhat Like	A Good Deal Like	Very Much Like

Figure 4 -- Rating Scale for the Group Behavior Inventory

They empirically constructed ten descriptive statements for each of the six behavior modalities according to the following definitions for each modality:

1. Dependency: A need to rely for support and direction on the leader, the total group, or an established structure.

2. Counter-Dependency: An emotional resistance against dependency; an insistence on maintaining the feeling of independence or leadership at all times.

3. Pairing: A need and desire to establish and maintain close personal relationships with other members, and conduct group interaction on an intimate and personal level.

4. Counter-Pairing: A need to keep relationships with others formal and impersonal, and to conduct group interaction on a formal, impersonal, and intellectual level.

5. Fight: A tendency to express negative, aggressive feelings in the group.

6. Flight: A tendency to inhibit negative, aggressive feelings in the group; to withdraw generally.[6]

These researchers further describe the categories in behavioral, operational terms:

> When an individual in a group appeals for help from the leader, asks for structure, or expresses weakness or inadequacy— we say he is expressing Dependency.

[6] H. A. Thelen and others, ibid., p. 134.

> When an individual attacks, expresses anger or hostility, is critical, resentful or resistant, we say he is expressing Fight. In expressing Flight, an individual passively withdraws or daydreams; or actively attempts to divert the group from its task by talking off the point or expressing inappropriate humor. In expressing Pairing a member supports another member, expresses warmth, friendliness or partiality for another member or his ideas.[7]

Validity of the original Q-sort device is taken at "face value." That is, the items are constructed according to the descriptive definitions and are presumed to test emotional needs as conceived by Bion. The original researchers, however, did investigate the validity by having clinicians place the statements under the six descriptive definitions. It was found that of the sixty items, the number of "misplaced" items ranged from none to eight, with a mean of 4.7. No single item was consistently misplaced.

Reliability of the GBI is investigated from two approaches: (1) internal consistency of each of the six behavior modalities and (2) variation due to the operation of measurement. Since the GBI actually constitutes six subdivisions, responses to the items within each subdivision should tend to be similar if the items are truly constructed to describe the theoretical definition. This tendency to cling together is determined by randomly splitting the ten items in each subdivision and calculating the coefficient of correlation between halves and correct for the full length by the Spearman-Brown Formula. The self-ratings for all thirty

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[7] _____, ibid., p. 9.

candidates from Situation A (NDEA Institute) are used in determining the split-half reliability. Table 1 shows the coefficients resulting from this technique.

TABLE I

SPLIT-HALF RELIABILITY COEFFICIENTS FOR EACH BEHAVIOR MODALITY ACCORDING TO SELF-RATING SCORES

N = 30

Dependency	Pairing	Fight	Counter-Dependency	Counter-Pairing	Flight
.93	.67	.84	.81	.79	.91

A good measurement tool should measure consistently. If the results of two different measurements with the same tool are not approximately the same, all data secured from such a tool are expected to contain considerable error. Stability of the GBI is calculated by the test-retest method. All sixty-two candidates from Situation B (summer session) participate in the retest. The retest takes place one week after the original administration and is administered by the group leaders. The candidates are instructed that they are to complete their self-ratings again so that stability of the instrument can be determined. The sixty-two retests are correlated with the original ratings according to each of the six behavior modalities. Table 2 shows the coefficients resulting from this technique.

TABLE 2

TEST-RETEST RELIABILITY COEFFICIENTS FOR EACH BEHAVIOR MODALITY ACCORDING TO SELF-RATING SCORES

N = 62

Dependency	Pairing	Fight	Counter-Dependency	Counter-Pairing	Flight
.92	.92	.92	.75	.86	.79

Normative Data

Certain elements of rapport, according to the major thesis of this study, are believed to be related to the empathic perceptual process in interpersonal relationships. The design of this study probes rapport and empathy variables in four counseling practicum situations. Each practicum situation contains small discussion groups (five to nine members). The groups are seminar-type groups in which counselor candidates participate with each other and a leader in problems and questions related to their experiences in the counseling laboratory. The fact that they are counselor candidates probably provides a further motivation and desire to relate with each other which might not be true in other instructional situations.

In this study, thirty members of the 1962-63 National Defense Education Guidance Institute and one hundred and three members of the 1962-63 regular practicum program in

in the School of Education of The University of Michigan provide the basic data. The candidates, typically, are graduate students seeking the Master's degree in Guidance and Counseling. No attempt is made to alter or affect the existing operation of the regular program groups, but they operate in the usual manner as in other practicum organization in the past. However, the Guidance Institute, with the additional funds from the federal government, is able to provide quite adequate staff as well as excellent leadership and freedom of operation. This, naturally, affords more than the usual opportunity for the creation of a free-flowing environment unhampered by tradition and red tape. Observations seem to confirm the congenial, close interaction which takes place among the staff and candidates. Group leadership is provided by practicum supervisors who, in most cases, are advanced graduate students working on their doctoral degrees. The candidates are assigned to their particular practicum groups by the Director of the Counseling Laboratory. No special assignment technique is used, except by a simple random selection from alphabetical lists in each situation. However, candidates, in the regular program, who previously had been through the practicum, are assigned together in the same group. Table 3 shows pertinent data relative to each situation.

Table 3

DESCRIPTIVE STATISTICS FOR EACH SITUATION

Situation[a]	Mean Age	Mean Scholastic Aptitude (raw scores)	Sex		No of Groups
			Male	Female	
A ...	28.90	113.63	24	6	5
B ...	32.19	102.40	29	33	9
C ...	27.65	113.81	5	12	2
D ...	39.30	100.59	14	10	4

[a]Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time, on-campus students; and Situation D is part-time, off-campus students.

Description of Procedure

Preparation

Motivation for entering into any task is essential, but often difficult to arouse. Most graduate students typically are conscientious, responsible individuals who undertake and complete most assignments. It is also fortunate that students enroll in the practicum program with the expectation that they might participate in research projects. This is a part of the course responsibility. Additional attempts are made to raise intrinsic motivation for participation by the Director of the Counseling Laboratory who stresses the importance of such research with the candidates and group leaders. The investigator also met with the group leaders and candidates. At these meetings, it is explained that the

study is an examination of perceptiveness among counselor candidates.

The value of this type of research is stressed with candidates. They are assured anonymity and that their participation and individual results have no bearing whatsoever on their grades.

Collection of Data

1. The first form administered to candidates is the Index of Adjustment and Values. This is administered during the first week of the semester along with other tests and inventories that are regularly given for research and instructional purposes. The IAV is self-administering, but the investigator and laboratory supervisors are available for assistance and clarification of instructions. Candidates are instructed to use associates in their place of employment or other college students for their frame of reference when they rate the "peer" portion of the IAV. Since the majority of candidates are teachers, "other" teachers are most often used. The Ohio State University Psychological Test (scholastic aptitude) is also administered.

2. Ranking of fellow group members is the second step in the data collection procedure and is completed during the last week of the semester. Candidates are instructed to rank group members according to how well they feel they know them, with the first place being the best known member. This form is collected, and the third step is implemented.

3. Immediately after completing the ranking, candidates are given the Group Behavior Inventory along with a separate sheet for their responses. They are instructed to first rate themselves according to the printed instructions and then rate each group member as they feel he rates himself. They are informed that any statement referring to "leader" applies to their group supervisor. No unusual confusion was noted during the administration of this portion of the data collection except where they felt that a particular statement described behavior that, to the best of their memory, did not occur. Wherever possible, they were instructed to answer such statements according to the strength of their feelings; the typicalness of the stated behavior was to be rated according to the rating scale.

Statistical Techniques

Two basic statistical techniques are used in analyzing the data: (1) test the null hypothesis of homogeneity of group means in each situation and homogeneity of situation means and (2) determine the correlation coefficients between empathic perception and rapport variables. The usual test of homogeneity of means uses analysis of variance.

The test of homogeneity of group means (i.e., means for both empathic perception and rapport variables) is used to determine the presence of significant mean differences and whether it is advisable to combine the small groups within each situation. If it seems reasonable (based on the number

of significant mean differences) to combine the small groups within each situation, the test of homogeneity of the four situations means is then applied to determine whether the situations can be combined. Testing for homogeneity of situation means also gives an over-all test of the differences among the four situations.

If the test of homogeneity of group means indicates that the number of significant differences is not great enough to prohibit combining the groups, the correlation technique is then used to determine the degree of linear relationship between empathic perception variables and rapport variables within each situation. If the four situations can be combined, the correlation technique is applied to the combined data from all four situations.

Summary

It is pointed out at the beginning of the chapter that empathy and the variables which represent the theoretical concept of rapport are conceived as perceptual processes. Four counseling practicum situations, and the small instructional groups contained therein, are explored to determine the relationship between rapport and empathy in the perceptual process.

Empathic perception is measured according to the discrepancy between a counselor candidate's predictions of his fellow group members and their actual responses. Personal adequacy scores, emotional need scores, self-

projection scores, perceptual distortion scores, and awareness indices are utilized to obtain rapport ratings. Personal adequacy scores are taken from the Index of Adjustment and Values. Emotional need scores are the candidate's own self-ratings on the Group Behavior Inventory. Self-projection scores are obtained from a candidate's discrepancy between his own self-ratings and his empathic perception ratings of other candidates. Perceptual distortion scores constitute the positive-negative values of the candidate's empathic perception discrepancy scores. Awareness indices are the rank-order correlations between how well a candidate says he knows his fellow group members and his demonstrated knowledge of them according to empathic perception discrepancy scores.

Test-retest reliability of the Group Behavior Inventory is determined as is the internal consistency of each of the six subdivisions. Reliability of the Index of Adjustment and Values is described.

It is pointed out that the design is limited by the nature of the sample, the rating scales used, examinee fatigue, and confinement of the results to only the practicum situations being explored.

Normative data are presented. In all, there are one hundred and thirty-three counselor candidates involved in the study. Seventy-two are male and sixty-one female. The candidates are graduate students with a mean age of

thirty-two years. Group leadership is mostly provided by advanced graduate students.

The description of preparing, collecting, and scoring the data is presented. The basic statistical techniques used are analysis of group and situation means and the determination of coefficients of correlation.

CHAPTER IV

ANALYSIS OF DATA

In Chapter I certain questions are raised concerning relationships between empathic perception among counselor candidates and the elements of rapport which characterize the practicum groups in which the perceiving occurs. This chapter examines data pertinent to these relationships.

Preliminary Exploration of the Small Groups

The statistical approach in this study is based on data collected from twenty different, small counselor candidate groups unequally spread over four practicum situations. These twenty groups may represent twenty separate populations. Although the groups have similar purposes and aims, the variations of potential interpersonal relationships suggests the possibility of diverse behavior occurring in the groups. The purpose of this preliminary exploration is to determine the extent of significant mean differences among the groups on empathic perception and rapport variables. The technique of analysis of variance is applied. The analysis of variance, used here, is actually a test of a null hypothesis that the samples have been randomly drawn from normal populations with the same means. If the mean square between groups is significantly

larger than the mean square within groups, as judged by the variance ratio, "F", the hypothesis of random sampling from a population with a common mean is rejected. Table 4 summarizes the number of significant mean differences for all the variables among the small groups in each practicum situation.

TABLE 4

RAPPORT AND EMPATHIC PERCEPTION VARIABLES SIGNIFICANTLY DIFFERENT AMONG THE SMALL GROUPS WITHIN EACH SITUATION

(Total Number of Variables = 40)

Variables	Number of Significant Variables for Each Situation[a]				Average
	A	B	C	D	
Rapport (Total = 33)[b]					
.01 level..	3	7	0	1	
.05 level..	2	5	1	2	
Total.....	5	12	1	3	5
Empathy (Total = 7)					
.01 level..	2	5	0	0	
.05 level..	0	1	1	0	
Total.....	2	6	1	0	2
Grand Total	7	18	2	3	8

[a]Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time, on-campus students; and Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation.

[b]Includes scholastic aptitude and chronological age.

Table 4 indicates few significant mean differences among the groups for the many variables. It is noted that Situations A and B show more significant mean differences among the small groups than do Situations C and D. Theoretically, this might be attributed to the differences in number of hours of participation. Situation A (NDEA Institute) contains approximately ninety-four hours of participation, Situation B (summer session) contains approximately thirty hours, Situation C (full-time, on-campus students) contains approximately sixteen hours, and Situation D (part-time, off-campus students) contains approximately one hour. Since the hours of participation in Situations A and B are greater, it might be assumed that interaction among the candidates is also greater and thus the likelihood for a greater variety of behavior is enhanced. It is also noted that Situation D, which contains the least amount of face-to-face participation in the small groups, also shows no mean differences in empathic perception. It indicates that the four small groups (contained in Situation D) all possess approximately the same amount of empathic perception. Theoretically, this suggests that the differentiation of the perceptual fields of individual groups, Situation D, has not occurred. It is further suggested that the four groups, Situation D, are empathically perceiving about in the same manner — as if the groups are operating as a single unit.

Because the groups in each situation are small, and because three out of the four situations contain only a few variables for which the hypothesis of equal means is rejected, it seems appropriate to combine the groups within each situation and test the null hypothesis of equal means, for each variable, for the four situations. Also, since the distribution of the data is reasonably normal and the sample sizes of the four situations are greater than those for the small groups, the degree of linear association can be tested. The following section discusses these approaches and presents an analysis of the resulting data.

Exploration of the Four Situations

Over-all Analysis of the Means of the Four Situations

The small groups in each of the four situations are combined and the technique of analysis of variance is used to determine the over-all significant mean differences among the four situations.

Table 5 shows that seventeen significant differences exist among the situation means. Eleven of the significant differences are for the rapport variables and six are for empathic perception variables. Because of the number of significant differences, further pooling of the data is not recommended.

Theoretically, this shows that mean differences from situation to situation (Table 5) are greater than are

TABLE 5

RAPPORT AND EMPATHIC PERCEPTION VARIABLES SIGNIFICANTLY DIFFERENT AMONG THE FOUR SITUATIONS

(Total Number of Variables = 40)

Number of Significant Rapport Variables (Total = 33)[a]		Number of Significant Empathy Variables (Total = 7)	
.01 level	5	.01 level	5
.05 level	6	.05 level	1
Total	11	Total	6

Grand Total Number of Significant Variables = 17

[a]Includes scholastic aptitude and chronological age.

mean differences within each situation (Table 4); thus, the homogeneity of a situation, in spite of a variety of group membership and leadership, is suggested. Apparently homogeneous factors are operating in each situation which affect the groups. Common variables, it might be stated, are shared by the groups within each situation. Also, smaller size groups may not reveal significant differences even though present.

The next step is to study the relationship between the rapport variables and empathic perception according to the four practicum situations. This is accomplished by two approaches: (1) observation of the situation means and degree of homogeneity of the means according to F-ratios, and (2) observation of the degree of linear association between rapport and empathic perception. Although an over-

all view has already been presented of the homogeneity of situation means (Table 5), the following sections present greater detail and depth of examination. It is felt that presentation of situation means and F-ratios of the means is important in gaining a more complete comparison of the situations, while coefficients of correlation emphasize the relationship between rapport and empathy. Of course, a consistent coefficient trend from situation to situation is an indication of relationship as well as being a comparison of situations.

Empathic Perception

Table 5 indicates that some significant mean differences exist among the four practicum situations for empathic perception. Table 6 further describes the means and F-ratios for the four situations.

Some comments are pertinent at this point regarding these empathic perception mean scores. The categories appearing on the left of the table are the empathic perception differentials. That is, empathic perception, as used in this study, has a differential quality. Thus, empathic perceptual accuracy may be different according to the particular type of behavior being perceived. In this case, differential scores are arrived at according to the type of emotional need being perceived. For example, the first type is dependency; thus, the mean situation scores are empathic perception discrepancy toward the dependency needs of others.

TABLE 6

SITUATION MEANS AND F-RATIOS FOR EMPATHIC PERCEPTION SCORES

Empathic Perception Scores[a]	Situation Means[b]				Over-all F-Ratio
	A	B	C	D	
Dependency	11.60	12.44	10.88	11.58	2.65
Pairing	9.27	10.34	12.06	11.63	10.75**
Fight	8.13	6.27	8.71	8.96	6.88**
Counter-Dependency	8.60	8.57	9.59	10.75	8.25**
Counter-Pairing	8.57	9.24	11.00	11.50	17.03**
Flight	9.83	10.03	10.12	10.75	.82
Total	9.50	9.52	10.41	10.71	4.13**

**Significant at the .01 level.

[a]Lower mean scores reflect higher empathic perception.

[b]Situation A is the NDEA Institute; Situation B is comprised of summer session students; Situation C is comprised of full-time, on-campus students; and Situation D is comprised of part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation.

It is also recalled that a higher mean discrepancy score indicates less empathy.

Table 6 indicates a few trends for some of the empathic perception differentials. The sample averages for "counter-pairing" and "total" increase according to the situations; since Situations A, B, C, and D represent ninety-four, thirty, sixteen, and one hour(s), respectively, it appears that empathic perception, at least for these two differentials, conceivably could be a function of number of hours of face-to-face interaction.

The fact that there is no proved significant difference among the situation means for empathic perception of the flight needs of others while there are differences for five of the other differentials presents a puzzling finding. Theoretically, "flight" needs indicate a tendency toward withdrawing from the task at hand. Possibly, such behavior is more readily recognized in others regardless of the particular interpersonal situation.

Probably the most outstanding fact presented by this table is that significant mean differences are evident among the four practicum situations. The following sections of this chapter seek to probe into the characteristics of the rapport elements which are believed to be related to, and facilitative of, the empathic perception process.

Personal Adequacy

> Hypothesis 1: There is a significant tendency for personal adequacy to be positively associated with empathic perception.

It is recalled that personal adequacy scores are based on the concept that individual adjustment may be measured according to the way individuals perceive themselves and those around them. The four personal adequacy scores, as derived from the Index of Adjustment and Values, are: (1) discrepancy between real and ideal self, (2) discrepancy between the real and ideal self of others, (3) self acceptance, and (4) self acceptance by others.

The theory underlying Hypothesis 1 is that the feelings of personal adequacy which a candidate brings with him into

a group situation have a bearing on the development of his empathic perception of other counselor candidates in his small group. This particular variable is viewed as an external, or indirect, variable; that is, it is independent of the variables which are measurements directly derived from the group interaction.

Table 7 shows that there are no proved significant differences as judged by situation means. Considering that there is an abundance of significant mean differences among the situations for empathic perception (Table 6), personal adequacy appears to have little bearing, in general, on empathic perception.

Now, what does correlation between personal adequacy and empathic perception indicate? Tables 8, 9, 10 and 11, on the following pages, show that there are some relationships between personal adequacy and empathic perception which are greater than would be expected by chance.

It should be noted that the coefficient signs which appear in all the correlation tables have been changed in order to obtain the correlations between the hypothetical variables. The reason for this reversal of signs is due to the measurement scheme to secure empathic perception scores. It is recalled that a high empathic perception score is reflective of low empathic perception; thus, for example, the actual (statistical) correlations between an emotional need score and empathic perception scores might be positive, but, in this case, the correlations between the emotional

TABLE 7

SITUATION MEANS AND F-RATIOS FOR PERSONAL ADEQUACY SCORES

Personal Adequacy Scores	Situation Means[a]				Over-all F-Ratio
	A	B	C	D	
Real/Ideal Self Discrepancy[b]	31.30	29.41	30.24	31.00	.10
Real/Ideal Others Discrepancy[b]	28.97	23.33	23.71	24.65	1.10
Self Acceptance[c]	187.87	192.66	179.18	186.38	1.70
Acceptance by Others[c]	189.67	198.26	184.53	195.96	2.30

[a]Situation A is the NDEA Institute; Situation B is the summer session; Situation C is full-time, on-campus students; Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation.

[b]Lower mean discrepancy scores reflect higher personal adequacy.

[c]Lower mean acceptance scores reflect lower personal adequacy.

TABLE 8

CORRELATION COEFFICIENTS BETWEEN REAL/IDEAL SELF DISCREPANCY AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.13	-.06	-.10	.32
Pairing	.25	-.32*	-.40	.39*
Fight	.00	-.26*	-.42	-.11
Counter-Dependency	-.14	-.16	-.55*	.13
Counter-Pairing	.13	-.24	-.31	-.05
Flight	-.27	-.21	.06	.24
Total	-.07	-.19	-.47*	.25

*Significant at the .05 level.

TABLE 9

CORRELATION COEFFICIENTS BETWEEN REAL/IDEAL OTHERS DISCREPANCY AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.28	-.16	-.10	.53**
Pairing	.12	-.30*	-.34	.22
Fight	.11	-.29*	-.32	-.42*
Counter-Dependency	-.05	-.31*	-.55*	-.07
Counter-Pairing	.11	-.23	-.38	.16
Flight	-.22	-.21	.18	.32
Total	-.07	-.25*	-.44	.27

**Significant at the .01 level.

*Significant at the .05 level.

TABLE 10

CORRELATION COEFFICIENTS BETWEEN SELF ACCEPTANCE AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.34	-.13	.07	-.03
Pairing	-.03	.16	.09	.06
Fight	.16	.16	.52*	-.02
Counter-Dependency	.07	.08	.45[a]	.04
Counter-Pairing	-.04	.08	.09	.13
Flight	.16	.05	.30	-.13
Total	.18	.02	.39	.02

*Significant at the .05 level.

[a]Below the .05 level by .006 of a decimal point.

TABLE 11

CORRELATION COEFFICIENTS BETWEEN SELF ACCEPTANCE BY OTHERS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.07	.01	-.09	-.09
Pairing	-.05	.31*	-.30	.06
Fight	.08	.22	.11	.02
Counter-Dependency	.19	.09	-.24	-.01
Counter-Pairing	-.17	.24	-.05	.24
Flight	.27	.19	-.01	-.07
Total	.02	.16	.02	.03

*Significant at the .05 level.

need and empathic perception is negative. That is, high emotional need scores which actually (statistically) correlate with high empathic perception scores show high emotional needs correlating with low empathic perception. A double reversal of signs (equivalent to no reversal of sign of the correlation coefficients) occurs when the correlations between self-projection scores and empathic perception scores are transformed to correlations between self-projection and empathic perception. The reason for this is that high self-projection scores are reflective of low self-projection; thus, since both high self-projection scores and high empathic perception scores reflect low self-projection and low empathic perception, respectively, a double reversal occurs.

When examining Tables 8 and 9, it is recalled that a high discrepancy score between real and ideal self (Table 8) and high discrepancy score between real and ideal self of others (Table 9) is indicative of maladjustment, or low personal adequacy, according to the theoretical formulation. Thus, for example, a positive correlation coefficient between real and ideal self discrepancy and empathic perception shows that high real and ideal self discrepancy (low personal adequacy) is associated with high empathic perception. Conversely, a negative correlation coefficient shows that high real and ideal self discrepancy (low personal adequacy) is associated with low empathic perception. However, in Tables 10 and 11 the usual relationship is interpreted according to the direction of the sign. Thus, for example, a positive coefficient between self acceptance and empathic perception shows that high self acceptance (high personal adequacy) is associated with high empathic perception. Conversely, a negative coefficient shows that high self acceptance is associated with low empathic perception.

Inspection of Tables 8, 9, 10, and 11 shows that there are no significant correlations between any of the personal adequacy variables and the same empathic perception type for all four situations. In other words, personal adequacy is not associated with a type of empathic perception consistently from situation to situation.

The greatest number of significant correlations at the

.05 or .01 level occur between real and ideal self discrepancy of others and empathic perception (Table 9).

Although four coefficients out of twenty-eight possibilities show that the real and ideal self discrepancy variable is significantly associated with a lack of empathy, a contradiction occurs in Situation D (Table 8). Here, the coefficient of .39 indicates that high discrepancy between the real and ideal self (low personal adequacy) is significantly associated with high empathic perception. The same phenomenon occurs in Situation D for the relationship between real and ideal self of others and empathic perception (Table 9); in this case, the value of the coefficient is .53.

A trend is suggested for personal adequacy to be associated with empathic perception if one also takes into account the direction of the coefficient sign. Both Tables 8 and 9 contain a predominance of negative coefficients, while Tables 10 and 11 contain a predominance of positive coefficients. Although these coefficients are not all significant values, the direction of the sign is in the expected direction.

Emotional Needs

> Hypothesis 2: There is a significant tendency for emotional needs to be negatively associated with empathic perception.

Emotional need scores are the actual ratings which the candidates give themselves describing their behavior in the

small groups. Such a measure probably has a high level of reality about it because it represents what the individual truthfully feels are his relationships with other candidates and the group leader. The six scores (dependency, pairing, fight, counter-dependency, counter-pairing, and flight) are based on the concept of emotional needs as expounded by W. R. Bion and are akin to the psychological defense mechanisms as described by Freud. It is a direct measure of the individual's perception of himself in the small group. Hypothesis 2 states that there is a tendency for high emotional needs to hinder the empathic perception process.

Scrutiny of the mean scores for the situations in Table 12, on the following page, reveals that dependency needs seem to be a function of the number of hours of face-to-face interaction. The gradual increase from Situation A through Situation D, as well as the larger gap between B and C, seems to coincide with the number of participation hours. It is recalled that the availability of supervision for the candidates decreases from Situation A through Situation D. It might be suggested that dependency needs are better met in Situations A and B and the candidates have less need to rely on the instructional staff. More self-direction is a goal set by the instructional staff in Situation A. This trend does not seem evident for the other emotional need mean scores. Reexamination of Table 6 for empathic perception mean scores does not suggest a

TABLE 12

SITUATION MEANS AND F-RATIOS FOR EMOTIONAL NEED SCORES

Emotional Need Scores[a]	Situation Means[b]				Over-all F-Ratio
	A	B	C	D	
Dependency	26.80	27.63	30.18	31.00	3.20*
Pairing	24.07	22.08	25.29	25.08	3.10*
Fight	20.37	14.02	17.12	17.79	11.80**
Counter-Dependency	22.47	17.71	19.18	22.46	9.00**
Counter-Pairing	21.27	20.92	21.47	23.00	1.00
Flight	20.60	19.61	22.12	23.54	4.60**

**Significant at the .01 level.

*Significant at the .05 level.

[a]Lower mean scores reflect lower emotional needs.

[b]Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time on-campus students; and Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation in the small groups.

a similar trend for empathic perception to increase, or decrease, from Situations A through D.

Additional facts are suggested by Table 12. Situation A (NDEA Institute) has the highest aggressive need behavior as indicated by the sample fight mean of 20.37. It is recalled, as described in Figure 4, a five-point scale is used to rate each of the statements in the Group Behavior Inventory. Each of the emotional need modalities contain ten descriptive statements which are rated according to the five-point scale. A more vivid description of these mean scores can be had by dividing the scores by ten and thus

arriving at the exact point on the scale. Thus, the fight mean of 20.37 is located on the scale slightly beyond 2.0, or "Slightly Like." Situation B (summer session) displays the least amount of fight need; examination of Table 6 for empathic perception discrepancy scores indicates that Situation B also contains the lowest empathic perception discrepancy mean score toward fight needs, suggesting that, at least for Situation B, low aggressive behavior is associated with high empathic perception.

The following Tables, 13, 14, 15, 16, 17, and 18, show the coefficients of correlation between emotional needs and empathic perception for each situation.

Tables 13, 14, 15, 16, 17, and 18 do not indicate any significant tendency for a certain emotional need to be consistently associated with a certain empathic perception differential from situation to situation. Dependency, however, is significantly associated with low empathic perception of the counter-pairing needs of others for three out of the four situations (Table 13). Thus, it can be said that there is a significant, but not consistent, trend for high dependency emotional needs to be associated with low empathic perception of formal, impersonal needs (counter-pairing). Theoretically, it seems possible that the need to "cling" to the group leader or other group members (i.e., dependency), might be thwarted by "unsociable" needs of others (i.e., counter-pairing needs) and, thus, the empathic perceptual process would be hindered.

TABLE 13

CORRELATION COEFFICIENTS BETWEEN DEPENDENCY NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.15	-.12	.03	.28
Pairing	-.14	-.20	-.49*	-.09
Fight	-.29	-.11	-.40	.10
Counter-Dependency	-.25	-.03	-.39	-.02
Counter-Pairing	-.49**	-.25*	-.30	-.49*
Flight	-.25	-.44**	.20	-.29
Total	-.25	-.26*	-.45	-.07

** Significant at the .01 level.

* Significant at the .05 level.

TABLE 14

CORRELATION COEFFICIENTS BETWEEN PAIRING NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.12	-.05	-.10	.09
Pairing	.05	-.24	-.17	.26
Fight	-.33	-.23	-.52*	.17
Counter-Dependency	-.04	-.20	-.60**	.33
Counter-Pairing	-.24	-.33**	-.47*	-.28
Flight	-.30	-.29*	.18	-.15
Total	-.33	-.34**	-.49*	.13

** Significant at the .01 level.

* Significant at the .05 level.

TABLE 15

CORRELATION COEFFICIENTS BETWEEN FIGHT NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.03	-.18	.43	.40*
Pairing	-.42*	-.24	-.03	.39[b]
Fight	-.45**	-.55**	-.43	-.21
Counter-Dependency	-.19	-.44**	-.39	.09
Counter-Pairing	-.35[a]	-.33**	-.09	-.13
Flight	-.16	-.27*	-.14	.02
Total	-.29	-.48**	-.25	.17

**Significant at the .01 level.
*Significant at the .05 level.
[a]Below the .05 level by .002 of a decimal point.
[b]Below the .05 level by .003 of a decimal point.

TABLE 16

CORRELATION COEFFICIENTS BETWEEN COUNTER-DEPENDENCY NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.08	-.14	.56**	.30
Pairing	-.18	-.10	-.08	.18
Fight	-.53**	-.20	-.49*	-.11
Counter-Dependency	-.24	-.23	-.36	-.01
Counter-Pairing	-.38*	-.27*	-.25	-.14
Flight	-.34[a]	-.26*	-.19	-.09
Total	-.36*	-.31*	-.28	.10

**Significant at the .01 level.
*Significant at the .05 level.
[a]Below the .05 level by .005 of a decimal point.

TABLE 17

CORRELATION COEFFICIENTS BETWEEN COUNTER-PAIRING NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.10	-.16	-.14	.24
Pairing	-.31	-.40**	-.45	-.13
Fight	-.45**	-.43**	-.06	-.11
Counter-Dependency	-.29	-.25	.05	-.08
Counter-Pairing	-.18	-.50**	-.11	.18
Flight	-.26	-.37**	-.25	.27
Total	-.17	-.41**	-.29	.12

**Significant at the .01 level.

*Significant at the .05 level.

TABLE 18

CORRELATION COEFFICIENTS BETWEEN FLIGHT NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.17	-.15	.01	.15
Pairing	.05	-.57**	-.43	.13
Fight	-.31	-.45**	.00	-.20
Counter-Dependency	-.34	-.27*	-.17	.10
Counter-Pairing	-.25	-.64**	-.11	-.16
Flight	-.24	-.58**	.10	.04
Total	-.17	-.60**	-.20	.09

**Significant at the .01 level.

*Significant at the .05 level.

Another interesting point that seems to stand out is the general abundance of negative correlations between emotional needs and empathic perception. Tables 13, 14, 15, 16, 17, and 18 contain six, seven, seven, seven, six, and six significant negative coefficients, respectively. The predominance of negative coefficients possibly suggests that the higher is the emotional need, in general, the lower is the empathic perception.

Self-Projection

Hypothesis 3: There is a significant tendency for self-projection to be negatively associated with empathic perception.

Self-projection scores, which are a measurement of the absolute discrepancy between a candidate's own self-rating and how he empathically rated other candidates, indicate the extent to which the candidates project their own image onto other candidates. The higher is the score, the greater is the distance between how he rates himself and how he rates others; thus, a high score is indicative of low self-projection. A word of caution is needed at this point in the logic. It is possible that a low self-projection score is indicative of actual similarities between perceiver and perceived; however, since a self-projection score is the arithmetic mean of the perceiver's projection toward many different members within his group, it is felt that the number of actual similarities would be offset by the number of actual differences. Thus, although it is

quite possible that similarities could occur by chance, it is also possible that actual differences could occur by chance and the effect would tend to be smoothed out. Hypothesis 3 states that high self-projection is associated with low empathic perception.

Discernable trends are not evident among the situations according to the means in Table 19. The only definite trend appearing in Table 19 is that Situation B (summer session) consistently has the higher mean self-projection scores. Scrutiny of Table 6, however, shows that the same trend does not occur for empathic perception discrepancy mean scores in Situation B. There is nothing in Table 19 which indicates that self-projection might be a function of the number of hours of face-to-face participation.

The following tables, 20, 21, 22, 23, 24, 25, and 26, show the coefficients of correlation between self-projection and empathic perception for each situation.

Tables 20, 21, 22, 23, 24, 25, and 26 show eleven negative coefficients. Considering the great predominance of positive coefficients, a definite tendency is indicated for high self-projection to be associated with high empathic perception. Out of a total possible one hundred and ninety-six correlations between self-projection and empathic perception, one hundred and eleven are significant at the .01 level or the .05 level in a positive direction. The evidence is generally in the opposite direction from what is theoretically hypothesized. According to the hypothesized

TABLE 19

SITUATION MEANS AND F-RATIOS FOR SELF-PROJECTION SCORES

Self-Projection Scores[a]	Situation Means[b]				Over-all F-Ratio
	A	B	C	D	
Dependency	8.73	8.93	9.12	8.88	.07
Pairing	8.70	7.95	9.29	9.54	2.09
Fight	7.87	5.43	7.29	7.04	3.99**
Counter-Dependency	8.37	6.68	8.77	8.46	3.90*
Counter-Pairing	8.27	7.16	9.65	8.67	3.56*
Flight	9.10	7.72	9.47	9.38	3.30*
Total	8.60	7.37	8.94	8.67	3.29*

**Significant at the .01 level.
*Significant at the .05 level.
[a]Lower mean scores reflect higher self-projection.
[b]Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time, on-campus students; and Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation in the small groups.

TABLE 20

CORRELATION COEFFICIENTS BETWEEN SELF-PROJECTION OF DEPENDENCY NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.02	.43**	-.21	.38
Pairing	.06	.16	.37	.21
Fight	.22	.26*	.67**	.01
Counter-Dependency	.07	.38**	.50*	.33
Counter-Pairing	.26	.18	.46*	.33
Flight	.10	.22	.55*	.54**
Total	.08	.38**	.58**	.40*

** Significant at the .01 level.
* Significant at the .05 level.

TABLE 21

CORRELATION COEFFICIENTS BETWEEN SELF-PROJECTION OF PAIRING NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.32	.19	.10	.40*
Pairing	.53**	.36**	.44	.33
Fight	.38*	.27*	.69**	.19
Counter-Dependency	.32	.28*	.66**	.24
Counter-Pairing	.40*	.42**	.81**	.60**
Flight	.27	.38*	.35	.64**
Total	.40*	.41**	.76**	.61**

**Significant at the .01 level.
*Significant at the .05 level.

TABLE 22

CORRELATION COEFFICIENTS BETWEEN SELF-PROJECTION OF FIGHT NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.22	.24	-.22	-.06
Pairing	.33	.43**	.36	-.11
Fight	.52**	.75**	.81**	.25
Counter-Dependency	.28	.47**	.81**	.13
Counter-Pairing	.45**	.41**	.66**	.24
Flight	.23	.50**	.19	.13
Total	.33	.65**	.75**	.07

**Significant at the .01 level.

TABLE 23

CORRELATION COEFFICIENTS BETWEEN SELF-PROJECTION OF COUNTER-DEPENDENCY NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.17	.28*	-.19	16
Pairing	.44*	.34**	.47*	.15
Fight	.54**	.50**	.80**	.07
Counter-Dependency	.42*	.51**	.85**	.27
Counter-Pairing	.46**	.26*	.63**	.24
Flight	.31	.38**	.07	.20
Total	.39*	.53**	.75**	.25

**Significant at the .01 level.
*Significant at the .05 level.

TABLE 24

CORRELATION COEFFICIENTS BETWEEN SELF-PROJECTION OF COUNTER-PAIRING NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.13	.25*	-.06	.14
Pairing	.05	.42**	.34	.25
Fight	.33	.44**	.76**	-.18
Counter-Dependency	.46**	.29*	.70**	.10
Counter-Pairing	.47**	.59**	.62**	.63**
Flight	.22	.49**	.39	.75**
Total	.09	.52**	.71**	.42*

**Significant at the .01 level.
*Significant at the .05 level.

TABLE 25

CORRELATION COEFFICIENTS BETWEEN SELF-PROJECTION OF FLIGHT NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.38*	.29*	-.57*	.37
Pairing	.29	.37**	.12	.39*
Fight	.23	.34**	.50**	-.14
Counter-Dependency	.46**	.24	.40	.28
Counter-Pairing	.56**	.38**	.46*	.49*
Flight	.50**	.54**	.37	.78**
Total	.41*	.46**	.36	.55**

**Significant at the .01 level.
*Significant at the .05 level.

TABLE 26

CORRELATION COEFFICIENTS BETWEEN TOTAL SELF-PROJECTION AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.23	.34**	-.23	.31
Pairing	.37*	.42**	.34	.25
Fight	.49**	.51**	.85**	.03
Counter-Dependency	.45**	.41**	.80**	.29
Counter-Pairing	.59**	.44**	.71**	.55**
Flight	.38*	.49**	.26	.67**
Total	.38*	.59**	.75**	.49*

**Significant at the .01 level.
*Significant at the .05 level.

direction, high self-projection is expected to be associated with low empathic perception. These results are discussed in detail in Chapter V (p.141).

Summarizing the number of significant coefficients within each situation shows that Situation A (NDEA Institute) has twenty-four, Situation B (summer session) has forty-three, Situation C (full-time, on-campus) has twenty-nine, and Situation D (part-time, off-campus) has sixteen. According to the concept of self-projection, Situation B displays the greatest amount of relationship between self-projection and empathic perception, while Situation D displays the least amount.

A trend, according to situations, is especially evident in Table 26 which shows coefficients between total self-projection scores and empathic perception discrepancy scores. Here, Situations A and B contain a similar number of significant coefficients – six and seven, respectively, while Situations C and D contain five and three significant coefficients, respectively.

Perceptual Distortion

Hypothesis 4: There is a significant tendency for perceptual distortion to be associated with empathic perception.

Perceptual distortion scores describe how the counselor candidates miss the mark in the empathic process. Perceptual distortion scores, the same as empathic perception discrepancy scores, are the arithmetical differences

between how a candidate empathically rates other candidates and how those candidates actually rate themselves. However, the absolute discrepancy is determined for the empathic perception discrepancy scores, while the algebraic discrepancy is determined for the perceptual distortion scores. Thus, perceptual distortion scores clearly demonstrate any tendency on the part of the candidates to over- or under-rate other candidates. These scores, according to their numerical values, should portray the distortions which are assumed to occur in the perceptual process.

Since perceptual distortion scores are derived to mainly determine whether there is a tendency on the part of counselor candidates to enter into the empathic rating process with an unconscious set toward the emotional needs of others, it is meaningless to attempt to correlate these scores with empathic perception discrepancy scores. Thus, this section examines only situation means and F-ratios among the means for perceptual distortion and compares these findings with the situation means and F-ratios for empathic perception in Table 6. It is recalled that perceptual distortion scores are algebraically added to twenty to eliminate negative signs. Thus, a score of twenty represents zero in so far as the direction of distortion is concerned. Scores above twenty represent over-distortion and scores below twenty represent under-distortion.

Table 27 shows that all the situations display about the same amount of perceptual distortion. Careful examination of the table does not reveal any definite trends

TABLE 27

SITUATION MEANS AND F-RATIOS FOR PERCEPTUAL DISTORTION SCORES

Perceptual Distortion Scores[a]	Situation Means[b]				Over-all F-Ratio
	A	B	C	D	
Dependency	21.10	20.60	20.41	20.54	.75
Pairing	19.43	18.82	19.47	19.00	.14
Fight	19.07	21.07	19.53	20.17	1.30
Counter-Dependency	18.53	20.60	21.59	19.96	2.13
Counter-Pairing	21.73	21.11	23.47	22.33	2.00
Flight	21.97	21.02	21.59	21.33	.33
Total	20.33	20.58	21.19	20.63	.18

[a]Mean scores above twenty reflect over-distortion and mean scores below twenty reflect under-distortion.

[b]Situation A is the NDEA Institute; Situation B is the summer session; Situation C is full-time, on-campus students; Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation.

according to situations. Both Situations C and D appear to contain greater perceptual distortion toward counter-pairing needs than do Situations A and B, but the differences can not be considered significant. Apparently the tendency for perceptual distortion is quite equal among the situations. Considering the abundance of significant mean differences for empathic perception (Table 6), it appears that the concept of perceptual distortion does not shed any light which might help explain the basis for empathic perception variance.

Conscious Awareness

Hypothesis 5: There is a significant tendency for conscious awareness to be positively associated with empathic perception.

The definition of empathic perception in Chapter I implies that empathy is both a cognitive and conative process; that is, one may "sense" the presence of another according to differential levels of emotional intensity, but the rational, thinking process must interpret these sensations. The level of "conscious awareness" among the candidates is operationally determined according to the ratio between stated knowledge of other candidates and demonstrated knowledge. Each candidate ranks the members in his group according to how well he says he knows them. The rank-order correlation between this and the ranking according to how he actually empathically perceives them is calculated. Thus, awareness indices are rank-order correlation coefficients which are algebraically added to 1.00 and the result multiplied by one hundred. For example, an awareness index of one hundred and forty-five is a rank-order correlation coefficient of .45.

Table 28 shows that the situation means do not differ significantly for awareness indices. Careful examination of the means, however, does suggest some trends. The counter-dependency category shows a progressive increase in means from Situation A through Situation D. Another interesting point for this sample is the high, and consistent mean awareness indices within the counter-pairing category.

TABLE 28

SITUATION MEANS AND F-RATIOS FOR CONSCIOUS AWARENESS INDICES

Awareness Indices[a]	Situation Means[b]				Over-all F-ratio
	A	B	C	D	
Dependency	89.66	103.08	98.82	107.91	.79
Pairing	59.32	49.29	60.59	51.79	2.02
Fight	107.30	108.86	123.94	120.63	.86
Counter-Dependency	87.28	97.82	115.47	118.52	2.56
Counter-Pairing	134.87	128.13	133.47	133.04	.20
Flight	118.57	107.73	112.59	119.00	.45
Total	106.63	108.55	120.29	118.17	1.90

[a]Lower mean indices reflect lower conscious awareness.

[b]Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time, on-campus students; and Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation in the small groups.

Tables 29, 30, 31, 32, 33, 34, and 35 show the coefficients of correlation between conscious awareness and empathic perception for each situation.

All the tables, except Table 34, show at least one or more significant relationships between conscious awareness and empathic perception. Apparently, according to the lack of significant coefficients in Table 34, conscious awareness of the need in others to inhibit negative feelings (flight) has little bearing on empathic perception. The greatest number of significant relationships occur between conscious awareness of fight needs in others and empathic perception (Table 31). A positive coefficient, it is

TABLE 29

CORRELATION COEFFICIENTS BETWEEN CONSCIOUS AWARENESS OF DEPENDENCY NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.06	-.02	.00	.20
Pairing	-.12	-.03	.11	-.20
Fight	-.13	-.20	-.20	.20
Counter-Dependency	-.02	-.21	-.11	.25
Counter-Pairing	-.06	-.01	-.15	-.36
Flight	-.15	-.15	-.51*	-.22
Total	-.16	-.17	-.19	.09

*Significant at the .05 level.

TABLE 30

CORRELATION COEFFICIENTS BETWEEN CONSCIOUS AWARENESS OF PAIRING NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.09	-.05	-.08	.13
Pairing	.34[a]	.12	.16	-.01
Fight	.28	.18	-.06	.33
Counter-Dependency	.25	.20	.01	.03
Counter-Pairing	.44*	.04	.12	-.21
Flight	.47**	.12	-.33	-.27
Total	.26	.15	.06	-.01

**Significant at the .01 level.
* Significant at the .05 level and below the .01 level by .008 of a decimal point.
[a]Below the .05 level by .005 of a decimal point.

TABLE 31

CORRELATION COEFFICIENTS BETWEEN CONSCIOUS AWARENESS OF FIGHT NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Type	Situations			
	A	B	C	D
Dependency	-.09	.11	-.34	.45*
Pairing	-.24	.29*	.08	.46*
Fight	-.13	.33**	.56**	-.12
Counter-Dependency	-.23	.21	.40	.25
Counter-Pairing	-.37*	.13	.08	-.13
Flight	-.20	.16	-.06	.01
Total	-.31	.29*	.24	.37

**Significant at the .01 level.
*Significant at the .05 level.

TABLE 32

CORRELATION COEFFICIENTS BETWEEN CONSCIOUS AWARENESS OF COUNTER-DEPENDENCY NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.03	-.14	-.35	.24
Pairing	.02	.08	.02	.19
Fight	-.15	.06	.17	-.12
Counter-Dependency	-.06	.03	.10	.21
Counter-Pairing	-.01	.07	-.20	-.36
Flight	-.07	.06	-.52*	-.04
Total	.00	-.02	-.10	.12

*Significant at the .05 level.

TABLE 33

CORRELATION COEFFICIENTS BETWEEN CONSCIOUS AWARENESS OF COUNTER-PAIRING NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.09	.05	-.42	-.03
Pairing	-.06	.11	.21	-.35
Fight	.06	.07	.44	.04
Counter-Dependency	-.02	.22	.47	-.34
Counter-Pairing	.11	-.14	.37	-.33
Flight	.04	-.10	.13	-.22
Total	-.09	.04	.39	-.31

*Significant at the .05 level.

TABLE 34

CORRELATION COEFFICIENTS BETWEEN CONSCIOUS AWARENESS OF FLIGHT NEEDS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.11	.01	.32	-.04
Pairing	-.07	.14	-.09	-.03
Fight	.15	.04	-.34	.31
Counter-Dependency	.04	.09	-.14	.02
Counter-Pairing	.18	.07	-.06	-.14
Flight	-.01	.00	-.13	-.16
Total	-.11	-.02	-.14	.02

TABLE 35

CORRELATION COEFFICIENTS BETWEEN TOTAL CONSCIOUS AWARENESS AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	-.08	.01	-.36	.28
Pairing	-.20	.19	.18	.12
Fight	.02	.05	.29	.10
Counter-Dependency	-.05	.13	.40	.12
Counter-Pairing	.03	.05	.00	-.30
Flight	.02	-.01	-.49*	-.06
Total	-.16	.04	.12	.15

*Significant at the .05 level.

recalled, indicates a relationship between high conscious awareness and high empathic perception; that is, the greater is the amount of conscious awareness, the more accurate is the empathic perception. An interesting point in Table 31 is the predominance of negative coefficients for Situation A (NDEA Institute), while all the other situations contain a predominance of positive coefficients.

On the other hand, Table 30 suggests a tendency in Situation A toward a positive relationship between conscious awareness of pairing needs (i.e., maintaining close personal relationships) and empathic perception.

Table 29 shows only one significant relationship between conscious awareness of dependency needs and empathic perception. This significant negative

relationship occurring in Situation C (full-time, on-campus students) suggests a tendency for high conscious awareness of dependency needs to associate with low empathic perception of the flight needs of others.

Chronological Age

Hypothesis 6: There is no significant tendency for chronological age to be associated with empathic perception.

Although the age of candidates, in and of itself, is not conceived in this study as a rapport variable, it is possible that the ageing, or maturing, process is relevant to empathic perception in some manner. Dymond has found that empathic ability increases with the age of children, but nothing conclusive is noted for adults (Chapter II). Of course, it is logically obvious that the number of years of one's existence should have little bearing on empathy, but it is probably the nature of one's experiences and personality which grow along with, and are associated with, chronological age.

The purpose of this section, then, is to illustrate that age has less bearing on empathic perception in the operation of practicum situations than do the previously described rapport variables. There is no control on ages in this study, but there are candidates of different ages. The study, then, is to see if the older candidates have more, or less, empathic perception.

Examination of Table 36 shows that Situation D obviously contains candidates for which the mean age is greater than the mean age for the other situations.

Examination of Table 6 for empathic perception discrepancy scores does not reveal any consistent trend according to the trend in mean ages in Table 36. Correlation coefficients should provide further indication whether or not age is associated with empathic perception.

TABLE 36

SITUATION MEANS AND F-RATIO FOR CHRONOLOGICAL AGE

Situation Means[a]				Over-all F-Ratio
A	B	C	D	
28.90	32.19	27.65	39.30	8.60**

**Significant at the .01 level.

[a] Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time, on-campus students; Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation in the small groups.

Examination of Table 37 indicates that none of the coefficients are significant. Thus, Hypothesis 6 is supported. However, examination of the direction of the coefficients indicates a tendency in Situations A (NDEA Institute) and D (part-time. off-campus) for chronological age to be associated with a lack of empathy. This should be viewed simply as a possible trend, not as a significant association.

TABLE 37

CORRELATION COEFFICIENTS BETWEEN CHRONOLOGICAL AGE AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.02	-.18	.29	-.01
Pairing	-.25	-.01	-.33	-.22
Fight	-.19	.12	-.07	.02
Counter-Dependency	-.32	.15	.02	-.27
Counter-Pairing	-.12	.12	-.32	-.21
Flight	-.27	-.03	.04	-.26
Total	-.16	.04	-.15	-.24

Scholastic Aptitude

Hypothesis 7: There is no significant tendency for scholastic aptitude to be associated with empathic perception.

Scholastic aptitude is conceived as another static variable which has little bearing on the empathic perceptin processes. According to the major thesis of this study, the rapport factors which characterize the interpersonal interaction within each practicum situation have greater influence on empathic perception.

Table 38 indicates that there are no proved significant differences among the situation means for scholastic aptitude. Considering that significant mean differences do exist among the situations for empathic perception (Table 6), it appears that scholastic aptitude has little bearing on empathic perception. Correlation coefficients should provide

TABLE 38

SITUATION MEANS AND F-RATIO FOR SCHOLASTIC APTITUDE

Situation Means[a]				Over-all F-Ratio
A	B	C	D	
113.63	102.40	113.81	100.59	2.3

[a]Situation A is the NDEA Institute; Situation B is summer session students; Situation C is full-time, on-campus students; Situation D is part-time, off-campus students. Situations A through D also represent descending hours of face-to-face participation in the small groups.

further indication whether or not scholastic aptitude is associated with empathic perception.

Over-all examination of Table 39 indicates a lack of consistency for scholastic aptitude to be associated with empathic perception from situation to situation. The predominance of positive correlations within Situation C (summer session) and the significant coefficient of .55 suggests a possible tendency for scholastic aptitude to be associated with empathic perception; a similar tendency is indicated in Situation D (part-time, off-campus students).

TABLE 39

CORRELATION COEFFICIENTS BETWEEN SCHOLASTIC APTITUDE AND EMPATHIC PERCEPTION FOR EACH SITUATION

Empathic Perception Types	Situations			
	A	B	C	D
Dependency	.17	.01	-.23	-.05
Pairing	.12	-.10	.32	.46*
Fight	-.25	.01	.44	-.26
Counter-Dependency	-.11	.02	.29	.29
Counter-Pairing	-.08	-.04	.55*	.01
Flight	-.12	-.06	.08	-.03
Total	-.10	-.04	.38	.05

*Significant at the .05 level.

Analysis of Differences between First and Second Semesters of Situation A (NDEA Institute)

It is felt that additional understanding might be gained of the empathic and rapport processes if data collected from candidates who interact together for two semesters is scrutinized. With this thought in mind, and with the opportunity available, the same instruments are administered to the candidates in the Guidance Institute (Situation A) at the end of the second semester. Personal adequacy scores are also obtained at the start of the second semester. Although the hypotheses are not constructed to include this particular investigation, it is felt that the results might provide insight which can be absorbed into the main study.

The second semester of Situation A is reorganized by assigning the thirty candidates to four practicum groups. Two groups comprise eight members and two comprise seven members. The members are assigned according to matched pairs and analysis of variance indicates that the groups do not differ significantly as calculated by the Director of the Institute. The same leadership is provided for three of the groups (i.e., practicum supervisors) as was the case for the first semester. However, one group is led by a staff professor, but who was also intensively involved with the candidates during the first semester. The second semester groups met for an approximate total of thirty-four hours. Total situational face-to-face participation is possible somewhat less than first semester.

The examination of the second semester of Situation A presents a host of concepts which might be associated with the empathic and rapport processes: (1) the groups are larger, (2) the candidates have already been together for one semester, (3) the number of meeting hours are much less, and (4) all the candidates have been exposed to counseling and guidance education.

Since complete sets of tests are given at the end of the second semester, the results are formally independent of the results of the first semester and the two sample test is used. An alternative method would involve the calculation of the difference (second semester-first

semester) for each variable for each individual and the analysis of the differences.

The same theoretical approach is utilized. If there are significant mean differences in empathic perception, there should also be meaningful significant mean differences in one or more of the rapport variables.

Table 40 shows that four significant mean differences for empathic perception are established between the first and second semesters of Situation A. It is obvious that the first semester displays more empathic accuracy, according to the means, than does the second semester. It is recalled that empathic perception scores are discrepancies between a perceiver's empathic ratings of others and the actual self-ratings of those others. Thus, a high discrepancy is indicative of low empathic perception. Now, are significant mean differences evident for the rapport variables? Table 41 shows that two out of the thirty-one possible rapport variables are significantly different between first and second semesters: (1) awareness index within the counter-dependency category and (2) perceptual distortion within the counter-dependency category.

Table 41 shows that the second semester displays greater conscious awareness of counter-dependency needs, according to the means, than does the first semester. It also shows that the second semester displays greater over-distortion of counter-dependency needs than does the first semester, according to the means.

TABLE 40

MEANS AND F-RATIOS FOR EMPATHIC PERCEPTION FOR FIRST AND SECOND SEMESTERS OF SITUATION A[a]

Empathic Perception Scores[b]	Semester Means		F-Ratio
	First	Second	
Dependency	11.60	11.67	.01
Pairing	9.27	10.70	10.89**
Fight	8.13	9.10	3.22
Counter-Dependency	8.60	9.57	4.18*
Counter-Pairing	8.57	9.63	7.37**
Flight	9.83	11.67	10.05**
Total	9.50	10.27	3.62

**Significant at the .01 level.
*Significant at the .05 level.
[a]Situation A is the NDEA Institute.
[b]Lower mean scores reflect higher empathic perception.

TABLE 41

MEANS AND F-RATIOS FOR TWO RAPPORT VARIABLES FOR FIRST AND SECOND SEMESTERS OF SITUATION A

Rapport Scores	Semester Means		F-Ratio
	First	Second	
Awareness Index for Counter-Dependency[a]	87.28	118.27	8.56**
Perceptual Distortion of Counter-Dependency Needs[b]	18.53	21.57	9.39**

**Significant at the .01 level.
[a]Lower mean index reflects lower conscious awareness.
[b]Mean score above twenty reflects over-distortion and mean score below twenty reflects under-distortion.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Background

This study is basically concerned with an exploration of empathic perception and rapport variables among counselor candidates in four different practicum situations. It is hypothesized that empathic perception is facilitated according to the elements of rapport which characterize the interpersonal relationships among the counselor candidates. The study of empathic perception and the influences upon it are of special importance in the education and work of counselors. It is assumed that facilitation of accurate empathic perception among counselor candidates in training is a desirable educational practice and that the elements of rapport within an instructional group or situation are important factors in the initiation and maintenance of empathic relationships. The development of sensitivity toward the needs of others within an instructional environment is assumed to have transfer value.

The four practicum situations are each unique, but probably the most obvious difference among them is the amount of time and opportunity which the candidates have

for face-to-face interaction. The candidates in Situation A (National Defense Education Guidance Institute) experience approximately ninety-four hours of face-to-face meetings, while the candidates in Situations B, C and D (usual practicum programs) experience approximately thirty, sixteen, and one hour(s), respectively, of formal meetings.

Empathy and rapport are complex socio-psychological processes. There are many definitions and concepts of empathy and rapport. This study theoretically views empathy and rapport as functions of perceptual processes. Although certain fundamental truths are now accepted about the organization and functioning of perceptual fields, perception is not reality in the sense of physically present and constant objects. Perception is structured according to immediate social processes and interpretation of these processes in terms of past experiences.[1] This study explores the social processes of four practicum situations. W. R. Bion states that social processes can be described by certain basic emotional needs: (1) dependency, (2) counter-dependency, (3) pairing, (4) counter-pairing, (5) fight, and (6) flight.[2] Individuals operate in a group through expression of these emotional needs. Different groups can be expected to be characterized by different need-behavior depending on the valencies (needs) of different members for

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[1] A. A. Combs and D. Snygg, Individual Behavior (Revised Edition; New York, 1959).

[2] W. R. Bion, Experiences in Groups and Other Papers (New York, 1961).

a certain type behavior and also on the configuration created by the assimilation of members with different (or similar) valency patterns.

Design

Empathic perception is defined as the process of seeing others as they see themselves. Measurement of empathic perception follows the orthodox approach by taking the discrepancy score between the predictions which a judge makes about the actual responses of others with whom the judge has had opportunity to verbally and visually communicate. Rapport is conceived as having many elements which together, or apart, distinguish the psychological atmosphere of a situation. It is more specifically defined as five variables: (1) personal adequacy, (2) emotional needs, (3) self-projection of emotional needs, (4) perceptual distortion of emotional needs, and (5) conscious awareness of emotional needs. Two constant factors, chronological age and scholastic aptitude, are also studied as a contrast with the rapport processes.

Each practicum situation contains small discussion groups led by staff members. According to the research design, each counselor candidate rates himself and empathically rates each other fellow group member on the Group Behavior Inventory toward the end of the academic semester. The following scores are obtained from this design:

1. Emotional Need Scores: The ratings which the candidate gives himself.

2. Empathic Perception Discrepancy Scores: The average discrepancy between the candidate's predictions of his fellow group members and their actual self ratings.

3. Empathic Perception Distortion Scores: The average algebraic discrepancy between the candidate's predictions of his fellow group members and their actual self ratings.

4. Self-Projection Scores: The average discrepancy between the candidate's predictions of his fellow group members and his own self ratings.

The following scores are derived through other methods:

5. Awareness Indices: The relationship between the ranking of fellow group members according to how well a candidate says he knows them and the ranking according to how well he knows them as shown by his empathic perception discrepancies. The rank-order correlation constitutes the awareness index.

6. Personal Adequacy Scores: Prior to entering into the group meetings, each candidate answers the Index of Adjustment and Values. Scores on this instrument provide a gauge of personal adequacy.

7. Scholastic Aptitude Score: This is obtained at the start of the semester through the administration of the Ohio State University Psychological Test, Form 26.

The analysis of these data is intended to determine whether differences in the rapport variables (Numbers 1, 3, 4, 5 and 6, above) are meaningly and significantly associated with differences in empathic perception (Number 2, above). Two additional variables, theoretically defined as constant variables, are added to serve as a contrast with the process variables of rapport. These are scholastic aptitude (Number 7, above) and chronological age of the counselor candidates.

The hypotheses are stated as direct relationships between the independent rapport variables and empathic perception.

Method of Analysis

The first step in analysis of the data is a preliminary exploration of the small groups contained within each practicum situation. The purpose of this exploration is to determine whether the extent of significant differences among small group means make it advisable to combine the groups within each situation and examine the four situations. Situation A contains five groups, Situation B contains nine groups, Situation C contains two groups, and Situation D contains four groups. The resulting F-ratios suggest that the total number of significant mean differences are small enough to combine all the groups within each situation.

The second step in analysis of the data is to test for homogeneity of situation means. The purpose of this examination is (1) to determine the extent of significant differences among the situation means and (2) to determine whether any general relationship trends are evident among the situations. Many significant differences are indicated among the situation means and further pooling of the data is not recommended. Some relationship trends among the situations are evident and are discussed in the next section.

The third step in analysis of the data is to test for degree of linear association between the rapport variables

and empathic perception according to each of the four situations. The results of this analysis are also discussed in the following section.

An additional analysis is conducted between the First and Second semesters of Situation A (NDEA Institute). The purpose of this examination is intended to add insight to the relationship between rapport and empathic perception through examination of a single situation over a greater period of time. The test for homogeneity of semester means is conducted. Hypothesized relationships are not establishd since the analysis is considered only exploratory.

The following sections summarize the results obtained from the previously described statistical techniques.

Empathic Perception

Significant differences, all at the .01 level, are established among the situation means for five of the seven empathic perception differentials: empathic perception of pairing needs, fight needs, counter-dependency needs, counter-pairing needs, and total empathic perception.

Personal Adequacy

Significant differences are not established among the means of the four situations.

Out of a total twenty-eight possible significant relationships for each situation, Situation A (NDEA Institute) has none, Situation B (summer session) has seven, Situation C (full-time, on-campus) has four, and

Situation D (part-time, off-campus) has three.

The greatest number of significant relationships are between real- and ideal-others discrepancy and empathic perception and between real- and ideal-self discrepancy and empathic perception.

Emotional Needs

Significant mean differences are evident among the four situations for five of the six types of emotional needs. Three of the differences are at the .01 level: counter-dependency needs, fight needs, and flight needs, and two are at the .05 level: dependency needs and pairing needs. A trend is observable for dependency needs to increase from Situations A through D. It is recalled that Situation A (NDEA Institute) contains approximately ninety-four hours of face-to-face participation, Situation B (summer session) contains thirty hours, Situation C (full-time, on-campus) contains sixteen, and Situation D (part-time, off-campus) contains one hour. According to mean scores, Situation A displays the greatest amount of fight need and Situation B, the least.

Coefficients of correlation indicate a general tendency for emotional needs to be negatively associated with empathic perception. Significant, negative coefficients are noted between dependency needs and empathic perception for three of the four situations, Situations A, B, and D.

Out of a total forty-two possible relationships for each situation, Situation A contains five, Situation B contains twenty-four, Situation C contains seven, and Situation D contains two, which are at, or above, the .05 level of confidence.

Self-Projection

Significant mean differences are evident among the four situations for five out of the seven types of self-projection of emotional needs. One significant mean difference is at the .01 level: self-projection of fight needs, and four are at the .05 level: self-projection of counter-dependency needs, counter-pairing needs, flight needs, and total self-projection.

Coefficients of correlation demonstrate a definite tendency for high self-projection to be associated with high empathy. Out of a total possible forty-nine significant relationships between self-projection and empathic perception which each situation might display, Situation A (NDEA Institute) has twenty-four, Situation B (summer session) has forty-three, Situation C (full-time, on-campus) has twenty-nine, and Situation D (part-time, off-campus) has sixteen.

Perceptual Distortion

Significant mean differences are not established among the four situations for perceptual distortion.

The correlation technique is not applied to these data since it is meaningless to associate distortion scores with empathic perception scores.

Conscious Awareness

Significant mean differences are not established among the four situations for conscious awareness. However, observation of the means for the situations indicates a trend for conscious awareness of the counter-dependency needs of others to progressively increase from Situations A through D. It is also noted, according to situation means, that the highest mean awarenèss index is for counter-pairing needs as compared with other mean awareness indices.

Coefficients of correlation indicate that significant, positive relationships exist between conscious awareness and empathic perception. Each situation contains at least one or more significant coefficients. There are no significant relationships between conscious awareness of flight needs and empathic perception.

Out of a total possible forty-nine significant correlations between conscious awareness and empathic perception which each situation might display, Situation A (NDEA Institute) has three, Situation B (summer session) has three, Situation C (full-time, on-campus) has five, and Situation D (part-time, off-campus) has two.

Situation A (NDEA Institute) displays a reverse trend from the other situations for the coefficients between

conscious awareness of fight needs and empathic perception. Although not all reach the level of significancy, all the coefficients for Situation A indicate a negative relationship between conscious awareness of fight needs and empathic perception, while the coefficients for the other situations indicate a positive relationship.

Situation A also contains the greatest number of significant, positive coefficients between conscious awareness of pairing needs and empathic perception, while the other three situations contain none.

Chronological Age

Significant mean differences are evident among the four situations for chronological age. Situation D (part-time, off-campus) contains candidates whose mean age is greater than those in the other situations.

Coefficients of correlation reveal that none of the situations contain significant relationships between age and empathic perception.

Scholastic Aptitude

Significant mean differences are not established among the four situations for scholastic aptitude.

Situations C (full-time, on-campus) and D (part-time, off-campus) each contain one significant correlation between scholastic aptitude and empathic perception (.55 and .46) indicating that the higher is the aptitude, the higher is the empathic perception. Situation C contains a

greater tendency in general for this relationship than any of the other three situations.

Analysis of Differences between First and Second Semesters of Situation A (NDEA Institute)

(1) Empathic Perception: The first semester of Situation A displays higher empathic perception than does the second semester, according to mean scores. Significant mean differences are noted for four out of the seven empathic perception differentials. Three are at the .01 level of confidence: empathic perception of pairing needs, counter-pairing needs, and flight needs, and one is at the .05 level of confidence: empathic perception of counter-dependency needs.

(2) Rapport Variables: Two significant mean differences out of the thirty-one possibilities are established between the first and second semesters for the rapport variables. The first semester contains less conscious awareness of counter-dependency needs (mean = 87.28) than does the second semester (mean = 118.27). This mean difference is significant at the .01 level. The second semester also displays under-distortion (i.e., the perceptual distortion rapport variable) of the counter-dependency needs of others (mean = 18.53), while the second semester displays over-distortion (mean 21.57). This mean difference is significant at the .01 level.

Conclusions and Implications

This study investigates four different practicum situations for counselor candidates. The basic hypothesis states that facilitation of empathic perception among counselor candidates in counseling practicums is a function of the elements of rapport which characterize the practicums in which the perceiving occurs. The following conclusions and implications are made as a result of this study:

Conclusions Pertinent to the Hypotheses

1. Self-projection, of all the rapport variables, displays the greatest amount of significant associations with empathic perception. However, the direction of coefficients is contrary to what is theoretically hypothesized. High self-projection is generally associated with high empathic perception, regardless of the particular practicum situation. Approximately fifty-seven percent of the possible correlations are significant. It appears that the conceptual foundation for Hypothesis 3 needs modification. Two possible suggestions are offered: (1) the theoretical concepts pertinent to the relationship between self-projection and empathic perception may be incorrect, or (2) the measurement scheme to secure self-projection scores may be, in reality, measuring something else. Since the literature

is rich in studies describing self-projection and the effects of self-projection on interpersonal relationships, it appears unlikely that the theoretical foundations do not have an element of truth which should appear in the statistical data. The second possibility seems to offer the most plausible answer and modification of the theoretical foundation to fit should be in order before interpretation of the data can have meaning.

It seems that self-projection scores might better be called "self-congruency" scores. Theoretically, if a candidate is most empathic when he perceives other candidates as being similar to himself, apparently a sort of "perceptual congruity" has taken place among the candidates. That is, a "group norm," or common perception has evolved among the candidates.

2. The second major association is between emotional needs and empathic perception. Approximately twenty-three percent of the possible correlations are significant. The general trend of coefficients suggests that the higher is emotional need behavior, the less is the empathic perception. This trend suggests that moderate emotional needs are more likely to be associated with higher empathic perception. Theoretically, it might be suggested, when the group is used as a stage for acting out extreme emotional needs, the empathic perceptual process is hindered. If the group does not become a convenient mode of need gratification, it appears possible that perceptual clarity

would be less restricted by emotional drives. Dependency needs may be especially detrimental to empathic perception. Three of the four practicum situations display significant negative associations between dependency needs and empathic perception of counter-pairing needs. It seems plausible that the emotional need to "cling" to the group leader or other member (i.e., dependency) would be thwarted by an "unsociable" bent (i.e., counter-pairing) on the part of others.

3. Feelings of personal adequacy appear to have negligible association with empathic perception. Thirteen percent of the possible correlations are significant. According to perceptual theory, feelings of inadequacy limit one's perceptual field. It seems logical that there might be greater association between personal adequacy and empathic perception. Possibly the particular measuring instrument used in this study is not sensitive enough to clearly differentiate those counselor candidates who possess feelings of personal adequacy from those who possess feelings of personal inadequacy. Other research at the Counseling Laboratory indicates that counselor candidates, who enroll in the practicum program, constitute a homogeneous group on many personality inventories.

4. Conscious awareness has negligible association with empathic perception. Less than one percent of the possible coefficients are significant. The operational procedure for measuring the concept of "conscious awareness" in this study appears to have logical face validity and it seems reasonable to conclude that the empathic perceptual process,

in general, may not be influenced by "conscious awareness." However, this is not to imply that empathic perception is an unconscious process since this concept is not explored in this study and such evidence is not available.

Although the relationship between conscious awareness and empathic perception, in general, is negligible, some interesting points should be mentioned. The greatest number of significant coefficients are between conscious awareness of fight needs and empathic perception. It might be suggested that the factor which arouses sensitivity (awareness) toward extreme behavior, such as aggression (fight), might also be the factor which influences sensitivity in the empathic process. No significant coefficients are evident between conscious awareness of flight needs and empathic perception. Flight needs, it might seem, are less extreme forms of behavior.

5. No significant evidence is established for the relationship between perceptual distortion of emotional needs and empathic perception. Significant mean differences are evident among the situations for empathic perception, but not for perceptual distortion. Apparently, unconscious or subtle psychological sets do not operate to influence empathic perception.

6. Scholastic aptitude has negligible association with empathic perception. Significant mean differences are not evident among the situations and less than one percent of the possible correlations between scholastic aptitude

and empathic perception are significant. It is suggested that empathic perceptual processes depend to a greater extent on feelings than on intellectual capacities.

7. Chronological age has no bearing on empathic perception. None of the coefficients between chronological age and empathic perception are significant.

Suggestions Pertinent to Individual Situations

Although similarities that are shared by all the practicum situations have been previously described, the uniqueness of a particular situation is also evident. Apparently empathic perception and the rapport elements are variable processes which undergo shifts and changes according to countless varieties of influences. The following suggestions are mentioned as interesting points.

1. There is evidence which suggests that empathic perception is a function of the amount of face-to-face interaction among counselor candidates. According to the preliminary examination of small groups within each situation, the groups in Situation D (part-time, off-campus students) do not display significant mean differences for empathic perception, while the other small groups in the other situations do. The fact that the small groups in Situation D had less formal face-to-face participation (one hour) seems to suggest that interpersonal group participation does influence empathic perception. The point that consistent trends, according to the total number of

hours of participation for each situation, are evident for empathic perception also lends credence to this "exposure" concept.

2. The amount of face-to-face interaction among counselor candidates has limitations in influencing empathic perception. Apparently, exposure to each other reaches a limit as noted by the finding that the second semester of Situation A (NDEA Institute) shows significantly less mean empathic perception as compared with the first semester. The finding that empathic perception of dependency and flight needs does not differ significantly among the situations also supports this viewpoint.

3. A tendency is indicated for high conscious awareness of aggressive needs (fight) to be associated with low empathic perception in Situation A (NDEA Institute), while the other situations show a tendency for high conscious awareness of fight to be associated with high empathic perception. Possibly, considering the nature of Situation A (i.e., highly interpersonal), aggressive acts have greater significance attached to them by the candidates which interfere with what might otherwise be clear perception. It is recalled that Situation A also contains the greater amount of aggressive (fight) behavior while Situation B (summer session) contains the least. Situation B also has the greatest number of significant positive relationships between conscious awareness of fight behavior and empathic perception. Seemingly, this "awareness" does

not hamper the perceptual process as it does in Situation A and might be attributed to the lack of overt aggressive behavior in Situation B. Undoubtedly, while much freedom and self-expression is encouraged in Situation A (NDEA Institute), needs, which might otherwise be repressed, possibly begin to appear and might disrupt the empathic process.

4. A vivid situational influence on empathic perception is illustrated between the first and second semesters of Situation A (NDEA Institute). The second semester of Situation A, it is recalled, is significantly less accurate in empathic perception than the first semester. Examination of the rapport variables shows that the second semester displays more conscious awareness of counter-dependency needs. According to the theoretical basis for conscious awareness, the greater is the conscious awareness of the needs of others, the more accurate should be the empathic perception. However, the indices, at least in this situation, could also indicate preoccupation, or over-attention, with the leadership needs (counter-dependency) of others. Observations of the second semester operation of the Institute do seem to indicate that the candidates, generally, are more aggressive, more independent and more self-directed. In some respect, it might appear possible that less concern is afforded to personal relationships among the candidates and more concern toward these self-directed and independent type activities. If this is the case,

attention to each other is less. Perhaps, the extent, or usefulness, to which interpersonal relationships can be utilized reaches its most effective level during the first semester. That is, capitalization on the benefits which intense interpersonal participation might provide for increasing the sensitivity (empathy) of counselor candidates probably has its limits.

Support of the suggestion that the candidates might be preoccupied with their drives, or needs, for independency in the second semester seems to be demonstrated by a second significant rapport variable: perceptual distortion of counter-dependency needs. Here, according to the semester means, the second semester over-rated for counter-dependency needs as compared with the first semester. In other words, the candidates in the second semester tend to distort their perceptions of the behavior of fellow candidates by making them appear highly resistant against dependency and insistent on maintaining the feeling of independence or leadership (according to the theoretical definition of "counter-dependency"). Thus, it seems logical that the candidates would tend to be less empathic toward each other in the second semester if their perceptual concern and direction is diverted toward other activity.

Recommendations

The previous section formally interprets the technical data for the sample under study. This section discusses recommendations suggested by the interpretations. Recommendations are only made assuming that the results might hold for broader populations of which the sample under study may be considered to be random.

Recommendations for Future Research

1. Perceptual congruity appears to offer a more fruitful theoretical approach to understanding empathic perception than does the concept of self-projection. What causes perceptual fields to merge? Possibly, individuals possessing highly deviant perceptual congruency scores (self-projection) can be contrasted to determine whether personality factors also contain the same deviancy.

2. It appears that practicum group activity is a unique phenomenon. A specific practicum situation might be expected to display specific rapport characteristics. Actual observation of group interaction can be conducted, possibly by a simple tally after each meeting. This may indicate the growth and development of rapport and empathic perceptual processes. A suggestion was noted in this study that dependency needs are a function of hours of participation. It might be hypothesized that empathic perception

increases with the decrease in dependency needs. It is also noted that a situation characterized by moderate emotional needs tends to be a more empathic situation. Further investigation into underlying bases for the arousal or development of emotional needs can be conducted.

3. Significant mean differences were not established among the situations for personal adequacy. Considering the highly selective nature of the NDEA Institute (Situation A), it seems logical that more obvious personality differences among the four situations should appear. Perhaps a more sensitive instrument can be developed to measure such apparent differences.

Recommendations for Instructional Practices

1. Small group participation may facilitate empathic perception among counselor candidates in counseling practicums. This particular medium might be utilized whenever possible.

2. Small group participation for purposes of promoting interpersonal sensitivity has its limits. The act of placing candidates into small instructional groups does not necessarily guarantee facilitation of empathic perceptual processes among the candidates. It may be assumed by counselor educators that the greater is the number of small groups, the more varied is the level of empathic perception. Some types of behavior are empathically perceived at the same level of accuracy regardless of the

number of hours of participation or type of rapport associated with a particular situation; this is especially true for empathic perception of dependency and flight needs.

3. Expression of extreme emotional need behavior on the part of group members may not be conducive to empathic perception. A situation which displays moderate needs is a situation which has more potential for empathic perception. A situation with moderate need expression suggests that possibly the needs of the members have been satisfactorily met. A group leader who can sense the need-demands of members will probably have the basis for facilitation of empathic perception.

4. Overly aggressive and overly independent situations may not be conducive to empathic perception. Overly independent needs especially denote the activities of individuals who must possess leadership roles. It might be assumed that these particular needs are expressed at the sake of the total group. Group leaders can strive to work individually with those candidates who display such behavior; possibly, such needs are also expressions of insecurity. If the group, as a whole, takes on such characteristics, total group meetings might be forsaken for more individual or paired activities.

5. Since the total practicum milieu appears to influence empathic perception and rapport, as well as the individual groups, as much planning should go into that

operation as goes into the small group. What occurs within the total practicum might also influence what occurs within the small groups. Possibly, bringing the small groups together more often could enhance the sense of unity. Merging of perceptual fields might occur, for example, if the candidates have opportunity to perceive the activities and members of other small groups within the same practicum situation.

APPENDIX I

THE GROUP BEHAVIOR INVENTORY

Part 1. Instructions for the Group Behavior Inventory

I.

This is a study of "Counselor-Perceptiveness". A similar study will be conducted with other individuals in the field of education.

You will be asked to describe the behavior of yourself and other members as it occurred in your small Practicum Group. The aim is not to evaluate you or other members of the group as individuals, but to measure the perceptive ability of the group as a whole and the amount of variation of the ability. The descriptions which you make will remain anonymous. Each person will be assigned a code number, and only these code numbers will be used.

Directions: On Sheet #1, please "rate" the statements as accurately as you can according to the way they describe your small Practicum Group. Use the following scale by placing the appropriate number on the line next to the statement:

1	2	3	4	5
Not at all Like	Slightly Like	Somewhat Like	A Good Deal Like	Very Much Like

On the remaining sheets you are asked to put yourself in the place ("psychological shoes") of each member of your small Practicum Group and describe him/her as you think he/she would describe himself/herself.

It is probable that you will not know equally well all members whom you describe. Despite this, please describe to the best of your ability each member. Let these descriptions represent your own best judgment.

Read carefully the description of behavior. Then try to think of particular incidents and behavior on the part of the individual which will justify the rating you give him.

In rating for any particular item, try to disregard every characteristic except that one. Many ratings are rendered valueless because the rater allowed himself to be influenced by a generally favorable or unfavorable impression which he had formed of the individual rated. Do not rate a person high on all items simply because he is exceptional in some. Individuals are often high in some characteristics and low in others.

Remember these ratings are your predictions of the way this individual would rate himself/herself on this scale. (Use the same scale as you did for Sheet #1.)

1	2	3	4	5
Not at all Like	Slightly Like	Somewhat Like	A Good Deal Like	Very Much Like

YOUR NAME _____ NAME OF GROUP MEMBER YOU ARE DESCRIBING _____

Answer here ↓

___ ___ ___1.
___ ___ ___2.
___ ___ ___3.
___ ___ ___4.
___ ___ ___5.
___ ___ ___6.
___ ___ ___7.
___ ___ ___8.
___ ___ ___9.
___ ___ ___10.
___ ___ ___11.
___ ___ ___12.
___ ___ ___13.
___ ___ ___14.
___ ___ ___15.
___ ___ ___16.
___ ___ ___17.
___ ___ ___18.
___ ___ ___19.
___ ___ ___20.
___ ___ ___21.
___ ___ ___22.
___ ___ ___23.

Answer here ↓

___ ___ ___24.
___ ___ ___25.
___ ___ ___26.
___ ___ ___27.
___ ___ ___28.
___ ___ ___29.
___ ___ ___30.
___ ___ ___31.
___ ___ ___32.
___ ___ ___33.
___ ___ ___34.
___ ___ ___35.
___ ___ ___36.
___ ___ ___37.
___ ___ ___38.
___ ___ ___39.
___ ___ ___40.
___ ___ ___41.
___ ___ ___42.
___ ___ ___43.
___ ___ ___44.
___ ___ ___45.
___ ___ ___46.
___ ___ ___47.
___ ___ ___48.
___ ___ ___49.

Answer here ↓

___ ___ ___50.
___ ___ ___51.
___ ___ ___52.
___ ___ ___53.
___ ___ ___54.
___ ___ ___55.
___ ___ ___56.
___ ___ ___57.
___ ___ ___58.
___ ___ ___59.
___ ___ ___60.

D____P____F____
CD____CP____FL____

D__ __ P__ __ F__ __
CD__ __CP__ __FL__ __

Part 2. The Group Behavior Inventory

NAME_____ (PLEASE USE THE ANSWER SHEET)

___ 1. Liked to keep group discussion on a personal level

___ 2. Uncomfortable when negative feelings were expressed in the group

___ 3. Inclined to follow the suggestions of the leader

___ 4. Disinclined to form special friendships

___ 5. Critical of other members

___ 6. Tended to suggest alternative action to that proposed by the leader

___ 7. Attached to one or two particular members

___ 8. Reluctant to come to meetings

___ 9. Liked to appear in good light in relation to group leader

___10. Detached in manner

___11. Ready to take sides in an argument

___12. Wanted to assume active leadership in the group

___13. Enjoyed personal interchanges with one or two particular members

___14. Inclined to make light of ill-feeling expressed

___15. Inclined to go along with the dominant mood of the group

___16. Disinclined to make personal comments about other members

___17. Tended to sidetrack the group from its goal

___18. Enjoyed counterposing self to the leader

___19. Wanted to know some of the other members of the group intimately

___20. Preferred to remain neutral when several members of the group were arguing

___21. Comfortable when the leader was active and directive

___22. Preferred discussing issues in intellectual rather than personal terms

___23. Impulsive in expressing negative feelings

___24. Tended to look to other members to back up position

___25. Felt that social relationships were maintained on too formal a level

___26. When criticized, felt uncomfortable and remained silent

___27. Preferred to proceed along established lines

___28. Oriented toward the group as a whole rather than toward particular members

___29. Prolonged or intensified arguments

___30. Tended to maintain self in focal position during discussions

___31. Wanted to be a member of a clique

___32. Inclined to mediate arguments

___33. Annoyed when the actions of the leader were not what I expected

___34. Embarrassed when other members made personal comment (about me)

___35. Subtly attacked others

___36. Inclined to assume a directive role in the group

___37. Inclined to bring intimate material to the group

___38. Uneasy during group disharmony

___39. Expected the leader to take major responsibility for planning group activities

___40. Unresponsive to gestures of friendship

___41. Tended to express annoyance toward other members of the group

___42. Tried to lead others against the leader

___43. Inclined to extend group friendships outside the group

___44. Tried to avoid being drawn into an argument

___45. Inclined to follow the suggestions of another group member

___46. Preferred to work alone if a choice were given

___47. Tended to become sarcastic when annoyed

___48. Felt competitive toward individuals who attempted to dominate the group

___49. Would have preferred a smaller, more intimate group

___50. Tried not to show true feelings

___51. Tended to defend the leader when he was attacked by others

___52. Liked to make side comments to one other member

___53. Didn't like to express negative or critical opinion

___54. Inclined to direct comments to the leader rather than to group members

___55. Felt that social relationships were too intimate

___56. Tended to start arguments

___57. Concerned with maintaining a high status in the group

___58. Tended to discourage personal discussion between other group members

___59. Eager to respond to criticism by counter-criticism

___60. Tended to express negative feelings about the leader

Part 3. Item Numbers on the Group Behavior Iventory According to Each Emotional Need Modality

Dependency	Counter-Pairing
3	4
9	10
15	16
21	22
27	28
33	34
39	40
45	46
51	55
54	58

Counter-Dependency	Fight
6	5
12	11
18	17
24	23
30	29
36	35
42	41
48	47
57	56
60	59

Pairing	Flight
1	2
7	8
13	14
19	20
25	26
31	32
37	38
43	44
49	50
52	53

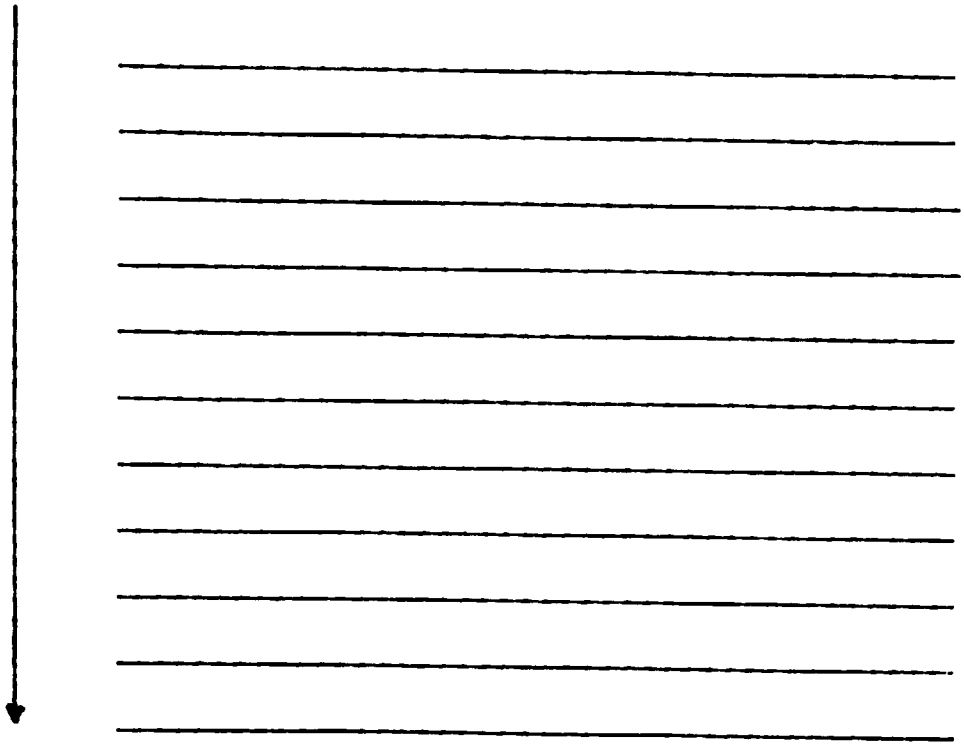
APPENDIX II

COUNSELOR CANDIDATE FORM FOR RANKING OTHER GROUP MEMBERS

NAME_____ GROUP LEADER_____

DIRECTIONS: Write down the names of the individuals in your Practicum group in rank-order according to how well you feel you know them.

(Best known)



(Least known)

APPENDIX III

INSTRUCTIONS FOR THE INDEX OF ADJUSTMENT AND VALUES[1]

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the following page is a list of terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence:

I AM A (AN) _____ PERSON.

The first word in the list is academic, so you would substitute this term in the above sentence. It would read --- I am an academic person.

(1) Then decide HOW MUCH OF THE TIME this statement is like you, i.e., is typical or characteristic of you as an individual, and rate yourself on a scale from one to five according to the following key.

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half of the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

Select the number beside the phrase that tells how much of the time the statement is like you and insert it is Column I on the next page.

Example: Beside the term ACADEMIC, number two is inserted to indicate that -- occasionally, I am an academic person.

(2) Now go to Column II, use one of the statements given below to tell HOW YOU FEEL about yourself as described in Column I.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike being as I am nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

---

[1] R. E. Bills and others, "An Index of Adjustment and Values," Journal of Consulting Psychology, XV (1951), pp. 257-261.

You will select the number beside the statement that tells you how you feel about the way you are and insert the number in Column II.

Example: In Column II beside the term ACADEMIC, number one is inserted to indicate that I dislike very much being as I am in respect to the term, academic. Note that being as I am always refers to the way you described yourself in Column I.

(3) Finally, go to Column III; using the same term, complete the following sentence:

I WOULD LIKE TO BE A (AN) _____ PERSON.

Then decide HOW MUCH OF THE TIME you would like this trait to be characteristic of you and rate yourself on the following five point scale:

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half of the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of a person and insert the number in Column III.

Example: In Column III beside the term ACADEMIC, number five is inserted to indicate that most of the time, I would like to be this kind of person. Start with the word ACCEPTABLE and fill in Column I, II, and III before going on to the next word. There is no time limit.

Name_____ School_____ Class_____ "SELF"

Sex _____ Age _____

a. academic

	I	II	III
1. acceptable			
2. accurate			
3. alert			
4. ambitious			
5. annoying			
6. busy			
7. calm			
8. charming			
9. clever			
10. competent			
11. confident			
12. considerate			
13. cruel			
14. democratic			
15. dependable			
16. economical			
17. efficient			
18. fearful			
19. friendly			
20. fashionable			
21. helpful			
22. intellectual			
23. kind			
24. logical			
25. meddlesome			
26. merry			
27. mature			
28. nervous			
29. normal			
30. optimistic			
31. poised			
32. purposeful			
33. reasonable			
34. reckless			
35. responsible			
36. sarcastic			
37. sincere			
38. stable			
39. studious			
40. successful			
41. stubborn			
42. tactful			
43. teachable			
44. useful			
45. worthy			
46. broad-minded			
47. businesslike			
48. competitive			
49. fault-finding			

(Complete this Index as you think the average person in your peer group would complete it for himself.)

	I	II	III
a. academic			
1. acceptable	___	___	___
2. accurate	___	___	___
3. alert	___	___	___
4. ambitious	___	___	___
5. annoying	___	___	___
6. busy	___	___	___
7. calm	___	___	___
8. charming	___	___	___
9. clever	___	___	___
10. competent	___	___	___
11. confident	___	___	___
12. considerate	___	___	___
13. cruel	___	___	___
14. democratic	___	___	___
15. dependable	___	___	___
16. economical	___	___	___
17. efficient	___	___	___
18. fearful	___	___	___
19. friendly	___	___	___
20. fashionable	___	___	___
21. helpful	___	___	___
22. intellectual	___	___	___
23. kind	___	___	___
24. logical	___	___	___
25. meddlesome	___	___	___
26. merry	___	___	___
27. mature	___	___	___
28. nervous	___	___	___
29. normal	___	___	___
30. optimistic	___	___	___
31. poised	___	___	___
32. purposeful	___	___	___
33. reasonable	___	___	___
34. reckless	___	___	___
35. responsible	___	___	___
36. sarcastic	___	___	___
37. sincere	___	___	___
38. stable	___	___	___
39. studious	___	___	___
40. successful	___	___	___
41. stubborn	___	___	___
42. tactful	___	___	___
43. teachable	___	___	___
44. useful	___	___	___
45. worthy	___	___	___
46. broad-minded	___	___	___
47. business-like	___	___	___
48. competitive	___	___	___
49. fault-finding	___	___	___

APPENDIX IV

COUNSELOR CANDIDATE SCORES

Part 1. Guide for Identification of the Variables Shown In Tables 1, 2, 3 and 4 of Appendix IV

Variable Number	Description	Variable Number	Description
1	Real and Ideal Self Discrepancy	15	Self-Projection of Counter-Pairing Needs
2	Real and Ideal Others Self Discrepancy	16	Self-Projection of Flight Needs
3	Self Acceptance	17	Total Self-Projection
4	Self Acceptance by Others	18	Conscious Awareness of Dependency Needs
5	Dependency Needs	19	Conscious Awareness of Pairing Needs
6	Pairing Needs	20	Conscious Awareness of Fight Needs
7	Fight Needs	21	Conscious Awareness of Counter-Dependency Needs
8	Counter-Dependency Needs	22	Conscious Awareness of Counter-Pairing Needs
9	Counter-Pairing Needs	23	Conscious Awareness of Flight Needs
10	Flight Needs	24	Total Conscious Awareness
11	Self-Projection of Dependency Needs	25	Perceptual Distortion of Dependency Needs
12	Self-Projection of Pairing Needs	26	Perceptual Distortion of Pairing Needs
13	Self-Projection of Fight Needs		
14	Self-Projection of Counter-Dependency Needs		

Part 1. Guide for Identification of the Variables Shown In Tables 1, 2, 3 and 4 of Appendix IV (Continued)

Variable Number	Description
27	Perceptual Distortion of Fight Needs
28	Perceptual Distortion of Counter-Dependency Needs
29	Perceptual Distortion of Counter-Pairing Needs
30	Perceptual Distortion of Flight Needs
31	Total Perceptual Distortion
32	Empathic Perception of Dependency Needs
33	Empathic Perception of Pairing Needs
34	Empathic Perception of Fight Needs
35	Empathic Perception of Counter-Dependency Needs
36	Empathic Perception of Counter-Pairing Needs
37	Empathic Perception of Flight Needs
38	Total Empathic Perception
39	Chronological Age
40	Scholastic Aptitude

Part 2. Counselor Candidate Scores

TABLE 1

Counselor Candidate Scores for Situation A

Situation, Group, and Counselor Candidate Code No.	Variable[a] 1	2	3	4	5	6	7	8	9	10
Situation A (1st Sem.)										
Group 1										
1	22	11	200	201	31	25	25	24	22	27
2	26	22	224	224	33	23	23	26	22	20
3	43	31	164	195	29	29	21	26	19	23
4	30	34	214	185	32	22	21	22	28	30
5	28	35	194	168	36	29	22	26	19	18
6	52	41	176	184	22	28	18	23	22	21
Group 2										
7	35	24	176	175	26	15	15	20	24	23
8	37	54	195	166	22	19	15	17	18	21
9	41	36	177	191	37	25	22	28	26	16
10	60	41	211	200	22	23	20	22	22	18
11	50	31	181	200	26	25	11	18	18	19
12	28	46	193	198	30	28	22	24	21	24
Group 3										
13	27	30	189	200	25	29	20	22	18	21
14	33	23	150	171	30	29	20	32	18	21
15	29	19	185	189	30	22	22	21	25	29
16	31	23	187	208	24	30	21	25	16	20
17	21	15	199	214	27	20	24	20	20	18
18	34	43	210	203	29	24	25	25	29	24
Group 4										
19	15	43	189	207	29	17	21	17	22	14
20	30	17	156	175	23	23	12	17	19	21
21	38	34	179	154	27	26	19	19	18	27
22	23	32	188	177	27	18	12	18	18	13
23	12	19	191	197	20	28	20	23	18	15
24	45	49	174	170	12	19	17	17	15	10
Group 5										
25	20	17	218	221	26	29	24	30	18	17
26	42	45	162	161	33	27	28	25	32	31
27	13	8	218	209	20	20	28	22	19	13
28	13	5	199	192	19	22	20	22	20	15
29	9	2	188	196	28	25	23	26	28	25
30	52	39	149	159	29	23	20	17	24	24

[a]See Appendix IV, Part 1, for identification of the variables.

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable									
	11	12	13	14	15	16	17	18	19	20
Situation A (1st Sem.)										
Group 1										
1	6	9	9	10	10	5	8	60	130	162
2	8	7	10	10	7	9	8	40	67	67
3	14	8	8	8	10	11	10	142	90	140
4	10	10	9	11	9	12	10	0	137	137
5	12	11	10	12	8	10	11	67	82	67
6	11	7	8	8	8	8	9	155	188	200
Group 2										
7	4	6	4	5	6	5	5	90	170	37
8	11	8	5	6	12	13	9	97	157	170
9	10	12	11	12	7	16	12	40	170	167
10	10	9	6	7	6	11	8	67	130	90
11	11	10	4	8	11	12	10	160	50	117
12	11	12	9	9	7	11	10	90	100	85
Group 3										
13	7	8	8	7	9	7	8	47	90	30
14	13	10	13	13	10	12	12	82	37	120
15	7	10	7	6	10	6	7	182	32	80
16	7	8	7	8	6	7	7	130	82	160
17	12	13	9	11	11	13	12	70	167	112
18	5	7	8	4	10	9	8	10	30	123
Group 4										
19	7	5	9	6	7	9	7	70	142	70
20	6	8	7	5	4	8	6	40	97	122
21	5	5	8	6	9	10	7	90	50	40
22	10	8	3	3	5	5	6	107	175	67
23	11	10	6	9	5	7	8	162	150	167
24	2	7	5	6	6	4	5	80	90	47
Group 5										
25	11	10	11	14	9	10	11	70	137	120
26	8	10	10	11	8	10	10	150	107	190
27	10	8	10	7	11	7	9	120	97	130
28	6	7	6	10	9	8	8	20	167	122
29	7	10	10	13	11	10	10	130	40	20
30	10	8	6	6	7	8	7	32	100	60

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code No.	21	22	23	24	25	26	27	28	29	30
Situation A (1st Sem.)										
Group 1										
1	87	150	57	108	18	17	18	18	25	22
2	0	110	20	51	26	19	20	19	24	23
3	82	37	34	88	18	20	20	19	23	20
4	30	137	107	91	21	22	28	27	24	24
5	62	72	172	87	24	22	18	20	21	20
6	147	170	82	157	16	18	20	18	19	18
Group 2										
7	92	165	30	97	18	17	18	15	21	21
8	87	198	175	147	21	15	15	11	22	29
9	100	40	10	88	39	20	20	18	29	26
10	160	72	150	112	19	14	18	16	21	20
11	75	70	180	109	25	24	16	17	22	25
12	45	157	170	108	25	21	21	19	24	22
Group 3										
13	92	122	122	84	18	21	19	19	20	23
14	97	130	37	84	22	24	25	25	22	28
15	22	130	182	105	25	16	16	16	22	30
16	90	200	190	142	12	22	13	16	16	13
17	82	122	120	122	23	20	21	21	20	20
18	75	165	17	70	23	23	23	22	23	27
Group 4										
19	97	147	167	116	28	14	16	16	26	18
20	90	180	187	119	17	19	20	16	18	19
21	37	187	147	75	23	22	18	18	24	27
22	140	112	82	114	23	17	16	18	18	19
23	37	172	198	148	21	27	22	20	22	21
24	30	160	167	96	9	15	17	16	21	16
Group 5										
25	167	180	90	127	22	18	16	21	18	21
26	172	187	100	151	27	26	25	25	26	32
27	70	122	130	112	16	16	18	16	24	15
28	162	137	182	132	16	17	16	17	19	17
29	67	110	130	83	25	23	23	24	21	24
30	37	105	122	76	13	14	16	13	17	19

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable									
	31	32	33	34	35	36	37	38	39	40
Situation A (1st Sem.)										
Group 1										
1	20	10	8	6	9	10	6	8	32	126
2	22	9	9	7	8	8	9	8	26	87
3	20	9	6	7	7	9	8	8	24	127
4	24	8	10	10	10	10	10	10	35	85
5	21	9	8	10	9	8	10	9	24	112
6	18	10	6	9	8	5	6	7	23	119
Group 2										
7	18	8	8	6	9	7	8	8	40	129
8	19	12	9	7	11	9	12	10	23	132
9	25	21	13	8	10	11	14	13	29	110
10	18	11	8	7	8	7	11	9	37	102
11	22	12	9	7	10	11	13	10	28	101
12	22	16	9	7	10	8	9	10	37	89
Group 3										
13	20	12	8	8	7	8	9	9	25	124
14	24	14	10	13	11	11	14	12	24	120
15	21	13	10	9	8	8	11	10	29	102
16	15	13	9	10	10	10	11	15	25	131
17	21	12	12	8	9	10	7	10	23	86
18	24	9	8	9	8	9	11	9	29	129
Group 4										
19	20	15	9	6	7	9	7	9	27	110
20	18	11	8	6	7	7	7	8	27	101
21	22	12	8	4	8	9	12	9	29	112
22	19	10	8	6	6	7	7	7	30	128
23	22	11	12	5	5	8	10	9	23	119
24	16	14	10	7	8	6	9	9	24	68
Group 5										
25	19	11	10	9	7	9	10	9	27	95
26	27	13	14	13	11	11	16	13	47	136
27	18	9	11	9	9	9	9	9	29	127
28	17	11	9	8	10	8	10	9	29	130
29	23	11	10	13	10	8	10	10	32	134
30	15	12	9	10	8	7	9	9	30	138

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable 1	2	3	4	5	6	7	8	9	10
Situation A (2nd Sem.)										
Group 1										
7	39	30	171	175	17	15	11	13	27	14
8	44	39	179	177	25	14	18	11	17	17
2	46	46	226	222	28	26	25	22	22	23
15	14	34	194	186	41	21	25	24	27	28
4	42	47	205	174	33	22	16	17	25	34
11	28	29	171	175	29	23	11	17	19	20
12	36	24	172	187	25	23	22	20	23	16
30	27	23	164	167	32	23	25	21	25	26
Group 2										
25	12	16	207	198	21	29	28	28	21	14
13	37	39	174	176	20	31	21	17	17	23
9	41	36	177	196	32	31	18	11	24	21
27	20	6	209	209	17	22	23	17	18	12
3	22	17	201	221	27	26	20	21	28	22
22	31	29	194	174	20	23	21	17	23	18
23	13	12	201	186	12	31	20	21	18	16
29	3	0	196	196	28	30	28	36	27	26
Group 3										
21	26	22	183	183	20	26	14	18	25	24
26	28	21	168	176	34	28	30	26	30	32
16	33	31	198	208	21	21	12	19	21	12
17	26	17	206	218	23	24	22	18	19	20
28	30	24	209	201	14	24	14	21	16	11
5	16	27	201	168	30	36	24	28	17	21
24	12	12	227	205	13	17	23	18	21	17
Group 4										
1	16	4	213	222	33	26	26	22	27	22
19	36	26	175	192	19	18	25	30	22	15
20	21	25	176	159	20	33	15	19	20	21
10	62	49	229	221	21	29	15	13	25	22
14	37	15	144	165	29	26	27	24	25	33
6	26	31	185	189	26	21	17	18	19	18
18	45	59	198	181	25	24	25	24	27	28

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable									
	11	12	13	14	15	16	17	18	19	20
Situation A (2nd Sem.)										
Group 1										
7	12	9	5	5	7	6	7	54	80	79
8	8	2	9	4	7	11	7	94	83	132
2	9	9	7	9	8	10	9	150	135	127
15	8	7	11	11	11	11	10	71	167	117
4	9	9	14	10	8	15	11	150	179	130
11	10	12	8	10	12	10	10	93	164	164
12	10	9	9	8	5	9	9	173	134	72
30	7	7	10	9	8	8	8	138	114	88
Group 2										
25	8	10	10	8	7	9	9	72	117	120
13	7	9	7	9	10	7	8	71	100	95
9	13	12	10	9	8	10	11	30	48	164
27	11	10	7	7	5	6	8	79	37	45
3	11	11	10	12	9	11	11	32	128	85
22	10	9	11	11	8	11	10	112	154	114
23	8	8	5	9	4	7	7	114	136	71
29	7	7	7	10	9	9	8	35	79	104
Group 3										
21	5	7	5	5	8	9	7	180	139	133
26	8	10	12	10	13	10	10	126	107	141
16	6	6	3	6	5	4	5	177	197	137
17	10	13	6	11	11	8	10	91	183	17
28	7	8	5	6	8	2	6	131	131	90
5	12	15	10	13	15	12	13	81	19	91
24	10	13	14	12	11	10	12	200	173	81
Group 4										
1	7	5	7	6	7	4	6	63	137	120
19	10	7	11	13	7	9	10	171	57	97
20	5	12	9	8	7	7	8	109	90	103
10	13	14	7	12	10	12	11	69	107	96
14	8	9	12	13	10	11	10	139	40	103
6	7	6	6	6	6	7	6	74	133	137
18	4	9	5	6	8	4	6	126	109	10

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code Number	Variable									
	21	22	23	24	25	26	27	28	29	30
Situation A (2nd Sem.)										
Group 1										
7	67	62	90	72	17	22	15	18	19	16
8	92	115	150	111	17	14	15	16	17	23
2	125	171	100	135	27	25	23	25	25	29
15	95	28	36	86	34	18	21	22	27	33
4	98	82	168	135	23	26	30	28	19	23
11	178	158	54	135	22	27	18	25	19	23
12	126	104	135	124	21	24	22	20	20	18
30	96	181	118	123	18	20	24	24	23	20
Group 2										
25	118	162	125	119	24	16	18	22	23	22
13	115	138	46	94	24	20	22	23	21	27
9	137	72	170	104	30	24	18	18	24	23
27	133	93	165	92	22	16	17	15	18	15
3	63	136	136	97	22	19	20	22	22	24
22	130	180	117	135	25	17	24	24	22	24
23	62	162	104	108	16	23	17	18	18	19
29	114	154	100	98	29	22	26	29	25	29
Group 3										
21	154	137	126	145	20	19	14	16	20	28
26	106	96	166	124	34	19	25	27	29	36
16	156	131	166	161	17	13	12	18	17	13
17	76	164	24	108	27	18	24	26	26	26
28	139	160	133	131	15	15	13	18	19	11
5	141	31	91	76	29	20	26	29	28	27
24	177	104	176	152	17	17	24	23	19	24
Group 4										
1	113	79	114	104	26	22	21	23	26	22
19	107	89	127	108	18	9	18	18	20	14
20	90	131	143	111	14	20	17	19	16	13
10	191	107	73	107	15	22	17	19	20	15
14	166	40	140	105	26	14	20	19	23	28
6	150	94	136	121	20	18	17	17	14	14
18	33	149	67	82	23	22	23	26	26	26

TABLE 1 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable							
	31	32	33	34	35	36	37	38[a]
Situation A (2nd Sem.)								
Group 1								
7	18	13	10	9	8	9	11	10
8	17	12	10	7	8	8	13	10
2	26	11	12	8	9	11	15	11
15	26	15	8	6	7	11	15	10
4	25	11	9	11	12	10	10	11
11	22	13	11	9	10	10	15	12
12	21	12	10	7	7	8	12	9
30	22	11	8	8	7	11	12	9
Group 2								
25	21	11	11	7	10	10	11	10
13	23	10	9	8	10	8	11	9
9	23	16	13	10	9	12	10	12
27	17	13	11	8	8	7	10	9
3	22	11	13	11	11	10	11	11
22	23	9	10	11	9	8	10	9
23	19	10	10	10	9	7	8	9
29	27	11	11	11	13	10	13	11
Group 3								
21	20	10	10	9	9	9	14	10
26	28	16	11	8	13	13	16	13
16	15	8	11	9	9	9	8	9
17	25	14	14	9	12	11	13	12
28	15	8	11	9	9	10	10	9
5	27	13	11	15	15	12	13	13
24	21	16	13	13	13	11	13	13
Group 4								
1	23	11	11	6	8	9	10	9
19	16	12	14	9	8	10	10	10
20	17	11	10	9	7	9	10	9
10	18	15	9	9	10	8	12	10
14	22	12	11	9	10	8	12	10
6	17	8	10	9	7	9	12	9
18	24	7	9	9	10	11	10	10

[a]Variables 39 (chronological age) and 40 (scholastic aptitude) are not shown since they are included in the First Semester scores for Situation A.

TABLE 2

Counselor Candidate Scores for Situation B

Situation, Group, and Counselor Candidate Code No.	Variable													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Situation B														
Group 6														
31	33	40	184	154	24	22	36	23	30	20	13	9	15	10
32	46	44	189	185	24	17	10	17	23	18	11	8	3	6
33	34	26	194	187	31	18	25	17	17	20	9	6	15	8
34	22	40	211	207	28	25	18	22	22	15	12	4	8	10
35	10	2	199	224	20	15	11	11	22	20	4	3	2	3
36	24	34	201	179	32	27	14	23	13	15	4	8	6	10
37	69	33	99	203	23	24	13	14	22	22	12	12	6	7
38	35	25	203	221	24	21	23	20	22	24	8	6	9	9
Group 7														
39	5	5	216	233	17	18	10	14	20	15	7	4	0	3
40	15	16	216	186	25	22	11	16	17	18	10	8	2	5
41	9	32	232	224	19	16	13	13	22	23	9	9	2	8
42	27	13	209	231	37	29	10	27	23	26	5	9	0	7
43	22	29	205	198	40	26	12	23	24	23	9	10	2	6
44	49	59	160	158	39	21	12	14	21	20	8	6	3	5
45	28	9	199	227	30	21	12	18	19	18	6	5	2	2
46	47	21	181	169	32	24	13	16	24	30	6	9	9	7
47	48	53	182	166	29	21	13	12	38	27	12	16	11	10
Group 8														
48	29	18	179	178	36	10	10	10	22	21	5	2	1	1
49	35	31	169	166	27	21	12	15	29	25	14	11	11	9
50	58	49	170	177	35	31	17	19	19	23	7	6	5	6
51	17	15	191	196	23	19	13	14	27	21	9	9	3	4
52	19	28	224	224	28	25	22	30	19	16	17	12	9	15
53	28	17	208	217	22	16	10	15	19	16	7	7	1	4
54	32	39	181	193	24	27	17	15	22	18	11	13	6	10
55	29	32	199	205	26	18	11	11	18	17	11	4	1	2

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Situation B														
Group 9														
56	14	3	191	215	19	18	11	17	19	13	7	6	5	4
57	15	5	176	195	28	17	11	17	15	13	15	6	2	8
58	16	9	187	176	30	16	10	14	22	19	7	5	2	3
59	24	23	184	136	32	20	13	18	25	22	8	11	5	9
60	32	6	197	230	24	20	12	15	25	19	9	7	4	5
Group 10														
61	43	34	171	179	21	14	11	13	13	13	0	0	1	0
62	20	0	195	204	33	29	17	24	20	23	1	1	1	1
63	16	11	219	237	23	26	15	21	26	19	10	12	4	9
64	29	30	163	172	26	17	14	19	24	22	0	2	0	1
65	13	18	219	224	19	14	10	13	24	12	0	0	0	0
66	36	27	192	189	37	23	12	25	17	13	9	5	2	7
Group 11														
67	0	1	231	223	24	26	10	12	21	20	8	8	0	2
68	18	14	217	223	34	26	17	19	23	27	10	12	9	9
69	41	43	166	164	34	32	14	15	21	24	8	7	11	11
70	24	24	220	219	27	18	12	18	23	23	7	11	10	6
71	3	3	241	245	29	21	18	16	19	15	12	7	8	9
72	18	14	206	214	36	28	11	12	18	20	8	7	3	2
Group 12														
73	39	38	173	174	24	25	13	21	18	15	7	8	4	7
74	26	24	192	202	26	18	10	13	15	16	8	4	1	4
75	25	19	225	226	24	27	11	14	18	15	6	10	2	5
76	30	11	182	207	22	23	13	20	16	17	8	7	3	8
77	25	12	204	192	28	26	14	21	20	22	12	8	7	8
78	50	7	174	235	23	16	10	10	17	13	8	4	0	4

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Situation B														
Group 13														
79	26	22	190	188	25	20	12	18	19	20	6	6	1	4
80	41	46	184	193	31	26	13	19	19	23	7	8	8	7
81	33	26	178	170	23	21	14	19	20	13	7	8	6	6
82	19	15	186	197	30	27	12	17	16	23	7	5	3	6
83	41	29	170	171	24	19	17	21	24	15	7	5	6	5
84	23	43	211	202	16	14	12	14	17	16	5	5	2	4
85	76	40	129	192	30	28	11	20	18	21	14	15	5	10
Group 14														
86	31	7	178	193	31	34	27	31	23	29	7	8	7	10
87	20	21	229	221	30	32	18	23	20	21	13	15	13	12
88	19	17	199	200	21	19	19	17	27	13	11	11	8	9
89	59	10	157	199	33	16	10	12	26	32	14	9	8	12
90	28	23	200	202	23	23	13	21	17	18	15	13	7	10
91	12	6	217	203	33	17	13	18	25	22	7	6	5	7
92	39	32	191	172	45	39	21	32	17	24	13	19	9	10

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable 15	16	17	18	19	20	21	22	23	24	25	26
Situation B												
Group 6												
31	10	11	11	120	147	87	140	69	161	121	27	22
32	10	6	7	105	151	141	155	151	143	141	14	11
33	8	7	9	32	146	108	97	137	101	104	20	15
34	5	7	8	153	61	109	146	110	142	120	28	20
35	4	2	3	59	122	140	157	35	108	104	11	10
36	7	6	7	108	91	108	65	67	169	101	28	20
37	11	11	10	151	74	90	147	107	73	107	17	20
38	8	8	8	133	171	75	125	167	90	127	20	22
Group 7												
39	6	9	5	74	189	144	112	131	146	133	12	14
40	6	9	7	48	75	173	121	167	90	112	18	19
41	9	9	8	87	82	112	62	100	93	89	16	18
42	6	9	6	124	139	128	65	155	67	113	26	19
43	9	10	8	127	89	178	44	146	150	122	27	19
44	6	9	6	112	148	82	76	139	139	116	26	18
45	3	4	4	78	143	156	86	111	144	120	22	20
46	8	8	8	43	47	67	95	113	34	67	21	27
47	20	11	13	72	48	18	12	126	55	55	20	25
Group 8												
48	4	9	4	43	44	57	121	75	49	65	29	9
49	13	13	12	150	124	115	71	165	193	136	26	25
50	7	5	6	150	137	109	117	39	103	109	28	30
51	7	6	6	26	19	34	39	135	71	54	16	15
52	5	7	11	101	117	72	114	132	108	107	17	16
53	3	6	5	80	139	87	34	92	107	90	14	14
54	12	10	10	58	69	101	39	136	14	70	17	28
55	3	6	5	105	47	94	34	125	162	95	15	13

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable											
	15	16	17	18	19	20	21	22	23	24	25	26
Situation B												
Group 9												
56	7	3	5	150	150	180	100	195	120	149	13	16
57	6	6	7	60	140	125	95	135	165	120	20	15
58	5	6	5	165	120	135	195	180	180	163	19	19
59	7	7	8	195	165	195	200	180	20	159	21	17
60	9	7	7	20	180	180	60	0	60	83	16	20
Group 10												
61	0	0	0	98	50	38	90	80	40	66	13	13
62	1	1	1	135	163	68	168	118	133	131	27	29
63	8	9	9	80	143	90	110	143	173	123	21	23
64	1	3	1	130	138	68	183	68	110	116	19	16
65	1	0	0	160	150	123	120	123	63	123	11	13
66	7	8	6	120	138	113	118	168	100	126	29	24
Group 11												
67	5	6	6	88	130	170	130	180	93	132	18	15
68	6	11	10	188	50	73	83	70	110	96	26	19
69	7	9	9	183	50	80	60	65	90	88	23	27
70	8	8	8	90	123	30	70	90	173	96	17	21
71	5	6	8	138	118	90	40	83	48	86	22	17
72	6	8	6	23	150	170	180	168	93	131	30	20
Group 12												
73	7	8	7	100	70	90	100	140	110	102	22	24
74	3	7	5	70	183	135	178	183	93	140	19	16
75	4	7	6	88	18	38	23	30	198	66	21	20
76	10	8	7	195	30	85	38	150	148	108	21	14
77	7	9	9	133	168	100	158	170	180	152	32	30
78	3	5	4	63	198	190	150	150	130	147	14	13

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable											
	15	16	17	18	19	20	21	22	23	24	25	26
Situation B												
Group 13												
79	4	6	5	113	23	176	35	102	130	97	19	17
80	6	8	7	88	90	153	95	135	126	115	25	26
81	5	4	6	48	118	98	53	189	35	90	18	19
82	5	8	6	159	33	99	58	49	120	86	22	26
83	7	9	7	36	182	75	80	179	86	106	19	15
84	6	3	4	15	68	143	78	69	56	72	10	12
85	12	8	11	92	62	150	43	142	70	93	23	21
Group 14												
86	7	7	8	83	103	188	73	138	98	114	18	23
87	14	14	14	172	102	56	36	200	86	110	27	22
88	12	10	10	109	28	80	163	150	96	104	13	18
89	9	12	11	128	125	143	126	165	53	123	20	11
90	11	10	11	99	59	109	115	150	96	105	21	14
91	9	10	7	165	69	53	65	183	156	115	25	11
92	17	14	14	73	150	75	122	166	129	119	28	22

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable													
	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Situation B														
Group 6														
31	30	26	25	25	26	14	12	14	11	10	12	12	34	131
32	12	16	17	17	15	16	12	10	10	10	10	11	35	51
33	22	18	18	20	19	12	9	8	8	10	10	10	27	89
34	21	27	23	16	23	17	7	11	11	9	9	11	26	95
35	13	14	24	21	16	13	10	9	8	9	10	10	32	121
36	15	16	17	18	19	12	10	8	8	8	10	9	29	56
37	15	19	23	21	19	12	10	12	9	9	11	10	31	104
38	29	28	23	27	25	14	10	14	12	11	13	12	27	53
Group 7														
39	18	16	18	19	16	14	9	2	7	9	10	8	30	97
40	20	20	16	17	18	14	9	3	8	10	11	9	39	81
41	21	20	16	19	18	12	11	3	8	9	9	9	36	83
42	18	25	22	29	23	12	9	2	7	10	14	9	28	113
43	20	23	24	20	22	14	10	3	8	11	12	10	25	106
44	22	21	21	23	22	11	8	4	7	9	12	8	33	147
45	20	23	12	15	19	9	9	2	6	9	9	8	30	63
46	29	26	23	25	25	11	14	10	8	13	12	11	23	126
47	28	24	23	22	24	12	15	10	9	14	12	12	24	120
Group 8														
48	16	15	20	22	19	17	12	5	7	8	13	10	53	80
49	26	24	24	25	25	14	14	12	11	12	13	12	30	125
50	24	24	22	27	26	13	15	8	11	12	12	12	27	82
51	18	17	20	20	18	13	11	5	8	10	8	9	47	115
52	23	27	17	14	19	15	10	6	9	8	9	10	34	127
53	16	20	15	17	16	12	11	4	9	7	7	8	39	99
54	24	26	26	26	25	12	13	8	12	11	11	11	38	119
55	17	15	14	17	15	14	10	4	8	9	11	9	37	37

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable													
	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Situation B														
Group 9														
56	22	20	22	17	18	11	7	4	7	8	7	7	52	104
57	19	15	15	16	17	12	7	2	7	6	7	7	47	125
58	20	18	21	23	20	9	8	3	7	9	11	8	34	103
59	22	16	20	26	20	12	9	4	7	9	10	8	25	129
60	22	19	18	19	19	13	6	3	7	10	10	8	40	70
Group 10														
61	17	13	12	15	14	12	9	3	9	9	7	8	25	80
62	25	25	20	27	26	11	11	8	9	10	9	10	25	50
63	21	22	18	24	22	16	9	5	10	10	9	10	22	141
64	21	22	26	24	21	12	9	5	10	10	8	9	22	113
65	16	13	23	14	15	11	10	4	9	8	8	8	42	122
66	18	23	22	22	23	12	9	4	9	7	9	8	35	122
Group 11														
67	16	17	22	20	18	11	8	4	5	9	8	8	26	79
68	21	22	21	16	21	15	12	6	8	9	8	10	25	89
69	27	27	18	21	24	14	12	11	12	8	10	11	24	70
70	28	29	23	23	24	13	12	12	11	9	13	12	42	120
71	24	22	18	12	19	13	9	8	11	7	12	10	25	113
72	19	18	21	19	21	13	10	5	7	8	7	8	53	130
Group 12														
73	22	24	21	23	23	10	10	4	7	5	8	7	25	126
74	19	15	20	21	18	10	8	2	6	7	8	7	23	137
75	19	18	22	23	21	7	8	2	7	7	9	7	25	80
76	19	19	26	23	20	10	9	2	5	10	9	8	36	116
77	25	23	29	31	28	17	14	6	7	11	13	14	47	134
78	18	17	19	17	16	9	10	2	7	5	5	7	27	98

TABLE 2 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable													
	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Situation B														
Group 13														
79	18	19	19	23	19	11	8	3	9	8	8	8	36	61
80	26	25	24	29	26	10	12	8	8	10	13	10	35	116
81	23	19	18	16	19	11	11	6	7	6	8	8	28	121
82	21	24	20	18	22	11	10	5	8	6	7	8	26	66
83	26	20	26	22	21	10	10	7	6	10	8	8	30	106
84	18	13	18	17	15	14	10	4	8	9	8	9	29	123
85	21	20	23	19	21	14	9	4	9	10	10	9	27	121
Group 14														
86	28	26	24	25	24	10	14	11	12	13	12	12	25	103
87	29	23	27	24	25	13	11	12	9	11	13	12	26	90
88	22	18	23	20	19	13	11	8	10	9	11	10	24	84
89	20	19	26	24	20	13	14	11	11	10	14	12	52	123
90	17	19	25	22	20	13	13	9	13	10	11	12	29	122
91	18	21	26	21	20	11	10	8	8	10	10	10	37	123
92	22	24	30	25	25	15	12	7	9	13	14	12	32	101

TABLE 3

Counselor Candidate Scores for Situation C

Situation, Group, and Counselor Candidate Code No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Situation C														
Group 15														
93	39	24	186	195	31	20	12	15	21	26	7	5	2	3
94	58	57	178	178	31	28	17	19	25	26	11	11	11	12
95	13	24	191	172	26	22	14	18	20	18	10	7	5	9
96	12	16	210	203	33	19	11	12	19	28	10	10	3	6
97	61	39	157	187	36	34	20	20	23	25	8	10	10	14
98	21	17	199	180	30	26	13	17	21	26	5	8	6	6
99	36	21	162	179	20	24	12	12	20	16	7	8	2	2
100	16	17	212	206	29	26	16	22	25	19	9	12	5	8
101	44	35	164	177	29	29	23	25	25	20	10	9	6	11
Group 16														
102	37	17	151	196	39	29	17	21	23	25	12	15	17	15
103	10	3	192	209	29	24	12	17	16	14	10	9	3	7
104	46	27	162	162	26	31	28	27	20	21	9	11	10	10
105	19	45	196	146	32	29	18	19	14	18	10	11	12	13
106	44	20	149	177	26	23	27	26	21	21	10	10	11	10
107	21	20	172	180	25	24	15	20	18	23	10	8	8	8
108	18	18	168	171	36	26	21	20	32	26	8	8	8	8
109	20	3	197	219	35	16	15	16	22	24	9	6	5	7

TABLE 3 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable											
	15	16	17	18	19	20	21	22	23	24	25	26
Situation C												
Group 15												
93	3	8	5	74	126	116	97	162	98	112	22	13
94	12	10	11	148	162	119	111	135	157	139	25	21
95	8	8	8	171	167	151	112	102	129	139	13	13
96	7	9	7	48	178	189	164	173	98	142	25	16
97	9	9	10	58	54	93	89	152	96	90	30	32
98	8	7	7	89	182	152	119	142	80	127	21	18
99	10	5	6	133	178	156	158	178	72	146	7	15
100	10	12	9	52	127	140	136	123	111	115	24	23
101	12	8	9	55	83	76	29	129	157	88	26	25
Group 16												
102	13	12	14	128	162	136	146	90	75	123	22	22
103	8	9	8	83	178	95	92	179	149	129	18	16
104	11	13	11	86	97	155	100	114	88	107	20	20
105	13	10	12	114	115	88	107	75	151	108	19	22
106	13	14	11	160	98	69	140	84	154	118	19	24
107	9	11	9	110	146	116	134	160	79	124	18	21
108	9	8	8	106	139	126	136	154	111	129	19	22
109	9	8	7	65	138	130	93	117	109	109	19	8

TABLE 3 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable													
	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Situation C														
Group 15														
93	16	18	18	20	18	10	11	5	6	8	8	8	25	131
94	28	26	27	23	25	11	15	12	12	15	11	13	45	119
95	17	18	19	15	16	11	11	5	7	9	11	9	21	132
96	17	18	19	23	20	13	13	6	9	10	11	10	20	117
97	28	33	25	24	29	13	14	10	14	12	8	12	22	119
98	20	18	23	20	20	11	11	6	8	11	8	9	38	137
99	14	12	23	13	14	16	11	6	8	10	11	10	21	135
100	19	23	25	24	23	11	14	7	8	14	11	11	35	72
101	29	29	24	23	26	11	14	11	11	10	10	11	25	109
Group 16														
102	8	30	32	28	24	12	15	15	14	15	12	14	21	84
103	11	16	20	15	16	10	9	10	7	10	10	9	24	90
104	23	23	24	23	22	8	9	8	9	10	9	9	22	---
105	27	26	23	21	23	10	11	11	13	12	8	11	24	102
106	25	23	25	27	24	9	12	11	11	11	13	11	33	133
107	21	23	23	25	22	9	11	9	10	11	11	10	22	99
108	16	18	25	23	21	11	11	8	7	9	11	10	27	141
109	13	13	24	20	16	9	13	8	9	10	9	10	45	101

TABLE 4

Counselor Candidate Scores for Situation D

Situation, Group, and Counselor Candidate Code No.	Variable 1	2	3	4	5	6	7	8	9	10
Situation D										
Group 17										
110	25	6	189	232	26	27	26	31	19	21
111	34	23	172	183	34	28	19	22	25	22
112	38	39	159	159	27	28	13	16	25	24
113	35	41	174	181	40	18	14	27	25	23
114	73	26	152	174	40	34	22	24	16	30
Group 18										
115	25	10	195	226	21	21	12	13	21	19
116	25	19	191	200	34	32	14	27	26	31
117	38	24	187	188	34	32	18	24	26	24
118	17	18	205	220	34	28	13	21	20	18
119	21	9	184	189	36	28	21	23	20	22
120	18	19	207	204	35	19	10	19	24	20
Group 19										
121	11	8	233	236	15	23	14	21	17	14
122	51	39	146	168	40	27	23	30	24	22
123	25	8	185	177	28	31	17	23	20	25
124	36	18	206	210	37	35	20	30	19	30
125	48	31	167	177	30	23	12	15	21	23
126	7	6	195	194	25	22	10	17	27	25
Group 20										
127	36	38	164	167	35	28	30	25	26	27
128	26	48	178	195	30	17	18	22	30	29
129	35	29	178	196	23	18	10	15	20	20
130	55	58	222	222	30	19	15	13	18	20
131	31	12	159	180	33	20	25	20	25	25
132	1	0	215	225	27	21	30	28	25	25
133	33	38	210	200	30	22	21	33	33	26

TABLE 4 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable									
	11	12	13	14	15	16	17	18	19	20
Situation D										
Group 17										
110	15	8	14	12	8	9	11	45	180	200
111	5	8	4	10	10	7	7	15	160	70
112	7	11	7	10	10	6	8	165	120	140
113	13	12	8	12	10	17	12	0	140	80
114	10	11	7	10	9	9	9	80	135	140
Group 18										
115	9	9	9	9	7	6	8	172	122	97
116	13	14	10	14	10	16	13	87	30	7
117	7	6	6	9	6	7	7	150	97	190
118	6	8	3	7	7	12	7	130	90	37
119	14	15	10	9	20	18	14	187	90	157
120	7	8	1	4	11	8	7	180	80	120
Group 19										
121	10	8	4	9	6	7	8	110	140	147
122	8	9	9	8	9	8	9	25	125	152
123	8	9	10	8	7	7	8	167	170	172
124	9	13	10	10	10	13	11	80	60	142
125	6	8	4	8	8	7	7	130	160	30
126	10	8	2	4	6	12	7	30	130	40
Group 20										
127	6	7	7	6	7	6	6	156	139	149
128	8	8	7	6	8	9	8	73	150	143
129	10	11	6	7	7	10	8	108	90	131
130	9	6	4	4	5	7	6	101	143	147
131	8	9	9	9	6	5	8	77	133	154
132	11	14	10	10	11	11	11	107	126	104
133	4	9	8	8	10	8	8	107	33	146

TABLE 4 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable									
	21	22	23	24	25	26	27	28	29	30
Situation D										
Group 17										
110	45	165	140	129	21	19	18	23	22	20
111	15	180	20	77	23	23	21	20	24	21
112	80	200	100	134	12	18	20	18	23	18
113	175	195	180	128	27	12	16	25	23	19
114	165	180	60	127	19	24	22	20	20	26
Group 18										
115	40	117	130	113	7	15	25	18	18	19
116	00	50	22	33	14	19	24	22	21	17
117	182	122	160	150	20	21	27	26	28	21
118	90	147	157	109	25	16	18	19	21	25
119	107	190	190	154	31	15	20	20	33	36
120	170	137	70	126	20	9	15	18	25	17
Group 19										
121	170	10	162	123	9	14	16	12	18	15
122	190	190	145	138	26	20	29	25	28	22
123	170	137	190	168	20	20	30	24	22	21
124	172	122	130	118	30	25	25	22	25	30
125	82	142	197	124	19	20	17	14	22	20
126	37	122	67	71	29	10	15	12	24	19
Group 20										
127	84	120	179	138	22	26	25	22	24	24
128	136	96	150	125	25	17	13	21	22	23
129	126	170	109	122	14	21	12	14	16	16
130	147	86	63	115	19	18	9	11	12	14
131	161	113	153	132	20	20	16	17	16	20
132	52	111	61	94	21	29	33	31	26	27
133	130	91	21	88	20	25	18	25	23	22

TABLE 4 (Continued)

Situation, Group, and Counselor Candidate Code No.	Variable									
	31	32	33	34	35	36	37	38	39	40
Situation D										
Group 17										
110	21	10	10	7	12	9	9	9	28	77
111	22	13	13	9	13	11	11	12	53	58
112	18	11	12	9	10	11	9	10	44	106
113	20	13	16	9	17	13	14	13	48	88
114	22	10	10	9	8	13	11	10	21	140
Group 18										
115	17	14	14	8	11	11	10	11	34	76
116	20	13	12	9	10	12	12	11	49	60
117	24	8	11	9	11	13	9	10	48	54
118	21	10	12	5	8	11	12	10	27	117
119	26	14	12	5	10	16	21	13	59	109
120	17	10	14	6	10	12	11	10	37	51
Group 19										
121	14	14	10	7	8	10	11	10	33	113
122	25	11	11	12	11	12	9	11	32	120
123	23	11	12	12	11	13	10	11	33	117
124	26	14	11	9	10	12	13	11	23	142
125	19	13	11	8	13	10	8	11	43	112
126	18	17	13	8	12	10	11	12	39	109
Group 20										
127	24	8	10	6	7	10	9	8	36	93
128	20	9	11	9	9	10	9	9	65	116
129	16	14	12	12	12	11	10	12	33	111
130	14	9	9	12	11	11	10	10	50	120
131	18	13	11	9	10	12	10	11	38	---
132	28	11	13	16	15	13	11	13	--	---
133	22	8	9	10	9	10	8	9	31	124

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